THE UNIVERSITY OF MANITOBA

A DESCRIPTIVE ANALYSIS OF THE PROFESSIONAL DEVELOPMENT LEADERS' TRAINING PROJECT (1973-1975) MANITOBA DEPARTMENT OF EDUCATION: A CASE STUDY

by

LOUISE VAN BELLEGHEM

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ABSTRACT

The purpose of this study was to provide a descriptive analysis of the first phase of a Professional Development Leaders' Training Project sponsored and directed by the Professional Development Branch of the Manitoba Department of Education. To this end, the study included a rationale for, and description of, the details of eight training sessions aimed at improving participants' competency in the leadership and organization of professional development programs. Examination focused on activities designed to foster the personal growth of individuals, the development of interpersonal skills, problem solving and decision making skills and finally the study of organization functions and improvement strategies.

The study also included a collection of data for a formative evaluation of program effectiveness. Two self evaluative instruments were employed, one of which aimed at providing evidence of attitudinal and behavioral changes in individuals, and the other, information as to the effectiveness of each training session. Analysis of these data revealed that the overall structure seemed to be satisfactory in terms of intended goals to be achieved. Findings indicated that the program design included in large measure organizational forms, procedures and skills potentially useful to the participants. Recommendations for improve-

ment were directed mostly at evaluative procedures. It was suggested that more appropriate qualitative and/or quantitative instruments be used before and after such a program for the detection and analysis of measurable effects.

In summary, the study may be described as a descriptive overview and analysis providing evidences whereupon the individual reader might himself pose judgment as to the relative merits of the training program design.

Acknowledgements

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Chapter 1

A STATEMENT OF THE PROBLEM

INTRODUCTION

As society in general rises to its challenges for change, so do school organizations respond accordingly to different environmental demands. Recent accelerating changes have in effect altered the response emphasis from one of coping with changes to the actual initiation of them. This new focus is a very healthy one as different expectations for education are challenging schools daily.

Three typical response strategies are in evidence today: the scholarly consultation or solicitation of the services of outside experts for advice and sense of direction; the initiation of human relations training programs aimed at changing individuals and finally change programs concerned with organizational effectiveness. This study is primarily concerned with a design incorporating principles of the latter strategy involving three main processes namely, training, consulting and researching. Such an approach may be termed "Organizational Development," defined by Warren G. Bennis as:

> . . . a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they

> can better adapt to new technologies, markets and challenges, and the dizzying rate of change itself.[1]

This strategy focuses on laboratory training as a means of effecting organizational development efforts.

PURPOSE

The major purpose of this study was to provide a descriptive analysis of the Professional Development Leaders' Training Project (Dec. 1973-Dec. 1974) directed by the Professional Development (P.D.) Branch of the Manitoba Department of Education. The study includes:

1. a statement of rationale underlying the program;
2. a description of the activities included in the training sessions;
3. an examination of the strengths and weaknesses of the training as perceived by the participants.

SIGNIFICANCE OF THE PROBLEM

The special training project examined in this study was initiated by the directors of the Professional Development Branch with the intent that such a program might be

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[1] Warren G. Bennis, Organization Development: Its Nature, Origins and Prospects (Don Mills, Ontario: Addison Wesley Publishing Company, Inc., 1969), p. 2.

instrumental in effecting change in the beliefs, attitudes, values and competencies of the participants and subsequently in the local school divisions which these members serve. On this rationale for change a variety of instructional techniques such as Simulated Experiences, Lecturettes, Laboratory Training, Reading Assignments and Field Experience were included in the program design. The organizational context, within which all these training procedures were used, was deemed worthy of close scrutiny for, if successful, such a design could serve as a model for future training programs set up by the various agencies including Manitoba Universities, Manitoba Teachers' Associations, and Department of Education personnel. There is a possibility that such a design, with necessary modifications, might serve to co-ordinate activities of all these agencies so as to use resources more effectively.

The task of designing training programs is difficult and an objective descriptive analysis or overview of this particular one should provide the reader with pertinent information about the probable effects of different training procedures such that he might judge for himself the merits of a program design aimed at the intensive training of persons who would in turn become resource personnel for professional development in their own school divisions.

DESIGN OF THE STUDY

The intent of this study was to describe and make commentary upon the effectiveness of the mentioned organizational development program. To this end, the writer has included a rationale for and description of the details of the training sessions as well as evidence of the effects of the training as exemplified by observable changes in the behavior of participants. Data for the latter come from two self evaluative questionnaires, one of which provides evidence of attitudinal and behavioral changes in individuals and the other, information as to the effectiveness of group process. The analysis of data points out the strengths and weaknesses of the program and allows for the formulation of recommendations.

SAMPLE

The study was conducted on the twenty-four participants in the training program, representing twenty-one school divisions, the Manitoba Teachers' Society, and the Catholic Parochial Schools of Manitoba. Selection of personnel to the program was based on each applicant's potential leadership qualities and recommendations of both superintendants and principals. Membership included three assistant superintendents, ten principals, one vice-principal, five teachers, two guidance counsellors, one psychologist, one Professional Development Branch consultant and the Assistant

Director of Professional Development, Manitoba Teachers' Society.

LIMITATIONS

The following limitations were recognized in the study:

1. This study was based on a single project and the first of its kind in Manitoba. The innovative nature of the project limited the possibility of comparative analysis with similar projects.

2. The study was confined to the first phase of the project only. It attempted to provide an overview of the training sessions held during the period December 1973 to October 1974 only.

3. The nature of the study, that of descriptive overview, did not allow for an in-depth examination of every laboratory workshop.

4. The collection of data involved participant self-evaluation which was essentially formative in nature.

DELIMITATIONS

The following delimitations were placed on the study:

1. Research evaluation for the field experience phase of the project was not included in this study. The experience component and ultimate success of the program

will have to be identified by another researcher.

2. The study was basically concerned with the effectiveness of training sessions in terms of intended goals to be achieved. No cost-benefit analysis was made.

DEFINITION OF TERMS

For the purpose of this study the following definitions apply:

Professional Development Leaders' Training Project: A laboratory program designed as a method of providing knowledge and skills to participants such that they might become resource personnel in designing and implementing professional development programs.

Transactions: Procedures or methodologies employed to produce desired outcomes of the training program. For example, use of a structured activity for the establishment of group goals.

Organization Development: An approach for managing change and improving an organization and "increasing its effectiveness, doing so with a sound theory base that successfully integrates behavioral science insights with the traditional wisdom of people who have learned a lot about people and organizations by having lived a long time in an organization."[2]

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[2] J. Jennings Partin, ed., "Organizational Development: A Perspective," in Current Perspectives in Organization Development (Reading, Massachusetts: Addison Wesley Publishing Co., 1973), p. 3.

Leadership: "Leadership is the process of influencing group activities toward goal setting and goal achievement."[3]

ORGANIZATION OF THE STUDY

The purpose of the study is delineated in Chapter 1.

Chapter 2 presents a critical review of some selected literature with emphasis on efforts at organization development.

Chapter 3 describes the research methodology.

Chapter 4 includes a description of the various training sessions including statement of goals, transactions, resources and outcomes.

Chapter 5 presents the results and findings of the "Personal Evaluation" and "Group Evaluation" instruments.[4]

The final chapter includes a restatement of the aim of the training program, a brief summary of the major findings of this study, conclusions drawn and finally recommendations for practice and further research.

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[3] Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company, 1967), p. 9.

[4] cf. Appendices A and B.

Chapter 2

REVIEW OF THE RELATED LITERATURE

INTRODUCTION

The review of the literature relates to three main areas. First, historical themes in the study of leadership and organization theory are briefly outlined. Second, efforts at organization improvement through leadership development training programs are explored. Finally, Organization Development approaches as strategies for improvement in schools are reviewed.

The purpose in reviewing the literature was not so much to provide a historical summary of change strategies and programs but rather to provide theoretical background and description of a few re-educative strategies employed. It is the writer's hope that this information will be helpful to the reader in detecting the theoretical underpinnings and framework design of the "Project to Train Professional Development Leaders," directed by the Professional Development Branch, Manitoba Department of Education.

LEADERSHIP AND ORGANIZATION THEORIES

The leadership process has been defined in many

ways. Chester I. Barnard states: "leadership refers to the quality of the behavior of individuals whereby they guide people or their activities in organized effort."[1] Fred E. Fiedler, proponent of a more modern leadership theory, concludes that a leader is

> the individual in the group given the task of directing and coordinating task-relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group.[2]

A historical review of the study of leadership identifies some attempts to formulate theory of leadership.

Early philosophers proposed the "great-man" theory. Biographical analyses of the lives of men who made history attempted to document criteria for successful leadership. It was believed that leaders "were born and not made, that nature was more important than nurture, and the instinct was more important than training."[3] Identification of personality factors common to leaders led to the subsequent formulation of a "traitist theory." Essentially the theory

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[1]Chester I. Barnard, Organization and Management (Cambridge: Harvard University Press, 1956), p. 83.

[2]Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Company, 1967), p. 8.

[3]Laverne L. Cunningham and William J. Gephart, eds., Leadership the Science and the Art Today, Twelfth Annual Phi Delta Kappa Symposium on Educational Research (Itasca, Illinois: F. E. Peacock Publishers, In., 1973), p. 2.

held that leadership traits are both observable and measureable.[4] Men such as Keith Davis and Chester Barnard active in the traitist school conducted research in an attempt to list characteristics of leaders. As there was lack of agreement on these traits, he and others realized that descriptions of leadership in personalistic terms only was insufficient. This led to the view that patterns of traits are "situationally relevant, if not situationally specific."[5] This dual recognition of psychological sociological factors was embodied in the "situationist theory."[6] Its claims were that the person best suited for leadership in a given situation would emerge from the group. Analysis of and studies based on the situational approach identified many weaknesses in this proposition. For example, it was found that the ability to assume an informal leadership role was not necessarily a guarantee of success in formal leadership. In addition there was found to be a wider diversity of situation variables that had an impact on leadership effectiveness.[7] These limitations called for a further investigation

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[4]Bill J. Hodge and Herbert J. Johnson, Management and Organizational Behavior A Multidimensional Approach (New York: John Wiley & Sons, Inc., 1970), p. 255.

[5]Keith Davis, Human Behavior at Work (New York: McGraw-Hill Book Company, 4th ed., 1972), pp. 103-104.

[6]Cunningham and Gephart, op. cit., p. 3.

[7]Ibid., p. 141.

of the leadership phenomenon with a shift to the analyses of the behavior of leaders. As a result a group of human relations theories began emerging in the late 1930's which skillfully combined leaders and situation factors as powerful determinants. They focused upon "the observed behavior of the leader in-situation,"[8] and suggested that both psychological variables and role variables were important factors in the generation of data on leader behavior. The latter, rather than leadership, became subject to description and analyses. The conceptual framework for this approach is well exemplified by Fiedler's contingency model of leadership in which is "contained the relationship between leadership style and the favorableness of the situation."[9] Other important pioneering leadership studies in

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[8]Ibid., p. 4.

[9]Fred Luthans, Organizational Behavior A Modern Behavioral Approach to Management (New York: McGraw-Hill, Inc., 1973),p. 501.

"This favorableness was described by Fiedler in terms of three dimensions:

1. the leader-member relationship, which is the most critical variable in determining the situation's favorableness;
2. the degree of task structure, which is the second most important input into the favorableness of the situation; and
3. the leader's position power obtained through formal authority, which is the third most critical dimension of the situation.

the late 1930's were those conducted by Ronald Lippitt and Ralph K. White under the direction of Kurt Lewin. These studies analyzed leadership from a scientific point of view. A conclusive finding was that different leadership styles can produce different, complex reactions from the same or similar groups. "Group dynamics was in a sense launched by this experiment."[10]

The evolution of organization theories has logically closely paralleled the development of leadership theory. A brief review of twentieth-century developments in organizational theory indicates an attempt at a synthesis of scientific management and human relations.

The scientific management approach was concerned with the achievement of maximum efficiency in attaining organizational objectives under the control of a single executive head endowed with leadership "traits." This management advocated by F. Taylor (1856-1915) ignored the "motivational, interpersonal and emotional factors involved in mobilizing human effort for common purposes."[11] Franklin Bobbit,[12] follower of Taylor, likewise emphasized centrali-

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[10] Jacob W. Getzels, James M. Lipham and Roald F. Campbell, Educational Administration as a Social Process Theory, Research, Practice (New York: Harper & Row, Publishers, 1968), pp. 36-37.

[11] Edgar L. Morphet, Educational Organization and Administration (New Jersey: Prentice-Hall, Inc., 2nd ed., 1959).

[12] Getzels et al., op. cit., pp. 27-28.

zation and definite direction by supervisors of all enterprises. Concerned with job analysis, the proponents of this theory seemed to forget that

> administrative efficiency is valid only to the extent that it contributes to the goals of the organization, the goals of the actors in the organization, and to the extent that it meets the requirements of the environment for the survival of the organization.[13]

The principles of situation management involved were essentially planning, organizing, coordination and control as enunciated in the "fourteen principles" listed by Fayol.[14]

The human relations approach was an outgrowth of the scientific management movement and yet opposed to it in many ways. Pioneer human relationists such as Elton Mayo and his Harvard colleagues, F. J. Roethlisberger and T. N. Whitenhead, were less concerned with "trait" and "situation" factors and more concerned with the worker and the dynamics of human relationships with coordination being the underlying strategy of the organization. As a result of the famous Hawthorne studies,[15] many concepts

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[13] Morphet, op. cit., p. 53.

[14] Henri Fayol, General and Industrial Management, translated by Constance Storrs (London: Sir Isaac Pitman & Sons Ltd., 1967), pp. 19, 20.

[15] Freemont E. Kast and James E. Rosenzweig, Organization and Management A Systems Approach (New York: McGraw-Hill, Inc., 1970), pp. 86-91.

about human behavior were developed which contributed to the evolution of organization theory. Other valuable insights were provided by men such as Carl Rogers[16] who underscored the need for self realization, and J. L. Morens who in his studies of interpersonal relations underscored the value of "positive feelings and liking as fundamentals in effective group action."[17] As mentioned earlier, Kurt Lewin (1951) and his associates contributed to the field of group dynamics with effects to the present day.[18] Another outstanding theorist who can be called a "transitionalist between traditional management theory and the evolving behavioral concepts"[19] was Chester Barnard who expressed communication as an essential part of organizational management. He made clear distinction between "effectiveness" and "efficiency" with the former referring to the "accomplishment of the cooperative purpose" and the latter referring to the satisfaction of individual motives."[20] The enunciation of this dual concept led to

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[16]Ibid., p. 91.

[17]Warren Bennis, Beyond Bureaucracy (New York: McGraw-Hill Inc., 1966), p. 68.

[18]Kast and Rosenzweig, loc. cit.: "Much of the current work in group dynamics and sensitivity training is being done through centers established to develop and expand Luvinian theory."

[19]Ibid., p. 92.

[20]Getzels et al, op. cit., p. 41.

the understanding of a so-called "formal" organization of consciously coordinated activities as contrasted with "informal" organization, unstructured and indefinite. The intimate relationship between the two types of organizations initiated studies of organizational climate[21] and occasioned the postulation of new administrative theories relating more specifically to administrative behavior. Accordingly, more modern behavioral scientists advocate a democratic, participative approach. Rensis Likert (1961) proposed an "interaction influence" system based on theoretical belief that "every organization is a human enterprise whose success depends upon the coordinated efforts of its members."[22] His "linking pin model" was based on this concept of supportive human relationships between members in the organization on a group-to-group basis. Formal linkages for communication, motivation, influence and coordination were deemed necessary on both the vertical and horizontal dimensions.[23]

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[21] Andrew Halpin, Theory and Research in Administration (New York: The MacMillan Company, 1966), pp. 131-136.

[22] Rensis Likert, New Patterns of Management (New York: McGraw-Hill, Inc., 1961), p. 178.

[23] _____, The Human Organization: Its Management and Value (New York: McGraw-Hill, Inc., 1967), p. 167. ". . . the required influence is exerted laterally upward and downward, and the motivational forces needed for coordination are created."

This theory of effective inter-linked working groups was further supported by the democratic-participative Theory Y proposed by Douglas McGregor (1960) such that:

> Under proper conditions, participation and consultative management provide encouragement to people to direct their creative energies towards organizational objectives, give them some voice in decisions that affect them, provide significant opportunities for the satisfaction of social and egoistic needs.[24]

Chris Argyris (1962) equally supported the view that for organizational effectiveness, "the appropriate influence is in the direction of increasing interpersonal competence."[25] The contribution of more modern theorists such as Blake and Mouton (1964) and Schein, Bennis and Beckhard (1969) will be reviewed in the course of training program descriptions.

The brief summaries of the aforementioned theorists' views do not do full justice to their ideas but they do provide necessary background information to the examination

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[24]Douglas M. McGregor, "The Human Side of Enterprise," Management Review November 1957; rpt. in Behavioral Science and the Manager's Role, eds. William B. Eddy, W. Warner, Vladimir Burke, A. Dupre and Oron Smith (Los Angeles, N.T.L. Learning Resources Corporation, 1969), p. 165.

[25]Chris Argyris, Interpersonal Competence and Organizational Effectiveness (Homewood, Illinois: Richard D. Irwin, Inc., 1962), p. 53.

of any leadership or organizational development program. Such theoretical information provides a better understanding of the inter-relationships among the various components of any organization and provides a broader base of information from which to draw when establishing or analyzing training programs. It is possibly true to state that attempts to apply the best features of various theories lead directly to the establishment of leadership and organizational development programs viewed as:

> . . . viable approach(es) for humanizing the organization and increasing its effectiveness, doing so with a sound theory base that successfully integrates behavioral science with the traditional wisdom of people who have learned a lot about people and organizations by having lived a long time in an organization.[26]

LEADERSHIP AND ORGANIZATION DEVELOPMENT PROGRAMS

The intent of leadership development programs is usually to change or mould the behavior of the leader into patterns that will in turn contribute to organizational change.[27] To this effect, many different programs are available, but this review will include discussions of two basic laboratory training programs, namely, sensitivity training based on Lewinian theory and Organization Devel-

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[26] J. Jennings Partin, loc. cit.

[27] Warren Bennis, Changing Organizations Essays on the Development and Evolution of Human Organization (New York: McGraw-Hill, Inc., 1966), p. 119.

opment laboratory training based on the theoretical work of, among others, McGregor (1960), Likert (1961), Blake and Mouton (1964), Argyris (1962) and Schein, Bennis and Beckhard (1969).

Sensitivity or T-group training evolved from the group dynamics concepts of Kurt Lewin. Early laboratory sessions originated at the National Training Laboratory, Bethel, Main, under the guidance of Leland Bradford, Kenneth Benne and Ronald Lippitt. The training process relies primarily and almost exclusively on the behavior experienced by the participants. In a specially designed environment the participant is helped to experience and "diagnose his own behavior"[28] and relationships,[29] as well as to come to an understanding of effective group functioning. As a part of the design there is a purposeful lack of formal agenda and directive leadership to provide maximum possible opportunity for the individuals to expose their behavior, give and

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[28]Chris Argyris, "T-groups for Organizational Effectiveness," Harvard Business Review, Vol. 42 (March-April 1964), pp. 60-74, rpt. in Creating Social Change, eds. Gerald Baltman, Philip Kotler and Ira Kaufman (New York: Holt Rinehart and Winston, Inc., 1972), p. 411.

[29]Bennis, ibid., p. 120: "In short, the participants learn to analyze and become more sensitive to the processes of human interaction and acquire concepts to order and control these phenomena."

receive feedback, experiment with new behavior, and develop "everlasting awareness and acceptance of self and others."[30] Leland Bradford lists the main goals of sensitivity training as:

1. . . . increased awareness of and sensitivity to the emotional reactions and expressions in himself and others.

2. . . . greater ability to perceive and to learn from, the consequences of his actions through attention to his own and others' feelings.

3. . . . to stimulate the clarification and development of personal values and goals consonant with a democratic and scientific approach to problems of social and personal decision and action.

4. . . . the development of concepts and theoretical insights which will serve as tools in linking personal values, goals and intentions to actions consistent with these inner factors and with requirements of the situation.

5. . . . foster the achievement of behavioral effectiveness in transactions with the participants' environments.[31]

While there seems to be doubt that "sensitivity training"[32] has been and is especially useful for individual growth and interpersonal skill development, an examination of the goals themselves would seem to indicate that

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[30]Argyris, Interpersonal Competence and Organizational Effectiveness, op. cit., p. 145.

[31]Leland Bradford, Jack L Gibb and Kenneth Benne, eds., T-Group Theory and Laboratory Method (New York: John Wiley & Sons, Inc., 1964), pp. 16-17.

[32]Luthans, op. cit., p. 531.

payoffs are more individually than organizationally orientated. A leading critic of this type of training, George Odiorne, comments: "No proof has been shown that it changes behavior on the job."[33] On the other hand, advocates such as Argyris claim that laboratory education is a new way of helping executives develop new inner resources "which enable them to mitigate . . . organizational ills."[34] Although heated debate as to the effectiveness[35] of T-group training continues, there seems to be general agreement that since the late 1950's emphasis has shifted away from personal growth to organizational development.

Organization Development refers to a general classification of behavior techniques aimed at managing change and improving organizations. It is an outgrowth of the sensitivity laboratory training programs but differs substantially in that it emphasizes "team development

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[33] George S. Odiorne, "The Trouble with Sensitivity Training," in The Progress of Management Process Behavior, and Operations Research, eds. Harold Lazarus and E. Kirby Warren (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 272.

[34] Argyris, "T-Groups for Organizational Effectiveness," op. cit., p. 407.

[35] For a complete review of this problem, see D. Marvin Dunette and John Campbell, "Laboratory Impact on People and Organizations," Industrial Relations, 1968, p. 23.

rather than individual growth."[36] It is concerned with how effectively a team uses its material and human resources and relies on team decision-making and problem solving for optimum release and fostering of growth. The Organization Development approach is similar to the sensitivity strategy in that it emphasizes experience-based learning.[37] Likewise it is classified with the sensitivity training approach as a "normative re-education" strategy for change according to the view that:

> change in a pattern of practices or action . . . will occur only as the persons involved are brought to change their normative orientations to old patterns and develop commitments to new ones. And changes in normative orientations involve changes in attitudes, values, skills and significant relationships, not just changes in knowledge, information or intellectual rationales for action and practice.[38]

A sample strategic Organization Development model designed to induce changes in the direction of team management was developed by Robert P. Blake and Jane S. Mouton.[39]

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[36]John E. Wilson, Donald P. Mullen and Robert Morton, "Sensitivity Training for Individual Growth--Team Training for Organization Development?" Training and Development Journal, January 1968, rpt. in Organizational Development, Values Process and Technology, eds. Newton Margulies and Anthony P. Raia (New York: McGraw-Hill Company, 1972), p. 357.

[37]Warren G. Bennis, Kenneth Benne and Robert Chin. The Planning of Change (New York: Holt, Rinehart and Winston, Inc.,(1961) 1969), p. 49: "Yet both accept the principle that people must learn to learn from their experiences if self-directed change is to be maintained and continued."

[38]Ibid., p. 34.

[39]Robert P. Blake and Jane Mouton, Building a Dynamic Corporation through Grid Organization Development (Reading, Massachusetts: Addison-Wesley Publishing Company, 1969).

Their "Managerial Grid Program" is based on two key variables found in organizations, namely a concern for production or output and a concern for people. It proposes a self administered analytical investigation such that each participant might identify his own managerial style. A graphic representation or grid diagram[40] locates five types of managerial styles: a 1,1 style with minimal concern for people; 1,9 style with maximal concern for people and minimal for production; 9,1 with maximal concern for product and minimal for people; 5,5 a mediary position; and 9,9 the desirable position representing maximal concern for both production and human relations. Basically there are six phases[41] in a Grid Organization Development program: the grid seminar phase for the learning of behavioral theories; the application of Grid theories or a teamwork phase; an intergroup development phase; an organization goal setting phase; a planning and implementation phase; and finally a phase for evaluation or a "stabilization and replanning stage. The authors of this systems approach identified "communication" and "planning" as barriers to corporate excellence and proposed this programmatic and structured approach as a "strong foundation for solving communication problems by providing for sound interaction in the pursuit

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[40] Ibid., p. 61.

[41] Ibid., pp. 89-109.

of organizational goals."[42] They claimed that the resultant "effectiveness in work relationships contributed directly to strengthening the organization's capacity to design an ideal strategic model and to implement plans for achieving it."[43] Applications of Grid O.D. seem to indicate that it is a "practical, workable and realistic way"[44] to effect change.

