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ABSTRACT

This two-volume report describes three 8-hour training packages designed to provide trainees with some of the knowledge and skills necessary to function effectively as educational change agents. These modules, described in volume 1, can be adapted to include information from the client system's change activities for use in several of the training sessions of each module. The modules focus on building collaborative relationships between change agents and clients and on gaining acceptance of planned changes. The first module illustrates the six stages of the problemsolving process and assists participants to identify the factors and forces that should be taken into consideration at each stage. The second module focuses more specifically on the knowledge and skills relevant to building and sustaining a relationship with a client system. The third module addresses the variables that should be considered when the change agent is gaining acceptance for an innovation in a system. The training modules are composed of a series of activities for both cognitive input and experiential skill practice and can be used with groups of from 15 to 100 people. Volume 2 is comprised of seven appendixes that contain the evaluation design plan and materials, as well as materials for each of the three modules. It also includes evaluation data and feedback from field tests and the checklists used in all modules. (Author/DN)

Education Change Agents, Modules & Materials

Volume I

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The EDCAMM modules and materials represent about eight man years of demanding and creative work. The persons named below played an important role in the accomplishment of project tasks.

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CHAPTER I

INTRODUCTION

In March, 1972, we received a grant from the U.S. Office of Education to develop a package of training materials and modules which could be used: (1) in a workshop setting to provide participants with skills, knowledge and experiences which would enhance and support their ability to understand the change process; (2) by the participants after attending the workshop given their own resources and the resources of the system they are working with to implement a change. The package uses The Change Agent's Guide to Innovation in Education (Havelock) as its reference point for selecting the content which is to be conveyed in the training sessions. The decision to use the Guide as a starting point in the development of a training package was based on reports of its effectiveness in different learning environments and with audiences of varied backgrounds and experiences in implementing change in different types of institutional settings.

The project's development team was composed of a Coordinating Committee of three Researchers at the

University of Michigan and a development and training staff of six graduate students from the University of Michigan. The members of the Coordinating Committee were Drs. Ronald Havelock, Ronald Lippitt, and Garry Walz; Bruce Shaw served as the Project Coordinator. The development and training staff, including the Project Coordinator, were graduate students who had a wide range of experiences in training for change in educational settings, and who had programmed their academic training for specialization on the change process. As a project team, the graduate students assumed the responsibility for the development of the training package in collaboration with the Coordinating Committee whose members provided consultation, ideas and assumed the responsibility for the final form of the project.

The Educational Change Agent Modules and Materials described in this report consist of three eight hour training packages designed to provide trainees with some of the knowledge and skills necessary to function effectively as an educational change agent.

The modules are designed to be adapted to include information from the client system's change activities for use in several of the training sessions of each module.

The contents of the modules are developed to provide the workshop participants with information and training experiences which will enhance their understanding of change as a problem solving process with particular focus on building collaborative relationships between change agents and clients and gaining acceptance of planned changes. The first module illustrates the six stages of problem-solving process and assists participants in identifying the factors and forces which should be taken into consideration at each stage. (These stages are described in detail in Havelock's The Change Agent's Guide to Innovation in Education.) The second module is designed to focus more specifically on knowledge and skills relevant to building and sustaining a relationship with a client system. The third module is designed to address the variables which must be considered when the change agent is gaining acceptance for an innovation in a system.

The procedures for implementing these modules will vary according to the content to be presented, the expectations of the participants, and the immediate needs of the workshop to maintain a learning environment, i.e., there are branching alternatives for the trainers. The modules, however, employ different techniques for the presentation and internalization of the content, e.g., a slide-tape presentation, several simulations, discussion exercises, reading materials, and checklists. These different techniques were designed with the intention of providing the participants with a range of experience that can enable them to view the change process from different perspectives and gain additional skills for application in their own situation.

The training modules are composed of a series of activities designed to provide both cognitive input and experiential skill practice. The three modules are most effective when used as a three and one half day sequence of training activities. Each module can be used separately, however, if the needs and/or situation of the user demands this arrangement.

The modules are designed for use with groups numbering from fifteen to one hundred. The number of trainers required depends upon the size of the group. Many of the activities require active participation with or observation of small groupings of trainees and a minimum training staff would appear to be two trainers. For larger groups the training staff should be appropriately increased, e.g., a group of fifty would require a training staff cf four to six.

The modules are designed to be maximally effective when used at a setting away from home. They require a wide variety of support materials and equipment and both pre-and post contact between the trainers and the client system.

While active efforts have been made to create maximum internal flexibility to meet a wide variety of client system requirements, it must be kept in mind that altering the basic elements of workshop design as described above may reduce the effectiveness of the learning experiences.

BACKGROUND AND RATIONALE

Th· · have been many attempts during the last decade to produce large scale meaningful improvements in educational practice. These attempts have had very mixed results for a variety of reasons, human, technical, social, and political. Nevertheless, a contributing problem in nearly every case could be argued to be a severe shortage of personnel trained and experienced in the management of innovation adoption. This lack of personnel is further compounded by: (a) the limited number of persons and organizations capable of providing training in effective innovation management, and (b) the modest array of innovation management models, especially models relevant for educational systems with limited resources and background experience. The training program developed in this project is designed as an attempt to respond to this need.

We live in an age of expanding resources and expanding awareness of problems. However, it is also widely believed that we are entering a period of crisis in which resource capabilities will reach their limit while demands on resources continue to escalate. Regardless of the dimensions of apocalyptic potential of this crisis, there is some consensus on the need to close the gap between available resources (knowledge, technology, products, services, facilities, etc.) and known human problems and needs.

Both the problem and the opportunity are before us. On the one hand, there is a rising tide of needs and expectations, proclaimed by many as an impending series of crises (urban, ecological, population, etc.). On the other hand, in this century there has been a fantastic acceleration of knowledge building (there are more scientists alive in the world today than the total number who have ever lived up to now in the history of the world), and in the growth of technological know-how. Man's capabilities to create, communicate and store knowledge have never been so great and they appear to be expanding.

The question of the use of these capabilities to meet the rising tide of need therefore becomes ever more insistent. Indeed, in the last generation there has emerged a very special branch of social science concerned with the communication and effective utilization of knowledge. We are slowly moving toward a new conception of a professional discipline concerned primarily with the process of change. It rests on the assumption that social progress can be planned and engineered so that it is more reliable and more beneficial to more people. This new concept of "planned innovation" stresses the importance of realistic diagnosis of needs, adequate resource retrieval, collaborative planning and solution building, and systematic design and evaluation of alternative solutions.

"Strategy" is a key aspect of this new concept of innovation because it is now becoming recognized that change will only lead to real progress if it is brought about in an orderly sequence of goal-setting, planning, and systematic execution. Clearly, therefore, there is a need for educators to spell out in detail their "innovative" plans and activities in terms of overall "strategies" and in terms of the explicit sequences of action steps ("tactics") that make up these strategies.

There are some resources already available to us in building such strategies. Lippitt, Watson, and Wesley in The Dynamics of Planned Change (1958), made available the first coherent conception of the social "change agent," a person who had the skills necessary to help a client work out problems in an integrated step-by-step sequence. These authors pulled together much of the behavioral and social research on the consultation process, human relations, organizational development, and group dynamics to show how such a change agent might be effective in working with individuals, groups, organizations, and total communities.

Bennis, Beene, and Chin (1961-1969) added to the growth of this movement by publishing a comprehensive set of readings from seventy-four social scientists under the title The Planning of Change. For the first time they demonstrated that a significant new professional discipline was growing around this concept.

A rather different notion of "change agent" was expounded by Everett Rogers (1962) in his integration of several hundred research studies on The Diffusion of Innovations. Rogers' change agent concept was rooted in sociological studies of the "county agent" in the USDA's Cooperative Extension Service. This county agent was not only a counselor and diagnostician to individual farmers with individual needs but also a conveyor of new facts and practices based on the agricultural research and experimentation of the Land Grant universities.

By the late 1960's, Havelock and others were proposing a fusion of these two traditions in a new concept of the change agent as process helper and knowledge linker. It seems evident that the sets of skills envisaged, namely interpersonal and inter-group relating, consultation, need definition, diagnosis, problem solving, resource acquisition, dissemination, and utilization, are going to be needed by the educators of the future at various levels and in various role categories.

The knowledge base for resource utilization change agent training is fairly well summarized in two works by Havelock and colleagues. The first, Planning for Innovation, synthesizes and summarizes relevant research and theory from more than 1,000 sources. Together with other research summaries by Rogers and Shoemaker (1971), Watson (1971) and others, it gives ample testimony to the theoretical and empirical substance of this field. Several authors including Havelock have also attempted to develop practical guides or manuals for change agents based on this body of knowledge and following in the tradition of Lippitt, Watson, and Wesley. The Havelock Guide has been used as the basis for a model training program design for state education agency change agents.

This outcropping of meaty publications is encouraging news to those who want to close the knowledge gap, but it is also obvious that print materials do not stand by themselves. They must be accompanied by training in the specific skills described in such guides and manuals. The "planned change" specialists are very few in number and if their ranks do not grow rapidly there is no hope that their message will have any significant impact.

Some training programs have been undertaken in the recent past. Of special note were the Cooperative Project for Educational Development (COPED, see Watson, 1967) and its successor, the instrumented and packaged teacher training workshop "Resource Utilization and Problem Solving" (RUPS) developed by Charles Jung and colleagues (1970) at the Northwest Regional Educational Laboratory. Similarly, packaged and unitized training programs are also under development for information specialists at the Far West Laboratory for Educational Research and Development (1971). Numerous training programs are also now coming on the market to train educators in systems technology, program planning, and so forth. Many of these programs provide at least a partial answer to the need.

However, in the last two years there has arisen a unique opportunity to develop a high quality comprehensive training program for innovation process specialists, bringing together the best elements of past programs and tying them to a well developed evaluation training model as part of a national training consortium for RDD and E personnel.

In the fall of 1970, Dr. Daniel Stufflebeam of Ohio State University contacted Dr. Havelock and invited him to participate in the development of a new proposal to NCERD to train Evaluation and Dissemination specilists. Stufflebeam and his staff had previously conducted a survey of training needs for RDD & E personnel which demonstrated a high need and low availability of well trained personnel in these two areas. Stufflebeam's group felt they had adequate in-house capability in the evaluation area but needed to join forces with some other institution to provide training for "disseminators." Because of their previous work in the field, Havelock and colleagues at CRUSK were the logical choice for such a collaboration. Hence, in October and November, 1970, a team including Dr. Havelock, Dr. William Morris and Mr. Bruce Shaw participated in the development of the OSU proposal, contributed ideas to the over-all design of the consortium effort and specifically designed a training component on "Innovation Process" to match the component on "Evaluation."

The OSU proposal was subsequently funded by NCERD but at a level which could not sustain development of both pieces of the design. Stufflebeam and his colleagues were thus forced to limit themselves to "Evaluation" training where they had the greatest in-house competence and experience.

Nevertheless, contact between the Havelock group and the Stufflebeam consortium has been maintained with an expectation that a Michigan-based component on "Innovation Process" would be formally proposed to NCERD and would, if funded, become an integral part of the consortium. Non-university consortium members have also expressed concern and eagerness that this side of the program be developed as soon as possible to meet their own internal needs. The fact that a viable consortium already existed to welcome a new program could not be underrated. The consortium not only represented a capability in evaluation which could be used to assess this new"Innovation" component but also offered motivated field sites which could (a) assist in training, (b) contribute candidates for training, and (c) offer diverse placement opportunities for graduates.

In the last year Havelock has also been working with Dr. Garry Walz, Professor of Guidance and Counseling at the University of Michigan and Director of the ERIC Center on Counseling and Personnel Services located in the School of Education. The purpose of this collaboration has been the development of models for training new types of educational specialists which could be termed "system counselors," to work in schools and school districts to develop a self-renewal capacity using problem solving and a maximum utilization of information resources. Because of the close collaboration of Havelock and Walz and the value of proximity to the ERIC facilities for the trainees, it was determined that ERIC/CAPS was the logical home base for the new program.

In summary, there was a unique opportunity to put together a training model for "innovation process generalists" employing the best current knowledge of the necessary skills involved and combining the talents and wisdom of a nationally recognized team of experts in human relations, communications, information processing, counseling, knowledge utilization and evaluation. An institutional framework (the consortium) already existed for providing field experience and placement, and a university training site of the highest caliber (ERIC/CAPS and the University of Michigan School of Education) was available to provide the necessary space, administrative support and an impressive array of support services, not the least of which is the ERIC facility itself.

RESEARCH AND DEVELOPMENT PROCEDURES

Procedures

The project began in April, 1972, and continued through June, 1973. This fifteen month period was divided into five three-month phases. Phase one (April - June, 1972) was devoted to start-up activities which included setting guidelines, selecting trainees, identifying relevant resources, and the development of long term relationships with specific groups and organizations as resources and field testers. Phase two (July - Sept., 1972) flowed from this initial establishment of the EDCAMM team by focusing on the development of prototypes, collection of materials for the prototypes, and testing the process for the development of materials. Phase three (Oct. - Dec., 1972) was the period for completing the materials for module prototypes, conducting tests on module components and conducting pilot tests. Phase four (Jan. - March, 1973) became the period when the materials were revised after the pilot tests and then tested in field sites with a variety of characteristics and personnel. Phase five, (April - June, 1973) was the final sequence of activities when the modules were prepared for the project's final report.

The following section deals with the research and development procedures used by the team in creating the final package. The first section covers the time period from April, 1972, to June, 1972. During this period our time was devoted to the planning and execution of preliminary activities necessary to develop three training modules.

To select trainees for this pilot training model program, the project's Coordinating Committee (Drs. Havelock, Lippitt and Walz) met in early April to determine a general framework for the project to assure that the planned objectives may be accomplished. At this meeting, the Coordinating Committee members discussed what they each considered to be the possible objectives of the project and the resources and skills which would be required and which are available. With this shared information, they established procedures for selecting the trainees, devised guidelines for the selection process, and defined their responsibilities.

The guidelines for selecting trainees first called for the solicitation of recommendations from the Coordinating Committee members and other project directors and professors at the University of Michigan who are involved in this area of specialization. The recommended persons were then interviewed by the Coordinating Committee members and the Project Coordinator. Six candidates appeared to have exceptional qualifications; and as there were no reasonable grounds to eliminate any of the six, the Committee decided to invite four women and two men to join the project, and to divide the sum alotted to trainee stipends equally among them. All six candidates accepted the traineeship, which provides the training team of Innovation Process Generalists with a range of training experience with different target audiences and knowledge of training skills for the three modules.

In the last week of April, the Coordinator, Committee and trainees began to develop the Innovation Process Generalists team, and to prepare for the development of the modules. A one-day meeting of the entire project team was held for the purpose of discussing: (1) the background of the project; (2) the objectives of the project; (3) the alternative procedures for accomplishing the objectives; (4) the responsibilities of and the relationship between the Coordinating Committee and the trainees; and (5) the resources which are available to the trainees. This meeting was followed by weekly and semi-weekly meetings of the trainees, at which times the trainees began to design the three modules. During this phase of the project, the Coordinating Committee members served in an advisory capacity.

During the months of May and June, two special meetings were held in addition to the regular development meetings of the training team. The first of these special meetings was on May 20, when four trainees from the Model Training Program at the Ohio State University Evaluation Center attended a one-day meeting to discuss their potential involvement in the project. At this meeting, it was agreed that the four Ohio State University trainees would (1) conduct a formative and summary evaluation of the activities of the University of Michigan team; (2) develop evaluation instruments for the modules; and (3) develop instruments for evaluating the modules at the field sites.

To implement these activities, arrangements were made for the two training teams to meet regularly through the summer so that the three module prototypes might be completed in September.

The second special session was a retreat, held for two and a half days in mid-June; this was attended by all personnel on the project. At the retreat, the discussions focused on: (1) the materials which had been developed by the trainees; (2) a review of the procedures followed by the trainees during the preceding weeks; (3) a delineation of the content and objectives of each of the three modules; and (4) the preparation of a work schedule which would have the module prototypes completed by September.

The knowledge, ideas and experiences discussed at the retreat provided the trainees with more information and skills, to increase their productivity as package developers. From the discussions the trainees became aware of additional material resources and of the range of possibilities for presenting the components of the package. They were also able to clarify: (1) the characteristics of potential target audiences; (2) different techniques for presenting various kinds of information which will be included in the modules; and (3) a variety of ways to make the modules exportable.

In addition to these special meetings, it was possible for several members of the training team to attend the

R.T.B. conference, and three post-A.E.R.A. sessions (Dr. Jung's RUPS training program, Dr. Rosenoff's EIC training program, and Dr. Baker's Instructional Objectives workshop). These workshops and conferences provided the team with personnel who could serve as resource-persons on specific training packages already available, and with contacts for potential field sites for trying out the module prototypes.

At the beginning of this period, three major activities were being carried out simultaneously by the trainees. First, they were revising the prototype of the modules based on the recommendations at the retreat in September. Second, the trainees were testing components of the modules in a variety of situations and receiving feedback from participants and members of the Coordinating Committee. Lastly, the trainees were building and revising the support media necessary for testing the prototypes. This three-pronged approach to meet the negotiated responsibilities for the pilot tests enabled the trainees to work in a coordinated style so that the modules would represent their shared learnings earlier in the project and represent the training team as an entity.

Continually during this period, the sub-teams or teams responsible for a module would test components of their modules which had questionable value or high-risk potential in relation to its objective. The approach to testing the materials was to discuss the component with training material designers and/or experienced trainers, or to test the component with a group already formed that was interested in the content of the module. When there were questions about any small segment of a module or reservations held by anyone on the training team or Coordinating Committee, the decision was normally to follow both ways of testing mentioned above. After a test with participants, the team would review the utility of the component based on observations and feedback to determine whether it should be included in the module.

This decision-making experience was one of the crucial assets of the training model employed in this project. The decisions the trainees had to make were important; therefore, they had carefully based their decisions on the information and the knowledge available to them and judge this criteria. One of the learning spin-offs from this experience was the ability of the trainees to understand the implications of the decisions they chose and the alternatives which were possible but rejected.

The forementioned component tests had a variety of audiences. Most of the participants were continuing their education in the applied social science field, and many were continuing their employment while studying. These groups of professionals were asked to review and evaluate the training content, design, experience, and to judge the utility of the materials as they related to themselves and might relate to their clients. The evaluations proved effective and served as an excellent base for making required revisions. The frequency for testing a component varied considerably. Some components required only one test while others required as many as ten tests to adjust the component's content and design for a good fit. The most recurrent problem was misjudging the amount of time required to complete the entire component. The component tests were continued throughout this period.

To facilitate the training design, it was necessary for module teams to develop media materials to support the module's content discussions and activities. The media materials were recognized as most important to the impact of the materials. As with the component tests, the teams began at a very crude stage of development. After a number of tests, the sub-teams for each module were able to determine which content components required specific types of media. When this decision was reached, persons familiar with the content and specific media were hired to produce the required materials. Arriving at this decision-point was difficult as a host of media techniques were tried; e.g., film, slides, overhead, charts, print, and tape recordings.

From the various experiments, there was general agreement that we should attempt to stay with simple designs and materials that would be familiar to the participants and not require complicated equipment. The decision was based on the responses of the participants and observations of process trainers who have found that "slick", highly technological materials, are commonly <u>not</u> used by participants when they return to their back home situation.

This next section presents a brief summary of the activities and accomplishments during the second phase of the project from July, 1973, to Sept., 1973. The activities undertaken during this period flowed from the previous phase of organizing the teams for completing the tasks and identification of the goals to be met with the outcome to be a prototype set of materials to be pilot tested during the three month phase to follow. The focus of the team was to retrieve potentially useful materials, training designs and exercises, and clarify the concepts which would be included in the three training modules to be developed. The materials found to be most appropriate would be presented in an adapted form or through the use of new materials and training designs in the prototype modules developed for the next phase. To accomplish this outcome the following activities were undertaken.

During the first three month period of the project, goals and objectives for the project were developed which served as guidelines for locating materials and key persons to lend insight into the development of the materials for the training packages' contents. The training team utilized the resources of approximately twenty persons and reviewed approximately twelve training designs from different applied fields and packages which have national reputations. While the materials were collected by team members who had the most direct access to the chosen people and products for review, the task of reviewing the materials became the responsibility of sub-teams. Each sub-team reviewed the materials from the perspective of its utility for one of the three modules: 1. "An Overview of the Planned Change Process," 2. "Building a Relationship between the Change Agent and the Client(s)," and 3. "Gaining Acceptance for the Innovation by the Client System."

This process had as its outcome: 1. the identification of central content themes, training exercises useful for specific content knowledge to be included in the package; 2. skills useful to trainees for specific content areas; and 3. the clarification of the assumptions held about the training process and impartation of skills and knowledge to trainees.

One measure of the effort required for this task is the fact that the trainees, who received stipends for approximately 12 hours a week, spent an average of 30 hours a week on this activity. This activity was most useful for the maintenance of the project and the development of materials. The sub-teams' task served the function of clarifying not only what materials were available but also, the different attitudes of the trainees, the importance of specific content, the utility of specific training exercises and the procedures which increase the impact of the development process. The trainees reviewed the materials with the intent of understanding:

1. the assumed values for the materials.
2. the values which are implied for the trainees and trainees of the package.
3. the relationship of the methodology to the objectives of the package.

4. the characteristics of the identified target audiences.
5. the anticipated outcomes from the training experience.
6. the scope of the outcome.
7. the capability for modifications and adaptions.
8. the requirements for coordinating activities.
9. the immediate adaptability for specific situations and audiences.
10. the communication content and knowledge.
11. the strengths and weaknesses of the measurement tools for evaluation.
12. the cost-benefit from their use.

From this process, the trainees had a collective awareness of the materials available and a shared perception of the similarities and differences held by each trainee about the materials development process and the relative importance of skills and content for each module held by each trainee.

The acquisition of relevant materials, described above, required approximately six weeks. In an effort to have a developed prototype of the package by the end of this three month period, the training team conducted a second skill-assessment of the teams' resources and assigned team members to sub-teams to be responsible for the completion of each module. This shift of sub-team members was effective in bringing together team members with varied skills and experience in designing training modules. Each sub-team was given the degree of freedom it required for the development of training experiences for its module. The goal for each module sub-team was to develop an eight hour training session for one of the three modules. To complete this goal, each sub-team chose the materials development approach which best suited their style of work. For example, one sub-team decided to build a twenty-four hour module first and then selected from it the elements which would most effectively provide the desired impact in an eight hour module. Another sub-team followed the route of carefully defining exactly what was needed and then gathering the required materials. The third sub-team used a combination of the techniques applied by the other two sub-teams.

During this development period, two team members were sent to the National Training Laboratories, Bethel, to attend a Media Development Laboratory. The outcome of their work with the support of a coordinating committee member, Ron Lippitt, was the development of an audio tape for use in the module I--"An Overview of the Change Process."

As stated earlier, the outcome of this development phase was to be three prototypes of the three modules for the package. To determine the quality of the materials produced, a one day retreat was held at which all the members of the project and the Ohio State University Evaluation Center were present on the first of September. At this meeting, it was decided that the materials selected for the modules were essential but the sequencing of some exercises needed improvement. It was decided at this meeting that the pilot tests should be deferred six weeks to improve the modules based on the criticisms presented at this retreat. The remainder of this reporting period was devoted to modifying the modules to overcome the criticisms that were presented.

The development of formative and summative evaluation instruments concomitant to the development of the modules' materials was done by four Ohio State - Evaluation Center trainees. They worked as a team to prepare a set of instruments which could be used or modified for the development of the materials for future use by others. The O.S.U. team met several times during this reporting period with the development team to discuss the progress of the materials developed and the evaluation materials which would be most appropriate for the modules. The outcome of the interaction between the two training teams is a set of evaluation forms which serve as instruments for formative and summative evaluations.

An important side-effect of this cooperative effort between the two training teams was the opportunity to share learning experiences about the development process. The O.S.U. team was in the process of completing one project and beginning a second. The days together allowed members of both teams to discuss assumptions and methodologies for development and parameters for effective products.

This period was also designated for pilot tests and due to the interest of certain individuals in Havelock's The Change Agent's Guide to Innovation in Education, the activities at the Institute for Social Research, and their needs for training materials, four local organizations offered their facilities, services, and personnel for pilot testing the modules. Negotiations were held with representatives of these organizations to clarify the expectations held by each of us. Our criteria for selecting pilot test sites were to use the modules in: (1) a variety of settings, (2) with persons from a variety of applied field specializations, and (3) with specific activities or intended plans for change projects. Our intention was to avoid the pitfalls of testing the modules with groups who were not directly concerned with implementing a change which frequently occurs when using student groups for reality testing. This negotiation process was continued throughout this period with the outcome being the selection of two groups from within University of Michigan who were involved in change activities and were willing to test components of the modules and to test the three modules separately to provide feedback.

To prepare for field tests preliminary contacts were made with six organizations in the U.S. and Canada. The planning for field test sites remained in a planning phase until the pilot tests were completed.

The period of January, 1973, to March, 1973, was devoted to field testing the three modules in four different settings. A brief description of each of these field sites and the time design are to be found in the last section of this chapter.

The schedule for the field sites was designed to allow for a two week period between each test and to move from homogeneous groups to larger heterogeneous groups. The 10-14 day interum period between workshops was used to review the field test just completed, document potential revisions, make alterations in the modules if they were essential, and prepare for the forthcoming field test. Prior to the field tests the team decided to do little if any revisions of the modules between field tests. The rationale for this judgement was that the modules had to be tested as designed, otherwise we would not be aware of their overall impact.

The alterations which did take place were of a minor nature, for example, changing the background colors of poster board used in the training sessions, or the clarity of sentences in the instructions to participants.

The interum periods between field tests involved the total team in reviewing the impact of the previous workshop, identifying deviations for future module usage, preparing the trainers for the next workshop, and preparing the materials for the workshop to follow. To avoid having to discriminate between trainer-field site workshop effects, different team members assumed different responsibilities for each workshop. This procedure allowed us to view each module under different training styles and modes of supervision. This method was very beneficial after we had completed all the workshops, for it permitted the team to make judgements about the relative merits of the outcomes from the field site experiences.

With the completion of the last workshop, the development team members re-organized themselves into the module sub-teams that were used for developing the modules. Each sub-team reviewed the feedback from the workshops and the earlier team meetings and began to make the necessary revisions.

The final drafts were then submitted for review by the Coordinating Committee and the whole development team. The reviews of the final draft were then returned to the sub-teams for their modifications.

The final phase of the project focused on the preparation of the final report. Several members of the development team and the Coordinating Committee assumed the responsibility for final production activities. The second responsibility of this group was to design alternative structures for continuing the development of materials and training workshops. The dissemination-development structures are of an experimental nature and will be tested during the next year, as the team felt the training course was valuable and could be made more valuable with development of materials on the other 4 stages of the Havelock model.

The selection of pilot test sites was based on several factors: (1) the persons who would be participating in the pilot tests, (2) the similarity between their experiences, (3) the target audiences for whom the package is developed, and (4) their proximity to the development team to provide feedback. The criteria used in selecting the pilot sites were as follows.

1. The participants should be in an in-service or pre-service training program.
2. The participants should have an awareness of the complexity of the change process and a degree of involvement in a change activity.
3. They should represent a wide variety of units within social service organizations which function to meet specific education or welfare problems and issues.
4. They should have the critical capacity to judge the training experience during and after the module test.
5. They should have the experience to judge the strength and weaknesses of the module's components.

These criteria were met by two pilot site groups, interns at the Institute for the Study of Mental Retardation and Related Disabilities and Dr. Ron Havelock's class, Planned Change. We negotiated with each of these groups to clarify their role in the pilot tests and to clarify the expectations we had for the materials to be tested and their reactions to the materials. The negotiations for each module test followed a similar pattern. After the negotiation took place, the participants assumed their non-academic life roles for the pilot test, that is, they used the module's materials as it related to their back home situation.

During the test of the module, plans were made for each major component to be discrete so that the participants were asked to evaluate it from the context of their back home situation and from their academic training. That is, their academic training had as one of its elements learning about the factors and forces which affect change. The evaluations of these materials were then reviewed by the development team and the

Coordinating Committee in order to revise the modules.

In addition to the participants from the pilot test groups, other groups of persons participated in the module test. The first group were individuals who worked with change oriented groups in their back home situation and who were interested in the planned change process but had little training experience or knowledge of the process. The second group was our own training team. From our small staff, two members would act in the role of trainer, one would document the process, and the remaining three would act as participants.

Before decisions were made to revise the modules, we arranged for one or two follow-up sessions with participants one week after the pilot test. At these follow-up sessions, we reviewed each component in terms of the knowledge and skills presented to determine where the rough edges were. Then with these three sets of data we revised the modules.

The Prototype Revision Process Prior to Field Testing

The decisions for the revision of prototypes were based on several forms of feedback from the participants, the training team, and the coordinating committee. The format for gathering data generally followed the following sequence. First, at the conclusion of a major segment in the module, the participants were asked to respond to one or two question(s) about the process and the content of the sequence completed. Second, at the completion of the pilot test the participants were asked to complete two evaluation forms which focused on the skills, content, behavioral, and motivational aspects of the pilot test. Third, after they had completed the evaluation forms, a voluntary feedback session was held whereby the participants and the training team would discuss in a group-interview situation the strengths and weaknesses of the module. Fourth, with these data, the trainers primarily responsible for the module would then begin to determine the revisions which were appropriate. The final decision for review, however, resided in the training teams' approval of the proposed revisions by sub-team members responsible for the module. Lastly, between the time of the pilot test to the meeting to decide on revisions, usually 10-14 days, the persons responsible for the module would meet with the members of the coordinating committee and, when possible, the participants. The meetings with the participants were intended to gain their reflections on the pilot test, to become aware of any new ideas they had for improving the module, and to become aware of their use of the skills and knowledge presented in the module.

To our surprise and pleasure, we found that the materials in each of the prototypes had immediate adoption by some of the participants in the pilot tests. Briefly, there were segments of the modules which were used in graduate level classes, undergraduate level classes, staff meetings, special education workshops, consultant program planning, and consultant team building. The use of our materials in these settings was very useful to us when we had the post-module test meetings with the participants. They were able to inform us as to the utility of the materials from the standpoint of training others and increasing the effectiveness of operational programs.

When there was a question as to whether a specific component should be retained or whether the revisions proposed would be more satisfactory than the existing design, arrangements were made to test the materials with a small group of individuals, usually persons in a graduate seminar who had practical experiences or were involved in an on-going change activity.

Evaluation

As noted in the Introduction, one of the aspects of this project that made it exciting was the availability of a team of educational researchers from Ohio State University to work with the project development team.

Evaluators, "the OSU team", were requested to (1) help the development team focus and clarify their stresses and strains when (and if) they surfaced, (2) help the developers focus and clarify their methodological problems and decision points in the development of their instructional system, (3) help the developers prepare instruments to be included in the field tests to measure some of the worth of the packages, and (4) help develop instruments to be included in the package to help the students and instructors using the package measure learning of individual students.

The Elements of the Evaluation Assignment

The evaluation assignment contained four parts: a) Overall Statement of Evaluation Design, b) Formative Design, c) Summative Evaluation Design, and d) Instrumentation Included in the ECAMM Packages.

a) Overall Statement of Evaluation Design: The overall design statement was written to give a perspective on the various individual evaluation activities, to elaborate on the assumptions of the evaluators, and to clarify the original evaluation intent.

b) Formative Design: The formative evaluation design was based on a document (adapted from D. L. Stufflebeam) created for the purpose of helping the developers focus on their most crucial decision points. This was supplemented with direct feedback on group process. Short questionnaires were used to help individuals give anonymous feedback in areas where they did not feel ready to make direct personal confrontations. The questionnaires' main purpose was to help the development team pinpoint discrepancies between individual perceptions and "group" perceptions on critical issues. A value of the anonymous questionnaire was perceived to lie in its ability to show individual perceptions without the influence of opinion leaders. This type of information added a helpful supplement to information derived from group discussions.

A second approach to the formative evaluation design was through comparison of the development team's activities and decisions with decision points dictated by the CIPP Model. Since the model is not linear and has no time lines, it provided a useful ideal model for the development team to match its efforts against. In addition, the development team's efforts were similar to this model in matching their actual functioning with the functioning tendencies of others.

c. Summative Evaluation Design: Since the OSU evaluation team served as formative evaluators and as developers of materials to be included in the package (the evaluation instruments), only a summation evaluation design was provided. OSU did not see themselves to be a credible source for performing the actual summation evaluation.

In setting up the summative design, the evaluation team hoped to utilize questions the developmental team (and coordinating committee members) identified as important. The design reflected the instructional format and the media used in the package. (For example, where the package teaches skills through simulations, simulations were considered as a format for testing to see if the new skills actually were learned.)

The summative evaluation involved three sections: (1) testing for skills, information and attitudes derived from (and toward) the course as intended by the developers, (2) testing for some relevant skills, information and attitudes derived from (and toward) the course not necessarily intended by the developers, and (3) testing for skills, information and attitudes derived from (and toward) the course and implemented after the course was completed for some time (one day to six months).

Instruments for the first two sections of the summative evaluation design were appropriate for use during the field test stage. The third section was intended to be implemented after each field test. Summary data from the first and third evaluation sections for every field test were to be stated in the same appendix. Results from the second evaluation section were to be included in the materials as the developers think is appropriate.

Discussion of the reliability and validity of the evaluation instruments followed as closely as possible the guidelines in American Psychological Association's manual entitled "Standards for Educational and Psychological Tests and Manuals" as closely as possible.

Instruments evaluating the session were dropped after the field tests. Some instruments, however, became a part of the packages for students to use for self-assessment and for instructors to use for student assessment. The summative evaluation did not address the packages' and the developers' developmental process.

d) Instrumentation Included in the EDCAMM Package: The summative evaluation during the pilot tests and the field tests was based on the OSU instruments as well as other tested instruments.

As was previously mentioned, the evaluators attempted to develop evaluation instruments which somewhat imitated the instructional modes of the package. The rationale was that the results of the package would be somewhat parallel to the processes in the package.

Appendix A includes examples of instrumentation developed by the OSU team, the design for summative evaluation, and the instruments used for evaluation in the final package. Appendix A is to be found in Volume II.

Pilot & Field Tests

After the initial research development process was completed, the modules were submitted to both initial pilot tests and to a variety of field tests. Subsequent to each of these processes, revisions in the design and materials were made based upon the evaluation and feedback from the participants, the coordinating committee, and the development teams documentation of each pilot and field test.

Pilot Tests

Pilot tests of each module as an individual unit were conducted. This procedure was used to be certain that each module could be used as a separate training package if necessary. It also guaranteed that the evaluation and feedback of participants would be limited to the individual module they experienced and not contaminated by impressions of the other modules experienced in the same time/space.

In addition several individual activities, notably, the slide-tape presentation in Module I, were tested as discrete exercises. The feedback from these pilot tests resulted in considerable alteration of the slide-tape sequence to make it both more visually appealing and understandable.

The audiences for the pilot test sites were composed mainly of graduate students in education, educational psychology, counseling and special education or professionals who were working in institutional settings. The students had a wide variety of professional roles in addition to their student status including researchers, teachers, counselors, administrators, special education disability experts, and state department of education program developers.

Pilot test groups were as follows:

Module I:

1. Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan, Ann Arbor, Michigan.
2. Dr. Ronald Havelock's class in Innovation and Education, University of Michigan, Ann Arbor, Michigan.
3. National YWCA Staff Training conducted by New Perspective on Race, Inc., Detroit, Michigan.

4. Organizational Psychology Class, Dr. William Morris, University of Michigan.

5. Dr. Ronald Lippitt's Advance Seminar in Planned Change, University of Michigan, Ann Arbor, Michigan.

Module II:

1. Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan, Ann Arbor, Michigan.

2. Dr. Garry Walz's class in Environmental Information, University of Michigan, Ann Arbor, Michigan.

Module III:

1. Dr. Ronald G. Havelock's class in Planned Change, University of Michigan, Ann Arbor, Michigan.

2. National YWCA Staff Training conducted by New Perspectives on Race, Inc., Detroit, Michigan.

3. Dr. Robert Smith's graduate class - Organization and Development of Guidance, University of Michigan, Ann Arbor, Michigan.

Field Tests

The Education Change Agent Modules and Materials were field tested at four major sites with widely varying audiences and overall designs. These field tests resulted in several substantial revisions of the material and many minor revisions.

The major revisions were concerned with providing the best possible balance between cognitive input and experiential skill practice opportunities. The minor revisions were largely concerned with clarifying particular activities in terms of instructions and linkages.

Following is a brief description of each field test site including the nature of the audience, the location and the time design used. Samples of the evaluation and feedback from each field site may be found in Appendix B. This Appendix is in Volume II.

FIELD TEST I: Royal Oak Public Schools, Royal Oak, Michigan

Audience: A group of 30 trainees, public school teachers, administrators, State Department of Education personnel and intermediate school district supervisors.

Location: Camp High Scope, Clinton, Michigan (a rural camp setting).

Time Design:

	Day One	Day Two
A.M.	Module I	Module III
P.M.	Module I & II	Module III
Evening	Module II	

FIELD TEST II: Ontario Institute for Studies in Education
Toronto, Canada

Audience: A group of 35 trainees (mostly males) employed by the Ontario Institute for Studies in Education as directors of field centers in the Province of Ontario to provide consultation for innovative programs in education, plus several professors at OISE. The participants were experienced individuals who perceived themselves as seasoned change agents and who were skeptical as to the usefulness, for them, of the materials.

Location: A YMCA camp 90 miles north of Toronto, Ontario. A well-equipped large camp facility with good meeting space.

Time Design:

	First Day	Second Day	Third Day	Fourth Day
A.M.		Module I	Module II	Module III
P.M.		Module I	Module II	Module III
Evening	Module I	Module II		

FIELD TEST III: Special Education Materials Center
University of Southern California
Los Angeles, California

Audience: The group of 19 participants consisted of 4 media instruction center directors, two teams of professional educators, one from the University of Southern California and one from the California State Department of Education, plus 2 representatives from ACSA. Many traveled from other states to attend. These participants functioned in professional roles as administrators of knowledge dissemination services, educators, and school system instructional supervisors.

Location: The conference was held in San Francisco, California at the Royal Inn. Meeting rooms at the Inn provided satisfactory space for the training events.

Time Design:

	Day One	Day Two	Day Three	Day Four
A.M.		Module I	Module II	Module III
P.M.		Module I	Module II	Module III
Evening	Module I	Module I		

FIELD TEST IV: Educational Technology Publication's Conference, New York City

Audience: The group consisted of 140 trainees from all over the United States. Their primary professional roles were junior college administrators, public school administrators, university psychology professors, directors of university based media centers, school system support system personnel.

Location: The Americana Hotel
New York City

Time Design:

	Day One	Day Two
A.M.	Module I	Module II & III
P.M.	Module I & II	Module III

Summary

In general the pilot and field testing yielded data which allowed the developers to adapt the materials used in each module in order to improve the package. The data was particularly useful in terms of indicating major weaknesses of design and technique. Since the trainer's style may also affect the manner in which materials are perceived by the user, care was taken to use different training teams combining different trainer styles and skills in each field test. In general, the materials appear to be received in about the same way regardless of the trainer.

Groups who perceive themselves as already having a broad base of knowledge and skills vis a vis the change agent role are probably not appropriate targets for these materials. The package can be used by similar groups as a vehicle for training persons involved in change projects. The package, in its present form, is not suitable for use in training trainers. The set of knowledge and skills developed in this package are valuable for a trainer to have, but the materials do not contain enough emphasis on inter-personal and group dynamic skills to be adequate to train trainers.

The package appears to be maximally effective with audiences who function as a back home team and who are addressing a specific problem. The importance of the back home support group was made clear in field testing. If the change team participates in the training as a team, it enhances the likelihood that insights and skills gained during training will be used in the back home setting.

The field tests also made it very clear that those who participate in the training must be at least generally familiar with the theoretical constructs presented before attending the workshop. It is essential to the success of the training experience that trainees receive the packet of pre-conference readings at least one week before the workshop. (These materials are presented in Appendix C in Volume II.)

USE OF THE EDUCATION CHANGE AGENT MODULES AND MATERIALS

The training modules were developed with educator audiences in mind but are not limited to such users. Specifically groups of the following types should be able to use the materials.

1. Teaching Staff - The teaching staff has a vital role in the process of planning and implementing change in educational settings. The modules should provide them both with an understanding of the process of change and with appropriate behaviors to support change efforts in curriculum innovation and institutional change.
2. Administrative Staff - Since administrative staff are a highly influential group in the process of change in education, it is essential that they acquire the necessary knowledges and skills to implement change. The modules should be of great help in providing both the knowledge and skills, and establishing guidelines.
3. College Courses in Social Psychology, Teacher Preparation, Behavioral Science and University

based institutes involved in special social service areas - Increasingly, institutions of higher education are becoming aware of the necessity to cope with increasing amounts of change. The modules are easily adopted to a wide variety of audiences and are at an appropriate level of cognitive sophistication to make their use in these settings appropriate and useful.

4. Community Groups - While the level of sophistication of the formal social science knowledge required to learn most efficiently from these modules is quite high, the basic concepts of the theoretical nature of the process of ch.nge and the behavioral skill practice opportunities presented in the modules are appropriate, with minor revision in the cognitive elements, for use with a wide variety of social service groups (Y.M.C.A.'s, Girl Scouts, Community Mental Health organizations, etc.) and community groups (advocacy groups, Model Cities, Parent-Teacher Organizations, etc.). Such groups are increasingly becoming aware of the need to understand both the process of change and to acquire skills which will enable them to survive in a world of change.

CHAPTER II

OVERVIEW OF THE EDUCATION CHANGE AGENT MODULES AND MATERIALS

The three training modules and the supportive materials developed for the implementation of the training experiences are designed to enable trainees to acquire the knowledge and skills relevant to the innovation process and the knowledge and skills necessary for the diffusion of educational innovations, practices and programs.

Whenever possible the modules should be used with groups composed of teams (2-5) who will be functioning as change agents in their back home environment. The modules can be used with groups of individuals who do not have a back home team relationship but the effectiveness is reduced since a primary requirement, i.e., a well-developed support system, is not in place.

The modules were developed to be used by members of the original training team and were not intended to be totally exportable as a materials package alone. The final product consists of a man and materials package. Consequently, trainers using this package will be expected to participate in a "trainer of trainers" workshop and/or have the necessary qualifications to adapt and utilize this training package.

The modules focus on two phases of the process of planned change as defined by Havelock; Module II on building a relationship between the change agent and the client and Module III on gaining acceptance for the innovation. Module I focuses on an overview of the process of change and is designed to provide both a cognitive framework of relevant theory and experiential behavioral practice using the knowledge. Listed below you will find the major segments for each of the modules:

Module 1 - An Overview of the Change Process.

a. An orientation to the workshop.
b. A clarification of the participants' and trainers' expectations for the workshop.
c. A presentation of the change process to identify the stages and their salient components.
d. A self-assessment by the participants of their knowledge, skills, and attitudes about the change process.
e. An experiential study of the change process.

Module 2 - Building a Relationship Between the Change Agent and the Client System

a. The self-assessment of the change agent in relation to the client system.
b. The development of change teams.
c. The assessment of client systems and interpersonal relationships.

d. The initiation of relationships between change agents and client systems.
e. The development of subsequent interactions between the change agent and the client system.
f. The identification of skills and knowledge for maintaining relationships between the change agent and the client system.
g. The development of various interpersonal and group skills.
h. Relating A through G to the participant's back home situation.

Module 3 - Gaining Acceptance for the Innovation

a. Gaining acceptance within the larger context of client problem-solving.
b. The gaining of individual, group, and system acceptance for an innovation.
c. The back home application of the material presented.
d. An experiential summation of the workshop.

Participants in the training program should be led to expect that they will learn about one particular model of planned change, namely, the change process as described by Drs. Havelock and Lippitt.

Specifically, the overall goals of the three modules are as follows:

1. To expose trainees to a coherent presentation of the problem-solving-linkage model of change, as outlined by Havelock in the *Guide*.
2. To provide trainees with an experiential practice run of the entire change process and of Stages I and V, intensively.

3. To legitimize experimentation, risk-taking and an open learning situation within the workshop.
4. To provide cognitive and skills training in two crucial stages of Havelock's six stage change model - "Building Relationships" and "Gaining Acceptance."
5. To facilitate the application of cognitive and experiential learnings to the back home situation.
6. To provide learning experiences which are designed to foster the integration of workshop learnings with past knowledge, present back home situations, and future expectations.
7. To provide opportunities for self-assessment as a change agent and for growth in knowledge and skills as a change agent.
8. To emphasize both interpersonal awareness and sensitivity to system as essential elements of change agentry, e.g., by modeling the process of giving and receiving feedback.
9. To demonstrate by example procedures which identify, retrieve and utilize the multiple resources of trainees and staff.

These goals are based on certain assumptions about the learning process and the learner:

1. The learning process demands of the participants personal as well as professional commitment.
2. The participant is willing to invest both time and energy in the training sequence.
3. Learning is a complex process in which cognitive growth must become congruent with experience.
4. We learn what has meaning--value--to us from our past experiences, present needs and future expectations.
5. There are many different styles (levels, degrees and modes) of learning; different cognitive and affective styles and different starting places.
6. While the environment can set the stage within which development can occur, the learning process is self-initiated.
7. Without the day-to-day challenges and pressures (i.e., assumed norms, roles and influences) imposed by the professional setting, the learner will be freer to involve himself in alternating the "here and now" with the "there and then."

8. An individual must be continually confronted with problem situations related to the past, present, or anticipated world of experiences before beginning the search for knowledge, resources, etc.
9. Motivation is related to the degree of relevance the participant experiences.
10. Transfer of learning to back home situations will occur to the extent that genuine life-like situations or vignettes are presented as problems for participants to cope with within the laboratory setting.
11. Learning to cope with difficult human situations is a matter of experimentation and skill development, of linking concepts, values, and intentions to act to the actual behaviors.
12. All experimentation with behavior necessarily involves some feelings of awkwardness and ineptness. The training climate should provide support for learning and risk taking under these experimental conditions.
13. Learning can best occur when a wide variety of techniques are appropriately used to gain entry

SAMPLE WORKSHOP TIME MODELS

These time models are presented as guides to suggest rather than restrict use of the Education Change Agent Modules and Materials. These models have been tested using these materials and have worked satisfactorily. There are, of course, other ways to arrange the modules over time; trainers using the materials should design time models appropriate to their own client system.

	First Day	Second Day	Third Day	Fourth Day
A.M.		Module I Slide-Tape Presentation	Module II	Module III
P.M.		Module I Simulation		
Evening	Module I Start-up expectations simulation Pre-planning			

	First Day	Second Day	Third Day	Fourth Day
A.M.		Module I	Module II	Module III
P.M.		Module I		
Evening	Module I	Module II	Module III	

	First Day	Second Day	Third Day
A.M.	Module I	Module II	Module III
P.M.			
Evening	Module II	Module III	

First Day		Second Day		Third Day
Module I		Module II		Module III
	2-4 weeks		2-4 weeks	

CHAPTER III

MODULE I

AN OVERVIEW OF THE PLANNED CHANGE PROCESS

I. Rationale

Each of us has experienced change at various points in our lives and has our own individual perceptions of what the process of change means to us both as individuals and as members of groups. Module I is designed to provide a shared set of definitions about the meaning of planned change and shared experiences of a planned change event from which the trainees may acquire a new set of knowledge and skills about change from the point of view of the change agent.

Module I introduces participants to a sequentially developed phasing of change stages as conceived by Ronald G. Havelock. More specifically, participants will, through a slide-tape presentation, have opportunities for more in-depth, experiential explorations of these stages. Finally, through a simulated experience, trainees can begin to move toward a synthesis and internalization of new knowledge, insights and techniques.

Module I provides opportunities to:

1. Become aware of the theoretical concepts of change as a planned process through the introduction of Havelock's model.
2. Relate the trainees' world of every day experience to the change process model.
3. Experience a simulated planned change situation which illustrates several of the dynamic themes of the process of planned change, e.g., support and resistance, continuity and inter-linking of phases, dilemmas faced by the change agent and a variety of change agent roles.
4. Learn and clarify the technical language used to explain the planned change model.
5. Begin to identify and organize knowledge, values and skills relating to the change process.

Cognitive and Behavioral Objectives - Module I

Trainees will have the opportunity to:

1. Experience the change process through a simulated testing of a real-life situation and be able to test their own capabilities as a change agent. This experience might include:

a) helping others articulate the need for change and recognize how they as change agents might influence the process.

b) building and/or maintaining trusting and collaborative working relationships.

c) collaborating with others to diagnose a problem(s).

d) working to establish realistic change goals.

e) acquiring and utilizing material and people resources.

f) generating alternative solutions and developing criteria for selection of alternatives.

g) dealing with communication problems and resistance to change.

h) mobilizing support systems and opinion leaders.

2. Relate his/her world of every day experiences to the change process.

3. Make action implications specific to his/her back home situation based on the change model presented.

4. Utilize available resources in order to develop an understanding of the change process (e.g., audio-visual aids, selves, training, The Guide, etc.)

5. Become acquainted with and understand the tech-

nical language used to explain the change process model.

6. Become aware of several of the dynamic themes of the change process.

7. Identify and organize knowledge, values, and skills relating to each phase in the change process.

8. Relate knowledge, skills and values of change model to past experience, immediate "here and now" situations, and anticipated "back home" situations.

Activities: Module I*

Activity I - Warm-up/Start-up Activity

Objective: To provide a means for trainees and trainers to share information about themselves and to learn about each other.

Rationale: In groups where most of the members are strangers, this activity creates a feeling of having data about others in the group and provides a quick way to get acquainted.

Format: Polaroid pictures of each participant and the trainers are taken on arrival to session. Par-

*For detailed explanations and instructions for each activity see Appendix D. This appendix is to be found in Volume II.

ticipants and trainers answer three questions on a large sheet of newsprint to which his picture is attached. The sheets are posted around the room and participants and staff mill about to read them.

The questions used can vary according to the group's needs. The following two sets of questions have been used effectively in our field test situation:

I. Who am I?

What resources do I bring?

What are my expectations?

II. Who am I? (use "ing" words)

What kind of change am I involved in?

What do I expect to come away from this conference with?

How do I plan to use these results?

<u>Activity II. Expectation Sharing</u>

Objective: To share staff's and participant's expectations, needs, and goals for the workshop; to reach agreement on design elements and shared responsibilities.

Rationale: When an openly negotiated contract between staff and participants has been reached, the workshop has a greater chance to reach its goals. Negotiating a contract also models new behaviors in the area of shared power and decision making.

Format: Participants form into small (4-6) heterogeneous "stranger" groups to share expectations. Each group has to elect one member to participate in fishbowl. After they meet for about fifteen minutes staff begins a fishbowl discussion with staff in center and trainees in outer circle. Staff members discuss among themselves their perceptions of the overall goals of the training session(s) and the hoped for outcomes, give a brief overview of the activities and sequencing. Participants then take the inner circle to share their discussions and to pose questions or problems they may have with the design. Staff then returns to center to clarify expectations and outcomes and to explain in more detail the rest of the day's agenda.

Activity III. Pre-Start-Up for Simulation

Objective: To introduce the nature and purpose of simulation as a learning activity and how it is related to the cognitive elements of Module I. To allow participants to select roles, to begin to specify these roles within role groups and to begin planning strategies and tactics for the simulation activity.

Rationale: In order for the simulation activity to provide opportunities for maximum learning, it is necessary for participants to understand both the nature and purpose of simulation and to have adequate lead time to begin planning before they actually begin the simulation.

Format: Trainers give 5-10 minute mini-lectures on simulation and how it relates to Module I. Explain role groups and number required for each group. Also explain problem situation for simulation. Trainees select role groups and begin to define their own roles more specifically and to begin to plan strategies and tactics.

Activity IV. Slide-Tape Presentation on Process of Planned Change

(For a detailed description of content of slide-tape and for transcript of voices, see Appendix D)

Objective: To provide trainees with a cognitive overview of Havelock's six stage model of the process of planned change along with opportunities to experientially internalize the phases as related to their own past and future experiences.

Rationale: It is necessary for trainees to become thoroughly acquainted with the model of planned change presented in these training modules. In order for trainees to build on their pre-conference readings and study, this slide-tape presentation was developed to serve as a means of organizing knowledge and to provide a trigger for experiences which will allow them to relate the abstract theoretical model to real life experiences.

Format: The slide-tape presentation is divided into three parts for presentation. Each segment of audio-visual input is interspersed with activities designed to allow trainees to integrate their own experiences with the new knowledge.

Segment One: "Establishing the Need for Change"

1. Show appropriate slide-tape segment.
2. Trainees respond verbally by identifying

those voices that they were able to identify with and those they could not. Then they add any comments from their experience, which relate to this phase.

3. Trainees then brainstorm "supports and resistances" to "establishing a need for change."

Segment Two

1. Show appropriate slide-tape segments, i.e., Stage 1, Building a Relationship; Stage 2, Diagnosis; and Stage 3, Acquiring Relevant Resources.
2. Brief general discussion.
3. Trainees select one of three stages just discussed to focus on and form small groups (3-5).
4. In small groups trainees:
   a. Review stage in <u>Guide</u> and/or re-listen to casette of dialogue from tape.
   b. Brainstorm and refine lists.
      (1) what concepts seem most important?
      (2) what concepts would I add?
      (3) what action strategies seem appropriate for this stage?

5. Small groups share out final lists with total group.

6. Trainers summarize briefly.

Segment Three

1. Show appropriate slide-tape segments, i.e., Stage 4, Generating Alternatives and Choosing a Solution; Stage 5, Gaining Acceptance; and Stage 6, Self-Renewal.

