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ABSTRACT

Preparing Educational Training Consultants (PETC) is a series of cumulative and interrelated instructional materials including training strategies and procedures plus participant instructional materials that can be used as resource materials for training and consulting purposes. It is a package of resource materials that carries with it a change support process termed organizational development. The PETC series culminates in the training of selected educational personnel who will then provide organizational training and consultation to local educational organizations. This report presents the evaluation design for a case study of the PETC instructional systems and accompanying change strategy. The first section describes the context of the evaluation, the purpose of the evaluation and major questions to be addressed, the PETC instructional systems, and the audience for which the evaluation is intended. The second section includes the rationale for the methodology employed in this study, a description of the methods and procedures used to collect information, possible instrumentation, and plans for data analysis and reporting. Appendices contain descriptions of program products, a discussion problems of research on planned change in schools, and examples of instruments. (RC)

Evaluation Design For Preparing Educational Training Consultants: A Case Study

Improving Teaching Competencies Program

Northwest Regional Educational Laboratory

EVALUATION DESIGN FOR PREPARING EDUCATIONAL TRAINING CONSULTANTS: A CASE STUDY

Improving Teaching Competencies Program

June 1976

Northwest Regional Educational Laboratory
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INTRODUCTION

Preparing Educational Training Consultants (PETC) is a series of cumulative and interrelated instructional materials currently being developed by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory (NWREL). The materials of the *PETC* systems include training strategies and procedures plus participant instructional materials that can be used as resource materials for training and consulting purposes. Thus, the entire *PETC* series is more than a packaged product which can be expo directly to a school system. It is a package of resource materials that also carries with it a change support process termed organizational development.

Organizational development is a strategy for organizational change. It is a set of practices that has evolved in industrial, governmental and (more recently) educational settings. The purpose of organizational development is to improve organizational health and effectiveness. The *PETC* series culminates in the training of selected educational personnel who will then provide organizational training and consultation to local educational organizations. Since the needs, capabilities and methods of local educational organizations vary, the methods used to bring about changes must also vary. Because of this, the implementation strategies for the *PETC* series will require different processes and procedures than several products developed earlier by the Improving Teaching Competencies Program. They will also require somewhat different evaluation processes and procedures.

The purpose of this report is to present the evaluation design for a case study of the *PETC* instructional systems and accompanying change strategy.

The report is divided into two main sections and includes several appendicies. The first section describes (a) the context of the evaluation, (b) the purpose of the evaluation and major questions to be addressed, (c) the *PETC* instructional systems and (d) the audience for which the evaluation is intended. The second section includes (a) the rationale for the methodology employed in this study, (b) a description of the methods and procedures used to collect information, (c) possible instrumentation and (d) plans for data analysis and reporting. Contained in the appendices are descriptions of program products, a discussion of problem of research on planned change in schools and examples of instruments.

)up dynamics, organizational development and planned change. The

ring twofold strategy is used:

.. Provide preservice and inservice training programs for all educators in the knowledge, skills and values of basic group processes such as: interpersonal communication, problem solving, interpersonal influence, and conflict and negotiative problem solving.

irst aspect of the strategy is expected to provide individuals

oups with particular group process knowledge, skills and values.

hether these learnings can be put to effective use in systems and

r they will lead to improved organizational functioning depends

degree of existing support for such skills and values in the

systems. To provide such support, the second aspect of the

gy is proposed:

. Train a small proportion or cadre of educators within a school system to be able to provide the following help: training in group process skills *(PETC-I)*, consulting in a temporary relationship *(PETC-II)*, and long-term organizational training and consultation *(PETC-III)*.

ıe *PETC* instructional systems and change strategies are based on

tionale that educators with these abilities can help people in

s increase their organizational effectiveness. It is expected

lucators completing the *PETC* series can provide their organizations

ıe following improved capabilities:

Diagnosing training needs in process skills

2. Providing training activities to meet those needs

3. Strengthening weak organizational functions such as planning

4. Facilitating normative and structural changes in the organization to improve overall organizational effectiveness

While the instructional systems have been rather rigorously developed and tested over the past few years[1], the accompanying change support strategy has not received systematic documentation or evaluation. The program came close to implementing the twofold change strategy in Fairfax, Virginia. Unfortunately, the Fairfax School District was unable to complete the *PETC* training and the change support strategy was not systematically studied. In an effort to find a school district(s) that was interested in having a select group of educators trained in group process skills and organizational consulting, the program has started to work with the county office of education in three California counties, Santa Cruz, Monterey and San Benito.