It is to be noted that there have been numerous other Organization Development intervention techniques developed. The interested reader may refer to research reviews by Jay N. Nisberg[45] or J. Jennings Partin.[46] This writer has chosen to describe the Grid model only, for it seemed representative of all Organization Development strategies that have incorporated into their structure applications of the theoretical body of knowledge drawn from psychological and sociological research. Insights of personality and counselling theories, group dynamics as well as concepts relating to normative

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[42] Robert R. Blake and Jane S. Mouton, "Grid O.D.: A Systems Approach to Corporate Excellence," in Social Intervention A Behavioral Science Approach, eds. Harvey A. Hornstein, Barbara Benedict Bunker, W. Warner Burke, Marion Gindes and Roy J. Lewicki (New York: The Free Press, Collier-Macmillan Ltd., 1971), p. 404.

[43] Ibid., p. 405.

[44] Ibid., p. 411

[45] Jay N. Nisberg, A Synopsis of Various O.D. Intervention Techniques (New York: Drake-Beam and Associates, Inc., n.d.), pp. 1-21.

[46] Partin, op. cit.

change and organization culture are all incorporated into this model. Further as a strategy employing experience-based learning concepts it has a common base on which to compare and contrast it with "sensitivity" approaches.

ORGANIZATION DEVELOPMENT IN SCHOOLS

The concept of organization development as applied in schools is relatively new. Schmuck and Miles[47] report Organization Development efforts at educational improvement launched in the 1960's. The history of Organization Development efforts in schools is of lesser importance to this paper than an identification of features that identify adoptions of the Organization Development approach to schools. Studies reported seem to identify models for change based on the assumptions developed by Richard Beckhard:

> Organization development is an effort (1) "planned," (2) "organization wide," and (3) managed from the top, to (4) increase "organization effectiveness" and "health" (5) "planned interventions" in the organization's "processes," using "behavioral-science" knowledge.[48]

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[47] Matthew Miles and Richard A. Schmuck, "Improving Schools through Organization Development: An Overview," in Organization Development in Schools, eds. Richard A. Schmuck and Matthew B. Miles (Palo Alto, California: National Press Books, 1971, pp. 1-23.

[48] Richard Beckhard, Organization Development: Strategies and Models (Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1969), pp. 9-13.

Attempts to make this definition operational include the setting of normative goals to provide optimum conditions for the improvement of interpersonal competence and the development of team management, such that the relationships between and within the organization's groups are both satisfying and productive. In all cases there has been an effort to develop a "self renewing" system as proposed by John Gardiner.[49] To this effect school personnel on all levels have participated in structuring a design for their own system's improvement. Important aspects that have been included in most designs have been: reformulation or setting of goals and objectives; specification of learnings intended to meet goals and objectives; an action program or a series of training activities and finally an identification of guidelines and procedures for assessing the results of their own improvement strategy. The tasks of designing are difficult and most successful interventions to date have made use of research findings and recommendations from CASEA, the Center for the Advanced Study of Educational Administration, University of Oregon. Recent efforts of CASEA to apply the signs of research and empiri-

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[49] John Gardiner, Self-Renewal--The Individual and the Innovation Society (New York: Harper Colophon Books, Harper & Row Publishers, 1965), p. 5.

cal study of Organization Development in schools[50] would seem to forecast a future for Organization Development practitioners in schools. It is, however, rather early to pass a judgment as to effectiveness of Organization Development as an improvement strategy in schools. As J. Jennings Partin states:

> . . . it (O.D.) will either fade off into the sunset like so many other ideas and innovations which have been tried in the last twenty-five years or it will grow into maturity and adulthood as a method for creating and implementing meaningful and needed change into a system that has had few alternatives for making change during its past three or four hundred years of history.[51]

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[50]Philip J. Runkel, The Effects of Training for Organizational Development on Reports of Innovations Undertaken over a Four Year Period by the Elementary Schools of Two Districts (CASEA, University of Oregon, 1974), pp. 1-64.

[51]Partin, op. cit., p. 238.

Chapter 3

METHODOLOGY

DESCRIPTIVE ANALYSIS--CASE STUDY METHOD

The "Professional Development Leaders Training Project" (PDLTP) was initiated on December 14th, 1973 with the intent of developing in participants the capability of becoming resource persons for professional development in local school divisions. The "innovative nature of the project and its implications for various educational organizations in the province"[1] prompted the writer to write a descriptive analysis of the program. It was the writer's intent to provide descriptive data on the various experiential learning sessions in Human Relations and Organization Development that were held during Phase I of the training project. The case study approach was employed as research procedure primarily because it was not "limited to any one method of data collection." It was hoped that the intensity of the study might provide "sufficient information to characterize and explain both the unique features of the case being studied and those

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[1]Department of Education, Manitoba, Bulletin, Vol. XII, No. 7 (Winnipeg: Queen's Printer, 1974), p. 2.

which it has in common with other cases."[2] In an attempt to provide the reader with all available evidence, information was collected through a variety of techniques including direct observation, participant observation, as well as diary and audio-visual recordings. Data provided as to goals, skill-training, group and inter-group exercises and outcomes were considered to be essential information to any reader who was interested in the effectiveness or non-effectiveness aspects of such a leadership and organization development training program. Consequently descriptions of training sessions in the following areas have been provided: Team Building and Goal Setting; Group Dynamics; Synergistic Decision-Making Process; Group Process and Problem Solving Techniques; Intervention Strategies; Evaluation; Transactional Analysis and Organizational Development; Transactional Analysis and Curriculum Development. As the writer was a participant in the training program, she recognized the possibility of personal bias in both reporting and interpreting information and made a conscious effort at objectivity in providing the aforementioned information. Efforts to overcome personal bias[3] included

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[2]Claire Selltiz, Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1959), p. 60.

[3]Ibid., p. 213. "Whether these ways of perceiving and interpreting constitute a serious source of potential bias depends to a large extent on the nature of the data being studied."

reliance on sound and video tape recordings, and the use of interpretive data[4] compiled by participants and recorded on evaluation instruments. In the final analysis, however, judgments posed are those of the writer.

SELF-EVALUATION TECHNIQUES

In this study no attempt was made at a summative evaluation of the training program. The collection of data to that purpose would only be available after Phase II or the "field experience" stage of the program is completed.[5] The writer did, however, consider it useful to provide opportunity for formative evaluation, referring to the evaluation of estimation of merits, worth and value of the training sessions as perceived by the participants themselves. The technique employed, common to most Organization Development interventions, is termed "survey feedback" whereby individuals and the group "generate important and valid data to serve as a springboard for

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[4]Ibid., p. 215. "He can help himself to some extent simply by being aware of the tendency to take things for granted."

[5]Robert E. Stake, "The Countenance of Educational Evaluation," in Readings in Curriculum Evaluation, eds. Peter A. Taylor and Doris M. Cowley (Dubuque, Iowa: M.M.C. Brown Company Publishers, 1972), Chapter 13, p. 101: "The evaluator who assumes responsibility for summative evaluation--rather than formative evaluation--accepts the responsibility of informing consumers as to the merit of the program."

planning and action."[6] The information provided may be of interest to the reader but the actual use was intended for the participants such that they could "understand the experience more fully, make up for deficiencies and confirm or disconfirm subjective feelings about the program" as well for the project directors who must "decide whether their resources are well spent and whether they should continue sponsoring similar programs."[7]

INSTRUMENTATION

Two instruments were employed in this study, a "Group Evaluation" instrument and a "Self Evaluation" inventory. The purpose of the former was to obtain a measure of the effectiveness of each individual training session in terms of "Climate, "Resources" and "Growth" experience for individuals and groups. The resultant data were intended not only to be useful in maintaining the group's awareness of its own communication process but also to provide insight into possible ways for the groups

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[6] Richard Arends, Jane G. Phelps and Richard A Schmuck, Organization Development Building Human Systems in Schools (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, n.d.), p. 29.

[7] Ronald G. Havelock and Mary C. Havelock, Training for Change Ascents (Ann Arbor, Michigan: CRUSK, Institute for Social Research, The University of Michigan, 1973), p. 82.

to develop more skillful procedures in Phase II of the project. The "Personal Evaluation" instrument was intended to provide opportunity for the individual participant to identify and assess any perceived changes in personal attitude or behavior which he or she considered attributable to Phase I program effects. Both instruments measured responses along a seven point scale with the higher score indicating the greater degree of effectiveness or change. The instruments themselves were first constructed by the author and then brought to the training group for modification and adaptation so as to best meet the objectives and needs of the group and individual participants in terms of necessary feedback information.

DATA GATHERING AND ANALYSIS

The "Group Evaluation" survey to measure meeting or individual training session effectiveness was topic on the agenda of a three day workshop held in November 1974. The total group was randomly divided into three sub-groups to evaluate the eight sessions held from December 1973 to October 1974. Results of the sub-groups' findings were reported to the total group and then submitted to this writer.

The personal survey forms were distributed to each of the twenty-four program participants at the November session. Any participant not in attendance received a copy of the same by mail.

Chapter 4

PROFESSIONAL DEVELOPMENT LEADERS' TRAINING PROJECT

INTRODUCTION

Responsible efforts to improve schools cannot but be fruitful if optimum use is made of all resources. The quality of the human resource in particular is most important, for it is this resource that can have the greatest effect on and maximize the use of non-human resources. In effect, a change agent or effective leader would be one who would impact on the interaction of all resources, human and non-human, in such a way as to release maximum potential for maximum production. As "different persons have vastly differing power and potential power to act as change forces,"[1] one can readily see how invaluable it would be to identify such persons and provide opportunity for them to deploy their energies.

It was the belief of the project directors that:

> It is possible to identify and differentiate within our total society a variety of knowledge-building, knowledge-disseminating, and knowledge-consuming "subsystems" each with its own protective "skin of values, beliefs, language and normative

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[1]Charles C. Jung, "The Trainer Change-Agent Role Within a School System," in Change in School Systems, ed. Goodwin Watson (Washington, D.C.: National Training Laboratories, NEA, 1967), p. 89.

> behaviors . . . and . . . the prime task of knowledge utilization is to bring these subsystems into effective linkage with each other.[2]

Likewise it was their belief that "resource linkers"[3] with proper knowledge and skills would be invaluable in coordinating and facilitating these linkage efforts.[4] In view of training such resource personnel they developed a training program designed to give participants new knowledge and skills required to design and implement professional development programs that would effect changes on a larger sphere and generate a continuance of self renewal. Very specifically the resource person was defined as one who "should be capable of--

a. establishing collaborative helping relationships with administrators and teachers in the division,

b. diagnosing the professional development needs of groups of teachers in the division,

c. designing programs (for in-service days, workshops, in-school experience, . . .) that best meet the diagnosed needs,

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[2]Havelock and Havelock, op. cit., p. 25.

[3]Ronald G. Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973), p. 9. ". . . 'linker,' i.e., the person who brings people together, who helps clients find and make the best use of resources inside and outside their own system."

[4]Ibid., p. 17. ". . . persons with special skills in communication and relationship building are important change agents."

d. identifying available resources (human and material) that can be used in implementing the planned programs,

e. selecting from among the available resource personnel and materials, those which will most effectively benefit the system,

f. acting as a support consultant to individual teachers or groups of teachers who wish to implement well-conceived innovations or projects,

g. encouraging division personnel to plan for their own personal and professional growth.[5]

PARTICIPANT SELECTION

The training program was brought to the attention of all Manitoba educators through an official "Department of Education Bulletin" announcement in June, 1963.[6] All persons interested were invited to send an account of experience and interest to Dr. J. Banman, Director of the Professional Development Branch. In September 1973 Dr. A. M. Johnson, Project Director, forwarded to all Manitoba school principals a brief resumé of the current status of the project with further invitation to superintendents and principals to nominate candidates. Final selection was

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[5] cf. Appendix C: "Project to Train Professional Development Leaders," (Letter to Manitoba school principals, Province of Manitoba, Department of Education Professional Development Branch, Sept. 11, 1973).

[6] Department of Education, Manitoba, Bulletin, Vol. XI, No. 10 (Winnipeg: Queen's Printer, 1973), p. 5.

made by the Professional Development Branch consultants on the basis of recommendations received from the local school division personnel. Final selection of participants was announced on November 30, 1973. Minimum qualifications for selection considered were:

- leadership potential or demonstrated skills
- completion of a B.A., B.Ed. program
- at least five years experience as a professional teacher or administrator
- time available to meet the demands of this training program
- experience or interest in Organization Development training
- commitment to the improvement of education through planned professional development
- the confidence of most educators in the division.[7]

Twenty-four participants were selected, representing twenty-one school divisions, the Manitoba Teachers' Society, the Catholic Parochial Schools of Manitoba, and the Department of Education.

TRAINING SESSIONS

Training meetings in Phase I (December 1973 to October 1974) required thirty days (eleven days of school plus nineteen days of participant's personal time) and were

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[7] cf. Appendix C, p. 2.

all held in the Winnipeg area. All meetings with the exception of one were held at St. Benedict's Educational Centre. Workshop hours as agreed to by participants were: 8:00 a.m. - 12:00 noon, 1:30 p.m. - 5:30 p.m., and 7:00 p.m. - 10:00 p.m. daily. All sessions were "live in" with costs defrayed by the Department of Education.

(I) Team Building and Goal Setting (Meeting #1, Dec. 14 and 15, 1973)

Rationale

Team building was considered essential to the success of the training project for as Alfred Marrow states: "In a group everyone contributes dynamically to the conduct and attitudes of the others," with the result that "the group makes up a whole which is more than the sum of its parts."[8] This is true, however, only if this interdependence is cooperative with membership giving individuals a sense of security, belongingness and purpose.[9] Hence this session was devoted to individual growth and team building activities.

Goals. A training program is essentially "a system

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[8]Alfred J. Marrow, Making Management Human (New York: McGraw-Hill Book Company, 1957, p. 52.

[9]Partin, op. cit., p. 6. "The optimal organization is one in which each member fills a role uniquely suited to him and integral to the work of the group."

with goals, a division of labor (trainer-trainee), a temporal sequence, and a definable set of training activities or experiences . . ."[10] It was the intent of the leaders of the project to allow the group to determine and establish its own goals, rules and leadership. Consequently the first training meeting was essentially a goal and direction setting session such that the mutual goals of participants might become forces of cohesion. The theoretical base for this "participative leading"[11] were the two important assumptions underlying Douglas McGregor's Theory Y, namely:

> The motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people . . .
>
> The essential task of management is to arrange organizational conditions and methods of operations so that people can achieve their own goals "best" by directing "their own" efforts towards organizational objectives.[12]

Group members likewise viewed this session as an opportunity to establish their own goals to ensure the possibility that group objectives could be internalized

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[10] Havelock and Havelock, op. cit., p. 51.

[11] Jack R. Gibb, "Dynamics of Leadership," in Behavioral Science and the Manager's Role, eds. William B. Eddy, W. Warner Burke, Vladimir A. Dupre and Oron Smith (Los Angeles: N.T.L. Learning Resources Corporation, 1969), p. 133.

[12] McGregor, op. cit., p. 163.

by individual members.[13]

Transactions

1. Acquaintance

Participants met at 9:00 a.m., introduced themselves informally and conversed with each other in an effort to establish relationships. After an hour of initial conversations among the members, the directors, Dr. Allan Johnson and Jack Lutes had each member score a "Team Development Scale."[14] Activities of the day followed immediately.

2. Goal Setting Exercise

The goal setting process took place in three steps:

1) with the aid of guide questions,[15] individuals identified goals with respect to the training program;
2) small groups spent time formulating goals and outlining plans to achieve them;
3) in a large group session, members shared their goals with the intent of testing the validity and appropriateness of each goal for inclusion in the plan for the training program.

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[13] Jack Fordyce and Raymond Weil, Managing with People A Manager's Handbook of Organization Development Methods (Reading, Mass.: Addison-Wesley Publishing Company, 1971), p. 40. "The realism of goals depends on our real commitment to them."

[14] cf. Appendix D.

[15] cf. Appendix E.

By this process a consensus was reached on a set of goals[16] acceptable for the total group.

This goal setting exercise was very time consuming, for the leaders gave minimal guidelines in assisting the group. Their strategy was part of an educational process referred to in the Review of the Literature as "laboratory education." This method was considered appropriate in assisting the members to create and develop a group having its own norms conducive to learning.[17] Further it was intended to facilitate the discovery and development of processes whereby members would learn from both individual and group experiences. The actual goal setting process itself was not unlike that developed in "Grid Training"[18] as mentioned in Chapter 2.

3. Behavioral Triangle

The group was directed through an exercise related to "The Behavioral Triangle" for the identification of extremes of behavior, conceptualized by Richard Wallen as "Tough Battler," "Friendly Helper" and "Objective

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[16] cf. Appendix F.

[17] Argyris, op. cit., p. 407. ". . . if laboratory education is conducted competently, and if the right people attend, it can be a very powerful educational experience."

[18] Blake and Mouton, Building a Dynamic Grid Organization, op. cit., pp. 62-65.

Thinker."[19] Given the classification names only, individuals classified themselves as belonging to one of three groups depending upon personal identification with behaviors conceptualized. Each group engaged in a round table discussion of their strengths with the result that polarization developed in the triads. A lecturette, given by the directors on the possibility of expanding one's repertoire of behavior, led to a large group exchange of ideas. The effectiveness or non-effectiveness of the behaviors exemplified by the Wallen types and possible alternatives became the subject of serious study and discussion for the total group. At the end of this activity, all group participants agreed to allow for experimentation in the laboratory setting. Some participants contracted with each other to both provide and elicit feedback as to the effect of new behavior practices with which they proposed to experiment.[20]

4. Debriefing

At various times during the two day session brief

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[19]Cyril R. Mill and Lawrence C. Porter, eds., "An Expanding Repertoire of Behavior," in Reading Book for Laboratories in Human Relations Training (Arlington, Va.: N.T.L. Institute for Applied Behavioral Science, 1972), p. 15.

[20]John L. Wallen, An Introduction to Interpersonal Relations, (paper presented at Portland Workshop in Clinical Supervision, Oregon, Summer 1965), p. 3. "We must create a situation in which the learner's desire to change and grow is strengthened and his fear of change is weakened."

evaluation or debriefing sessions were called for by the leaders to determine whether the goals and priorities of the group were being met; whether the group's resources were being brought out; and whether the activities engaged in were meaningful to all participants. Brief lectures on the value of process and feeling-checking served to shed light on the dynamics of meeting. To aid in debriefing sessions members were urged to keep diaries of all sessions.

Outcomes

The acquaintance time provided a basis for future training in communication skills and set the stage for personal and interpersonal relationship development.

The goal setting exercise, although very time consuming, served to provide participants with a clear conception of one another's goals. With a clear referent in mind, members expressed feelings of achievement at having established a frame of reference for the training program. Debriefing sessions seemed to provide evidence of affiliative feelings having been gratified during this activity which was intended to increase clarity as to goals of the program. This satisfaction was not instant for members experienced much difficulty in reaching consensus especially in the large group. Likewise, the non-directive approach[21]

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[21] Argyris, op. cit., p. 411. "The educator . . . does not provide the leadership . . . . This produces a kind of 'power vacuum' and a great deal of behavior which, in time, becomes the basis of learning."

of the leaders, with lack of strict time delineations and procedures, was confusing to most participants. Only gradually did the members realize that the group had to determine its own leadership, norms and procedures for meeting its goals. Tension and anxiety levels were high until this realization came about.

The structured exercise initially allowed individuals to become actively involved without too high a personal risk. The polarization that occurred in triads provided excellent opportunities for behavior description and feeling perception checking. Resultant discussions in the large group provided for the establishment of important group norms concerning acceptable behavior. Behaviors which facilitated or inhibited involvement were clearly identified.

Debriefing sessions served to develop an awareness process. Members became aware of the difficulties being experienced in moving from self, to small group, to total group. These evaluation periods provided opportunities for new cognitive learnings. The leaders provided theoretical learnings related to the experiences being reviewed, along with invaluable feedback to members concerning their own behavior. Time losses, as well as ineffectual process or procedure features were likewise quickly recognized and assessed.

(II) Group Dynamics
(Meeting #2, Jan. 25, 26, 27 and 28, 1974)

Rationale

To build team effectiveness within the large group it was judged useful to first focus on the interpersonal relationships of the members utilizing some of the intensive group dynamic processes employed in sensitivity training. It was hoped that this approach would help the group "develop authentic relationships and interpersonal effectiveness"[22] such that it might move quickly from "interpersonal effectiveness to intragroup effectiveness, to intergroup effectiveness . . ." as proposed in the first phases of the Robert Blake and Jane Mouton model.[23]

Goals. The broad objectives of this session were basically self insight, a better understanding of, and a personal awareness of one's impact on others, as well as a better understanding of group processes, and increased skill in achieving group effectiveness.[24] It was hoped that an increased awareness of one's own feelings and reactions and those of others would result in changed attitudes

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[22]Gordon Lippitt, Visualizing Change (Fairfax, Virginia: N.T.L. Learning Resources Corporation, 1973), p.299.

[23]Blake and Mouton, op. cit., pp. 76-96.

[24]Edgar H. Schein and Warren G. Bennis, Personal and Organizational Change Through Group Methods: The Laboratory Approach (New York: John Wiley & Sons, Inc., 1965), p. 36.

toward self and others, thus allowing for the possibility of increased interpersonal competence.[25] This growth was intended to provide individuals with ever increasing skills in achieving collaborative relationships with superiors, peers and subordinates. One might say that organization development was actually seen as a long-run goal to be achieved by the participants who were to have this group experience of working together in more effective relationships.

Transactions

For the four day period the large group was subdivided into two groups. On a half day alternate basis each group spent time in either Gestalt exercises or interpersonal encounter for growth experiences in communications and group processes.

1. Gestalt

In the Gestalt context the resource personnel from the Department of Education, Mike Purinton and Shann Purinton were of the belief that "genuine growth requires that a person first recognize and acknowledge his present qualities

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[25] William P. Golden, Jr., "On Becoming a Trainer," in Modern Theory a Method in Group Training, ed. William G. Dyer (New York: Van Nostrand Reinhold Company, 1972), p.5. ". . . I discovered that personal growth had to be concomitant with group . . . each group member had to be concerned first of all with intrapersonal and interpersonal relationships before he could be concerned with group phenomena."

before he can proceed with his own natural development."[26] Consequently they provided the group members with a series of experiments designed to provide individuals with "awareness" opportunities to discover more about themselves either working alone or with others. The exercises were related to the three zones of awareness identified by John O. Stevens:

> 1) Awareness of the outside world . . . actual sensory contact with objects and events in the present.
>
> 2) Awareness of the inside world . . . actual sensory contact with inner events . . . .
>
> 3) Awareness of fantasy activity . . . includes all mental activity beyond present awareness of on-going experience: all explaining, imagining, interpreting, guessing, thinking, comparing, planning . . . ."[27]

Before introducing participants to the phenomena of experience and perception, the resource personnel saw fit to have the members undergo total relaxation. To this effect Jacob's tension relaxation model was utilized. Following this exercise members were introduced to the Gestalt school of thought by way of a short lecturette on the tenets of gestaltists. The belief that the whole is greater than the sum of its parts was illustrated by the classic Müller Lyer

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[26] Stanley M. Herman, "A Gestalt Orientation to Organization Development," in Contemporary Organization Development: Conceptual Orientations and Interventions, ed. W.

[27] John O. Stevens, Awareness: exploring experimenting experiencing (Moab, Utah: Real People Press, 1971), pp. 5-6.

illusion[28] and the objectives of the activities to follow were discussed in the light of this belief, namely to

> help the individual recognize, develop and experience his own potency and ability to cope with his organization world, whatever its present condition . . . and to encourage him to discover for himself his own unique wants of that environment and his capacity to influence and shape it in ways that get him more of what he wants.[29]

Given this brief theoretical insight, members freely entered into the following experiments: "Now I'm aware" of exercise on the levels of awareness,[30] "Rosebush Identification,"[31] and "Wise Man"[32] perception fantasy journeys, twenty-five questions "Who are you?" exercise in pairs for the "re-exploring of "different aspects of . . . experiencing"[33] and finally an experiment in artistic self expression.[34] Basically all the experiments were designed to expand the awareness and perception of self to free the person for growth.

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[28]Luthans, op. cit., p. 66. [29]Herman, op. cit., p. 71

[30]Stevens, op. cit., p. 8. [31]Ibid., p. 38.

[32]Ibid., p. 161. [33]Ibid., p. 169.

[34]Ibid., p. 247. "By deepening awareness of the creative 'process,' we can resolve and clarify this expression of ourselves. This resolution and clarification releases energy, and permits us to develop and grow further, and we realize that every area of our lives can become a medium for growth, creation, and self expression.