2. Brief general discussion.

3.-6. Same as for Segment Two.

<u>Activity V. Simulation - Seven Minute Day*</u>

Objective: The simulation is included in the first three training modules in order that the workshop participants have a collective simulated change experience which will generate a set of common experiences for testing the planned change model and factors which must be taken into consideration when planning and managing a change experience in other situations.

Rationale: The simulation is intended to provide the participants: a) an opportunity to analyze a simulated situation using the 6 stage model, b) an opportunity to discuss alternative stra-

*Adapted from New Perspective on Race, Inc.

tegies, tactics, roles which must be taken into consideration as a change process is implemented, and c) discuss values and attitudes which effect and are effected by the change situatior.

The simulation provides the trainer(s) with a workshop shared experience, participant observations, and relevant change process data to guide the participants in a discussion of the relationship between the model and the factors and forces which can occur during the change process.

Format:	Time	Activity
	1 hour	Preplanning Session a. identify the problem b. the context of the situation
	15 min.	Introduction to simulation Planned period a. determine roles b. relationships c. attitude on problem d. tasks, plans, etc.
	1 hour approx.	Simulation-Playing Play through days and nights after meeting with high and low power groups on the innovation.
		Debriefing
	20 min.	Small sub-groups
	30 min.	Total groups

Sample Flow Charts

Module I

dule I - Example I

TIME	ACTIVITY	WHO RESPONSIBLE NOTES	MATERIALS
4:30	Recommend participants read Introduction to Havelock's Guide and skim rest of book. Also Carkhuff and Mann articles.		Copies sent and brought
5:30	Supper		
7:00	Warm up activity - Get acquainted On newsprint Who am I - use ing words Kind of change I'm involved in What do I expect to come away from conference with How do I plan to use results? (What am I confused about Choice What am I willing to put into this for my own learning		Newsprint Polaroid Markers Tape
7:20	Trios - share needs, expectations		
7:45	Fishbowl - 1 person from each trio + 3 trainers - needs of group - expectations of workshop - capacities of workshop - trainers		Use newsprint for data
8:15	Trainers share agenda, rationale		
8:30	Discuss with participants any modifications		
8:45	Present simulation - work out problem situation with participants (Have sample problem prepared)		

TIME	ACTIVITY	NOTES	MATERIALS
1:00	Replace for Simulation		Newsprint Markers
1:15	Simulation: 7 Minute Day 2 Days of 10' each 1 Night - planning 10' 2 Days of 10' each 1 Night - planning 10' 2 Days - 10' each		
2:45	Break		
3:00	Discussion - feedback in small groups with sheet of guide questions - personal behavior - group process -effectiveness in total situation -identify behaviors in relation to 6 stages		Sheet of guide questio
3:30	Group discussion of process, learnings, implementation of 6 stages		
4:30	Summary - look at 6 stages again, 4 roles, do MATRIX on knowledge, values, skills		MATRIX

TIME	ACTIVITY	NOTES	MATERIALS
9:00	Role groups do preliminary planning for simulation - role identification, etc. (include newspaper reporter)		
9:30	Theory input on 6 stages Establishing need for change (tape and slides) Short general discussion/brainstorm of blacks and supports participants experience		
10:00	Stages 1, 2, 3 Tape and Slides of Ron & Eva Break into 3 interest groups (listen to tape again if desired) Discuss/list concepts, strategies Share together		Tape recorder Slide projector Screen Charts
10:45	Break		
11:00	Stages 4, 5, 6 Tape and Slides of Ron & Eva 3 interest groups again Discuss/list concepts strategies Share out		
11:45	Brief input on 4 change agent roles, link to 6 stages		

Module I - Example 3

TIME	ACTIVITY	WHO RESPONSIBLE NOTES	MATERIALS
9:15	Trainers share expectations and overview - go over agenda for Friday only. Indicate Saturday will be "system day" problem solving		Agenda or newsprint
10.30	<u>ESTIMATE NEED FOR CHANGE</u> - Voices - slides - which ones seemed to be (1) most supportive, (2) most resisting - Play Ron, Eva tape - input on "idea" of force filled - building support - decreasing resistance - break into brainstorm groups - supports in R.G. system for career ed - Resistances in R.G. system for career ed - Share out quickly - post		slide projector screen tape recorder Newsprint Markers
11:00	<u>STAGES 1, 2, 3</u> - go briefly over chart and introduce model - rationale for taking 3 stages		Chart of 6 stages
11:10	- play tape with slides Ron and Eva <u>All 3 stages</u>		Tape recorder slide projector
11:20	- Participants choose which stage they're most interested in -- group accordingly and group (each have cassette recorder can replay their stage) How stages meld in with each other?		3 Cassette recorders 3 tapes markers (different colors
11:50	- General Shareout and Post		
1:00	<u>STAGES 4, 5, 6</u>		
1:10	- introduce briefly - play tape with slides		
1:20	- Participants choose which stage most interested in, group accordingly <u>TASK</u> 1. Brainstorm and prioritize <u>concepts</u> 2. Discuss and list strategies 3 Integration groups - how stages <u>meld</u>		

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's responsible	Material & Equipment
5:00	Registration in Room; recommend that participants read Introduction to Havelock's Guide and Carkhuff	Host	Newsprint sign Packet containing articles Guide Wine
5:30	Dinner		
7:00	Warm up Activity - Get acquainted - Participants get pictures taken, and respond on newsprint to posted questions: - who am I (use ing words) - kind of change I am involved in - what do I expect to come away from conference with? - how do I plan to use results? CHOICE OF - what am I confused about? - what am I willing to put into this for my own learning?	Trainer	Newsprint Markers Tape Polaroid
7:20	In trios, share needs and expectations		
7:45	Fishbowl - One person from each trio plus 3 trainers - needs of group - expectations of workshop - capacities of workshop: trainers		
8:15	Trainers share agenda, rationale		
8:30	Discuss with participants any modifications		
8:45	Present simulation - work out problem situation with participants		
9:00	Select role groups for simulation planning; begin planning within groups	Trainer	Problem situation posted

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's Responsible	Material & Equipment
9:30	Theory Input on 6 stages Establishing Need for Change (tape and slides) Short general discussion (brainstorm of blocks and supports)	Trainer	Projector Screen Recorder Charts Tape & slides
10:00	Stages 1, 2, & 3 1. tape and slides of dialogue 2. break into 3 interest groups (listen to tape again if desired) 3. discuss/list concepts and strategies 4. share together	Trainer	
10:45	Break		
11:00	Stages 4, 5, & 6 (procedure same as 1, 2, &3)	Trainer	
11:45	Brief input of 4 change agent roles, and link to 6 stages		
12:00	Lunch		
1:00	Replan in Role Groups for Simulation		
1:15	Simulation: 7-minute day 1. 2 days of 10 minutes each 2. 1 night planning: 10 minutes 3. 2 days of 10 minutes each 4. 1 night planning: 10 minutes 5. 2 days of 10 minutes each	Trainer/participants	
2:45	Break		
3:00	Discussion - Feedback in small groups with sheet of guide questions - personal behavior - group process - effectiveness in total situation - identify behaviors in relation to 6 stages	Trainer	Sheet of guide questions

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's Responsible	Material & Equipment
3:30	Group discussion of process, learnings, implementation of 6 stages	Trainer	
4:30	Summary - look at 6 stages again - do matrix on knowledge, values, and skills.		

CHAPTER IV

MODULE II: BUILDING A RELATIONSHIP

Rationale

Stage I, Building Relationships, is the aspect of the change process often taken for granted, infrequently planned for, yet universally the crucial part of the change process since individuals as persons and in groups form the target audiences of change. Module II is designed to stimulate participants' thinking about and increase their skills in building personal and group relationships within their system in order to effect desired changes. We believe that building relationships is a long term process and that it can be facilitated through such skill building as empathic listening, diagnosis of interpersonal dynamics, group process observation, negotiations. Module II is designed to facilitate both cognitive and skill growth in person-to-person relationships and group and team building relationships.

Module II provides experiential opportunities to:

1. Evaluate the interpersonal dynamics in encounters

and generate alternative ways to build these relationships.

2. Practice empathic (active) listening and response in a client-consultant relationship
3. Integrate different theoretical approaches to building relationships and apply this integration in a role play situation.
4. Practice dealing with different personality types in a group context either as a leader or group member.
5. Begin a general diagnosis of relationships within one's own system and make plans for dealing with resistance to change, building a change team, and gaining support.
6. Build skills, as personally needed, in group process observation, consultation, system assessment, contract negotiation, and other interpersonal and group skills.
7. Share skill building insights and strategies with other participants.
8. Plan to try out, through role play, techniques for dealing with personal relationships derived from one's own system.

Cognitive and Behavioral Objectives - Module II

Participants should be able to:

1. Work with a client in a problem solving process, which demands of him as a consultant (a) an empathic listening posture, (b) the ability to differentiate between types of relationships, both change team and client-consultant and (c) generation and choice of appropriate intervention techniques.
2. Integrate and actualize theoretical approaches in forming change teams and assessing relationships in light of the variables of ideal relationships.
3. Deal constructively with common person-to-person relationships such as apathy, dependence, resistance to change, conflict of values, etc.
4. Increase their understanding of the complexity of interrelationships that can occur within a group setting and generate alternatives for coping with these interrelationships; for example, withdrawal, fence sitting, over enthusiasm.
5. Identify, initially, the different innovative roles within their home systems.

6. Strengthen present knowledge about and skills in relationships through a cafeteria of exercises, chosen individually, which includes contract negotiations, consultation styles, group process observation, and other similar sessions.
7. Begin to choose and build a change team (inside/outside if possible; inside if not) and plan potential change strategies for their home setting (applying theories and strategies to relevant back home situations.)
8. Utilize peer resources throughout the session for gaining insights and methods for building relationships.
9. Practice useful interpersonal and group techniques such as brainstorming, stop sessions, feedback, etc. in the process of the workshop itself.
10. Assess him/herself as a change agent regarding knowledge and skills.

Activities: Module Two: Building a Relationship*

Activity I - Start-Up Activity

*For detailed explanation and instructions for each activity described, see Appendix E. The appendix is to be found in Volume II.

Objective: To provide a brief cognitive review of the six stages. To present day's agenda. To provide rationale for morning's activities.

Rationale: In order to reinforce the trainees' learnings from yesterday's session, it is advisable to briefly review the Havelock model and to explain how it is related to Phase I.

Format: Brief review by trainer of Havelock model using chart. Go over day's agenda. Give rationale for morning's exercises.

Activity II - Building Relationships: Theory and Practice

Objective: To provide trainees with the opportunity to be confronted with a behavioral experience involving the particular skills necessary for establishing a relationship and to relate this experience to theory and knowledge about relationship building.

Rationale: This activity provides trainees with a real life situation involving the skills of relationship building and the opportunity to be actively involved in skill practice as derived from theoretical knowledge.

Format: This session is divided into two segments. Part I provides an initial behavioral sequence and the theory input while Part II provides another behavioral skill practice session.

Part I

1. Three options for behavior skill practice (one will be pre-selected by trainer based on needs and resources of group).
   a. Trainers role play school counselor/ assistant principal situation.
   b. Casette of similar situation.
   c. Trainees role play an initial encounter.
2. Trainees form 2 groups.

   Group A: Brainstorms the characteristics of an ideal change team for role played situation.

   Group B: Brainstorms the characteristics of an ideal client-consultant relationship based on the strengths and weaknesses of the role-played situation.
3. Each group chooses the three most crucial characteristics from brainstormed list to share with total group.

4. Conceptual input from trainers regarding Havelock and Carkhuff.

Part II

1. Play tape of initial encounter.
2. Give participants other information about characters in taped episode.
3. Trainees form groups of five to six. Give each group a copy of script of taped encounter.
4. Discuss in small groups:
    a. What's going on in this relationship?
    b. Where should the consultant go from here?
    c. Trainees choose a next step to role play.
    d. Role play of alternative solutions in small groups.
    e. General share-out of alternatives tried out and results.

Activity III - Group Role Play

Objective: To continue to give trainees skill practice in relation to the cognitive knowledge about establishing and building relationships.

Rationale: Through repeated skill practice linked to the knowledge inputs provided, trainees will acquire and sharpen fundamental skills in building relationships as a change agent with client systems.

Format: Trainer explains the role play and participants in groups of eight enact it. There are two stop sessions for feedback to "change team."

Activity IV - Back Home Planning for Building Relationships

Objective: To provide trainees an initial experience in planning for their back home projects.

Rationale: It is important to keep the trainees focused on the relationships between laboratory experiences and the back home situation in which they work in order to insure maximum transfer of learnings.

Format: Distribute checklist entitled "Building Relationships: A Checklist for Change Facilitators." Trainees individually complete checklist which is designed to provide a cursory diagnosis of innovation roles and relationships and to identify key people in back home system. The trainees then share data with other members of their back home group. Trainers discuss with "singles."

Trainers also serve as "consultants" to back home groups.

Activity V - Cafeteria Skill Practice Sessions

Objectives: To allow trainees the opportunity for additional skill practice self-selected from a variety of options.

Rationale: Since the trainees will display a wide range of strengths and weaknesses in the skill areas of building relationships, it is desirable to attempt to provide a wide range of skill building exercises in order to meet these varying levels of skill and needed practice.

Format: Trainer explains mechanics of exercise and gives brief overview of exercises available.

1. Listening and Roger's Rule.
2. Contract Negotiation.
3. Consultation Styles.
4. Group process observation.
5. Option in-basket from Module III.

The exercises with complete instructions are in envelopes. Trainees select exercise and other group members and do it.

Activity VI - Back Home Planning Phase 2

Objective: To provide trainees with additional materials and practice in planning for their back home work; to follow up on previous cursory diagnosis with a more in-depth one.

Rationale: Same as Activity IV

Format: Trainer introduces Havelock's checklists for Linking to Client and Assessing Client.

Brief discussion of crucial individuals (identified in earlier session) in system.

Provide option to one or both of following (in back home team):

1. Complete Havelock checklists, discuss, and begin to formulate an action plan for building relationships.
   a. Selection of change team.
   b. Identify main characters in client system - opinion leaders, issues, etc.
2. Role play initial encounters, strategic encounters with main back home characters.

Sample Flow Charts

Module II

...dule II - Example I

TIME	ACTIVITY	WHO RESPONSIBLE NOTES	MATERIALS
9:00	Intro to Building Relationship		
9:10	Role play for Theory		
9:20	Groups analyze - what's going on - what would be ideal change team - what ideal client-consultant relationship		newsprint
9:40	Share out results Link to and discuss (posters) Havelock, Carkhuff, Mann		
10:10	Break		
10:20	Role Play for PRACTICE Groups of 5 discuss - what's going on - where go from here Get clients from different group - - role play a selected strategy - discuss strategy		
11:15	Share strategies, approaches		
11:30	Input and individual work on Havelock's checklist on change formation and community assessment		Checklists

Module II - Example I

TIME	ACTIVITY	WHO RESPONSIBLE NOTES	MATERIALS
1:00	Group Role Play using 6-8 volunteers (use taped encounter if necessary of counselor and principal) 1:25 - Stop session discuss - feedback to chairman 1:40 - Continue role play 1:50 - Feedback, discussion		Group Role play materials
2:00	In teams or alone - use diagnosis instrument for back home relationships		
2:30	Cafeteria - choose one: listening cslt. styles contract negot. group process	Self-running	Envelopes
3:45	Break		
4:00	Share/teach - 2 from each separate learning group General discussion on building relationships - levels assessing, etc.		Newsprint

Module II General Schedule

9:30	Coffee, donuts (participants have read Havelock and Carkhuff)
10:00	Intro, agenda
10:15	Building Relationships. Theory & Practice
	(a) Behavioral phenomena, brainstorm, connect readings
11:00	(b) Behavioral phenomena, brainstorm alternatives, try out one, discuss
11.45	BREAK
12:00	Group Role Play with 3 change agents (1 outside, 2 inside) and 5 members of client system
1:00/ 1:15	LUNCH
2:00	Back-home action planning in teams (or role groups) using relationship matrices, assessment instruments
2.30	Cafeteria: Choose one — 2 interpersonal experiences: - listening, - contract negotiation; 2 group experiences (Exercise self-running - envelope instructions)
3:30	BREAK
3:45	Teaching results of cafeteria (2 persons from each section - 10 minutes each)
4.30	Back home planning in 2:00 groups. Role play instructions/discuss strategies, etc.
5:30	Evaluation - Gestalt statement & checklist.

Module II - Example 2

ACTIVITY FLOW SHEET

Time	Activity	Who's Responsible	Material & Equipment
11:00	Introduction to building relationships		
11:10	Role play for theory		
11:20	Groups analyze -What's going on? -What would be an ideal change tear? -What would be an ideal chart - consultant relationship		
11:40	Share out results; link to and discuss Carkhuff, Matrix, Posters (dialogue)		
12:10	Lunch		
1:30	Role play for practice 1. Groups of five discuss what's going on, and where to go from here 2. Each group gets clients from different group; role play a selected strategy and discuss strategy 3. Share strategies, approaches		
3:00	Break		
3:15	Cafeteria (choose 2 one-hour practices) 1. In basket - out basket 2. Group role play 3. Group process 4. Consultation styles 5. Contract Negotiation 6. Listening		-in basket, out basket memos -briefing sheets -self running instructions in envelopes
5:15	Share/Teach: General Discussion		

CHAPTER V

MODULE III: GAINING ACCEPTANCE

Rationale

Stage V, Gaining Acceptance, is another critical phase since its successful completion determines to a large extent the success or failure of the change agent's entire planned change effort. Consequently, Module III focuses on this stage and provides both intensive cognitive input based on Havelock's Guide and a variety of experiential learning segments to provide maximum transfer of new knowledges and skills to the trainee's back home setting.

The overall purpose of this module is to create a channel through which knowledge derived in the sphere of research about the process of gaining acceptance for an innovation can be directed and applied within the arena of skill practice.

The module utilizes three key constructs to portray the process of gaining acceptance for an innovation: acceptance, communication and adaptation/adoption. These three constructs are crucial to the successful installation of an innovation in any system.

Acceptance is the behavioral and systematic result of a sequential process which includes awareness, interest, evaluation, trial and adoption in some form.

The module operationalizes acceptance on three levels: within the self, within the group and within the system.

Communication is perceived as a transactional process between senders and receivers through a selected medium(s). An effort is made to heighten the awareness of the process of communication and of techniques for enhancing its effectiveness.

Adaptation is the process of modification of an innovation in order to gain increased system-wide acceptance. Adoption is the system-wide installation of an innovation which may occur either prior to or after adaptation.

Cognitive and Behavioral Objectives for Module III

Participants should be able to:

1. Select and justify adaptation strategy based upon the needs articulated by individuals and groups in the system.
2. Explain the process of how individuals and groups accept innovation.
3. Build and maintain the support needed by a change agent and the client system to gain acceptance on several levels.

4. Orchestrate multiple forms of media use.
5. Comprehend the relationship between Phase V and the other phases of the planned change model.
6. Assess a change situation in relation to the acceptance process.
7. Develop strategies and implement action plans for acceptance.
8. Evaluate the process of gaining acceptance.

Activities - Module III*

Activity I: Lecturette on Phase V, Gaining Acceptance

Objective: The lecturette is designed to review the change model briefly and to provide more cognitive input around the theoretical knowledge necessary to operationalize this phase.

Rationale: Since trainees have read the handouts prior to the session, the lecturette, using overhead projections, quickly reviews the major points of the innovation process. This is done in order to focus trainee's attention on the specific dynamics of gaining acceptance and the inter-relationships of this phase with the other.

*For detailed explanation and instructions for each activity, see Appendix F. This appendix is to be found in Volume II.

Format: Lecturette by trainer using overhead transparencies about Phase V.

Discussion and questions.

<u>Activity II: Problem Identification</u>

Objective: To allow trainees to identify one problem and goal (from their back home situation) related to gaining acceptance in order to develop specific strategies and action plans for implementation back home.

Rationale: If trainees can analyze and develop firm action plans for one area of their back home situation, the chances of their utilizing their new knowledge and skills are enhanced. This also provides the opportunity to use the relationship diagnosis developed in Module II.

Format: Back home teams identify problems, write them on newsprint, and post.

Emphasis should be placed on writing a <u>problem</u> statement: a statement which indicates the situation as it is and implies action.

Care must be taken by trainers to see that solutions are not given as problem statements.

Activity III: Option I, Havelock-Roger's Diffusion Game (In-Basket Exercise - Option 2) (Replay 7 Minute Day - Option 3)

Objective: To provide trainees with a shared experience based on the knowledge of the process of adaption and diffusion.

Rationale: The game provides the opportunity to operationalize the concepts developed in the lecturette and previous reading.

Format:

1. Trainees divide into teams of three or four and select a scorekeeper.
2. Scorekeepers go with a trainer to receive instructions.
3. Trainer introduces game to trainees.
4. Game is played.
5. Process discussion of play focusing on relating behavior in game situation to content from lecturette and readings.

Activity III: In-Basket Exercise (Option 2)

Objective: Same as Option 1.

Rationale: Same as Option 1.

Format:

1. Trainees receive a collection of letters and memos which have come across their

desk, in their role as a change agent.

2. They are instructed to respond to each item (or to selected items) in writing exactly as they would in real life, indicating what they would do, say and why they chose that behavior.
3. In small groups (3-4) trainees share their responses and decide as a group which is the best response to each item.
4. Each chosen response is written on newsprint and posted.
5. The trainer then leads a stand-up clinic session as follows:
   a) each group stands by its set of responses;
   b) in turn, each group shares its first response and other groups critique it,
   c) the same procedure is followed for each item.
6. General group discussion focusing on relation of behaviors chosen to theory input about Stage V.

Activity III: Option 3, Re-play Seven Minute Day

Some groups have found it useful to replay the simulation in Module I at this point.

This is effective if care is taken to stress the simulation as a chance to integrate the knowledge and skills acquired during the workshop by experimenting with new behaviors, strategies and tactics.

Processing of the simulation should focus on the differences between this time and the first, on the specific behaviors related to Stages 1 and 5, and to relating behaviors to the learnings of the workshop.

Activity IV: Force Field Analysis

Objective: To provide a structural framework for the process of analyzing their stated acceptance problem, setting change goals and developing an action plan.

Rationale: Force Field Analysis has proved valuable in providing help in recognizing the critical differences between a problem and a solution, in stating goals clearly and in appraising the validity of any problem situation in terms of helping and hindering forces. It leads naturally to setting up action steps based on decreasing resistance and increasing supports.

Format:

1. Lecturette by trainer.
2. Handout on Force-Field Analysis for trainees.
3. Group selects a typical problem and does a quick force-field together.
4. Back home teams work together on Force Field of previously selected problem. Work should be done on newsprint, posted when completed with a blank sheet of newsprint next to it so that other group members can comment and make suggestions.

Activity V: Two More Action Tools

Gantt Chart and Decision Tree

Objective: To provide two more tools to help trainees refine their skills in action planning and to acquire a skill technique for assessing the consequences of their action plans.

Rationale: Building time schedules for complex plans is a difficult procedure at best, but a crucial one if plans are to be implemented. Change agents face tremendous demands on their time and this technique, borrowed from business, has proven to be useful. The Gantt chart (time, cost, sequence of events and personnel) provides a framework for building time schedules related to a specific change effort.

"The Decision Tree," another technique borrowed from the world of business, presents a structure for examining in detail the possible consequences of any action and the alternative strategies required to cope. It also enables change agents to begin to anticipate possible road blocks and supports they need to be aware of.

Format:

1. Lecturette by trainer explaining Gantt Chart and Decision Tree.
2. Handouts on both for trainees.
3. Back home teams use the Gantt Chart and Decision Tree to reassess their Force Field Analysis and make any necessary revisions in their plans.

Activity VI: Value Clarification for Change Agents

Objective: To provide trainees with an opportunity to clarify some of their important value positions related to the change agent role, especially as they relate to Phases I and V of the Havelock model.

Rationale: It is essential for change agents to be very self-aware of the value positions they hold vis a vis the change process.

Format: There are two options here: Option 1 is somewhat shorter and deals with clarification. Option 2 takes longer and is in more depth.

Option 1:

1. Distribute list of value statements to trainees with instructions to rank order list individually.
2. A masking tape ladder about twenty feet long is on the floor with numbers from 1-10.
3. Trainer reads one of statements from handout aloud and asks trainees to place themselves along ladder according to the rank they gave value statement.
4. A series of encounters occurs for each value statement, e.g.:

a) Ask the others at your space why they chose that rank?

b) Talk to someone next to you; see why they are there.

c) Get people from ends and middle to state out loud why they chose as they did.

5. Total group process discussion.
6. Summary by trainer.

Option 2: Same as Option 1 up to step four (4).

4. Trainer chooses one statement on which participants are evenly distributed. Form small groups with one person from each position (positions are inclusive 1&2; 3&4; 5&6; 7&8; 9&10).
5. Task for small groups is to come to a consensus decision about what statement should be.
6. Discussion - decision period.
7. Trainer calls 2 stop-actions to process small groups.
8. Small groups share final statements with total group.
9. Summary by trainer.

Activity VII: Summary Exercise

Objective: To allow participants to identify and share learnings of workshop, both cognitive and behavioral.

Rationale: It is important for each participant to summarize and articulate his learnings in order to use the material in the back home setting.

Format: Trainer requests each participant to respond on newsprint to the following sentence tags:

1. This workshop I learned the following concepts or ideas about the process of change:
2. In this workshop I strengthened my skills as a change agent by learning how to:
3. Post individual newsprints. Mill and read to find 2 or 3 other trainees who have similar learnings and skills posted to form a small group.
4. In small groups brainstorm a list of specific derivations of those learnings to use in back home setting.
5. Post Brainstorm list and mill to read.
6. Short summary of exercise by trainers.

Sample Flow Charts

Module III

ACTIVITY FLOW SHEET

Module III - Example 1

Time	Activity	Who's Responsible	Material & Equipment
9:00	Participants individually post on newsprint "goals" they are working for to gain acceptance, or "problems" in gaining acceptance.		Newsprint of instructions
9:15	Roger's game on innovation diffusion; discussion after.	Trainer	"The Game"
10:15	Break		
10:30	Input on force field; work through example	Trainer	Newsprint charts
11:00	Back home planning - individuals or teams use force field on the "goals" or "problems" identified earlier		Newsprint markers
12:00	Lunch		
1:00	Share force fields; input on Gantt chart and decision tree	Trainer	
1:30	Back home planning using Gantt chart and decision tree		
2:30	Final summary and evaluation		

ACTIVITY FLOW SHEET

Module III - Example 2

Time	Activity	Method	Who's Responsible	Material & Equipment
9:00	Lecturette on Stage V Discussion	Lecture Overhead Projections	Trainer	Overhead Projector Transparencies Hand-outs
9:30	Problem Identification --Back home teams identify "problems" or "goals" in back home situation related to gaining acceptance -- Post on newsprint -- Stress importance of problem statement	Small groups	Trainer/ Participant	Newsprint Markers Tape
10:00	Break			
10:15	Roger's Game		Trainer	Game Materials
11:15	Force Field Analysis Lecturette --Work through one problem statement with total group --Back home teams use force field on one of problems or goals identified earlier			Newsprint, markers Force Field Handouts
12:00	Lunch			
1:00	Continue work on Force Field Post and Share	Small groups	Trainer	Newsprint Markers
2:00	Input on Gantt chart and decision tree Continue Back Home Planning			Handouts Gantt Chart Decision Tree

ACTIVITY FLOW SHEET

Module III - Example 2
Continued

Time	Activity	Method	Who's Responsible	Material & Equipment
3:00	Share out with total group-critique			Value Statement Handouts Masking Tape
4:00	Value Clarification/Change Agent Values	Total Group	Trainer	
4:44	Summary Exercise	Total Group	Trainer	
5:00	Evaluation Instruments - Close-up	Total Group	Trainer	Gestatt Statements Evaluation Form

ACTIVITY FLOW SHEET

Module III - Example 3

Time	Activity	Method	Who's Responsible	Material & Equipment
9:00	Lecturette on Stage V Discussion	Lecture Overhead Projections	Trainer	Overhead Projector Transparencies Handouts
9:30	Problem Identification --Back home teams identify "problems" or "goals" in back home situation related to gaining acceptance -- Post on newsprint -- Stress importance of problem statement	Small groups	Trainer/ Participant	Newsprint Markers Tape
10:00	Break			
10:15	In-Basket Exercise	Small groups	Trainer	Letters for trainees Newsprint Markers
11:15	Force Field Analysis Lecturette --Work through one problem statement with total group --Back home teams use force field on one of problems or goals identified earlier			Newsprint Markers Force Field Handouts
12:00	Lunch			
1:00	Continue work on force field post and share		Trainer	Newsprint Markers
2:00	Input on Gantt chart and decision tree			Handouts Gantt Chart Decision Tree

ACTIVITY FLOW SHEET

Module III - Example 3
Continued

Time	Activity	Method	Who's Responsible	Material & Equipment
3:00	Share out with total group-critique			Value Statement Handouts Masking Tape
4:00	Value Clarification/Change Agent Values	Total group	Trainer	
4:44	Summary Exercise	Total group	Trainer	
5:00	Evaluation Instruments - Close-up	Total group	Trainer	Gestatt Statements Evaluation Form

CHAPTER VI

EDCAMM - FUTURE DIRECTIONS AND DISSEMINATION

Members of the EDCAMM team have developed a strong commitment to both the continued development of the present modules and those to be developed as well as the desire to insure the continued and effective dissemination and utilization of the materials which are and will be developed. In order to insure that the development and dissemination continues once the present funding is no longer available the following plans have been adopted. Basically it provides for a multiple approach to insure that the planned activities are carried out despite what may be difficulties associated with any particular part of the plan.

1. Seek continued funding - A proposal has been submitted to NIE by Dr. Havelock which calls for an additional year's funding (1) to enable the last four modules in the system to be developed; (2) to further refine and the present modules; (3) to continue field testing on a longitudinal basis, the outcomes from the use

of the total module system, in a given social setting. The funding of this proposal would clearly be an important step in providing another resource necessary to continue the extremely promising outcomes of the modules for the first half of the planned change process. It would also insure the availability of the entire six step process as a package and transportable resource.

2. In the event that additional federal funding is not forthcoming to continue the project, the members of the coordinating team have agreed to continue to work together to find ways to obtain local funding and through the use of graduate students on credit research experiences to work towards the continuing development and refinement of the system. In addition, some financing would be available for further developmental work from use of the present modules with local schools or in workshops.

3. The members of the EDCAMM team are agreed, based both on their own experience and on the survey of the research literature, that the results

received from the system are dependent to an important degree on the skills learned and used by the implementers of the system. Therefore, the members have agreed to form a team which will make available to interested groups training experiences where they may both become trained in how to use the modules with others in their systems as well as to become the trainers of others in nearby situations who wish to use them. This trainer of trainers approach has been adopted as the way of encouraging the dissemination of materials but also provides a measure of quality control over who uses the materials and with what degree of skill and know-how. Whatever funds are realized from the trainer workshops and the use of the modules will be put back into the team resources which, as indicated in #2 above, can be used to finance both the development of new modules and the continual testing and refinement of existing modules. The interest of larger systems in the use of the modules has led the EDCAMM team to continue the encouragement of its use by the larger systems not on the previous field testing approach, but with the intention of their using it broadly within the system, and specifically assessing (1) to what extent behavior changes occur and (2) how persisting these changes are over time. Therefore, the EDCAMP will endeavor, in its negotiations with given systems for training in the use of the modules, to build in a component for assessment of both immediate and long term outcomes on the part of individuals who experience the module program.

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Education Change Agents, Modules & Materials

Volume II

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National Institute of Education
(Originally authorized by the National Center for Educational Research and Development)

Project Title: Pilot Training Program for Innovation Process Generalists

Project No: -EG-0-72-1640

School of Education
The University of Michigan
Ann Arbor, Michigan
June 1973

APPENDICES - VOLUME II

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APPENDIX A

EVALUATION DESIGN PLAN AND MATERIALS

The materials in this section were prepared primarily by the O.S.U. team mentioned in Volume I. The design and materials were used, in prepared and modified form, to evaluate the development process, the pilot and field tests, and as segments in the modules.

EVALUATION DESIGN PLAN

1. The Nature of the Project to be Evaluated

A team of seven part-time research associates have taken on the task of creating an instructional system to fit three topics: 1) "Introduction to Change Agentry," 2) "Gaining Acceptance", and 3) "Building a Relationship". They have given themselves roughly three months (June, 1972-September, 1972) to generate the three packages based on The Guide to Innovation in Education by Ronald G. Havelock. The seven developers then have given themselves approximately nine months to refine and field test the packages. Even with the help of a set of consultants (a coordinating committee consisting of Ronald G. Havelock, Ronald L. Lippitt, and Gary Walz), the developers have given themselves very little time for development of the packages. (RUPS took seven years to develop, EPEC took one year, etc.) To compensate for the short development time, the development team will have to exert an unusual amount of effort. The concentrated effort may provide challenge and motivation for the development team, but awareness of the short time available can also be expected to generate tension, anxiety, and frustration in the developers. In addition to the burden of a short time frame under which to operate, many of the developers lack prolonged experience with creating instructional systems.

Evaluators, "the OSU team", were requested to 1) help the development team focus and clarify their stresses and strains when (and if) they surfaced, 2) help the developers focus and clarify their methodological problems and decision points in the development of their instructional system, 3) help the developers develop instruments to be included in the field tests to measure some of the worth of the packages, and 4) help the developers develop instruments to be included in the packages to help the students and instructors using the packages measure learning of individual students.

2. The Elements of the Evaluation Assignment

The evaluation assignment is to contain four parts: a) Overall Statement of Evaluation Design, b) Formative Design, c) Summative Evaluation Design, and d) Instrumentation to be Included in the ECAMM Packages

a) Overall Statement of Evaluation Design: The overall design statement is written to give a perspective on the various individual evaluation activities, to elaborate on the assumptions of the evaluators, and to clarify the original evaluation intent (with some modifications due to developments since early June).

b) Formative Design: The formative evaluation design is based on a document (adapted from D. L. Stufflebeam) created for the purpose of helping the developers focus on their most crucial decision points. This is to be supplemented with direct feedback on group process. Short questionnaires are to be used to help individuals give anonymous feedback in areas where they do not feel ready to make direct personal confrontations. The questionnaires have a main purpose, however, of helping the development team pin point discrepancies between individual perceptions and "group" perceptions on critical issues. A value of the anonymous questionniare should lie in its ability to show individual perceptions without the influence of opinion leaders. This type of information should add a helpful supplement to information derived from group discussions.

A second approach to the formative evaluation design will be through comparison of the development team's activities and decisions with decision points dictated by the CID* Model. Since the model is not linear and has no time lines (as yet), it should provide a useful ideal model for the development team to match its efforts against. In addition, the development team will be provided information on development efforts similar to theirs to match their actual functioning with the functioning tendencies of others.

c. Summative Evaluation Design: Since the OSU evaluation team is serving as formative evaluators and as developers of materials to be included in the packages (the evaluation instruments), we can only set up a summative evaluation design. We would not be a credible source for performing the actual summative evaluation. A third source should be tapped for that.

In setting up the summative design, the evaluation team hopes to utilize questions the developmental team (and coordinating committee members) identify as important. The design should, of course, also reflect the instructional format and the media used in the package. For example, if the package teaches skills through simulations, simulations should also be considered as a format for testing to see if the new skills actually were learned.

The summative evaluation can involve three sections: 1) testing for skills, information and attitudes derived from (and toward) the course as intended by the developers, 2) testing for some relevant skills, information and attitudes derived from (and toward) the course not necessarily intended by the developers, and 3) testing for skills, information and attitudes derived from (and toward) the course and implemented after the course was completed for some (one day to 6 months).

Instruments for the first two sections of the summative evaluation design would be appropriate for use during the field test stage. The third section should be implemented after each field test. Summary data from the first and third evaluation sections for every field test should also be stated in the same appendix. Results from the second evaluation section should be included in the materials as the developers think is appropriate.

Discussion of the reliability and validity of the evaluation instruments should follow the guidelines in American Psychological Association's manual entitled, "Standards for Educational and Psychologica Tests and Manuals" as closely as possible.

Instruments evaluating the course may be dropped after the field tests (unless the developers want to know how the packages affect new audiences). Some instruments, however, should become a part of the packages for students to use for self-assessment and for instructors to use for student assessment. The summative evaluation will not address the packages' or the developers' developmental process.

d. Instrumentation to be Included in the ECAMM Package: The summative evaluation will be based on the instruments included in the package during the field tests and following the field tests.

As was previously mentioned, the evaluators will attempt to develop evaluation instruments which somewhat imitate the instructional modes of the packages. The rationale is that the results of the packages will be somewhat parallel to the processes in the packages.

3. Reporting Schedule

Contingent upon the developmental team's requests for service, the evaluators have agreed to make at least bi-weekly reports to the Project Director (Bruce). In addition, the evaluators have agreed to have the four products (overall design, formative design, summative design, and instrumentation within the packages) presented to the coordinating committee and the development team on September 6, 1972. In return, the evaluators have been assured of at least two hours per visit of private interview time with the coordinating committee. This is to allow the coordinating committee time to critique the evaluation efforts of the OSU team.

4. Output of Products Schedule

The OSU team will submit reports within one week of each ECAMM meeting (as is feasible). In addition, the OSU team agrees to submit bi-weekly responses to "mini-products" sent from the development team as the "mini-products" become available (and contingent upon the needs and wishes of the developers). The OSU team agrees to submit a final draft of, 1) the overall design plan, 2) the formative design document, 3) the summative design, and 4) the recommended instruments for use with the package and/or for field tests on September 6, 1972.

5. Lines of Responsibility Within the OSU Evaluation Team

Jerry Adams has taken final responsibilities for the overall evaluation design. He must make sure that all parts of the design are consistent with each other.

Madeleine Speiss and Paul Carlson have taken final responsibility for the formative and summative evaluation designs.

Kay Adams has taken final responsibility for the instrumentation that goes in the package.

These assignments do not infer work load, but rather responsibility and, to a great extent, authority.

6a. Evaluation of the Evaluation Design and Implementation

Evaluation of the evaluation will take place from three sources: 1) the coordinating committee (through interviews), 2) the development team (through direct feedback, cassette tapes and letters), and 3) staff at the OSU Evaluation Center (through interviews).

In addition, the development team and the coordinating committee will be asked to fill out a checklist evaluating the evaluation.

6b. Evaluation of the Evaluators

The evaluation team has two central pressing concerns in the formative stages of your effort:

1) How to help you get the packages finished faster, more efficiently, and more creatively. This problem could be stated more concretely, perhaps, as:

   For every minute you spend in an activity that we request (making PERT charts, specifying decision points, reading our recommendations, filling out questionnaires, etc.) you should be able to see a direct benefit from, a) a noticeably better package, or b) significantly more than a minute of your work time on the package saved. To the degree that (a) or (b) does result, we have succeeded in serving you effectively.

2) How to refrain from contributing our opinions concerning content and format for the packages, while contributing critical services in other ways. Reworded: "How can we possibly offer critical service if we do not offer freely of our experience and opinions?" Our answer to the question is that we hope we can offer our experience best by helping you focus your efforts. For example, we could present alternatives when major decisions need to be made; help you focus more time on major decisions and less time on minor decisions; help clarify value conflicts within the development team; help you be aware of the match between your resources and resource needs uncovered in similar development efforts; and get information that you request

to help you make better decisions. If our experience is used to help you fully in these ways, we feel our experience will have served you well. Our opinions on what is bad or good content or format, however, could only serve to complicate and interfere with your decision-making processes.

A third concern we have regards the summative evaluation and instruments to be included in the package:

1) How can we develop material that goes into the packages and still objectively measure the merit of the packages?

2) How can we service your decisions and thereby influence the development of the packages, and still call ourselves objective in measuring the worth of your effort?

These issues are closely related. "How can an evaluator objectively evaluate himself?" Our position at this point is that an evaluator cannot validly evaluate his own efforts. We would recommend, therefore, that we set up a tentative summative evaluation design and that you commission a third party to perform the summative evaluation of your packages.

7. Summary

In summary, we have agreed to give you four products. The contents of those products will change as your requests and needs change. In short, we are in this together. Our efficiency should improve your efficiency; your efficiency should improve ours.

Definition of System

The system boundaries

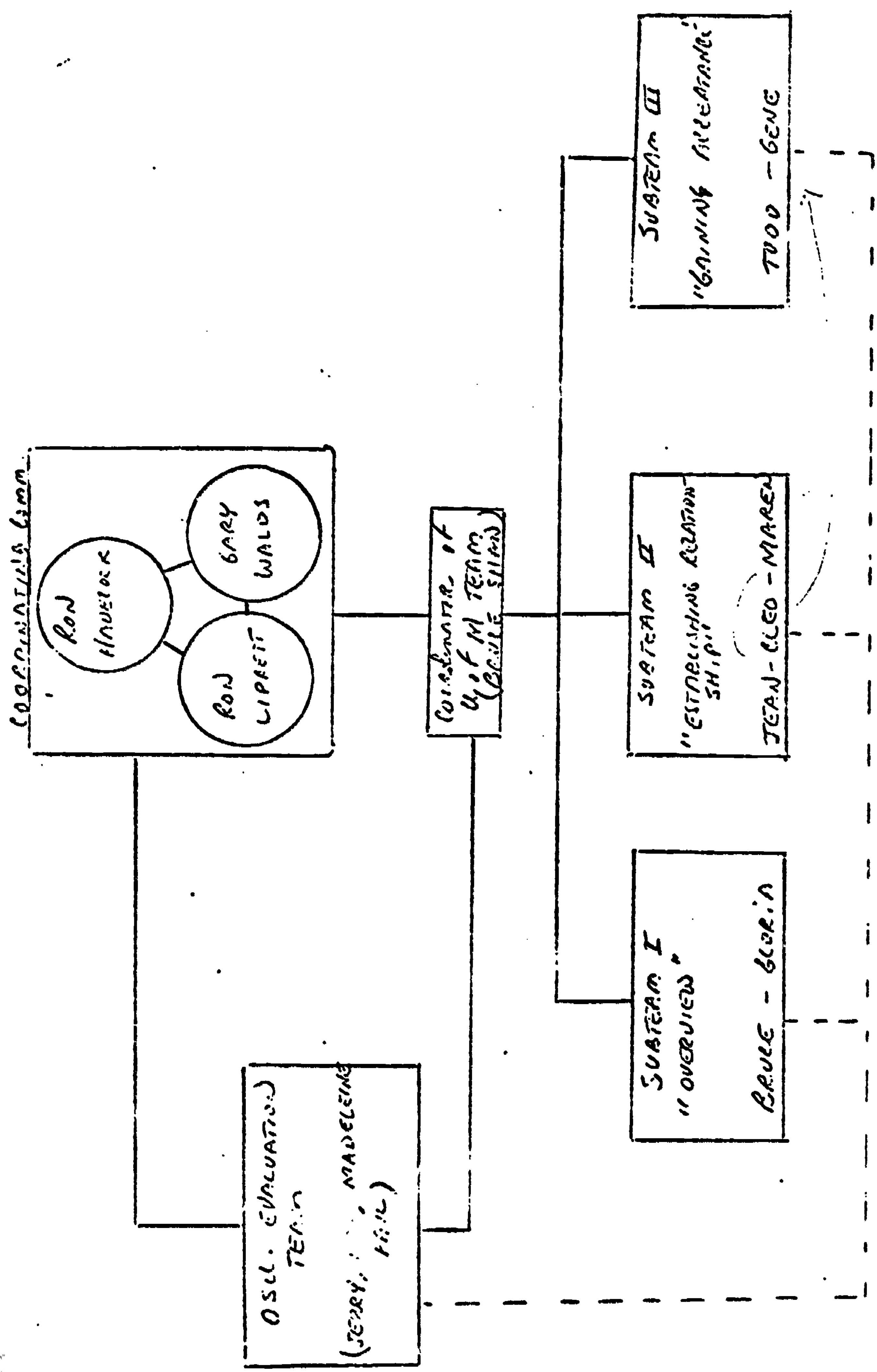
The boundaries of the system include those elements defined on the following chart and the resources available to them.

System elements

1. Coordinating Committee
2. 'hiversity of Michigan Team
3. Ohio State University Team
4. ERIC system at University of Michigan
5. I.S.R. at University of Michigan
6. The "guide" by Ron Havelock
7. The three packages being developed
8. Audio visual resources at University of Michigan
9. Evaluation resources at Ohio State

The system elements can be broken down into element characteristics. For example, the eval ation resources at Ohio State include the PRDB, personnel expertise, etc. Audio visual resources at University of Michigan might include, slide banks, graphics expertise and equipment for production of transparencies, photography equipment, etc. The characteristics of the coordinating committee might include a delineation of their knowledge resource relevant to the project, availability, etc.

EVALUATION DESIGN


RON HAVELOCK
GARY WALDS
RON LIPPITT
SUBTEAM III
"GAINING ACCEPTANCE"
TODD - GENE
SUBTEAM II
"ESTABLISHING RELATIONSHIP"
JEAN - CLEO - MAREN
SUBTEAM I
"OVERVIEW"
BRUCE - GLORIA
EVALUATION
TEAM

Antecedents -- (defined as "a statement of the events, pressures, and information that led to a need for evaluation")

1. The U.S. Office of Education encourages evaluation as requisite to continued funding. Consequently the proposal reflects the requirement by providing for the design of a comprehensive evaluation program.

2. A felt need for judgemental data concerning the development process.

3. The association of Ron Havelock with the Ohio State University Evaluation Center, particularly his close relationship to Daniel Stufflebeam, gives evidence to a continuing commitment to effective evaluation.

4. The necessity of including evaluation materials in the products would make the absence of an overall evaluation incongrous.

5. A need to develop instrumentation and evaluation procedures for measuring the impact of the final product.

6. To provide a valuable training resource and model for the students working on the development of the training modules.

Who are the extralegal decision influences or ratifiers?

1. the evaluation team -- accomplishment of evaluation activities will be directly fed to the project coordinator. Although these team members have agreed to service decisions while remaining on the periphery of the developmental activities, their feedback will, unquestionably influence or help ratify decisions. The impact of influence will probably be greatest in relation to recycling of activities at critical decision points. Hopefully most decision influences will be directed at providing an empirical base from which decisions can be made.

2. the coordinating committee -- although the coordinating committee has delegated responsibility to a student coordinator informal consultations throughout the projects duration will shape the direction of developmental activities. The nature of their input is likely to involve confirmation of ideas and subsequent tasks (suggesting by the project coordinator or project staff) needing accomplishment on a broad scale. In obtaining and processing judgements, the evaluation team will include their influentials whenever critical decision points are reached.

3. the project developers -- developmental staff are without legal authority for decision making. They will have considerable impact on decisions. The project coordinator will provide leadership in defining the tasks to be accomplished during the projects' development and staff recommendations will certainly shape the nature and content of project activities and elements.

4. There are also likely to be other role functionaries peripherally associated with the project who may influence decisions. The evaluation input must attempt to identify these functionaries and the specific roles they play in helping to formulate decisions. For example there is apt to be an influence on the evaluation team by center personnel etc.

The Decision Responsibility

The coordinating committee has delegated responsibility to the project coordinator who has the major responsibility to make developmental decisions. This role functionary must see that necessary resources are obtained, where needed and, if necessary, muster action from any members of the development staff. There is an additional free line of communication open to the coordinating committee for focusing attention on the need for any unique services that have not been accounted for in present provisions.

The Decision Authority

The decision authority resides in a coordinating committee composed of three senior staff members. Aside from assisting the project coordinator in identifying, interpreting and helping to utilize available information in designing developmental activities. This triumvanate will attempt to help the coordinator analyze project needs _a priori_ during the embryonic developmental stage. Subsequent responsibility for decision making has been delegated to the project coordinator.

Clientele for Information

In obtaining and providing information from an empirical base (from which decisions can be made) the evaluation team will include influential role functionaries as potential audiences whenever relevant.

In providing and obtaining information the evaluation team will initially submit directly to the project coordinator. In turn, the coordinator should not delegate this initial responsibility to project staff prior to his review. The information channel to other project developers will be contingent upon an initial review by the coordinator allowing time for resolving information discrepancies or to develop rebutals to any assessments with which there is disagreement.

Information flowing to the coordinating committee will generally involve efforts to secure additional training in order to facilate evaluation activities for the evaluation team. In turn the evaluation team will provide the coordinating committee with information regarding general evaluation policy such as developmental team operations, major breakdowns in procedural design, a chronologue of developmental activities. In order to ameliorate any threat to project leadership, should it rise, the project coordinator will be welcome to attend any of these sessions in an observational capacity.

Any release of evaluation information to outsiders will be dependent upon the concurence of the project coordinator and Ron Havelock.

Decision Timing

Decision timing and the interdependency of critical time frames with evaluation input will be established. Although some activities will defy timely feedback due to geographical constraint, plans will be implemented to maximize input prior to major decisions points. These points must be forecasted a priori where possible, in order to provide evaluators with adequate implementation time.

The following points must be reviewed for maximum sychomization to occur: 1) dates of critical decision points, 2) time needed for reviewing and discussing evaluation descrepancies by the developmental staff, 3) furnishing required information to the evaluation team after scheduled deadlines will authorize the evaluators to make equivalent adjustments in their evaluation schedules. Finally, dates on which information is needed must be reasonable in terms of time required for performance of the tasks.

Statement of Evaluation Policy

1.11 Access to data sources. The project coordinator has agreed to give all members of the OSU evaluation staff access to developmental materials and information sources (e.g., records, personnel specified in the evaluation design) during the duration of the affiliation. Open lines of communication between the project coordinator and any member of the coordinating committee by phone or direct contact during site visits are anticipated. Any unanticipated need by the evaluators to have access to specific documents or individuals will be made known to the project coordinator.

1.12 Access to data base and evaluative information (who is entitled to information). The OSU staff agrees to restrict its information feedback to the UM project staff during the projects's duration, unless a separate agreement is made up. In turn the UM staff has agreed to give the evaluation staff access to all data having any bearing on the project's development. All information and findings related to the evaluation will be held in the strictest confidence by the evaluators.

1.13 The role in which evaluation authority and responsibility is placed (who evaluates and who carries out the evaluation). The responsibility for the evaluation design has been fully delegated to a 4 member team from the OSU-based consortium. The responsibility for testing, observations and other means of data collection activities necessary to implement the evaluation design has been accepted by the UM project staff.

1.14 Bugetary Limitations. Collection of data for evaluation purposes must be tempered by the restrictions placed on the University of Michigan team in regards to time and resources. Since the project funds are relatively small and the personnel working are only involved 25% time it is important that data collection provides for maximum output of information while minimizing project personnel effort and time.

1.15 Scheduling Limitations. Dates on which information is needed for decision points must be reasonable in regard to lead time required for the UM of make decisions. In turn, critical decision points must be determined well in advance in order to minimize crisis behavior and provide evaluation staff with adequate time to analyze, synthesize and interpret the data. Some activities will defy timely feedback due to geographical constraints. Delays by the developmental staff in furnishing required information to the evaluators will result in equivalent delays in the evaluation schedule.

1.16 Reporting policy. Reporting, whether orally or in written form, will be summarized and interpreted in terms of project objectives in order to maximize utility for decision making. The personnel to whom each report is to be submitted must be specified in advance of preparation. Again, geographical barriers will generally prevent the evaluators from meeting unanticipated reporting needs. This points up the need for a formal interface between the coordinator and evaluation team during each site visit. Hopefully, these meetings will also permit the coordinator to develop rebuttals to any point with which he disagrees, to develop plans, to implement needed change, or to make necessary modifications in the design itself.

Final design specification procedures for implementation and package instrumentation will be presented directly to the project coordinator and coordinating committee. Subsequent release to any other agencies will be dependent upon the concurrence of the coordinator and the coordinating committee. Most reporting will take the form of an informal progress report to the project coordinator. These sessions will focus upon the following concerns:

A) Confirmation of the need for project component modification (expansion, etc.) as a result of project evaluation.

B) Recommendations for revisions the evaluation staff will provide recommendations posing several alternative actions with 'risk' statement attached to each.

C) Descriptions of the provision site visits, progress reports of each task group, a summary of developmental consistencies and discrepancies (each product will be assessed by means of the product criteria assessment guidelines established as AIR).

D) A review of instrumentation under development.

Formative Design Guidelines

The schematic that has been selected and adopted is a pictorial representation of the blueprints which will guide and orchestrate the evaluation activities. The blueprints' major features contain certain implicit assumptions:

a) The evaluation will break into 2 major functional units.

   1) Formative, i.e., evaluations for refinement.

   2) Summative, i.e., evaluation for assessing worth.

b) The functional unit addressing formative concerns will divide into 2 major domains.

   1) Evaluation of developmental steps prior to field testing.

   2) Plan for implementation of evaluation during field testing.

It is important to realize that although evaluation of development prior to field testing and evaluation during field testing are temporarily separated, they are both part of formative evaluation. Each cell of the matrix is concerned with both areas and will provide questions, instruments, procedures, etc., for evaluation of both.

$$\underbrace{\text{Embryonic Development} \;\Big|\; \text{Field Test}}_{\text{Formative Evaluation}}$$

c) Division of labor suggests that line developers will work across (horizontally) the matrix addressing and priorityzing questions concerning the project's intended goals, design procedures, and expected outcomes. On the other hand, the internal evaluators will channel their efforts down each column focusing in on:

   1) Specification of evaluation questions.

2) Instrumentation and procedures for answering these questions.