2. Interpersonal Encounter

To help the group acquire information and concepts relevant to the understanding of group dynamics and to improve group interpersonal skills, Edith W. Seashore, resource person from the National Training Laboratories, Bethel, Maine, chose to employ inductive methods whereby the group studied its own development. The learning experience sessions were essentially T-group in nature in the sense that no structure or agenda was provided except as the group provided it. In the educator's role Edith Seashore simply guided the group to establish a climate that included a high level of trust, support and openness of communication.[35] In her opening remarks she merely encouraged the group members to express freely their thoughts and feelings in the "here-and-now" situation. Thus the group was suddenly left to its own resources responsible for creating its own learning opportunities. The learning began immediately with this opportunity to study the reactions to this unforeseen situation. Confronted with the unexpected, members focused their learning efforts mainly on the communication process. Through individual and interpersonal reaction to the situation, opportunities were provided for active listening,

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[35] Argyris, op. cit., p. 411. ". . . a T-group educator's role . . . . As one member of the T-group, he will strive sincerely and openly to help establish a culture that can lead to increased authentic relationships and interpersonal competence."

sharing of feelings, feedback, confrontation and dealing with personal agendas. Concomitant with this focus was the development of an atmosphere which allowed for personal risk taking and openness. In this freeing atmosphere members individually experimented with their own behavior. This created for each group and each member a series of unique emotional and intellectual experiences. The unique nature of these non-structured opportunities makes it impossible to describe the details of the work sessions in each of the groups. It is important to note, however, that the experiences did in effect revolve about common issues. The development of the group climate, the resolution of the difficulties encountered in the acceptance of the differences in individual members' needs, and the complexity of the communication and group processes were experienced and dealt with in both groups. Related practise sessions in verbal and non-verbal communications were provided.

In order to optimize learnings and understand the group experiences, theory "periods" were held on topics such as: the emotional factors involved in the formation of a new group, the different styles of emotional expression, the quality of effective feedback, strategies of conflict and collaboration and defensive behavior with coping responses to emotional issues. Members were likewise directed to reading materials on related topics. As a further aid to the defining of experiences, members were

advised to formulate the happenings in formal jottings in their diaries.

The final session was devoted to a learning exercise in dyads called "A Program for Career Development." Essentially it was a sharing of work history and "career desires"[36] and an evaluation of personal resources for the purpose of establishing mutual consultation agreements.

Outcomes

The exploration of awareness in the Gestalt sessions provided individuals with opportunities for simplifying and clarifying personal positions by helping them to get in touch with the reality of the moment. The degree of development of this full awareness necessarily varied for every individual. Participants did seem to agree, however, that all had a "need to improve our capacity to become aware of core issues rather than symptoms."[37] The degree of openness seemed to indicate the individual's personal comfort with self and others.

The group experience contributed to the development

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[36] Robert B. Morton, The Organization Development Laboratory (Sacramento, California: Robert B. Morton & Associates, Inc., 1969).

[37] Herman, op. cit., p. 69.

of strong group cohesiveness.[38] Group climate developed in a positive direction such that the quality of interpersonal communication improved markedly. There were strong evidences of trust formation, effective feedback, openness, inter-dependence, reality testing, conflict resolution and group standards. Members, in general, indicated a high degree of personal investment to the group's goals as well as an acceptance of differing levels of commitment on the part of others. In general the T-group training was viewed as basic training for the later workshops. It was viewed by the group as an effective method of dealing with personal needs and relationship problems before moving on to resolution of the organization's needs.

The Career Resumé activity allowed for personal contracting for growth goals.

(III) Synergistic Decision-Making Process
(Meeting #3, February 15 and 16, 1974)

Rationale

The improvement of the decision-making was viewed as an important factor[39] in aiding the group to become more

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[38] Marrow, op. cit., p. 55. "To be cohesive--this is the characteristic vital to the existence of any group. It distinguishes the creative group."

[39] Allan Johnson, Organizational Climate: An Essential (cont'd)

synergistic. It was realized that in making decisions the group would in effect be committing their organization to some course of action either positive or negative; hence, the development of abilities to make effective management decisions was considered imperative.

The synergistic or group consensus decision-making model was judged to be the form most suitable for providing insight into the decision-making process because of its focus on the "interpersonal as well as the problem-solving factors in arriving at effective decisions."[40, 41] The quantity and flow of information to any decision-making group frequently depends on the interpersonal relationships between people. Therefore it was deemed useful to use a decision-making experience model that would "stress as principles for improving decision-making interpersonal factors such as:

Concept (Winnipeg, Manitoba: Professional Development Branch, Department of Education, 1971), p. 48. "Communication and decision-making are vital elements in fulfilling and integrating the two basic purposes of an organization . . . task-achievement and needs satisfaction . . . ."

[40] J. Clayton Lafferty, Patrick M. Eady and John M. Elmers, Manual The Desert Survival Problem (Plymouth, Michigan: E.L.M. Publications, 1973), p. 5.

[41] Ibid., p. 18. "Without interpersonal support among team members rational problem-solving becomes split with competitiveness . . . . Without a rational problem-solving process the supportive climate breaks down because of lack of direction, frustration and indecisiveness."

1. "Genuineness," or authenticity, which involves accepting others without threat and being receptive to their ideas and beliefs.

2. "Descriptive non-evaluative feedback," a process by which one tells others what effect he perceives a behavioral act is having on the group, without expressing a value judgment of that behavior.

3. Increased "sensitivity" by the executive to the effect that his own behavior has on the other people in the group.

4. "An unemotional, rational response" to and acceptance of the emotions of others in the group.[42]

Transactions

Instrumentations chosen for the learning experience included: "The Desert Survival Problem,"[43] which provided the three essentials necessary to any good learning situation, i.e., "new skills . . . opportunity to put these . . . in action . . . and feedback as to the results of the actions taken . . ."[44] and a graphic model of awareness in interpersonal relations, "The Johari Window," developed by Joseph Luft.[45]

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[42]Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1970), p. 99.

[43]Lafferty et al, op. cit., pp. 1-40.

[44]Charles G. Kepner and Benjamin B. Tregoe, "Developing Decision-Makers," in Social Intervention A Behavioral Science Approach, eds. Harvey A. Hornstein, Barbara Benedict Bunker, S. Warner Burke, Marion Gindes and Roy J. Lewicki (New York: The Free Press, Collier-Macmillan Limited, 1971), p. 124.

[45]Joseph Luft, Of Human Interaction (Palo Alto, Cal.: National Press Books, 1969), pp. 13-14.

1. Desert Survival Problem

The "Problem" was self explanatory. Essentially it was a simulation exercise wherein individuals were expected to make survival decisions. Using it as a reference point, participants individually and then in teams worked to rational solution of the problem, using a systematic problem-solving method like unto that proposed by Carl Gregory.[46] Aspects of individual and group behavior were explored using video tape recordings of performances in terms of leadership task functions such as: initiating, information or opinion, seeking and giving, clarifying, summarizing, consensus testing, and leadership maintenance functions, namely encouraging, harmonizing, compromising, gate-keeping and expressing group feelings.[47]

Data from the participants' own experiences and a so-called "expert ranking"[48] allowed for the computation of average individual and team scores as a measure of the team vs. individual effectiveness in decision-making.[49] Further,

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[46] Carl Gregory, The Management of Intelligence: Scientific Problem-Solving and Creativity (Toronto: McGraw-Hill, Inc., 1967).

[47] Gordon L. Lippitt and Edith W. Seashore, The Leader Looks at Group Effectiveness (Washington, D.C.: Leadership Resources Inc., 1972 (1961), p. 9.

[48] Lafferty et al, op. cit., p. 12.

[49] Ibid., p. 5. "Eighty-three percent of the teams score better on the Problem than the average individual and 75% score better than the best individual on the team."

to this scoring a summary analysis of "Factors Influencing Effectiveness in Decision-Making,"[50] was made. Factors examined were talk, status, influence and knowledge. Process observers, using observation guides,[51] were excellent feedback sources for this activity.

2. Johari Window

After a brief lecturette on the theoretical implications and uses of this model, participants were asked to take part in a written exercise as part of a self discovery process. Members were encouraged to "note . . . on cards those of their motives and characteristics which up to this point they consciously try to hide from their fellows."[52] Participants rejected this invitation and chose instead to enter into a lengthy discussion of group norms and criteria of group maturity. The resource personnel, Dr. Allan Johnson and Jack Lutes, conducted this session and provided participants with much pertinent reading material at the end of the exercise.

Outcomes

The decision-making exercise presented an occasion

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[50] Morton, op. cit.

[51] cf. Appendix G i, ii, iii, iv, v.

[52] Luft, op. cit.

for an intense experience in group process,[53] monitoring and effective feedback.[54] Practice in skills of diagnosis or situation analysis, objective setting, exploration of alternatives and choosing of solutions was part of the problem-solving sequence.

As members rejected the idea of using the "Johari Window" self reference instrument, the input was of theoretical value only.

Discussion of group's norms served to identify and assess the effects of the norms established thus far in the group. Likewise, the consideration of criteria for growth permitted the group to begin to measure its effectiveness and maturity.

(IV) Group Process and Problem-Solving Techniques (Meeting #4, March 7, 8 and 9, 1974)

Rationale

As the group was in a process wherein goals and

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[53] Dee G. Appley, T-Groups and Therapy Groups in a Changing Society (San Francisco: Jossey-Bass Publishers, Inc., 1973), p. 115. "The role of process should become a skill which can be practiced much of the time in the natural situation of the group interaction."

[54] Max R. Goodson and Warren O. Hagstrom, "Using Teams of Change Agents," in Organization and Development in Schools, eds. Richard A. Schmuck and Matthew B. Miles (Palo Alto, California: National Press Books, 1971), p. 163. cf. "Criteria for Effective Feedback."

objectives were being constantly discovered it was considered valuable at this point in time to evaluate program design to determine if goals were being met. A needs assessment, formative in nature, was deemed necessary reality testing for the maintenance of balance among goals. Consequently, the group decided to devote a considerable amount of time to "divergent thinking, conceptualizing and synthesizing patterns of thought and action"[55] through problem-solving and synergistic procedures.

1. Force Field Analysis

The group was first involved in a brief theory session on the techniques of "Force Field Analysis"[56] and then proceeded into an exercise designed to diagnose all causal factors in a problem-solving sequence. Mr. Brian Trump, a consultant of Winnipeg School Division #1, guided the group through the four basic steps of this sequence:

a) Identification of Needs - An open ended problem

Harold T. Shafer, Toward Professional Maturity of Supervisors and Curriculum Workers, ed. Patrick Wahle (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967), p. 25.

[56] Rodney W. Napier and Matti K. Gershenfeld, Groups: Theory and Experience (Boston: Houghton Mifflin Co., 1973), p. 25. "The primary aim of this exercise is to give the participant access to more data and alternatives and a greater awareness of their possible implications in terms of later consequences."

statement: "At this time I feel the needs of our group are . . ." was topic open for discussion. Individuals first reflected and listed three or four priority needs that they considered to be of importance to the group and then shared their lists in dyads and groups of four in an effort to come to group consensus[57] about the priority concerns of the group.

b) Establishing a Common Goal - The process was repeated in the total group such that one list for all was agreed on.[58]

c) Identification of Helps and Hindrances - Having reached agreement on a priority list of needs, members brain-stormed in an effort to identify "driving and restraining forces"[59] impinging upon the conditions necessary to fulfillment of these needs. The group concentrated its efforts on the restraining forces, defined them clearly and drew up a priority list.

d) Action - Specific proposals for action to over-

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[57] cf. Appendix H: "Definition of Consensus and Guidelines for Achieving Consensus."

[58] cf. Appendix I: "Needs of Our Group."

[59] Napier and Gershenfeld, op. cit., pp. 227-228.

come negative forces were drawn up and acted upon. As a result of this problem-solving sequence, members engaged in:

(i) a long debriefing session with resource personnel for a deeper understanding of type of leadership being employed in sessions and the developmental sequence aimed at.

(ii) a study discussion on leadership skills and projected program design to acquire some of these skills.[60]

(iii) study of basic steps in an intervention design.

(iv) activity for designing self awareness and value determining instruments.

2. Intervention Design Theory Presentation

A brief period of time was devoted to a theoretical presentation by Dr. Allan Johnson on intervention theory. He invited total group exchange on the following topics: 1) good consultant client relationships and climate setting; 2) the valuing process including goal setting, data gathering and articulation of needs as problem statements;

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[60] cf. Appendix I ii for list of skills discussed.

3) identification of alternative solutions and analysis thereof in terms of possible consequences; 4) choice of solution strategies; 5) implementation of innovations and finally evaluation and revision.

3. Designing self Awareness Instruments

Participants were divided into five groups for an instrument designing session. Each group first designed a self awareness instrument that they judged might be useful in self-assessment inventory. They then administered it to the other groups for feedback and critique as to its format and effectiveness. In general, scoring items dealt with personal values, strengths, weaknesses, awareness of prejudices and biases and relationships with others.

4. Needs Assessment Model

Idella J. Moss, Curriculum Specialist and Needs Assessment Coordinator for the School Board of Sarasota County, Florida, introduced for examination a system process model for needs assessment developed by Roger A. Kaufman.[61] A description of the system process included a detailed explanation of six related functions or parts:

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[61] Roger A. Kaufman, "A Possible Integrative Model for the Systematic and Measurable Improvement of Education," rpt. American Psychologist (San Diego: Graduate School of Human Behavior, United States International University, Maxch 1971), pp. 250-256.

1. Identify problem (based on documental needs).
2. Determine solution requirements and solution alternatives.
3. Select strategies and tools.
4. Implement.
5. Determine performance effectiveness.
6. Revise as required.[62]

After a brief expose to the model, Idella Moss indicated how it had been applied[63] to a needs assessment process in Sarasota county with steps as follows:

(a) goal development;

(b) goal validation;

(c) goal ranking: (1) students; (2) professional staff; (3) citizens;

(d) translation of goals into performance standards;

(e) validation of performance standards;

(f) translation of output standards by school level;

(g) coordination of output standards from other curriculum development and state accreditation standards;

(h) program costing and assessment;

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[62] Kaufman, op. cit., p. 254.

[63] Idella J. Moss, Review of the Needs Assessment in Sarasota County, Memorandum Notice No. PPD-25-73-b (Florida: The School Board of Sarasota County) August 28, 1973, p. 5. cf. Appendix J.

(i) approximate pupil discrepancy analysis;

(j) preliminary pupil discrepancy report;

(k) preliminary budget development to meet discrepancies.[64]

The entire workshop was lecture orientated with the major portion of the description referring to detailed procedures following in the goal setting stages of the project.

Outcomes

The Force Field Analysis activity provided participants with exposure to a useful technique to facilitate a problem-solving sequence. Increased participation and involvement helped to uncover many issues. The group recognized and dealt with the issue of some participants' dissatisfaction with the lack of structure in the program design. As hidden interests surfaced, members assumed a process of joint diagnosis in assessing needs, redefining and clarifying goals. Not all the goals of the activity were met with, for although participants were actively involved in discussing leadership skills and generating alternatives for a projected program design, they were rather inept at choosing solutions. This seemed to indicate only slight integration of skills had occurred. Some members

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[64]Idella J. Moss, Memorandum (Florida: The School Board of Sarasota County, Feb. 1974), mimeographed paper.

continued to experience and express dissatisfaction and could only agree to a temporary accord whereby they acceded to support a plan of activities scheduled for work sessions in April and May.

The intervention theory session was particularly informative as to the levels of intervention in any activity, i.e., intrapsychic, interpersonal and group process levels. Likewise valuable information was provided with regard to the intervention tasks of making diagnostic inventory, promoting the generation of alternatives, choice of solutions and internalization. In spite of the excellence of the material provided, participants were in general very dissatisfied with the dynamics of this work period. There was a low level of interaction among participants, much time loss and very little personal investment.

Participants displayed more interest in the instrument designing session. Instruments built by each group for the purpose of self assessment were severely critiqued by the other groups. Unfortunately there was no immediate modification or redesign of the instruments.[65] The failure to do so may have occurred as a result of severe critiquing

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[65] Robert Glaser and William M. Cooley, "Instrumentation for Teaching and Instructional Management," in Second Handbook of Research on Teaching, ed. Robert M. W. Travers (Chicago: Rand McNally College Publishing Company, 1973), p.837. "The design of instrumentation involves . . . tryout, evaluation and redesign in order to determine that the principles of learning which have been incorporated in the instrumentation work appropriately in the specific implementation or application at hand.

and a degree of defensiveness present in the group at this time. There were strong evidences of a competitive element prevailing in the practicum part of this session.

The Sarasota Needs Assessment process model workshop provided invaluable insight into procedures for conducting systems wide goal setting activities. Members were, however, disappointed that the final steps in the process were not discussed in detail. Total dependence on the lecture method of presentation did little to raise the energy and interest levels of participants.

(V) Intervention Strategies
(Meeting #5, April 4, 5 and 6, 1974)

Rationale

> The task of translating program concepts into "usable form" actually requires both generalization (from specific training experiences) and specification (back home application from the training program generalizations).[66]

The major intent of this session was to help participants internalize learnings related to intervention activities thus rendering them capable of back home application of skills. To this effect, the use of simulation exercises was considered both desirable and expedient.[67]

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[66]Havelock and Havelock, op. cit., p. 53.

[67]Charles C. Jung, "Generalizations about Training," Portland, Oregon: Northwest Regional Educational Laboratory, 1970, in Havelock and Havelock, op. cit., p. 52: (cont'd)

If an intervention is to be considered a "strategic and planned action,"[68] it is useful and at times imperative that special attention be given intervention technology as applicable not only to the diagnostic stage but to all subsequent steps in a problem-solving sequence. This technology both "changing and experimental"[69] requires that time be devoted to the exploration and development of new techniques mindful of John Seiler's view that:

> The future of organizational development depends upon the creative application of new knowledge rather than on a haphazard and blind commitment to the techniques as ends rather than as means to increased organizational effectiveness.[70]

Transactions

As the primary focus of this session was on the building of entry and diagnostic skills in interventions, the program for this workshop included a long practicum session on entry procedures utilizing role-playing and process observation techniques and two real consultant role activities.

"The more similar the conditions of the training setting to the back home setting, the more likely will be the application of new skills and orientations back home. This is a major rationale for the use of simulation techniques in training.

[68] John A. Seiler, "Sociotechnical Systems," in Organization Development: Values, Process, and Technology, eds. Marguilies Newton and Anthony P. Raia (New York: McGraw-Hill Book Company, Inc.), 1972, p. 264.

[69] Ibid.

[70] Ibid.

1. Simulation Exercises

For the role-playing activities the total group was divided into two groups, each of which was further divided into groups of "clients" and "consultants." While one group enacted roles on a problem situation, the other became process observers for a critique session. Problems situations were described as follows:

Situation 1: Consultants receive a phone call from a principal requesting help in introducing a multi age" class system in his school. In-service time is available.

Situation 2: Consultants are asked to intervene in a situation where a schedule of events for a long term Professional Development Program is to affect the thirty-three members of the local Principals' Association, seven of whom are adverse to "sensitivity training." A planning committee is already committed to a three-day program and would appreciate help in:

1) getting the group to sanction the agenda of training events;
2) determining whether or not attendance will be voluntary;
3) determining who will defray costs ($22 per day), i.e., the individual or the Division.

Instructions for these activities were simply that participants should role-play the first stages in any intervention, namely 1) initial contact and 2) contract setting, and that they should clearly delineate the principles conditioning consultant behavior during these stages. This they were to do while keeping in mind the primary tasks of any intervention, i.e.,

1) to help generate valid and useful information;
2) to create conditions in which clients could make informed and free choices;
3) to help clients develop an internal commitment to their choice.

2. Consultant Activities

A group member requested feedback from the total group on a two-day symposium design. The object of the activity was to criticize the first draft of the program design and to offer material that would improve it. The client's manner in presenting the material prevented a contract from being established and in effect this workshop period turned into an exercise on conflict resolution.

The second consultant activity involved six members who volunteered to help a participant draw up a program for a three-day in-service. The first step in the exercise was a "brain storming" session for the generation of ideas. Evaluation of alternatives was followed by choice of activities

and formulation of a program design.

Participants who chose not to become involved in this exercise did not pursue any other activity.

Outcomes

The learnings that ensued from the role-playing activities were multiple. In the first activity members learned through their own error how important it was in the first step of any intervention to seek the assurance that "planned change" would indeed be welcomed, and secondly that consultant services were desired by all members of the client group. Resistance met with and subsequent consequences in the simulation exercise demonstrated that such feedback was crucial at this point of entry and that consultants must enter into the unity of a group for only a "strong creative relationship can carry a change program through the most difficult obstacles."[71] Unfortunately the consultants took for granted that their services were desired by all[72] and tried to move too quickly to a contracting stage. They proved ineffective in establishing a

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[71] Havelock, op. cit., p. 43.

[72] Ronald Lippitt, in Havelock, op. cit., p. 59. "An eagerness by one sub-group to change may not be due to readiness for change for other sub-groups or of the total group or organization . . . ."

relaxed rapport[73] and consequently it became almost impossible for clear statements as to expectations and competencies to be made. Misunderstandings were multiple as they attempted to retrieve information and "test the authorities' willingness to carry introductory discussions of a potential program"[74] to others in the client system. As a result, little goal priority information was forthcoming from the clients. Important situational factors such as interest, time and money were but superficially considered such that the client system could not understand the aim of the intervention nor "negotiate an understanding about the kind and degree of effort which must be put forth in the collaboration."[75] At the close of both exercises no contract had been made. A debriefing of the exercise indicated the importance of climate setting lest energy be dissipated resolving communications problems. Consequently participants reviewed the principles of, and practice engaged anew in: paraphrasing, behavioral and feeling description, perception

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[73]Partin, op. cit., p. 6. "O.D. theorists have data which suggest that openness, trust and acceptance have positive influences on the way things are done."

[74]Richard Schmuck, Jane Arends and Richard Arends, Tailoring Consultation in Organization Development for Particular Schools (Oregon: CASEA - CEPM. University of Oregon, 1974), p. 6.

[75]Edgar G. Schein, Process Consultation: Its Role in Organization Development (Reading, Massachusetts: Addison-Wesley Publishing Company, 1969), p. 64.

checking and "transactional communication"[76] with its inherent opportunities for feedback.[77]

In the second simulation exercise, members were initially more successful. The work climate established was such that clients and consultants moved very quickly to an identification of goals. There was good clarification as to situational factors, e.g., number of members in the principals' association; number of committee members; role of committee and chairman; length of program proposed;[78] topical interests of client system and finance fee. In other words the strategy design for the diagnosis of the current situation made excellent provision for a systematic look at the

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[76]Richard A. Schmuck, Philip J. Runkel, Steven L Saturen, Ronald R. Martell and C. B. Derr, Handbook of Organizational Development in Schools (Oregon National Press, 1972), p. 34. "Transactional communication is a reciprocal process; each participant initiates messages and each attempts to understand the other. . . . each individual involved can be designated as source or receiver only temporarily . . . ."

[77]Ibid., p. 35. ". . . error-correcting process in which information about the output of a system is returned as input so that the system can control its own performances."

[78]Ibid., p. 11. "The consultant should be certain to note that the improvement of these processes through O.D. consultation will take time. Recent evidence (Wyant, 1974) indicates, for example, that less than 25 hours of training in communication skills and problem-solving can have long run detrimental effects."

> client as a system . . . as a number of people and groups who are interrelated and at least partly independent, trying to work together to achieve some common goals.[79]

As clients entered into the contractual stage there was joint understanding and specificity as to objectives of a program and nature of a long term agreement. Unfortunately however the unskilled consultants became overly specific in exploring and establishing contractual conditions to the point where apprehension and suspicion set up communication blocks. Debriefing of this session centered around the words of a client member: "I wouldn't hire them. They didn't hear what we were saying . . . ." Learnings included the value a consultant must place on listening to clients completely as they voice expectations and concerns and the extreme importance of skill in handling conflict situations lest the discord have a disruptive effect on all members of a group such that people are forced to choose between opposing forces.

Opportunities for practising the skills in managing conflict were provided in the first consultant activity. The participant who requested consultant feedback on a symposium program was perceived as using a "sales pitch" approach, giving the impression that he was justifying his position rather than requesting help. Group resistance resulted in an open confrontation situation. Eight or more

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[79]Havelock, op. cit., p. 66.

persons commented on the impact the client's words, actions and manner of feedback had on them. The comfort level in dealing with this situation varied from moderate to low. Debriefing followed and instruction was given in the three conflict management modes as outlined by C. B. Derr: "collaborative, bargaining and power-play."[80] The advantages and disadvantages of each approach were considered in the belief that ". . . the manager must consider collaboration, bargaining and power as strategies to be used situationally for effective conflict management."[81] The situation at hand was analyzed in the light of the collaborative approach.[82] The quality of feedback and organizational climate was assessed.

The design activity was a learning opportunity for members to practise skills in considering "Major Design Parameters":

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[80] C. B. Derr, Managing Organizational Conflict: When to Use Collaboration, Bargaining and Power Approaches (Working Paper) (Los Angeles: Graduate School of Education, University of California, 1974), pp. 4-5.

[81] Ibid., p. 35.

[82] Ibid., p. 5. "Collaboration is the most preferred strategy for the good of the enterprise because:

1. it promotes authentic interpersonal relations;
2. it is a creative force for innovation and improvement;
3. it enhances feedback and information flow; and
4. it has a way of ameliorating the climate of the organization so that there is more openness, trust, risk-taking and good feelings of integrity."

1. The contract.
2. The length and timing of the event.
3. The location and physical facilities.
4. The familiarity of participants with each other.
5. The training experience of the participants.
6. The availability of qualified staff.
7. The number of participants.
8. Access to materials and other aids.
9. The opportunity for follow-through.[83]

Participants succeeded in drawing up a design for a two-day training event.

(VI) Evaluation
(Meeting #6, May 30, 31 and June 1, 1974)

Rationale

Committed to learner goals, under good leadership, school staffs should be capable of drawing up programs and designs that will fulfill these goals. No model, program or project is nonetheless of great value unless it is put through some process of evaluation. Assessment, formative or summative in nature, is required for "screening data

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[83] J. William Pfeiffer and John C. Jones, "Design Considerations in Laboratory Education," in The 1973 Annual Handbook for Group Facilitators (Iowa City, Iowa: University Associates Publishers, 1973), p. 177.

through values as a basis for planning of curriculum and instruction."[84] Objectives, instruction and evaluation programs must be mutually consistent if goals are to be met. Consequently a workshop on evaluation can be viewed as a necessary and natural sequel to a "Needs Assessment" workshop. Skills are required not only to "analyze context . . . state purposes . . . plan engagements . . . and provide opportunities for engagement . . . ."[85] but also to retrieve "feedback information therefrom," as a basis for making choices, for such is the major function of evaluation in systematic curriculum building.[86] A study of the basic characteristics of evaluation activities seems appropriate to any leader in education who hopes to guide future educational programs.

Transactions

The immediate goals of the workshop were to: 1) learn more about the theory of evaluation and the use of

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[84] Arthur J. Lewis, Supervision for Improved Instruction (Belmont, California: Wadsworth Publishing Company, Inc., 1972), p. 85. "To provide an adequate guide for planning, evaluation should include data on the effectiveness of the process of providing educational engagements as well as on the quality of the product."

[85] Ibid., p. 93.

[86] Ibid. ". . . a comprehensive evaluation should provide for an evaluation of the process as well as these various products."

the various evaluation techniques; and 2) to gain experience in applying these techniques. Activities designed for this purpose included:

(1) Use of a "Term Familiarity List" and a "Confidence in Evaluation Scale"[87] to determine the knowledge level of participants in the area of evaluation and attitudes to same.

(2) Presentation of a lecturette on the theory of evaluation and the roles of the evaluator.

(3) Description of a sample model of evaluation proposed by Robert Stake[88] for collecting judgments of quality and appropriateness of goals.

(4) Practice exercise wherein participants in groups of 4-5 prepared and administered curriculum units according to the Stake model with written tabulations of "Interests, Transactions and Outcomes."[89]

(5) Critique and debriefing sessions related to (4).

(6) Lecturette on the difficulties encountered in stating objectives, measuring outcomes, and the role of inferential statistics and standardized tests in measurement.[90]

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[87] cf. Appendices K, L, M.

[88] Stake, op. cit., pp. 523-540.

[89] Ibid., cf. Appendices N i, ii, iii.

[90] cf. Appendices O, P, Q, R.

(7) Practice exercises for integration of learnings provided in lecturette (6).

(8) Administration of a "post" test in "Term Familiarity List."

Outcomes

Valuable information sessions were provided in this workshop. Dr. Thomas Maguire, University of Alberta, presented a comprehensive review of the "state of the art" of evaluation theory and methodology, including excellent descriptions of three main kinds of models of evaluation: "neo-Tylerian . . ." with "focus on the learning process and the sequence of objectives necessary for achievement . . . ;" "the eclectic . . ." with "focus on the collection of data both to answer and to raise questions . . . ;" and "administrative models, like Stufflebeam's . . . tied to the collection of information for particular decisions."[91]

Practice exercises provided opportunities for integrating learning and reinforcing skills. The leisurely pace of work allowed ample time for group maintenance. The nature of these activities facilitated team building, communication and inter- and intra-personal interaction. Debriefing and critiquing were most arduous.

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[91] D. A. MacKay and T. O. Maguire, Evaluation of Instructional Programs (Alberta: Human Resources Research Council, May, 1971), p. 16.

Group members were most satisfied with the practical nature of an almost overwhelming volume of resource materials offered to them. Taxonomies of objectives, sample models of evaluation, multiple criterion measures, report cards, survey forms, standardized tests, scale and inventory forms were provided and studied.

(VII) Transactional Analysis and Organization Development Laboratories (Meeting #7, July 2 to July 12, 1974)

Rationale

Interpersonal behaviors essentially determine the effectiveness and satisfaction of ourselves and our organizations. Consequently special attention must be given to the systematic clarification of roles individuals assume in their relations with others.[92] This workshop was designed to provide participants with an opportunity to further explore and examine their modes of behavior such that they might become more aware of their potential effectiveness and plan for its achievement. Consultative contracting,

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[92]Kenneth D. Benne and Paul Sheats, "Functional Roles of Group Members," in Group Development, ed. Leland P. Bradford (Washington: National Training Laboratories, 1961), p. 52. ". . . at the level of group functioning, member roles, relevant to group growth and accomplishment must be clearly distinguished from the use of the group environment by individuals to satisfy individual and group irrelevant needs, if clear diagnosis of member roles required by the group and adequate training of members to perform group-required roles are to be advanced."

"Transactional Analysis"[93] and an Organization Development Laboratory were selected as methods of "exploring individual" team and intergroup effectiveness. It was hoped that the Transactional Analysis system would provide the individual with a tool for situation analysis and consequent broadening of his/her range of alternative actions depending upon the needs of the moment. Likewise the Organization Development Laboratory was intended to

> provide each participant with knowledge about himself; methods for continued appraisal of his own actions; insight regarding how he influences others and how he is influenced; . . . how efficient the work groups are within which he must function.[94]

Transactions

1. Consultative Contracting

Participants, aware of the quality of human resources available to them in the group, entered a process aimed at self improvement and effectiveness. Steps in the activity included the following: 1) a twenty minute reflection period to consider what one wanted to see changed in another; 2) the filling out of an "Issue Diagnosis Form" whereby a

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[93]Thomas Harris, I'm OK - You're OK A Practical Guide to Transactional Analysis (New York: Harper & Row Publishers, 1969 (1967)), p. 13. "Transactional analysis is a method of examining this one transaction wherein "I do something to you and you do something back . . . ."

[94]Robert B. Morton & Associates, The Organization Development Laboratory (Sacramento, California: Robert B. Morton & Associates, Inc., 1969), p. 12. cf. ". . . specific goals are: . . . ."

participant indicated to another what he would have the other "continue to do," "do less of" or "stop doing;" 3) the exchange and clarification of messages; 4) selection of areas for negotiation and discussion; 5) agreement and commitment to a plan of action and follow up; and finally a posting of written contracts.

Further practice in providing consultant services was provided via engagement in a critique period for the improvement of a preliminary draft of a "Handbook for Organizing Workshops" as proposed by Peter Derenchuk. This work task was optional. The alternate assignment open to the group was to develop, plan and present a proposal for a workshop designed to aid a staff of seven members who were committed to the total planning of a new school with the guidance of their present principal. Directions were minimal. Teams of four consultants were advised that they should devise a plan to aid the clients and submit a proposal to the total group for critiquing.

2. Transactional Analysis Laboratory

The three day work session in Transactional Analysis was conducted in a combination of lectures, discussions and practice under the direction of Dr. John Banman and Dan Rosin. Background information in this system of analysis as developed from the work of Eric Berne[95] and Thomas

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[95]Eric Berne, Games People Play (New York: Grove Press, 1964).

Harris[96] provided theoretical framework for the discussion of the following topics:

1. Ego States - with verbal and non-verbal cues
2. Transactions - complementary-crossed and diagramming.
3. Strokes - positive and negative, conditional and unconditional.
4. Time Structuring - withdrawal; activities; ritual; games and intimacy.
5. Life Positions and Life Scripts.

Activities for the application of Transactional Analysis principles were a natural follow up to each topical discussion. Work sheet assignments and role-playing were used as techniques in the detecting of cues and identification of the "Ego States" and "games." Diagramming was employed as a visual aid to the recognition and understanding of transactions and a practicum period was devoted to verbal striking. A study of "life scripts and positions" culminated in an activity wherein individuals identified the qualities of five heroes of their choice and then drew up a composite picture of the "self" they wished to be. A further examination of "archaic tapes" and feelings concluded with an exercise in "probability testing."[97]

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[96]Harris, op. cit., pp. 17-113.

[97]Ibid., p. 33.

Two summation exercises provided opportunity for application of Transactional Analysis skills. First, members in groups of three engaged in a problem-solving sequence.[98] One member specified a problem situation and the two members as consultants aided the member in the application of principles of Transactional Analysis for problem resolution. Next, three groups were formed for identifying and reporting on the "curriculum and the school as seen from each of the ego states." The compiled report was intended to be of use in the training session scheduled for September, 1974

2. Organization Development Laboratory

Group members were requested to spend some ten to fifteen hours in preparation of the training program. Individuals executed an "In-Basket" exercise directly related to a school setting; identified factors relating to self or others which helped or hindered personal and team effectiveness and completed some assigned readings. All this prework was to serve as content source for many of the exercises and experiments to follow.

The sequence of exercises was headed by scale rating and testing activities entitled, "To What Degree Am I Influenced by Quality of Ideas Versus the Influence of Prestige?"

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[98] cf. Appendix S.

"Statements from Political Philosophy," and "Bias in Decision-Making--Statements from Political Philosophies,"[98] designed for testing assumptions regarding working relations within the group. Feedback and critique followed.

A second exercise was aimed at identifying the factors that influence a group's effectiveness in decision-making. As a first step in this decision-making exercise, members listed "factors in creativity" in the order of importance as seen by them personally, and then a similar ranking procedure was pursued in four decision-making groups. Each group consisted of five or six participants, chosen in random fashion. Next, average individual scores, group scores, percentage improvement and "status," "talk," "knowledge" and "rank" influences were drawn up in a summary report. Likewise, "Forces Influencing Team Effort"[100] were charted. These data were subsequently used in extensive debriefing sessions in both sub and total groups for the identification of "influences within the groups which were both strengths and weaknesses."[101] Similar chartings and team analysis periods occurred after all subsequent exercises.

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[99] Morton & Associates, op. cit., cf. section marked "Exercises."

[100] Ibid.

[101] Ibid., p. 15.

A total of eight ratings was recorded on forces such as: group task and maintenance functions, content, process and methodology orientation; meeting of goals; group atmosphere; achievement of personal expectancies, etc.

A third exercise relating to managerial behavior was preceded by a lecture on the relationship among five types of behavior: structuring, avoidant, confronting, manipulative and gaining acceptance.[102] Immediately thereafter an opportunity was provided to use these behavioral factors in self and group analyses, first by scoring each of these behaviors as reflected in the individual's solutions to items of the "In-Basket" exercise and then creating and scoring a group answer. One hundred score points were distributed among the five behaviors in both cases. This variance among individual scores was the data base for a prolonged analysis of managerial behaviors in problem-solving. Subsequent to this discussion, participants individually selected five items as basis for an evaluation regarding their approach to problem-solving. In dyads a thorough study was made of the individual's personal behavioral orientation as viewed by self and one's partner.

In a final exercise the problems of group competition and collaboration were concentrated upon. Divided into groups, members were to develop a report on a given problem[103]

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[102] Ibid., Lecture 11A to 11H.

[103] cf. Appendix T.

and submit it for judgment by a group of judges selected from each group. This exercise quickly generated into "sub" exercises in the resolution of: disparities in communications between individuals and groups and inter-group conflict. The activity ended with a levelling exercise. Twelve variables relating to personal behavior (e.g., initiator ideas goal directed, facilitates new ideas etc.) which influenced team and individual effectiveness were scaled for each participant by the five other members of his/her work group. Results were tabulated and again members entered into dyads for analysis of results and further consultation.

The Organization Development Laboratory ended with a long personal thinking and planning session for "Bridging the Gap between Training and on the Job Applications."[104] Participants reviewed learnings of the week, identified new areas of interest for further investigation and planned for future undertakings in the light of the experience gained.

Outcomes

The Consultative Contracting session and the two laboratories provided a systematic framework for members to approach situations as a consultant, person and manager and to discover multiple possibilities for growth and develop-

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[104] Morton & Associates, op. cit., cf. "Exercises."

ment of their human potentials.[105] Data generated in all three sessions provided feedback for an increased awareness of habitual behavior patterns and their effects on others.[106]

The readiness with which members entered into the consultative contracting activities reinforced the learning that "a consultative relationship is built upon the confidence persons have in one another's integrity, goal orientation, and commitment to a problem-solving process."[107] Interest level, favorable time factor and quality of critique of workshop design and handbook attested to increased development of skills for effective work group effort.

The Transactional Analyses sessions provided members with both knowledge and experience in the application of this system to their daily lives. Members obviously enjoyed their experiential learnings and indicated that Transactional Analysis would be a useful tool in broadening their range of

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[105] George A. Kelly, "A Psychology of the Optional Man," July 1, 1963, p. 3 (Mimeographed paper). ". . . man is continually in the process of re-defining his potentialities through the sheer audacity of his achievements . . . there are probably a lot more of them than any individual can, even in his most expansive movements, reasonably hope to exploit in a lifetime."

[106] Gordon L. Lippitt, "Organizational Climate and Individual Growth," in Behavioral Science and the Manager's Role, eds. William B. Eddy, W. Warner Burke, Vladimir A. Dupre and Oron South (Los Angeles, Cal.: N.T.L. Institute for Applied Behavioral Science, 1969), p. 182. "In whatever way the individual finds possible, he should, through training, . . . and through opportunities to assess himself, increase his own self insight. In this way, the individual is more capable of relating himself effectively with others."

[107] Ibid., p. 179.

alternative actions for increased skill and effectiveness in interpersonal and organizational problem-solving, for

> a manager's ability to deal effectively with differences depends on:
>
> - his ability to diagnose and to understand differences;
> - his awareness of, and ability to select appropriately from a variety of behaviors;
> - his awareness of, and ability to deal with, his own feelings . . . .[108]

Critical incidents reported, data summaries and process recordings suggested that the Organization Development Laboratory workshop promoted individual improvement in: identifying role alternatives to be used in team effort; analyzing weaknesses and strengths in inter-group communications; developing an understanding of the forces influencing group effectiveness; and identifying and assessing the effectiveness of different managerial behaviors. Skills in confronting, levelling and resolving differences were in strong evidence during the problem-solving and inter-group competition exercises. Frequent analyses of the differences between intent of a message and actual impact on the receiver reinforced members' recognition of their need to anticipate possible consequences of all their words and

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[108] Warren H. Schmidt and Robert Tannebaum, Management of Differences," in The Social Technology of Organization Development (Fairfax, Virginia: N.T.L. Learning Resources Corp., Inc., 1972), p. 127.

actions. Skills in transmitting and exchanging significant information increased noticeably during the final exercise. Participants in general were being very attentive to timing, climate and data content in the delivery of their messages and were being equally discerning in the reception of information. Much "checking out" was in evidence. Individual plans for "on the job application" reflected an integration of the learnings in behavioral management inherent in the particular systematic methodology proposed by Morton & Associates. Members expressed very great satisfaction with exposure to this management approach based on a Social Learning Theory proposed by Julian B. Rotter.[109] Data provided in debriefing sessions and on chartings of behaviors in meetings seemed to support the belief that

> the potential of any behavior occurring in any situation is a function of: (1) the expectancy of the individual that the behavior will be rewarded; (2) the value of the reward to the individual; and (3) the availability of the pattern of the behavior.[110]

As members became more aware of the forces influencing their behavior there were numerous evidences that members were

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[109] Julian B. Rotter, June E. Chance and E. Jerry Pharls, Applications of a Social Learning Theory of Personality (New York: Holt, Rinehart & Winston, Inc., 1972), p.11. "In S.L.T., four basic concepts are utilized in the prediction of behavior. These concepts are 'behavior potential, expectancy, reinforcement value,' and the 'psychological situation.'"

[110] Morton & Associates, op. cit., p. 5.

experimenting with alternate forms of behavior so as to achieve optimal outcomes in the various management situations. This was particularly evident in the inter-group competition activity.

(VIII) Transactional Analysis and Curriculum (Meeting #8, September 19, 20 and 21, 1974)

Rationale

Learning for the child is facilitated if educators recognize the process as involving the individual as a total human being, i.e., the physical, mental, emotional, spiritual and social being.[111] Education can only be a tool in the progressive movement to maturity and it must aim at developing the basic life skills, especially those of communication and creative problem-solving: "Competencies of reading, writing, communicating effectively, learning how to think, learning how to feel with one's self and others . . ."[112] are all components of curriculum.[113]

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[111] Dr. J. Banman, The Third Alternative Public School Education in the 70's (Manitoba: Manitoba Department of Education, Dec., 1974), p. 9. "If education is a preparation for life, then it is the responsibility of educators to teach the whole child, not just the cognitive component, in order to keep him in contact with, and master of his full repertoire of human learning potential."

[112] Ibid., p. 10.

[113] Dr. George B. Brain, Increasing Your Administrative Skills in Dealing with the Instructional Program (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1966), p. 33. "The real curriculum, which consists of more than subject

(cont'd)

Responsibility for the development of curriculum devolves directly on educators who must provide the local communities with leadership such that all will rethink philosophies of education, examine existing programs in the light of educational goals and objectives in order to map new roads. In order for the leader to provide satisfactory coordination of such efforts he must have himself studied the nature of man, society, knowledge and learning, for these serve as the data source for the derivation of learner goals. Likewise he must be capable of making key priority goals operational for the individual learner in such a manner as to allow him to recognize his potentialities and release his creative power. This implies a need for skill in recognizing and utilizing the best components of available alternatives usually best achieved by a collaborative systematic approach promoting the formation of a consortium for combining expertise. Consequently a training program should include practice time for collaborative effort in resource acquisition and curriculum design. Skills learned can be transferred later to the broader diagnostic research in the total community for the determination of concerns, priority goals, identification of related learner needs and eventually the

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matter taught embraces classroom and classroom-related experiences of pupils and includes skills and processes, as well as attitudes, values and appreciations."

establishment of related educational programs.[114]

Transactions

Using the expertise available and desirous of gaining performance competencies in curriculum planning, it was judged worthwhile to direct the learning activities of this session to 1) a study of the bases and criteria for curriculum; and 2) the designing of an integrated curriculum model based on the principles of Transactional Analysis.

This session began by a lecturette by Dr. J. Banman. With the aid of flip chart outlines, he reviewed with the group the basic concepts of Transactional Analysis studied in session #7. To test the thoroughness of comprehension, groups "role-played" each ego state and individuals answered individual check up sheets.

Following this review, work attempts at defining "curriculum" were made, first individually, next in groups of three or four participants, and finally in the total group. This exercise was critiqued as to process. Next, with one basic definition in mind, participants read individually, and studied in groups, a handout entitled

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[114] Association for Supervision and Curriculum Development, Nurturing Individual Potential, ed. Harry A. Passow (Washington, D.C.: ASCD, 1964), p. 1. "It is the cumulative interaction of student, staff, content, method, resources, school and community milieu and family relationships which directly affects the development of the individual's potential."

"A Theory for the Curriculum of Public Education." Dr. Ed Reimer, author of this paper, directed the study session introducing members to the foundations of curriculum, i.e., nature of man and nature of society. Consideration was also given to the "inputs" of curriculum: "the situation of current society, the state of youth, organization of knowledge, and theories of learning."[115] Members reviewed the basic principles of psychology as compiled by Goodwin Watson and four basic curriculum patterns: "Separate Subjects," "Child Centred," "Broad Fields" and "Integrative Core,"[116] as developed at Stanford University under the leadership of Dr. P. R. Hanna.[117] As sequel to this study, session members scored an attitude test for the identification of the three main types of educational philosophy identified by Rupert C. Lodge as "Realist," "Idealist" and "Pragmatic"[118] and which characterized their own educational thinking. In addition to scoring the items, members identified each by its relationship to an "ego state" and

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[115] Ed Reimer, A Theory for the Curriculum of Public Education (Manitoba: Manitoba Department of Education, n.d.), mimeographed paper.

[116] Goodwin Watson, "Educational Psychology We Believe In" (mimeographed handout).

[117] Paul Hanna, "Four Basic Curriculum Patterns," (mimeographed handout).

[118] Rupert C. Lodge and E. R. Enlow, Philosophy of Education (New York: Harper & Brothers, 1947), pp. 2-7.

selected those statements which they judged would best fit into an integrated Transactional Analysis curriculum.

Finally, using findings of this study session and the summary results of "Curriculum and School as Seen from Each of the Ego states" compiled during the July Transactional Laboratory, participants entered into a workshop,[119] for building a model of an integrated curriculum based on the concepts of Transactional Analysis. Depending upon the area of their expertise, participants volunteered for work on one of three models: primary, middle or high school. Steps in the process included: 1) "brain storming" session as to the "nature of man, society, knowledge and learning"; 2) discussion of: general and specific educational goals; functions of a school; staffing and teacher competencies; evaluation systems; school climate roles of teachers, students and parents; 3) designing of a model for the specific level; 4) planning of a strategy for implementing the model; 5) presentation to the total group for feedback and critique; and 6) the incorporation of all three models into one integrated model[120] by a six-member inter-session work group.

The session closed with a general debriefing period.

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[119] cf. p. 76 of this thesis and also Appendix U.

[120] cf. Appendix V.

Outcomes

The study periods provided participants with some key principles in curriculum planning and development.[121] The reading materials repeatedly emphasized the fact that curriculum design, regardless of the components it might include, must be in harmony with the values and purposes held by the people involved and that integrity with respect to intent depended largely on the view of man and the values with respect to human beings held by the planners. In response to this information participants chose to examine the nature of man, society, knowledge and learning[122] which they believed would help them in the identification of learner needs and careful selection of goals. Work groups worked at this task effectively with the exception of one group. The latter experienced difficulties in communications and production halted. Intervention by one of the coordinators temporarily focused attention on process. When group members resolved their difficulties they became produc-

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[121] Glen Hass, Joseph Bondi and Jon Wiles, Curriculum Planning a New Approach (Boston: Allyn & Bacon, Inc., 1974), p. xvi. "The curriculum is all of the experiences that individual learners have in a program of education, which is planned in terms of a framework of theory and research or past and present practice used in program planning."

[122] Ibid., p. xix. "All four curriculum bases are needed for making decisions regarding individual differences, among learners and for providing balance in a curriculum."

tive. Recorded learnings and debriefing at the end of the first day indicated that participants had treated the four topics of human development, social forces, knowledge and learning separately but had subsequently inter-related them by examining them in the light of Transactional Analysis concepts. With these four bases of curriculum well researched, participants identified with ease and agreed to general educational goals and skills for life. Considerably longer periods of time were spent discussing how these aims could be translated into practical form. The role of the various controlling agencies and the responsibility of each was the subject of long debate[123] in each group. The final draft of a model from each group varied especially in the degree to which items appropriate to the institutional level (e.g., facilities, teacher competencies, materials, media, etc.) were specified.[124]

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[123]Kenneth A. Type, "Educational Accountability in an Era of Change," in Emerging Patterns of Administrative Accountability, ed. Lesley H. Browder, Jr. (Berkley, Cal.: McCutchan Publishing Corp., 1971), p. 459. "John Goodlad suggests four sets of authority and responsibility. These are: 1) values selected by a sanctioning body, 2) educational aims selected by a controlling agency at a societal level, 3) institutional objectives selected by a professional-technical staff and 4) instructional objectives and learning centers selected by teachers at the instructional level."

[124]Ibid., p. 461. "The formulation of such objectives is the responsibility of those at the institutional level, the professional-technical staff and appropriate consultants.

In the general critiquing period members looked at features common to all models and discussed differences. There was general agreement that overspecification of situational and material factors at the institutional level was to be avoided as this was contrary to a basic principle of Transactional Analysis that the adult must be "in charge." Members expressed satisfaction at having experienced a systematic approach to curriculum model building. They reviewed the six basic steps of the work sequence: 1) definition of curriculum; 2) positing of philosophical assumptions as bases for curriculum planning; 3) identification of educational aims and goals; 4) definition of particular roles of different groups in planning, i.e., students, professional staff, community etc.; 5) model designing; and 6) strategy for implementation.