3) Plans and suggestions for division of labor for implementing evaluation procedures.

4) Specification of directions for developmental staff regarding the use of information for ultimate refinement of the package.

d) Each level of the vertical dimension is concerned with processing judgments of all accessible individuals associated with the package from inception through all maturation stages.

The blueprint is chiefly intended to point up the status of both evaluation and developmental progress facilitating systematic spotlighting of missing elements in design, development, and validation of the project.

The following assumptions are made by the evaluators in respect to this design:

1) Since project evaluation began subsequent to the conceptualization stage, the context evaluation is being done in retrospect. Although several development activities are in the past, we still feel it is helpful to present a design which addresses all facets of the development process. Evaluation information on the early stages of development serve the purpose of providing a rationale for continuous revision as development proceeds.

2) The developers will provide the evaluators with a prioritization of the questions offered in the matrix. Such an indication will help to focus the evaluation so as to maximize relevant feedback to the developers.

3) The proper completion of the evaluation design is to a large degree dependent on the input of the developers. It would be difficult to operationalize and implement evaluation procedures and instruments without interaction and collaboration between the evaluators and developers.

Evaluation Design Framework *

EVALUATION			DEVELOPMENT →			
			Goals	Designs	Implementation	Results
Formative Evaluation		Delineation of questions and audiences	1	2	3	4
		Operationalization of evaluation procedures and instruments for answering questions.	5	6	7	8
		Implementation of evaluation procedures and instruments	9	10	11	12
		Use of evaluation data	13	14	15	16
Summative Evaluation		Delineation	17	18	19	20
		Operationalization	21	22	23	24
		Implementation	25	26	27	28
		Use	29	30	31	32

* Adapted from Daniel L. Stufflebeam

PLEASE CAREFULLY SCRUTINIZE THE QUESTIONS IN CELLS 1 THROUGH 4
CONCERNING (1) GOALS, (2) DESIGN, (3) IMPLEMENTATION,
AND (4) RESULTS, SELECTING AND PRIORITIZING
THOSE ITEMS WHICH ARE MOST
CRITICAL FOR YOUR
NEEDS

FORMATIVE EVALUATION

DEVELOPMENT →

EVALUATION ↓

	Goals	Designs	Implementation	Results
Delineation of questions and audiences	1	2	3	4
Operationalization of evaluation procedures and instruments for answering questions.	5	6	7	8
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NOTE: The shaded area indicates the section of the matrix which follows.

CELL 1

Goals

Priorities	Delineation of questions and audiences:
1.	1. What are the global objectives and goals for the package?
2.	2. Who chose the goals and objectives?
3.	3. What was the rationale for their choice? What criteria were used?
4.	4. Who is the intended audience(s)?
6.	5. What assumptions are implicit in the goals and objectives?
7.	6. Are the assumptions accurate, internally consistent?
7.	7. Are the goals agreed upon by all members of the developmental team?
8.	8. Are the goals and objectives clear and concise?
9.	9. Are the objectives measurable?
9.	10. Do they clearly point to developmental alternatives?
5.	11. Are the goals congruent with available resources (human, monetary, etc.)?
9.	12. Will your goals be capable of programmatic exploration?
10.	13. Will the goals be congruent with accepted values (norms, morals, ethics)?

CELL 2

Objectives in Relation to Design

Are the given objectives stated operationally, i.e.:

a) Measureability
b) Learner behavior (ie written in terms of)
c) Conditions (restraints, supports)
d) Criteria for measurement

and is their accomplishment feasible?

Staffing of Development Team

Has an assessment been made of the type and number of personnel needed to carry out each task?

What provisions have been made for demonstrating a match between tasks assigned and competencies to carry them out?

Is your developmental (staffing) capability adequate?

a) What are your strengths?
b) What are your weaknesses?

Are there attitudes held by others who might conceivably impede the work of the proposed project or interfere with its goals?

Project Leadership

Has the project leadership been delineated in regard to:

a) The amount of time the leader will devote?
b) The degree of responsibility the leader will accept?

Who will the leadership delegate responsibility to for operationally defining the selected strategy?

The Design & Resources

Is the selected strategy congruent with resources (human resources, equipment, materials, special services, travel, communication and space) subsumed by budget?

Have you delineated the availability of needed services (human resources) both internal and external to the project?

Is your scope of work practical in regard to:

a) Schedule for task completion?
b) Availability of necessary human resources?

Have adequate measures for, a) fiscal, and b) budgetary controls been put into operation?

Alternative Strategies & the Design

Have you explored means by which to identify and assess alternative training strategies?

Have you related how alternative developmental strategies will deal with the problems, needs, or opportunities identified?

Of the spectrum of available strategies, what are the criteria for strategy selection?

The Design & Scope of Development Activity

Is there a sufficient spectrum of developmental activity to cover all the needs?

Design in Relation to Other Packages

Are you the only developmental agent exploring this area?

Does the project design emerge out of the work done in any other endowing institution?

Have you assessed the relation of earlier related work of other developmental efforts?

Have you thoroughly explored your potential for cooperation and collaboration with other developmental projects? e.g.:

a) Can you piggyback?
b) Can you dovetail?
    1) compliment?
    2) supplement?
c) Fill the voids?

Have you assessed your potential for enlistment of assistance from:

a) Other institutions?
b) Collaborators?
c) Other professionals?

Have you explored the possibility of a communication network between the project developers and developers of similar or related efforts?

CELL 3

Formative

Implementation - what provisions have been made to monitor and assess (to pinpoint defects/failures) activities during implementation stages.

a) do provisions employ major milestones/decision points in the plan?
b) do provisions employ sufficient resources for monitoring the progress of programs?

- which mechanisms have been set up to receive representative input from members of the client group expert judges program personnel?

- how are assessments of methodological adequacy to be undertaken?

- has a mechanism been devised for identification of potential barriers (i.e., barriers which interfere with program implementation and/or operational program design before implementation has occured.

- has a mechanism been established for providing preprogrammed decisions in case of failure to meet designated criteria?

- does the mechanism provide for adaption and modification in case of failure to meet criteria?

- does the plan include an efficient decision-making process with appropriate delegation of responsibility and authority?

- have the provisions been made to provide a complete description of program activities to the evaluators?

- are the data collection and recording activities syncronized with actual developmental activities?

- are these design features which appear generalizable and replaceable.

- what features of the program appear unique and idiosyncratic?

CELL 4

Formative

Results - are there any negative side effects, i.e., unintended consequences?

- are there any positive side effects, i.e., unintended consequences?

- what are the direct benefits?

- what degree of exportability is being planned for?

- what provisions have been made regarding assessment of objective achievement?

- what provisions have been made for providing useful information to decision makers concerning potential discrepancies between goal attainment and goal expectation?

FORMATIVE EVALUATION

DEVELOPMENT →

	Goals	Designs	Implementation	Results
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NOTE: The shaded area indicates the section of the matrix which follows.

CELL 5

Operationalization of Evaluation Procedures and Instruments (for answering questions)

1. Use of brainstorming sessions for determining objectives and goals.

2. Construction of questionnaire for determining who chose goals; what was the rationale; what criteria were used.

3. The OSU evaluation team will evaluate the goals and objectives for clearness, consistency, comprehensiveness, measurability.

4. The OSU team will identify assumptions implicit in the goals and check for consistency.

5. A checklist of available resources can be generated and compared with the goals and objectives to see if they are reasonable.

6. The use of goal free evaluation statements from participants in the field test will indicate goal drift at that stage.

7. The use of a cluster-indicator, i.e., behavioral symptoms instrument to gain information from both participants (what they indicate the goals are) and the developers (the terms they feel indicate intended goals) will help to measure discrepancy.

CELL 6

Operationalization of Evaluation Procedures and Instruments

1. Development of mechanism for assessment of staff development capability at modular level to find out if self-assessment (developmental competencies) done at the retreat is congruent with actual performance in production.

2. Periodic self-assessment by module staff of strengths and weaknesses. This could result in either regrouping the current staff placement or trading off particular skills between groups for short periods of time.

3. Time and decision log for Bruce? For reconstruction purposes, and for self-assessment of decision-making frequency and capability.

4. A list of all available resources and a list of necessary and desired resources could be checked for congruency.

5. Mechanism for introducing flexibility into the schedule of expected products. The schedule should change with the assessment of development time required for completion of sub-products. (Use of "Critical Path Analysis")

6. Projection of costs should be checked against current expenditures for congruency. This could involve a projected cost schedule and a weekly cost log comparison. Recommend use of "Program Planning and Budgeting System" PPBS.

7. Development of criteria for strategy selection. Assessment of alternative training strategies currently in use. Comparison of identified needs, problems, and opportunities with selected strategy for assessment of "best fit".

8. Periodic comparison of current development with previously assessed needs to insure that all needs are being met.

9. The development of a model (or paper?) which incorporates the essential characteristics of related works and provides information as to how the package fits into the arena of change effort. This would help minimize duplication of effort and maximize focus in virgin territory (how does that grab you!).

CELL 7

Operationalization of Evaluation Procedures and Instruments

1. Development of (open-ended and Likert instruments) for gleaning representative input about perceptions of progress from members of
   a) client groups
   b) expert judges
   c) program personnel

2. a. Generate a checklist of all milestones/decision points to assess how many have been serviced by evaluation and how many still should be serviced by evaluation.

   b. Devise a form which illustrates time and bugetary parameters allowable for each phase of development.

3. Criteria are established for assessing methodological adequacy.

4. Time checklist of scheduled completion of subtasks established and matched against products sent to evaluators.

5. Force field completed including (potential) barriers to program completion.

6. Checklist is generated which identifies alternative pre-programmed decisions in case of failure to meet criteria.

7. A questionnaire is generated which assesses decision making and delegation of responsibility and authority.

8. A mechanism (chart, for example) will illustrate a degree of parallel between actual developmental activities and data collection and recording activities.

CELL 8

Operationalization of Evaluation Procedures and Instruments

1. a) Establish mechanism for measuring negative side-effects by inviting two goal-free evaluators to go through the mock-ups and independently record all the unintended consequences that they forsee. (Due to financial constraints, the use of an Evaluation Center or U of M graduate student is recommended.)

   b) Compare the goal-free predictions with actual outcomes by interviewing (and setting snares for) several package participants after the first field test and document negative side-effects.

2. a) Follow the mechanisms above to measure positive side-effects.

   b) Set snares and ask package participants open-ended situational questions within the packages and document positive side effects using inter-judge reliability (e.g. given such and such a situation what variables would you seek out and avoid when building a relationship).

3. a) Establish mechanism for measuring the direct benefits of the 3 packages by using instruments within the packages to assess intended cognitive and behavioral outcomes. Behavioral objectives can be used as the guideline for these instruments.

   b) Measure the direct benefits of the packages by asking package participants to list the most valuable ideas and techniques they have learned from the package, aggregating and ranking their responses through a frequency count.

4. a) Measure the exportability of the packages by field testing the package at several sites with a hetrogeneous audience.

   b) Measure the exportability of the packages by administering a mock-up or rough developmental form of the packages as programmed materials (without a teacher) to a small control group, interviewing participants afterwards for comprehension.

   c) Create a checklist during embryomic development detailing (1) required (2) desireable (3) optional, ecological variables (as mentioned by Lippett) that can be programmed into the packages to enhance their exportability.

6. Provisions for assessing objective achievement should include the types of instruments mentioned in 3. a) above. Other provisions for assessment at the field test stage might include: in package role play situations with an observor recording achievement of performance objectives on a 1 to 5 rating scale; a post-session with a sample of package participants discussing in detail their individual perceptions of the packages; a pre-test, post-test format.

7. Institute unobtrusive measures to document the providing of useful information to decision-makers (i.e., Bruce, Ron H., Ron L., and Garry) from the developers. Information concerning potential discrepancies between goal attainment and goal expectation during the embryonic developmental stage could also be recorded unobstrusively.

FORMATIVE EVALUATION

DEVELOPMENT →

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NOTE: The shaded area indicates the section of the matrix which follows.

CELL 9

Implementation of Evaluation Procedures and Instruments

1. The evaluation of goals and objectives should be carried out during the July OSU visit.

2. If a questionnaire is constructed for determining the origin of goals, the rationale for choice, and the criteria used, it should be administered to members of the coordinating team and the task groups.

3. A checklist of resources should be filled out by the project coordinator in conjunction with the OSU team at the next meeting.

4. The instrument to collect perceptions of goal statements from participants on goal drift should be administered at the end of the field test.

5. The cluster-indicator instrument will be administered to the developers toward the end of the embryonic stage of development and to the participants in the field test.

CELL 10

Implementation of Evaluation Procedures and Instruments

1. Congruence of self-assessment with actual performance in production at the modular level could be assessed by each unit. Self-assessment could be combined with assessments by others in the group and the average checked against a pre-defined minimum standard. Anything below that minimum might necessitate a temporary tradeoff of personnel in order to accomplish specific tasks.

   The above should be carried out after the mockups are completed and the unit has had time to produce.

2. A list of resources, actual and desired, should be completed as soon as possible by the staff of each unit.

3. The Critical Path Analysis (or similar instrument) should be constructed as soon as possible so that it will influence the necessary flexibility needed for orchestrating completion.

4. The projected cost schedule and current expenditure listing should be constructed by the project coordinator as soon as possible and if necessary, revision in design should be made.

5. A group of individuals possessing some familiarity and sophistication with related instructional packages might collaborate to define the territory of the content area. This would result in a better understanding and focus of the package in relation to the field of change strategy.

CELL 11

Implementation of Evaluation Procedures and Instruments

1. Instruments to gain input on how the project is perceived as "going" could be administered by the evaluators to members of the coordinating committee and developers at the August 17th meeting.

2. a) Developers and evaluators refer to decision points checklist every two weeks after its creation.
   b) Developers and evaluators monitor form which illustrates time and budgetary parameters weekly.

3. The coordinating committee members could compare performance of developers to criteria for assessing methodological adequacy on August 17th and September 6th.

4. Evaluators and developers could monitor weekly progress of congruence between schedule of completion of subtasks and receipt of subtasks by evaluators.

5. A force field could be completed by the developers (with technical assistance of the evaluators) at next meeting to identify the most prominent barriers to progress.

6. Developers could refer to checklist of alternative pre-programmed decisions as a resource in case criteria are not met.

7. A decision making questionnaire could be administered to the developers and the coordinating committee members at the August 17th and September 6th meetings.

8. Bi-weekly reference will be made by the evaluators to a chart illustrating the parallel between actual developmental activities and data collection and recording activities.

CELL 12

Implementation of Evaluation Procedures and Instruments

1. & 2. a) The two goal-free (GF) evaluators (OSU and U of M graduate students not involved in the project) should be invited to go through each sub-team's materials in rough form at some time prior to the first field test. This activity will be arranged by the OSU team. The GF evaluators will study the materials at their own convenience, making marginal notes and providing oral feedback to Bruce. Bruce can relay any valuable insights about negative and positive side effects to the sub-teams.

3. Instruments to measure direct benefits of the packages should be constructed by each of the UM sub-teams for their individual packages prior to the first field test. If desireable the OSU team will assist in the initial resource search of existing instruments and review and revise the UM instruments.

5. The checklist of ecological variables will be compiled by a small task force from the OSU and UM teams working with Ron Lippitt.

7. Implementing unobtrusive measures can be accomplished throughout the developmental process by both teams.

FORMATIVE EVALUATION

DEVELOPMENT →

EVALUATION ↓

	Goals	Designs	Implementation	Results
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NOTE: The shaded area indicates the section of the matrix which follows.

CELL 13

Feedback Mechanisms and Use of Evaluation Data

A. Feedback mechanisms (See statement of evaluation policies, Sec. 1.6)

B. Use of evaluation data.

1. The evaluation team will inform developers about mismatch between their abstract goals and some implicit commitments of their materials.

2. If there are abstract goals which have not been attained the evaluator needs to pick up the missing element.

3. During this final stage the developer should have minimal degrees of freedom in regard to altering interpretation of results.

CELL 14

Feedback Mechanisms and Use of Evaluation Data

A. Feedback mechanisms (See statement of evaluation policies, Sec. 1.6)

B. Use of evaluation data.

1. Use of evaluation data-information regarding a spectrum of potential design strategies would be
    a. reviewed
    b. synthesized
    c. evaluated

   in regard to a specific set of criteria designed to determine how to optimally utilize project resources to meet project goals. Ultimately, decision makers will use this information for coming up with a suitable procedure for implementing a selected strategy.

2. An analysis of one or more procedural designs is recommended utilizing either
    a. a cost/benefit assessment
    b. a force field assessment

3. Interpretation of results should not be subject to modification by the developer.

CELL 15

Feedback Mechanisms and Use of Evaluation Data

A. Feedback Mechanisms (See statement of evaluation policies, Sec. 1.6)

B. Use of Evaluation Data

1. Assist program developers to use process data. Examples of process data include processed judgements from various involved persons; recommendations from the OSU team; etc. Process data can be used to modify either
   a. actual activities
   b. program design

   Related to the above examples, suggestions for modification techniques include: reviewing results from judgement instruments as to their usefullness to program developers; reviewing recommendations from the OSU team as to their usefullness, timeliness, and comphrensiveness to the UM team.

2. Assist program developers to use information accumulated from establishing mechanisms and instruments by
   a. providing feedback at <u>timely</u> intervals when needed for
      (1) removing procedural barriers
      (2) providing preprogrammed decisions

   b. providing feedback at <u>regular</u> intervals (bi-monthly) for
      (1) completely describing actual program activities in terms of major milestones met, resources used, and synchronization of recording and developmental activities.
      (2) identifying and assessing the discrepancies between actual procedures specified in the original program design.

CELL 16

Feedback Mechanism and Use of Evaluation Data

A. Feedback mechanism (see statement of evaluation policies, Sec 1.6)

B. Use of evaluation data.

1. Due to extreme temporal and budgetary constraints, evaluation activities, regarding the interpretation of results, can most appropriately be described as a hybrid formative-summative focus. The formative principle of not needing to prove anything during embryonic development and spending time only exploring and experimenting is a luxury this project cannot afford.

1.1 <u>Formative</u>

Unlike the *"goal-free evaluator," the evaluation staff will be utilizing information to inform developers on the presence of a mismatch between their abstract goals and the implicit commitment of the prototype (substantive materials) package.

1.12 To pick up side effects the developers have overlooked and to be able to identify some promising practices.

1.121 May have to point out a need for "gear shifting" based on the above.

1.2 <u>Summative</u>

1.21 Determining the extent to which intended goals have been achieved (i.e. feedback about the relative merits of the project judged comprehensively and emperically). Goals, of course, are paramount for effective planning and implementation--one of the commandments of evaluation (Moses, 1972--A direct communication).

1.22 Examination and interpretation of possible discrepancies between intended and actual outcomes. A possible check list for missing elements including some of the following:

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*The goal-free approach is precluded by the fact that the evaluators have already been locked in to a "set" toward the projects goals.

a. degree to which the product meets the whole problem
b. degree to which the product clearly and directly related to the stated problem
c. degree to which impact has been realistically forcasted

OSU EVALUATION DESIGNS

NOTE: The questions in this section SYSTEM'S ANALYSIS OF MATERIALS can be used before and after the pilot test and field test for 2 purposes:

(1) to analyze the 3 modules before the first class for adequacy, comprehensiveness,goal drift, clarity, economy, etc.

(2) to analyze the 3 modules after the pilot and field test classes for systemmatic revision in the light of how the modules held up in actual pratice.

The SYSTEMS ANALYSIS OF MATERIALS questions can be used by the developers, a panel of experts (eg. Havelock, Wals, and Lippett), and an outside review panel who are not familar with the materials.

Analysis of Materials (#2 and #15)

1. Does the module contain all that it should according to the initial goal statements?

2. Has all irrelevant material been eliminated? (that which is neither included in the goal statements, nor fills any clear cut educational function in relation to the goals)

3. Are any areas given unreasonably large or unreasonably small coverage in relation to goal statements?

4. In your judgment, is the content free from factual error?

5. Are the procedural instructions for the trainee complete, clear, and easy to follow?

6. Is there a systemati attempt to establish connection between the student's past experiences and concepts and the new knowledge and skills being introduced in the package?

7. Are there sufficient activities for application and clarification?

8. Are the examples given sufficiently varied so that the student does not get a wrong or one-sided picture of the concept being taught?

9. Is the information appropriately placed, so that, for instance, information is not given after a response request has been made?

10. Can the trainee assessment devices be answered on the basis of the information the student has received?

11. Does the module activate a variety of response behaviors from the trainees for the purpose of assessing cognitive and affective domains?

12. Is the trainee given an opportunity to work on problems which require operating on several concepts or principles at the same time?

13. Does the mddule give the trainee an adequate initial organization ("Gestalt in advance") as well as an adequate final organization ("final Gestalt, e.g. by means of "properly structured revision")?

14. Are there adequate feedback devices that help the trainee to brush up his knowledge or recycle within specific areas of information if needed or desired?

15. Does the difficulty level appear to be adapted to a particular audience?

16. Is the meaning of new terms defined clearly upon introduction?

17. Is the general layout of the module both educationally appropriate and economically defensible?

18. Are the procedural instructions for the trainer complete, clear, and easy to follow?

Directions for use of the Semantic Differential

Fill out the scales in relation to the term or concept which is underlined at the top of each page.

Here is how you are to use these scales:

If you feel that the term is very closely related to one or the other end of the scale, you should place your check-mark as follows:

fair__X__:_____:_____:_____:_____:_____:_____unfair

or

fair_____:_____:_____:_____:_____:_____:__X__unfair

If you feel that the term is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

good_____:__X__:_____:_____:_____:_____:_____bad

or

good_____:_____:_____:_____:_____:__X__:_____bad

If the term seems only slightly related to one side as opposed to the other side (but it is not neutral), then you should check as follows:

nice_____:_____:__X__:_____:_____:_____:_____:awful

or

nice_____:_____:_____:_____:__X__:_____:_____awful

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the term you are judging.

If you consider the term to be neutral on the scale, both sides of the scale equally associated with the term, then you should place your check-mark in the middle space:

nice_____:_____:_____:__X__:_____:_____:_____awful

IMPORTANT:
(1) Place your check-marks in the middle of spaces, not on the boundaries.
(2) Be sure you check every scale--do not omit any.
(3) Never put more then one check-mark on a single scale.

Change Agents

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
a)	Necessary	___	___	___	___	___	___	___	Unnecessary
b)	Flexible	___	___	___	___	___	___	___	Inflexible
c)	Distrust	___	___	___	___	___	___	___	Trust
d)	Restrictive	___	___	___	___	___	___	___	Permissive
e)	Important	___	___	___	___	___	___	___	Unimportant
f)	Approach	___	___	___	___	___	___	___	Avoid
g)	False	___	___	___	___	___	___	___	Genuine
h)	Passive	___	___	___	___	___	___	___	Active
i)	Irresponsible	___	___	___	___	___	___	___	Responsible
j)	Successful	___	___	___	___	___	___	___	Unsuccessful

Me as a Change Agent

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
)	Flexible	___	___	___	___	___	___	___	Inflexible
)	Inadequate	___	___	___	___	___	___	___	Adequate
)	Like	___	___	___	___	___	___	___	Dislike
)	Hard	___	___	___	___	___	___	___	Easy
)	Clear	___	___	___	___	___	___	___	Confusing
)	Tense	___	___	___	___	___	___	___	Relaxed
)	Light	___	___	___	___	___	___	___	Heavy
h)	Impersonal	___	___	___	___	___	___	___	Personal
i)	Strange	___	___	___	___	___	___	___	Familiar
j)	Approach	___	___	___	___	___	___	___	Avoid

Improvement of Education by Change Agents

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	
a)	Negative	___	___	___	___	___	___	___	Positive
b)	Important	___	___	___	___	___	___	___	Unimportant
c)	Free	___	___	___	___	___	___	___	Constrained
d)	Slow	___	___	___	___	___	___	___	Fast
e)	Lenient	___	___	___	___	___	___	___	Severe
f)	Difficult	___	___	___	___	___	___	___	Easy
g)	Clear	___	___	___	___	___	___	___	Confusing
h)	Near	___	___	___	___	___	___	___	Far
i)	Restrictive	___	___	___	___	___	___	___	Permissive
j)	Adequate	___	___	___	___	___	___	___	Inadequate

NOTE: OPENENDED Questions probe trainees' attitude toward the materials through asking them for suggestions to improve the materials. These questions should be used after each section or unit during pilot and field test classes while the activities are fresh in the trainees' minds. Questions will be useful for the revision of materials.

Note: The WORKSHOP GOALS instrument can be used to measure goal drift for each unit or session of instruction.

Openended Questions

1. What would you suggest to help the content in this section of the workshop become more clear and understandable?

2. What would you suggest to help the various steps to flow more logically and easily?

3. What would you suggest to make this section of the workshop more interesting?

4. What did you like most about this section of the workshop?

5. What did you like least about this section of the workshop?

6. General impressions, comments:

Gaining Acceptance Checklist

Yes ___ No ___ 1. Can you identify and describe the stages of an innovation before and after gaining acceptance?

Yes ___ No ___ 2. Can you define acceptance in terms of the sequential processes which it includes?

Yes ___ No ___ 3. Can you select and justify a communication strategy based on needs articulated by a client system.

Yes ___ No ___ 4. Can you explain the process how individuals and groups accept innovations?

5. Can you think of at least 6 ways to foster the gaining acceptance process on the:

Yes ___ No ___ individual level?

Yes ___ No ___ group level?

Yes ___ No ___ system level?

Yes ___ No ___ 6. Can you readily apply information gleaned from "change" articles to your own back home situation?

Yes ___ No ___ 7. Can you list and prioritize barriers to communication in terms of their seriousness after listening to taped or live role-play?

Yes ___ No ___ 8. Can you develop mechanisms to overcome the most serious barrier listed?

Yes ___ No ___ 9. Can you identify the characteristics of innovators within an organization?

Yes ___ No ___ 10. Can you make use of innovators within an organization?

Yes ___ No ___ 11. Can you identify characteristics of a resistor?

Yes ___ No ___ 12. Can you plan strategy for dealing with resistors?

Yes ___ No ___ 13. Can you identify types and characteristics of opinion leaders?

Yes ___ No ___ 14. Can you make use of opinion leaders in gaining acceptance of an innovation?

Yes ___ No ___ 15. Can you plan a strategy of adaptation for an innovation in order to bring about acceptance?

Yes ___ No ___ 16. Can you plan an effective communication strategy for gaining acceptance?

17. Can you make effective use of the following mediums?

Yes ___ No ___ workshops?

Yes ___ No ___ discussions?

Yes ___ No ___ oral presentations?

Yes ___ No ___ 18. Can you orchestrate multiple forms of media?

Yes ___ No ___ 19. Can you demonstrate flexibility in strategy in order to facilitate acceptance of an innovation?

DIRECTIONS: Place a check (√) beside the skills and competencies which you now have.

Building a Relationship Checklist

1. Can interview self - asking probing questions about:

_____ (a) own role

_____ (b) own values

_____ (c) own boundaries

_____ (d) own knowledge

_____ (e) own skills

_____ (f) own decision-making process

2. Can own information about self received from others.

_____

3. Can exhibit supportive interpersonal skills in a role-play situation, including:

_____ (a) paraphrasing

_____ (b) empathetic listening

_____ (c) non-verbal: open body posture, maintaining eye contact

_____ (d) giving and receiving positive feedback

4. Can exhibit confrontation skills in a role-play situation:

_____ (a) frank about own values, boundaries, and feelings

_____ (b) accepts criticism

_____ (c) can probe effectively

_____ (d) give and receive useful negative feedback

5. Can define a variety of Client Systems

_____

6. Can define various Change Agent roles listing positive and negative factors for each role.

_____

7. Can draw up a time table for a given change situation.

____

8. Can effectively search out informal information about client system from a variety of sources.

____

9. Can list important environmental variables to consider at a "first meeting" with client.

____

10. Can use the following tools to clarify or monitor a Client System - Change Agent relationship.

    ____ (a) skills and competencies checklist

    ____ (b) force field analysis

    ____ (c) brainstorming

    ____ (d) third party intervention

    ____ (e) stop sessions

    ____ (f) interpersonal skills pool

11. Can set up a data gathering mechanism for pre-assessment of client system.

____

12. Can use formal and informal information about client system when making decisions.

____

13. Can utilize "stop sessions" during role-play to generate alternative courses of action.

____

14. Can formulate a tentative contract with various clients.

____

15. Can name variables that influence change agent - client contract.

____

16. Can state common problems of entry and re-entry for a variety of change settings.

____

17. Can describe inhibitors and facilitators for a change agent working inside a system.

____

18. Can describe inhibitors and facilitators for a change agent working outside a system.

____

19. Can name and role-play different kinds of authority roles.

____

20. Can describe and role-play possible client reactions to different authority roles.

____

21. Can describe how to implement a support base in given settings.

____

22. Can list cost-benefits of working alone in given settings.

____

23. Can conduct a post-assessment of change agent - client interaction including:

____ (a) clarification of goals and norms at work in client system

____ (b) trust and power relationship between change agent and client

____ (c) needs/expectations of client and change agent

____ (d) blocks - problems - progress

(continued)

_____ (e) hidden agendas

_____ (f) manipulative techniques

_____ (g) use of resources

_____ (h) degree of mutual commitment

24. Knows Roger's rule for conflict situations.

_____

Background Information

Participant: ______________________________

Address: ____
Street City State Zip

Position: ______________________________

Highest Academic Degree: ______________________

Organization: ______________________________

Please Circle One:

Age: under 20 20-30 30-40 40-50 50-60 over 60

Sex: M F

Present Role:

- Faculty Member
- Evaluator
- Program/Project Director
- Educational Researcher and/or Developer
- Student
- Educational Administrator
- Educational Sales
- Curriculum Specialist
- Dissemination Specialist
- Educational Counselor
- Outside the Field of Education
- Other: ____________________ Specify

Type of Organization:

- State Department
- Research and Development Center
- School District
- Publishing Firm
- University or College
- Federal Government
- School
- Other: ____________________ Specify

Have you generally been successful as a change agent:

very successful successful unsure/not applicable unsuccessful very unsuccessful

Gestalt Statements

Note: This instrument can be used as a "red light", exposing the need for a class negotiation session or as a "sounding board" for positive and negative feelings about what is going on. To be most effective, this instrument should be used after each unit (every hour and a half or two hours). The results should be posted on butcher paper on the walls of the room.

Gestalt Statements

Directions: Complete the following statements. Give your gut-level reaction to any aspect of the session.

I feel

I appreciate

I resent

I want

I learned

I plan

I wish

NOTE: The next two Instruments: GROUP NORM INSTRUMENT & RATING GROUP SESSION*

can be used when the class breaks into "small" groups to:

1. analyze reading material
2. negotiate class activities to make them more applicable to own situation
3. conduct panel discussions
4. "Back Home" action plan
5. plan stratigies for "Conflict in Communication" tape or other simulations

The GROUP NORM INSTRUMENT should probably be used the first time the class breaks into small groups. It tends to set up norms for group behaviors.

The RATING GROUP SESSION INSTRUMENT can be used most effectively after a small group planning session (eg. simulation or back home).

* Fox, Jung, Schmuck, etc. DIAGNOSING THE PROFESSIONAL CLIMATE OF YOUR SCHOOL and RESEARCH UTILIZING PROBLEM SOLVING .

Group Norm Instrument for Class Negotiation Sessions

Consider what usually or typically happens during a class negotiation session. For each of the items below, put one of the following numbers:

+3 This is very typical of these sessions
+2 This is fairly typical of these sessions
+1 This is more typical than not
-1 This is more untypical than typical
-2 This is quite untypical
-3 This is not typical at all

(For scoring leave blank)

_____ 1. _____ When problems or differences of opinion come up in the session, they are thoroughly explored until everyone understands what the problem is.

_____ 2. _____ The group discusses the pros and cons of several different alternative solutions to a problem or courses of action.

_____ 3. _____ Decisions are often left vague--as to what they are, and how they will be carried out.

_____ 4. _____ The same few people seem to do most of the talking during the session.

_____ 5. _____ Some very creative ideas and solutions come out of this group.

_____ 6. _____ When conflicts over decisions come up, the group does not avoid them, but really stays with the conflict and works it through.

_____ 7. _____ The results of the group's work are not worth the time it takes.

_____ 8. _____ People feel antagonistic or negative during the session.

_____ 9. _____ Solutions and decisions are in accord with the trainer's or leader's point of view, but not necessarily with the class members'.

_____ 10. _____ The discussion goes on and on without any decision being reached.

Rating of Group Session

Instructions: Circle the number on each scale which comes closest to being your assessment of the session just completed.

1. How clear were you about your membership role in the session?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Completely confused	Clear on some things, confused about others	Completely clear

2. How completely did you share your ideas in the session?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

I did not share any of my ideas	I shared about half of my ideas	I completely shared every idea that occurred to me

3. To what extent were your efforts to influence the session successful?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Nothing I did had any influence on the group	About half of my attempts influenced the group.	I strongly influenced the group every time I tried

4. How clearly did you communicate your positive and negative feelings when you were aware of them?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not at all--no one knows how I was feeling	I communicated to them clearly half of the time	Completely clear to everyone

5. How clear were you about how others were feeling during the session?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

I had no idea about how anyone felt	I was clear about half of the group	I knew exactly how everyone felt

6. To what extent did the class benefit from the unique contribution of each person in it? (By virtue of his role in the system, training, exerpei nce, etc.)

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not at all--no real benefit from anyone	About 50-50	Completely benefited from everyone in the group as much as possible

7. To what extent did the class work at discovering how your unique background and role could contribute to what was going on?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

They didn't find out anything about me that would have helped	They got about half of the contribution I could have made	They found out everything about me that could be of any help

8. How productive was the work of the session?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Completely unproductive--nothing worthwhile	About half as productive as we could have been	Very productive--as much as possibly could have been done

9. How creative was the plan produced? (For example, actively testing and building on each other's ideas)

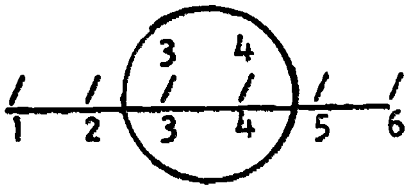
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not creative at all--the plan came out of the lowest common denominator of ideas from the group	About 50-50	Extremely creative plan--is better than anyone could have come up with alone

Composite Rating of Group Session

Instructions:

1. Record the ratings on this chart as each individual reports his ratings for each item.
2. Circle the point on each scale where the largest number of ratings occur. For example, if two consecutive numbers each have three ratings, circle both numbers.



3. Connect the circles with a line, producing a profile of your group work during the planning session.

1. 1 2 3 4 5 6 7 8 9 10 11 12

2. 1 2 3 4 5 6 7 8 9 10 11 12

3. 1 2 3 4 5 6 7 8 9 10 11 12

4. 1 2 3 4 5 6 7 8 9 10 11 12

5. 1 2 3 4 5 6 7 8 9 10 11 12

6. 1 2 3 4 5 6 7 8 9 10 11 12

7. 1 2 3 4 5 6 7 8 9 10 11 12

8. 1 2 3 4 5 6 7 8 9 10 11 12

9. 1 2 3 4 5 6 7 8 9 10 11 12

NOTE: The FOLLOW-UP QUESTIONNAIRE and RATING YOUR ORGANIZATION instrument should be mailed to each trainee anywhere from 1 week to 3 months after the workshop. The purpose of the two instruments is to find out how much the trainees are using change agent skills gleaned from the workshop in their home organizational setting.

Follow-Up Questionnaire

1. How often have you used information, techniques, or skills learned at the ______________________________ Workshop, attended __________ _____, 1972?

   a. frequently

   b. occasionally

   c. rarely

   d. never

2. Has your attitude about the role of the change agent changed as a result of the workshop?

   a. significantly changed in a positive direction

   b. has not changed significantly

   c. significantly changed in a negative direction

3. Do you find the new information you have learned from the workshop applicable to your organizational setting?

   a. yes - in many situations

   b. yes - in a few situations

   c. not yet

   d. no

4. If you have found any of the information, skills, or techniques taught in the workshop useful, please list them below.

RATING YOUR ORGANIZATION

DIRECTIONS: The following statements refer to the organization where you are acting as a change agent to get a particular innovation installed. Indicate how much you agree or disagree with each statement according to the following scale:

SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agr

1.	The clients are clear about the innovation.	SD	D	N	A	SA
2.	The clients have been given sufficient training and practice to use the innovation easily.	SD	D	N	A	SA
3.	The leadership in the client system builds and maintains motivation toward use of the innovation.	SD	D	N	A	SA
4.	The organizational arrangements are compatible with the innovation.	SD	D	N	A	SA
5.	The clients have necessary equipment and materials to use the innovation.	SD	D	N	A	SA
6.	The clients have been given adequate help in understanding their new roles as demanded by the innovation.	SD	D	N	A	SA

(circle one)

This checklist can be used for assessing the summative evaluation report. Since we are somewhat co-opted from doing the summative evaluation (we did the formative evaluation and provided instruments for the packages) these guidelines could be used to focus the efforts of the individual(s) doing the summative evaluation.

Reference Paper
Experimental Sch
Evaluation Con
Boulder, Dec.,

A CHECK LIST FOR RATING AN EVALUATION REPORT

This check list can be used to examine the report of an evaluation of an educational program to see if the report provides complete and useful information.

	Well Stated	Needs Better Statement	Not Stated	Not Applicable
Area I—THE EVALUATION ITSELF				
A. Audiences to be served by the evaluation				
B. Decisions about the program, anticipated				
C. Rationale, constraints, bias of evaluators				
Area II—SPECIFICATIONS OF THE PROGRAM BEING EVALUATED				
A. Educational philosophy behind the program				
B. Subject matter to be taught				
C. Learning objectives, staff aims				
D. Instructional procedures, tactics, media				
E. Students: biography, readiness, goals, etc.				
F. Instructional and community setting				
G. Standards, bases for judging quality				
Area III—PROGRAM OUTCOMES				
A. Opportunities, experiences provided				
B. Student gains and losses				
C. Side effects and unexpected bonuses				
D. Costs: cash, resources, work, morale				
Area IV—RELATIONSHIPS AND INDICATORS				
A. Congruence between intent and actuality				
B. Contingencies, causes and effects				
C. Trend lines, indicators, comparisons				
Area V—JUDGMENTS OF WORTH OF THE PROGRAM				
A. Value of outcomes, different points of view				
B. Relevance of objectives to needs				

Readability of report_______________

Usefulness of evaluation information gathered_______________

Comments:

Stake
10/70

UM TEAM

EVALUATION DESIGNS

FOR SITE TESTING

A-75/A-74

EVALUATION

The items listed below are intended to be polarized pairs of items. Please check the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY	
Reached expectations							Missed expectations
Personally rewarding							Personally unrewarding
Not helpful to work							Helpful to work
Involving							Not involving
Boring							Interesting
Not affecting my behavior							Affecting my behavior
Enjoyable							Not enjoyable
Creating new awareness							Not creating new awareness
Not encouraging action							Encouraging action
Organized							Disorganized/overorganized
Producing new ideas							Not producting new ideas
Poor utilization of resource staff							Good utilization of resource staff
Innovative design							Typical designs
Good utilization of MY resources							Poor utilization of MY resources

I. What things did you like best bout the conference?

II. What things did you like least about the conference?

III. What features, from this program were helpful and should be continued in future programs?

IV. What features were not useful and should be dropped or drastically modit in designing future programs?

V. Any other comments you wish to make, i.e., setting material, trainers, etc?

Gestalt Statements

Directions: Complete the following statements. Give your gut-level reaction to any aspect of the session.

I feel

I appreciate

I resent

I want

I learned

I plan

I wish

APPENDIX B

EVALUATION AND FEEDBACK
FROM EDCAMM FIELD TESTS

The summaries of each field test are included in this appendix. The forms presented in the beginning are an example of the instrument used for evaluating each test.

EVALUATION

The items listed below are intended to be polarized pairs of items. Please check the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY	
Reached expectations							Missed expectations
Personally rewarding							Personally unrewarding
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I. What things did you like best about the conference?

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III. What features from this program were helpful and should be continued in future programs?

IV. What features were not useful and should be dropped or drastically modified in designing future programs?

V. Any other comments you wish to make, i.e., setting material, trainers, etc.?

Gestalt Statements

Directions: Complete the following statements. Give your gut-level reaction to any aspect of the session.

I feel

I appreciate

I resent

I want

I learned

I plan

I wish

FIELD TEST I: Royal Oak Public Schools
Royal Oak, Michigan

Audience: A group of 30 trainees, public school teachers, administrators, State Department of Education personnel and intermediate school district supervisors.

Location: Camp High Scope, Clinton, Michigan (a rural camp setting).

Time Design:

	Day One	Day Two
A.M.	Module I	Module III
P.M.	Module I & II	Module III
Evening	Module II	

Royal Oak Workshop
Jan. 19-20, 1973 - Camp High Scope

EVALUATION

he items listed below are intended to be polarized pairs of items. Please
heck the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY		
eached expectations	23	2					Missed expectations	
ersonally rewarding	22	2					Personally unrewarding	
ot helpful to work	2				1	22	Helpful to work	+
nvolving	22	1				2	Not involving	
oring					1	23	Interesting	+
ot affecting my behavior	1				6	18	Affecting my behavior	+
njoyable	20	3				1	Not enjoyable	
reating new awareness	18	4					Not creating new awareness	
ot encouraging action	1					24	Encouraging action	+
rganized	21	2				1	Disorganized/overorganized	
roducing new ideas	21	3					Not producing new ideas	
oor utilization of resource staff	3				1	21	Good utilization of resource staff	+
nnovative design	17	7	1				Typical designs	
ood utilization of MY resources	18	6					Poor utilization of MY resources	

N = 25

I. WHAT THINGS DID YOU LIKE BEST ABOUT THE CONFERENCE?

Application of change process to LET and/or our own problems. STAFF! Really neat!

Sunday Sessions - Brain storming

I liked the methods used to present material, the staff's rapport with their clients, and the setting

Putting process into action in terms of our own situations

Speed - but not too fast - personal

The brainstorming. The small group action planning

Interaction. Practical application. Personalities of ISR staff

Informality. Involvement of group

Ideas on how to accomplish something. The organization with which I can do something. The way things moved. Being able to transfer new ideas to my back-home situation.

Brainstorming sessions concerning LET. Small group work. Actual application of material in individual school groups.

Involvement - input with chance to try

Role playing - games - developing a plan using the change agent's process

Terrific group leaders - pacing - techniques for future use

Being involved in the change process and group interaction

Being involved. Not being lectured to! No feeling of pressure. I felt very comfortable. The pace was excellent - Held my attention and interest.

I learned a great deal about, not only the people I work with at school, but about the people I am working with in this program. It changed my attitude of mild pessimism to optimism. Participation in and practicality of all aspects.

The method of presenting information, group work and presentation through the newsprint. I was impressed by the E.D.C.A.M. staff.

The brainstorming. The role playing. The presentation by Bill that got us moving toward the concrete and a plan of action and his help in summarizing and tying together.

People - running the conference and people from my school I just discovered. Practical techniques: force field, newsprint.

The people. The team of Rooney & Shaw are talented, warm individuals. Bill Morris fits your team - (compliments I guess)

The very specific clarity of directions and goal and efficiency to meet these things

The interplay between people, the pace, the atmosphere, the convergence on objectives.

II. WHAT THINGS DID YOU LIKE LEAST ABOUT THE CONFERENCE?

Sometimes almost too organized - Maybe trying to cram 3 days into 2!

Stages 1-6 beat them to death.

None

Not enough time totally

Slide Tape Production

No negative comments

Timing of sessions

I am exhausted!

I enjoyed the entire process every session - honestly.

The cafeteria - perhaps because we were tired

Nothing

Time. Too short to absorb as much as I could have. Saturdays sessions were begun in exhaustion.

I would have liked more experience with developing observor skills.

Bill's snoring

Pace might have been a little long sometimes - bet 3 days is better.

The afternoon session was important and had to be done from a wasted and tired frame of mind.

The break in the action at 3:00 yesterday without coming back to pick up that thread

The pressure of time

Going beyond 4:30 p.m. on Friday. Perhaps giving your evaluation right after lunch so that we could spend more time on it rather than yelling

There were times when it might have helped to split up some sessions with a 10 minute break.

The extremely fast pace - due to having to face great accomplishment into little time.

III. WHAT FEATURES, FROM THIS PROGRAM WERE HELPFUL AND SHOULD BE CONTINUED IN FUTURE PROGRAMS?

Focus on our problems! Changing membership in small group situations - we need exposure to all points of view - not just our own little circle.

Establishment of working relationships

The use of slides, the timing on individual and group participation role playing, explanation of where material came from, i.e. the Gant calendar.

Learning to organize according to a process.

Involvement of participants

Informality, rapid pace, technique of demonstration followed by performance assignment.

The design of change process. Building relationships. Task analysis

Overview of intro. caf. style reactions (Friday p.m.). Bill Morse

How to organize a program of change (all organ. ideas). The involvement of the U of M staff with ours. The "newsprint". Using the change process to deal with the problem of the people involved.

Application of concepts with help of resource people.

Involvement input with chance to try.

Role playing. Discussion groups. Planning. Newsprint.

Instant feedback - techniques for planning.

All.

Brainstorming idea. This idea was a new one to me. Lots of group work - this was a help.

Informality, practical application of materials presented, our participation in the ideas.

All the features were helpful.

Brainstorming. Role playing - especially taking the other persons (opposite) point of view. Action plan group work technique.

Practice in stages of change process. Actual application of steps to project. Working with actual work group. Those aids to communication activites i.e., process observer. Rap session.

Theory to action - use of newsprint to keep things before the eyes. Use of sharing techniques among units.

The clarity of direction.

The pace and directness toward goals.

The method of "reporting" back from groups was particularly good.

Explanations of GNAT charting used various methods of strategy.

In our group discussions it was helpful to have someone objective to listen and point out things we couldn't see.

Role playing to analyze relationships. Applying concepts and processes to our individual teaching situations.

IV. WHAT FEATURES WERE NOT USEFUL AND SHOULD BE DROPPED OR DRASTICALLY MODIFIED IN DESIGNING FUTURE PROGRAMS?

None

Stages 1-6 less time.

None

Managerial role playing.

None

Delivery system (methodology). Better coordination with slide/tape presentation. Less use of newsprint for standardized content - ex. Gant charts

All was useful, but <u>don't</u> <u>add</u> <u>more</u> slides and tapes.

<u>Food</u>!

Honestly, I enjoyed it all.

Program should be longer. More time to absorb the ideas.

I feel all features were useful and should not be dropped.

Perhaps more tapes of role playing scores or resistance to change and then react to them (open ended type to continue) and comment or moderation and technique used to break or deal with resistance.

I found all features useful.

The group process topics and tactics in the after dinner session were mediocre in light of existing techniques to meet the objectives.

The cafeteria games were not as relevant or useful.

I don't like listening to tapes - but then again, it does provide variety. Cafeteria did not have enough options.

8:15 breakfast.

The "cafeteria" was somewhat confusing but possibly we were just weary.

V. ANY OTHER COMMENTS YOU WISH TO MAKE, I.E., SETTING MATERIAL, TRAINERS, ETC.?

This is the best most achieved conference (and most pleasurable) I've attended in 20 years of teaching!

Overall - AOK

Trainees very helpful. Needed more blankets - it was cold! Liked the "cafeteria".

Good, positive personalities

I can see where we were presented with a great amount of material. Perhaps too much for the time that was available.

Will we receive feedback that Todd has prepared?

It's good to "get away from it all" and concentrate on the job to be done.

The Saturday P.M. identifying what LET was and have to bring about very beneficial.

Thank you - most informative - creative, very competent.

This was all good.

Excellent materials - organized. Trainers came across as feeling "they really cared".

The trainers were excellent. They guided but did not push. They were interesting, creative, but not overbearing!

One comment on the staff who I am glad I met. They are wonderful people, understanding and I thank them for their assistance.

There should be more descriptive detail for setting up the role playing situations.

Nice setting. Trainers were friendly, helpful, and well-organized.

Keep me informed about what happens to your project. I might be interested if you set up a training program for trainers (Diane Stuart, 595 E. Troy, Ferndale, Michigan 48220).

I see the reason for a 3 day conference. Its a lot in the space of time we had. I regretted having to go to sleep. I wanted to keep going.

I was particularly helped by receiving a systemized process for problem solving in many dimensions of my group and personal life.

I would do it again next week. Jean is a great leader with intensity that is contagious.

The trainers seemed to complement each other. Each had different kinds of things to offer.

Explanation at the start of the stop action technique. I think that this is highly important for feedback.

I thought the trainers were all very good. They became part of the group and knew how to offer advice without dictating and pull some of the answers out of us.

The enthusiasm of the training team was contagious.

I FEEL:

Like I can really use it.

That I have spent a very useful 30 hours.

Good/Tired.

Good. Relaxed and invigorated - have new expectations, realistic approaches.

A sense of accomplishment and a desire to continue with what I have begun.

Great. I feel like I learned a tremendous amount and that I have established much better relationships with the people on the LET team.

Excited about the possibilities of utilizing this process for LET.

Good about - more confident about my role.

Right now that we are all committed - I'm afraid this may diminish - but I hope not.

As if I'm headed in the right direction - put on course.

Satisfied - I believe our school is "off-the-ground" finally on LET program.

Good about the last 36 hours.

Great! It was a rewarding weekend.

Completely satisfied that we have begun an excellently planned work method for our project and that we have a long way to go.

More directed towards my task.

As though much has been accomplished.

Great, but somewhat overwhelmed by the tasks yet to be accomplished.

I FEEL (continued)

Good about having come - but physically very tired and fogged out.

Better and Better.

More able to implement change.

Satisfied that something has been accomplished and I played an important part in it.

Much better about my involvement in the LET program.

Exhausted and brain weary, but have many thoughts to sort out within the next few days and weeks.

Very tired, but high! Ready for Monday - that's not usually the situation.

I APPRECIATE:

Your hard work and involvement.

The personal approach.

Your <u>sincere</u> interest in the audience.

Some people in ways that I didn't have an awareness of before and feel more effective, helpful and helped.

The time and effort put forth by all parties involved.

The help we received from resource people and the opportunity to get to know them a little bit.

Other points of views - and dedication to something we're all going to have to work together on.

Your time and concern and your competency

The dedication of the people involved in the project.

The opportunity to work in this group situation - the sincereity of the "Change Process" team - you're great!! Getting to know LET team on a personal basis.

The way the trainers presented their materials and quickly involved us.

The planning that was involved and the work it took in the organization of this conference.

The people I work with and the people I met.

The way in which the "Change Process" staff presented their material and worked with individual Royal Oak staff members.

Your help and guidance.

The opportunity to work with 25 other people.

The opportunity to participate and to build relationships with participants.

The exposure to a fine program and involvement in an exciting experience.

I APPRECIATE (continued)

The task oriented approach.

The presentation and the personal approach taken by the change instructors.

Jean, Bruce & Bill.

The help we received this weekend.

All the preparatory work that was done so that so much could be accomplished in a short time.

The new knowledge.

I RESENT:

Nothing.

Nothing.

Hangovers for a brief time.

The fact that we'll have to go back to classrooms until Thursday - I'd like to continue (after a good night's sleep).

Nothing.

That our whole staff couldn't have been here.

The short time one had in change process

The fact that my staff couldn't be here - why can't there be more money in the world?

The limited time.

Nothing.

Not having enough time and energy.

Nothing.

Nothing.

My own attention span at times.

Nothing now.

That you can't be part of our program.

All meetings couldn't be this informal and productive.

Teachers and resource people literally having to beg for time and support for this type of program - therefore it had to be crammed into a short length of time.

I WANT:

To use this stuff in other ways.

To return to my building and get to work on bringing about change.

Evaluation at a late date - of success in change process.

Love, adventure and progress for folks.

To keep up the enthusiasm and commitment I feel now.

To make the LET program work in Royal Oak.

To get started!

Success of LET.

Some sleep.

To make use of the techniques learned here to keep on course with LET and also as a tool for implementation of future efforts.

To even delve further and utilize some of the techniques in other areas.

To go home now and do some thinking, absorbing and relaxing by myself.

To be able to follow through on new ideas.

To continue working on this as soon as possible so that this work is not wasted.

To work and put this process into practice.

To continue working with this group.

To be able to implement what we have learned regarding the change process.

To be successful in applying some of principles and things learned and see change and growth take place.

The ideal.

To go home. I'm tired.

To change many things.

I WANT (continued)

to thank you all very much. Also I'm finally getting excited about being in LET. Now there seems hope.

To keep the same spirit alive that began here and to build on the relationships developed.

A chance to clear my head for a few hours - to "get it together".

I LEARNED:

It wasn't learning so much as a way to put it all together.

A lot.

Much.

More than I am aware of yet.

What the change process is and how to organize my job in the change process.

Where I am and where I should begin to go.

A lot!

More about myself - How to act and react to people. The essence of a change agent.

That change is possible - if systemized.

Decision making techniques and planning techniques - also things about myself and others with whom I'll be working.

Some possible new ways of doing things.

One heck of a bunch of things.

To try to assert myself and my ideas more.

About using research to help organize work.

About my colleagues.

A lot about change process.

A great deal about myself, the change process, and the size of the task ahead.

To identify specific methods of change process.

Skills that will be indispensible to bringing about our program and change.

A lot about how to implement and begin to implement my ideas.

A lot about working with people, organizing yourself, etc.

More about the change process - perhaps with further thought I could attempt being a type of change agent.

A lot!

I PLAN:

A lot of things. I can use a lot of this in staff.

To go straight home.

To implement many components of this process.

To become very steady and persistant in getting what I want.

To try to communicate my commitment and enthusiasm to the staff in my building.

To go home and try to make the program work and get the people in my school involved.

To use some of the information on problems other than LET!

To use my new found knowledge to implement change.

On making LET work.

To work enthusiastically on the LET project - to take seriously my commitment.

To use techniques in other areas as well as LET.

To use at least a part of what I learned.

To carry out my newly formed plan of action.

To use research in the future.

To follow this up.

To continue being actively involved with this group.

To implement as much as possible what was presented.

To work hard to get our staff involved in LET.

To follow through on specific measurable objectives using change process methods.

Change some of my attitudes toward my job.

To keep growing in my ability to help effect change.

To use this information in LET.

To put into practice as many of the ideas developed here as possible - hoping not to lose the enthusiasm generated.

Very little right now until I do what I want (see I want)

I WISH:

A great amount of luck!

I had learned the change process before I became an administrator.

A more extensive content base could have been identified before the workshop.

To know what I want at all times and appreciate what I get both for myself and other folks.

More people could be involved in such a conference.

We had had more time to go into our topics more deeply.

We could work together again!

The entire building of mine could have been involved (they need it) and I wish more time could have been spent (being involved) in your program - instead of 36 hours, perhaps 72 hours.

This session had taken place in October.

All the staff could have this experience - I only hope some of our enthusiasm will be contagious - also that we have some momentum to carry us over the 'down times'.

We could have stayed another day!

People could get together like this more often.

The trainees and this program the best of luck.

That there could be more experiences like this.

You the best in your endeavors.

We would have had more time to work together.

We could have had more time.

LET could become a real part of our curriculum.

To involve others in this process and have them feel some of the gut action I received.

That I will not slip back into apathy.

All groups could interact so openly.

We could continue this type of work (LET) approach.

This group could meet again under similar circumstances, more relaxedly to renew our enthusiasm periodically.

I could put the car on automatic pilot and just be home!

FIELD TEST II: Ontario Institute for Studies in Education
Toronto, Canada

Audience: A group of 35 trainees (mostly males) employed by the Ontario Institute for Studies in Education as directors of field centers in the Province of Ontario to provide consultation for innovative programs in education, plus several professors at OISE. The participants were experienced individuals who perceived themselves as seasoned change agents and who were skeptical as to the usefulness, for them, of the materials.

Location: A YMCA camp 90 miles north of Toronto, Ontario. A well-equipped large camp facility with good meeting space.

Time Design:

	First Day	Second Day	Third Day	Fourth Day
A.M.		Module I	Module II	Module III
P.M.		Module I	Module II	Module III
Evening	Module I	Module II		

Ontario Institute for Studies in Education

EVALUATION

The items listed below are intended to be polarized pairs of items. Please check the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY	
Reached expectations	6	9	1	2	1	2	Missed expectations
Personally rewarding	5	10	3		2	1	Personally unrewarding
Not helpful to work		6	1	3	10	3	Helpful to work
Involving	4	12	4	1	2		Not involving
Boring		2	3	2	11	5	Interesting
Not affecting my behavior	1	2		5	11	3	Affecting my behavior
Enjoyable	4	6	3	2	5	1	Not enjoyable
Creating new awareness	5	9	4	1	4		Not creating new awareness
Not encouraging action	1	1	1	6	9	5	Encouraging action
Organized	5	7	1		5	5	Disorganized/overorganized
Producing new ideas	2	10	4	3	2	1	Not producting new ideas
Poor utilization of resource staff	3	5	1	4	10	1	Good utilization of resource staff
Innovative design	2	5	4	4	6	2	Typical designs
Good utilization of MY resources		9	4	4	5	1	Poor utilization of MY resources

N = 22

l. WHAT THINGS DID YOU LIKE BEST ABOUT THE CONFERENCE?

Communication with other centers, particularly those with different rationales (or models), face to face or in small groups.

Opportunity for personal interaction.

Chance to be away from my normal daily activities.

Getting to know people and their work.

Meeting people from centers that had previously been names without faces.

Relevant input.

Opportunity for discussion outside consultants

Overall loose, flexible structure. Availability of resource personnel.

Focus on change concepts and literature.

Learning techniques, "game-playing".

People "opened up" their attitudes. Guest team pleasant capable young people. Interesting "games."

Group sessions on direct (real problems; Simulation (role) experience (when linked to above)

Small group force field analysis. Meeting fellow participants.

The people. Opportunity to react.

Consultation exercise. Communication meeting. Simulation.

Individual exchanges analyzing process problems.

Opportunity to work in small groups with field personnel and personnel other than those from field centers.

Opportunity for group work. Fun in analyzing group norms.

Team.

I did support the concept that the deliberations should move to a point of making commitment to particular actions. Beginning Monday P.M., the team took us into their confidence about where they were going and what it might do for us.

You.

Meeting people.

II. WHAT THINGS DID YOU LIKE LEAST ABOUT THE CONFERENCE?

The paralysis of the large group and my personal ineffectiveness in helping to break it. Not enough time in some of the exercises to work my data into them and discuss it. The workshop not adaptive enough initially.

Our group norms.

The lack of field development. People's behavior as learners.

Inability to proceed to action, implementation of Havelock model, or anybody's model. Frustration. Continuous postponement of groups needs to an "appropriate" point - which never really came.

Lack of consultant ability to lead group. Low cognitive level.

Low level cognitively. Manipulative attempts by a staff person.

Initial encounter too "loose", i.e., opportunity for pre-wanderers to establish their outsideness. Lack of action but that is our hang-up not yours.

Location.

Inactivity of some small groups. Unwillingness of majority of participa to "play games" and give you our trust.

Inflexibility of some leaders. Failure to accommodate our ideas into plans, particularly first simulation game. Didn't take our preliminary reports into design.

Model exercises not related to reality. No time for reflection.

Lack of establishing a relationship the first day between leaders and participants. 1st day implication by Gloria that the model and agenda was more rigid than it actually turned out to be. Simulation was not useful.

Myriad hidden agendas. They remain.

Initial two sessions.

Inability of group to work as group either to determine common goals, analysis of problems, or courses of action.

Too great an emphasis on the sessions. I would have liked (needed) more time to get outside. To go for a walk in daylight, etc. The lack of structure to hasten decision making. I didn't like the waiting around for a decision to be arrived at regarding a course of action.

Inability to come to grips with real problems in working towards action. Stems I think from the refusal of the group at large to deal openly with problems or even enunciate them.

I. WHAT THINGS DID YOU LIKE LEAST ABOUT THE CONFERENCE? (Continued)

Lack of preplanning and overall tightness - Agenda needs face validity initially.

The Targon. The lack of any conceptual frame of reference and hence the rigidity. The refusal of everyone until the last evening and day to recognize that the real problem of our group was worth looking at.

The opening session I think created tensions between the team and the F.C. people and also among the F.C. people - those who were willing to give the team a chance and those who felt the team had already demonstrated inflexibility and unwillingness to meet our needs.

Us.

Shortage of theoretical explanation for procedures. Little for the <u>mind</u>.

III. WHAT FEATURES FROM THIS PROGRAM WERE HELPFUL AND SHOULD BE CONTINUED IN FUTURE PROGRAMS?

The check list. The force field. Role playing real (my) problems.

Structure offered by neutral agents.

I don't know.

The simulation was great and had the most impact and consequences, but these were not adequately capitalized upon. Having an observer sit in on small group work sessions and reflect back process observations. Use of newsprint techniques, but people need more help or advice on its value and need to write legibly, organize the information better.

Provision of a forum for a new type of interaction. Picture - introduction.

Presentation of new procedures for dealing with real problem situations

Hard to say 'cuz I'm atypical in an atypical group!

Simulation and other games. Useful for teacher/principal groups.

Compulsion on people to establish identification of each others behavior, concepts, problems.

Force field. Decision tree and Gant

The thrust toward the articulation of action proposals (thwarted usually, unfortunately).

Consultation exercise. Communication meeting. Simulation.

Willingness to consider change process and organizational development as applicable to problems of OISE.

Small group sessions. Force-field analysis. Workbook of checklists. Some (not all) role playing situations.

I like the use of models but I am convinced that any behavioral change or real understanding comes about from the use of the model on real personal problems rather than learning about the use of simulations.

Monday P.M., the team took us into their confidence about where they were going and what it might do for us.

Flexibility.

Some guidance and structure.

V. WHAT FEATURES WERE NOT USEFUL AND SHOULD BE DROPPED OR DRASTICALLY MODIFIED IN DESIGNING FUTURE PROGRAMS?

There should be more structuring of the arrangements, e.g., chairs, rooms, to form a group like this into the structure of the conference.

Assumptions that were not checked.

The lack of clarity in field dev. staff minds about what kinds of topics can be discussed with what processes. Ex. a training session for change agents is not an appropriate time to discuss policy, admin. matters or rumors.

Strong efforts should be made to build the modules on the actual content needs of the client group. We found it hard to accept an exercise problem in terms of its content.

Simulation only necessary in the absence of reality, should not be used to destroy reality of group dynamics in a group capable of handling reality.

Simulation much more comprehensive re. role sets - e.g., community groups, board, administration.

Some of the examples need to bear on or make use of problems and/or expectations of group.

Less time spent on model exercises, on introduction.

Simulation. 1st day presentation should be reduced drastically for sophisticated participants.

The discrepancy between the program package and the needs of the participants.

Initial meeting should establish higher credibility. Simulation should be more structured.

Given a group from a single organization - instead of sequencing the package, apply the stages on a step by step process to problems of organization.

Don't expect too much from the first night's statement of expectations. We're not tuned in sufficiently to know if we're to be serious, humorous etc. Some of the Monday A.M. work was pretty elementary - not at a high enough level. You might consider increasing its complexity.

Following from III - less learning about the model - as on the first day - more application to reorganized immediate problems.

The slide-tape lecture

I have a view that for many audiences role-playing as a <u>game</u> is counter-productive, and that <u>analysis of roles</u> in a realistic situation might be more helpful for such groups.

IV. WHAT FEATURES WERE NOT USEFUL AND SHOULD BE DROPPED OR DRASTICALL MODIFIED IN DESIGNING FUTURE PROGRAMS? (continued)

Rigidity in large group.

Silly games. T-group jargon.

7. ANY OTHER COMMENTS YOU WISH TO MAKE, I.E., SETTING, MATERIAL, TRAINERS, ETC.?

Thanx.

Setting too removed and program to relentless. Material and trainers probably adequate if given a chance.

There was too much urgency to get onto and through all the materials, exercises and stages you had prepared in advance - like a teacher who insists on sticking to the lesson plan no matter what. Although, group resistance finally forced an accommodation.

Like, love you all but bring an anesthetist (sp?) should an individual escape without group process interruption.

I'm with you and personally gained alot - perhaps the "package" as is now works best with those "young, green & willing" as I am.

One trainer seems to be hypocritical - talks very democratically; acts autocratically. Problems of group, identified in advance could form real content selection.

Unless participants are prepared to pre-plan their own contributions and prepare themselves by studying background materials, the most meticulous planning by the conference committee will not prevent the wasted activities.

Generally, I was satisfied with conference.

Trainers all individually personable. Jean came across as able to relate well in group.

You did well in a tough situation. Michael took the real risk in insisting on using specific problems in the force field exercise. I think one of the Michigan team could have taken this risk or been willing to. Thank you - wish you the best of luck.

My major problem is that I am not sure what the inviting team contributed to whatever happened for good or ill. My second problem is that I can fit quite easily most of your "concepts" into fairly well-known work in psychology such as the monistic motivation group. The conceptual framework group (Kelly, Dave Hut advise as well).

Well done.

More flexibility, less defensiveness on part of some trainers.

FIELD TEST III: Special Education Materials Center
University of Southern California
Los Angeles, California

Audience: The group of 19 participants consisted of 4 media instruction center directors, two teams of professional educators, one from the University of Southern California and one from the California State Department of Education, plus 2 representatives from ACSA. Many traveled from other states to attend. These participants functioned in professional roles as administrators of knowledge dissemination services, educators, and school system instructional supervisors.

Location: The conference was held in San Francisco, California at the Royal Inn. Meeting rooms at the Inn provided satisfactory space for the training events.

Time Design:

	Day One	Day Two	Day Three	Day Four
A.M.		Module I	Module II	Module III
P.M.		Module I	Module II	Module III
Evening	Module I	Module I		

(Product: Feedback from Friday Evening)

WORDS - PHRASES - UTTERANCES

curious re: tomorrow

a beginning

Searching

whew!

excited

Physically tired-
hopeful about tomorrow
thinking was Inertia!

Jazzed

Loose

Interested

Tentative

Pooped

Stimulated

Evaluation Questions - Second Set by Bruce Weston - Day One, 510)

(on newspri

DO ANY - OR ALL - AS YOU PLEASE

1. Reactions to content of day. (esp. slide tape and discussions Outcomes)

2. Reactions to process of day

   a. morning
   b. afternoon

3. Feelings about the day - use any or all of these:

I feel	I learned ....
I resent ...	I wish ....
I need ...	I plan ...
	I appreciate ...

4. Any gaps in today that we can remedy Sun / Mon

FEEDBACK FROM DAY ONE: 510
(1st set of Questions)

1. Comments on content

2. Comments on process

3. Gestalt statements I wish; I appreciate; I plan, etc.

4. Suggestions for improvements

Question: (1) Comments on content.

1. Not too crazy about slide-tape show - slides didn't really add anything to tapes - and I can read faster than I can listen.

2. Very well done - good review and reinforcing with charts and activities.

3. Sufficient to carry out simulation and facilitate meaningful discussion. Liked visuals for back reference.

4. I like the model. I feel it's too much to assumilate in the morning. I feel another form of summarizing it would be good. Group input and report was too confusing and scattered to comprehend for me.

Question: (2) Comments on process

1. Process was good - interaction was good.

2. A.M. - good input
   P.M. - Solidify simulation more concentrated subject and common knowledge before game begins.

3. Like simulation

4. The process I though was good. Intro to ideas and then stimulation to see in action-very informative. I learned as much by what I & we didn't do as what we did.

FEEDBACK - DAY ONE

Question: (3) Gestalt statement: I wish; I appreciate; I plan, etc.

1. I enjoyed today and felt I learned something but am not prepared to evaluate it's impact yet. Last matrix did not seem useful to me - but it may be later.

2. It would be dishonest for me to finish this form at this time. I'm bullshitting and I don't want to.

3. I appreciate the oppeness and honesty of the interactions.
   I wish the simulation was structured more carefully to facilitate use of all elements of the model.
   I enjoyed the interactions among participants and presentors.

4. As a social interaction the simulation was a lot of fun.

5. I feel more comfortable and not so paranoid.
   I need some time to take it all in.
   I learned lots.
   I appreciate your support and willingness to talk individually.

Question: (4) Suggestions for improvement

1. I'd like to see a real slam-bang mediated overview in the beginning.

2. Not at this time - tomorrow check again.

FEEDBACK FROM DAY ONE: 510

(2nd set of questions prepared by Bruce Weston, posted on newsprint, and responded to by ½ group)

1. Strenghts
2. Improvements
3. Comments

FEEDBACK - DAY ONE (B.W.)

Question: (1) Strengths

1. (a) The simulation game.

   (b) Fitting the content input in between chunks of the simulation.

2. I felt that the day was quite worthwhile presentation of model was good and tapes were fair.

3. Presentation of Phases 1-6 via tape/visuals package clarified the sequence and content of each phases; reinforced the concept of each; demonstrated by example what is meant by each classification.

4. The simulation process with particular weight on the post-tracing.

5. No need to change other than slightly more time.

6. Small group actively allowing more interaction.

7. Lengthy periods of discussion within full group relating to steps in model, etc.

8. Informality of presentation

9. Simulation as a means of exploring model

10. Direction of model to specifies of group experience.

11. Simulation - Just about right amount of structure.

12. Shared Presentation Responsibilities.

13. Love simulation activity. No matter what happens, something happens. Trainers acknowledged reality in relationship to their goals and the model.

14. Like charts, slides, tapes, visuals - inspiring is idea givers.

15. Good audio-visual materials

16. Flexible staff.

17. Structure, but still freedom.

18. Obvious interest of trainers.

FEEDBACK - DAY ONE (B.W.)

Question: (2) Improvements

1. Shorten intro to slide-tape content presentation.
2. No arguments on process of day.
3. Development of key points (by teams) for applying "strategies" forced participants to begin putting concepts in written form and had relevance because responses were based upon personal experience and background.
4. Discussion of strategies for the six stages - a bit weak needed perhaps.
5. More discussion if possible ones from leaders or examples in order to stimulate thought.
6. More conscious thought directed to model during simulation planning and participation.
7. Stick to schedule.
8. More tasks.
9. Move people more often (Physically)
10. Shorter presentations?
11. Work on value sigment, as it evolves in simulation
12. Ok some other way to work with participant values as change agents.
13. Send out reading materials ahead of session. Perhaps not book - but pertinent materials.

FEEDBACK: DAY ONE

Question: (3) Comments:

1. The work day was about 30 minutes too long for me.
2. I sure like your use of newsprint.
3. I liked the variety of tasks and the opportunity fcr frequent physical movement.
4. Positive - I feel I learned - look forward to learning more.
5. More interaction by trainers in the small group situations.
6. Like the idea of sharing materials generated in discussion.
7. My feelings are very positive!
8. Didn't like what our group did with area 5 - I guess I wanted some help from trainers.
9. Things are going well to date.

FEEDBACK FROM DAY TWO

1. Strengths of today's program
2. Improvements I'd Suggest
3. Other Comments
4. (OPTION) Things I need to/want to disucss before leaving tomorrow.

FEEDBACK - DAY TWO

QUESTION: (1) Strengths of today's program:

1. Cafeteria experiences.
2. Interaction of ideas.
3. Some good ideas and discussion.
4. Use of structured activities.
5. Layed back style of training.
6. Flexible, open, warm, team accepting.
7. High degree of preparation shows.
8. Role playing models - chance to discuss before developing our own.
9. Role playing using personal concerns.
10. Like the management situation.
11. Liked the discussion organization; Brought good info.
12. Cafeteria section - excellent.
13. The tape session Mr. D and the 1st role play ok structured better for Mr. D than the other - Ideal CT a bit confusing.
14. Openness of team to provide assistance and to actively participate.
15. Use of audio visuals.
16. Easy going and comfortable atmosphere.
17. Practical exercises in developing skills of improving working relationships.
18. Small groups permitted more individuals to relate their own problem experience for discussion.
19. Suggestions on how to deal with apathy are good. The time devoted to this topic was needed.
20. Structuring role playing was good. Examples were excellent. To see the Bruce-Jean one took it out of just audio. Other words, I was able to visualize bitter. Diagnosis of back home relationships didn't happen for me.
21. Simulations were good except "in-basket"
22. I felt constantly involved through the day in experiences that were both enlargements of knowledge and also given the experience for me.
23. Simulation game (Couns-Asst Princ) and the Cafeteria

FEEDBACK - DAY TWO

Question: (2) Improvements I'd Suggest

1. Have had Havelock book available before conference.

2. Less simulation - more depth.

3. Better utilization of time.

4. More careful attention to scheduling of tasks. Relative to place in day - not place in progress.

5. Pulling "Cafeteria" tasks in tighter. The content ground rules of exercise i.e. Contract Negot. List.

6. Cafeteria section needs help in "Breaking up into groups. Somehow after activities which allow the flexibility of peoples choice. Perhaps - keep it out - use it as emergency measure.

7. Cursory Diagnosis of People in system - Should have been better structured and more discussion - being the only person of a group - made it harder.

8. Slow down pace - perhaps trying to accomplish too much. Especially need more time to deal with back-home situations.

9. Have reading materials out in advance.

10. Small groups permitted more individuals to relate their own problems experience for discussion.

11. List types of people and example strategies to start thinking of fits with back home people.

12. Turn around "in-basket" - from change agent point of view.

13. Perhaps, considering the degree of involvement, it was a little long. Perhaps its a matter of timing of type of activity.

14. Relate how (ést. sic) each activity or exercise relates to the model etc.

15. All elements are not absolutely clear.

16. Rework some of the cafeteria tasks.

FEEDBACK - DAY TWO

Question: (3) Other Comments

1. Today's goals not always clear.
2. Not much closure and reinforcement.
3. Smile - It's looking good!
4. Hope follow up on ideas generated as a group is made.
5. Sawing and sending of newsprint ideas.
6. Suggestions on how to deal with apathy are good. The time devoted to this topic was needed.
7. What would you think about having newsheets (outline form only) set up in advance - then you could fill in from group discussion.
8. I'm tired and feeling good about how this conf is going.

(Option) Question: (4) Things I need to/want to discuss before leaving tomorrow.

1. Determining priorities and goals for change.
2. Value discussion, client definition.
3. List items scheduled for 11:30; 1:00; 2:00
4. How about some reference to topic of "dissemination" as it relates to change?
5. General and specific ways of gaining acceptance of new innovations - maybe replay of altered in-basket exercise.
6. Tomorrows agenda looks good.

(All +
Calif.

Gestalt Statements

reciate:

+ Jean, Gene, and Bruce.

+ Being able to attend a change agent's conference as a source of educational training.

+ The effort you people made to present a good program. I liked the model or system of presentation.

+ The humanness of the training staff and the participants.

+ Your concern, your help, your flexibility.

+ Three-man team of a quality supporting but different style people.--being around this group as a whole--good variety of folks.

+ The materials provided and the committment of the training staff.

+ The use of Lewinian concepts.

+ The knowledge of the team.

+ Ease of interaction with staff.

+ Others problems from across the nation.

+ The group informality and interaction, the chance to put theory into practice.

+ The open, helpful attitude of the trainees and the group.

+ The individual attention given by workshop trainers; arrangements (housing, etc.); good "get-acquainted" session.

3 +
11 —

Gestalt Statements

I resent:

— Sitting for too long.

— Several times during the conference of becoming bored for lack of activiti or time structure.

+ Really nothing. Do I have to?

— Having my evaluation of the workshop structured to this degree.

— Some of the exercises.

+ Term too strong. Not applicable. Did want to pursue "value topic" further--some others but that was own fault for playing at night maybe.

— Perpetuation of certain unconstructive myths with regard to stereo-types old (blockers of change, wrong) vs young (progressive, alert, competent right), Admin vs teachers.

— Poor organization and tiring scheduling.

+ Of nothing really.

— A feeling that we were used too much as guinea pigs. Time and $ investment of participants was great--maybe we deserved something a little more polished. I don't like to be experimental on to quite this extent.

— Wasted time that might have been spent on change tasks.

— (Crossed out resent and put regret); Not having the Havelock book available before the conference.

— Push of time and the amount of consent to assimilate.

— The fact we didn't get the materials slightly ahead of time so we could have read the first chapters, or possibly get an "overview" of the process we were going to study.

13 +
1 −

Gestalt Statements

I want:

+ Our relationship to continue.

— Better use of Media, techniques, direction and conditions available for on going programs dealing with Handicapped/Non-Handicap.

+ To pursue some of the idea to processes suggested here.

+ To maintain contact with you.

+ To absorb and integrate what I learned here.

+ To use draining in lots of ways; to seek some feelings in workshops I coordinate--

+ To get into book deeper, pursue additional info on models.

+ To read more about current activities.

+ To practice in a real situation some of the things that I have learned.

+ To use many ideas from the conference after I have modified them.

+ Opportunity to test strategies.

+ To extract pieces, points, ideas from workshop to model and adapt to needs of my region.

+ To review info and material given to us for future reference and use.

+ To receive some of the material (documents) which were presented by leaders but not available in typed form.

12+
1−

Gestalt Statements

I learned:

+ The importance of identifying resources - particularly people.

+ More info about evaluation, components and quality of programs from this session.

+ Most thru the simulation and role playing. I think the opportunity to internalize ideas, to make association that are useable comes best in experiences like these.

+ Some beautiful training techniques.

+ New ideas, checklists for change (good to make sure you haven't forgotten anything) may things fall into place for me.

+ About techniques but feeling myself with them. (makes good evaluative data on affective level as well as lognitive).

− Less than I expected.

+ That I have not been using a change model.

+ Some useful approaches.

+ How to quantify data in many different ways.

+ Techniques for superimposing a model on a real problem, techniques for training in change agentry.

+ Enough about some of the change-agent's strategies etc. to put them into practice at home.

+ (1) The importance of improved communication (& listening); (2) how to develop a Gautt chart and the value of a Force Field Analysis which should be of practical use; (3) some techniques of role playing.

All +

Gestalt Statements

I plan:

+ To use what I learned here to modify my own efforts with change.

+ To try different types of feedback to reach projected goals.

+ To try to develop a similar program presentation system on that used here.

+ To pursue change agentry further.

+ To continue working and thinking of models and process.

+ To include some techniques - newsprint sheets - because they felt good.

+ To finish book.

+ To utilize as much of the ideas propagated here as possible.

+ To use some of the concepts in my activities.

+ To use some of the ideas presented here.

+ To continue to think about certain ideas a little longer.

+ To share the model with co-workers.

+ To apply aspects of the model to other problem areas within my shop--Force field, Ghantt, etc.

+ Use especially the Force field technique to better plan for and implement change.

+ To follow through on Force Field analysis of 2 problems now approaching crisis stage; to use some of the other techniques in Havelock's manual for encouraging change.

4+
3 0
7-

Gestalt Statements

I wish:

+ You well.

+ To have more working relation with IMC and materials as guides.

+ I didn't feel obligated to complete this form. You're nice people; meaning smart, good looking, sincere, hard working, and since you want me to I will.

+ I had a copy of your cassette recording of the assist principal/counselor encounter in the hall; and of the interview between Mr. Dietrick and the C.A.

0 We had more time.

— The long discussion on force fields (using simulation experience) had been more problem related...because the group response (to me indicated restlessness. I felt frustrated and wanting to go on with our problem.. (Selfish bitch, aren't I?)

— I could be more positive. I think the workshop needs a lot more work.

— More finalized materials had been available.

— There had been more thought to how the last day tied in and held together.

— Group readiness had been equal--Progress might have been greater.

0 I'd had more energy to absorb input made this last day of the workshop.

0 I'd had more time to see Frisco. (C'est la guerre!)

— That we would have had more time or less content.

— The original agenda, schedule, etc. had been mailed out to advise about precise starting and ending times--then stay with that schedule.

San Francisco

EVALUATION (End Day 3)

The items listed below are intended to be polarized pairs of items. Please check the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY		
Reached expectations	4	6	3				Missed expectations	-0
Personally rewarding	6	5	2				Personally unrewarding	-0
Not helpful to work	1	1	1		5	5	Helpful to work	+10
Involving	7	4	1		1		Not involving	-1
Boring			1	4	5	3	Interesting	+12
Not affecting my behavior		1		3	7	2	Affecting my behavior	+12
Enjoyable	5	4	2		1	1	Not enjoyable	-2
Creating new awareness	6	4	2		1		Not creating new awareness	-1
Not encouraging action		1		2	7	3	Encouraging action	+12
Organized	2	6	3		1	1	Disorganized/overorganized	-2
Producing new ideas	5	7	I				Not producting new ideas	-0
Poor utilization of resource staff		6	1		1	4	Good utilization of resource staff	+5
Innovative design		9	2		1	1	Typical designs	-2
Good utilization of MY resources	4	4	3	1			Poor utilization of MY resources	-1

N = 13

Evaluation (End Day 3)

I. What things did you like best about the conference?

Simulation.

Role Playing.

Your involvement of the participants in the ongoing planning of the workshop. Your attention to: change of pace, physical movement, variety of activities, personal communication; listening.

Simulation--role playing--opportunities for consultation on real problem

The small group work sessions - with group debriefing.

Staff open and interested in their work.

Very little discussion of ideas and theory.

Openness of its staff.

Excellent audio-visual presentations. Congenial atmosphere; free-wheeling within structured schedule; high caliber of training staff; ease of communicating problems; willingness of others to help solve problems.

--Information presentations.
--Simulations expecially "7 minute Day".
--Havelock's Book (send out before hand).

People, newsprint activities first night and last a.m. Variety of instruments for planning and analyzing. New ideas for doing old activities--exactly what I expected. Exchange of affect with network counselors, as well as others my hidden agendas were good, too, and enjoyable.

Open, flexible, friendly trainers, value placed on individual contributions opportunity to get acquainted with people from other states.

--Inclusion of many ways to do things not just "a way" or "the way".
--Opportunity to apply model to a real problem--mine.
--The weather.

Most things covered would be useful.

Evaluation

II. What things did you like least about the conference?

Monday - Force Field, Gantt Chart.

Some of the content presentations could be improved. The written directions for some of the communication games were weak.

The diffusion game--last day; seemed as if the scope of its release was to broad to be recated to my concern. The in-basket game; seemed out of context of change agentry.

Information overload by the 3rd day.

Simulation confusion (frustrating more than anything I guess) in "7 min day" exercise.

Some sessions poorly organized and irrelevant.

Simulation games.

Lack of specific objectives associated with the sessions.

Feeling of time constraint at times. Needed time to review all materials before start of workshop.

Not sticking to time limits.

Too little movement physical and psychological.

Card form evaluations. Games--good ideas, but not quite filled. Felt anxious a couple of times during cafeteria stuff and last a.m. game.

To much consent in time allowed.

Some of the simulation games had poor directions.

Lack of pre decided structure in role playing and simulation or better stated always allowing free choice and group decision making -- 50/50 a better balance.

No prior information. No chance to read book and other materials. Some things did not fit well into the total plan. Expected to get a more complete package.

Evaluation

III. What features from this program were helpful and should be continued in future programs?

Simulation.

Role Playing (I would have like to have seen Group Role Playing with types of people also).

There was probably an attempt to put too much into the time period although good efforts at on-going editing were made. I certainly appreciate the constant focus on relating to problems meaningful to the group.

Chance to put ideas, brainstorming, down in writing.

Sharing aspects of small-group work.

1st 2 days.

Newsprint activities.

Simulation games, but need more specificity regarding what skills should be aiming for with respect to the change agent, and associated roles.

Practical sessions where group developed product or consensus statements. Some simulations were good, others not as valuable.

Simulations expecially "7 minute day".

Like newsprint! Like your feedback sessions--fishbowl technique, etc. felt well debriefed after each session.

Keep working on 7 minute day. Like it a lot, learned a lot about me, them, and the process.

Audio visuals.

Variety and pace--good but too much--might reduce.

Modified of 7 min. day- simulation.

More readiness and pre-planning.

In-basket activities in giving role playing.

Constant effort to evaluate and search out feeling of group - Daily and totally.

More things were helpful.

Evaluation

IV. What features were not useful and should be dropped or drastically modified in designing future programs?

Roger's Game.

In-basket and diffusion game.

The village game needs some major revisions contentivise and presentation wise in order to be productive.

Some reservations as to the value of some of the games - Listening, gp. role play, in-basket, etc.

A couple of simulations (modified) dissemination & 7 min. day.

Staff "winging it" at times (modified).

Simulation.

Lectures.

Slide-tapes.

Contact negotiation session.

Have one structured evaluation sheet at end of each day and a very quick checkchart at final day.

Rogers Game

Modify lessen intensity of initial presentation (slides) Maybe?

Cafeteria exercizes--need to be truly adjustable to group size and desires if offered again as you did here.

Strategy game--Last day.

Simulation--somehow structure for awareness of process as well as crisis reaction. Night time/and goal set maybe.

10 minute day simulation--modify Rogers simulation game.

Rogers.

All items listed on charts -- just some would be adequate.

Diffusion simulation.

Evaluations

V. Any other comments you wish to make, i.e., setting material, trainers, etc?

Trainers were very articulate and helpful.

San Francisco is good place for a conference.

More involvement in presentations.

Jean sings real good.

Felt the trainers did a landable job within the time constrains, modification of program scheduling imposed on them. It was a productive, "learning" workshop.

Staff could have been better prepared for some sessions.

Get the help of someone who understands workshop dynamics and organizat: to help you plan and critique this workshop. Dont' count on your ability to play it by ear.

Enjoyed especially conversations with Gene.

Leadership team worked well together, gave feeling of confidence.

Thank you--I'm still JAZZED! I have a game I use on the use of Limited resources.

Think it's really important to get book to participants before conference--at least some printed info.

Facilities s/ setting excellent, trainers very capable, relaxed--made us feel comfortable.

Trainers efforts to evaluate the workshop efforts--very good.

Trainers could become more involved with small groups.

Structure early sessions and allow freedom during latter sessions.

Process orientation during early stages of conference to set tone.

I appreciate your expertise. I would have like more research findings and/or other materials related to the topic.

Cal.

Final Feedback from Group Discussion
(Monday, Day Three, 330 pm)

- should have known this was a "pilot program" (Jack)

- should have had materials (e.g., Guide) before hand (Jack)

(*request to receive copy of materials generated: also how, when, and who does one contact to receive package?)

- constantly repetitious (e.g., evaluators - asking the same thing (Future)

- Evaluators are admirable, but should take more time (Doug)

- should have sharing activities at end of day, rather than break up flow of act'vity (Jim)

- should have simulations for each step, rather than for Grandease situation.

- narrow down simulation problem!

- move up levels (e.g., individual to Group to community, etc.)

- Use simulation for trainers to assess group early in conference regarding their competency at each stage, and design conference to produce what they're not good at (Jim)

- Would have liked more theory, more discussion; but came to conference wanting opposite (Jack)

- 3rd day added nothing (Bert)

- would have felt cheated if 3rd day dropped (Art)

- felt by himself when back home planning in Day 3 (Jim)

- trainers could have been more devective, more structured - but worked well together.

Jim - Asked for Trainers Reactions:

BRUCE: Great! Questions Roger's Game. Participants worked hard, enthusiastic.

GENE: Impressed at how participants searched to find value in any and all activities presented to them; high energy level.

Jean: Felt that some "personal" contact had been made, & felt like continuing relationship with them; noted openness and ease of participants.

FIELD TEST IV: Education Technology Publication's Conference, New York City

Audience: The group consisted of 140 trainees from all over the United States. Their primary professional roles were junior college administrators, public school administrators, university psychology professors, directors of university based media centers, school system support system personnel.

Location: The Americana Hotel
New York City

Time Design:

	Day One	Day Two
A.M.	Module I	Module II & III
P.M.	Module I & II	Module III

TOTAL - 73

EVALUATION

The items listed below are intended to be polarized pairs of items. Please check the box which most nearly describes your feelings about the sessions.

	HIGHLY	MODERATELY	SLIGHTLY	SLIGHTLY	MODERATELY	HIGHLY	
Reached expectations	11	32	13	3	7	2	Missed expectations
Personally rewarding	19	30	9	3	6	0	Personally unrewarding
Not helpful to work	4	9	5	12	17	20	Helpful to work
Involving	28	26	6	1	4	2	Not involving
Boring	0	4	8	4	22	24	Interesting
Not affecting my behavior	0	5	5	15	27	14	Affecting my behavior
Enjoyable	22	29	9	2	6	0	Not enjoyable
Creating new awareness	22	25	15	3	3	1	Not creating new awareness
Not encouraging action	1	6	3	12	25	20	Encouraging action
Organized	21	21	6	9	9	1	Disorganized/overorganized
Producing new ideas	18	28	16	2	1	2	Not producting new ideas
Poor utilization of resource staff	4	18	6	6	18	17	Good utilization of resource staff
Innovative design	17	27	15	4	2	4	Typical designs
Good utilization of MY resources	8	32	9	7	8	3	Poor utilization of MY resources
Organized	15	19	12	7	7	0	Overorganized

N = 73

I. What things did you like best about the conference?

Encouragement to use "Change Agent's Guide

Meeting Resource Staff

"Process" Emphasis

The content

Slide tape show

Consultants in real problem settings

The staff

Participants I met

Learning new information

Opportunity for playing Simulation Game

New awareness of value of Simulation Game

Slide-Tape presentation

The willingness of the staff to help

The book and checklists

Group of people I worked with

Staff that helped us

Group Problems

Introduction to ideas in a systemized format

Meeting people from other areas

The diffusion game

Small group format

Working out common problems

Pace

Work groups

The slide-audio tape presentations of the steps

The Diffusing Innovations Game (would have helped to have the rules of the game the night before)

Interaction with other participants

Simulation Game

Interaction with peers

Use of small groups with specific task orientation within larger framework

Pre work and questionnaire input

Degree of interaction in my group

Organization

Our procedure to groups or Group process working

Materials

Game - great

The variety of formats

The excellence of the materials - prmt & AV

The pre-convention questionnaire

The obvious preparation of the staff

The Simulation game

My group

Topic

Simulation

Texts

Group Sessions

People in the group

The diffusion Game

The material handed out

Simulation Game

Role Playing

Meeting the people

Feel I contributed move to the solution of discussed problem than I received help in solution of the one I came with

Contact in others and exchange of ideas on problems of planning & implement innovation

The content material

The tremendous job done on the theoretical framework

Simulation Game

Role Playing

Topics of Workshops

Game Involvement

Group Interactions

Usually don't care for conferences--this was excellent-Highly worth my money

Personal Involvement

The game and the idea

Simulation Game

The opportunity to work with a particularly adapt table group

Materials was well presented and activities were varied

I enjoyed the group activities and got a great deal out of them

Provided ideas for further thought

Provided impetus to utilize plan for change as identified to home problem

Innovation model explication

Training modules

Simulation Game

Slide presentation

Book and addendum by Dr. Havelock

Role playing exercise with Macline shop client

The demonstration of gaming simulation

Participation

Reading materials - Havelock's

Tape

Group Interaction

Participation

Involvement strategies for learning principles of process

Ideas

Clear directions to groups

Meeting people and sharing concerns

Role playing

Receiving materials before session began

Intimate groups

Game-Simulation

Group interactive activities

Collaborative problem solving

Simulation Game

Slide/Tape

Very small group activities

Simulation exercise

Invaluable handouts

Well played

Organized

Interaction with people from other parts of the country

Slides

Book

Role Playing

Games

The grouping of homogeneous interests

The simulation projects

Interpersonal relationships good

Going thru the change process in a small group

Group work sessions

Tape before discussion

The game

Role play situations

The released presentation

Group dynamics

Emphasis on process

Group discussions, not necessarily in structured format

Concept

Use of tape

Practical

Role playing

The group projects

The Game

Materials ahead of time

Methods aimed at interevaluations

High caliber of attendees

Hightened awareness of change process

Opportunity to gain new tools for home workshops

Pre-conference reading materials, media presentation

Simulation games

Guide was well done.

Enjoyed role playing

Simulation

Opportunity to meet people

Role Playing

Simulation Game

Hands on experiences

Working with same group for long enough to get some working relationship going

Leaders knowledgeable and open

The opportunity to participate as a "change agent" in the change process

Small groups

Informality

Pre-assigned reading

Group participation

Not lecture led

Simulation Game - because we were adequately briefed on it, resource people were prepared (ie. scorekeepers) and our task was focused

Involvement

Group interaction

Pre-distribution of material

Structure

II. What things did you like least about the conference?

Crowded working conditions

Inability to see and hear from extreme end of room

Staff talking to whole group too long about irrevelent things

Compression of 3, eight hour days into 2 days

Some info on Easel (eg: Force Field) could have been on handout sheet

Lack of printed material which would supplement text

Had the feeling of loose ends--wanted to pull things together

How about coffee and/or tea around 3 p.m.??

Too much reliance on group skills

Constant interruption

Too many interruptions

Directions for activity not always clear

Not enough time on certain activities

Compression of three days' activities into two days is too frustrating

Go into more depth on fewer things

The time limits

Problems in our group organization

The rush, rush

Squeezing too much into too little time

Serving as a field test group is fine if warned ahead and not made to feel it was rushed because field test had to occur regardless

Interruptions

Too large a total group and not enough resource people

Slide tape presentations (not professional)

Some lack of clarity in concept presentation

Poor use of time - starting at 10 am

Constant reminder that 3 days are needed to do session effectively

Should have changed objectives to fit time available

The very large and somewhat cumbersome large group discussions. Smaller groups are more effective

The presentations to the whole group

Problems with physical facilities

Late starting time (10:00 am)

Time constraints interferred when group got rolling

No coffee

The time pressure

The frequent microphone interruptions - especially during the simulation game

The verbal description of the way the training "is usually run"

This would have been better in print (possibly paralleling the agenda) verbally, it was confusing

Tapes; visuals; accounts of what we would do if we were using the modules--which we aren't

Language ("strategize" bothers me in particular)

The copy-cat going thru the book in sessions

The lack of time to fully explore ideas

Tape-slide presentations

Constant interruptions of groups by staff--too much endless repetition insult to our intelligence

Poor hotel arrangements

Screen placement

Crowding

One room too cold

Much more opportunity for exploration of problem that was asked for by questionnaire which was mailed to leaders before conference

The first day was a bit confusing, people seemed to go in too many directions.

Would have been better if people had been assigned to tables with topic for group work decided on ahead of time--perhaps group could select from 3 to 4 problems

Being crowded

Underorganization

Design of workshop (time involved verbal directions)

Didn't meet my needs

Would have appreciated more insights into system after participation

Needed to have summation of work and some feedback, analysis

Group to large

The physical arrangements

The visuals

Activities too compressed

Too disjointed

The constant interruption

Seemed to be too rushed and not enought time to do everything

Many interruptions for direction giving

Quesionable planning for use of A V material i.e. Screen at end of room rather than center improves amplifrontion of audio visual--"lav" mikes for role play personnel

Time pressure

Structure for moving through model needs beefing up

Perhaps more specific objectives

Some of the presentations

Rushing and sketishness especially first day

Not enough time to deeply analyze problems

Too fast

Time available/or activities - mostly too limited

Not enough time

Too many interruptions

Could last 4 days

Should have started at 9am (to 5pm)

Too many interruptions while in session

"Small" groups too large - not enough time with staff

Accomodations somewhat poor

P.A. system should be portable

Intimidation

Too hurried

Constantly relating to other format - i.e. 3 day Modules

Not intensive enough

If 24 hours were needed we should have designed 2 - 24 hour days for workshop

Frequent shift of activities

Lack of staff involvement in group activities

Lack of specific direction for groups

Combined interruption to cohesiveness of group by incessant P.A. announcements

Training models unfined

Lack of time to get into process

Lack of time for indepth discussion of procedures chosen in simulation projects

Hurried

Confused schedule

Directions sometimes muddy

No direct input on individual innovations that we worked to prepare prior to the conference

Need more practical application of what we had already read in the Guide

Not enough time

Too many things jammed into one day

We feel like shifting gears constantly instead of concentrating on fewer assignments

Having to all the exercises with what I considered to poor instructions

There was too much jargon

Too little insistence or too few mechanisms for insisting that short term group goals were reached.

Insufficient Time

Observed that some "participants" were uncomfortable with necessity to generalize about issues and strategies

Poorly organized at the start--did not improve

Too many people--Next time be more truthful 25 limit for the conference--that's all!

Tape-slide presentations

Slow starting

Disjointed--uneven pace

Too fast in short time

Jargoness--almost new language

Overly large group

Little contact with expert

Time restrictions were obvious and frustrating

The room should have been supplemental with individual work spaces

Slide-tape poorly done--1) Poor graphics; 2) No adjuct materials to allow participant follow-through

Groups too large

Time too short

Room and staff too small to permit meaningful learning using the methods and planning which were applied here

Little opportunity to exchange information

We were directed to select problem without ample time to hear all problems in the group

Group discussions too short

Lack of possibility for feedback on group activities

Insufficient time to "act thru" in more depth the 6 Change steps

Just one-please don't keep reminding the group that they were getting a 3-day workshop compressed into 2 days. Instead of making us feel cheated, reorganize the workshop into a viable 2-day program.

Frequent interruptions by staff once we began tasks

Microphone announcements while we were trying to read instructions

Formal input

Too crowded for time with a lack of positive feedback

Poor use of audio-visual material. Often couldn't see or hear

Lack of time

Too much--too fast

Constant interruption

Poor preparation of participants

Question III. What features, from this program were helpful and should be continued in future programs?

Game

Variety of Activities

Small group interaction

Grouping of participants by area of interest

Slide tape show

Consultants in real problem settings

Slide-Tape Dialoge(s)

Some limited group activity

Simulation Game

Role Playing

Slide demonstration

Simulation Game

Work with a specific innovation...but not as long Need more time on own

Simulations

Role

The Busic materials

Game

Role playing

The Game

Game

Small groups

Simulation

Micro group discussions as well as all subject matter presentations

Pre work & identification of pwople with similar interests/problems

Use of diffusion

Simulation

Group involvement

Games

Roll playing

The general flow of the program alternating between group work and lecture

AV presentation

Group sessions

Game

Stage by stage analysis

The game

The distribution by similarity of problem

Simulation Game

Role Playing

Much more opportunity for exploration of problem that was asked for by questionnaire which was mailed to leaders before conference.

The Game was excellent

Slide-tape programs very good

Simulation Game

Role Playing

Forced Field Analysis

Games

Pre-reading

Depends on Nature of Group(s)

Group work

Problem Solving

Excellent - Continue and progress

Simulation Game

The Game

Instead of concentrating on one problem-establish a simulation and quickly work them

Group sessions

Gaming

Concepts for use of change agents

Handouts - book etc.

Simulation Game

Audio Tape

Game

Role playing

Simulation Game

Slide presentation

Book and addendum by Dr. Havelock

Role playing exercise with Mailune

Discussion following Gaming simulation

Reading materials - Handouts

Tape

Group Interaction

Project involvement

Game

Involvement strategies

All the discussions of change and analysis

I liked it as it was

Process, process, process - applied to all situations

All

Game

Slide/tape

Very small group activities

Pre-conference study material

Interaction

For condensing into 2 days - they should all be used - very helpful in trying to apply concepts

The grouping of homogeneous interests

The simulation projects

Game

Role playing

Clearer orientation directions

The Planning and Diffusing Innovations

Game was fun and very useful

More practice in area would have been helpful - an opportunity to improve our skill

Group work sessions

Game

Role play

The Handouts

The use of slides

Emphasis on process

Diffusion Game

Role playing

Small group exchange ideas

The Game

Game

Consideration of a specific problem

Use of group process - but with more clearly defined tasks

Use of simulation

Most of it

Pre-conference reading materials

Media presentations

Simulation game

Role play

Simulation

The Game

Simulations

Explanations

Role Playing

Role playing - include more

Game

Learning about each other's problems

Change of pace - different types of activities

Pre-conf. resources

Audiovisual stimulators.

"Game" Sequences

Use of case study selected by team

Role playing

Simulation game (more time)

Sequence very helpful

Simulations

Role playing demonstrations

Discussion and application of aspects of the change modules ion IV. What features were not useful and should be dropped or drastically modified in designing future programs?

Group too large

Time too compressed

Compression compromised the effectiveness of the total program I think

Lock step time frames for all groups

Could have been paced on group basis

Re-thinking of "your problem" time

Last part of workshop

Too little opportunity for questions and general discussion with total group

Please - revise your format so there is more time on fewer aspects and fewer abrupt changes and/or interruptions

Trying to work on 3 stages

Too short a time

Don't have such a large group in a small space

Slide presentation needed introduction and overview. Hard to see some dark ones. Code # sketch on step # on right couldn't be understood.

Motify to identify a problem in common. Our problem had been a solved innovation so it proved to be difficult to work out strategies in relation to it

Discussion of why this 2 day conference won't work or what hang-ups are

Defensive behavior on part of co-ordinators.

Nothing in particular

Whole program if only 2 days available

The Micro group discussions

Repeated and quick activity changes

Procedure for mutual introduction of small group should be improved

If possible--allow the groups to self-pace

Use AV when ready for it rather than rush everyone through the entire process regardless of readiness

The tapes and most of the visuals

The general organization is wrong

More intense concentration--more opportunity for group interaction is important

Tape-slide presentations

Constant interruptions of groups by staff

Too much endless repetition--insult to our intelligence

The division of tables first into I-III stages then IV to VI a problem since stages build on each other

Recommend smaller groups - perhaps 5 people work on total unit

Perhaps fewer activities. People spent alot of time figuring out what to do

Including 140 persons in one workshop

Slide/tapes

Personal projects if groups are greatly diverse

Some of the verbal presentations could be improved

More time for group intervention to develop

Cursory diagnosis - not followed through

Use a less complicated game or a series of simplified games

Assist some grups where 1 or more person dominated

Condensation of time

Format - frequent shift of activities; lack of staff involvement in group activities; lack of specific direction for group

Lechurettes or pep talks from staff

Visuals

Smaller number of participants so resource people could have more input

Time spent on one participants problem. Would have preferred another Simulation activity

Using 1 innovation from the group-from innovations submitted prior to conference --one innovation with a composite elements from all assigned to the group would have been better. The member of our group with the problem did not appear for the final exercise

More trainers to guide the small groups

Some groups had more than their share of talkers others were lacking

Make the conference a three day conference

Group discussions that never seemed to reach a focus

Our group never really settled on a good problem

Gaming procedures ought to be reexamined, refined

Most--since the 3 day format was reduced to 2 and the number of participants was high

No more than 30

Divide into two groups

Tape-slide presentation need considerable improvement. They're trivial

Paper recording

Whole group inputs mostly wasted time

Better planning - you must change your teaching strategy to accommodate the size of the group and time constraints. Perhaps consider limiting the size of the group

Include written instruction for each group at the beginning of each activity

Taking time to explain usual module approach

Suggest staff people serve as moderators at group sessions initially until group leader emerges

Force-field analysis

Slide-tape presentation

Those near the end did not seem as well developed

Question V. Any other comments you wish to make, i.e., setting material, trainers, etc?

Well presented

Personally I gained by experience

Diverse group backgrounds

Problems similar - We all encounter the same situations--school, industry, etc.

Too many people for too few resource persons

Interruptions were to abrupt

Microphone interruptions often hit our group at critical points disrupting the activity

Well organized and conducted in an interesting format with the discussion group.

Improve competence of formal input

More simulations set up to permit feedback from experts

Trainers could be better used--they were hardly around

I believe you need to clearly define your expectations--your part of the contract before the session begin. Certainly you are selecting one particular aspect of a schema in that the details of interpersonal communication skills, group dynamics and problem solvi need to be covered, but were not. Shouldn't you look at an initial broad perspective such as organizational development and use existing and new materials be necessary over a long period of time?

Although this particular workshop feel short, in my opinion (largely because of forces beyond the control of the staff), I think what you are trying to do is an extremely valuable and meaningful contribution to making this new social technology a viable entity.

Select problem of individual who <u>will remain</u>

Too hot or too cold, too close in the room

I wonder if some general small group regulations would help. You assumed that everyone knows all about small group work and interactions which I doubt existed here.

Good program

Excellent job was done considering time constraints

Slide-tape & transparency presentations were not any help. They were only redundancies

The atmosphere for real learning was not present--the 1st day ended on a dull note and the 2nd day started very poorly.

Hire an A.V. expert - let him decide where and how screens projections you need

Very poor use of paper pad--next time use screen and overhead projectors!

The group is too large

A group of strangers need time to become a "group" before they can work together and plan strategies of change.

More trainer to guide the small groups

Some groups had more than their share of talkers--others were lacking.

Far too many people for productive workshop

Trainers. Ron and workshop was very practical and I can see immediate application

Pre-test participants

Surprised at low degree of proficiency with technology:
i.e. tape recorders   learning
     projectors   environment

Suggest groups (1) play game (2) give contact (3) play game again (determine growth in process understanding)

To disseminate the model one of two things should have been done--in 10 hours only 10/24th of the model should have been disseminated or time should have been adjusted to accommodate the 24 hours needed.

Enjoyed very much

More "Havelock" input

Main fault was it should not have been attempted in the time available Perhaps the statement is too strong but it did disrupt thinking a great deal. (A good try, with some success)

It seemed that you had rushed yourself, therefore I felt that I was being rushed.

Would like more opportunity to interact with persons other than in my own field of work. i.e. health educators need to rub elbows with general educators particularly those in higher ed--and even change agents in business.

Perhaps the slide tapes assumed that the change agent was an outsider

Microphone and visuals could be better

Trainers and materials excellent

Fine

I think that you should have a pre-thing to get everyone on same track

The presentation could have been smoother too many interruptions for directions

I think it much better to do a few things well than to compress a lot of stuff into a few hours.

Definitely would have found it useful to be able to work on my own problem and get expert feedback

Poor facilities--difficult to see screen, etc.

Reverse the homework assignment--roles are not defined in same terminology as book uses

There must be better environments than bourgeois hotel ballrooms.

Please match your audio-visual resources to the group; e.g., your transparencies were terrible!

No complaints

I really enjoyed the workshop and hope you use the registrant list for this workshop as a mailing list for info. about further developments.

The strategy session could have been longer and more detailed. What we had was great.

Continued interruptions with microphone most disruptive

Trainers quite pleasant to work with; material valuable

If I were you invited to this mini-conference I would either insist that the conference conforms to your modules or revise the modules to the time place constraints

I resented all the comments on how this should have been done

Also include more resource people or limit enrollment

Worthwhile and enjoyable

When paying attendees don't want to hear presenters tell why it won't work before we start.

Staff member that publically labeled our group as "the bad guys" hit egos, etc. and caused several to drop out for awhile.

A general orientation session to set the stage better would have been helpful.

Somehow things seemed to be rather disorganized

Trainers were helpful and readily available

Practice principals they teach in relationships (trainers)

It did not take this learner from where he was to where he would like to be.

Why not, when working with a large group and several staff members, break into smaller groups to facilitate two-way communication. I am surprised that "experts" in group process were not aware of this and other aspects of group dynamics

Name: ____________________________________

1. Most important personal learning from the 2 days:

2. Other important learnings:

3a. Did you come to the conference with a specific change or innovation project in mind?