This session marked the end of the basic training program designed for Phase I of the training project. Training sessions planned for Phase II were to be similar in nature but more immediately related to tailoring Organization Development interventions for particular schools. Work topics scheduled for included topics such as: "Organization Diagnosis and Improvement Strategies";[125] "Organiza-

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[125]Harvey A. Hornstein and Noel M. Tichy, Organizational Diagnosis and Improvement Strategies: An Instrumental Individual and Group Approach to Self-Development (New York: Drake Beam & Associated, 1973).

tion Development in Schools--Intervention Strategies," with Dr. Bill Starling, Cadre Coordinator, Eugene Public Schools, Oregon, and "Survey Feedback Systems," with Dr. Jay Nisberg, Drake Beam & Associates, N.U. Additional content for training sessions was to be identified as long term projects indicated a need.[126]

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[126] cf. "Sequence of Events," Appendix W (excerpt of a letter from the Department of Professional Development to all School Divisions, May 1974).

Chapter 5

EVALUATIVE FEEDBACK: RESULTS AND FINDINGS

INTRODUCTION

In the synergistic type of organization where members share in the planning and coordinating of activities to achieve some common goal, evaluative feedback is necessary for providing members with information on the growth and thrust of their programs. Such monitoring of the direction of activities allows for the progressive development of new criteria and guidelines permitting adaptations and modifications to the existent project. To this end efforts at formative evaluation were made throughout the program mainly through debriefing sessions. The results thereof have already been described in the "Outcomes" relating to each training event. A further attempt at information gathering was made at the end of the basic training program. Two self evaluative[1] instruments were administered

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[1]Fred T. Wilhelms, ed., "Evaluation as Feedback," in Evaluation as Feedback and Guide (Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1967), pp. 4-5. "Evaluation must facilitate self evaluation . . . . In some degree he has to be equipped to be his own diagnostician, because in the final analysis he will be his own diagnostician anyway--he is the person who is in control of his learning energies . . . ."

in the hope that the results would provide evidence as to the success or failure of attempts to translate ideas from theories to definite worthwhile practices, procedures and technologies.

PERSON EVALUATION QUESTIONNAIRE RESULTS AND FINDINGS

This instrument was administered in an attempt to determine any "attitudinal" and "behavioral" changes[2] that might have contributed to greater effectiveness and to an increase in individual and/or group performance skills basic to any organization improvement strategies.

Evaluative comments and critical incidents recorded by the participants under the section of this instrument entitled "Self Analysis" and "Implications"[3] indicated that expectancies for personal and professional growth had been achieved to a relatively high degree by most members. The following are typical general comments: "Personal change in me has improved relations with students, staff and family . . ."; ". . . most worthwhile experience"; "staff members have commented that I see more solutions to a problem . . ."; "people have commented that I am more open, confident . . .";

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[2] cf. pp. 1 and 2, Appendix A.

[3] cf. p. 3 Appendix A.

". . . the program has enabled me to put skills into an organizational framework . . ."; ". . . I am especially pleased with improvement in the area of effectiveness. Whatever amount of energy deployed seems to pay off and the need to renew intervention efforts has been greatly reduced . . ."; "I am more aware of myself and my response to situations . . . . The program has helped increase my confidence in confronting and dealing with difficult situations . . ."; "I am better organized and have a greater understanding of the dynamics involved in an organization . . ."; ". . . the sessions have more than met my expectations for personal and professional growth."

Participants' statements as to program benefits relating to "Communication" and "Influence" indicated "awareness of self and an understanding of impact on others" as being a key factor in their individual growth and interpersonal skill development. Examples: ". . . awareness is probably the key--aware of the impact you have on others--aware of how things they may be doing impact on you . . ." and again, "I have been able to make a tremendous impact on people and subsystems in a much shorter period of time . . . due to a greater awareness of environment and the establishing of open relationships."

As to "peer team building" and "participation in organizations" members repeatedly referred to improved quality using terms and phrases such as "more effective,"

"more involved," "more willing to work as team members," "active participant." In addition frequent reference was made to the "knowledge of process skills" gained and "an understanding of dynamics at work" which "help me to be more facilitative in my involvement in the organization." It would seem that benefits were both individually and organizationally orientated, for all members made at least some reference to on the job application of skills, e.g., "I have noted an eagerness on the part of colleagues to learn some skills and techniques from me . . ."; ". . . I do feel I have much more to offer my staff on a professional level." Comments of that nature did seem to provide an indication that the aim of participants was to be of resource help to their colleagues. Subjective as these statements may be they were, nonetheless, indicators of a concern for the quality of people to people interaction, responsible in a large degree for the human involvement commitment and final product which in the last analysis is the real measure of the effectiveness of any program.

Scores indicating individual ratings of the program are as found in Tables 1, 2 and 3.

Findings

The range of scores did not appear broad enough for any clear distinctions to be drawn. The almost uniform pattern of rating scores moderately high may have indicated

Table 1

PERSONAL EVALUATION - ATTITUDINAL CHANGES

Participant #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	$\bar{X}$	Rank Order	S.D.
Attitudinal changes toward: /7																					
i Self	5	5	4.5	6	6	5.5	-	7	5.5	5	6	4	5	4	5.5	5	6.5	85.5	5.344	1	0.831
ii Subordinates	5	4	5.5	5	5	3.5	6	6	4	5	5.5	6	3	4.5	5	3.5	6.5	83	4.882	3	1.008
iii Peers	5	5	5.5	6	5	4	3.5	6	5	5.5	5.5	6	4	3.5	5.5	4	5.5	87.5	4.971	2	0.856
iv Bosses	3.5	4	3.5	6	5	3	5	6	5	4.5	5.5	6	3.5	2	4.5	2.5	4.5	69	4.353	7	1.222
v Family	5.5	4	4.5	3.5	5	4	4	5	5	5	6.5	5	4	4.5	5	4.5	1.5	76.5	4.500	5	1.046
vi Friends	5.5	3	4.5	5	6	4	5	5	4.5	5	4.5	3	3.5	4.5	4.5	3.5	3.5	70.5	4.382	6	0.857
vii One's Orgiz'n	5	2	5.5	5	4	4.5	4	4	4	5	5.5	5	4.5	3	5.5	4.5	5.5	78.5	4.618	4	0.944
viii Other's Orgiz'n	4	3	4.5	5	5	-	4	4	4	4.5	3.5	-	5	3.5	5	-	4.5	59	4.250	8	0.643

Table 2

PERSONAL EVALUATION - BEHAVIOURAL CHANGES

Participant #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	$\bar{X}$	Rank Order	S.D.
Organizational Skills: effectiveness in: /7																					
i Confronting problems and issues	5	5	5.5	6	5	4	5	6	5.5	4.5	6	6	6	4	6	6	5	91.5	5.324	2	0.706
ii Decision-making	5	4	5.5	5	6	4.5	5	6	5	4.5	6	3	6	4	6	5.5	4	95	5.000	6	0.901
iii Resolving conflict	3.5	4	5.5	6	5	4.5	5	6	4.5	5	6	6	6	5	5.5	5.5	5	87	5.176	3	0.749
iv Planning	5	5	5.5	7	6	5	5	6	5	4.5	5.5	5	5	4.5	6	4.5	3.5	88	5.176	3	0.789
v Innovating	4.5	6	6	5	5	5.5	6	6	4	4.5	5.5	4	5	4	5.5	1.5	4	90	4.824	7	1.145
vi Implementing changes	4	5	5.5	6	5	5	5	6	5	4.5	6	5	6	4.5	5	3.5	5	86	5.059	5	0.705
vii Participating in own organization	4	5	5.5	7	6	6	5	7	5	4.5	6.5	7	6	4.5	6	5.5	5	95.5	5.618	1	0.928
viii Participating in other organizations	5	4	4.5	6	6	5	5	4	5	4.5	6.5	-	6	5	5	4.5	5	81	5.062	4	0.727

Table 3

PERSONAL EVALUATION - BEHAVIOURAL CHANGES (cont'd)

Participant #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	$\bar{X}$	Rank Order	S.D.
Communication skills with: /7																					
i Subordinates	4.5	5	4.5	5	5	5	6	6	4	4.5	6	6	5	4	5.5	5.5	6	82.5	5.147	2	0.702
ii Peers	3.5	5	4.5	5	5	5.5	6	6	5	5.5	6	6	5	4.5	5.5	5.5	6.5	90	5.294	1	0.730
iii Bosses	5	4	3.5	5	5	4.5	6	6	5	4.5	6	6	5.5	4.5	5	4	3	82.5	4.853	3	0.897
iv Family	5	5	4.5	4	5	5	5	5	5	4.5	6.5	4	5.5	4	4.5	4.5	3	80	4.706	4	0.751
v Friends	5	4	4.5	5	5	4	5	5	4.5	4.5	5.5	5	5.5	4.5	5	4.5	3.5	80	4.706	4	0.532
Overall Rating: Degree to which expectancies for growth were achieved: /7																					
i Personal	5	5	6	5	6	5	5	6	4.5	5.5	6	5	6	5.5	6	5	3	89.5	5.265	1	0.773
ii Professional	4.5	6	6	6	6	4.5	5	6	4.5	5.5	6	5	5	4.5	6	4	3.5	88	5.176	2	0.828

that the format of the questionnaire was ineffective in eliciting a range of response or that the use of the superlative "very" on the scoring scale deterred scorers from marking extreme positions. Another possibility is that participants with an almost equally high investment of time and personal input into the program may have been in agreement as to program effects. Whatever the reason for the lack of spread, this writer attempted to interpret the meaning of the scores recorded generally within the narrow range of 3.5 to 6.0.

Examination of these data in this range (Table 1) seemed to indicate that program effects were felt in terms of attitudinal changes primarily towards self, peers and subordinates and one's organization. Ratings towards the "family" appeared to be average whilst still lesser effects related to participants' attitudes towards "friends," "bosses" and "others' organization."

A reading of the results relating to behavioral changes (Tables 2 and 3) suggested that participants judged themselves as having become more effective members in their own organizations. Skills for confronting problems rated highest in terms of increased effectiveness in use thereof. Increased skill in "communication with peers" (Table 3) appeared to be consistent with the increased effectiveness in "participating in own organization" (Table 2).

The overall rating as to the design to which expectancies for growth had been achieved indicated a slightly higher satisfaction relating to the area of personal growth (Table 3).

GROUP EVALUATION QUESTIONNAIRE RESULTS AND FINDINGS

This instrument was devised for data retrieval[4] as to: 1) "Climate" referring specifically to those factors that influenced team effectiveness; 2) "Resources," that is to say content, process and methodology employed by resource personnel; and 3) "Outcomes" or results in terms of the opportunities provided for individual and collective growth.[5] Descriptive results as compiled by the group members are as found in Table 4.

Findings

Results would suggest that the Organization Develop-

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[4]Wilhelms, op. cit., p. 4. ". . . it is 'evaluative feedback'--. . . regardless of whether it is 'good' or 'sensitive' or 'adequate'--whether it is based on the reasoned analysis of sound data or only some vague impression--that conditions what happens next."

[5]Robert L. Wolf, "How Teachers Feel Toward Evaluation," in School Evaluation: The Politics and Process, ed. Ernest H. House (Berkley, California: McCutchan Publishing Corp., 1973), p. 159. "In formative evaluation . . . all members of the educational team evaluate their own effectiveness and its relation to the collective enterprise."

Table 4

GROUP EVALUATION - MEETING EFFECTIVENESS SCORES

Meeting #	1 Goal Setting	2 Group Dynamics	3 Decision-making	4 Group Processing Problem Solving	5 Intervention Strategies	6 Needs Assessment	7 Transactional Analysis A	7 O.D. Laboratory B	8 Curriculum Building
Climate (team development factors)									
Goal commitment	6	6	5	4	4	6	7	7	7
Decision process	2	5	6	4	3	6	5	6	6
Team cooperation	2	6	6	4	3	6	7	7	5
Idea Initiation	4	5	6	5	5	5	4	4	6
Supportive-Facilitative	3	6	6	4	4	6	6	6	6
Goal-directed	2	6	6	4.5	5	6	6	7	7
Team-directions	2	6	6	4.5	4	4	4	6	6
Openness	2	5.5	5	4	4	4	6	7	4
Decision-making	2	5.5	6	4	5	3	5	6	5
Total score on 70	26	57	58	42	40	50	55	61	58
Resources									
Content	2	6	7	4	4	7	7	7	6
Process	1	6	6	3	3	6	6	6	6
Methodology	2	6	6	4	4	5	5	6	6
Total score on 21	5	18	19	11	11	18	18	19	18
Outcomes: Growth									
A i Personal	3	6	5	2.5	4	6	7	7	6
ii Professional	2	6	4	2.5	4	6	6	6	6
Total score on 14	5	12	9	5	8	12	13	13	12
Achievement of:									
B i Leaders' goals	6	6	5	3	3	7	5	6	7
ii Group goals	1	6	6	3	3	6	7	6	7
Total score on 14	7	12	11	6	6	13	12	12	14
Total score on 119	43	99	97	64	65	93	98	105	102

ment Laboratory was a significant training event in the total design (Table 4). The high scoring of "resources" likewise indicated that the quality thereof had been a contributing factor to the overall effectiveness of this session. "Curriculum Building" activities appeared to have been relevant to the needs of participants as did training experiences in "Group Dynamics," "Transactional Analysis" and "Synergistic Decision-Making." All three events scored high in "Resources." Training sessions with low effectiveness ratings had minimal scores in the area of resources. There appeared to be a direct relationship between quality of resources available and degree of meeting effectiveness. The extremely low rating of Meeting #1 might possibly be attributed to the fact that participants were attempting to find their way into new interpersonal modes through very unstructured experiences demanding much personal commitment. This appeared to be borne out by the higher rating given to the subsequent session wherein members had begun to assume greater ownership for the agenda of the training events and consequently experienced less frustration at the absence of structured skill activities. The extreme ratings scored for the achievement of "leaders' goals" and "group goals" for this session might likewise be explained by the fact that the intended lack of directedness on the part of resource personnel was a source of annoyance to task-orientated participants. The nature of the session did not, however, offer any possible explanation for the low scoring of "Resources."

Chapter 6

SUMMARY AND CONCLUSIONS

AIM OF THE STUDY RESTATED

The major purpose of the study was to provide a descriptive analysis of the first phase of the Professional Development Leaders' Training Project (December 1973--December 1974) directed by the Professional Development Branch of the Manitoba Department of Education.

This basic training project had as its primary aim the development of personal and professional skills in participants for their increased competency in the leadership and organization of professional development programs. Experience based learning sessions aimed at providing knowledge and skills in areas such as: interpersonal communications, group dynamics, problem-solving and Organization Development interventions.

SUMMARY OF MAJOR FINDINGS

Using the data sources relied upon for a description of and analysis of the training events (i.e., diaries, observation records and self evaluation instruments), the findings indicated to the writer the following strengths and weaknesses in the program:

1) The program design included in large measure organizational forms, procedures and skills potentially useful to the participants. This fact was attested to by the "Overall Rating" measurement as scored in Table 3 and items i to viii in Table 2.

2) The recycling of the processes of goal setting, diagnostic information gathering and sequencing of events, in general, assured commitment to the project.[1]

3) The "communications" sessions appeared to be effective in improving communication skills with "peers" in particular.[2]

3) Theoretical and experiential exposure to a variety of approaches, for individual and organization development, ranging from "Sensitivity" to current Organization Development practices provided opportunities for the acquisition of a variety of intervention skills and techniques.[3]

5) The quality of "Resources" was not always adequately researched. This may be judged by

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[1] cf. "goal commitment" scores Table 4.

[2] cf. ii Table 3.

[3] cf. participants' comments Chapter 5.

the adverse effect a weakness therein had on the group dynamics and processes of sessions #4 and #5 in particular.[4]

6) The use of observation techniques, A.V. recordings, debriefing sessions and self evaluative instruments alone for evaluative purposes appeared to be somewhat inadequate if the focus were intended to be on directly measurable outcomes.

CONCLUSIONS

The training program was launched on the belief that individuals had a capacity for growth that could be cultivated and used for their own good as well as for that of the organizations served by them. Basing judgment mainly on observation data this writer believes that the participative system created by this program encouraged and obtained to a high degree: group loyalty, inter-member cooperation, high motivation to produce and a degree of competence in designing and implementing professional development programs. This was partly the result of exposure to various strategies and methodologies based on the behavioral sciences. Valuable

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[3] cf. participants' comments Chapter 5.

[4] cf. Table 4.

insights were gained from theories related to personality, counselling group dynamics (e.g., leadership, decision-making, power and influence) and concepts such as norms, goals, roles and functions. Equally important were experienced-based learning activities whereby members became skilled in the use of a variety of Organization Development techniques and procedures relevant to organization improvement. This wide range of methodologies studied and employed provided the participants with valuable tools for the deliberate planning of interventions should they be asked to serve as resource help or take the lead in any organization development program. With this conceptual base for understanding organizations and the proper resource skills, this writer believes that participants have been adequately prepared to enter the "field experience" phase of this training program, during the period October, 1974 to February, 1975. This on the site practicum under the continued guidance of the training project consultants will hopefully provide members with further opportunities for development. At this stage the possibility of failure is very real but the risk must be taken for the refinement, consolidation and integration of skills to take place.

RECOMMENDATIONS

A) Practice

Although self evaluative findings seemed to indicate

a high degree of satisfaction with the overall structure of the training project, this writer would suggest that the following aspects of the program design be reconsidered:

1. Resource Personnel: In the selection of resource personnel, participants should be concerned not only with program content possibilities offered by qualified personnel but more so with professional competency in employing a variety of methodologies in program presentation. The dynamics in all sessions appeared to be highly dependent on the mode of delivery.[5]
2. Theory Lecturettes: To aid participants in the understanding and transfer of skills, trainers might consider providing more theoretical input especially during or immediately following sessions employing sensitivity or gestalt techniques.[6]
3. Communications: Judging by the rating scores on Table 4, training in basic communication skills might receive greater emphasis. Low scoring of the task and maintenance functions in Meetings #4 and #5 stressed the need for

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[5] cf. Table 4.

[6] cf. Chapter 4, (II) and (III).

opportunities to integrate these skills.[7]

4. Learning Sequence: It might be advisable in the learning sequence, to advance the Organization Development Laboratory training activities which appeared to be a natural follow up to those sessions #2 and #4 relating to group dynamics and problem-solving skills respectively.

5. Evaluative Procedures: In order to better collect experimental or evaluative data as to effectiveness of such a program the writer suggests:

   (i) that some appropriate qualitative and/or quantitative instrument be used before and after such a program for the detection and analysis of measurable effects.

   (ii) that a charting of meeting effectiveness, similar to that done in the Organization Development Laboratory, be carried out throughout the entire training program.

   (iii) that journal recordings be source material for a specified group sharing and analysis period at the end of each session.

(iv) that video tape recordings be used more extensively in debriefing sessions.

B) Further Research

It is recommended that an interested researcher should monitor one or more of the various extended field projects of Phase II through the following stages:

a) entry into the system

b) establishing the contract

c) data generation (collection)

d) diagnosing the system

e) consider strategies

f) select strategies (identify techniques)

g) implementation of the design

h) withdrawal from the system.[8]

Data collection on these field experiences will provide a more measurable basis for a summative evaluation of the program described. It is to be hoped that as participants withdraw their resource services, they will be satisfied that people, opportunities, sanctions and objects "have become realized as resources."[9]

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[8] cf. Appendix W.

[9] James Crowfoot and Mark A. Chester, "Contemporary Perspectives on Planned Social Change: A Comparison," Journal of Applied Behavioral Science, x, No. 3, 1974, p. 294.

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A P P E N D I X E S

Appendix A

PERSONAL EVALUATION

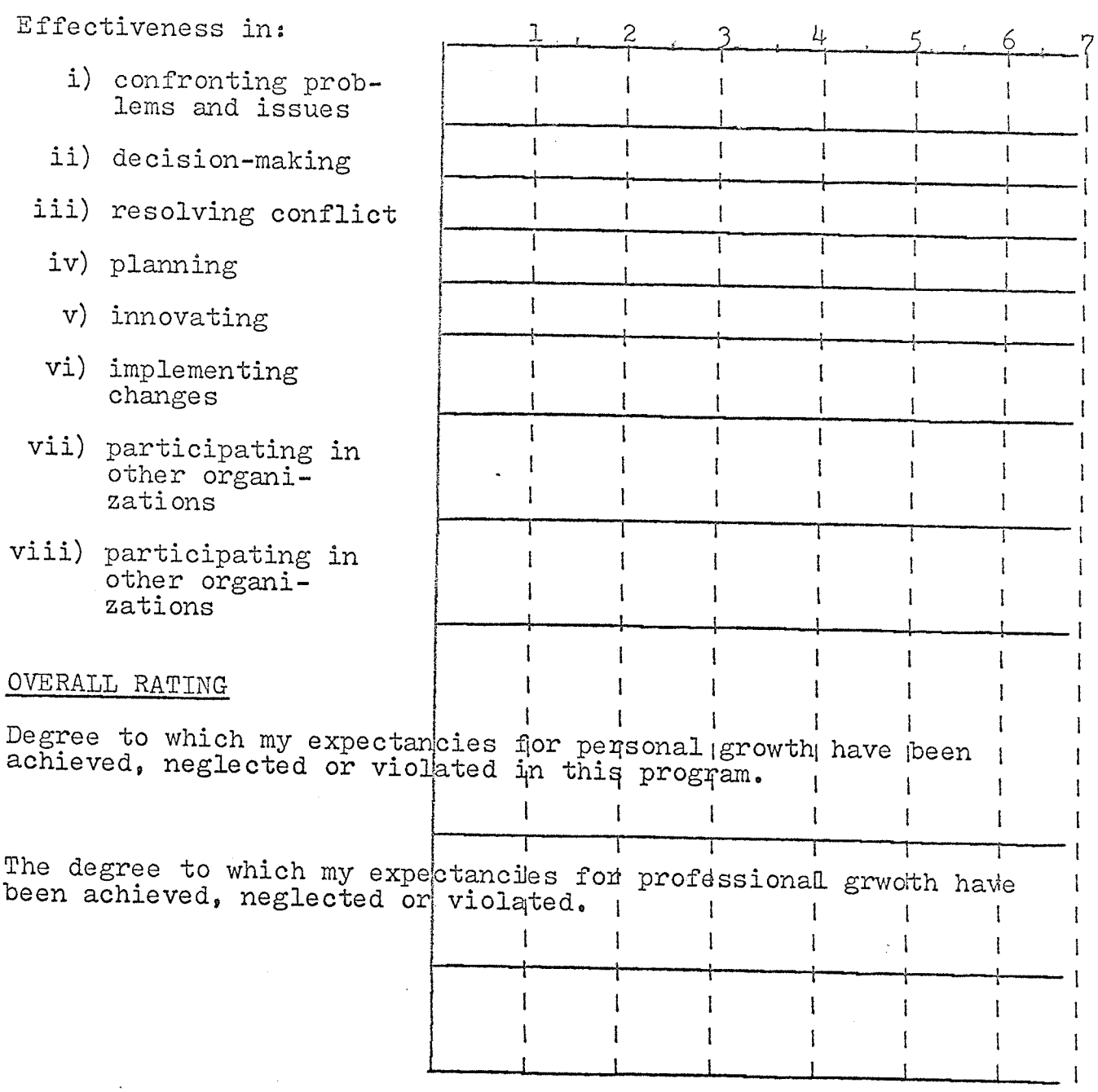
Scoring Direction: Place an X at the interval of your choice.

ATTITUDINAL CHANGES

	Very Negative 1	2	3	4	5	6	Very Positive 7
i) self							
ii) subordinates (those over whom you have organizational control)							
iii) peers (those in the same organizational level with you)							
iv) bosses (those who have organizational control over you)							
v) family							
vi) friends							
vii) one's organization (school system in which you work)							
viii) others' organization (of which you are not a member)							

BEHAVIORAL CHANGES

	Ineffective 1	2	3	4	5	6	Most Effective 7
Communication skills with:							
i) subordinates							
ii) peers							
iii) bosses							
iv) family							
v) friends							


Ineffective
Most Effective
1 2 3 4 5 6 7
Effectiveness in:
i) confronting problems and issues
ii) decision-making
iii) resolving conflict
iv) planning
v) innovating
vi) implementing changes
vii) participating in other organizations
viii) participating in other organizations
OVERALL RATING
Degree to which my expectancies for personal growth have been achieved, neglected or violated in this program.
The degree to which my expectancies for professional grwoth have been achieved, neglected or violated.