3b. If yes, has your experience in the conference changed your plan in any way (altered, added to, or improved upon)? How?

4. Do you plan to utilize any of your learnings from these 2 days in the next six months? If yes, explain how.

5. Do you plan to utilize any of the materials you acquired in the conference? (GUIDE, Checklists, etc.) Explain what and how.

6. Do you think a workshop of this type would be useful to others in your home situation? Do you wish to make specific plans for such a workshop?

1. Most important personal learning from the 2 days:

Working with others.

My problem in the table topic--excellent help!

How to use the planning system effectively.

1--Don't run a rushed workshop.
2--There is a logical process that improves the probability a desired change can occur.

Awareness of value of each of six stages or steps. Importance of getting information before planning a strategy for diffusion. I was aware of the importance of building relationships.

Formal learning about change processes.

A formalizing of the structure for being a change agent.

Tremendous value of group work in generating ideas and solving problems.

Some mistakes I was making in not spending enough time establishing relationships and the importance of opinion setters to bringing about changes.

(a) My intuation on how to effect change is reasonably reliable.
(b) My overall planning is inadequate, that I could become more effective.

Renewal/sustaining strategies, concept of change process in total.

Overall picture of change agent role.

Reinforcement of heretofore "intuitively obvious" steps and amount of time necessary for Steps I-IV.

Discovery of problem commonness.

a) To be more systematic when planning an innovation in not leaving out any of the crucial steps.
b) To emphasize the importance of the planning stage--i.e. taking the time necessary (Stages I-IV) and deciding on the strategies to use in gaining support and acceptance.

Learning from my group about our common problem.

Chance to converse with others on similar situations.

1. Most important personal learning from the 2 days: (continued)

   What "capacity for renewal" means; it's precisely what my project needs most.

   My colleagues at table.

   Importance of establishing a plan for change, i.e. actual listing of helpers, hindrances and neutrals. Application of stages concepts - again actual development of plan utilizing what has been presented at conference.

   Reinforcement of the way I approach my role as a change agent.

   Availability of training program.

   Strategies for innovation diffusion.

   Use of games for stimulation.

   -A practical process that systematically guides an inovater to implementation and continuance of a project.
   -Gave me a frame of reference to judge my own ability and how I can take action to be more effective.

   Enormous complexity. Need for very careful planning and getting evaluation feedback consistently.

   There is a human dimension to problem-solving.

   Resource information from a participant in the conference.

   That there are a number of groups working on organizational development, and that too often they operate somewhat autonomously--not enough sharing.

   Details concerning innovation change process.

   Dynamics. People met--interaction.

   I'm way ahead of others.

   Systematic approach to planning and fiffusing innovations.

   Process to bring about change.

1. Most important personal learning from the 2 days: (continued)

The description and different actions of innovator and leader.

If you have a 3 day format work only 2 days to apply--change the whole unit to get 2 days.

Game - methods of diffusion.

Other people's progress and problems.
Organization of change strategy.

Acquired process for facilitating change.

Spend more time in planning.

All the factors to consider in plans for innovation.

Basis in Kurt Lewin.

How not to hold a workshop--by changing the parameters and apologizing to the participants in advance.

Total concept change agent - how to put to practical use.

To be highly sensitive to needs of client.

Any innovation takes time and planning. Planned change is imperative in high education.

Utility of Havelock Model to problematical circumstances. It possesses value to theoretician and practitioner alike--diagnostically, prescriptively and predictably.
Use of process and insight into gaming techniques.

Principles of diffusion learned in game.

Going thru the change process is a learning experience. Working with other "change agents" from different institutions and share the experience with people.

Techniques of building relationships of supportive kind.

Application of process to team approach reinforced importance of diagnosis.

Further insight to sociological techniques.

1. Most important personal learning from the 2 days: (continued)

The necessity of relationship to build planned change.

a) Reinforced as to the importance of a systematic set of steps in implementing and innovation in education.
b) The opportunity to be exposed to educators from other parts of the country.

Terminology.

Plans to follow--pursuing innovations.

<u>Planning</u> is vital to every stage of innovation program.

Methodology.

The operation of simulation game analysis of the change agent's role, forced field analysis.

2. Other important learnings:

Renew and some discovery of innovation guidelines.

How to react more positively to other people.

1--The group that pulls together may be considered "deviant," but they build a strong troup solidarity.
2--Simulation games are a great way to pull it all together.
3--Opinion leaders are the people to walk on.

How to use "insiders" and "outsiders" and when to use them.
Roles of change agent.
Self-renewal--how to maintain this!

Same as #1 (Formal learning about change processes).

Interaction with others--clarification.

Relative importance of the stages of diffusing innovation and the relative amounts of time and personal investment they require in the light of their effects.

(1) Group work and dynamics (will use your techniques)
(2) No matter what change we are involved in--the steps to success are similar.

Reinforcement of diffusion process.

Interaction with other participants and sharing common problems.

The fluidity of the stages.

That my level of expertise is not too far below others (peers).

Importance of building relationships.

Not sure yet.

The game, dynamics of group learning.

Sharing experiences of my colleagues.

Use of helpers--opposer and mutuals.

Sharing of problems was especially valuable.

Computer-based resource units in Kansas (from other participants), gaming.

2. Other important learnings: (continued)

Information steps.

None.

-That other people in other school districts have similar problems implementing changes.
-That there is a workable process!

Value of team approach.

Total system analysis is part of problem-solving.

That some--in fact a good deal of my past training has been suitable. I also got to practice some skills in our group operations.

Process for teaching about innovation process!

Observations of participation.

Other people are far behind.

a) How to facilitate group dynamics.
b) Success is importance of simulations

System components and application.

How to involve others.

-Delay decision on action until all data gathered.

The difficulty in presenting a workshop.

Importance of sequencing of action.

Necessity of feedback, media adaptability.

KL's forces (+, -,?) and strategies.

Guide is a good book, but can be used by an individual without a workshop.

Total Concept Change Agent - How to put to practical use.

Strategies for diffusion.

The proper use of media in selling an innovation.
The importance of group dynamics.

2. Other important learnings: (continued)

Insight into problems posed by other participants.

Had reconfirmed the notion that establishing relationships are very important but that there is not <u>set</u> formula for doing it.

The theoretic frame work of the process.

6-stage change plan generally (importance of each phase).

Importance of establishing relationships.

Confirmed feelings that it will be the sociologists concerned with education who will provide the insights that will enable educational change to take place in the next decade.

Use of team for change parttime to let process work.

The importance of diffusing the innovation.

Time developing relationships critical. Checklists useful in assessing process and progress.

3a. Did you come to the conference with a specific change or innovation project in mind?

Yes - 44 No - 15

Partially--during the conference I've become more convinced it may be worth the effort to try to cause a change.

No interest in process of change.

Yes--we are engaged in clustering our schools and staffs and students.

Just a few chips to invest.

Yes. To facilitate development of an individualized learning program for graduate students in education administration.

Yes. But it is only in initial planning stages.

Yes, but need training capability on a regional basis.

No, I was a late registrant and therefore had no ideas.

3b. If yes, has your experience in the conference changed your plan in any way (altered, added to, or improved upon)? How?

Will go slowly (more so than I would have).

Improved upon--to work out better relations, and choosing of many more solutions.

Yes, rather than continue with forced change we are now using it may be better to work at it to bring about.

It will add to and improve the plan but at this point in time I've not thought it through completely. I think it is unrealistic to expect a complete revision at this time.

Yes. I plan to follow the Guide more closely.

No but reconfirmed.

It helped to clarify the process of setting up priorities for next year in a way that is both effective and realistic.

(1) Added to and improved.
(2) Made me realize the "establishing of relationships" and that time spent initially.

Yes--(1) To this point there has been very little publicity about the effort. This will change. (2) I am now considering a much broader group of factors.

Improved--clearer idea of steps/events/activities to be followed.

Reinforced my ideas and plans of action and added that of the change team concept.

Much more clear a certainty.

Yes, I learned that a need of patience and perseverance is not uncommon.

Not much, worked on another problem, somethings about process, which was the point of the conference, right?

If yes, has your experience in the conference changed your plan in any way (altered, added to, or improved upon)? How? (continued)

I plan to proceed in a more systematic, carefully thought out procedure.

Yes--it has made me aware of need to expand change team.

Suggested refinements in planning organization process.

Yes, in developing the last stage--keeping and strengthening the innovation.

As identified in #1--will be better able answer this when I've made some application.

Improved upon--made me more aware of the need to ensure acceptance of the innovation.

Yes, accelerated time frame for developing local programs.

No changes.

Yes. I see some ways to help me maintain and expand the program through feed back and involvement of others.

Improved awareness of complexity of change process.

I expect that I will continue my caution in working with community groups.

No, but the time away from immediate work pressures has been helpful.

Assisted (added to) change strategies.

I have refined my model and have a better perception of its place in the implement action stages.

In terms of personal relationships--yes.

Helped me think through it more.

No.

If yes, has your experience in the conference changed your plan in any way (altered, added to, or improved upon)? How? (continued)

It has more clearly shown that the goals of my project are unrealistic.

More consideration to social system.

Want more info on your work!!!

Yes, cleared much cloudy thinking--given me a definite systematic-sequenced approach. I know now I have direction.

Through the process of brainstorming, I was able to list alternative approaches to the utilization.

It has served to outline steps that are necessary for introduction of the change.

Reinforced processes I acknowledge to be essential for the training and design of an outside change team.

Added to. I gained more ammunition, courage, and insight.

Inproved upon--dealing with "blockers" and diffusion.

Yes, will review goals, strategies and determine "fit" with 6 steps.

Clarify steps/process more than substance.

To concentrate more time and effort on the diffusion techniques

Not likely. Our planning group at home has thought in greater detail and depth than could be done here.

Yes.

Yes. I plan to to plan.

Added to and improved upon. Pointed out additional avenues to explore.

Better identification of overall factors and then impact on the implementation of the innovation.

4. Do you plan to utilize any of your <u>learnings</u> from these 2 days in the next six months? If yes, explain how.

Yes. Will be more sensitive to steps to be taken in implementing I.I. program.

As a teacher I intend to use the model to improve the classroom.

Yes--immediately upon returning to the school I shall write up an overall report and start working on Stage 1.

I will try to develop a plan to bring about the change in attitude of our faculty from force to desire in the design and selection of alternative instructional strategies.

Yes--will be planning with Central Office Nsg. Service how to implement results of the Nsg. Multimedia Project--I'll be sharing my learnings with the staff and help with the planning.

Yes--in developing more innovations.

Yes--to interact in my school to help bring about change.

Yes.

Within the next six months I will be engaged in long-range planning , in re-defining my job description, and in helping to implement widespread change. In doing these things, I feel I will use everything I have learned in these 2 days.

Yes, we are <u>now</u> engaged in Clustering.

Yes--will assist me in evaluating and planning implementation of innovation.

Yes--Planning/implementation of new faculty in-service process.

Probably within 12 months.

Do you plan to utilize any of your learnings from these 2 days in the next six months? If yes, explain how. (continued)

Yes, in redefining my change team.

Yes--haven't established a pattern suitable for reaching.

Yes, to aid counselors in working on self-improvement and a training project.

Some general concepts learned may be helpful.

In planning the steps to implement the innovation that I as a change agent have introduced. Especially a strategy for acceptance.

Yes--I plan to map out in concrete terms (stages) my strategy.

Not sure yet.

Yes, same as 3b--developing evaluation, keeping the innovation intact.

Yes. The chairmen of media resources will be encouraged to become change agents.

Yes. In presenting plans for innovation to administration for integration of Learning Resource Laboratory facilities part and parcel of total learning experiences planned for curriculum.

Yes--develop a more systematized plan for acceptance and self-renewal stages.

Yes. Create awareness in regional management team. Working towards developing local training capability.

Yes, plan to conduct a workshop for department chairmen this summer.

No.

Do you plan to utilize any of your learnings from these 2 days in the next six months? If yes, explain how. (continued)

Yes, in workshops and task force meetings. A key to getting these groups to take action and risks.

Yes: curriculum development.

Yes. Unfortunately, I do not feel that the information provided by the conference went much beyond what was provided in the text.

I hope to do a thorough diagnosis of my work situation, including existing relationships.

Modified game.

Yes, as a teacher of ed. admin.

Include in classwork--university level. Also utilize in a community workshop experience, association mtgs.

Only to the extent that they've already been internalized.

Intend to share with 2 deputy-directors and six supervisors.

Yes.

Yes, (1) implementation of programs in public school; (2) dissemination of information.

Involve more people as agents of change.

Change team concept.

No.

Staff development. Adapt materials to our situation.

Yes, to train leaders in my school system in this process.

Yes, good survey of needs and research.

Yes, but need more data . . .

Do you plan to utilize any of your learnings from these 2 days in the next six months? If yes, explain how. (continued)

Not specifically.

Yes, the text will be my . . . and the added role playing technique.

I will specify the competencies a program should enable educational administrators to acquire. Establish use of such communication techniques among students as the conference call.

Yes, by making use of a change team.

If I get the chance, yes. My notion is in the planning stage and awaits the endorsement of "superiors".

Yes. I think the diffusion game and the general 6 stage model will help me plan some innovations and to conduct some assigned evaluation. I expect to read more in the field too.

Share with others.

Planning Committee: diffusion techniques.

Yes, will review goals, strategies and determine "fit" with 6 steps.

Refine techniques I was already using.

Yes. I am presently in the midst of a change environment --only needing rational approaches.

Yes. To develop and implement more relevant (techniques) strategies for self-renewal of the projects goals.

It occurred to me that I should develop a faculty-student advisory committee and I shall probably do that.

Yes--checklist as resource in preplanning.

Do you plan to utilize any of your <u>learnings</u> from these 2 days in the next six months? If yes, explain how. (continued)

For teacher evaluation and curriculum evaluation and revision.

Yes, I'll review Havelock handbook, analyze forces and fit situational factors into stages we covered.

Yes, in the implementation of a specific innovation.

In implementing the project I have in mind.

5. Do you plan to utilize any of the materials you acquired in the conference? (GUIDE, Checklists, etc.) Explain what and how.

Yes. - Book - game - suggestions from group.

Yes, Lewis force field, Gantt chart,

Guide, and Checklists to help give formal directives in planning. Also suggestions brought from the group.

Guide as a reference (and checklist as a handy guide) in developing plan.

Yes--will probably suggest that Guide be ordered for key personnel involved in developing the plans.

Yes--planning innovations.

Yes. Probably offer workshop type setting to my fellows, who are Instructional Developers.

No.

Yes--I feel that by integrating these materials with others in systems analysis, I can assist my colleagues who are faced with the task of facilitating changes.

Since I have not looked over checklists, I cannot say; but I have already made use of the 6 step approach to change and will continue.

Yes--has already shown me how I have underestimated the potential impact of a couple of people.

Yes.

Not immediately, probably later when I am in another situation.

The checklists are especially useful and I intend to adapt them to my purposes as I go along.

Yes.

Unknown and not determined at this time.

Do you plan to utilize any of the <u>materials</u> you acquired in the conference? (GUIDE, Checklists, etc.) Explain what and how. (continued)

Possibly use checklists.

Will use checklist in various stages of the program.

Yes - Guide, Checklist, Game.

Not sure yet--possibly the Guide, possibly the game.

Yes, the checklists; I have some other projects in mind that your system will help me get underway.

Guide.

Guide - checklists.

Yes. Use the checklist and the Guide in my work.

Yes, distribute as Step 1 of #4.

Yes. As part of the workshop.

Yes--in planning own program adaptation.

Guide, checklists and games through workshops. I think the Guide will be a good reference!

Yes. Cannot tell at the moment.

Use Guide/checklist in specific situation.

Yes. I have already found the Guide to be useful in organizing my thinking for planning.

Will circulate to O.D. specialists on the staff to examine - steal info as it is useful.

No.

Yes. Simulation game if available.

Yes--would like simulation.

Do you plan to utilize any of the materials you acquired in the conference? (GUIDE, Checklists, etc.) Explain what and now. (continued)

Guide, checklist.

Found Guide valuable (and accompanying checklist).

Yes.

At this point all materials are considered. Once applied, I am certain that optimal materials will be identified and personalized materials will be developed.

GUIDE.

Possibly the book (Havelock).

Yes--as references--all of it, especially text.

Above.

Yes, Guide.

Yes--the workbook and checklist to investigate my project.

Re-read and absorb.

Yes...after recasting.

Yes. GUIDE, in a general way.

Most of it, but will alter to fit our needs.

All materials were excellent. I plan to use all--or most--in my course.

Yes--Guide.

Yes. I am at the drawing board designing simulation and gaming materials which will be anchored in behavioral science concepts. Materials acquired offer valuable reference points to enhance my efforts. Plan to adopt test for instructional purposes.

Do you plan to utilize any of the <u>materials</u> you acquired in the conference? (GUIDE, Checklists, etc.) Explain what and how. (continued)

Yes, the Guide, Cashhalf list and the long checklist for Stages I-VI.

Make them available to other faculty members in the Dept.

(1) Checkbook looks interesting--have to review in detail.
(2) Game--introduce it to principals and their steering committees.

Guide will be utilized to provide staff with further insights.

Havelock's book as reference.

Checklist will be used in the project's staff meeting as a model to keep us "on course" in meeting the project's objectives.

No.

Checklist.

Yes. For planning personal revisions.

Yes. Guide, checklists, utilize diffusing experience gleaned in simulation game.

The six steps or phases.

Yes, as a guide, check on progress, providing a framework in which to operate, etc.

6. Do you think a workshop of this type would be useful to others in your home situation? Do you wish to make specific plans for such a workshop?

Not yet.

This type of planning is already in process, starting last Sept. in our school.

Yes--not now.

Possibly--am not in a position to make such a decision.

Yes. (To 1st part of ques.)
Not now--must confer with staff. (To 2nd part.)

Yes, probably.

Possible.

I will explore the merits of giving such a workshop and have the address to re-contact the ISR team if this is desired. Thank you for your evident hard work!

Very. I certainly will bring back the message.

Yes--especially with administrative leaders in my school district.

Could be.

Not at this time.

In concept only. Probably need more specific program.

No.

Yes. (To 1st part of ques.)
Not at this time. (To 2nd part.)

Yes. (To 1st part of ques.)
No. (To 2nd part.)

No, not at this time.

Do you think a workshop of this type would be useful to others in your home situation? Do you wish to make specific plans for such a workshop? (continued)

Yes. (To 1st part of ques.)
No, but only because I have too many other things to do. (To 2nd part of ques.)

Yes.

Possibly--I'm not in a position to make this decision.

Yes. I will contact you later after discussions with staff.

The three-day training workshop more appropriate. Repeated sufficiently to produce local (regional) training cadre.

See 4 above.

No. If the 3 p.m. Tues. presentation was a demonstration, it missed my focus.

Yes--I will have to do some selling first!

Yes. Possibly some time in the future.

Yes. (To 1st part of ques.)
No. (To 2nd part of ques.)

A workshop of this type would be useful to those who will have leadership roles in my project. But not if it is conducted in this manner. Too many people not intensely interested in others problems; a group having the same problem would benefit more.

Not in the immediate future.

No.

Yes.

Yes, with changes.

Useful for infor. services dept. heads (library, computer and media).

Do you think a workshop of this tvpe would be useful to others in your home situation? Do you wish to make specific plans for such a workshop? (continued)

Yes. (To 1st part of ques.)
No. (To 2nd part of ques.)

Yes--In the future, concepts from this program will become part of back home workshop and inservice activities.

Yes, yes.

No.

I would like to see the whole, 3-day workshop first.

Limited. (To 1st part of ques.)
No. (To 2nd part of ques.)

Yes, yes, yes.

Not at the present time, but possibly in the future.

No.

Yes. Smaller #'s. Please mail me more info.

No. The resistance is too great.

Yes, will be in contact.

I think so--quite definitely. Such a program would be highly advisable in my home situation--particularly with university administrators. I will discuss this with them.

Yes. It has to be planned yet.

Not at this time.

I don't know.

Yes, it would be helpful, but would need expert help.

Not really. Perhaps for a consortium of schools, or an entire district.

Do you think a workshop of this type would be useful to others in your home situation? Do you wish to make specific plans for such a workshop? (continued)

Yes. First have to assess degree of felt need back home.

Not yet.

If focused on implementing a particular innovation.

Yes. Yes, I can be reached at above address. What is the fee?

Possibly. (To 1st part of ques.)
No. (To 2nd part of ques.)

1. Not yet.
2. No.

Not presently.

Not at the moment. Ultimately, yes.

Others from my department have attended conference in past --will continue to do so.

Not now.

APPENDIX C

PRE-CONFERENCE MATERIALS

Participants received the materials identified in this appendix one to two weeks before the workshop. In addition to the enclosed materials, the participants also received a schedule of activities.

* pp C-1 — C-12 deleted due to copyright coverage.

EXAMPLE

SR

FOR RESEARCH ON UTILIZATION OF SCIENTIFIC KNOWLEDGE / INSTITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

MEMORANDUM

TO: Registrants for Mini-Conference "A Problem-Solving Linkage Approach to Educational Change Planning and Management"

FROM: Ronald Havelock, Coordinator

DATE: January 10, 1973

SUBJECT: Pre-Conference Reading and Input to Organizers

We are pleased to be informed that you are a registrant in this mini-conference on planning and managing change. To make our time in New York more meaningful and relevant, we are asking each participant to do a little advance reading and to complete the enclosed form describing an innovation process in which you have had some personal involvement.

U.S. educators have been "innovating" in one way or another for generations but until recently few of us have paid explicit attention to the *process* of innovation. At our Center in the last 5 years, we have been studying this process and developing some materials for training in innovation management. The purpose of this workshop is to share some of our learning and training materials with you. The focus of these two days will be the process of innovation by collaborative problem-solving described in the book you have in front of you. Open the book and scan the table of contents. Then thumb quickly through the text to note how it has been formatted. You will see that we begin with four case studies. These are real cases that actually happened and we have been told by most of the educators we have talked to that they are very typical of their experience. You will also note that we refer back to these case examples many times with special notes in the right hand margin of most pages.

Our philosophy of a mini-course experience follows the same principle, namely: always match an input from theory with an example of practical experience. There is a difference, however, between formatting a book and formatting a conference because in the latter case the experience should be *real to the participant* and preferably his or her own situation. This is why we need a statement from you now describing something pertinent about your situation. We would like to use your statements in two ways: first, to help group participants for some of the sessions in terms of similar interest, and second, to get some understanding of your approach to change and your sense of priority topics so that the conference inputs can be adapted accordingly.

Page 2
Memorandum

Before filling out the form, read the introduction to the GUIDE and at least two of the case studies to get a feel for the categories we are using. Then fill out the form and send it in. Finally, between now and the time you see us in March, read the book or as much of it as you can and try to relate it to some aspect of the work you are involved in now. In the conference itself, we will review this material, discuss it, and try out some simulations and other training materials which are being developed in this area, and which you may want to use yourself in introducing similar procedures to others. BRING THE GUIDE WITH YOU WHEN YOU COME IN MARCH. The training modules are built around it and it serves as the primary reference for the two days.

rw

Enclosure

[Mail the completed form to the address below in the enclosed envelope.]

EXAMPLE

SR

R FOR RESEARCH ON UTILIZATION OF SCIENTIFIC KNOWLEDGE / INSTITUTE FOR SOCIAL RESEARCH / THE UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN 48106

MINI-CONFERENCE

A PROBLEM-SOLVING LINKAGE APPROACH TO EDUCATIONAL CHANGE PLANNING AND MANAGEMENT:
Input to Conference Organizers

Name:

Position:

Work Address:

(Read the Introduction and at least two case studies in THE CHANGE AGENT'S GUIDE TO INNOVATION IN EDUCATION before responding.) As briefly as possible below describe an innovation activity in which you have some current involvement. This input can either be something that is only being planned or is under way. (It would be additionally helpful to us if responses could be typed and limited to the spaces provided.)

1. The innovation:

2. Anticipated consequences of this innovation:

3. Your specific role in bringing about the change:

4a. Do you see yourself as a change agent in any sense?

4b. Is your role or will your role be similar to any of the four roles described in the GUIDE Introduction? (Specify)

5. What has been or will be done to build relationships between the innovation's users and resource persons?

6a. How has or will diagnosis of needs be made?

6b. Who has or will participate in diagnosis? (What persons, groups, types of personnel.)

7. What knowledge resources have been or will be used?

8. How was (will be) the innovation chosen or created? (including adaptation)

9. What steps were (will be) taken to gain wide user acceptance of the innovation?

10. What will be done to maintain the innovation?

11. What will be done to build a self-renewal capacity for the system?

12. What is the key factor in the process of innovation from your point of view?

13. In what general areas, topics, or stages are your change skills

Strongest:

Weakest:

14. Primary reason for choosing to attend this mini-conference:

APPENDIX D

Module I Materials

Contents

Module One

Overview of Change Process

Rationale

Each of us has experienced change at various points in our lives and has our own individual perceptions of what the process of change means to us both as individuals and as members of groups. Module I is designed to provide a shared set of definitions about the meaning of planned change and shared experiences of a planned change event from which the trainees may acquire a new set of knowledge and skills about change from the point of view of the change agent.

Module I introduces participants to a sequentially developed phasing of change stages as conceived by Ronald G. Havelock. More specifically, participants will, through a slide-tape presentation, have opportunities for more in-depth, experiential explorations of these stages. Finally, through a simulated experience, trainees can begin to move toward a synthesis and internalization of new knowledge, insights and techniques.

Module I provides opportunities to:

1. Become aware of the theoretical concepts of change as a planned process through the introduction of Havelock's model.

2. Relate the trainees' world of every day experience to the change process model.
3. Experience a simulated planned change situation which illustrates several of the dynamic themes of the process of planned change, e.g., support and resistance, continuity and inter-linking of phases, dilemmas faced by the cnange agent and a variety of change agent roles.
4. Learn and clarify the technical language used to explain the planned change model.
5. Begin to identify and organize knowledge, values and skills relating to the change process.

Cognitive and Behavioral Objectives - Module I

Trainees will have the opportunity to:

1. Experience the change process through a simulated testing of a real-life situation and be able to test their own capabilities as a change agent. This experience might include:
    a) helping others articulate the need for change and recognize how they as change agents might influence the process.
    b) building and/or maintaining trusting and collaborative working relationships.
    c) collaborating with others to diagnose a problem(s).
    d) working to establish realistic change goals.
    e) acquiring and utilizing material and people resources.
    f) generating alternative solutions and developing criteria for selection of alternatives.
    g) dealing with communication problems and resistance to change.
    h) mobilizing support systems and opinion leaders.
2. Relate his/her world of every day experiences to the change process.

3. Make action implications specific to his/her back home situation based on the change model presented.
4. Utilize available resources in order to develop an understanding of the change process (e.g., audio-visual aids, selves, training, The Guide, etc.)
5. Become acquainted with and understand the technical language used to explain the change process model.
6. Become aware of several of the dynamic themes of the change process.
7. Identify and organize knowledge, values, and skills relating to each phase in the change process.
8. Relate knowledge, skills and values of change model to past experience, immediate "here and now" situations, and anticipated "back home" situations.

Sample Flow Charts

Module I

ACTIVITY FLOW SHEET

Module I - Example 1

Time	Activity	Who's Responsible	Material & Equipment
9:00	Start Up Activity: Individual Activity 1. Participants and trainers put on name tags 2. Participants and trainers respond to questions posted on newsprint; use newsprint and magic markers 3. Attach picture to newsprint and post 4. Mill; ask questions (focuses on some question relevant to the workshop)	Trainer	Name tags Newsprint of instructions Blank newsprint Felt tip pens Tape Polaroid camera
9:30	Sharing of Expectations among Participants: Participants move into heterogeneous, "stronger" groupings of 4 to 6 (may be structured groupings, such as corresponding symbols and name tags)	Trainer/ participants	
9:45	Sharing of Trainer Expectations with Participants: 1. Overall goals of training session; hoped for outcomes 2. Overview of activities and sequencing 3. Module I Agenda and rationale 4. Negotiations with participants, if any	Trainer	Overview agenda handed out or posted Agenda for day posted on news-print
10:00	Simulation: Ten-Minute Day - Start up 5" 1. Introduction of Simulation - purpose, rationale - how it fits into Module I 5" 2. Participants select roles and move to role groups (e.g., teachers, students, administrations, etc.) 20" 3. In role groups, participants -further specify roles within their groups -begin planning activities and strategies of interacting with other role groups with regard to the problem identified (This should be seen as the start up simulation activity for the 10 minute Day Simulation in the Afternoon of Module I)	Trainer	

ACTIVITY FLOW SHEET

Module I - Example 1
continued

Time	Activity	Who's Responsible	Material & Equipment
10:30	Break 15 minutes		
10:45	Introduction to the Process of Planned Change: Clarify and Discuss 1. How this input fits into the day and total training session 2. Brief overview of the stages (transition to audio visual component)	Trainer	Chart of Change process
11:00	"Establishing the Need for Change" (Audio Visual component 1. Voices and slides 2. Participants respond to: -which, if any, of these comments are you not able to identify with -what are comments you could add from your own experiences 3. Dialogue 4. Explain "Brainstorming" rules 5. Entire group brainstorm supports and resistances to "establishing a need for change"	Trainer	Projector Screen Recorder Tape & slides Extension cords Guide to "Phases " in dialogue Rules for brainstorming Newsprint and markers
11:20	Stages I, II, and III - Building a Relationship - Diagnosis - Acquiring Relevant Resources 1. Dialogue 2. Participants each choose one of the three stages to focus on (e.g., 3 groups) 3. Activity sequence for each group	Trainer/ participants	Audio visual equipment Newsprint & markers for each group Casettes Guide checklists Charts #2, 3, & 4 of key ideas of dialogue

ACTIVITY FLOW SHEET

Module I - Example 1
continued

Time	Activity	Who's Responsible	Material & Equipment
	a. - review Guide 7/or relisten to cassette of dialogue b. - brainstorm: What concepts are important? What concepts would I add? What strategies are appropriate for this stage? 4. Report out, summarize	Trainer	
12:00	Lunch (60 to 90 minutes) 1. Newsprint posted at door, and participants are asked to write down as they leave words, phrases, etc. which express how they feel about the morning 2. Participants urged to have lunch in their Simulation Role Groups		
1:30	Stages IV, V, VI - Generating Alternative, and Choosing a Solution - Gaining Acceptance - Self Renewal 1. Dialogue 2. Participants each choose one of three stages to focus on (e.g., 3 groups) 3. Activity sequence for each group a. review Guide &/or relisten to cassette of dialogue b. Brainstorm - what concepts are important? - what concepts would I add? - what strategies are appropriate for this stage? 4. Report out, summarize	Trainer Trainer	(Same as in stages I, II, III -plus charts #5, 6, & 7 of "key ideas" of dialogue

ACTIVITY FLOW SHEET

Module I - Example 1
continued

Time	Activity	Who's Responsible	Material & Equipment
2:10	Simulation (of Guidelines #7) 15" 1. Planning in Role Groups (same as morning) 5" 2. Overview of 10 minute days posted 3. Logistics: decide what groups meet where?	Trainer	Newsprint Markers Rooms for groups to meet
2:30	Days One and Two		
2:50	Night One (planning)		
3:00	Days Three & Four		
3:20	Night Two		
3:30	Day Five		
3:40	Break		
3:50	Debriefing of Simulation: 1. In small groups, process simulation 2. Total group discussion of process and learnings 3. Matrix: demonstrate use by drawing examples from participants on one stage (e.g., Building Relationships) 4. Participants, in small groups, complete matrix	Trainer	Guidelines for for debriefing in small groups and total groups Matrix Newsprint of matrix posted
5:15	Evaluation/Feedback: Participants choose color which best expresses how they feel about the day; write on the card why they chose the color they did!	Trainer	

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's Responsible	Material & Equipment
5:00	Registration in Room; recommend that participants read Introduction to Havelock's Guide and Carkhuff	Host	Newsprint sign Packet containing articles Guide Wine
5:30	Dinner		
7:00	Warm up Activity - Get acquainted - Participants get pictures taken, and respond on newsprint to posted questions: - who am I (use ing words) - kind of change I am involved in - what do I expect to come away from conference with? - how do I plan to use results? CHOICE OF - what am I confused about? - what am I willing to put into this for my own learning?	Trainer	Newsprint Markers Tape Polaroid
7:20	In trios, share needs and expectations		
7:45	Fishbowl - One person from each trio plus 3 trainers - needs of group - expectations of workshop - capacities of workshop: trainers		
8:15	Trainers share agenda, rationale		
8:30	Discuss with participants any modifications		
8:45	Present simulation - work out problem situation with participants		
9:00	Select role groups for simulation planning; begin planning within groups	Trainer	Problem situation posted

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's Responsible	Material Equipment
9:30	Theory Input on 6 stages Establishing Need for Change (tape and slides) Short general discussion (brainstorm of blocks and supports)	Trainer	Projector Screen Recorder Charts Tape & slides
10:00	Stages 1, 2, & 3 1. tape and slides of dialogue 2. break into 3 interest groups (listen to tape again if desired) 3. discuss/list concepts and strategies 4. share together	Trainer	
10:45	Break		
11:00	Stages 4, 5, & 6 (procedure same as 1, 2, &3)	Trainer	
11:45	Brief input of 4 change agent roles, and link to 6 stages		
12:00	Lunch		
1:00	Replan in Role Groups for Simulation		
1:15	Simulation: 7-minute day 1. 2 days of 10 minutes each 2. 1 night planning: 10 minutes 3. 2 days of 10 minutes each 4. 1 night planning: 10 minutes 5. 2 days of 10 minutes each	Trainer/participants	
2:45	Break		
3:00	Discussion - Feedback in small groups with sheet of guide questions - personal behavior - group process - effectiveness in total situation - identify behaviors in relation to 6 stages	Trainer	Sheet of guide questions

ACTIVITY FLOW SHEET

Module I - Example 2

Time	Activity	Who's Responsible	Material & Equipment
3:30	Group discussion of process, learnings, implementation of 6 stages	Trainer	
4:30	Summary - look at 6 stages again - do matrix on knowledge, values, and skills.		

Trainer Guidelines
Module One

1. Guide to facilitating the "Start up Activity" (Module One, 9:00)

This is basically a self running activity. Everyone, trainer and participants, should respond to the instructions posted on newsprint:

"Welcome to the Change Agent's Conference! Please take a large piece of newsprint and a magic marker and respond to the following questions:
- Who am I (using "ING" words)?
- What kind of change am I involved in?
- What do I expect to come away from this conference with?
- How do I plan to use these results?

After you have responded to these questions, attach your picture to the newsprint and post if on the wall (someone will be coming around to take your picutre). Then get acquainted with who others are, where they're involved, and what they expect with this conference.

One trainer should be responsible for taking pictures, and this trainer should have filled out his newsprint previously so as not to delay the group.

Other trainers should mill and make an initial assessment of the participants, e.g., variety of skills and resources among them, simularity of expectations etc. The trainers should use this information to refer to during the conference to make the impacts more relevant to the participants' own life spaces.

Trainer Guidelines
Module One

2. Guide to "Sharing of Expectations":
   1. Among Participants (9:30)
   2. Of Trainers with Participants (9:40)

1. Among Participants:

The groups may be formed "ad hoc" or they may be prearranged groupings but in both cases they should be heterogeneous, stranger groupings of four to six.

Prearranged groups may be structured by matching symbols or nametags, e.g., circles, squares, etc. The groups should be heterogeneous so that participants may become aware of the variety of resources and expectations present, and avoid talking with "teammates" if they are present.

The groups should be asked to discuss the similarities and differences of each other. (This may be posted on newsprint). The trainer should ask each group to report out briefly before going on to the next activity.

2. Of Trainers with Participants:

This is the trainer's opportunity to clarify expectations and help set realistic expectations for the conference. Consistincy of expectations is sessential early in the conference to avoid later resistance. In a very real sense, the trainers at this point are forming a contact with the participants.

The trainers should give both an overview of the conference and of the day's activities. If any negotiations are to occur, this is an appropriate time. This overview should not be so detailed as to confuse anyone.

Trainer Guidelines
Module One

3. Guide to "Introduction to the Process of Planned Change" (10:30)

It is important for the trainer to use his/her own approach rather than try to imitate someone else's. Nevertheless, testing has shown the most effective introductions to include a very short history of the field of planned change, some references to leading experts in the field (such as on the bibliography) and some explanation of how Ronald Havelock evolved this six stage model from a synthesis of many other models. The complexity, interrelationships and overlapping of the stages should also be noted, as well as the fact that they may all be going on at the same time in any given change project.

The important point to keep in mind is that you should "internalize" an introduction, whatever it might include. And the content of the introduction should be as immediately relevant to the goals of the conference as possible.

Guidelines for Trainers
Module One

4. Guide to facilitating "Brainstorming" (11:00)

If the group is already acquainted with the "brainstorming" activity, it is just a matter of reminding them of the rules. However, if the group has never heard of brainstorming before, it may be necessary to illustrate the process by means of a simplified example, e.g., brainstorming all the things you could do with a million dollars. In either event, whether the group is skilled or not skilled in brainstorming, it will be helpful to post the brainstorming rules on newsprint as follows:

Remember the
Rules For Brainstorming

1. Say the ideas as rapidly as they come to your mind.
2. It's OK to repeat Ideas
3. Do not evaluate
4. Do not discuss

Hints:

- If there is a lull in the brainstorm, wait it out and continue again. Often many important ideas are missed because of giving up too soon.

- Try to "piggyback" on one another's ideas

TRAINER GUIDELINES

MODULE ONE

5. Guide to Demonstration of the Use of the MATRIX

In order to become acquainted with the use of the Matrix, the trainer should first give the group a rationale for its use, and secondly lead the group in completing one stage of the Matrix:

1) Rationale:

The matrix should be presented as a tool to organize the day's input and experiences. Pointing out some future use of the Matrix, e.g., in some later conference activity or some back home activity, will support its value.

2) Demonstration:

The Matrix is handed out to everyone and briefly explained. Then the trainer chooses one stage to complete, preferably Stage I, building relationships, since that is the focus of the next days activities. The trainer uses newsprint and facilitates the group in "getting into" this activity. The newsprint might look like:

	Stage I: Bldg. Rel.
Skills	
Knowledge	
Values	

(Participants are then requested to complete the Matrix in groups of 3-5.)

Trainer Guidelines
Module One

6. Guide to Operating and Synchronozing the Slide-Tape Dialogue (Module I: 10:45, 11:40, and 1:30)

   A. Preparation before Training Programs:
      1. Prearrange the slides in the slide tray wo that they are in order and if the tray does not hold all the slices, make the break between Stages III & IV. This allows sufficient time to change slide trays.
      2. Check that all the equipment is functioning properly at least 12 hours before the training program. Be sure to have available an extra bulb for the projector, and also a spare tape of the dialogue.
      3. Practice synchronizing the slides and the taped voices and dialogue <u>before</u> the training program begins. Use the attached underlined transcript to guide you. Ideally the slide should appear on the screen at the instant the phrase is verbalized in the dialogue. Experiment with this, but be sure to go through the entire presentation so that you feel comfortable with the equipment, the content, and the process.
      4. Immediately before the presentation, ask someone (another trainer or participant) to be responsible for the lights.
      5. Immediately before the presentation again check that all equipment is functioning properly and that the environment is arranged the way you want it. (e.g., screen is usable to all participants audio is loud enough, etc.)
      6. Put the cassette tapes in the cassette recorders and mark which stages each recorder contains.

   B. During the Slide Tape Presentation:
      1. Besure that you have sufficient lighting to see the transcript, and therefore know when to change the slides.
      2. With the voices and comments preceeding the dialogue, try to synchronoize the voice with its matching slide as closely as possible.
      3. Do not participate or lead the activity immediately following the voices and comments (e.g., 10:45, Activity #2). Instead, prepare to continue the presentation when the cue is given.
      4. In the dialogue of Stages I-VI, start the projector first and show the slide of the "overview" with focus on the stage coming up. Then start the recorder and follow the transcript for changing slides.
      5. In the presentation of stages I to III, and IV to VI, stop the recorder briefly after each stage before going on. Allow the participants to view the last slide of the stage for a few seconds (10-15 seconds) then change the slide to the "overview" slide, start the recorder, and continue.

   C. Materials and Activities to Support the Conceptual Input of the Change Process, e.g., the Slide Tape Component.

      1. Posting a newsprint of the day's times and activities as well as communicating an overview of all three modules will have the effect

2. Negotiating changes in the agenda with the participants will have the effect of gaining their involvement and commitment to the activities.

3. The seven charts of the key ideas and phrases of the dialogue should be displayed immediately after the slides tape presentation of the stages (e.g., charts of stages I, II, & III should be displayed in the small groups immediately after the 11:20 presentation). These charts should be visible throughout the conference, and be referred to when appropriate.
4. The chart of the Overview "of the change process should be displayed during the Introduction (10:30) and remain visible throughout the conference.
5. In the small group activity at 11:20 (#2 & #3), trainers should be slightly more directive than in similar activities at 1:30 (#2 and 3). Trainers may even choose not to be involed in the 1:30 small group activities. This, of course, is dependent on the skills of the participant.
6. All products of the participant's activities should be posted in a somewhat orderly fashion. Trainers should take advantage of every opportunity to link concepts, skills, and values to these products

D. Traps to watch out for in presenting the slide-tape dialogue:
   1. Some equipment failure, such as tape breaking, light bulb burning out, plug coming loose, etc.
   2. Spending too much time on the activity after the voices and comments (10:45, #2). This should be a very brief activity, only a few seconds.
   3. Poor sound quality, therefore making the dialogue not understandable.
   4. Not being acquainted with the process of synchronizing slide and tape, e.g., no practice.
   5. Giving too little direction, or too much direction, to the activities which support the dialogue conceptual input.
   6. Not having a clear division of labor among the trainer (e.g., who operates equipment, who makes transition, etc.)

7

Planned Change Process: Simulation

The simulation is included in the first of three training modules in order that the workshop participants have a collective simulated change experience which will generate a set of common experiences for testing the planned change model and factors which must be taken into consideration when planning and managing a change experience in other situations.

Utility for Participants

The simulation is intended to provide the participants: a) an opportunity to analyze a simulated situation using the 6 stage model, b) an opportunity to disucss alternative strategies, tactics, roles which must be taken into consideration as a change process is implemented, and c) discuss values and attitudes which effect and are effected by the change situation.

Utility for Trainers

The simulation provides the trainer(s) with a workshop shared experience, participant observations, and relevant change process data to guide the participants in a discussion of the relationship between the model and the factors and forces which can occur during the change process.

Major ingrediants of the Simulation

I. Simulation Roles

A. Groupings: The self-groups for the simulation should be planned to have three levels of influence (high, medium, low) within the simulation's context. (Examples of these degrees of influence by role definitions are: high-superintendents, medium-teachers, low students). The number of sub-groups is dependent upon the number of participants and the simulation problem.

B. Size of Groups: The number of persons in a group is dependent upon the number of persons and the simulation's problem. A general rule of thumb is for the high group to be small with the medium and low influence groups being somewhat equally matched.

C. Newspaper Reporter: The newspaper reporter's role is important for the generation and reporting of information which comes from the activities going on during the simulation. The reporter can be a trainer or participant(s). The reporter is to record information on the issues and process of the group on newsprint and disseminate the information to different groups.

D. Simulation Process Observer(s): The workshop trainers should serve in the capacity of process observers for the simulation. The optimal situation is one where there is a trainer observing each sub-group. The process observers should record comments about the interactions among individuals in sub-groups and the interactions between the sub-groups. This documentation process should be done in a fashion which will allow the observer to feedback information to sub-groups about their process during the debriefing session.

II. Required Components

A. Case Situation Information: Before the simulation begins the trainers should determine the problem and the case situation for the problem based either on pre-workshop information or with a group of the workshop participants. Using either approach, the participants should have the descriptions of the characteristic of the environment. Important characteristics are:

1. size of community
2. size of system, e.g., school system
3. ethnic composition
4. mean income of community
5. related problems
6. political attitudes
7. suburban - inner city, if they apply
8. common types of employment.

B. Statement of the Problem: The problem should be one which the participants can identify with their back home situation. The problem can be specified with as much detail as the trainer desires. It should be stated, however, that there are both advantages and disadvantages related to the degree of detail used in specifying the problem. In planning the simulation problem, we have found it useful to clarify the problem by presenting a set of events which proceded the chosen problem and implying how the problem relates to the simulation's role groups.

Below you will find a set of problem statement examples.

(This problem statements will be included after we have set-up the format for the trainer's Guide. They will be taken from our field tests.)

C. Planning Period: During this period, the sub-group participants have three main tasks. They are:

1. to identify the role of individuals in the sub-group and the attitudes each has toward the problem statement.
2. Determine the means the group will use to be involved with the simulations problem.
3. Begin any activities they feel are appropriate to their playing the simulation, e.g., planning meetings, gathering data, finding out who supports their ideas, etc.

When the planning period is completed they should have their role defined to some degree and be encouraged by the trainers to look at the role from the planned change context.

D. Simulation Playing Period: The simulation playing period begins with the trainer stating that the "low" power group is meeting with the "high" power group to clarify their position on the issue. The trainer then announces that the game has begun and that alls-go. The participants then begin doing whatever they planned to do or to react to situations that may arise. The important organizational factors to keep in mind are: someone must be announcing the end and beginning of nights and days; that the newspaper is gathering and reporting data; and that the process observers are recording information.

E. De-briefing Period: The debriefing period is when the participants share their ideas insights, attitudes, and values about change and the change process in the simulation. As mentioned earlier, there are two sessions in this period. The first is the sub-group debriefing on their process in the simulation using the observers feedback, if possible. The other is the large group meeting to share ideas. This session is directed toward gaining other's perseptions of each sub-groups actions, the interactions among sub-groups, the identification of issues around change and how the issues and the activities in the simulation relate to the planned change process.

Examples of processing techniques are:

(to be added after for material to content perimeter determined)

(Examples of discussion issues to be added after determination of how detailed they should be.)

(Note to Readers: to increase the effectiveness of the debriefing process, Gloria has used the "critical incident" procedure for generating information on the change process. I would like to suggest that we include it in the debriefing procedures.)

F. Timing of the Simulation: The statement on "Simulation structure" to follow is an example of how the time sequences flow. Basically, there are five periods in the simulation and require approximately the time stated below.

1. Pre-simulation planning period.

   This time is used to determine the problem and the situational characteristics. This may be done by the trainers along or in conjunction with participants. The time required is approximately one-hour.

2. Introduction of the simulation.

   Introducing the simulation requires approximately fifteen minutes.

3. Participant Role & Strategy Planning Period.

   Normally, the role groups require a minimum of twenty minutes to get organized. However, many groups can use one hour very effectively to plan. Therefore, it is recommended that twenty minutes be allocated for workshop planning time and that additional planning can take place during meal time and coffee breaks.

4. Simulation Activity Time.

   One of the primary assets of this simulation is the way the "playing" time can be managed to meet the time restraints placed on the module based on workshop variables, e.g., scheduled meals, etc. The important point to be kept in mind is that the "playing" time requires days and nights. The importance of the nights is that they can be a rest period for the organized. For others, it is a work period, as so frequently happens to change agents. We have found that it is useful to have the days 7-10 minutes in duration with the nights being 2 minutes but for third or fourth night which is 10 minutes (to allow for any necessary regrouping). The number of days and nights, again, is the option of the training staff but we have found that a minimum of five days is most productive.

5. Debriefing after the Simulation

The debriefing session is very important. Therefore, 50 to 60 minutes should be allotted for the discussions subsequent to the playing period. The time for debriefing should be divided into two sections. First, approximately twenty-minutes should be allotted for the sub-groups to meet by themselves to discuss the process and their personal and sub-group participation. Following the sub-group meeting all the participants should meet as a total group to discuss various issues that apply to all the participants. Information on the debriefing process will be addressed later.

G. Space: The amount of space required for this simulation is dependent on the number of sub-groups. What is important is that they have enough room to meet privately so that they are not overhearing one another and have to move from group to group if they need to meet with other groups.

H. Structure:

Time	Activity
1 hour	Pre planning Session: a. identify the problem b. the context of the situation
15 min.	introduction to simulation Planned period a. determine roles b. relationships c. attitude on problem d. tasks, plans, etc.
1 hour approx	Simulation-Playing Play through days and nights after meeting with high and low power groups on the innovation.
	Debriefing
20 min.	Small sub-groups
30 min.	Total groups

Module I - Slide Tape

Transcript of Voices

People who don't work at a hospital think that everything is fine. They think that medicine is a glamour job...but the reality is much different. Sometime people should ask the nurses, doctors, and patients what the needs are.

They're not really interested in kids as individuals and human beings. They treat everybody as a whole...a group of people in here to learn... We'll try to give them the classes they wanted. If they don't like it, then screw it.

Just stay out of my classroom. How I teach is my own business. I was hired to do the job and I've been here for 18 years, and nobody is going to tell me now how to do it.

We've got a lot of good funds from the state, but there seem to be so many problems in running day to day that we don't even have any time to sit down and think about what kind of changes to make...how to use the money... what to do with it...uses to which it could be put... and my real question is I'm not even sure that people are ready for any kind of change at all.

I don't think we have to baby our students, or be involved in a direct way in the kinds of changes they want to make. If we just provide them with opportunities--open opportunities for them to make their own contributions, they'll go ahead and do it.

My counselor that I have, he's really old, and...wow... trying to talk to him is like talking to the wall!

Now that we've got all that information from teachers and students, what are we going to do with it? The problem is that we already know a good deal better than they do. Maybe what we ought to do is have a 50 year moratorium on research and really use the knowledge we have to try to do something useful with it.

...at the school board meetings, but we can't do anything about the things discussed there. We can just sit there, look around, and do absolutely nothing.

It requires a personal sacrifice, which was why it was a lot easier to keep on talking than it was to start doing anything about it.

I'd want to make sure that this new system works before I try it. I've gotten burned before, and I wouldn't like it to happen again.

Module I - Transcript of Tape

Starting the Change Process:

ESTABLISHING A NEED FOR CHANGE

RON: Well, the starting point for any process of change is certainly stimulating in some way a need for change.

EVA: Yes, and that might be stimulated from the outside or the inside of the system.

RON: For example, from inside the system there may be some individuals who have pain or discontent about the way things are now.

EVA: Or it may be that there are people who have images of what things could be like.

RON: And one outsider, obviously, is the would-be change agent, who's hoping to be a source of stimulation for change, and if it is the change agent who's going to be the source of stimulation, he's got to be credible to them, whoever they are, as a relevant model, or stimulator, or confronter, or whatever.

EVA: Well, doesn't the thing that gets in there the old question of, "Who needs to have the need for change, and who needs to be involved?"

RON: If it's only one teacher in the building, for example, then we have to say, "Well, the need for change has to be more wide spread than that for it to be a need that can become functional and usable as a basis for change efforts."

EVA: OK, so we're also saying that establishing a need for change may really take several stages or several steps before one can go any further. There is the question of involvement, the question of how to put the right kind of an inside-outside or whatever team together, and gathering the data necessary to see where the need arose and how many people felt it. And it might be that if only a few felt it, that one of the necessary things to do will be to have a series of meetings around testing whether others feel it too, but just haven't said so, or haven't made it known.

ESTABLISHING A NEED FOR CHANGE con't

RON: One of the clues as to whether the need for change has come into being adequately is whether or not there is some kind of readiness for a contract to begin working together.

Stage I:

BUILDING A RELATIONSHIP

EVA: Well, as we look at establishing a relationship in order to promote the whole process of change within a system, it seems that one of the really important first things that needs to be done is some understanding of what the contract, what the agreement is between participating parties, which I think includes such things as, "Who is going to be involved and in what ways? What kind of times are going to be spent in preparation and in actual meetings?"

RON: Isn't one of the traps for change agents that very often they assume that a contract has been developed...say the top administrator has said, "Yes, I'm ready to work with you."...when actually the real contract has to be with several different sub-groups in that system for it to be a workable thing for the change agent.

EVA: Yes, and I think it helps to have some written summary of that contract so that everybody has it the same way rather than each person going home with his own understanding of what it is. And I think it's got to include such things as money, too, as well as time.

RON: Very often it seems to me that contract has several stages of development. It may well be that before there is a real working through of the decision to work together, there has to be a kind of a trial marriage period of scouting out each other and having a chance to test out how it would be if we did work together.

EVA: Yes, often called a planning period, or a pre-planning period. It needs to be understood that at the end of that, there will be a re-negotiation, or there will be a talking over as to, "Do we go on from here?" or "Did the marriage not work?"

RON: And doesn't this trial marriage often include what might be thought of as mini-experiences, or little participative experiences, to show what it would be like if we worked together?

EVA: That might be a mini-conference. It might not be just meetings with small groups but it might be a small period of time with a large group.

BUILDING A RELATIONSHIP con't

RON: So then the notion of contract may be several stages that it may be developed with several different sub-parts of the system, at various points in this whole thing as far as timing is concerned.

EVA: Right! I think it's an important thing to remember that relationships once established aren't established for always, that one has to keep working at not only the contract but at the relationship, and that this is certainly only the beginning stage of relationship. Often there are also middles and endings to them, and that, in the beginning, it is important to be aware of all the variations in the theme that are apt to arise.

Stage II:

DIAGNOSING THE PROBLEM

RON: It is terribly important, I feel, to recognize that fact-finding or diagnosing is really, can be, a part of the change process rather than something that comes before it, because the way you approach the "getting of information" is a way of bringing to attention and getting fermentation of thinking between people about themselves.

EVA: So you're really thinking of a variety of ways. There isn't only one way to diagnose, or one instrument to use. It might be a whole combination of instruments, written, group interviews, individual interviews, and observations, and all of these might make the total diagnostic process.

RON: One reason why I like interviews and why I use them so much is because people hear each other often say things for the first time, and this in itself is the beginning of stimulation to change.

EVA: I think another important part of diagnosis is that it's got to be a joint activity. It's not the change agent doing it with or to a system...but rather the change agent together with some of the inside people working out the process and carrying it out.

RON: And often this is true even of what questions do we need to ask ourselves in order to get a good picture of ourselves, the way we are operating, rather than those questions being formulated by change agents alone.

EVA: So you're saying that consultants to the change agents may be the consumers of the activity.

RON: Exactly! Then, of course, it's kind of ridiculous to think of collecting information like this unless there is a plan and a commitment to doing something with it. And again that gets into the working relationship with t. e client system rather than going off into a corner and analyzing our data and coming up with the answer to give them, the truth from God.

DIAGNOSING THE PROBLEM con't

EVA: Right. Maybe what we're also saying is that feedback from the findings has to be converted in such a way that not only do people learn what the feedback is, but can <u>use</u> it, so in effect you have feedback on feedback.

RON: And that really the feedback becomes one of the key interventions to start the whole training process.

Stage III

ACQUIRING RELEVANT RESOURCES

EVA: Acquiring relevant resources is a terribly important part of the change process. And so often we don't really define what we mean by resources. There are really people resources and material resources. And under each of these things there are a whole variety of things. As an example, under people there are peers, there are the administrators, there is the person himself, and then there are people outside of the system, who have particular knowledge, or resources or skills.

RON: In education there has been a tremendous effort to get into the ERIC Center's, the computer centers, where the knowledge is stored. Much of the relevant knowledge would be useful if we could only get a hold of it at the time we need it.

EVA: Right. So the other kind of things under materials is research, reports from other systems who have done like things, audiovisual aids of all kinds....

RON: I wonder if it isn't important to remember the parents and the students too....

EVA: And the participants in the process, too, because they have a lot of data....

RON: And often they have the key data we need as to whether something is feasible, workable, useful.

EVA: You mentioned the computer. It seems to me that another resource may be the utilization of the telephone to tap people who are not immediately available within the community. People who may be much further away, but who are tapable, through telephone conferences.

RON: It's amazing how much data can be collected in a 10 minute call if 2 or 3 questions are focused on the kind of information you want from experts, any place in the country.

When one gets research knowledge out of reports, monographs, or from experts, the key questions to be able to ask oneself are, "What are the implications for us; what are the derivations for me for this knowledge?", and to convert

ACQUIRING RELEVANT RESOURCES con't

generalizations, findings, and correlations into very concrete implication statements for, if those facts are true, what does it mean for us in the way we would do things here?

EVA: Another thing to keep in mind is the kind of people who get plugged into the process, let's say for only one session. They need to be kept up to date if they're ever going to be re-utilized or if they're going to be kept motivated. I've seen so many resource people whose knowledge gets used for half an hour and they don't know what's gone on before and they never find out what happens afterwards. Keeping them alive and with the process keeps them as a real resource, available any time.

RON: I guess one of the important things to me is that there is so little recognition on the part of most participants in the educational process, that <u>they themselves</u> are one of their own key resources. If we can help them unlock that attitude toward themselves and the skill of retrieving information, knowledge, values from themselves, they'd be a long ways ahead.

EVA: I think the change agent has a real role in helping people see their own resources and utilize each other's.

Stage IV:

GENERATING ALTERNATIVES AND CHOOSING THE SOLUTION

RON: This whole notion of generating as many alternatives as possible as part of the process--it seems to me that so frequently the trap we get into is that as soon as an exciting new idea comes along or appears on the scene, we quickly jump to it because it seems so attractive without ever stopping to say, "Well, how does it jive with other alternatives we might consider at this point?"

EVA: Or somebody has tried something that works for him and so we decide that if it worked over there, it's surely going to work over here....

RON: So that the trap is not taking enough time to look at alternatives and to consider the consequences of the different courses of action.

EVA: Well, sometimes not enough time is taken in generating the alternatives. That is, if people are really going to look at all the ways to do something, it takes a while. And they need to be given the time to do that and perhaps also to use the technique of brainstorming, where they just list without judging and without discussing and maximize the resources of the group in getting out all the ideas possible.

RON: Or they may need, in a sense, to send out "scouts" (in other words, interviewers) to get informants who have a wider range of experience to suggest possibilities.

EVA: Now as they move into choosing from those alternatives which things might be best in terms of arriving at solutions or moving toward solutions, it seems to me it is important that they consider consequences and side effects, and they may need a try-out period to really see what the consequences of a particular kind of strategy might be.

RON: This try-out notion is particularly important because very often there is a hangup to making a decision, to take the risk of deciding anything and just staying in the decision making process forever and ever and ever, because

GENERATING ALTERNATIVES AND CHOOSING THE SOLUTION con't

there isn't the notion that, "OK, we can try something for a while, and get data on the basis of which to say that another way might be better! This one doesn't seem to be working."

EVA: You keep talking about trying; maybe sometimes the decision to make is to do nothing, at the moment.

RON: Of course, it would be important to decide whether that's a temptation or whether it's a good idea.

EVA: Right, or whether it's indecision to act. But perhaps the other thing that ought to be mentioned here is that when one looks at a lot of alternatives and comes out with priorities or chooses priority items, that it may be possible to do several things simultaneously. Or to try them out simultaneously and then to compare them.

RON: Particularly because it may be that the alternative for some in the group or in the organization may not be the best alternative for others, and that real plurism of doing different things might be the most effective for the total welfare.

Stage V:

GAINING ACCEPTANCE

EVA: Gaining acceptance--another important step in the process ...has some interesting things we can talk about. For instance, how do you keep people involved in an on-going way, and as many people as possible, so that when they need to make decisons about acceptance, they really know what they're working at?

RON: Well, one of the real concerns I have is that so much acceptance is sort of at the superficial level of public agreeing to go along, but at other levels it really is not acceptance at all and you find out later on that there are all kinds of foot dragging and all kinds of things that haven't been tested, although we, because of our need to win acceptance, thought it was acceptance and didn't stop to work it through.

EVA: Well, it seems to me you're saying, "Therefore, acceptance has to be tested again in formal and informal ways." Sometimes you get your best feedback in the teachers' lounge or in the hall, and perhaps that kind of data ought to be gathered just as much as any kind of formal data about acceptance.

RON: Well, and different sub-groups and different individuals may accept at such different rates of involvement, so timing for some people is so different from others on working through to the point of deciding, "Hey, this is a good thing to get involved in and go along with and get excited about..."

EVA: Or, "I understand it now but I didn't last week!" You know, resistance to acceptance is something that we often don't know what to do with, but it seems to me that it may be a very positive thing, because it can be a way of not only testing, but out of that resistance may come some very creative solutions that nobody had thought of before the discussion around differences arose.

RON: I think the word "resistance" is typically given a kind of negative evaluation, as something to overcome and it's a bad thing. Really, resistance is very often the phenom-

GAINING ACCEPTANCE con't

enon of "testing," of "inquiry," of wanting to explore consequences before I go along. And some of those that are the testers are some of the most helpful and most supportive of the total change process.

EVA: And acceptance is not final! Because people agreed to go to the next spot or do the next thing necessary, it still means you have to keep testing and keep them involved as they make those moves.

Stage VI:

STABILIZING THE INNOVATION AND GENERATING SELF-RENEWAL

RON: Well, this stage in a way combines two notions. One, the stabilization or the continuity of the practice or innovation, and secondly, the process of self-renewal and creative change and growth of the practice. I think one of the key notions is that after the excitement, the first blush of try-out and visibility, the question becomes, "Who does what in terms of division of labor to maintain the continuity of effort that's required for the practice to stay in place as a creative effort?"

EVA: Well, and what is the role of the change agent there? I see the role of the change agent changing as the innovation becomes more stable and as there is a continuous effort, and doesn't that need to be defined as part of that process?

RON: It may be, for example, instead of supporting now the trial of the effort, you may have to become the supporter of looking and challenging the permanency of the innovation that's been tried out.

EVA: Or you may be training inside change agents not only to continue, but to enlarge upon the innovation. Isn't continuous adaptation another terribly important part of this?

RON: And continually getting of feedback as a basis for adaptation.

EVA: And feedback on feedback, as we said earlier, so that what we're saying in effect is that the plan has to be continuously "modifiable," if that is a good word.

RON: Well, then there are new developments, new data that becomes available that need to be scanned or recognized as new contributions to this practice that we developed.

EVA: OK, so what you're talking about is periodic review also as part of the whole process, aren't you?

STABILIZING THE INNOVATION AND GENERATING SELF-RENEWAL con't

RON: Yes, I do think that some commitment to a procedure or periodic looking at how things are going is an extremely critical part of the whole renewal notion.

EVA: Maybe one of the things we ought to be sure to see is that these stages are not discrete. One runs into the other, and we may very well loop back from stabilization and self-renewal to establishing new needs.

RON: Well, not only that, but as the role of the change agent changes, there is a new process of establishing relationships, or as new confrontations come out, there's new diagnoses to do.

EVA: But hopefully within the system there is more readiness for change and more adaptability to moving toward change.

Potential Adaptations to Module One

I. Start up Activity, sharing of expectations, and introduction to simulation could be completed the evening before Day One:

Ideally, the conferences could begin in the evening. This allows for a much more leisurely pace and a "not so heavy" first day. If this option were chosen, the schedule of Module One might look like this:

5:00 p.m.	Registration and dinner
7:00 p.m.	Start up Activity
7:30 p.m.	Sharing of Expectations Among Participants
7:40 p.m.	Sharing of Trainer Expectations with Participants
8:15 p.m.	Simulation: Ten Minute Day - Start up

(In this case, trainers have the time to take a problem situation from the participants own life space and set it up for the next day. This may be done with the entire group, or with two or three volunteers who are interested in making the simulation more relevant to themselves and the group.)

9:00 p.m.	Informal "get acquainted" (wine, beer, chips, etc.)
9:00 a.m.	Select Role Groups for Simulation Planning; Begin Planning
9:30 a.m.	Introduction to the Process of Planned Change
9:45 a.m.	"Establishing Need for Change"
10:00 a.m.	Stages I, II, and III
10:45 a.m.	Break
11:00 a.m.	Stages IV, V, and VI
12:00	Lunch

1:00 p.m.	Replan in Role Groups for Simulation
1:15 p.m.	Simulation: 10 Minute Day
2:45 p.m.	Break
3:00 p.m.	Discussion - Feedback in Small Groups with Sheet of Guide Questions
3:30 p.m.	Total Group Discussion
4:30	Summary

II. Start up Activity may have other introductions and questions posted, such as:

- Who am I? (using "roles I am in")
- What are the resources I bring to this conference?
- What kind of change am I involved in?
- What are my expectations for this conference?

III. Sharing of Expectations among Participants: This activity might be left quite unstructured by the trainer suggesting that the participants turn to the person next to them and share expectations. However, this sharing activity should occur so that the information generated is used.

IV. Sharing of Trainer Expectations with Participants: This activity may occur with the total group involved or by using the "fishbowl design" where several participate in an inner circle while others on the outside observe. An "open chair" in the inner circle is an effective way to allow an outside observer to float in and out of the inner circle if he has an input to make.

V. Introductions to Planned Change Process: As has been mentioned, this input must be adapted to the trainer responsible so that he feels comfortable with it.

VI. Activities After Stages I-VI: Instead of participants choosing one of the stages to focus on, all participants might first focus on Stage I and secondly focus on Stage V, corresponding to Modules two and three of this training package.

APPENDIX E

MODULE II MATERIALS

MODULE II CONTENTS

INTRODUCTORY MATERIALS

EXERCISE DESCRIPTIONS AND MATERIALS

SUPPLEMENTARY MATERIALS

MODULE II: BUILDING A RELATIONSHIP

Rationale

Stage I, Building Relationships, is the aspect of the change process often taken for granted, infrequently planned for, yet universally the crucial part of the change process since individuals as persons and in groups form the target audiences of change. Module II is designed to stimulate participants' thinking about and increase their skills in building personal and group relationships within their system in order to effect desired changes. We believe that building relationships is a long term process and that it can be facilitated through such skill building as empathic listening, diagnosis of interpersonal dynamics, group process observation, negotiations. Module II is designed to facilitate both cognitive and skill growth in person-to-person relationships and group and team building relationships.

Module II provides experiential opportunities to:

1. Evaluate the interpersonal dynamics in encounters

and generate alternative ways to build these relationships.

2. Practice empathic (active) listening and response in a client-consultant relationship.

3. Integrate different theoretical approaches to building relationships and apply this integration in a role play situation.

4. Practice dealing with different personality types in a group context either as a leader or group member.

5. Begin a general diagnosis of relationships within one's own system and make plans for dealing with resistance to change, building a change team, and gaining support.

6. Build skills, as personally needed, in group process observation, consultation, system assessment, contract negotiation, and other interpersonal and group skills.

7. Share skill building insights and strategies with other participants.

8. Plan to try out, through role play, techniques for dealing with personal relationships derived from one's own system.

Cognitive and Behavioral Objectives - Module II

Participants should be able to:

1. Work with a client in a problem solving process, which demands of him as a consultant (a) an empathic listening posture, (b) the ability to differentiate between types of relationships, both change team and client-consultant and (c) generation and choice of appropriate intervention techniques.
2. Integrate and actualize theoretical approaches in forming change teams and assessing relationships in light of the variables of ideal relationships.
3. Deal constructively with common pers n-to-person relationships such as apathy, dependence, resistance to change, conflict of values, etc.
4. Increase their understanding of the complexity of interrelationships that can occur within a group setting and generate alternatives for coping with these interrelationships; for example, withdrawal, fence sitting, over enthusiasm.
5. Identify, initially, the different innovative roles within their home systems.

6. Strengthen present knowledge about and skills in relationships through a cafeteria of exercises, chosen individually, which includes contract negotiations, consultation styles, group process observation, and other similar sessions.
7. Begin to choose and build a change team (inside/outside if possible; inside if not) and plan potential change strategies for their home setting (applying theories and strategies to relevant back home situations.)
8. Utilize peer resources throughout the session for gaining insights and methods for building relationships.
9. Practice useful interpersonal and group techniques such as brainstorming, stop sessions, feedback, etc. in the process of the workshop itself.
10. Assess him/herself as a change agent regarding knowledge and skills.

Sample Designs - Module II

A.	9:00	Intro. agenda (Pre-Post Test?)
	9:15	Bldg Relationship: Theory
	10:20	Break
	10:30	Bldg Relationship: Practice
	12:00	Lunch
	1:00	Back home planning
	1:35	Cafeteria explanations
	1:45	Cafeteria Session I
	2:45	Break
	3:00	Share - teach or Cafeteria Session II
	3:45	Back home planning
	4:45	Evaluation

B. Morning: same

	1:00	Group Role Play
	2:00	Back home Planning
	2:30	Cafeteria I
	3:35	Break
	3:45	Cafeteria II or Back Home Planning or Share-Teach
	4:45	Evaluation (Post-Test)

Sample Flow Charts

Module II

ACTIVITY FLOW SHEET

Module II - Example 1

Time	Activity	Who's Responsible	Material & Equipment
8:45	Coffee, donuts, get reacquainted	Trainer	6 stages chart Newsprint Agenda
9:00	Introduction, review six stages, agenda, rationale for morning's exercises (Use checklist on building relationships if desired)		
9:15	Building relationships: Theory and Practice		
	10' A. Trainers role play "client-consultant" encounter or play tape (counselor and assistant principal) Direction to group:	Trainer	Newsprint
	20' Participants brainstorm in two groups (A & B) A Characteristics of ideal change team relationships and members (for situation role played) B Characteristics of ideal client-consultant relationship for situation role played	Participants	Markers
	30' Participants gather for general shareout, trainer helps to integrate with readings done before session, using charts to link to Havelock's book and articles read.	Trainer	Charts or transparencies of ideal relationships, inside/outside change agents, Carkhuff's model of helping relationships Cassette recorder and tape

ACTIVITY FLOW SHEET

Module II - Example 1

(continued)

Time	Activity	Who's Responsible	Material & Equipment
10:15	Break		
10:30	5' B. Tape of client-consultant initial encounter (machine shop situation)	Trainer as process observer	Cassette recorder and tape
	20' Groups of six brainstorm -What kind of relationship is set up - analyze situation -Where should c.a. go from here in this situation		
	10' Work out strategy, and role play in group using one group member as change agent and member from another group as client.		Newsprint Markers
	10' Stop process, analyze, suggest 10' Continue role play 15' Stop - discuss effectiveness, feelings, etc. 20' General discussion of strategies used and effectiveness - Trainer - link back to theory section		
12:00	Lunch		
1:00	Group role play (8) per group -Change agent team - two insiders, one outsider plus 4-5 client system members -Task derived from case situation used in 10:15 session or decided by group 5' -Read task and role descriptions 10' -Discuss task in group 10' -Stop - feedback to change team 5' -Switch seats and roles, read role sheets 15' -Discuss again 15' -Stop - feedback (including trainer)	Participants Trainers go over written directions - do process observing	Role descriptions, task instructions, feedback points, suggestions

Module II - Example 1
(continued)

ACTIVITY FLOW SHEET

Time	Activity	Who's Responsible	Material & Equipment
2:00	Back home planning for relationships (in team or role function groups) -Cursory diagnosis of innovation roles and relationships, identify key people in one's own system	Participants (Trainer available for consultation)	Checklists
2:30	Cafeteria - Skill practice sessions -Listening and Roger's Rule -Contract negotiation -Consultation styles (process-helper/solution-giver) -Group process observation	Self-running in envelopes	Envelopes with instructions for each exercise
3:30	Break		
3:45	Resume back-home planning - may use Havelock checklists (linking to client, assessing client) -Discuss individuals in system most crucial to change effort -May role play initial encounters, strategic encounters, etc. (do more than one if time)	Trainers available for consultation	Role-play instructions, Havelock's checklist
4:15	Recommend: Begin to formulate action plan for building relationships A. Change team - selecting, growing, etc. B. People in client system - opinion leaders, etc. meetings, issues, etc.	Trainer available	Diagrams for action plan
4:45	Evaluation 1. Gestalt statements 2. Checklist on workshop 3. Oral feedback if desired 4. Pre/post test on building relationships--check skills and knowledge touched on during day's session - for personal reference.	Trainer	Gestalt sheets Checklist

Module II - Example 2

ACTIVITY FLOW SHEET

Time	Activity	Who's Responsible	Material & Equipment
11:00	Introduction to building relationships		
11:10	Role play for theory		
11:20	Groups analyze -What's going on? -What would be an ideal change team? -What would be an ideal chart - consultant relationship		
11:40	Share out results; link to and discuss Carkhuff, Matrix, Posters (dialogue)		
12:10	Lunch		
1:30	Role play for practice 1. Groups of five discuss what's going on, and where to go from here 2. Each group gets clients from different group; role play a selected strategy and discuss strategy 3. Share strategies, approaches		
3:00	Break		
3:15	Cafeteria (choose 2 one-hour practices) 1. In basket - out basket 2. Group role play 3. Group process 4. Consultation styles 5. Contract Negotiation 6. Listening		-in basket, out basket memos -briefing sheets -self running instructions in envelopes
5:15	Share/Teach: General Discussion		

Building Relationships

(Checklist for Change Facilitators)

Suggestion: Use Y, N NS or NE (Yes, No, No Sure, Not Enough)

I. SELF-PROBING as change facilitator

Can interview self-asking probing questions about:

________ (a) role

________ (b) values

________ (c) boundaries

________ (d) knowledge

________ (e) skills

________ (f) decision making process

________ (g) ability to receive feedback

________ (h) honesty in giving feedback

II. SKILLS as change facilitator

A. Interpersonal skills:

1. Understanding skills:

________ (a) paraphrasing (understand and rephrase others meaning)

________ (b) empathetic listening (able to get into the other's shoes)

________ (c) non-verbal: open body posture, maintaining eye contact

________ (d) giving and receiving positive feedback

________ (e) use of "Roger's Rule" in interpersonal conflicts or in third party role. (Speak only after having restated ideas and feelings of the other person accurately and to that person's satisfaction.)

2. Confrontation skills:

________ (a) frank about own values, boundaries, and feelings

________ (b) not overly defensive

________ (c) probing effectively

________ (d) gives and receives useful negative feedback

B. Group process skills

________ (a) awareness of non-verbal responses and group atmosphere

________ (b) able in gatekeeping, preventing domination, bringing people in

________ (c) able to keep to an agenda, but with flexibility

________ (d) able to set and prioritize clear agendas

________ (e) clear summarizer

________ (f) able to use newsprint effectively to record, track and summarize discussion

_______ (g) clear about decision-making processes

_______ (h) able to use stop sessions for group feedback

_______ (i) able to intervene and handle conflict

C. Can conduct a post-assessment of change agent-client interactions including:

_______ (a) clarification of goals and norms at work in client systems

_______ (b) trust and power relationship between change agent and client

_______ (c) power of client in the system

_______ (d) needs/expectations of client and self

_______ (e) blocks - problems - progress

_______ (f) hidden agendas

_______ (g) manipulative techniques

_______ (h) client's use of resources

_______ (i) degree of mutual commitment

III. KNOWLEDGE as change facilitator

_______ (a) can define various change agent roles listening positive and negative factors for each role

_______ (b) can draw up a time table for a given change situation

_______ (c) know how to effectively search out informal information about client system from a variety of sources

_______ (d) can list important environmental variables to consider at "first meeting" with client

_______ (e) can use formal and informal information about client systems when making decisions

_______ (f) can formulate guidelines for contract negotiations with clients

_______ (g) can name variables that influence change agent-client contract

_______ (h) know common problems of entry and re-entry for a variety of change settings

_______ (i) can describe inhibitors and facilitators for a change agent working <u>inside</u> a system

_______ (j) can describe inhibitors and facilitators for a change agent working <u>outside</u> a system

_______ (k) can plan for building a support base in given settings

_______ (l) can calculate cost-benefits of working alone in given settings

_______ (m) can calculate cost-benefits of building a <u>change team</u>

Building Relationships: Theory & Practice

Part I

1. Present behavioral phenomena: OPTION

   a. Trainers role play the situation described on p. 3 (school counselor and asst. principal)

   b. Play tape of Pat (school counselor) and Mr. Johnson (asst. principal)

   c. Two participants role play a "beginning encounter" (set up previously with trainers, not spountaneous)

2. Instructions: That was a brief but serious encounter, assuming the counselor really wants to effect change in the school. A valuable tool for being able to critique and avoid encounters like that, is to have some concepts or guidelines on building and maintaining relationships in a system if you want to help change that system. Using this encounter as the take-off, could we break into 2 groups. Those interested in change team relationships--group A and those interested in consultant - client relationships are Group B. Will group A brainstorm the characteristics of an ideal change team for this system - a team--could form. Include skills and knowledge necessary for one effective change team in this system.

   Will group B brainstorm the characteristics of an ideal client--consultant relationship, thinking of this individual consultant client relationship and its inadequacies.

   Will both groups then choose the 3 most crucial characteristics in what you've brainstormed, we'll have a general share out.

   Remember - brainstorming rules are--
   - get all ideas out
   - no evaluation
   - no discussion unless to clarify meaning
   - any wild idea goes - a good idea may come out of it.

3. Give participants 10 - 15 min. to do this
   Warn them at 7. min. - 3 more minutes for brainstorming - also at 10 minutes - do discussing and choosing of crucial points now.
   Post and cover the charts for use in share-out.

4. General share out.

   a. Post brainstorm lists, give participants time to re-collect.
   b. Have recorder from each group read points
   c. Discuss and bring in conceptual inputs from Havelock and Carkhuff (on charts) inside/outside c.a.
      types of relationships
      helping relationship characteristics
   d. Have one trainee record discussion on newsprint.

Part II

1. Introduce: Often when starting a relationship there is as yet no change team, and the initial encounter is all - important. The next encounter is such a one - outside the field of education, but the basic client characteristics and problems run thru all organizations. See if you can clarify what the relationship is in this encounter.

2. Play tape and movie of Mr. Dietrick (businessman and Mr. Thomas (consultant)

3. Give additional information

4. Break participants into groups of 5-6. Provide copy of script of encounter just heard.

   INSTRUCTIONS: Now is the time to put to work some of the concepts we've just talked about. First, in your groups, try to decide what is going on in this relationship. Common problems are apathy, dependency, value conflicts, distrust of consultant or change agent etc.

   Then - discuss where the consultant could or should go from here in this relationship. Try to keep in mind the ideal relationship characteristics we talked about earlier. You'll have 10 minutes or so, then we'll ask for some volunteers to role play the client for another group.

5. Watch progress and give between 10 - 15 minutes.

6. Instructions for role play: Get volunteers to role play client for a different group. 1 person volunteer to role play the alternative - see how it comes out, and the rest of the group can observe and critique. Try to role play for 5 minutes then do group observations, and replay again if there's time.

7. Each group report to total group alternative chosen and how it worked out.

Role-Plays for Module II, parts A & B

1. Counselor - Assistant Principal

   The situation is early in second semester, in school. Where 2 students were expelled a week previously for a second offense of smoking in the lavatories. This was unusual, but within school rules. They were popular, but "hippie" type students, in disfavor with the administration. The counselor has been at the school only 1 year, has a good reputation generally. The curriculum has had no major changes in the last 9 years.

2. Mr. Dietrick is the senior partner in the Machine-Shop and is 58 years old. His two partners, Mike and Harry are 47 and 39 years old. Each has equal voting power, however and they voted to hire the consultant. Both of them have some college training, while Mr. Dietrick finished only 11th grade. There <u>are</u> serious problems in the shop.

CHARTS for Use with Morning Theory and Practice Session

HELPING RELATIONSHIPS

GOALS: Get Helpee:
1. to explore his problem
2. to understand himself
3. to act on his understanding

METHOD
1. Early stages--RESPOND with
   a. empathy
   b. respect, concern
   c. concreteness
2. Later stages--INITIATE with
   d. genuineness
   e. confrontation
   f. immediacy
   (Robert Carkhuff)

IDEAL RELATIONSHIP

1. Reciprocity
2. Openness
3. Realistic expectations
4. Expectations of reward
5. Structure
6. Equal Power
7. Minimum Threat
8. Confrontation of differences
9. Involvement of all relevant parties

BEGINNING RELATIONSHIP

1. Blank slate
2. Reestablishing a good relationship
3. Reestablishing an uncertain relationship
4. Redefining an existing relationship

INITIAL CONTACT

FRIENDLINESS
FAMILIARITY
REWARDINGNESS
RESPONSIVENESS

OUTSIDE CHANGE AGENT

Advantages
1. Starts fresh
2. Can have perspective
3. Independent of power structure
4. Can bring new things

Disadvantages
1. Is a stranger
2. May lack knowledge of inside
3. May not care enough

INSIDE CHANGE AGENT

Advantages
1. Knows system
2. Speaks language
3. Understands norms
4. Identifies with needs, goals
5. Familiar figure

Disadvantages
1. May lack perspective
2. May not have special kno ledge or skill
3. May not have power base
4. May be living down failu
5. May not be independent
6. May have to redefine rel tionship to system

Module II
Early Afternoon or
Cafeteria Exercise

GROUP ROLE PLAY

This design is offered to allow participants to gain experience in dealing with different role-types in a group setting. The group is composed of three change agents, (two insiders and one outsider) four - five members of the client system, and an observer when possible (one of the trainers).

In the design, there will be seven to eight participants who will find a briefing sheet on their chairs as they sit down (or have one given to them). The observer reads the general task briefing sheet aloud to everyone and after each person has had 5 minutes to get into his own role, the group starts to discuss the given task until time is called (about 10-15 minutes). There will then be a 10' period in which members of the group can discuss with members of the change team their observations on group process and especially the chairman's effect on the group. At this point, participants _switch_ seats and roles and, upon taking new roles, use the next 15' for continued discussion and the final 15' for another feedback session on group process, during which group members should read their briefing sheets and talk about the role types.

I. General Briefing Sheet

Purpose: (1) to increase the skills of member participants in dealing with different types of personalities in the context of a group task. (2) to provide opportunity to experience role play in 2 different personality types in a group discussion and hence to understand these types better. (3) to practice sensitivity to group process and check observations with others.

A. Replay or read script of the taped encounter to refresh memories if necessary. You are sitting in circles of 7(8) and are a representative committee of faculty, staff, and students charged with gaining some sort of resolve on the present problems that were discussed in the taped dialogue. You _must_ make a decision by the end of the meeting.

B. The chairman can now start the meeting.

C. At the stop session, the observer will conduct a brief discussion before you shift seats.

D. Then, leave your instructsion on your seats and read the new ones you find on the seat to your right. You now become that member.

E. The new chairman starts, continuing the discussion where you left off.

F. Stop in time to analyze the content and process of this second discussion.

II. Trainer/Group Options

1. Disregard school role .ypes .... etc.)

Trainer options (1) disregard school role types (principal etc.) and ask participants to identify a problem situation (with role types) to be worked out by the group. Be sure to keep the 3 change agent roles. Each of you now open your instructions and read them carefully and prepare yourself to take the role indicated on your instructions.

2. Other topics for discussion:

   A. Petition signed by 2/3 of student body to have teachers evaluated by students and this have weight in deciding tenure.

   B. Proposal passed by PTA to permit parents to observe classes regularly (one week out of every month).

   C. Petition by Black Student Organization to implement a multi-ethnic curriculum the next school year (curriculum already designed and available from State Board of Education.)

III. Conducting the Stop Sessions

Stop Session #1

1. Chairman and other two change agents identify what they were trying to do.

2. Give feedback on effect of their efforts as group saw them.

3. What alternatives does group see for dealing with different types in group.

Stop Session #2

1. Ask first chairman and change agents what they saw the second chairman and change agents do differently.

2. Elicit comments from the group about this.

3. Identify feelings about different types and difficulties of each in dealing with his/her own feelings.

4. Try to identify the personality types clearly (members may read their role descriptions) and define at least one or two good strategies for dealing with these in a group relationship.

IV. Group Roles for Skill Practice

The following role briefings are on separate slips and placed on the 7(8) chairs in each group.

a. outside change agent, social worker on County staff. Process observing is your "bag". You call attention to what is going on between people in the group and the work they are doing. You want to help the group get its work done.

b. student (sophomore). You are somewhat shy/and vice president of your class. You don't speak up by yourself, but would speak out if someone asked you. You do have ideas on the subject.

c. Principal, inside change agent. You are the chairman. As the leader who takes responsibility to keep the group on the track, you are quite active. You try to harmonize differing opinions when you can, and you want good decisions made by the end of the meeting. You also feel some loyalty to your assistant principal.

d. counselor, inside change agent. You are full of ideas. You give them often and gladly, and you want them accepted, so you are quite forceful in your presentation. You definitely feel students do not have enough participation in decisions affecting them.

e. student (senior). You have ideas on the subject, and you want them heard and accepted. You feel teachers and administrators don't listen to students because of their inferior status. You're very tried of not being heard, and are determined to make them listen.

f. faculty member, not tenured. You are a fence sitter. Everything is ok with you. You have few opinions on anything, but you do agree with almost everything that is said. It takes a lot to move you off the fence.

g. faculty member, old guard. You are a blocker. You feel most young guys are full of useless ideas. You block them by disagreement and lack of interest, because you feel this is a low priority matter compared to what they should be doing (like teaching the students more effectively and keeping control in the classrooms.) The assistant principal agrees with you.

h. Assistant Principal (in dialogue). You are an ex-service man. You see that without discipline in the school, the situation quickly becomes chaotic. You feel the student suspensions were perfectly justified, and helped to restore a sense of law and order in the school which many students and parents want.

OPTIONAL

i. faculty member, young tenured. You are popular with the students and understand their frustrations. Your classes do involve students in decision making and they respond with enthusiasm and responsibility. You feel the suspensions were unfair in the circumstances.

j. PTA president, new. You aren't accustomed to meetings like this and you want to weigh all arguments trying to be open to all sides. You ...ve progressive educational ideas.

Back Home Planning Sessions

First Planning Session: (early afternoon)

During this initial half-hour after lunch, participants may group into their back home teams (or into similar role/function groups). The checklist and cursory diagnosis are for your use in determining briefly some of the areas on which you might concentrate in your change efforts. For example, after running through the checklist, it may be apparent that you will need other people as change team members, with skills to complement your own. Or, the diagnosis may help to pinpoint certain relationships that appear crucial and will need further attention. This half-hour is useful as a starter period only, to get things rolling again and in relation to the real problems that you are dealing with in your home settings. (Trainers, be available to the different groups for clarification and/or aid in focusing on the planning task.)

Second Planning Session: (after cafeteria or share/teach sessions)
Trainers give instructions

Participants will have over an hour now, with some newly acquired skills, to get back together and pick up on the back home planning, with several choices and instruments to help their depending on what stage your change effort is in.

They may choose to d more with the innovation roles instrument from the earlier planning session or to use the checklist on Getting to Know the Client or on Linkage to the Client.

Another valuable activity might be to select one or more of the people identified on their innovation roles checklist and do a role play of some important encounter with him or her. For example, it may be a role play of a coming meeting or of a chance meeting hwere an issue needs to be raised, then discussion of the outcomes or possible implications for the real life situation. (see role play directions on next page).

Toward the end of this period, trainers signal when groups have 20 minutes left, and strongly suggest that they begin to develop an action plan with regard to building relationships. This will be their first practical step toward implementing the skills and knowledge from today's session. The chart is for that purpose. Trainers should be obviously available and interested for consultation, suggestion, etc.

Back Home Planning Page 2

Directions for Role Play

1. Each person briefly describe a situation or person in your own back home context that is important to your change effort as supporter, resister, a key power figure or opinion leader.

2. Group briefly evaluate and decide on one that all are interested in role playing. Some criteria might be:

    a. immediacy (a meeting coming up soon)
    b. universality (a kind of person met often or a typical hard to handle situation)
    c. non-complexity (situation or person not so complex that it will take a long time to describe and role play)

3. Describe the present relationship further (possibly in one of the four Havelockian categories: blankslate (new) uncertain effort, needs of the system, problems, etc.

4. Create a context in which you will or could be meeting to discuss some aspect of the change effort, needs of the system, problems, etc.

5. Pick two people to do the role play, preferably who know the other person in the relationship (unless it's a completely new relationship.)

6. Role play for 5-7 minutes or until some significant point has been reached.

7. Stop, discuss role play, decide where to go from there. (Include non-verbal cues)

8. If time, redo role play or carry it on from where it stopped, trying out strategies discussed.

9. Stop, discuss again. Evaluate effectiveness of strategy, and other alternatives for dealing with the person (e.g. getting someone else in the system who might be able to deal with the person more effectively.)

#6. A Cursory Diagnosis of People In Your System

Trainer: Setting-Have the participants group in their back-home teams or in similar role/function groups, trios preferably. (Purpose: to have them working with people who understand the system they're in or, in the case of role/function groups, whose perspective in another system is similar by virtue of their positions.)

Sequence - a. Using the matrix on "Innovation Roles", the participants, individually should take 15' to try to get a handle on the key people within their professional environment. (Purpose: to clarify for oneself what role a person is playing in the innovation process in order to better grasp how you might build a relationship, and what kind, with this person). Instructions are on the bottom of the matrix.

b. "In your same trios, use the next half-hour to look at 1 or 2 specific roles a person might play, e.g., resister, gatekeeper, influential, and discuss how you might go about building a supportive relationship with these types of persons." Have the groups draw implications for action in a real life setting! "The questions on the sheet being passed out may be helpful for your discussions."

Questions for the Cursory Diagnosis

1. Which task roles do you see as essential for your change team? Which supporting roles? Why?

2. Which blocking roles would you deal with first? Why? Which might be overlocked temporarily?

3. Pick an opinion leader/resister. Is his "following" important to the change effort? Why or why not?

	TASK ROLES					SUPPORT ROLES							BLOCKING ROLES					OTHER					
POSITION	Innovator, contributor	Information seeker	Information linker	Coordinator (Group Leader, Administrator)	Evaluator	Encourager	Defender	Harmonizer	Gatekeeper (opens forum for others' contributions)	Political Clout person	Opinion Leader (an influential	Follower (Marginal)	Resister	Recognition Seeker (Ego Tripper)	Skeptic	Dominator	Avoider - benign neglect	Power seeker			Any Noteworthy Characteristics	My/our present relationship with this person (e.g., none, conflictful, apathetic, trusting, distrustful, dependent, counterdependent, uncertain)	Do we want to build a relationship with this person
1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							

DIRECTIONS:

(1) List Clients, peers, superiors, and other key people who are involved in the present (or a recent past) innovation. (2) Check off as a first impression, (not a rigid stereotype) major roles each person is playing, and characterize your present relationship with this person. Fill in other innovative roles as needed. (3) Place an asterisk by those people you consider to be your primary clients and/or key people in your change effort.

INNOVATIVE ROLES

Supplementary Hand-out

ROLE FUNCTIONS IN A GROUP

The members of an efficient and productive problem solving group must provide for meeting two kinds of needs - what it takes to do the job, and what it takes to strengthen and maintain the group.

What members do to serve group needs may be called functional roles. Statements and behaviors which tend to make the group inefficient or weak may be called nonfunctional behaviors.

A partial list of the kinds of contributions or the group services which are performed by one or many individuals is as follows:

A TASK ROLES (functions required in selecting and carrying out a group task)

1. INITIATING ACTIVITY: proposing solutions, suggesting new ideas, new definitions of the problem, new attack on the problem, or new organization of material.
2. SEEKING INFORMATION: asking for clarification of suggestions, requesting additional information or facts.
3. SEEKING OPINION: looking for an expression of feeling about something from the members, seeking clarification of values, suggestions, or ideas.
4. GIVING INFORMATION: offering facts or generalizations, relating one's own experience to the group problem to illustrate points.
5. GIVING OPINION: stating an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.
6. ELABORATING: clarifying, giving examples or developing meanings, trying to envision how a proposal might work if adopted.
7. COORDINATING: showing relationships among various ideas or suggestions, trying to pull ideas and suggestions together, trying to draw together activities of various subgroups... members.
8. SUMMARIZING: pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

B. GROUP BUILDING AND MAINTENANCE ROLES (functions required in strengthening and maintaining group life and activities)

1. ENCOURAGING: being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.
2. GATEKEEPING: trying to make it possible for another member to make a contribution to the group by saying, "We haven't heard anything from Jim yet", or suggesting limited talking time for everyone so that all will have a chance to be heard.

3. STANDARD SETTING: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions, reminding group to avoid decisions which conflict with group standards.
4. FOLLOWING: going along with decisions of the group, thoughtfully accepting ideas of others, serving as audience during group discussion.
5. EXPRESSING GROUP FEELING: Summarizing what group feeling is sensed to be, describing reactions of the group to ideas or solutions.

C. BOTH GROUP TASK AND MAINTENANCE ROLES
1. EVALUATING: submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.
2. DIAGNOSING: determining sources of difficulties, appropriate steps to take next, analyzing the main blocks to progress.
3. TESTING FOR CONSENSUS: tentatively asking for group opinions in order to find out whether the group is nearing consensus on a decision, sending up trial balloons to test group opinions.
4. MEDIATING: harmonizing, conciliating differences in points of view, making compromise solutions.
5. RELIEVING TENSION: draining off negative feeling by jesting or pouring oil on troubled waters, putting a tense situation in wider context.

From time to time, more often perhaps than anyone likes to admit, people behave in nonfunctional ways that do not help and sometimes actually harm the group and the work it is trying to do. Some of the more common types of such nonfunctional behaviors are described below.

D. TYPES OF NONFUNCTIONAL BEHAVIOR
1. BEING AGGRESSIVE: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.
2. BLOCKING: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.
3. SELF-CONFESSING: using the group as a sounding board, expressing personal, nongroup-oriented feelings or points of view.
4. COMPETING: vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

5. SEEKING SYMPATHY: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation, or disparaging one's own ideas to gain support.
6. SPECIAL PLEADING: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.
7. HORSING AROUND: clowing, joking, mimicking, disrupting the work of the group.
8. SEEKING RECOGNITION: attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.
9. WITHDRAWAL: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

In using a classification such as the one above, people need to guard against the tendency to blame any person (whether themselves or another) who falls into "nonfunctional behavior."

E. IMPROVING MEMBER ROLES

Any group is strengthened and enabled to work more efficiently if its members:

1. become more conscious of the role function needed at any given time.
2. become more sensitive to and aware of the degree to which they can help to meet the needs through what they do.
3. undertake self-training to improve their range of role functions and skills in performing them.

Taken from:
HANDBOOK OF STAFF DEVELOPMENT AND
Human Relations Training: Materials
Developed for Use in Africa
(Revised and Expanded Edition)
By Donald Nylen, J. Robert
Mitchell, and Anthony Stout

Description of Cafeteria Sessions

1. Listening exercise - an opportunity to practice the difficult art of really listening and trying to understand the other's meaning and feeling. In a group of 4, all will have the chance to role play an encounter and observe one. The content of these discussions should be your own built in - any relationship problem or situation you'd like to explore for insights, strategies, etc.

2. Consultation Styles - will give you a chance to practice both problem solving and solution-giving orientations with someone's real problem you will talk about the effectiveness of both in a client-consultant relationship, and perhaps decide which style fits you better.

3. Contract Negotiation - if a beginning session or contract session is on the horizon for you, this exercise helps you to explore with your situation, the check points and pitfalls, that can emerge in such a session.

4. Group process observation - this exercise will help participants to see or grow in the skill of analyzing a group discussion, with all its normal verbal and non verbal areas and model the technique of "stop session" for feedback and more effective group functioning. The group may either select discussion topic from suggested ones or decide its own if that can be done briefly.

(adapted from NTL 1972)
"Ten exercises for Trainers"

Consultation Styles Exercise

Purposes: - to experience the difference between a problem-solving posture and a solution-giving posture in a helper or consultative relationship.
- to clarify the advantages and disadvantages of each posture

Procedure: (To be read aloud by one of the group)

1) Groups of 4 needed; if there are more divide up or trade off.
2) Designate one person each to be O, P, Q and R
3) Distribute role sheets (enclosed in envelopes)
4) Allow five minutes for individuals to read and think about roles.
5) O is the observer/timekeeper, starts and stops the consultation.

Role Descriptions (cut for envelope)

For P: - Choose an urgent problem from your work situation (involving an interpersonal or group relationship if at all possible) on which you need help. The problem should be relatively uncomplicated so as to be manageable within the 35 minutes of this exercise (at least to get some beginning help). In particular, it should be a problem involving personal responsibility on your part.
- Present problem using from 3 to 5 minutes only.
- After presenting it, Q and R will think a few minutes, discuss the problem then with each successively. Test their advice. Ignore the observer and all other persons.
- Note the way in which your feelings change during the discussion, as Q and R each make suggestions.
- After the observer has made his report at the end of the exercise, try to identify your feelings about the discussion and the ideas and style that was most helpful to you.

For Q: - Listen carefully to the presentation of the problem by P.
- Don't give advice or refer to experiences that you or others have had. Keep probing to get at new facets of the problem. KEEP THE RESPONSIBILITY FOR THE SOLUTION TO THE PROBLEM ON P HIMSELF. You will know if you have succeeded if P is finally able to define his problem more concretely, or in different terms, or even to see a new or different problem than he had originally presented.
- Ask open ended questions, be reflective, as though you were thinking aloud. Your task is to help P do his own thinking, not to do it for him. Begin with his line of thought and move alone with him, pushing him here and there to clarify, define, substantiate, etc.

For R: - Listen carefully to P's problem as he presents it.
- After thinking time, respond in <u>either</u> of these ways:

1. Describe a similar experience you or someone you know has had, and what was done about the problem-solutions tried, etc. If P seems reluctant to accept this, and the experience seems valid and applicable to you, persist in trying to explain this relevance to him.

OR 2. Recommend in order the steps you would take or solution you see in the situation. Persist in explaining your approach until P finds something helpful in this case. Try to listen carefully as he makes efforts to explain why some methods won't work, etc. and try to fit the solutions.

-

-

For O: - Listen carefully to the problem and the discussion of P with Q and then R. Look especially for unspoken feelings of each person. Note which proposals of Q and R seemed particularly helpful to P and what P's reactions and feelings were. Try to be aware of non-verbal facial expressions, tones of voice, posture, gestures, etc.
- Announce 1st part of schedule (see below)
- Act as timekeeper without being too rigid about breaking off exactly on schedule. Don't let the discussion run on long past, however. A <u>tentative</u> schedule might be:

unce	3 - 5'	1. P states his problem and the help he needs.
is , Q,	3 - 5'	2. All try to think about the problem, Q an R in particular thinking of ways they can help P
R.	8 - 10'	3. Q and P discuss the problem as though the others were not present, while R and O listen quitely.
	8 - 10'	4. R and P do the same - discuss P's problem
	5'	5. O reports observations
	5 10'	6. P reviews his feelings and reactions to the two discussions with Q then R, and reactions to O's observations of the encounters.
	time left	7. All discuss the two methods of giving help, advantages and disadvantages of each and P's reactions

(Someone record on newsprint for future use, or sharing with other participants at end of day.)

Listing Exercise

Groups of 4

It is obvious that a very necessary skill in every phase of relationship building is active listening--the kind of listening where you see through the other's eyes, empathize (not sympathize) with the other's position and problems, and rephrase the meaning so that it becomes clearer to both the speaker and yourself. This process is what is known as "Rogers' Rule", from Carl Rogers who first initiated it. It is a method of insuring real communication and understanding through attempting to rephrase the meaning and trying to understand the feeling in the other's statements. There can be no true helping relationship without this kind of active, empathic listening.

Procedure

1. Pair up.

2. Each pair decide on a relationship problem it (one of you) is having and would be able to discuss, managably, in 20 minutes. (take 10' to decide on a problem).

3. One pair becomes the role players (A & B) and the other pair observer (C & D).

4. Timing:

Round I (26 minutes)

A & B roleplay	10'
C & D feedback	3'
A & B roleplay	10'
C & D feedback	3'

Round II: Switch positions and take up the other pairs problem, similarl

C & D roleplay	10'
A & B feedback	3'
C & D roleplay	10'
A & B roleplay	3'

Role Players:

(A & B)

You may role play your relationship problem in one of two ways. One, have the person whose problem you're discussing play himself. Two, have the person whose problem you're discussing play the person he/she has difficulty with. (a role reversal). This latter case may create a more empathic understanding of the difficult person's perspective and lead to some new thoughts on dealing with the problem.

Role Player with Problem (A):

Portray yourself (or the difficult person) as accurately as possible, repeating key phrases, gesturing accordingly, reacting as you (the other) would, etc. Above all, when B attempts to understand you, make sure he is on target, before you let him continue the conversation.

Role Player Helping (B):

Try to understand the other person; prove and certify your understanding by checking out both meaning and feeling before proceeding to a new idea.

Observer (C & D)

Listen closely to the discussion, watch nonverbal communication, and try to ascertain whether the role players are communicating. Are the role players using Rogers' Rule, especially the "helper"?

Don't respond to the other till you're sure you've understood the other by rephrasing the other's meaning and feeling to his/her satisfaction.

Round I: C observes A
D observes B

Round II: A observes C
B observes D

Try to observe along the following lines:

1. Is the helper encouraging helpee to clarify?
2. Is he asking for clarifying illustrations?
3. Does he show he understands?
4. Is the helper giving answers or repeating his own experiences?
5. Are there non-verbal cues?
6. Is the helpee giving advice?
7. Can you identify unspoken feelings?

PROCESS OBSERVATION IN A GROUP
(for 5-6)

Goals

I. To provide feedback to a group concerning its process.

II. To provide experience for group members in observing process variables in group meetings.

Time

1 hour

Materials Utilized

Group Process Observer Form.

Process

Participants take turns as process observers using a different observer and a different chairman for each meeting. The observer does not participate in the meeting, but records his impressions on the observer form. At the end of each 10' meeting, the observer makes a 5-10' oral report of the process he saw, and his report is discussed. It is helpful for the participants to see a copy of the form while the observer is reporting.

Rough Time Schedule

10 - 15' Discuss Topic Chosen

10 - 15' Process Discussion

Switch Chairman and Observer

10' Second Discussion

10' Process Discussion

10' Learnings From the 2 Process Sessions

Topics:

Choose a topic for discussion from among the following

a. School busing: A viable means to achieve equal educational opportunity?
b. Career Education: Vocational Education under a different label?
c. Middle Schools = Junior High Schools with a new title?
d. Free choice

Adapted from A Handbook of Structured Experiences for Human Relations Training, Volume 1, "Process Observation: A Guide"

GROUP PROCESS OBSERVER FORM

Group topic: ____________________

Interpersonal Communication Skills

1. Expressing (verbal and nonverbal)

2. Listening

3. Responding

Communication Pattern

4. Directionality (one-to-one, one-to-group, all through a leader, etc.)

5. Content (cognitive, affective)

Leadership

6. Major roles (record names)

____________________ Information processor ____________________ Follower

____________________ Coordinator ____________________ Blocker

____________________ Evaluator ____________________ Recognition seeker

____________________ Harmonizer ____________________ Dominator

____________________ Gatekeeper ____________________ Avoider

____________________ Others.

7. Leadership style

________ Democratic ________ Autocratic ________ Laissez-faire

8. Leadership effects

_______ Eager participation _______ Low commitment _______ Resisting

_______ Lack of enthusiasm _______ Holding back

9. Feeling tone of the meeting

10. Cohensiveness

Goals

11. Explictness

12. Commitment to agreed upon-goals

Situational Variables

13. Group size

14. Time limit

15. Physical facilities

Group Development

16. Stage of development

17. Rate of development

18. Feelings experienced during the observation

19. Feelings "here and now"

20. Hunches, speculations, ideas, etc., about the process observed

CONTRACT NEGOTIATION EXERCISE
(for 2)

In your work as a change agent, one of your initial considerations will be whether to establish a working relationship with a prospective client. Minimally, you have two options: (1) to contract for a working relationship or (2) to decide against entering into a consultative relationship. In either case, you will probably want to establish a trial or "scouting" period, during which you both explore the potential relationship and gather some preliminary data about the other. Since an invitation to consult with a client system is based on the client's perception that you (the consultant(s)) can help in some way, this scouting period can be useful in helping both of you arrive at a mutually satisfactory decision and take-off point.

The following exercise may be useful in initial and subsequent negotiation session:

Round I 5': Break into pairs (A & B) and run through the written instructions to insure their clarity.

10': Both A & B decide on an initial encounter they have had or plan to have; A set the stage for B.

10': Roleplay: A plays the client in his encounter, with B as the change agent scouting the potential working relationship. Aim: to gather information pertinent to making a decision on <u>if</u> and <u>how</u> to continue the consultative relationship.

10': Process session. (1) Using any of the questions on the accompanying list, (add to the list as necessary), discuss your answers for their <u>completeness</u> in enabling you to decode on continuing/foregoing the relationship. (2) What other information do you need to help in the decision making?

Round II 10': Roleplay: B set the stage for A and play the client in this encounter, with A as the change agent, etc.

10': Process session: as above.

Note: For the Cafeteria results session, you might want to list those questions you've discovered are important in enabling both the client and the change agent to make a "go" or "no go" decision on the consultative relationship.

CONTRACT BUILDING
Possible Questions for
the Process Session

A [illegible] Exploration

1. First session, preliminary information

1. What kind of organization is it?
2. Who is calling consultant team in? Why?
3. Who is the client? It must be clear. (As many details as possible, power structure, lines, number of people involved, meeting times, racial make up, sex, ages of people).
4. [illegible] of change anticipated?
5. Need (felt-need) for change?
6. General history of the problem?
7. Relationship of change agent (perceived by client).
8. What do they think the change will look like?
9. Perception of scout about situation.
10. Amount and kind of cooperation.
11. Do they really need change?
12. Is there consensus on these needs? Is there consensus that consultation is needed?
13. What would change if the problem was solved?

Other questions:

2. Additional exploratory information for "go - no go" decision

14. What would change if the problem was solved?
15. Do they really need change?
16. Is there consensus on these needs? Is there consensus that consultation is needed?
17. Who is the client? It must be clear. (As many details as possible, power structure, lines, number of people involved, meeting times, racial make up, sex, ages of people).
18. Who are we working for? Who am I responsible to?
19. Authority of informant to commit system.
20. How do they view role of change agent?
21. How accessible is information about client system?
22. Client system values compatible or incompatible with change and change agent.
23. Time line [illegible] project and time demanded of consultants
24. Client system investment.
25. Who and what information do I have access to?
26. Contract--number of people needed, time, travel, distance.
27. What is nature and terms of contract? Written?

B. Contract Formation

1. How to make entry into the organization.
2. Kinds of resources to utilize [illegible] change-in group?
3. Scope of project
4. Specific technical skills needed?

Contract Building con't

5. Barriers to change?
6 —When, how long, and how often, and where?
7. Previous experiences dealing with change.
8. Is problem within group's resources?
9. Forcefield analysis—strengths and weaknesses related to change?
10. What forces will sustain change or tend to [illegible] back?
11. What communication system exists in organization?
12. What "work" has been done before? What has been tried?
13. Contact person to provide analysis of pro/con on change.
14. Look for unstated problems.
15. Ethical issues at stake; what kinds of changes?
16. Is problem measurable?

Back Home - Building Relationship

Key people/ groups to meet with				
Why these key people				
Issues to be discussed				
utcomes esired				
est person o meet hem				
est time o meet- equence				
nformation ecessary efore eeting				
nformation dvantageous o have efore eeting				
entative ate and per- on to set				

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LINKAGE TO THE CLIENT: HOW GOOD IS YOUR RELATIONSHIP?