SELF ANALYSIS OF DATA

IMPLICATIONS

i) influence on others

ii) communication

iii) peer team building

iv) participation in organizations

Appendix B

GROUP EVALUATION

Session #_____ Date(s) _____ Program _____

_____

Resource Personnel

_____

Rationale for inclusion in a Leaders' Training Project:

_____

_____

_____

I Goals: _____

_____

a) Leader: _____

_____

b) Group: _____

_____

II TRANSACTIONS: (Description of methodology employed or nature of experiences and activities etc.)

_____

_____

_____

_____

_____

_____

_____

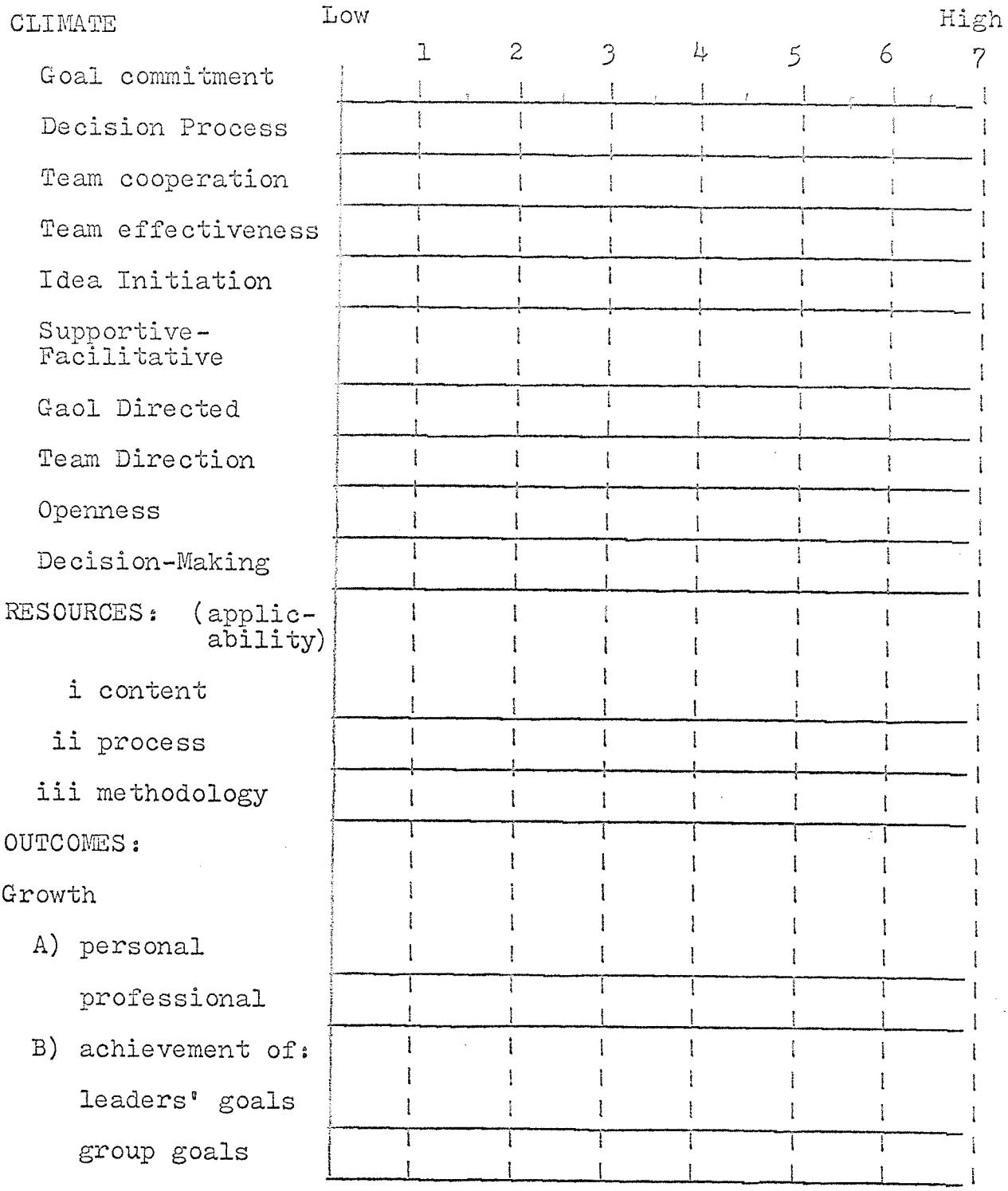
_____

_____

III RESOURCES

Meeting #

Scoring direction: Place an X at the interval of your choice



Province of Manitoba
Department of Education
Professional Development Branch

Telephone: 786-0211 - 2
506 – 1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

PROJECT TO TRAIN PROFESSIONAL DEVELOPMENT LEADERS

I. PROJECT TITLE:

II. AGENCY: A project of the Professional Development Branch, Manitoba Department of Education

III. PROJECT DIRECTOR: Dr. Allan M. Johnson

IV. STEERING COMMITTEE: Allan M. Johnson, Jack Lutes, John Banmen

V. PROGRAM COMMITTEE: Program planning and delivery will be undertaken by the Steering Committee and resource personnel from a variety of organizations including other branches of the Department of Education, Universities, and Manitoba School Divisions.

VI. ADMINISTRATIVE NOTES:

No. of participants: Twenty

Time allotment (per year): Forty days (20 school days plus 20 days of candidates own time).

Procedure for Recruitment: Superintendents and principals have been asked to nominate candidates. Individuals may apply on their own to be considered as candidates for the selection process. All nominations and applications should be made by letter to:

Dr. Allan M. Johnson
Professional Development Branch
506-1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8
Ph. 786-0374

Procedure for Selection: Final selection will be made by the Professional Development Branch consultants, but on the basis of information obtained from school division personnel.

Costs: Expenses for this project, including lodging and substitute teachers, will be paid by the Department of Education.

Deadline for Application: October 31, 1973

Final Selection made Public	November 30, 1973
Program Start Date	Early December, 1973
Meeting Location	All training meetings will be held in Winnipeg

VII. QUALIFICATIONS FOR SELECTION TO THE TRAINING PROGRAM

Any of the professional staff (superintendents, principals, teachers, etc.) from Manitoba school divisions may make application or be recommended for selection to the training program. The selection process will be facilitated, if the following minimum qualifications are considered when making application or recommending someone for candidacy. Persons being considered should have---

- -leadership potential or demonstrated skills.
- -completion of a B. A., B. Ed. program.
- -at least five years of experience as a professional teacher or administrator.
- -time available to meet the demands of this training program.
- -experience or interest in Organization Development Training.
- -commitment to the improvement of education through planned professional development.
- -the confidence of most educators in the division.

VIII. NEED FOR THE PROJECT

A. The Project to Train Professional Development Leaders pre-supposes the need for resource personnel in each school division of the province, who has the knowledge and skills required to design and implement professional development programs, appropriate to the needs of that school division. Specifically, he should be capable of---

a. establishing collaborative helping relationships with administrators and teachers in the division.
b. diagnosing the professional development needs of groups of teachers in the division.
c. designing programs (for in-service days, workshops, in-school experience, ...) that best meet the diagnosed needs.
d. identifying available resources (human and material) that can be used in implementing the planned programs.
e. selecting from among the available resource personnel and and materials, those which will most effectively benefit the system.
f. acting as a support consultant to individual teachers or groups of teachers, who wish to implement well-conceived innovations or projects.
g. encouraging division personnel to plan for their own personal and professional growth.

B. In-service programs in school divisions are presently provided by a number of agencies including the Manitoba Teachers' Society, Teachers' Local Associations, various branches of the Department of Education, Manitoba University Personnel, and Field Officers (Inspectors). These various agencies

are contributing greatly to the professional development of our teachers, but there may be a need to co-ordinate activities so that the available resources are utilized most effectively.

C. There is no practical way that consultants from the Professional Development Branch of the Department of Education could design and implement training programs for all teachers in all Manitoba school divisions. Such a centralized delivery system might become very large and would not be as flexible, nor as responsive to local needs, as would a system, where key personnel from each division are intensively trained to become effective professional development consultants and trainers within their own school systems.

IX. PROGRAM DESCRIPTION

It is planned to develop in participants the capability of becoming major resource persons for professional development in their school divisions.

A rationale for change, innovation and professional development will be established and, on the basis of this, a variety of instructional techniques will be used to achieve the goals of the project. These techniques include Lecturettes, Simulated Experiences, Field Experiences under supervision, Reading Assignments, Laboratory Training and Audio-Visual Techniques.

The tentative goals for this program, as outlined below, are based on a belief that transfer of training is best effected when all three psychological elements (cognitive, affective and psychomotor) are emphasized to some degree. Participants in the program will learn new behavioral patterns and practice new skills, but they should do so from a knowledge base. This allows them to justify the behaviors and to understand their importance to them and/or their profession. The attitudes and values they hold toward such concepts as change and innovation determine greatly the extent to which they may operate as effective professional development leaders in their school divisions. On this basis, then, the following tentative goals have been stated for this project:

Knowledge

-to have participants read the literature on change, innovation and professional development so that they may operate from a knowledge base when planning and implementing programs.

-to have participants learn and practice the skills of systematic resource searching and selecting.

-to have participants read and analyze case studies that relate to change and innovation in school systems.

-to have participants study literature on systems theory.

-to have participants establish a routine for the reading of literature that will ensure their being kept up to date in their field.

Skills

-to develop the interpersonal and group process skills of participants.

-to develop in participants skills of building interpersonal support systems and helping relationships.

-to develop in participants skill in diagnosing the professional development needs of teachers at the school or school division level.

-to develop in participants skill in generating program designs based on the diagnosed professional development needs of a group of teachers and implementing programs.

-to develop in participants the administrative skills needed to arrange the facilities, food services and other resources required for professional development programs.

Experience

-to give each participant some Human Relations and Organization Development experience.

-to give each participant experience in problem-solving, decision-making, establishing goals, evaluation procedures, and the communication processes.

-to give each participant experience in the use of available training instruments.

-to give each participant field experience under the supervision of a professional consultant.

-to give each participant experience in stress situations so that he will develop an ability to recognize and manage stress in himself and in others.

Detailed programming will be planned as the project gets under way and individual and group needs of the selected candidates are assessed.

Appendix D

SOME KEY DIMENSIONS IN INTERPERSONAL RELATIONSHIPS

Initiative	1	2	3	4	5
	Active				Passive
Conflict Style	1	2	3	4	5
	Generate		Moderate		Avoid
Status Preference	1	2	3	4	5
	One down		Equal		One up
Degree of Connection	1	2	3	4	5
	Intimate				Distant
Amount of Time	1	2	3	4	5
	Little				Great
Self Disclosure	1	2	3	4	5
	Low				High
Expectations	1	2	3	4	5
	Hidden, Ambiguous				Open, Clear
Dependency	1	2	3	4	5
	Dependent		Inter-dependent		Independent
Resource Allocation	1	2	3	4	5
	Competitive				Collaborative
Preferred Anxiety Level	1	2	3	4	5
	Low		Medium		High

Appendix E

GOALS

Examine carefully where you are on each of the following questions:

1. Why am I here?

2. What do I hope to get out of this program?

3. What will I be able to contribute to this program?

4. State some specific achievable goals for yourself with respect to this program.

   Short Range

   Long Range

5. With respect to this course,

   a) What are my expectations of myself?

   b) What are my expectations of others in this group?

   c) What are my expectations of Jack, Al and other resource personnel?

6. What do I see as the psychological contract, which I have made by opting this program?

Appendix F

GOALS FOR THE

PROFESSIONAL DEVELOPMENT LEADER'S TRAINING PROJECT

Individual statement of purposes agreed to by all members were:

1) to foster the human growth of each individual member.
2) to become comfortable in working with others.
3) to develop a climate in which those around us have the opportunity to grow professionally.
4) to prepare for a leadership role in in-service.
5) to grow and develop personally through group experience.
6) to promote development of communication skills, organizational techniques and resources in our school divisions.
7) to develop an awareness of what is happening around self and others.

Appendix G

GROUP OBSERVATION GUIDE - MAINTENANCE FUNCTIONS

The following is a list of contributions to group maintenance. As the group works on its task, watch for ways in which members contribute. Name members in the spaces provided and use tally marks to indicate frequency of occurrence.
It is possible that few or none of these contributions to group maintenance will be observed in this group session. Be as objective as possible in your data collection.

CONTRIBUTIONS TO GROUP MAINTENANCE	WHO CONTRIBUTES?	HOW FREQUENTLY?
1. Mediates differences between group members and attempts to reduce tension.		
2. Praises others. Agrees with others. Accepting of others ideas. Warm and friendly.		
3. His own idea or status is involved in conflict, he offers a compromise; admits error; etc. in interest of group cohesion.		
4. Facilitates participation of others. Helps keep communication channels open.		
5. Keeps track of the group process and gives group data when it evaluates its procedures.		
6. Goes along with the group, more or less passively. Acts almost as an audience rather than participant.		
7. Cracks jokes; jumps group off topic when tension is high; calls for coffee break, etc.		

GROUP OBSERVATION GUIDE - TASK FUNCTIONS

The following is a list of contributions to task accomplishment. As the group works on its task, watch for ways in which members contribute. Name members in the spaces provided and use tally marks to indicate frequency of occurrence.
It is possible that few or none of these contributions to task accomplishment will be observed in this group session. Be as objective as possible in your data collection.

CONTRIBUTIONS TO TASK ACCOMPLISHMENT	WHO CONTRIBUTES?	HOW FREQUENTLY?
1. Suggests ways of organizing and getting the job done.		
2. Suggests to the group some new ways of looking at the problem or goal and of solving the problem.		
3. Recognizes the need for information. (Wants authoritative information, facts and asks that suggestions be clarified.)		
4. Gives information (offers facts and generalizations, relates personal experiences.)		
5. Recognizes needs for opinions and feelings (Ask for clarification of values pertinent to group task and for opinions of others.)		
6. Reporting opinions and feelings. (Emphasis on his beliefs, not on relevant facts and information.)		
7. Tries to clarify relationships among various ideas and bits of information and to coordinate members efforts.		
8. Elaborates on information, suggestions, opinions and feelings.		

GROUP OBSERVATION GUIDE - TASK FUNCTIONS

The following is a list of contributions to task accomplishment. As the group works on its task, watch for ways in which members contribute. Name members in the spaces provided and use tally marks to indicate frequency of occurrence.
It is possible that few or none of these contributions to task accomplishment will be observed in this group session. Be as objective as possible in your data collection.

CONTRIBUTIONS TO TASK ACCOMPLISHMENT	WHO CONTRIBUTES?	HOW FREQUENTLY?
9. Evaluating solutions proposed. (Assesses progress toward goals, looks at practicality, logic, facts and procedure.)		
10. Summarizing group progress, decisions that have been made asking for a summary.		
11. Making procedural suggestions to help co-ordinate activities or doing routine tasks for group.		
12. Checking for agreement and asking for decisions.		
13. Calling attention to time limits, amount of time remaining to get the job done, and agenda still to be covered.		
14. Serving as group memory by recording suggestions and decisions.		
15. Checking to make sure one knows what a speaker means before agreeing or disagreeing with his contribution.		

PROCESS OBSERVERS

Things to Look for:

Participation: Did all have opportunities to participate? Were some excluded? Was an effort made to draw people out? Did a few dominate?

Leadership: Did a leader, as such, emerge? Was a leader designated? Was leadership shared? Was there any structuring of the group?

Roles: Who initiated ideas? Were they supported and by whom? Did anyone block? Who helped push for decisions?

Decision-Making: Did group get a lot of ideas suggested before beginning to decide, or did it begin deciding on only a single idea? Did everyone agree to the decisions made? Who helped influence decisions of others?

Communication: Did people feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made?

Sensitivity: Were members sensitive to the needs and concerns of each other?

OBSERVER #1

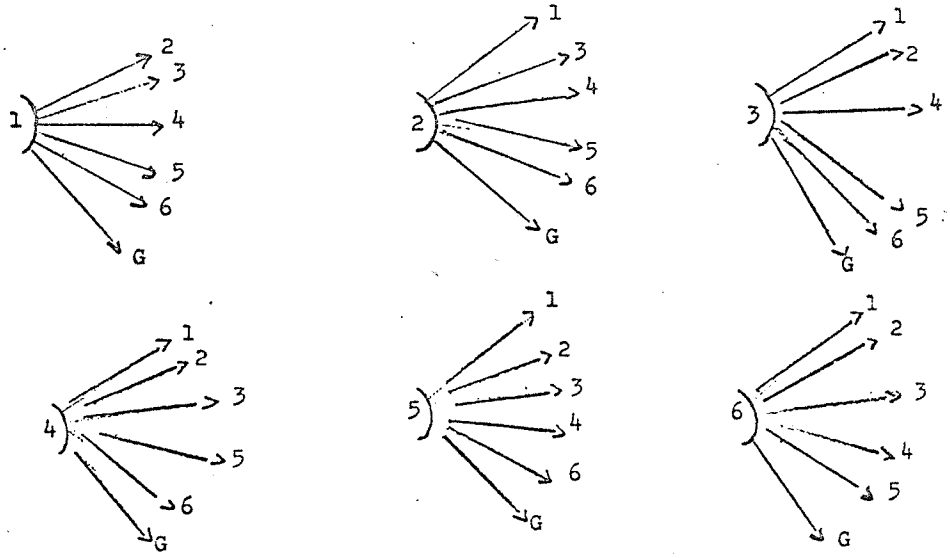
COMMUNICATION PATTERN

'SERVER INSTRUCTIONS AND TALLY SHEET:

On this sheet, make a tally mark each time a participant speaks. Make the mark in the column under his number, next to the number of the person to whom he addressed his comment. If you cannot tell to whom the comment was addressed or if it was to the whole group, place a tally next to "G".

Speaking Participant No.	1	2	3	4	5	6
	2	1	1	1	1	1
	3	3	2	2	2	2
	4	4	4	3	3	3
	5	5	5	5	4	4
	6	6	6	6	6	5
	G	G	G	G	G	G

Below is a diagram representing the group five times, once for each member. Copy the diagram onto newsprint, if display is required. When the discussion is over, transfer the data you collected on the form above to the diagram in this manner For each participant, find the line from his number to the number of each person he spoke and on the line write the number of times he spoke to that person.



Appendix H

DEFINITION OF CONSENSUS

Consensus is a decision that the group agrees to take a given action. Some may have doubts about the wisdom of the action, but commit themselves to implement the action because:

a) the consequences of failure seem not too great.
b) the group can learn from failure, to improve its next attempt.
c) a next attempt will be possible for individuals in the group.

Thus, to be "for" the action means that you are willing to implement it, not that you have reservations.

To be "against" the action means that:

1) you are not willing to implement it for any reason, but especially for these.
2) the consequences of failure are too severe.
3) it will not be possible to learn from failure--there is no second choice, no opportunity to use any learning.

To be "undecided" means that you are not yet sure about whether you are willing to implement the plan.

GUIDELINES FOR ACHIEVING CONSENSUS

1. Avoid arguing for your own rankings. Present your position as lucidly and logically as possible, but listen to the other members' reactions and consider them carefully before you press your point.

2. Do not assume that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for the next-most-acceptable alternative for all parties.

3. Do not change your mind simply to avoid conflict and to reach agreement and harmony. When argreement seems to come too quickly and easily, be suspicious. Explore the reasons and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logically sound foundations.

4. Avoid conflict-reducing techniques such as majority vote, averages, coin-flips and bargaining. When a dissenting member finally agrees, don't feel that he must be rewarded by having his own way on some later point.

5. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because with a wide range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Appendix I

NEEDS OF OUR GROUP

I RESOURCES

1) more pre and post information re group process i.e. consultants help.
2) continued direction from leaders.
3) relaxed pace to allow for interpersonal exchange - maintenance.

II INFORMATION

1) pre and post information to provide incentive and security
2) clarification and definition of goals.
3) utilization of individual members as information sources.

III STRUCTURE

1) need to structure the sessions up to Dec. '74 taking into account the initial goals, expectations, needs of the individuals and the group (flexibility).
2) provide opportunity to use strengths of individual participants.
3) need for structured time for group maintenance.

LEADERSHIP SKILLS

SKILLS

- self awareness
- needs assessment
- building relationships and climate setting
- decision-making and implementation
- communication
- programming
- evaluation
- organization i.e. diagnosis and managing
- norm identification
- group process e.g. observation
- problem-solving
- role clarification
- consensus seeking
- designing

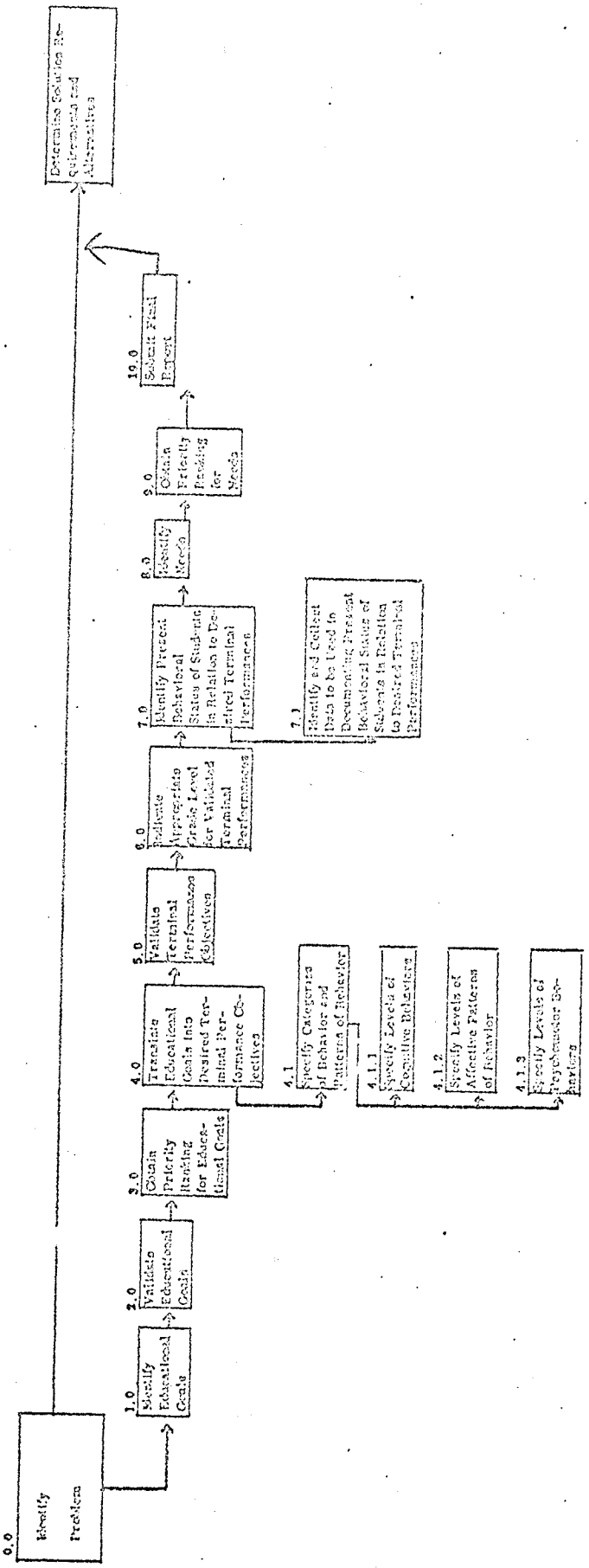


Figure 3. A PROCESS MODEL FOR NEEDS ASSESSMENT

Appendix K

TERM FAMILIARITY LIST

The terms below are a random collection of terms that have something to do with evaluation. They are not necessarily prerequisite to, nor are they all to be treated in the course. I am simply interested in your degree of exposure to each. Mark each term using the code below:

0 Never heard of it.
1 Heard of it, but that's about all.
2 Studied it, but still don't know what it is all about.
3 Feel that I understand it well enough to use it if I had to.
4 I've used it correctly I think.
5 Know it so well that it would be a waste of my time to spend much more time on it.

_____ formative evaluation
_____ summative evaluation
_____ regression effect
_____ antecedents
_____ transactions
_____ outcomes
_____ validity
_____ reliability
_____ unobtrusive measures
_____ random sample
_____ stratified sample
_____ behavioral objectives
_____ Bloom's taxonomy
_____ t- test
_____ achievement measurement
_____ contingency table
_____ meta evaluation
_____ Q-sort
_____ analysis of covariance
_____ semantic differential
_____ item difficulty
_____ item discrimination
_____ affective domain
_____ control group
_____ attitude measurement
_____ inferential statistics
_____ norm referenced test
_____ criterion referenced test
_____ correlation
_____ random assignment

Appendix L

ATTITUDE SCALE NO. 14

Name: _____

Attitudes toward Educational Evaluation. Below are a number of statements about the evaluation of educational programs. A program can be a lesson, a course, a whole curriculum, or any training activity. Consider each statement as a statement of opinion. If you agree at least a little bit with the statement, circle the letter A. If you disagree even a little bit with the statement, circle the letter D. If you both agree and disagree, or if you have no opinion, leave the letters uncircled.