1. Beginning Status: Where did you start?

(a) blank slate ________ If so, → has client had previous exposure to similar agents or similar projects? ________

(b) reestablishing a good relationship ________ If so, → has anything changed? ________ is there room for improvement? ________ is there potential for erroneous expectations? ________

(c) reestablishing an uncertain relationship ________ If so, → why did the relationship have problems? ________ have these been corrected? ________

(d) redefining a relationship ________ If so, → does the client know the relationship is different? ________ in what ways does your new role interfere with your old? ________

2. Inside-Outside:

How do you rate yourself on this dimension?

	Mostly an outsider	More outsider than insider	More insider than outsider	Mostly insider
As you see yourself				
As you think you are seen by clients				

Have you built a change team with both inside and outside members?

List and rate team members:

________				
________				
________				
________				
________				

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3. How Nearly Does the Relationship between Your Change Team and the Client System Approach the Ideal?

	Early Stages Lo	Med	Hi	Middle Stages Lo	Med	Hi	Later Stages Lo	Med	Hi
Reciprocity: give and take on both sides									
Open to new ideas:									
the change team is:									
the primary client is:									
other members of client system are:									
Realistic expectations:									
the change team has:									
the client has:									
Expectations of reward:									
by change team for selves:									
by change team for client:									
by client for client:									
Structure:									
roles defined:									
work procedures specified:									
expected outcomes specified:									
Degree of power equality:									
change agents vs. primary client									
Perceptions of threat to selves by:									
change team:									
client system:									
Frank confrontations and talking out of differences: within the change team:									
within the client system:									
between change team and clients:									
Involvement of:									
formal leaders (key administrators):									
informal opinion leaders:									
representative users:									
teachers:									
students:									
parents:									
community groups:									

Initial Diagnosis of Problem

by Dr. Ronald Havelock

1. <u>Definition</u>

   a. How does the <u>client</u> <u>initially</u> define the problem?

   b. How do <u>you</u> initially define the problem?

   c. Are there important differences between 'a' and 'b'?

2. <u>Interpretation</u>

   a. Do you have any hypotheses about underlying causes?

   b. What evidence can you cite for these hypotheses?

3. <u>Opportunities</u>

   a. What are some client system strong points indicative of potential for growth or change?

Getting to Know the Client

WHO IS THE CLIENT?

1. Retrieving Information on Who the Client Is:

Initial Contact Person: ____________________

Did he or she: represent anyone more than themselves? ______
provide leads to other client system members? ______
outline who they define as client system? ______
Do you agree with this definition? ______

Who can provide the best thumbnail sketch of the client system with an anthropologist's eye?

____

Have you contacted this person? ______

2. Boundaries: (a) Who is your primary client? ____________________

(b) What other persons and groups form the relevant social environment of your primary client?

____

3. Norms: What are the dominant norms and values of the client system?

____

____

PRIMARY CLIENT: Rate them relative to other clients you have known with respect to:

	extremely	somewhat	neither or some of both	somewhat	extremely	
Politically: Liberal						Conservative
Socially: Innovative						Non-innovative
Technologically: Innovative						Non-Innovative
Cohesive						Factional
Externally Oriented (Cosmopolite)						Internally Oriented (Localite)
Science Oriented						Tradition Oriented
Generally similar to you in norms and values						Generally different from you in norms and values
Other important norms						Other important norms:
______						______
______						______

LARGER SYSTEM (Client's Social Environment)

	extremely	somewhat	neither or some of both	somewhat	extremely	
Politically: Liberal						Conservative
Socially: Innovative						Non-Innovative
Technologically: Innovative						Non-Innovative
Cohesive						Factional
Externally Oriented (Cosmopolite)						Internally Oriented (Localite)
Science Oriented						Tradition Oriented
Generally similar to you in norms and values						Generally different from you in norms and values
Other important norms: ________						Other important norms: ________

4. Leadership:

Estimate and circle the prevailing attitude of each leader on these topics. (DK = Don't Know, + = positive, N = Neutral, — = negative).

Name, Position	Orientation to Change in General	Orientation to you	Orientation to the Innovation	Contact to you (Pl = planned)
Formal Leaders of the Primary Client Group:				
1. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
2. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
3. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Informal Leaders of Primary Client Group:				
1. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
2. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
3. ________	DK + N —	DK + N —	DK + N —	Yes/No/Pl

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Name, Position	Orientation to Change in General	Orientation to you	Orientation to the Innovation	Contacts to you (Pl = planned)
Formal Leaders of Larger System:				
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Informal Leaders (Influentials):				
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Gatekeepers:				
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
________	DK + N —	DK + N —	DK + N —	Yes/No/Pl

5. Summary:

Do you have enough information to define the client system adequately? ______

Have you defined the client adequately? ______ On paper? ______

Have you assessed the relative importance of work with the larger system? ______

Trainer Manual - Module II

1. Morning

Building Relationships: Theory & Practice

Module II attempts, as the rationale explains, to provide both cognitive input and skill practice in several facets of building relationships. Much of the cognitive part comes in the preparatory reading done by participants for this module. Chapter I of Havelock's Change Agent's Guide to Innovation is essential, as well as "Handling Misunderstandings and Conflict" by Floyd Mann (on the use of Roger's Rule), and "Helping and Human Relations" by Robert Carkhuff. The trainer should be thoroughly familiar with each of these in order to lead an effective linking discussion in the first exercise. (Additional readings on both these topics are listed in the bibliography). In introducing Module II, it would be wise to go thru the agenda from this point of view. The pre-post test, if to be given, should be given here and participants keep till the end of the day.

The first exercise, with a live or taped role play, groups discussing change team and client consultant relationships, then sharing and linking to the content of Chapter I in Havelock's Guide, attempts to look at an actual encounter, analyze what it means and what an ideal relationship would be as well as an ideal change team. The trainer then is primarily responsible for helping participants to link their discussion outcomes with theory - from Havelock's book, the Floyd Mann article on use of Roger's Rule and the Carkhuff article on Helping Relationships. Large easy-to-read charts aid this process greatly. The chart on building relationships used in Module I should also be used again to refresh and re-use the ideas presented the first day. This linking of theory and participant output requires both skill and intimate knowledge of the 3 resources on the part of the trainer.

The effectiveness of this first part will be demonstrated in the practice section of the morning design where another encounter is to be analyzed (either taped encounter or a role play provided by participants), and groups discuss both what's going on and where to take the encounter from there as a change agent. The taped encounter of Mrs. Dietrick and Charlie Thomas, though in a machine shop context, presentsthe universal problems of apathy, resistance to help, over defensiveness: "This shop (school, system, organization) is running all right. They (others in the organization) just don't realize the problems are getting worked out," etc. Being able to look at this encounter with several others and with the theory previously talked about should provide new approaches to dealing with this type of person more effectively. The trainer should be sure to remind groups to see if theory application is possible here, and charts should still be up for ready reference.

One technical point that is very important: in some way, groups have to have an "outsider" to play the client role when they're ready to try out a strategy. Obviously, everyone in the group who has participated in the discussion knows the strategy, so couldn't effectively play the client. Usually, this can be solved by asking for one volunteer from each group to be the client for another group's role play. Then one from each group (staying in the group) role plays Mr. Thomas, the change agent, in dealing with the apathetic client.

The trainer should be available during these discussion as a resource person and to remind groups of time passing (without being overly supervisory). Near the end of the time assigned to the exercise a very fruitful general discussion (if participants are 40 or less) can be had on the strategies tried, outcomes, etc. Typically, some groups will try a more confrontive strategy, others a more empathetic trust-building one. Both (plus others) are valuable to see in action, and to weigh results. Here again, the trainer's ability to ask good leading questions, to probe for feelings of both change agent and client, to bring out the impact of the encounter on the client's initial defensiveness and apathy--are most important to the integration of the earlier theory and this practice opportunity.

2. Afternoon

The afternoon of Module II is designed to give optimum choices for personal skill building and practical planning for back home situations.

Design A

For the initial half hour of back home planning, participants are simply given the "cursory diagnostic" matrix to facilitate assessing important people in their system and change process. There are three options for groups at this time:

a) Ideally - back home teams to assess the system together.

b) Role/function groups whose jobs are similar.

c) Work individually if participants are the only representative of their system (come singly, not in team)

d) Area groups (not more than 4-6) if participants are from mixed system areas (e.g. education, voluntary agencies, government service, etc.)

This initial "back-home" period should ease into the afternoon activities, allow some slack for late arrivals and provide a direction for the cafeteria exercises to come, either by pinpointing a skill one needs to practice or a problem relationship one would like to try to work out in one of the exercises to come.

Design B

If a more active involving exercise is desirable in early afternoon, a group role play fulfills the need. (The group role play may be a cafeteria exercise if not used this way). It provides practice for participants in dealing with different types of personalities and conflicts in a group, either as a member or group leader. There are several options here:

A. Process: (1) Participants can split into groups of 8-10 and each group carry through exercise.

(2) One group of 8-10 volunteers can "fishbowl" the role play for the rest of the participants and then get feedback from them on the group process. This option obviously does not allow all participants to enter actively in and practice. (However if this were a cafeteria exercise, not all would choose it anyway).

B. Content:

The role play was originally designed as a take off from the counselor - asst. principal encounter possibly used in the morning theory session. The task is to decide what to do about student unrest, misunderstandings about expulsions, etc. Other options for discussion topics are provided in the exercise, or a participant could suggest a topic if the trainer and participants want to deal with it this way. A possible danger in this method would be in spending too much time both deciding and describing the problem.

The group role play is an excellent way to both practice group process observation while being actively in the group (a skill often called for) and practice in dealing with typical difficult personalities and trying out strategies in a simulated situation. The stop sessions are very important to reflect on the experience and the trainer should try to give some observation time and feedback to each group if at all possible. (Multiple trainers aid greatly here.)

The "cafeteria" of skill practice exercises is an essential part of Module II, to give participants opportunities to identify and practice <u>either</u> interpersonal or group skills, depending on personal needs, rather than programming everyone into the same exercises which presume the same needs (in an area where many diverse skills are called for.) The cafeteria exercises are designed to be "self-running" - in envelopes which participants can pick up, read through and carry on without formal help from a trainer. HOWEVER, the trainer <u>must</u> communicate the intent and possibilities of each of the choices available, so that participants can consciously choose and know what they're choosing, rather than just interpreting a <u>name</u>. The attached description sheet can be read by the trainer alone or duplicated and given to participants <u>in addition</u> to trainer reading and answering any questions.

The trainer should be expecially careful to warn the groups 15 minutes before their time is up, so that they have adequate time to process and wrap up their learning experience. The trainer also should be completely familiar with the exercises, alert and available to help with directions if participants have difficulty. Experience with the cafeteria concept has proved a most popular part of Module II in providing variety and meeting individual needs.

In mid afternoon, a second cafeteria session may be planned, after a break from the first, when participants could either choose a new skill, or if a group has been deriving great benefit from an exercise and wants to utilize it more - they may. No new explanations should be necessary, other than to facilitate groups and people finding each other. An option easily built in (if there is no time for extended back home planning in late afternoon.) is for back home planning to be one option participants may want to engage in.

A third option here instead of a second cafeteria session is the "Share-Teach" session, an activity many participants like because it provides a sense of what the other exercises were like and what others learned from them by way of new strategies, etc. It is a perfect example of "peer resource utilization," an orientation change agents often overlook in thinking about the resources which people around them can be, as well as themselves. Here the trainer simply tries to keep a 10-15 minute limit on "share outs," commenting, summarizing or linking to other parts of the day's content wherever possible. The trainer's skill in probing effectively for techniques, outcomes and feelings can add greatly to this session.

The last option that may be designed for everyone for late afternoon is the resumption of the back-home planning begun earlier in the afternoon (Participants should return to groups decided on then.) At this point however, the participants may do several things to help practical action planning:

1) Decide on encounters or situations which it would be helpful to role play within the team, discuss process and strategies, etc. This is an excellent way to project and try out approaches and to use peers or change team to help in diagnosing and deciding.

2) Use other checklists provided to begin to diagnose other elements in the system or affecting the system which affect the change process. Most helpful are Havelock's "Linkage to the Client" and "Getting to Know the Client."

3) Use "Action Planning" matrix to approach key relationships in a more formal diagnostic way--talking over issues, desired outcomes, necessary information before meeting, etc., then deciding dates and people most effective for dealing with these key people. This should not overlap seriously with the action planning to be done the next day, but begin to settle clearly some of the forces most necessary to consider in the overall problem of changing/gaining acceptance which the third module will give opportunity for.

The trainer again here should attempt to be helpful and available for extended periods to teams or groups as an objective process person or suggestion giver. The trainer may also very usefully link participants and groups to other participants and groups dealing with similar problems or people-types, from which they may be able to set up "after-hours" togethers on their own to help each other and share common problems. The "linkage" role is a crucial one in any change effort and can be easily and productively modeled here.

The evaluation of the day may also be very easy, informal and useful for designing or linking the next day, Module III, to unmet needs and problems.

Trainers should take time to assess these evaluations and try to meet as yet unmet needs of participants either formally in Module III or at least informally by recognizing and talking with participants about them. Another valuable evaluation for the participants is to redo the pre-test on knowledge and skills to enable them to estimate the number of areas they have touched on and grown through during Module II.

Module II

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Evaluation Checklist

	Boring	Interesting	Stimulating	Personally helpful	Professionally helpful	Not enough time	Too much time	Irrelevant	Functionally relevant	[illegible] it	Keep it	Revise it	[illegible]	[illegible]
Readings														
Taped encounter														
Brainstorming (Change team & client-exit)														
Discussion of theory														
Tape & Movie														
Brainstorming														
Role Playing one														
Group Role Play														
Back home planning (1/2 hour)														
Checklists														
Cafeteria: Idea														
Listening														
Contract neg.														
Group Exp 1														
Group Exp 2														
Sharing-teaching lesson														
Back home planning (1 hr)														
Client checklist														
Role playing														
Action plan formulation														

APPENDIX F

MODULE III MATERIALS

Module III

Contents

Module III

GAINING ACCEPTANCE FOR PLANNED CHANGE EFFORTS

RATIONALE

Stage V, Gaining Acceptance, is another critical phase since its successful completion determines to a large extent the success or failure of the change agent's entire planned change effort. Consequently, Module III focuses on this stage and provides both intensive cognitive input based on the Guide and a variety of experiential learning segments to provide maximum transfer of new knowledges and skills to the trainees' back home setting.

The overall purpose of the module is to create a channel through which knowledge derived in the sphere of research about the process of gaining acceptance for an innovation can be directed and applied within the arena of skill practice.

The module utilizes three key constructs to portray the process of gaining acceptance of an innovation: acceptance, communication, and adoption/adaption. These constructs are crucial to the successful installation of an innovation into any system.

Acceptance is the behavioral and systematic result of a sequential process which includes awareness, interest, evaluation, trial and adoption in some form. The module operationalizes acceptance on three levels: with the individual, with the group and within the system.

Communication is perceived as a transactional process between senders and receivers through a chosen medium. An effort is made to heighten the awareness of the process of communication and of techniques for enhancing its effectiveness.

Adaptation is the process of modification of an innovation in order to gain increased system wide-acceptance. Adoption is the system-wide installation of an innovation and it may occur before or after adaptation.

COGNITIVE & BEHAVIORAL OBJECTIVES FOR MODULE III

Gaining Acceptance for Planned Change Efforts

Participants should be able to:

1. Select and justify adaptation strategy based upon the needs articulated by individuals and groups in the system.

2. Explain the process of how individuals and groups accept innovations.

3. Build and maintain the support needed by a change agent and a system to gain acceptance on several levels.

4. Orchestrate multiple forms of media.

5. Comprehend the relationship between Stage V and the other stages of the planned change model.

6. Assess a change situation in relation to the acceptance process.

7. Develop strategies for acceptance and implement action plans for acceptance.

8. Evaluate the process of gaining acceptance.

Sample Designs Module III

A.

9:00	Lecturette: Gaining Acceptance for an Innovation
9:30	Problem Identification Exercise
10:00	Break
10:15	Rogers' Game
11:15	Force Field Analysis Input & Back home teams begin their own FF
12:15	Lunch
1:15	Back home teams work on Force Field Analysis
2:00	Gantt Chart & Decision Tree Input. Back home teams continue back home planning.
3:00	Post plans for discussion, critique and share-out
4:00	Value Clarification Exercise
4:45	Summary Exercise
5:00	Evaluation

B.

9:00	Lecturette: Gaining Acceptance for an Innovation
9:30	Problem Identification Exercise
10:00	Break
10:15	In-Basket Exercise
11:15	Force Field Analysis Input Back home teams begin to use FF
12:15	Lunch
P.M.	Same as A

C.

9:00	Lecturette: Gaining Acceptance for an Innovation
9:30	Problem Identification Exercise
10:00	Break
10:15	Force Field Analysis Input Back home teams begin to use FF
11:15	Gantt Chart and Decision Tree Input Back home teams continue work Post finished Force Field, Chart & Decision Tree
12:00	Lunch During lunch break each trainee reads and comments on other teams' Force Fields and Action Plans.
1:00	Replay 7 Minute Day Simulation
4:00	Summary Exercise
4:45	Value Clarification Exercise
5:00	Evaluation

Sample Flow Charts

Module III

ACTIVITY FLOW SHEET

Module III - Example 1

Time	Activity	Who's Responsible	Material & Equipment
9:00	Participants individually post on newsprint "goals" they are working for to gain acceptance, or "problems" in gaining acceptance.		Newsprint of instructions
9:15	Roger's game on innovation diffusion; discussion after.	Trainer	"The Game"
10:15	Break		
10:30	Input on force field; work through example	Trainer	Newsprint charts
11:00	Back home planning - individuals or teams use force field on the "goals" or "problems" identified earlier		Newsprint markers
12:00	Lunch		
1:00	Share force fields; input on Gantt chart and decision tree	Trainer	
1:30	Back home planning using Gantt chart and decision tree		
2:30	Final summary and evaluation		

ACTIVITY FLOW SHEET

Module III - Example 2

Time	Activity	Method	Who's Responsible	Material & Equipment
9:00	Lecturette on Stage V Discussion	Lecture Overhead Projections	Trainer	Overhead Projector Transparencies Hand-outs
9:30	Problem Identification --Back home teams identify "problems" or "goals" in back home situation related to gaining acceptance -- Post on newsprint -- Stress importance of problem statement	Small groups	Trainer/ Participant	Newsprint Markers Tape
10:00	Break			
10:15	Roger's Game		Trainer	Game Materials
11:15	Force Field Analysis Lecturette --Work through one problem statement with total group --Back home teams use force field on one of problems or goals identified earlier			Newsprint, markers Force Field Handouts
12:00	Lunch			
1:00	Continue work on Force Field Post and Share	Small groups	Trainer	Newsprint Markers
2:00	Input on Gantt chart and decision tree Continue Back Home Planning			Handouts Gantt Chart Decision Tree

ACTIVITY FLOW SHEET

Module III - Example 2
Continued

Time	Activity	Method	Who's Responsible	Material & Equipment
3:00	Share out with total group-critique			Value Statement Handouts Masking Tape
4:00	Value Clarification/Change Agent Values	Total Group	Trainer	
4:45	Summary Exercise	Total Group	Trainer	
5:00	Evaluation Instruments - Close-up	Total Group	Trainer	Gestatt Statements Evaluation Form

ACTIVITY FLOW SHEET

Module III - Example 3

Time	Activity	Method	Who's Responsible	Material & Equipment
9:00	Lecturette on Stage V Discussion	Lecture Overhead Projections	Trainer	Overhead Projector Transparencies Handouts
9:30	Problem Identification --Back home teams identify "problems" or "goals" in back home situation related to gaining acceptance -- Post on newsprint -- Stress importance of problem statement	Small groups	Trainer/ Participant	Newsprint Markers Tape
10:00	Break			
10:15	In-Basket Exercise	Small groups	Trainer	Letters for trainees Newsprint Markers
11:15	Force Field Analysis Lecturette --Work through one problem statement with total group --Back home teams use force field on one of problems or goals identified earlier			Newsprint Markers Force Field Handouts
12:00	Lunch			
1:00	Continue work on force field post and share		Trainer	Newsprint Markers
2:00	Input on Gantt chart and decision tree			Handouts Gantt Chart Decision Tree

ACTIVITY FLOW SHEET

Module III - Example 3
Continued

Time	Activity	Method	Who's Responsible	Material & Equipment
3:00	Share out with total group-critique			Value Statement Handouts Masking Tape
4:00	Value Clarification/Change Agent Values	Total group	Trainer	
4:44	Summary Exercise	Total group	Trainer	
5:00	Evaluation Instruments - Close-up	Total group	Trainer	Gestatt Statements Evaluation Form

Gaining Acceptance: Theory

This lecturette by the trainer should be brief (10-15 minutes) and provide a review of the material presented in Chapter V of the Guide.

The trainees should be given the handouts for review for today's session at the end of Module II.

The transparencies described below can be used as a visual aid for the lecturette.

The discussion should focus on:

1. Questions the trainees may have on the terms used or the concepts.
2. The relationship of Stage V to the overall model.
3. Stressing the social-interaction concepts and terms, especially when the option of using the Havelock-Rogers' Game is chosen.
4. Use of the checklist in back home planning.

Transparencies: (reproduce in chart form).

Stage V: GAINING ACCEPTANCE

A. Acceptance by the Individual
B. Acceptance by the Group
C. How to Communicate
D. Keep Your Program Flexible

A. HOW INDIVIDUALS ACCEPT INNOVATIONS

1. The Adoption Process: Six Phases

a. Awareness
b. Interest
c. Evaluation
d. Trial
e. Adoption
f. Integration

2. Matching The Change Agent's Activities with the Individual User's Adoption Process

a. Awareness
b. Interest
c. Evaluation
d. Trial
e. Adoption
f. Integration

3. Taking Advantage of Your Knowledge of Adoption Phases to Prevent Failure

a. Individuals Must Be Allowed and Encouraged to Progress Through All the Adoption Steps in Sequence

b. Individuals Must be Allowed and Encouraged to Make a Personal Commitment

c. Individuals Must be Allowed and Encouraged to Discuss Their Doubts About the Innovation

d. The Change Agent Should Try to Acquire and Offer the Client Resources

e. Individuals Need Greater Support from the Change Agent When the Actual Behavioral Trial Begins

B. HOW GROUPS ACCEPT INNOVATIONS

1. Common Things and Key People

a. The Innovators
b. The Resisters
c. The Leaders

2. How the Change Agent Can Work to Gain Group Acceptance

   a. Diagnosing the forces for and against the innovation

   b. Using the key people at stepping stones

C. HOW TO COMMUNICATE

1. Choosing the Right Medium for the Right Job

   a. Written and oral presentations

   b. Film

   c. Demonstrations

   d. Person-to-person contacts

   e. Group discussions

   f. Conferences, workshops and training events

2. Orchestrating a Multi-Media Program

   a. Think of the type of people you wish to reach

   b. Plan to use different media approaches at different stages

   c. Plan to use different media approaches to reach different key individuals

   d. Build redundancy into your program

D. KEEP YOUR PROGRAM FLEXIBLE

1. Adaptation of the Innovation

2. Shifting Gears

   a. Shifting up

   b. Shifting down

   c. Reversing Gears

3. Changing Your Implementation Strategy

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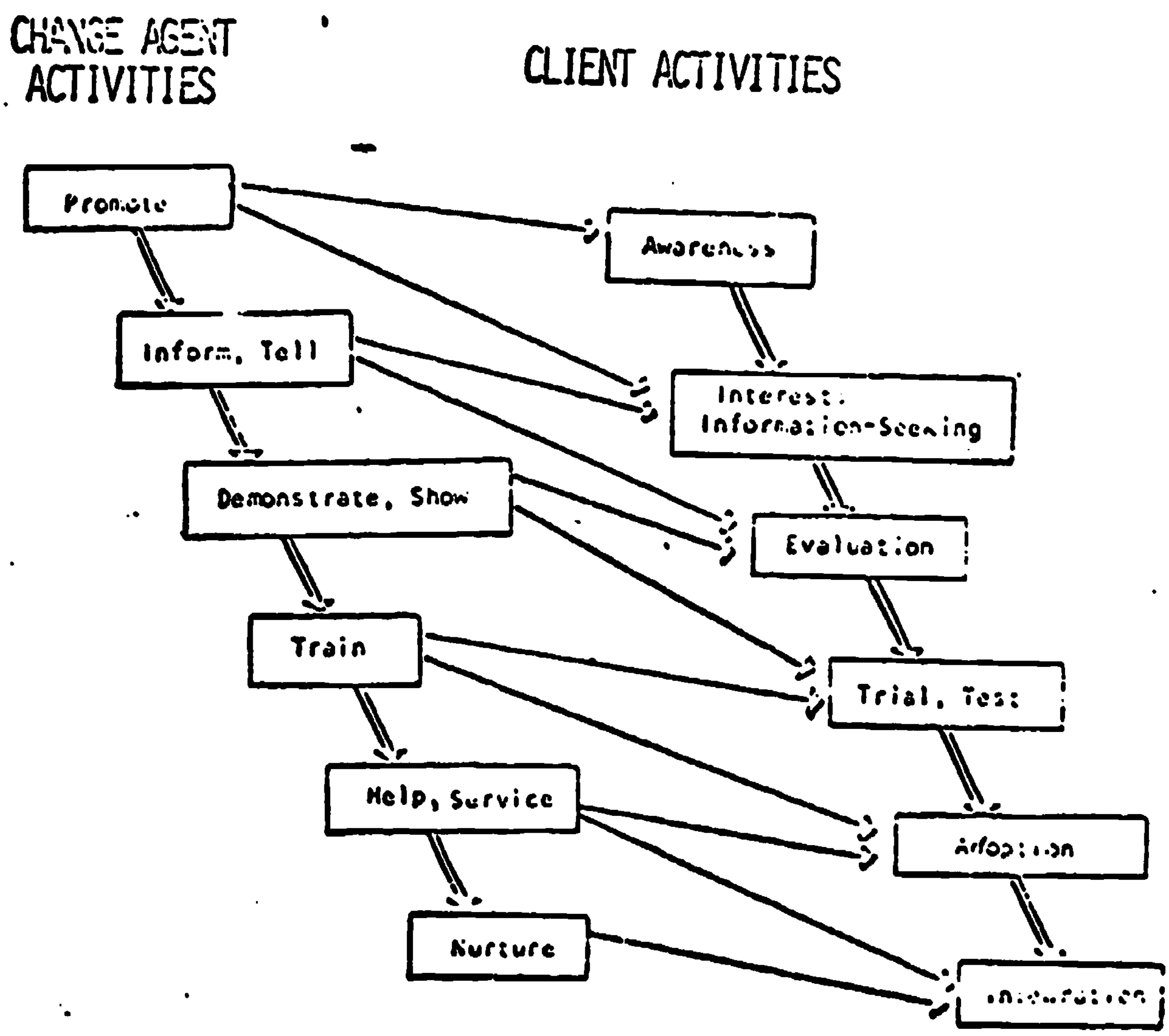
2. MATCHING THE CHANGE AGENT'S ACTIVITIES WITH THE INDIVIDUAL USER'S ADOPTION PROCESS

The change agent should try to facilitate each of these six processes. Therefore, in dealing with the individuals in the client system, you should try to coordinate your activities with the adoption stages of the potential adopters. You should try to understand where potential adopters are in terms of these five phases so that you can try to be with them, not ahead or behind. You should be prepared to go back as individual adopters slip back and to keep up as other adopters jump ahead; and you should know when to switch from one mode of communication to another with each adopter.

Figure 5.1 Coordinating Change Agent Activities with the Client's Adoption Activitie



Problem Identification Exercise

This exercise is designed to allow the trainees to identify one problem from their back home situation on which they will spend considerable time and effort in analyzing and developing an action plan for implementation in the back home setting.

This is a crucial first step in the transfer of workshop learnings to the back home situation. Care must be taken by the trainer to be certain that problem statements are developed.

Instructions:

Since all of us are engaged in a planned-change effort in our back home settings or plan to be soon, it is essential that we clearly identify the problem we wish to solve. Will you now with the other members of your back home team decide which problem situation you face has the highest priority for you to begin work on. Then write on a sheet of newsprint your problem statement.

Draw distinction between problem statement (it should state the situation as it exists and imply action) and a goal or solution statement (tells what we've decided to do about the problem). Give specific examples.

Trainers should work closely with groups and push toward clear problem statement.

Trainers should briefly mill about to read other groups' statements followed by a brief (2-3 minutes) group sharing of problems they had in writing problem statements.

Havelock-Rogers Diffusion Game (Option 1)

This game provides trainees with the opportunity to experience behaviorally many of the theoretical and conceptual inputs from their readings and the lecturette.

1. The trainer should first briefly explain the game's purpose and format.

2. Participants should be divided into groups of 3-4. A random self-section is best since diverse groups provide maximum challenge. Each group should select one member to be scorekeeper. Those selected then leave the room with a trainer for instruction for being scorekeeper.

3. Trainer distributes a copy of the Scenario for the game to each player or team and allows time for groups to read it and ask any questions they may have.

4. Instructions for Scorekeepers:
   a. Each scorekeeper should receive:
      1. Copy of Scenario
      2. Instructions for Scorekeepers
      3. Cards for players and score sheets.
   b. Scorekeepers read "Scenario" & "Instructions"
   c. Trainer goes over instructions carefully and answers questions.

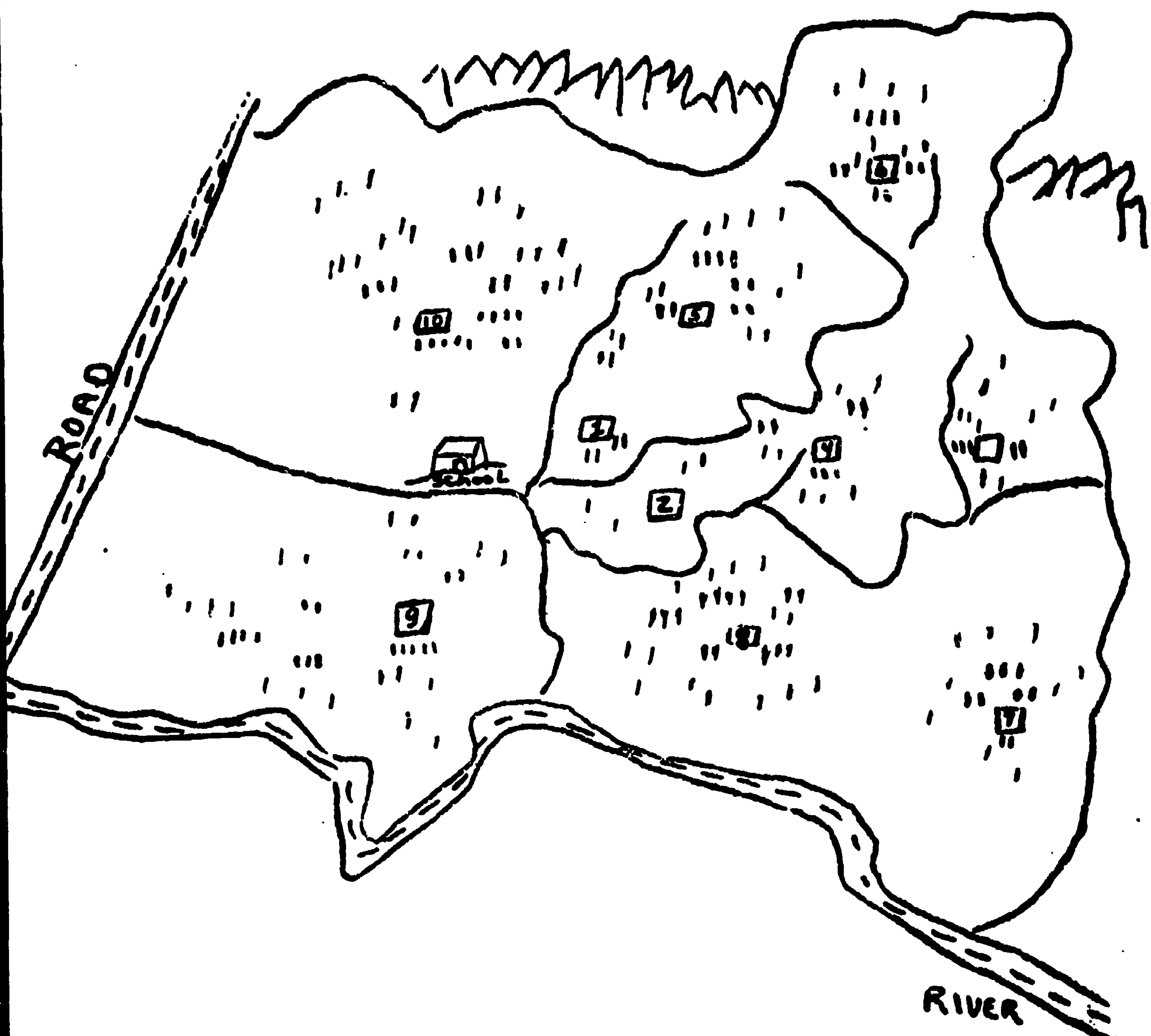
5. Play Game -
   a. Trainers should intervene only to answer questions about rules.
   b. Thirty minutes is maximum time to be spent in actual play. Even if some groups are not finished game should be stopped.

6. Trainer leads discussion with total group.
   a. First have teams process individually their own play, focusing on two questions:
      1. What were our strategies?
      2. How successful were they?
   b. Then have each team share-out the two above points.
   c. The trainer should attempt to focus discussion on behaviors of trainees in the game and the relation to the concepts discussed in the lecturette.

Planning and Diffusing Innovations Game (PDIG)
R. Havelock, 1973. Partially
adapted from E.M. Rogers, 1970.

SCENARIO

You are a change agent team. Depicted below is a map of your client system. The village has 200 farm households. These households are divided into 10 cliques. Each has a different number of followers, headed by one opinion leader. You know little about the client village, but have 400 work days to select, develop, and adapt the innovation, obtain information about the villagers' behavior and to diffuse the innovation to them. Planning activities, information about the village, and the diffusion strategies (necessary to spread the innovation to the villagers) cost you a specified number of work days. The objective of the game is to secure 100 percent adoption of the innovation in the village within the 400 work days.



LEGEND: Village Paths
Opinion Leaders
Followers

(R. Havelock, 1973, partial
adapted from E.M. Rogers,
1970.)

PLAYER'S RULES

You are an outside change agent team with 400 work days. Your objective is to plan an innovation and obtain its adoption by all 200 households in the village.

GAME STEP I: Planning and Choosing the Innovation (10 minutes):

In the first part of the game you are allotted 10 minutes to diagnose the needs of the village, select the innovation and prepare the innovation for diffusion in any way you see fit choosing from the list of activities on page 3 of this hand-out. Any strategy or tactic you take will cost you days and will have effects on later diffusion. Some things you do at this stage will multiply the number of adopters later, and not doing some things will handicap you later by subtracting from the number of adopters acquired later.

You may spend as many days as you wish planning but they will reduce the number of days left for diffusion.

At the end of your 10 minute planning period, circle the planning strategies you will use and hand them to the scorekeeper. He will then compute an adoption scoring formula for you. You obtain no adoptions from this Innovation Planning Step, but what you do will greatly affect the rate of adoption later. To maximize your score, utilize what you have learned from THE GUIDE'S Stages II, III and IV, and from the workshop so far.

The change agent team should also appoint its own scorekeeper to fill out and keep a running total of days actually expended as they are spent. This team scorekeeper should periodically remind his team of the days they have left.

GAME STEP I: Planning and Choosing the Innovation:

Discuss which of these steps you wish to take within your team. Then circle the numbers corresponding to your choices and hand them to the scorekeeper. He will compute your adoption scoring formula (Multiplier and Handicap) for use in diffusion.

		Cost
1.	Add 2 people from the village to your change team.	20 days
2.	Insert a statement identifying yourselves and your mission in the local media.	20 days
3.	Conduct a formal diagnostic survey to determine local needs.	20 days
4.	Conduct a village self-diagnostic workshop in which opinion leaders participate.	50 days
5.	Conduct an informal diagnosis by discussion with random villagers.	10 days
6.	Conduct a research and development program to create an innovation beneficial and suitable for the village.	100 days
7.	Retrieve and interpret R&D from other sources to derive an innovation beneficial and suitable for the village.	40 days
8.	Check with informant from another similar village to see if the innovation was successful there.	10 days
9.	Adapt the selected innovation to local needs.	50 days
10.	Restructure the innovation into elements that can be adopted separately.	20 days
11.	Special packaging of the innovation to suit local folk ways.	20 days

Total cost of Planning and Choosing [ ] days } Subtract this amount from 400 to assess days remaining for Game Steps II and III

Complete Game Step I before starting Game Step II: Return will cost 50 days.

Ask the scorekeeper to compute your handicap and your multiplier based on GAME STEP I choices before your team starts to play GAME STEP III.

Multiplier = [ ]
(All adopters will be multiplied by this number as you accumulate them in Game Step III.)

Handicap = [ ]
(Subtract from number of adopters acquired in Game Step III).

GAME STEP II: Planning a Diffusion Strategy (10 minutes: 5 minutes to read rules, 5 minutes to discuss and develop initial plan):

To carry out a successful program to gain acceptance for innovations, it is sometimes necessary to collect information about communication patterns and behavior of potential adopters and to plan a diffusion strategy accordingly. Your team will have 5 minutes to discuss a joint strategy and to select information.

1. Two kinds of strategies are available to you: (1) obtaining information about the villagers' behavior, and (2) selecting appropriate diffusion strategies to encourage receivers to adopt the innovation you are advocating. The information and diffusion strategies available to you, and the time you must spend on each, are provided page 6 of the handout. You are free to spend any proportion of your remaining time on each of these two major types of strategies.

2. Each time you take an information step or a diffusion strategy, the cost is subtracted from the work days which you have left after choosing the innovation.

3. The decision as to how much information a player team should buy before they take a diffusion step is left to the discretion of the team. Thus, the team may take a diffusion step immediately after asking for a specific piece of information (e.g., asking information about an opinion leader, and then taking a diffusion step which involves that opinion leader), or the players may first ask for as much information as they want about the village (like opinion leadership, radio exposure, literacy, etc.) and then take a number of diffusion steps.

4. Selection of diffusion strategies #1 and 7 is confined to the type of information you have previously received; i.e., you cannot plan to select a diffusion strategy like "talk about the innovation with opinion leader of high influence" unless you have already identified an opinion leader of high influence in your village. The same applies to demonstrations. Each opinion leader can be used only once in the game. He can be used either to talk to (#1) or to hold a demonstration (#7).

5. Each diffusion strategy has some value in terms of the number of villagers who will adopt the innovation as a result of that step. The values of the diffusion steps (that you will take during the play) are cumulated to determine the level of adoption you have attained.

GAME STEP III: Conduct the Diffusion Program (20 minutes):

Carry out your diffusion program by asking the scorekeeper for chance cards corresponding to each strategy one at a time. You may revise your diffusion program at any time without cost and you may ask for additional information steps as you feel you need them.

1. Various chance events affect your success. These events, represented by the chance cards, correspond to reality and may be to your advantage or disadvantage. You must draw and settle a chance card every time you select a diffusion strategy. The way in which you settle a chance event is indicated on the chance card (e.g., demonstration fails = -20 work days). Do not draw chance cards for information strategies.

2. If you wish to use an opinion leader, you must first obtain the information card on him: to execute the diffusion strategy (#1 or #7) surrender his card to the scorekeeper before you receive a chance card from him. Each opinion leader can be used only once in the game.

3. Any time during the play at the cost of 10 days, the change agent team may ask for feedback from the scorekeeper to know the level of adoption secured (the number of adopters).

4. You may revise or reselect the innovation (return to Game Step I) by paying a penalty of 50 days plus the amount indicated for each planning activity. However, you will know how much benefit each activity will bring because the scorekeeper will share the Step I scoring code with you.

5. The game ends when you have used all of your 400 work days, or reached 100 percent adoption, or when the time allotted by the moderator has expired. At the end of the game, your score is the level of adoption of the innovation, which is obtained from the moderator. The scoring system allows greater success to the players who process and use pertinent information about the villagers' behavior by more wisely choosing among the diffusion strategies. Obtain a post mortem of your choices of strategies from the moderator.

DIFFUSION STRATEGIES AND INFORMATION STEPS

	INFORMATION STEPS	COST
#1	IDENTIFY ONE OPINION LEADER: Know who one opinion leader is, and how much influence he has.	10 days
#2	OBTAIN OPINION LEADER SOCIOGRAM: Showing who all opinion leaders are.	60 days
#3	NEWSPAPER EXPOSURE: Know the percentage of villagers reading newspapers.	10 days
#4	RADIO EXPOSURE: Know the percentage of villagers listening to radio.	10 days
#5	MEETING ATTENDANCE: Know the percentage of villagers who will attend a public meeting.	10 days
#6	DEMONSTRATION ATTENDANCE: Know the percentage of villagers who will attend a demonstration.	10 days
#7	LITERACY: Know the percentage of villagers that can read and write.	5 days
#8	FEEDBACK: Know the number of villagers who have adopted the innovation at that point during the play.	10 days

	DIFFUSION STRATEGIES	COST	PRIOR INFO STEP NEEDED
#1	Talk to an opinion leader.	20 days	#1 or #2
#2	Use newspapers to create knowledge of the innovation.	10 days	
#3	Use the radio to create knowledge of the innovation.	10 days	
#4	Talk to a villager at random.	10 days	
#5	Give a lecture at a public meeting about the innovation.	30 days	
#6	Show a film about the innovation at a public meeting.	30 days	
#7	Conduct a demonstration of the innovation in an opinion leaders' farm.	50 days	#1 or #2
#8	Revise or reselect the innovation: player team will be given scorekeeper's code sheet and allowed to choose strategies to improve their formula at cost indicated. No adopters for this step.	50 days	

MULTIPLIER =

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...MATION STEP		DIFFUSION STEP				TOTAL DAYS SPENT	TOTAL ADOPTERS * (Cumulative)
...EP	COST IN DAYS	STEP	COST IN DAYS	CHANCE - COST OR GAIN IN DAYS	NUMBER OF ADOPTERS (Scorekeeper Only)	Planning Total (Game Step 1)	Minus Handicap

...a... from scorekeeper at any time at cost of 10 days.

Planning and Diffusing Innovations Game
R. Havelock, 1973
partially adapted from
E.M. Rogers, 1970.

INSTRUCTIONS FOR SCOREKEEPERS

The following comments will help you in scoring the game:

1. Game Step I should be completed before Game Steps II and III are begun.

2. While players are in Game Step II compute the scoring formula based on their choices in Step I and report the formula to them before they begin Step III. Formula consists of a multiplier for choosing game planning strategies #4, 6, 7 and/or 9, and a handicap for skipping stages.

3. For all planning and information steps, there are NO adopters.

4. Keep a running tally of number of adopters as diffusion steps are asked for.

5. If a diffusion step involves an opinion leader, be sure to determine from the player(s) which identified opinion leader will be used.

6. Players are only allowed to have one demonstration on any one opinion leader's farm.

7. The score (in number of adopters) following a diffusion step using a demonstration on an opinion leader's farm, depends upon:

    (a) Whether the step is preceeded by a diffusion step #2 to #6, or not.

    (b) Which particular opinion leader is chosen by the player(s) from those that they have already identified.

8. The players should keep their own tabulation on the number of working days remaining at any time in the game.

9. Note that you have four sets of cards; be sure to use the appropriate set for each step in the game.

10. Deal cards in alphabetical order as indicated in right-hand corner. This insures that each change team will have equal chances.

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GAME STEP I: Planning and Choosing the Innovation:

When players have finished Game Step I, they should hand you their tally sheet with their chosen steps circled. You then compute two scores based on their choices, a <u>handicap</u> and a <u>multiplier</u>, as indicated below.

Stage	No.	Step	Cost	Handicap
I	1.	Add 2 people from the village to your change team.	20 days	-10 Adopters
	2.	Insert a statement identifying yourselves and your mission in the local media.	20 days	
II	3.	Conduct a formal diagnostic survey to determine local needs.	20 days	-20 Adopters
	4. M	Conduct a village self-diagnostic workship in which opinion leaders participate.	50 days	
	5.	Conduct an informal diagnosis by discussion with random villagers.	10 days	
III	6. M	Conduct a research and development program to create an innovation beneficial and suitable for the village.	100 days	-10 Adopters
	7. M	Retrieve and interpret R&D from other sources to derive an innovation beneficial and suitable for the village.	40 days	
	8.	Check with informant from <u>another</u> similar village to see if the innovation was successful there.	10 days	
IV	9. M	Adapt the selected innovation to local needs.	50 days	-10 Adopters
	10.	Restructure the innovation into elements that can be adopted separately.	20 days	
	11.	Special packaging of the innovation to suit local folk ways.	20 days	

M = ☐

compute multiplier add up the
mber of stages selected marked "M".

r 1M Multiply all adopters by 2
r 2M " " " by 3
r 3M " " " by 4
r 4M " " " by 5

ltiplier = ☐

Total Handicap = ☐- Adopters

To avoid handicaps, change team must select at least one planning strategy within each stage.

To complete total handicap, add the totals in the right-hand margin corresponding to skipped stages. This amount should be subtracted from team score before they start.

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SCOREKEEPER'S INFORMATION SHEET

(for Game Steps II and III -- Do Not Show this to Players)

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Innovations Game
R. Havelock, 1973
partially adapted from
E.M. Rogers, 1970.

INFORMATION STEP	INFORMATION TO PLAYERS	COST
#1 IDENTIFY ONE OPINION LEADER	Select OL Card	10 days
#2 CONDUCT SURVEY TO OBTAIN SOCIOGRAM SHOWING ALL OPINION LEADERS	Hand over all OL cards	60
#3 NEWSPAPER EXPOSURE	20% receive newspapers	10
#4 RADIO EXPOSURE	50% are regular listeners	10
#5 PUBLIC MEETING ATTENDANCE	10% attend	10
#6 DEMONSTRATION ATTENDANCE	15% attend	10
#7 LITERACY	40% can read and write	5
#8 FEEDBACK	REPORT CUMULATIVE TOTAL NUMBER OF ADOPTERS	10

DIFFUSION STEP	PRIOR INFO. NEEDED	CHECK WHICH OPINION LEADER IS SELECTED		COST (in days)	VALUE (in number of adopters) Multiplied by ____	
		O.L.#	Influence		If after any of #2-6	If before an of #2-6
#1 TALK TO AN OPINION LEADER: There are ten opinion leaders in the village with high, medium, and low influence	#1 or #2 can only talk to an O.L. who has been ident-ified	1	Small	20	4	2
		2	Small	20	4	2
		3	Small	20	4	2
		4	Small	20	4	2
		5	Small	20	4	2
		6	Medium	20	8	4
		7	Medium	20	8	4
		8	Medium	20	8	4
		9	Large	20	12	6
		10	Large	20	12	6

DIFFUSION STEP	PRIOR INFO. NEEDED	O.L.#	Influence	COST (in days)	After 3 rds. of #1 or 7	After 1 round of #1 or 7	Before round of #1 or 7
#2 NEWSPAPERS	--	--	--	10	4	2	0
#3 RADIO	--	--	--	10	8	4	1
#4 TALK TO A VILLAGER AT RANDOM	--	--	--	10	2	1	0
#5 LECTURE AT PUBLIC MEETING	--	--	--	30	6	3	1
#6 SHOW FILM AT PUBLIC MEETING	--	--	--	30	8	4	2

DIFFUSION STEP	PRIOR INFO. NEEDED	OPINION LEADER SELECTED	COST (in days)	IF CHOSEN AFTER ANY OF #2-6	IF CHOSEN BEFORE ANY OF #2-6
#7 DEMONSTRATION ON OPINION LEADERS' FARM	#1 or #2 can only use an O.L. who has been ident-ified	1,2,3,4,5 Small	50	8	4
		6,7,8 Medium	50	12	6
		9,10 Large	50	24	12
#8 REVISE OR RESELECT THE INNOVATION (Return to Game Step I: If team asks for this give them the scoring key for Step I).			50	None; revise formula as requested and charge additional days indicated.	

MULTIPLIER = [ ]

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RMATION STEP		DIFFUSION STEP				TOTAL DAYS SPENT	TOTAL ADOPTERS * (Cumulative)
TEP	COST IN DAYS	STEP	COST IN DAYS	CHANCE - COST OR GAIN IN DAYS	NUMBER OF ADOPTERS (Scorekeeper Only)	Planning Total (Game Step 1)	Minus Handicap

...ed from scorekeeper at any time at cost of 10 days.

<u>What the game does?</u> [For orientation of Trainer-Moderator: This information could be shared with players in post-game discussion.]

1. Sensitizes players to need for careful selection of an innovation using relationship building, collaborative diagnosis, resource retrieval from external sources, and adaptation to local needs. Sharing of scoring procedures reviews some major points of Stages I-IV.

2. Highlights characteristics of innovation which aid diffusibility:

   a. need relevance
   b. relative advantage
   c. compatibility
   d. divisibility-trialability

3. Sensitizes players to the need for a coherent social diffusion strategy involving these features:

   a. use of mass media to create awareness and to reach opinion leaders

   b. use of opinion leaders to speed innovations

   c. use of multiple media approaches

   d. acquisition of information relevant to media use before choosing medium

   e. understanding the social network before choosing strategies

4. Points out a few major pitfalls and points to remember in using media, relating to opinion leaders and other potential users, and in conducting demonstrations (the Chance Cards).

5. Gives a <u>group</u> of persons <u>practice</u> in:

   a. discussing pro's and con's of change strategy, thinking out loud and testing strategy ideas with others.

   b. sharing information resources about a complex problem.

   c. acting as a simulated change team.

Trainer-Moderator Directions for "Planning and Diffusing Innovations" Game

n. 1. Explain the rationale for the game and how it is constructed.

a. Research on Diffusion of Innovations, Guide Stage V, E. Rogers.

b. Problem: how to gain acceptance for change from a dispersed social system with many members, when one-to-one contact with everyone and direct participation by everyone is impossible.

c. Simulated experience in which players are rewarded for making choices compatible with research findings on diffusion process.

n. 2. Overview the three Game Steps and the post-mortem.

Step I: Choose and adapt the innovation: follow GUIDE Stages I-IV; doesn't matter what the exact innovation is; we are concerned about the process you go through to get it.

Step II: Plan a diffusion program and collect information relevant to it.

Step III: Carry out your plan and see how many adopters you can get. The more you get, the better you have applied your knowledge of diffusion research.

Post-Mortem: We will discuss how game was scored. Find out what strategies were used by best and worst teams; consider implications.

3. Keep track of time and announce transitions clearly. (It may help to use an ordinary bell-type kitchen timer to remind yourself and the group when transitions are about to take place.)

5 min. Read for Game Step I (pages 1, 2, and 3).

3 min. Allow orientation questions to the moderator from all players. Explain need for each team to choose a scorekeeper list to keep track of days spent; another scorekeeper with prior training has also been assigned to each table. He will help clarify rules if you need it and will keep a running table of number of adopters and provide feedback.

10 min. Play Step I.

2 min. Moderator explains in a general way how Step I was structured and what points it is trying to make while scorekeepers compute multiplier and handicap.

5 min. Read pages 4, 5, and 6.

5 min. Game Step II - group discussion about plan within the player team.

20 min.	Game Step III.
5 min.	Scorekeepers explain scoring at each table. Show how information increases chances (newspaper vs. radio). Synergy effects: OL's + media. Point out things they did well, did not do.
5 min.	Moderator re-explain rationale: summarize points made ("What the Game does" sheet).
5 min.	Share scores. Moderator: "Who got the highest score?" "How did you do it?" "Who got lowest score?" "What happened?"
5 min.	What sort of group process did you have? "Did everybody get a chance to be heard?" "Did you get consensus?"
5 min.	Critique game: how could we do it better? How change the rules?
1 hr. 15 min.	

The Game requires one scorekeeper for every playing team. Therefore, the trainer may wish to identify volunteers for scorekeeper in advance and run them through the game and the scoring procedure prior to conducting the game for the larger group. If this is not possible, scorekeepers should be segregated to study the scoring procedure while the others are engaged in reading and planning.

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A [illegible] OPINION LEADER CHANCE CARD DIFFUSION STEP #1	B TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1	C TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1
D TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1	E TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1	F TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1
G TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1	H TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1	I TALK WITH OPINION LEADER CHANCE CARD DIFFUSION STEP #1

YOU ASK A FEW QUESTIONS WHICH SHOW THE OPINION LEADER YOUR KNOWLEDGE AND APPRECIATION OF HIS SITUATION.

GAIN 20 DAYS

YOUR CLOTHES AND HAIR STYLE SURPRISE THE OPINION LEADER: HE ASSOCIATES YOU WITH RADICAL ACTIVITIES

COSTS 20 DAYS

YOU LISTEN CAREFULLY TO WHAT THE OPINION LEADER HAS TO SAY ABOUT HIS SITUATION BEFORE YOU START TELLING HIM ABOUT YOUR INNOVATION

GAIN 20 DAYS

YOU FORGET THE OPINION LEADERS' NAME

COSTS 10 DAYS

YOU ARE WELL ACCEPTED BY OPINION LEADER BECAUSE YOU ADMIRED HIS LIVESTOCK

GAIN 10 DAYS

YOU FAIL TO ENCOURAGE THE OPINION LEADER TO RAISE QUESTIONS ABOUT APPLICATION AND TO DISCUSS LONG RANGE CONSEQUENCES AND MAINTENANCE ISSUES

COSTS 20 DAYS

VILLAGERS ASSOCIATE YOU WITH AN UNACCEPTABLE POLITICAL MOVEMENT

COSTS 20 DAYS

YOU DRIVE YOUR JEEP OVER OPINION LEADER'S DOG

COSTS 15 DAYS

INNOVATION IS PERCEIVE AS AN ECONOMIC BOOST FOR THE VILLAGE

GAIN 20 DAYS

J

TALK
WITH
OPINION
LEADER

CHANCE CARD

DIFFUSION
STEP #1

YOU GET ON WELL
WITH THE OPINION
LEADER

GAIN 20 DAYS

O.L. #9 LARGE INFLUENCE	O. L. #6 MEDIUM INFLUENCE	O. L. #2 SMALL INFLUENCE
O.L. #1 SMALL INFLUENCE	O.L. #8 MEDIUM INFLUENCE	O.L. #3 SMALL INFLUENCE
O.L. #5 SMALL INFLUENCE	O.L. #7 MEDIUM INFLUENCE	O.L. #10 LARGE INFLUENCE

INFORMATION STEP
#1

OPINION
LEADER

B

INFORMATION STEP
#1

OPINION
LEADER

C

INFORMATION STEP
#1

OPINION
LEADER

D

INFORMATION STEP
#1

OPINION
LEADER

E

INFORMATION STEP
#1

OPINION
LEADER

F

INFORMATION STEP
#1

OPINION
LEADER

G

INFORMATION STEP
#1

OPINION
LEADER

H

INFORMATION STEP
#1

OPINION
LEADER

I

INFORMATION STEP
#1

OPINION
LEADER

O. L. #4

SMALL
INFLUENCE

BEST COPY AVAILABLE

INFORMATION STEP
#1

OPINION
LEADER

BEST COPY AVAILABLE

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A

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

B

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

C

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

D

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

E

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

F

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

G

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

H

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

I

DIFFUSION STEPS
#2 - #6

MASS MEDIA
AND
MEETINGS

CHANCE CARD

YOUR INPUT COINCIDES WITH A LOCAL DISASTER WHICH HIGHLIGHTS THE NEED GAIN 20 DAYS	YOU FAIL TO SCREEN OUT JARGON WORDS WHICH ARE STRANGE TO THE VILLAGERS COSTS 10 DAYS	IN YOUR MATERIALS YOU ARE CAREFUL TO RAISE POINTS PEOPLE MIGHT HAVE AGAINST THE INNOVATION AND ANSWER THEM CLEARLY GAIN 20 DAYS
MEDIA SATURATION HAS BEEN REACHED COSTS 20 DAYS	YOU EXPLAIN HOW LOCALS COLLABORATED IN CHOOSING THE INNOVATION GAIN 10 DAYS	COMPETING ATTRACTION IN VILLAGE COSTS 20 DAYS
YOU ARE TARRED, FEATHERED, AND SENT PACKING COSTS 30 DAYS	RESISTANCE AGAINST YOU HAS MOBILIZED COSTS 30 DAYS	YOUR AGGRESSIVE PERSISTENCE IN SELECTING ONE-WAY MEDIA PROVOKES HOSTILITY COSTS 30 DAYS

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A

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

B

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

C

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

D

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

E

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

F

DEMONSTRATION

CHANCE CARD

DIFFUSION
STEP #7

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[illegible] TRANS[illegible]TION TO THE DEMONSTRATION SITE AND ARRANGE FOR BABY SITTERS

GAIN 10 DAYS

YOU FAIL TO GIVE ADVANCE NOTICE OF THE DEMONSTRATION IN THE LOCAL MEDIA

COSTS 20 DAYS

YOU HOLD A POST-DEMONSTRATION DISCUSSION IN WHICH VILLAGERS DISCUSS WAYS IN WHICH THE INNOVATION COULD BE ADAPTED TO THEIR OWN USE

GAIN 30 DAYS

YOU HAVE REACHED SATURATION WITH THE DEMONSTRATION TECHNIQUE

COSTS 30 DAYS

THE OPINION LEADER PLAYS AN ACTIVE ROLE IN THE DEMONSTRATION

GAIN 20 DAYS

YOUR VISUAL AIDS FOR THE DEMONSTRATION AR CONFUSING AND ILLEGI

COSTS 10 DAYS

In-Basket Exercise (Option 2)*

This exercise is designed to provide skill practice for trainees in appropriate change agent behaviors related to Stage V. The relationships between behavior and theory concepts are not so clearly structured in this exercise as in the Havelock-Rogers' Game. However, this exercise provides an excellent opportunity for more experienced change agents to practice behaviors related to acceptance. The assumption here is that individuals who have had considerable experience in the change agent role have a clearer understanding of the concepts and process involved in gaining acceptance, have knowledge of effective and no so effective behaviors of their own from past experience and can, therefore, use this exercise to practice some new behaviors they want to try out.

Instructions

1. Trainer distributes to each participant a set of letters and memos which have come across his desk, in his work as a consultant to Dormit School District.

2. Trainees are instructed to respond individually to each item (or to items 2, 5, 6 & 7) in writing, explaining:
   a. What action they would take.
   b. Exactly what they would write or say in a meeting or phone conversation.
   c. Why they choose this particular behavior.
   d. What they expect the consequences to be.

3. When individual responses are completed (allow thirty minutes) have trainees form into heterogeneous triads to share responses and come up with a group response they feel represents the best change agent behavior. Ha e them write these responses on newsprirt.

4. Stand-up Clinic
   a. Each triad stands by its responses.
   b. One member states his groups' response to item , and so on, until all responses to that item have been shared.

c. Then allow trainees to question or comment on any other group about their chosen responses.
d. Follow same procedure for each item.

5. Total Group Discussion
The trainer should focus on relating the responses chosen by triads to the theoretical material presented in the readings and lecturette.

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* The letters and memos, with minor modifications, have been copyrighted by Dr. Daniel D. Sage, Syracuse University. These materials were developed under grants from the Bureau of Education for the Handicapped, United States Office of Education (OEG-1-6-062466-1880 and OEG-0-70-1290(603). The materials are part of a package entitled, "The Special Education Administration Task Simulation Game: Participant's Consumable Booklet."

Force Field Analysis

Instructions:

1. Distribute Force Field Analysis Handout.

2. The trainer should explain briefly the nature and purpose of Force Field Analysis (see handout for guide of major points).

3. Then, using one of the problem statements posted earlier, the trainer should lead the group through each step. No attempt should be made to do a complete job, but 2-3 examples from each area of the analysis should be done. The trainer should write these on newsprint in the same way the participants are expected to do.

4. Each back home team then begins to do a force-field analysis of the problem they identified earlier.

5. Trainers should function as consultants to back home teams. They should not always wait until called in but should model making interventions as initiators with the back home teams.

6. Each team should do their force field on newsprint. When it is completed it should be posted along with a blank sheet of newsprint.

7. Other teams will read each force field and write comments, suggestions, questions on blank newsprint for teams to use in revising their plans.

HANDOUT

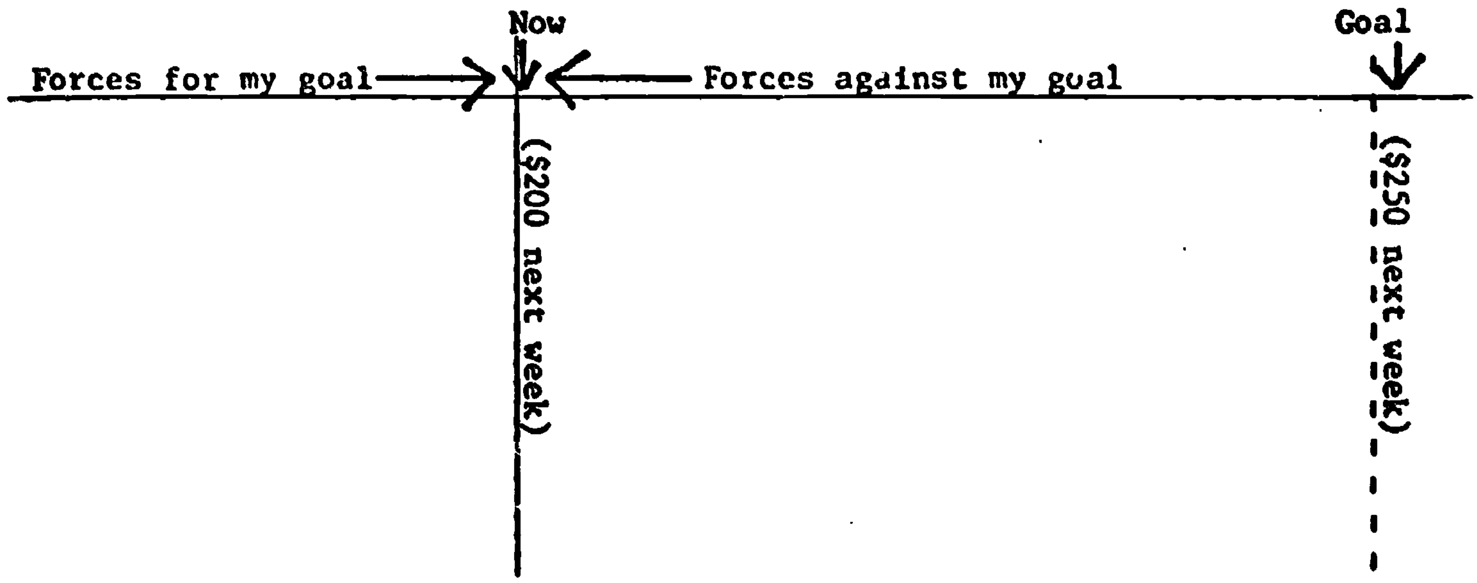
THE FORCE FIELD DIAGNOSTIC TECHNIQUE

A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation is the way it is at any given moment because sets of counter balancing forces are keeping it that way.

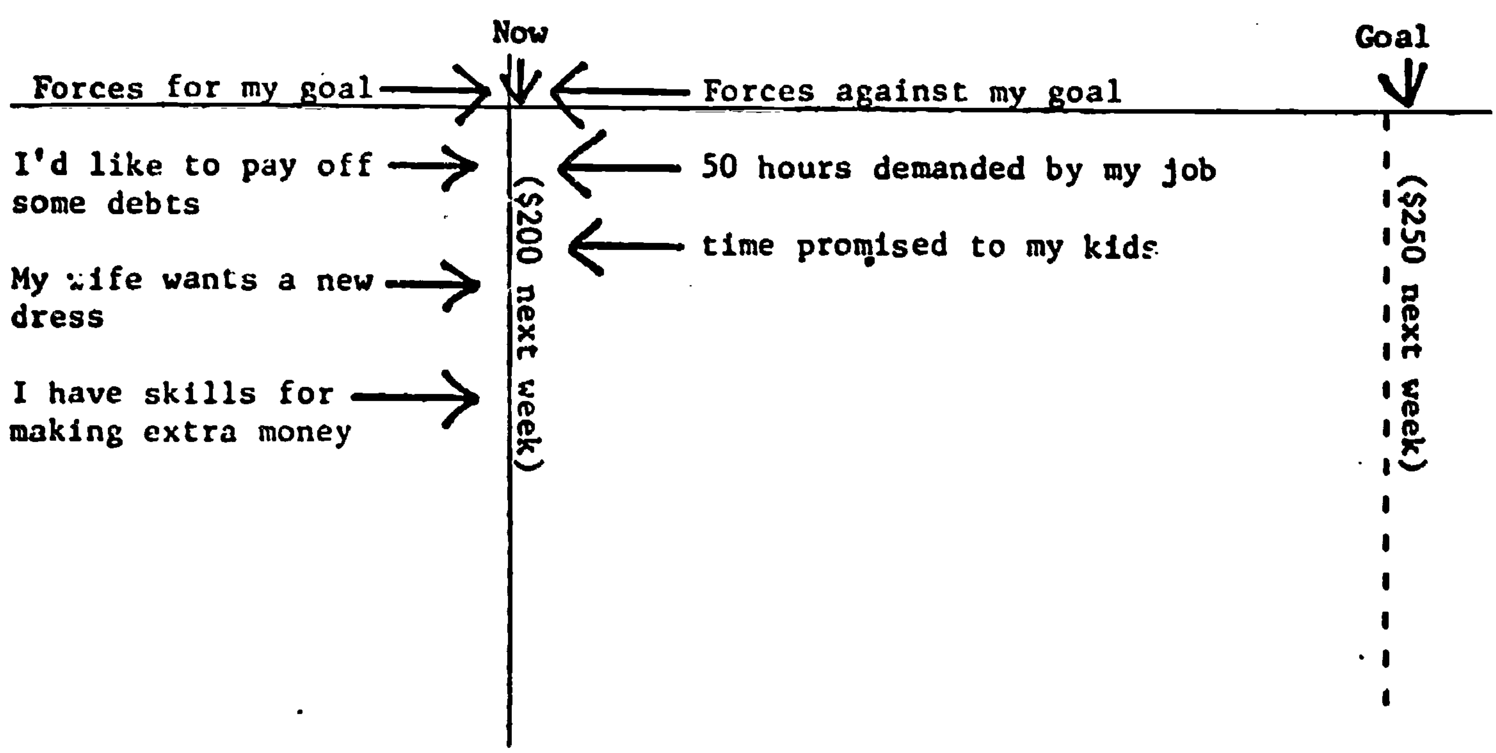
For example, lets look at the amount of money I am apt to earn next week. Let's say it is apt to be about $200.00. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than $200.00 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids.

In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right hand side of the page which represents how you would like things to be. For example, supposing I wanted to earn $250.00 next week instead of my usual $200.00. I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem in that I want to change my earning goal for next week from $200.00 to $250.00.

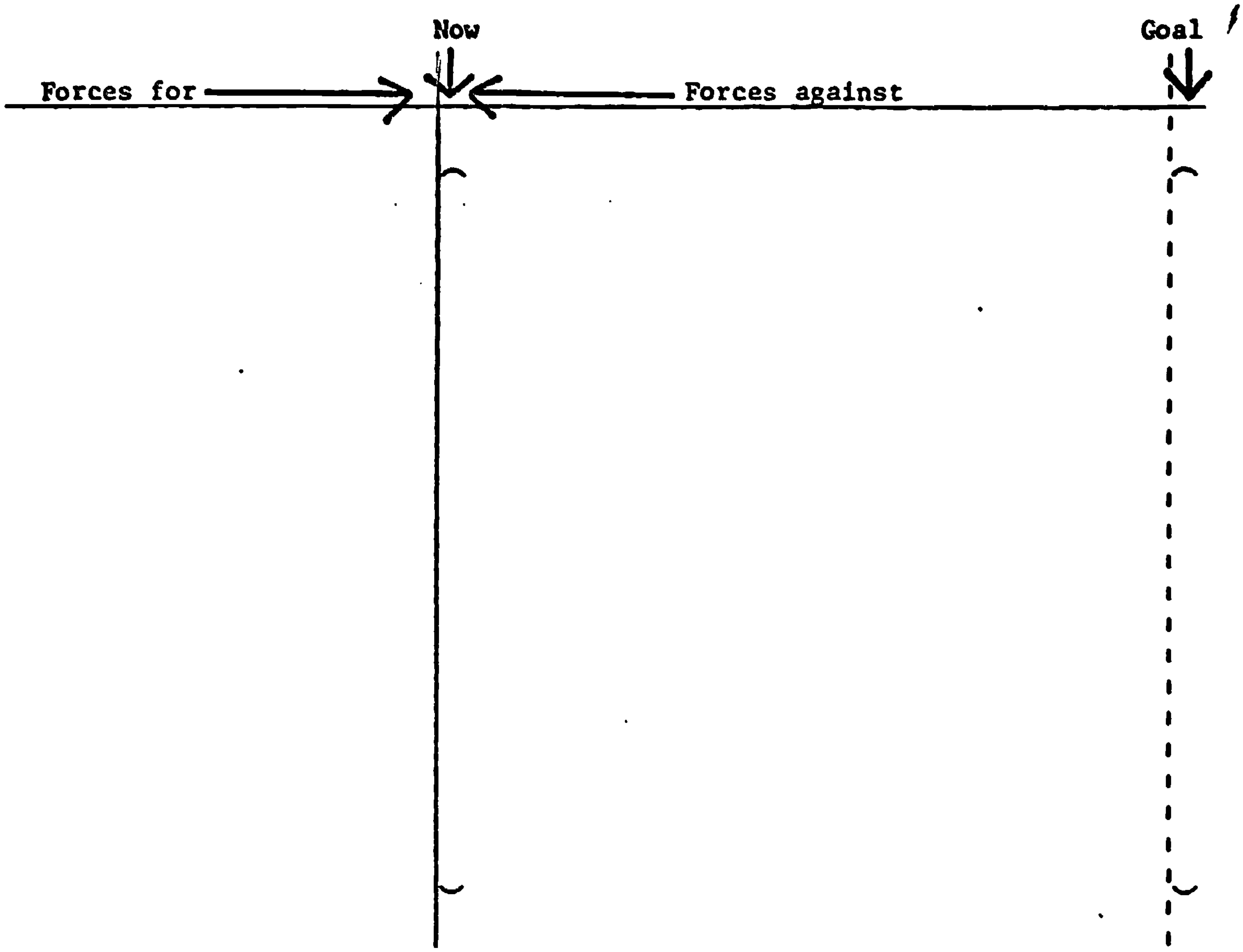


Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal. I write down forces pushing against movement toward my goal on the right side of the center line.



Now you try an example. Suppose you accept a goal of losing five pounds during the next two weeks. Write out a force field below for this goal. Write out a problem statement, the forces for and the forces against. Then go to the next page of this handout.

Problem Statement:



Your force field on losing five pounds during the next two weeks should look something like the following illustration.

Problem Statement: You set a goal for me of my losing five pounds during the next two weeks.

Forces for	Now	Forces against	Goal
I tend to be a light eater	(I weigh ? pounds today)	I'm presently about three pounds under weight	(I will weigh ? pounds two weeks from now)
I want to save some money		I don't want to accept this goal	
We are visiting my mother-in-law this weekend and I don't like her cooking		My mother-in-law will be unhappy if I don't eat well while visiting her	

Of course, the forces you wrote down are apt to differ from the ones in this illustration. The important thing is that you understand the technique. Here are some guidelines to help make the force field diagnostic technique a powerful one.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." Forces are stated most helpfully when

written in such a way that someone else reading one would know who to go to and what to ask in order to get a fuller understanding of what is involved in that force.

2. Try to state discrete forces rather than global ones. A force can often be broken down into further sub-parts. For example, a force such as, "I find it hard to lose weight," might break down to three more discrete forces as follows. "I get a headache when I skip a meal." "My wife often serves rich deserts." "Televis on ads get me thinking about eating in the evening." Sometimes, you can think of ways to break down a force into more discrete subparts by considering the forces for and against changing a force that you are considering!

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in: yourself - "I get a headache when I skip a meal." other individuals - "My wife often serves rich deserts." groups - "We often share materials in our department." or organizations - "The district gives salary credit for this training." society - "Television ads get me thinking about eating."

FORCEFIELD ANALYSIS SHEET

Problem → Goal

Driving Forces (Supports)		Restraining Forces (Blocks)
	In Self	
	In Others	
	In Situation	

Possible Actions

Have Access To:	Resources	Needed To Mobilize:

Gantt Chart and Decision Tree

Instructions:

1. Trainer should distribute the handouts of Gantt Charts and Decision Tree.

2. Trainer gives brief explanation of nature and purpose of tools.

3. Trainer then leads group through one example for each tool. Use an example drawn from one of Force Fields that trainees have posted.

4. Emphasize that these are additional tools to aid in the planning process and should be used to review and revise their force-field analysis.

5. Some groups find the Gantt Chart easier to use if they first write each of their proposed action steps on 3 x 5 cards, then make a large chart on newsprint and simply move the cards about as they need to.

6. Back home groups continue work on action plan using Force Field, Gantt Chart and Decision Tree.

7. Back home action plans should be well-developed at final posting. Push groups to be very specific in action steps, detailing who, what, where and when.

GANTT CHARTS

The Force Field Analysis concluded with an Action Plan made up of a series of Action Steps.

Your next job is to translate your analysis and planning work into a form suitable for actually setting up and executing a project to reach your objective.

A tool called a Gantt Chart is widely used for this translation. (It is named after its inventor, an early Industrial Engineer.) A Gantt Chart displays Tasks (Action Steps, Project Elements, Jobs, or other equivalent words) on the left side, and Time along the bottom. It is a bar chart, with the bars running horizontally. Please look at the attached sample blank chart.

The workshop will discuss the use of Gantt Charts, and you will have a chance to use one to advance your work on the problem you and your team selected earlier. I do want to emphasize two new ideas at this point, however.

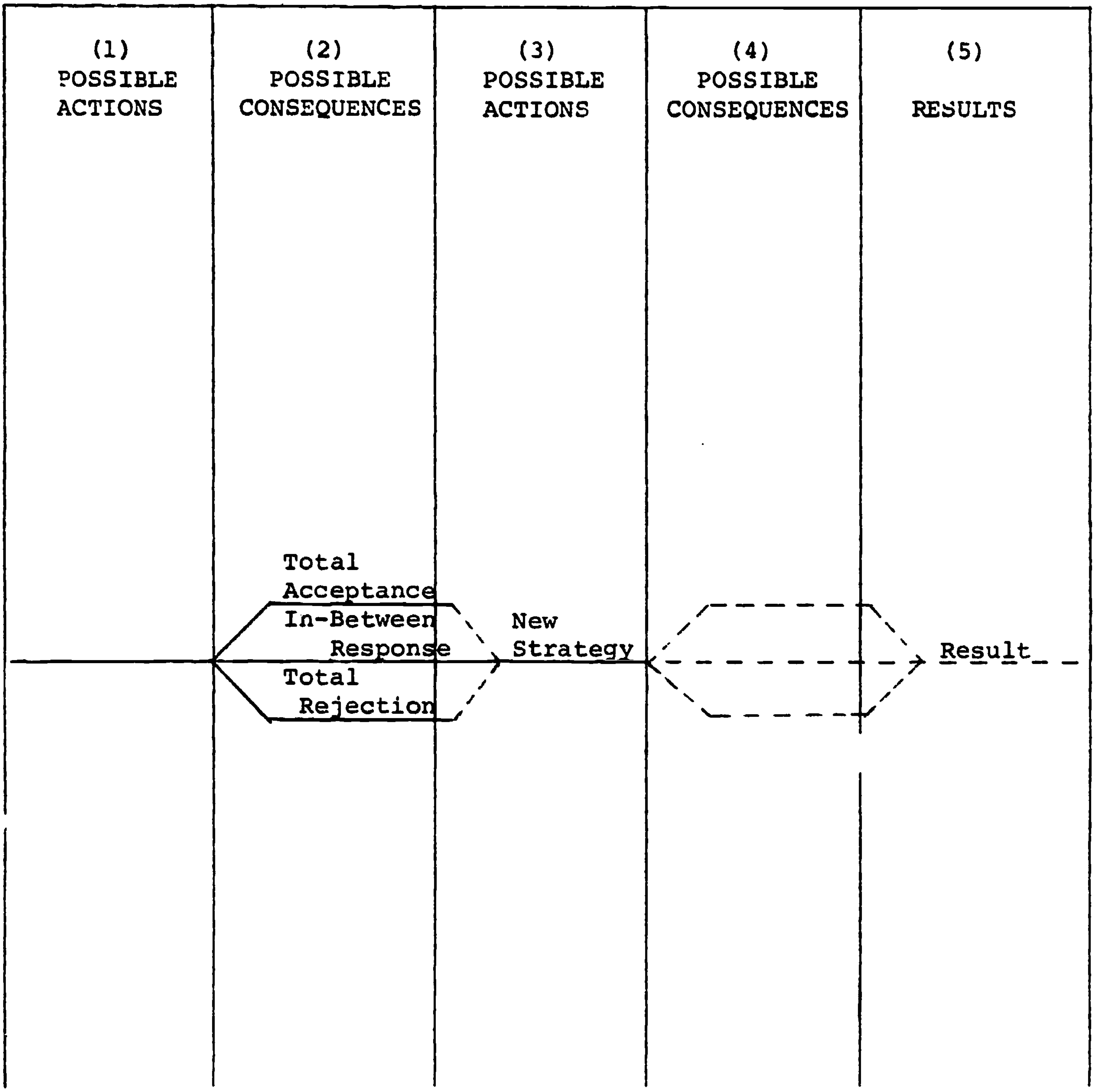
First, start your Gantt Chart planning from the target completion date and work back toward the present. All planning is focused on positive control of the future objective, not just pushing off from the present and seeing where the tasks take you. You may have to rework the tasks, get more resources, etc., to attain your objective. Or you may have to change your objective to make it more attainable. The focus is on the objective,and the tasks exist to enable you to reach it.

Second, various bench marks, check points, reporting points, meetings and other project administration tools are planned and added to the Gantt Chart at the start of a project. They are just as much a part of the project job as the individual tasks. In a sense, they are the glue that holds the separate tasks together and the means by which the project is steered, once it has started.

GANTT CHART

TASKS	1	2	3	4	5	6
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
BENCHMARKS						
PROGRESS REPORTS						
MEETINGS						
FINAL REPORT						

TIME IN WEEKS



DECISION TREE FORM

Value Clarification for Change Agents

The trainer, in explaining this exercise, should take care to create an atmosphere that is accepting and non-judgemental. The purpose of the exercise is to allow each individual participant to clarify some important value dilemmas for change agents, and the issue is not that any kind of agreement on the best value be obtained, but that each person can choose a value position clearly and freely and publicly state that position. The other major purpose is to indicate that many of us choose different value positions for the same reasons, and that what is important is not the "rightness" or "wrongness" of our position, but that we are very self-aware of exactly what our value position is.

Two options for conducting the exercise are given below. Option 1 takes about 40-45 minutes and is somewhat more superficial in terms of in-depth personal observations, but provides ample opportunity to clarify one's own values and to learn about others in the group. Option 2 takes at least one hour and provides the opportunity for each trainee to defend the chosen value position with fellow trainees who ranked that value differently. It is a more in-depth examination and is the preferred option if time is available.

Instructions:

1. Before exercise or during the individual working time, the trainers should place masking tape on the floor to create a twenty foot ladder with ten numbered rungs.

2. Distribute the following list of value statements to participants and ask them to individually rank order the statements, one being that value they consider most like themselves and ten being that least like themselves.

   _____It is inappropriate for a change agent to plan to change another person or group's life without their consent.

   _____The change agent should be a social activist and pro-change.

_____The most important function of an educational change agent is to ascertain that the best innovation is chosen for adoption.

_____The inside member of a change team should view himself as part of the problem as well as part of the change.

_____When the client system clearly rejects my efforts to implement a change project I should persist in my efforts to bring about the needed change even if the system doesn't like it.

_____Any change agent should be required by contract to deal with the consequences of his intervention.

_____Any manipulation by a change agent such as creating awareness for an innovation through good "soft sell" techniques is unethical and must be avoided.

_____An outside member of a change team has the advantage of never having to deal with the client system again and can consequently suggest higher risk activities.

_____The important thing for a change agent is to be himself/herself. He/she must never compromise his beliefs or values.

_____There can never be open and honest communication between power unequal individuals.

3. Trainer then reads one of the statements and asks trainees to place themselves in the appropriate space on the ladder, i.e., the numbered space that corresponds to the rank they gave that statement.

Option 1:

4. The trainer gives <u>one</u> of the following directions for each statement:

   a. Ask the other people in your space why they chose to rank this statement as they did.
   b. Talk to someone in the space next to yours and see why they chose to rank this statement as they did.
   c. Ask trainees from the ends and middle to state out loud why they chose as they did.

5. Task for small groups is to come to a consensus decision about what the statement should say.

6. Allow 20-30 minutes for small groups to reach decision.

   During this period call two stop action sessions and distribute the following stop action forms:

   (1) The most influential person in this group so far is _______________. Why?

   The least influential person in this group so far is _______________. Why?

   Discuss with your group briefly.

   (2) The thing I feel best about in this group's work so far is ______________________.

   The thing I am most dissatisfied with in this group's work so far is ____________________.

7. Small groups share final statement with total groups'.

8. Same as #5 in Option 1.

Summary Exercise

Instructions:

1. Introduction to trainees:

   The summary activity has as its purpose the review of the activities during the workshop, the planning of derivations from these activities as they relate to the participants back home situation, and the identification of each individual trainee's learnings. During this activity, the trainers should focus on:

   a. The review and clarification of the six stage process with particular emphasis on Stages I and V.
   b. The review of the exercises which were used to develop skills.
   c. How these activities are related to the different sections of the Guide.

   In relating the activities of the session to the back home situation, the trainers can use the results of the materials used in the different components of the session. Some of these are:

   a. The clarified expectations of the participants and trainers from the warm-up session.
   b. The matrix which was used in the slide-tape presentation.
   c. The data generated in the simulation's debriefing session.
   d. The data gathered by the participants about their resources and skills when they completed the self-assessment form used in Module II, and the checklists for Stages I and V.

2. Trainer requests each individual to respond on newsprint to the following sentence tags:

   a. In this workshop I learned these concepts or ideas about the process of change _______________.
   b. In this workshop I strengthened my skills as a change agent by learning how to _______________.

3. Individual newsprints are posted. Trainees mill and read others, selecting two to three other people with whom they would like to discuss learnings and skills.

4. Form small groups as chosen above. The task for small groups is to:

   a. Briefly discuss learning from workshop.
   b. Brainstorm a list of possible derivations from these learnings for back home.
   c. The trainer should provide a brief example of the different types of things which could be included. For example, "the skills I could use at home are brainstorming, role planning, and the simulation if I had a description of the rules and procedures."
   d. Post completed lists and mill to read.

5. Short summary review by trainers.

Gaining Acceptance Checklist

Yes ___ No ___ 1. Can you identify and describe the stages of an innovation before and after gaining acceptance?

Yes ___ No ___ 2. Can you define acceptance in terms of the sequential processes which it includes?

Yes ___ No ___ 3. Can you select and justify a communication strategy based on needs articulated by a client system.

Yes ___ No ___ 4. Can you explain the process how individuals and groups accept innovations?

5. Can you think of at least 6 ways to foster the gaining acceptance process on the:

Yes ___ No ___ individual level?

Yes ___ No ___ group level?

Yes ___ No ___ system level?

Yes ___ No ___ 6. Can you readily apply information gleaned from "change" articles to your own back home situation?

Yes ___ No ___ 7. Can you list and prioritize barriers to communication in terms of their seriousness after listening to taped or live role-play?

Yes ___ No ___ 8. Can you develop mechanisms to overcome the most serious barrier listed?

Yes ___ No ___ 9. Can you identify the characteristics of innovators within an organization?

Yes ___ No ___ 10. Can you make use of innovators within an organization?

Yes ___ No ___ 11. Can you identify characteristics of a resistor?

Yes ___ No ___ 12. Can you plan strategy for dealing with resistors?

Yes ___ No ___ 13. Can you identify types and characteristics of opinion leaders?

Yes ___ No ___ 14. Can you make use of opinion leaders in gaining acceptance of an innovation?

Yes ___ No ___ 15. Can you plan a strategy of adaptation for an innovation in order to bring about acceptance?

Yes ___ No ___ 16. Can you plan an effective communication strategy for gaining acceptance?

17. Can you make effective use of the following mediums?

Yes ___ No ___ workshops?

Yes ___ No ___ discussions?

Yes ___ No ___ oral presentations?

Yes ___ No ___ 18. Can you orchestrate multiple forms of media?

Yes ___ No ___ 19. Can you demonstrate flexibility in strategy in order to facilitate acceptance of an innovation?

APPENDIX G

CHECKLISTS FOR USE IN ALL MODULES

A WORKBOOK OF CHECKLISTS TO ACCOMPANY THE CHANGE AGENT'S GUIDE TO INNOVATION IN EDUCATION

by
Ronald G. Havelock

Introduction

A change agent is usually a man of action who has little time for exhaustive self analysis and documentation. Even so, he may need to give himself a few guideposts to mark progress in his relationship to his client and his client's progress toward a desirable goal. The GUIDE describes each step of the process in some detail but many readers have asked for a little more instrumental help in some sort of workbook format.

Unfortunately our project did not provide adequate support for a full cycle of development, field test, and evaluation of such a workbook. Therefore, the reader should be advised to take what follows as the barest outline of how such a workbook device might work in practice. If a reader wishes to use any of these lists, he should feel free to adapt them, copy them, reorder them, select from them, according to his needs. There are probably far too many items on these lists to be realistically monitored in a small project. Checklist #6, for example, asks the change agent to indicate what sources of information he searched out. The point, however, is not to search out each source but to be aware of and consider using a variety of sources. Each list, therefore, should be considered first as a reminder of the contents of the GUIDE, second as an alerting mechanism to aspects of the process of change one might have overlooked, and only third as a monitoring device to keep track of a project.

If readers do use any of these instruments for any purpose, the author would be grateful for feedback on their utility and on ways they could be developed into meaningful tools in the management of change.

Table of Contents

INNOVATION GUIDE CHECKLIST

INNOVATION GUIDE CHECKLIST #1

OVER-ALL MANAGEMENT OF A CHANGE PROJECT

[Based on Havelock's THE CHANGE AGENT'S GUIDE TO INNOVATION IN EDUCATION]

Steps in Change Planning (with relevant GUIDE sections indicated)	Not important or relevant for this project	Have given this thought	Procedure for doing this established	Fully or adequately developed
1. I have defined a role or function for myself in this project. (Introduction)				
2. A client system has been defined and delimited. (Stage I)				
3. A good starting relationship has been established between the change agent(s) and the client system. (Stage I)				
4. The change agent(s) have acquired adequate information to diagnose the client problem. (Stage III B-1, p. 81-87)				
5. An adequate definition and diagnosis of the problem has been made. (Stage II)				
6. An adequate range of solution-relevant resource sources have been tapped. (Stage III)				
7. An adequate range of solution alternatives have been developed. (Stage IV)				
8. An appropriate solution idea has been selected and adapted. (Stage IV)				
9. The solution idea has received endorsement in principle from key members of the client system. (Stage V)				
10. The solution idea has been adequately demonstrated to the client system as a whole. (Stage V)				
11. A maintenance process for the innovation has been established. (Stage VI)				
12. A self-renewal process for the area related to this innovation has been established. (Stage VI)				
13. The client-change agent relationship has been successfully terminated. (Stage VI)				

INNOVATION GUIDE CHECKLIST #2

PRELIMINARY SELF-ASSESSMENT AND ROLE DEFINITION

[GUIDE Introduction, pp. 3-20]

1. The Primary Change Role you follow: (see Introduction to GUIDE for some alternative role models):

____

	Good	Adequate	Needs Improvement
Training and experience for role.			
Formal status in this role.			
Informal social support and recognition in this role.			
Feeling of personal competence in this role.			
Feeling of personal security in this role.			

What other change agent roles do you adopt at times: ______________________________

Over-all feeling of competence in this role. ______________________________

2. Organizing the Change Team

Other persons you know who might work in change agent roles with respect to this client system:

	Outsiders	Insiders	Estimate of need for this type of change agent in this project. (Circle)		
as Catalysts			Lo	Med	Hi
as Process Helpers			Lo	Med	Hi
as Solution Givers			Lo	Med	Hi
as Resource Linkers			Lo	Med	Hi

Of those listed in the boxes above star (*) those that might be potential collaborators. Double star (**) those who defintely will be contacted for possible collaboration.

Checklist #2, continued

Who are the members of the change team?

	Person	Primary Skills or Contribution to Project
Insiders		
Outsiders		

How good is the linkage and collaboration within the team? ____________

Do you confer frequently? ____________

Do you share goals and values? ____________

Do you have a common plan? ____________

Do you divide up the labor rationally according to your skills? ____________

3. Process Knowledge and Skill (Check as appropriate)

Stages	This is an especially important Stage in this project	I have the requisite knowledge and skill	I can call on the right kind of help for this	We have a definite plan for this	This Stage now worked through	I still must work on this	Needed action by me
I. Building Relationships							
II. Diagnosing Problem							
III. Acquiring Relevant Resources							
IV. Choosing Solution							
V. Gaining Acceptance							
VI. Stabilizing Innovation & Generating Self-Renewal							

Checklist #2, continued

Which stage of planned change is most crucial in this project? ____________

Why? ____________

____

Do you or your team have the process skills and knowledge relevant to this stage?

____

____

On what stage are your knowledge and skills weakest? ____________

____

How do you intend to work to improve your knowledge and skills on this?

____

____

INNOVATION GUIDE CHECKLIST #3

[GUIDE Stage I, pp. 43-47]

WHO IS THE CLIENT?

1. Retrieving Information on Who the Client Is:

Initial Contact Person: ______________________

Did he or she: represent anyone more than themselves? ______
provide leads to other client system members? ______
outline who they define as client system? ______
Do you agree with this definition? ______

Who can provide the best thumbnail sketch of the client system with an anthropologist's eye?

____

Have you contacted this person? ______

2. Boundaries: (a) Who is your primary client? ______________________

(b) What other persons and groups form the relevant social environment of your primary client?

____

3. Norms: What are the dominant norms and values of the client system?

____

____

PRIMARY CLIENT: Rate them relative to other clients you have known with respect to:

	extremely	somewhat	neither or some of both	somewhat	extremely	
Politically: Liberal						Conservative
Socially: Innovative						Non-Innovative
...ologically: Innovative						Non-Innovative
Cohesive						Factional
Externally Oriented (Cosmopolite)						Internally Oriented (Localite)
Science Oriented						Tradition Oriented
Generally similar to ...u in norms and values						Generally different from you in norms and values
...ther important norms						Other important norms:
______						______
______						______

Checklist #3, continued

LARGER SYSTEM (Client's Social Environment)

	extreme-ly	some-what	neither or some of both	some-what	extreme-ly	
Politically: Liberal						Conservative
Socially: Innovative						Non-Innovative
Technologically: Innovative						Non-Innovative
Cohesive						Factional
Externally Oriented (Cosmopolite)						Internally Oriented (Localite)
Science Oriented						Tradition Oriented
Generally <u>similar</u> to you in norms and values						Generally <u>different</u> fr you in norms and value
Other important norms: ______ ______						Other important norms: ______ ______

4. <u>Leadership</u>:

Estimate and circle the prevailing attitude of each leader on these topics. (DK = Don't Know, + = positive, N = Neutral, — = negative).

<u>Name, Position</u>	<u>Orientation to Change in General</u>	<u>Orientation to you</u>	<u>Orientation to the Innovation</u>	<u>Contacts to yc (Pl = planned)</u>
Formal Leaders of the Primary Client Group:				
1. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl
2. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl
3. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Informal Leaders of Primary Client Group:				
1. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl
2. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl
3. ______	DK + N —	DK + N —	DK + N —	Yes/No/Pl

Checklist #3, continued

Name, Position	Orientation to Change in General	Orientation to you	Orientation to the Innovation	Contacts to you (Pl = planned)
Formal Leaders of Larger System:				
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Informal Leaders (Influentials):				
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
• ______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
Gatekeepers:				
______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl
______________	DK + N —	DK + N —	DK + N —	Yes/No/Pl

5. Summary:

Do you have enough information to define the client system adequately? ______

Have you defined the client adequately? ______ On paper? ______

Have you assessed the relative importance of work with the larger system? ______

INNOVATION GUIDE CHECKLIST #4

LINKAGE TO THE CLIENT: HOW GOOD IS YOUR RELATIONSHIP?

[GUIDE Stage I, pp. 47-61]

1. Beginning Status: Where did you start?

(a) blank slate ______ If so, → has client had previous exposure to similar agents or similar projects? ______

______

(b) reestablishing a good relationship ______ If so, → has anything changed? ______
is there room for improvement? ______
is there potential for erroneous expectations? ______

(c) reestablishing an uncertain relationship ______ If so, → why did the relationship have problems?
______
have these been corrected? ______

(d) redefining a relationship ______ If so, → does the client know the relationship is different? ______
in what ways does your new role interfere with your old? ______

______

______

______

2. Inside-Outside:

How do you rate yourself on this dimension?

	Mostly an outsider	More outsider than insider	More insider than outsider	Mostly insider
As you see yourself				
As you think you are seen by clients				

Have you built a change team with both inside and outside members?

List and rate team members:

______				
______				
______				
______				
______				

Checklist #4, continued

3. How Nearly Does the Relationship between Your Change Team and the Client System Approach the Ideal?

	Early Stages			Middle Stages			Later Stages		
	Lo	Med	Hi	Lo	Med	Hi	Lo	Med	Hi
Reciprocity: give and take on both sides									
Open to new ideas: the change team is:									
the primary client is:									
other members of client system are:									
Realistic expectations: the change team has:									
the client has:									
Expectations of reward: by change team for selves:									
by change team for client:									
by client for client:									
Structure: roles defined:									
work procedures specified:									
expected outcomes specified:									
Degree of power equality: change agents vs. primary client									
Perceptions of threat to selves by: change team:									
client system:									
Frank confrontations and talking out of differences: within the change team:									
within the client system:									
between change team and clients:									
Involvement of: formal leaders (key administrators):									
informal opinion leaders:									
representative users:									
teachers:									
students:									
parents:									
community groups:									

INNOVATION GUIDE CHECKLIST #5

DIAGNOSIS OF THE CLIENT'S PROBLEM

[GUIDE Stage III, pp. 77-87]

1. Definition

a. How does the client initially define the problem?

b. How do you initially define the problem?

c. Are there important differences between 'a' and 'b'?

2. Interpretation

a. Do you have any hypotheses about underlying causes?

b. What evidence can you cite for these hypotheses?

3. Opportunities

a. What are some client system strong points indicative of potential for growth or change?

Checklist #5, continued

4. Diagnostic Inventory

	CLIENT SYSTEM in General Yes	?	No	CHANGE PROJECT in Particular Yes	?	No
a. *What are the goals?* (If possible, list goals of client system and of change project separately on a separate sheet.)						
(1) Are goals clear to leaders?						
Are goals clear to members?						
(2) Is there consensus on goals?						
(3) Are members satisfied with goals?						
(4) Have leaders and members sat down together to discuss goals openly?						
(5) Are goals flexible?						
b. *Is there an adequate structure for achieving goals?* In general →						
(1) Adequate division of labor?						
(2) Job and role clarity?						
(3) Do jobs and roles fit together?						
(4) Are some necessary elements missing: specify for client system ________						
specify for change project ________						
(5) Are there weak elements? specify for client system ________						
specify for change project ________						
(6) Overloaded elements? specify for client system ________						
specify for change project ________						
(7) Under-used elements? specify for client system ________						
specify for change project ________						
(8) Are existing elements adequately coordinated						
(9) Is the structure flexible?						
c. *Is there openness in communication?*						
(1) Are leaders able to express their ...*ideas* openly?						
...*feelings* openly?						
(2) Are teachers able to express their ...*ideas* openly?						
...*feelings* openly?						

[Continued on next page]

Checklist #5, continued

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	CLIENT SYSTEM in General Yes	?	No	CHANGE PROJE[CT] in Particula[r] Yes	?	N[o]
(3) Are students able to express their ...*ideas* openly?						
...*feelings openly?*						
(4) Are members open to new ideas *from within* the client system?						
(5) Are members open to new ideas *from outside* the client system?						
d. *Are the necessary capacities available?*						
(1) Adequate resources in *people?* specify lacks for client system ________						
specify lacks for change project ________						
(2) Adequate resources in time?						
(3) Adequate resources in money?						
(4) Adequate resources in materials and facilities? specify lacks for client system ________						
specify lacks for change project ________						
(5) Does staff have necessary skills?						
Adequate procedures for training?						
Ability to recruit the right people?						
e. *Are adequate rewards provided?*						
(1) Are the students rewarded: ...for learning?						
...for contributing to the learning process?						
(2) Are the teachers rewarded: ...for innovating?						
...for learning?						
...for contributing to the learning process?						
...for working collaboratively with students and administrators to keep the system going and to improve the system?						
(3) Are the administrators rewarded: ...for innovating?						
...for learning?						
...for being open to students and teachers?						
(4) Are the rewards that people get reliable and predictable?						

[Continued on next page-

Checklist #5, continued

	CLIENT SYSTEM in General			CHANGE PROJECT in Particular		
	Yes	?	No	Yes	?	No
(5) Do the rewards that people get come soon enough to be associated with their behavior?						
(6) Are the rewards required by individuals and subgroups compatible with and supportive of the over-all goals of the system?						

5. Pitfall Analysis

	Definite Danger	Possible Danger	No Danger
a. Too much diagnosis →			
b. Diagrosis as a pattern of avoidance →			
c. Diagnosis used for destructive confrontation			
d. Imposing your own favorate diagnosis →			
e. Fire fighting →			
f. Other: ____________ →			

INNOVATION GUIDE CHECKLIST #6

AWARENESS AND RETRIEVAL OF INFORMATION RESOURCES

[GUIDE Stage III, pp. 77-82 and 87-95 - and Appendix B and C]

1. Have you considered the task of acquiring appropriate information resources? ________
2. Have you read through "Stage III" of the GUIDE? ________
3. Have you scanned the different sections of Appendix B (Major Information Sources)? ________
4. Have you evolved an information acquisition strategy? ________
5. Have you viewed Information Resources in relation to the full cycle of problem solving? ________

Seven Major Purposes of Resource Acquisition (GUIDE p. 78-79)	I have thought about this aspect	I have awareness of IR's* on this aspect	I have acquired IR's* on this aspect	Briefly list IR's* acquired	I have adequa[te] grasp of thi[s] aspec[t]
Diagnosis					
Awareness					
Trial					
Evaluation-after-Trial					
Installation					
Maintenance					

*[IR = Information Resources]

Checklist #6, continued

6. Access to Information Source Types

	List:	Not aware of any source of this type	This type of source not relevant	This type of source not accessible	This type of source is accessible: Not Used Yet	This type of source is accessible: Used
RINT SOURCE YPES						
jor Texts or views of the bject Area this Innotion						
wsletters:						
formation rvices ERIC: OTHER:						
braries						
rectories & dices						
ference oks						
her Print urces						

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Checklist #6, continued

	List:	Not aware of any source of this type	This type of source not relevant	This type of source not accessible	This type of sour is accessible Not Used Yet	Used
PERSON SOURCE TYPES						
Consulting Organizations						
Individual Consultants						
Academic Institutions						
Individual Professors, Scholars, & Researchers						
Federal Government Agencies						
Professional Associations						
Other School Systems						
Other Individuals in my School System						

7. Have you used an adequate variety of resources? ________

8. Have you spent enough time searching for resources? ________

9. Have you spent enough time reading, listening to, or observing the resources you have acquired? ________

INNOVATION GUIDE CHECKLIST #7

CHOOSING THE SOLUTION

[GUIDE Stage IV, pp. 97-109]

1. *Have you been able to identify some research findings relevant to the change project?*

	Relevant to: the client and context	the manifest problem	the underlying cause(s)	the change process
No search made				
Search made: no findings				
Findings identified and collected				
Findings summarized				
Implications discussed by change team				
Implications discussed with client system				
Implications listed				

List of Implications from Research Findings: Relevant to:

1. ______________________________ ______________
2. ______________________________ ______________
3. ______________________________ ______________
4. ______________________________ ______________
5. ______________________________ ______________
6. ______________________________ ______________
7. ______________________________ ______________
8. ______________________________ ______________
9. ______________________________ ______________
10. ______________________________ ______________

Checklist #7, continued

2. *Have you generated a range of solutions and solution ideas?*

a. Have you tapped an adequate number of idea sources?

	Not Relevant	Relevant but not solicited	No Ideas	Ideas Heard	Ideas listed	Ideas summarized	Ideas synthesized
(1) from research							
(2) from change team brainstorming							
(3) from brainstorming with clients							
(4) from outside experts							
(5) from students							
(6) from teachers							
(7) from community							

b. What are the major alternatives for action? (List)

(1) ______________________________

____

____

(2) ______________________________

____

____

(3) ______________________________

____

____

(4) ______________________________

____

____

Checklist #7, continued

3. *Feasibility Testing (continued)*

Alternative Rating Modes
[Rank order: "1-5" scale or use "Hi"-"Med"-"Lo"]

Analysis and Rating Dimensions	Original Alternatives				Revised, Combined, Adapted Alternatives		
	1	2	3	4	1	2	3
a. Potential BENEFIT							
(1) Number of people helped							
(2) How long it will help							
(3) How much will it help on diagnosed problem							
(4) How much positive side effects							
(5) Negative effects if it works							
(6) Negative effects if it fails to work							
(7) Over-all benefit							
b. WORKABILITY							
(1) Evidence that the innovation will deliver as hoped							
(2) Evidence of reliability of performance							
(3) The client can afford <u>financial</u> cost							
(a) for trial							
(b) for initial purchase & installation							
(c) for maintenance over long haul							
(4) The client can afford the <u>human</u> investment and cost							
(a) for trial							
(b) for initial purchase & installation							
(c) for maintenance over long haul							
(5) There is a good cost-to-benefit ratio							
(6) Client has the necessary staff							
(7) Innovation is adequately developed (see GUIDE p. 118 "2f")							
(8) Over-all workability							
c. DIFFUSIBILITY							
(1) Congruent with client values							
(2) Can be demonstrated easily-conveniently							
(3) Can be tried out by client on limited basis							
(4) Adequately packaged and labelled							
(5) Over-all diffusibility							

Checklist #7, continued

4. *Adaptation*

Is a trial phase planned? ________

Is a trial component of the proposed change going to be tested before the whole program is tried? ________

Is a trial group within the client system going to try out the change before all of the system tries? ________

Will there be evaluation of the trial effort? ________

Will the proposed change be seriously reconsidered after results of trial are in? ________

Will efforts be made to change the innovation as a result of trial experiences? (e.g., adding more elements, better packaging, combining, eliminating elements.) ________

Will more than one innovation idea be tried out? ________

Will they be tried out in such a way that their impact can be compared? ________

INNOVATION GUIDE CHECKLIST #8

GAINING ACCEPTANCE

[GUIDE Stage V, 111-132]

1. Preparation

a. Have you developed a plan for gaining acceptance? ________

b. Has the plan been specified in activities? ________
...persons to be contacted? ________
...steps in sequence? ________

c. Has the plan been shared, critiqued, and revised by all the members of the change team? ________

d. Does the plan take adequate account of the norms, values, characteristics of the client system? ________

e. Do you have ways to evaluate the success of your strategy as it goes along? ________

f. Will you be able to alter your strategy if it is not working? ________

g. What specific steps have you taken to prepare for the following?

(1) Promotion (to build awareness)

(2) Informing (to build interest and to satisfy information seeking)

(3) Demonstration (to allow pre-trial evaluation)

(4) Training (to help insure successful trial and adoption)

(5) Servicing (to help adoption and integration)

(6) Nurturing, consulting, and psychological support (to help integration)

Checklist #8, continued

2. <u>Progress Record</u>

WHERE THEY ARE AT:

		Awareness	Interest	Evaluation (indicate +/-)	Trial	Adoption	Integrati
Key Members ("Stepping Stones") of the Client System	Innovators						
	Resistors						
	Formal Leaders Administrators Elected Officials						
	Informal Leaders of Opinion in the Community...						
	...in the schools						
	The School Staff as a Whole						
	Community as a Whole						

Checklist #8, continued

3. Diagnosing the Forces For and Against the Innovation

	FORCES FAVORING		FORCES OPPOSING	
	List	Rank of Importance	List	Rank of Importance
Characteristics of the Innovation				
Norms				
Key People				
Other Factors				

What can be done to reduce, redirect or eliminate the impact of the most important *opposing* forces?

What can be done to enhance and/or maximize use of the *favoring* forces?

INNOVATION GUIDE CHECKLIST #9

INSURING CONTINUANCE

[GUIDE Stage VI, pp. 133-136]

1. Rewards Continuing Over Time

For Whom	What rewards	How much	How constant over time	How visible over time
Administration				
Teachers and Staff				
Students				
Community				

2. Practice and Routinization

a. Has a continuing program of in-service training relevant to the innovation been instituted? ________

b. Are new users continuing to be introduced to the innovation? ________

c. Are users given a chance to practice on their own without heavy surveillance and risk of public censure? ________

d. Do users now accept the innovation as a regular part of their work? ________

3. Structural Integration

a. Is the innovation now accepted as a regular part of the school budget? ________

b. Have schedules been rearranged permanently to make provision for the innovation? ________

c. Have staff and student work loads been adjusted to make way for the innovation? ________

d. Has there been official recognition that the innovation is here to stay? ________

Checklist #9, continued

4. <u>Continuing Evaluation</u>

   a. Has a continuing evaluation procedure been instituted? ________

   b. Is there adequate budget for evaluation? ________

   c. Are there staff on board with adequate skills for continuing evaluation? ________

   d. Is evaluation recognized and accepted by users as necessary and useful? ________

   e. Are evaluations read and attended to by users? ________
      administrators? ________

   f. Is evaluation fed back to the developers of the innovation to improve its long term effectiveness? ________

5. <u>Maintenance</u>

   a. Are relevant materials (if any) and other consumable supplies maintained at adequate levels? ________

   b. Is related equipment (if any) kept in good repair? ________

   c. Are users regularly given help and advice when they encounter difficulties? ________

   d. Is feedback from evaluation used regularly to help users improve their utilizations? ________

6. <u>Continuing Adaptation Capability</u>

   a. Are users able to adapt the innovation to fit their special circumstances? ________

   b. Is feedback from evaluation and from users (staff or students) used to reshape the innovation? ________

   c. Is adoption of the innovation regularly reviewed to see if it is still the most suitable and effective product or practice of its type available? ________