A=AGREE D=DISAGREE Blank=Neither

1. A D The major purpose of an educational evaluation study should be to gather information that will be helpful to the educators.

2. A D It is important for the program evaluator to find out how well various people like the program.

3. A D Generally speaking, an educational program should be evaluated with reference to one or more "control" programs.

4. A D The evaluator should accept the responsibility of finding the strongest, most defensible, and publicly attractive points of the program.

5. A D In evaluating a program, it is at least as important to study and report on the types of teaching as it is to study and report on the amount of learning.

6. A D The evaluator should draw a conclusion as to whether or not the goals of the program are worthwhile.

7. A D It is more important to evaluate a program in comparison to what other programs do than to evaluate it with reference to what its objectives say it should do.

8. A D Principals and superintendents should not gather data about the quality of instruction in the classroom.

9. A D The task of putting educational objectives into writing is more the responsibility of the evaluator than that of the educator.

Please turn over

10. A D It is essential that the full array of educational objectives be stated before the program begins.

11. A D Evaluation studies would improve if they gathered more kinds of information, even if at the expense of gathering less reliable information.

12. A D Evaluators should ignore data that cannot be objectively verified.

13. A D Education should have more of an engineering orientation than it now has.

14. A D The job of an evaluator is mostly one of finding out how well students learn what they are supposed to learn.

15. A D Evaluation should aid an educator in revising his goals even while the program is in progress.

16. A D The process of decision-making about the curriculum is one of the weakest links in the present operation of the schools.

17. A D Educators have some important aims that cannot be stated adequately by anyone in terms of student behaviors.

18. A D Information from an evaluation study is not worth the trouble it makes.

19. A D The first job in instruction is the formulation of a statement of objectives.

20. A D A teacher should tell his students any and all of his teaching objectives.

21. A D The major purpose of educational evaluation is to find out the worth of what is happening.

22. A D The evaluator should be a facilitator more than a critic or reformer or scholar.

23. A D Some school experiences are desirable because they round out a child's life--whether or not they increase his competence or change his attitudes.

24. A D An evaluator should find out if the teaching is in fact the kind that the school faculty expects it to be.

25. A D Whether or not an evaluation report is any good should be decided pretty much on the same grounds that research journal editors use to decide whether or not a manuscript should be published.

Please turn over

26. A D The main purpose of evaluation is to gain understanding of the causes of good instruction.

27. A D Description and value judgment are equally important components of evaluation.

28. A D In conducting an evaluation, there is no justification for the exercise of subjective judgment of any kind by the evaluator.

29. A D Educational evaluation is a necessary step in the everyday operation of the school.

30. A D The strategy of evaluation should be chosen primarily in terms of the particular needs and sponsors have for evaluation data.

31. A D The educational evaluator should attempt to conceal all of his personal judgment of the worth of the program he is evaluating.

32. A D The sponsor of an evaluation should have the final say-so in choosing or eliminating variables to be studied.

33. A D The main purpose of educational evaluation is to find out what methods of instruction work for different learning situations.

34. A D Parents' attitudes should be measured as part of the evaluation of school programs.

35. A D An evaluator finds it almost impossible to do his job without intruding upon the operation of the program at least a little.

36. A D All important educational aims can be expressed in terms of student behaviors.

37. A D Some educational goals are best expressed in terms of teacher behaviors.

38. A D It is essential that evaluation studies be designed so that the findings are generalizable to other curricula.

39. A D An evaluation study should pay less attention to the statistical significance of a finding than an instructional research study would.

40. A D Evaluation interferes with the running of schools more than it helps.

Please turn over

41. A D Little evaluation planning can be done before you get a statement of instructional objectives.

42. A D The leader of an evaluation team should be a teacher.

43. A D The entire school day and the entire school experience should be divided up and assigned to the pursuit of stated educational goals.

44. A D An evaluation of an educational program should include a critical analysis of the value of the goals of the program.

45. A D Every teacher should have formal ways of gathering information about the strengths and shortcomings of his instructional program.

46. A D Money spent on evaluation contributes more to the improvement of education than any other expenditure.

47. A D There just is no way that careful and honest evaluation can hurt a school program.

48. A D If an evaluation study is well designed, the primary findings are likely to improve decisions made by administrators, teachers, and students themselves.

49. A D When the evaluator has to choose between helping this staff run its program better and helping educators everywhere understand all programs a little better he should choose the latter.

Appendix M

CIRCE Attitude Scale 1.4b Name _____

Different people have different ideas about the evaluation of educational programs. Some believe that maintaining a good school and improving instruction require carefully planned evaluation. Others believe that evaluation activities interfere with teaching and learning, doing more harm than good.

Different people see different purposes for education. Certain people are oriented more to pupil behaviors or to classroom conditions or to other aspects of the program.

Responses to the items on this attitude scale provide us with 6 scale scores. When plotted on the profile sheet below they are expected to indicate the respondent's attitudes toward educational evaluation.

Directions for Self Scoring

Start in the opposite corner of this page. For each scale check your sheet to see how you responded to each of the eleven items. For example, with SCALE V how did you mark Item #2? If you marked it "A" put a check in the parentheses. Put the number of checks in the box. Mark each horizontal scale (at the right) at the number-point shown in its box. Draw your profile by connecting your scores on the five scales, I-V. Then your CONFIDENCE score.

SCALE I		SCALE II		SCALE III		SCALE IV		SCALE V	
3	A ( )	1	A ( )	5	A ( )	7	D ( )	2	A ( )
11	D ( )	4	A ( )	9	A ( )	9	D ( )	4	A ( )
25	A ( )	6	D ( )	17	A ( )	10	A ( )	6	A ( )
26	A ( )	13	D ( )	20	D ( )	14	A ( )	12	D ( )
30	D ( )	15	A ( )	22	A ( )	15	D ( )	21	A ( )
31	A ( )	16	D ( )	23	A ( )	17	D ( )	27	A ( )
32	D ( )	22	A ( )	24	A ( )	19	A ( )	28	D ( )
33	A ( )	28	D ( )	34	A ( )	36	A ( )	31	D ( )
38	A ( )	30	A ( )	36	D ( )	37	D ( )	34	A ( )
39	D ( )	32	A ( )	37	A ( )	41	A ( )	39	A ( )
49	A ( )	35	A ( )	42	A ( )	43	A ( )	44	A ( )
Total ☐		Total ☐		Total ☐		Total ☐		Total ☐	

I. A RESEARCH orientation to Evaluation 0 1 2 3 4 5 6 7 8 9 10 11

The person high on this scale appears to believe that evaluation should rely on precise measurement and statistical analysis to gain general understanding of why programs do or do not succeed.

II. A SERVICE orientation to Evaluation 0 1 2 3 4 5 6 7 8 9 10 11

The person high on this scale appears to believe that evaluation should be designed according to the needs of the educators involved so as to aid them in their present work and future decisions.

III. A TEACHING orientation to Evaluation 0 1 2 3 4 5 6 7 8 9 10 11

The person high on this scale appears to believe that evaluation should be focused considerably on the quality of teaching and should discover the intrinsic merit in facilities and in instruction.

IV. OBJECTIVES orientation to Evaluation 0 1 2 3 4 5 6 7 8 9 10 11

The person high on this scale appears to believe that instruction, and therefore evaluation, should be focused considerably on apriori statements of objectives, that the merit of the program is largely indicated by the success of students in reaching those objectives.

V. A JUDGMENT orientation to Evaluation 0 1 2 3 4 5 6 7 8 9 10 11

The person high on this scale appears to believe that educational evaluation is largely a matter of establishing the worth of the program for various purposes as perceived by various groups of persons in and around the program.

START→→→→→→→→

Item	Confidence Scale
48	A ( )
47	A ( )
46	A ( )
45	A ( )
40	D ( )
34	A ( )
29	A ( )
18	D ( )
15	A ( )
12	D ( )
8	D ( )

To obtain an overall....CONFIDENCE IN EVALUATION score, do the same thing with the check-list at the right: 0 1 2 3 4 5 6 7 8 9 10 11 ☐

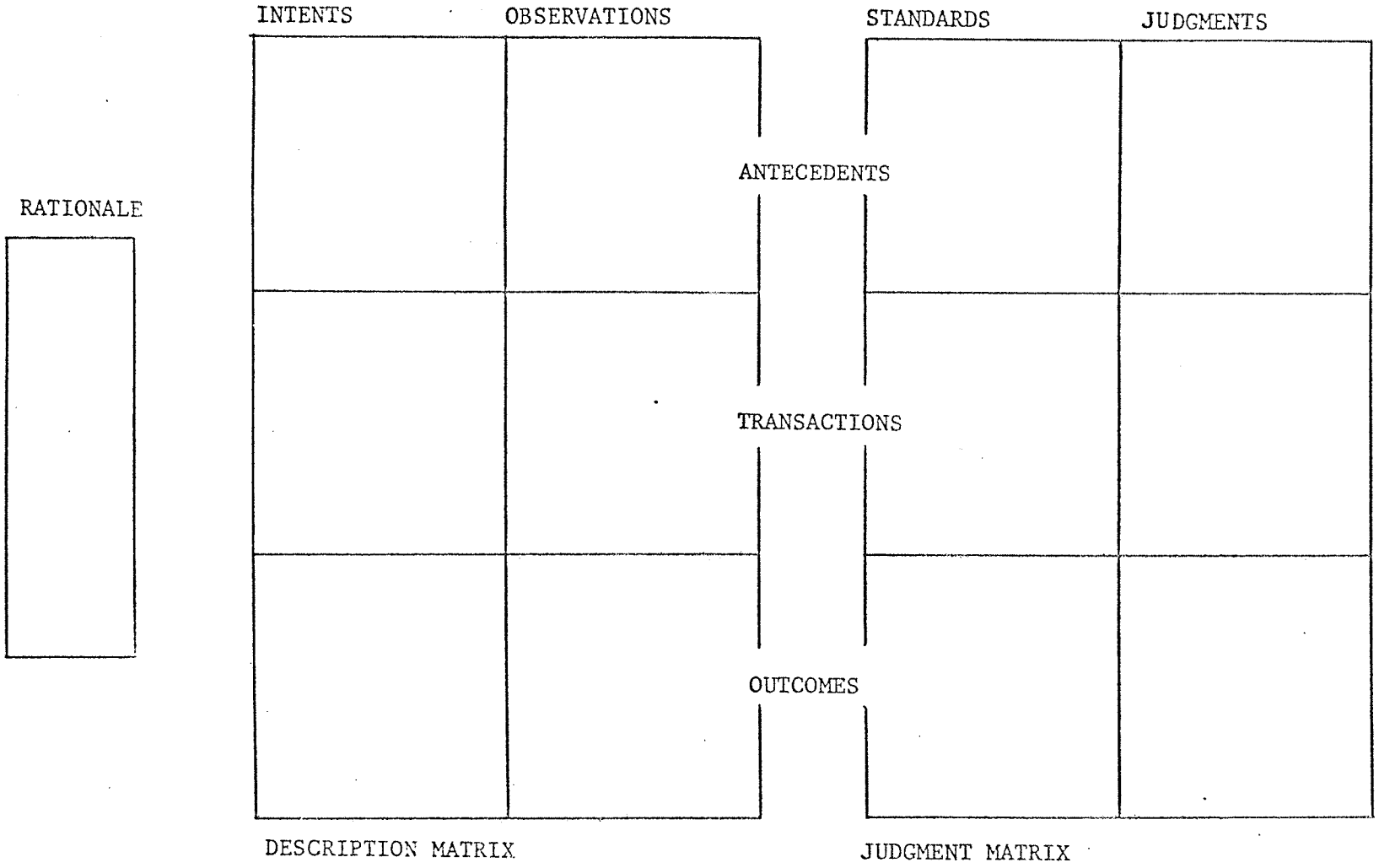


Figure 1. A layout of statements and data to be collected by the evaluator of an educational program.

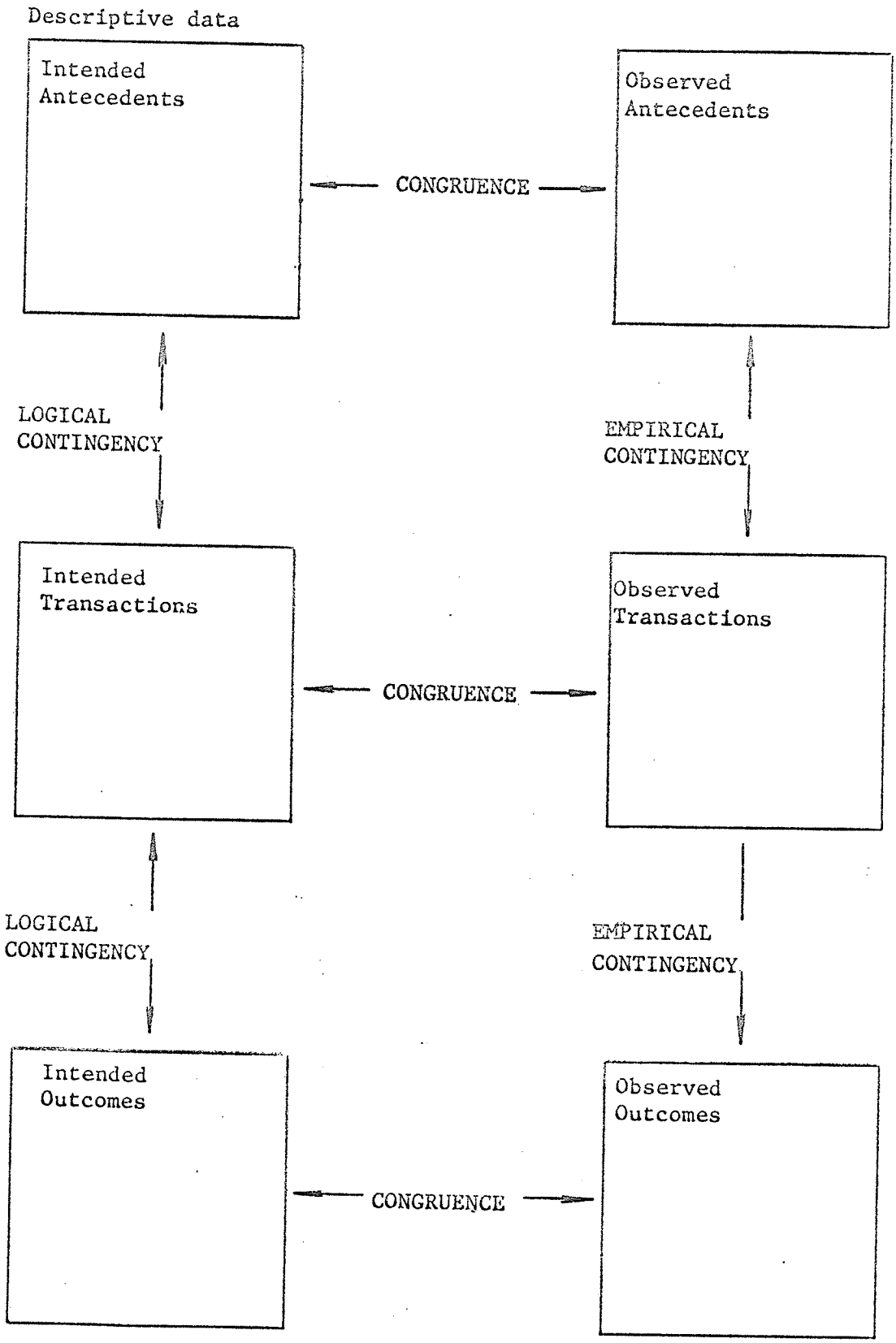


Figure 2. A representation of the processing of descriptive data.

Appendix Niii

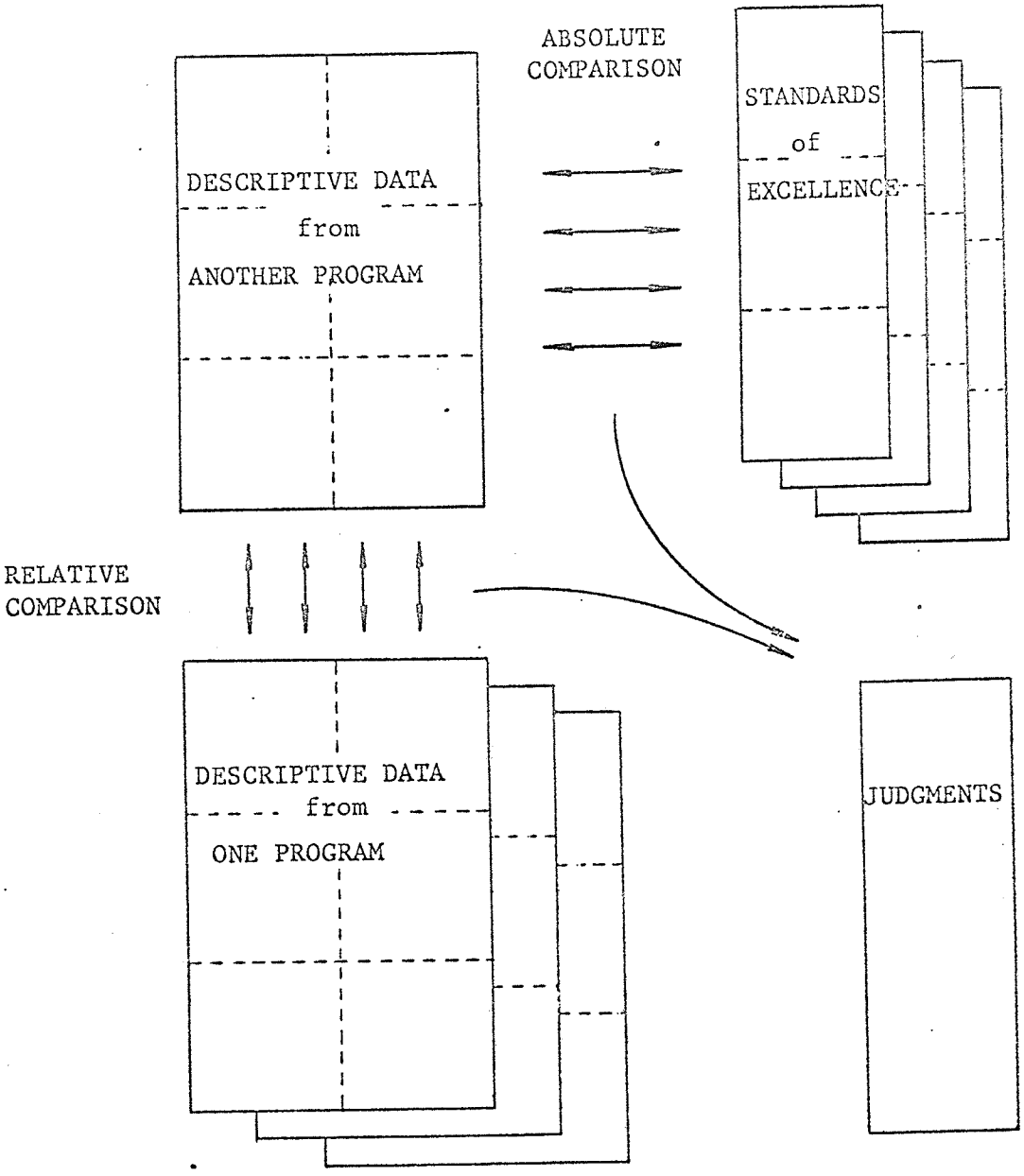


Figure 3. A representation of the process of judging the result of an educational program.

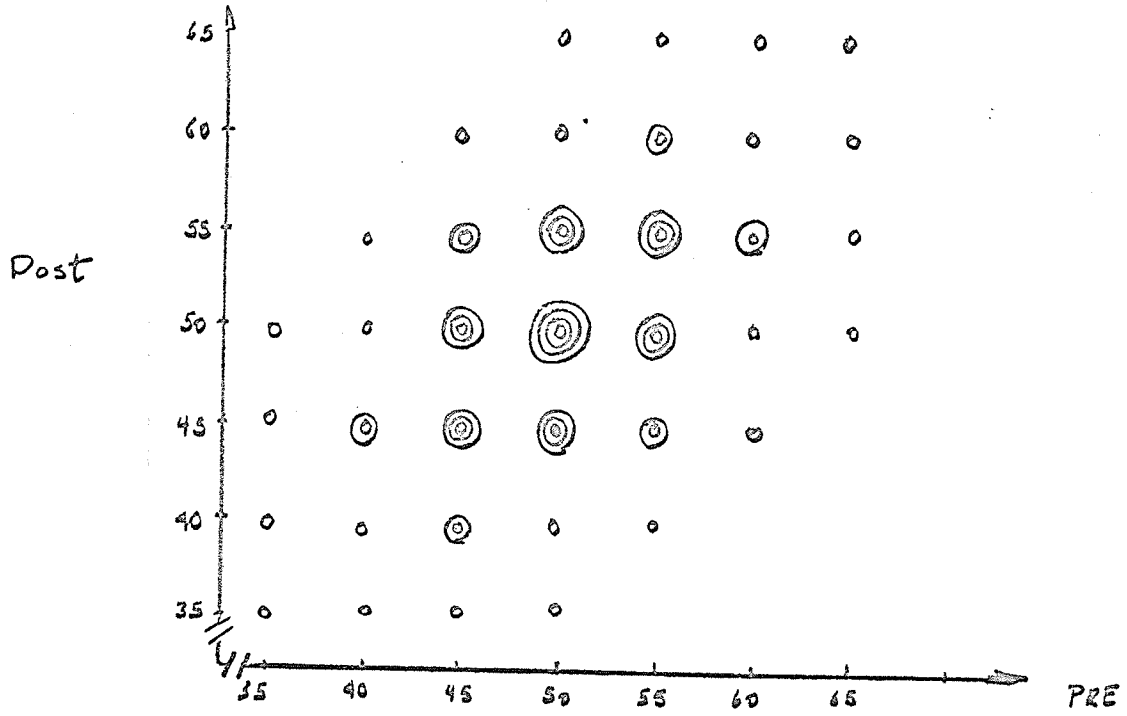
Appendix O

Introduction to Regression

An instructor, eager to evaluate his one semester music appreciation course, creates a composer identification test. Each student is given a list of 25 composers. Ninety, one minute excerpts are played and the student is required to select the composer who corresponds to the excerpt. Following the course the test is repeated. The results are shown below.

Student Number	Pretest Score	Posttest Score	Student Number	Pretest Score	Posttest Score	Student Number	Pretest Score	Posttest Score
1.	35	35	23.	50	35	37.	55	40
2.	35	40	24.	50	40	38.	55	45
3.	35	45	25.	50	45	39.	55	45
4.	35	50	26.	50	45	40.	55	50
5.	40	35	27.	50	45	41.	55	50
6.	40	40	28.	50	50	42.	55	50
7.	40	45	29.	50	50	43.	55	55
8.	40	45	30.	50	50	44.	55	55
9.	40	50	31.	50	50	45.	55	55
10.	40	50	32.	50	55	46.	55	60
11.	45	35	33.	50	55	47.	55	60
12.	45	40	34.	50	55	48.	55	65
13.	45	40	35.	50	60	49.	60	45
14.	45	45	36.	50	65	50.	60	50
15.	45	45				51.	60	55
16.	45	45				52.	60	55
17.	45	50				53.	60	60
18.	45	50				54.	60	65
19.	45	50				55.	65	50
20.	45	55				56.	65	55
21.	45	55				57.	65	60
22.	45	60				58.	65	65

The scatter plot of the scores is shown below.



Observing that the pretest mean and the posttest mean were both 50, the instructor was crestfallen. However, one of his colleagues suggested that he look for some students who may have improved their knowledge during the course.

First of all, he looked at the students who had pretest scores of 35.

Student	Pretest	Posttest
1	35	35
2	35	40
3	35	45
4	35	50
	___	___

What was the mean pretest score for this group? _____
What was the mean posttest score for this group? _____
On the average, did the students of this group tend to gain or lose points? _____
How much was the average gain or loss? _____

Secondly, he looked at the six students who had pretest scores of 40.

Student	Pretest	Posttest
5	40	35
6	40	40
7	40	45
8	40	45
9	40	50
10	40	55
	___	___

What was the mean pretest score for this group? _____
What was the mean posttest score for this group? _____
Did the majority of students gain or lose? _____
How much was the average gain or loss? _____

What should the instructor conclude from this?

Look at the four students who got 65 on the pretest. What was their posttest average? _____

Did these four students tend to gain or lose? _____

What would you conclude from this?

Seeing these results, a second colleague suggested that the instructor look at the pretest scores of all of those who got 65 on the posttest. These four students and their scores are shown below.

Student	Pretest	Posttest
36	50	65
48	55	65
54	60	65
58	65	65
Average	57.5	65

The students shown tend to be high achievers. Their scores seemed to improve.

Looking at the students who did poorly on the posttest, i.e. all of those who got 35 on the posttest, the instructor found _____

Student	Pretest	Posttest
1	35	35
5	40	35
11	45	35
23	50	35
Average	42.5	35

This group of students at the lower end of the achievement scale appeared to _____

What would the instructor conclude from these observations?

_____

How does this observation compare with the previous one?

_____

Appendix P

Exercise on Stating Objectives

Situation I : A kindergarten unit on colours and shapes.

Situation II : A sixth grade level unit on man and the balance of nature.

Situation III: A seventh grade unit on addition and subtraction of signed numbers.

Situation IV : A unit on the design and throwing of pots for the eighth grade.

A. Take the designated situation for your group, and try to develop some level two objectives. Try to write some objectives in each of the three domains. Also, within each domain, try to write objectives at several levels.

B. Report to the assembled multitude.

C. Return to the groups, and take some of the level two objectives and rewrite them in behavioral terms. Be sure to use the three components suggested by Mager:

1. Specify the kind of overt behaviors that will be accepted as evidence that the learners have achieved the objective.

2. Describe the important conditions under which the behavior will be expected to occur.

3. Specify the criteria of acceptable performance by describing how well the learners must perform to be considered acceptable.

Remember, you may want to express the objectives in terms of overall class behaviors. Not all objectives need be evaluated at the level of the individual student.

Appendix Q

Exercise on Measuring Outcomes

1. Write some multiple choice questions that measure the achievement of students on the following objectives:
    a. The student knows the capitals of the provinces of Canada.
    b. The student can apply a knowledge of long division.
    c. The student can estimate distances between various Canadian cities.
    d. The student understands the distinction in role between police and the courts.

2. List some unobtrusive measures that might be useful in evaluating student outcomes:
    a. A curriculum in art appreciation
    b. A family life education program
    c. A new math curriculum
    d. A recreation program

    In each of the above cases, indicate the purpose of the instrument (what facet of the outcomes are you trying to evaluate).

3. For the situations outlined in number 2, list several attitude items that might be useful for evaluating attitudes for:
    a. students
    b. teachers
    c. parents

4. Suppose that in your language arts curriculum you have a unit on business letters. Design an instrument that will evaluate the success of your efforts. Since you may have to do some remedial work, set up the instrument so that it will reflect different kinds of errors, thus making your feedback more useful.

Appendix R

Exercise on Judgments

Suppose that you have been asked to develop a rating scale that can be used by judges for rating a program. You have decided to use a five point scale:

a. fully agree b. agree c. disagree d. fully disagree
e. not applicable

Develop some items that could be used to elicit judgments about all aspects of the program. Some examples have been provided:

1. The reading level of learners necessary for this program is clearly stated. a b c d e
2. The teacher's training necessary for this program is clearly stated.
3. The general objectives for this program are clearly stated. a b c d e
4. The teaching methods for this program are clearly stated. a b c d e
5. The order of presentation of materials to be used in the program is clearly stated. a b c d e
6. The assumptions about how learning should take place are clearly stated. a b c d e
7. The materials used in this program are appropriate for the age levels of the students. a b c d e
8. The teaching methods are appropriate for the training of the teachers. a b c d e
9. From the viewpoint of the discipline the objectives are worth while. a b c d e
10. The students enjoy the methods employed in the teaching of the program. a b c d e

In the development of the scale some of the dimensions that might be useful to you are appropriateness, clarity, worth, and enjoyment. These dimensions when combined with the antecedents, transactions and outcomes might form the backbone of your instrument.

Appendix S

PROBLEM-SOLVING

1. Define the problem (write it down)
2. Consider ---- (P) opinions, information and behavior about the problem
3. Consider ---- (C) feelings, attitudes and info about the problem
   Are you playing any games?
4. Evaluate the (P) and (C)

   What (P) attitudes hinder the solution of the problem?

   What solution would please your parent? Is it good for you?

   What solution would please you (C) ? Is it good for you?
5. Imagine alternate ways to solve the problem
6. Consider internal and external resources
7. Select two or three of the most possible alternatives
8. Establish the contract you need to carry out the decision
9. Plan of action
10. Evaluate (strengths and weaknesses of your play (adjust))

Appendix T

INTERGROUP TOPIC

"The level of collaboration is widely perceived as a significant variable affecting the level of accomplishment in an organization."

Describe the factors which contribute to the quality of collaboration and how variances in the factors are reflected in the levels of collaboration. Where needed, describe alternatives and evaluate the anticipated consequences.

Appendix U

CURRICULUM AND THE SCHOOL

AS SEEN FROM EACH OF THE EGO STATES

I. Adult Ego State Curriculum

I. Philosophical Assumptions

(i) Man is basically a rational, responsible, objective, logical being who is in charge of himself and his actions.

(ii) Society is a collection of individuals whose actions facilitate the continuance of life.

II. Educational Goals (Objectives)

(i) data gathering ability
(ii) decision-making ability
(iii) logical reasoning
(iv) comprehension
(v) concept formation
(vi) analysis
(vii) reality testing
(viii) evaluating
(ix) synthesizing
(x) personal autonomy
(xi) application
(xii) communication skills

III. Areas of study which lend themselves to the development of stated objectives:

(i) mathematics
(ii) sciences
(iii) philosophy
(iv) psychology
(v) history
(vi) geography

IV. Program of Studies

Child selects topic and pursues it to a logical conclusion.

V. Content

Irrelevant

VI. Instructional Techniques

(teacher) - child and child - child

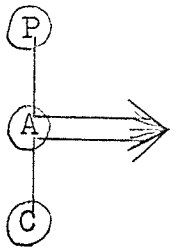
relationship is totally (A) ↔ (A)

VII. School Climate

- trusting
- facilitative (A)

VIII. Teacher Competency

- a person who functions through the adult ego state:



Materials

multi-media

human resources

Evaluation

- integral part of objectives of program.
- as applied to student growth will be through teacher observation and feedback to student will be processed through adult ego state.

(A) ↔ (A)

School Facilities

A learning centre accessible at all times and school personnel who are available during specified hours.

Staffing Patterns

- "Competency based" differentiated staffing pattern, supported by technical staff

Others

Resources and personnel outside learning centre may be employed at any time.

Needs Assessment

See Evaluation

Roles

- students play fundamental role
- others play "availability role"

II. Parent Ego State Curriculum

I. Philosophical Assumptions: Nature of Man and Society

1. Man is an animal that must be trained.
2. External forces are needed to motivate man.
3. Man is orientated to tradition and the past rather than the future.
4. Man is basically lazy.
5. Man is happiest when he lives in known rules and limits.
6. Man is ruled by emotions - bad!
7. Man has set stages of development.
8. Man learns best by stimulus response.
9. Natural ability differs from man to man.
10. Man owes a debt to society.
11. Change is bad.
12. Work is good.

13. Idleness is the Devil's workshop.

14. A penny saved is a penny earned.

15. Anyone can be President.

and other such pieces of wisdom as have been passed down through the ages.

II. Educational Goals and Objectives

- four R's: Reading, Riting, Rithmetic and the Rod
- Good citizenship
- Well disciplined - Respect for authority
- Hard working
- Value tradition - Patriotic
- Clean habits
- Manly/Womanly
- Know their roles in society
- Firm principles - responsible
- Know right from wrong
- Special classes for ability
- Recognize academic standards (absolute)
- Character building through rules, sports, etc.

III. Program of Studies

Subjects: Reading, Penmanship, Spelling, Arithmetic, Elocution, Canadian and British History, Art, Science, Civics, Geography, Physical Training.

Objectives: By the end of Grade VI, students shall be able to read fluently all books on Program of Studies. They shall be able

to recite 20 separate poems, pass provincial examinations in all subjects to be advanced to Grade VII. Students must demonstrate acceptable attitudes and behaviour. Departmental guidelines will be strictly adhered to. Texts, materials and methods of evaluation will be strictly adhered to as prescribed by Department guidelines.

IV. School Climate

- A place of quiet orderly learning.
- The principal is responsible for the running of the school and the teacher for his classroom.
- The principal has rights of discipline over teachers and students.
- Teachers are to familiarize students with rules and regulations and punishments for breaches of same.
- Compulsory religious readings will be observed daily.
- Teachers will find it convenient to use the strap as the Bible marker.
- The staff will adhere to all rules regarding deportment, dress, morals, smoking, drinking, frequenting disreputable establishments.
- Lesson plans must be available for school inspector.

V. Teacher Competencies

- Class I, II, III teachers only will be employed by the Board to teach Grades I - VI and will be responsible for all subjects.
- Teachers will teach diligently the material prescribed by the Department of Education.
- Teachers will in no way voice opinions other than those enunciated in the official manuals.
- The teacher shall in all ways be an example to students.

School Facilities

School facilities shall meet functional requirements. Costs of operation shall not exceed $5.00 per student annually after start of year. Equipment, furniture and supplies and quantity shall not exceed Department of Education prescriptions.

VI. Roles

Students to be moulded as useful citizens.

Parents support the school, pay their taxes and teach moral/religious standards to their children, these the school will reinforce.

Department of Education sets standards for learning, facilities, teaching methods, teacher competence.

Community will reap the benefits of the finished product.

Society perpetuates the high standards instilled by the schools.

III. Child Ego State Curriculum

I. Philosophical Assumptions: Nature of Man and Society

a) Man is: kind, uninhibited, loving, spontaneous, content, curious, intuitive, fun-loving, warm, creative, a social being, happy.

b) Man experiences: joy, delight, contentment, discovery, aloneness.

c) Man-initiates:

d) Man's social structure nurtures man.

II. Life Goals and Activities

- To develop self-worth, self-knowledge and self-concept of all natural children.
- All activities and experiences have an affective component.
- The child will be encouraged to initiate, to explore, to discover, to experience and to create.
- To encourage the child to develop his own learnings from activities and experiences.
- To encourage spontaneity and creativity.
- To provide opportunities for joy, delight, contentment.
- To encourage the child to express.
- To develop the child's individuality.
- To encourage the child to cherish individuality.
- To encourage nurturing tendencies in each child.
- To encourage the child to share himself, his activities and his experiences.
- To encourage the child to discover and to meet his needs and the needs of others.
- To encourage the child to establish and maintain relationships.

III. Activities and Experiences

Any planned or spontaneous activity anywhere.

a) Subjects

- integrated activities; no designated subjects or discipline

b) Objectives

- To allow the child to grow and learn at his own rate.
- To allow the child to take charge of his own learning.

c) "The How We Do It"

- The child organizes his own system of learning and takes charge of it.

d) "The What's In It"

- Open

e) Instruction Methodologies and Strategies

- The people facilitate this process to the extent that it makes sense to the child.

f) Stuff and Things

- Natural and manufactured materials in abundance and variety.

g) What Has Happened

- Subjective evaluation by the child.

IV. Climate

- Accepting, open, and stimulating
- mutual learning

V. Facilitator Competencies

- Balanced (P) (A) (C) human being, who is nurturing parent, or adult, or natural child when facilitative to the child.

VI. Facilities

- Round and about; the community
- All year round, all day long

VII. People Patterns

- Facilitators
- Volunteers; community senior citizens (New Horizons, mothers and fathers, senior students)
- Paraprofessionals
- Pattern fluctuates to meet existing needs
- Flexible team approach

VIII. Others

- Open for exploration

IX. Needs Assessment

- Continuous by the child.

Appendix V

INTEGRATED (T.A.) CURRICULUM

I SUPERORDINATE GOAL:

To develop an integrated curriculum K-12.

II METHOD:

To review the three models: primary, middle and high school, and to develop a composite outline for drawing up an integrated curriculum.

III PHILOSOPHICAL ASSUMPTIONS:

A) Nature of Man

- Man is kind, loving, uninhibited, spontaneous, content, curious, intuitive, fun-loving, warm, creative, happy, rational, responsible, objective, logical, a social being, in charge of himself and his actions.
- Man has set stages of development and differing levels of abilities.
- Man has four basic aspects: intellectual, psychological, spiritual and physical.
- Man experiences joy in success and a full range of emotions.
- Man has a desire to understand self and to get along with others.

B) Nature of Society

- The nature of society is a direct reflection of the nature of man and is the result of human interaction.
- Society's values, norms and laws are constantly changing.
- Man is a contributing member of society, interdependent with and within it.
- Society bombards man with over-choice.

C) Nature of Knowledge

- Knowledge is a clear and certain perception of that which exists.
- Knowledge is constantly expanding.
- Knowledge can be structured into disciplines.
- Knowledge helps man take charge of his life.

D) Nature of Learning

- Important considerations for learning are previous learning experiences, perceptions, needs and interests.
- Learning is individual.
- Readiness for learning is dependent upon the stages of development.
- Learning proceeds from known to unknown, simple to complex, specific to general, concrete to abstract, gross to fine.
- Formal learning requires maturity.
- Students learn from one another.
- Physical, psychological and emotional needs must be met before the intellectual.
- Immediate reinforcement is conducive to effective learning.
- Learning is evidenced by a change in behaviour.

IV GENERAL EDUCATIONAL GOAL:

To develop the total individual.

A) To understand himself and others, the individual must:

- Develop self worth, self knowledge, self concept.
- Value himself and others.
- Develop individuality.
- Develop social skills and awareness.

- Develop personal autonomy and social responsibility as a functioning member of society.
- Develop his own system of values.
- Develop his creative abilities and/or aptitudes.
- Develop an awareness and appreciation of the finer aspects of life.
- Be able to recognize and meet his needs.
- Develop an ability to share his ideas, feelings and experiences.
- Establish and maintain ongoing relationships.
- Be able to meet the needs of others.
- Learn from his experiences and activities and be able to integrate them.
- Understand the relationship of man to his environment.

B) To develop skills for life, the individual must:

- Develop a desire for learning.
- Be able to communicate his ideas and feelings through speaking and writing.
- Be able to understand the communications of others through listening and reading.
- Develop functional skills.
- Learn and apply problem-solving techniques.
- Develop psychomotor skills.
- Develop physical fitness and leisure time activities.
- Learn from his activities and experiences and integrate them.

V FUNCTION OF A SCHOOL:

To provide opportunity for the development of all the aforesaid goals.

VI STRATEGY FOR IMPLEMENTATION OF A PROCESS OF ADAPTATION (Process not Product):

A) Develop staff relationships by establishing a climate for personal and professional growth.

B) Awareness, understanding (buying in) and commitment to learner goals are necessary before you proceed.

C) Design a model.

D) Evaluate the feasibility of the model.

E) Trial

- Take teachers, time, money, learners, facilities, disciplines, competencies as they exist now.

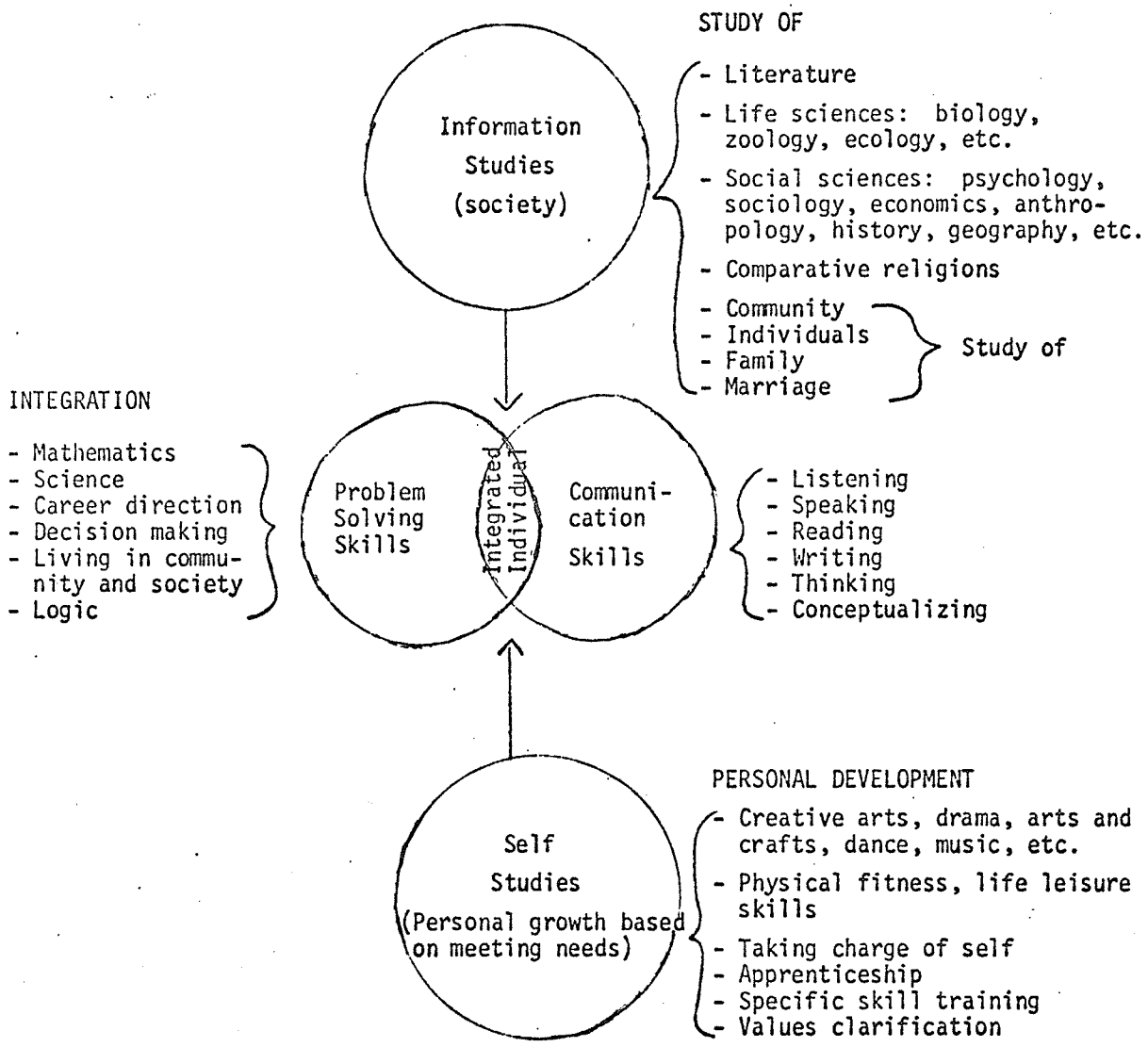
F) Adoption

- Develop a program over a period of time in order that individuals:
  - grow within the concept of the model
  - revise goals within existing curriculum
  - may have time to identify goals and utilize own expertise
  - re-allocate resources
  - develop curriculum which is subject to continuing adaptation
  - plan continuous evaluation

G) Integration

- Becomes a way of life, an attitude of mind, an ongoing process. Changes are made as they make sense to the agents of change.

VII AN INTEGRATED CURRICULUM FOR LIFE (POTENTIAL RESOURCES)



Appendix W

III Overview of the Design for Phase II (P.D.L.T.P.)

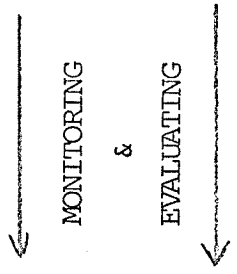
The second year of this program will involve participants in an extended field project with a specific client, such as a school staff. The program description contained in this paper is still somewhat tentative and flexible.

Seventeen participants have chosen to remain in the program and complete its field experience phase. For this purpose, they have self selected into the following Organization Development consultant teams:

Names	Home School Division	Assignment
Bill Regehr Joel Simpson Louise Van Belleghem	Lord Selkirk S.D. St. Boniface S.D. Parochial Schools	Parochial Schools Principals
John Keogh Ruby Chambers Garth McIntyre	Brandon S.D. Turtle Mountain S.D. Tiger Hills S.D.	Client in Brandon School Division
Jack Stewart Jack Winters Bob Marshall	River East S.D. Seven Oaks S.D. Birdtail River S.D.	Client in Assiniboine S.D.
Steve Dvorak Ken Loewen	Assiniboine South S.D.	Client in Assiniboine S.D.
Margaret Bean Lorne Ferley Alec Shewchuk	Manitoba Teachers' Society Norwood S.D. Agassiz S.D.	Client in Boundary S.D.

A. Field Work

Each team has been assigned to a client and will work with that client through the stages of an organization improvement process. Teams will practice and monitor carefully these stages:



a) entry into the system
b) establishing the contract
c) data generation (collection)
d) diagnosing the system
e) consider strategies
f) select strategies (identify techniques)
g) implementation of the design
h) withdrawal from the system

Each participant is expected to keep detailed notes on the whole process of planning, designing, revision, implementation and debriefing of their intervention in the client system. Each team will produce a report on their projects to be made available to the client and to Allan M. Johnson and Jack Lutes. All projects are scheduled to be completed before December 31, 1975, but a short extension may be negotiated among all parties concerned, if it is required to complete work already underway.

B. Debriefing Sessions

During the time that consultant teams are working on their long term project, the group will meet several times to debrief each others' work. Professional Development Branch personnel will have a responsibility to meet with individual teams concerning work on their specific project at times other than the group meetings. These individual team meetings will be scheduled with the Professional Development Branch consultants, by the teams.

C. Training Sessions

The training sessions, planned for the second phase of this program will focus on developing specific organization development consultant skills. Some of this content has already been identified, but the content of some sessions will relate specifically to needs determined during the first half year of work in the field. The dates for training sessions are shown in Section V A - Scheduled Meetings of Total P.D.L.T.P. Group.

IV Sequence of Events

	Event	Deadline Date
A.	Basic Training Program	December 1973 - September 1974
B.	Meeting to overview Organization Development activities and to discuss planning of short term workshop project (2-3 day).	October 23 - 26, 1974
C.	Consultant teams, selected at October meeting will plan and develop at least one short term workshop for delivery in one school before the end of January, 1975.	November 28, 1974
D.	Group meets to test each teams' design, for feasibility and predicted impact on a school staff.	November 28 - 30, 1974
E.	Consultant teams revise their designs to better meet the purpose for which they are intended.	Before Workshop is delivered to a school staff.
F.	Delivery of short term workshop to one school staff.	Before January 31, 1975
G.	Consultant teams prepare thorough analysis and report of the planning, implementation and analysis of their short term workshop design.	Before February 14, 1975
H.	Meeting of P.D.L.T.P. group to debrief the short term workshops in total group.	February 14, 1975
I.	Two day workshop with Dr. Bill Starling for training on the topic "Organization Development in Schools". Training will relate directly to the design of this program.	February 15 -16, 1975

J. Consultants will self-select into teams of two or three persons per team who will work together for the remainder of the program. — February 25, 1975

K. Jack Lutes and Allan Johnson will negotiate with some to obtain clients for the program. — February 28, 1975

L. Consultant teams enter into a relationship with an identified client (e.g. school staff) to undertake long term project. — March 30, 1975

V. Allotment of Time

A. Scheduled Meetings of Total P.D.L.T.P. Group

Purpose of Meeting	Number of Days			Dates of Meeting
	Sch.time	Per.Time	Total	
Debriefing (analysis) and critique of the 2-3 day workshop delivered in January.	1	0	1	February 14, 1975
Training session with Dr. Bill Starling. "Organization Development".	0	2	2	February 15-16, 1975
Training session with Allan Johnson & Jack Lutes "Organization Diagnosis and Improvement Strategies".	2	1	3	March 13-15, 1975
Training Session with Dr. Jay Nisberg "Survey Feedback Systems" - Part I.	2	0	2	May 8-9, 1975
Training session with Dr. Jay Nisberg "Survey Feedback Systems" Part II.	0	3	3	July 2-4, 1975
Debriefing session on initial stages of the work on the long term project, by consultant teams.	1	1	2	September 26-27, 1975
Training session. Content to be identified as long term project indicates need for training.	2	1	3	November 6-8, 1975

Debriefing session	1	1	2	December 5 - 6, 1975
TOTALS	9	9	18	

B. Time Allotted to Client

Each consultant is also responsible for scheduling the following days:

1. Delivery of a 2-3 day workshop with at least one school staff. (2 days) Jan. 1975
2. Planning time allowed for long term project. (4 days) May-Dec./75
3. Commitment to one client for long term project. (12 days) Mar.-Dec./75
4. Debriefing with Professional Development Branch consultants. (4 days) May-Dec./75

The 22 days of team scheduled time are made up from school time (11 days) and personal time (11 days).

C. Time allottment for 1975

1. School time = 20 days
   Personal time = 20 days
   40 days

2. Delivery of 2 day workshop = 2 days
   Training Sessions = 13 days
   Field work on long term project = 12 days
   Planning time for long term project = 4 days
   Debriefing time in total group = 5 days
   Debriefing time with Professional Development Branch consultants = 4 days
   40 days