In 1974 these three counties started an organizational development project called TRIOD. During the first year of the TRIOD project a select group of administrators attended conferences and workshops designed to increase their awareness and understanding of organizational development. Since the summer of 1975 this group of administrators has served as a support network for the establishment of an internal group

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[1]For an indepth presentation of the development and evaluation of the *PETC* materials see the following reports produced by the Improving Teaching Competencies Program, Northwest Regional Educational Laboratory:

1. *Field Test Technical Report for PETC-I: Skills Trainers.* Lohman and Green, July 1975.
2. *Outcome Evaluation Report: PETC-I.* Arends and Green, February 1976.
3. *Field Test and Outcome Milestone Report, PETC-II: Consulting.* Milczarek, George and Schmuck, February 1976.
4. *Pilot Milestone Report for PETC-III: Organizational Development.* Green and Arends, February 1976.

of organizational specialists. Following the establishment of a support network, a group of nine persons was selected to receive special training in process skills and consultation. This group of nine has become the TRIOD cadre and is in the process of becoming a group of organizational specialists that will provide OD training and consultation to the school districts in the tri-county area.

The nine members of the TRIOD cadre were carefully chosen to represent a mixture of roles and positions. Three of the members hold positions as classroom teachers, three are building administrators, two are classified personnel and one holds a position in the county office of education. As a group, the TRIOD members have received approximately 40 hours of training in interpersonal communication (paraphrasing, behavior description, impression checking, describing feelings and giving feedback), problem solving (STP), meeting skills (agenda building, convening, recording and process observation) and basic OD theory (entry, diagnosis, training and withdrawal). The training was provided primarily by Shareen Young of Stanford University. However, Colin Fox of the University of Oregon and Brooklyn Derr of the Naval Postgraduate School in Monterey, California have also provided training.

At present, the TRIOD members plan to become an internal group of organizational consultants that will provide training and consultation to district schools and groups in the tri-county area. They expect to spend an initial year (academic year 1975-76) receiving training, followed by a year of practicum or internship during which they will work with more experienced consultants on ongoing interventions.

The TRIOD cadre is a unique group of school personnel that differs substantially from the groups and individuals previously trained in the

PETC systems. Similarily, the tri-county school system differs from those that have typically participated in *PETC* training. In fact, several conditions exist in this field intervention that make it different from the interventions and evaluations previously undertaken by the Improving Teaching Competencies Program. The following points summarize the conditions that make this field experiment unique:

1. The materials and strategies used in this intervention will be selected from those available in the three *PETC* systems, yet no single system will be used in its entirety.

2. The participants (TRIOD cadre) will not have experienced the other instructional systems previously held to be prerequisites to the *PETC* series, specifically *Interpersonal Communications, Interpersonal Influence, Research Utilizing Problem Solving* and *Social Conflict and Negotiative Problem Solving*. See Appendix A for a description of these products and their relationship to the *PETC* series.

3. The actual training will be tailor-made for the group receiving the training. The *PETC* materials and strategies will be adapted, modified and rearranged to fit more closely the needs and capabilities of the client group.

4. There will be 17 days of training provided to the cadre of consultants over a 5-month period. Thus, the sequencing of workshops and timelines specified for the *PETC* systems (see Appendix B) will be modified and truncated greatly.

5. The field test and intervention will not focus on the training materials and strategies alone, but will also focus on the establishment of the role of educational training consultants in the school district and the strategies used to establish the role of educational training consultant.

6. It is unlikely that the cadre of consultants will be involved in providing training or consultation to client systems concurrently with the *PETC* training. Thus, those strategies and materials in the *PETC* systems that depend upon the availability of client systems will require modification or deletion.

Therefore, throughout this intervention, the *PETC* materials and strategies will be used as resources to be adapted and modified to the specific needs and requirements of the TRIOD cadre. Diagnostic information will be gathered to inform and guide the planning and delivery of

training. The major diagnostic model to be employed in this intervention is the Differential Diagnostic Matrix and Differential Intervention Matrix presented in the *PETC* materials. Additionally, diagnostic and planning methods such as Force Field Analysis, STP Diagnostic Schedule, Circular Process of Interpersonal Interaction, Wallen's Structure of Decision Making and Systematic Analysis developed by Corrigan Associates will be used when appropriate.

PURPOSE OF THE EVALUATION

Given the contextual conditions and the fluidity of the field intervention--a fluidity that is representative of that encountered in most field interventions--the primary focus of this evaluation will be on the process of adapting and tailoring the *PETC* materials and strategies to the needs of the TRIOD cadre as well as documenting critical aspects of the accompanying change support strategy as they emerge. Therefore, the evaluation activities selected for this case study will necessarily be broad in scope and exploratory in nature.

A helpful way of conceptualizing the evaluation activities described in this report is to use Stuffelbeam's (1971) model of evaluation. Stuffelbeam describes four kinds of evaluation: context, input, process and product. The evaluation activities described in this report can be categorized as context evaluation, input evaluation and process (or short-term outcome) evaluation.

This evaluation is expected to provide information so judgments can be made about:

1. The conditions and factors existing in the school district(s) in the group receiving the training and within the NWREL team that may affect the intervention (context evaluation).

2. The process and rationale employed in adapting and modifying the *PETC* materials and strategies to the specific needs and capabilities of a client (input evaluation).

3. The efficacy of the materials and strategies and the accompanying change support process that comprise the *PETC* instructional systems (process evaluation; short-term outcomes).

EVALUATION QUESTIONS

The major questions to be answered by the evaluation described in this report have been grouped according to the three purposes presented above. They are listed below.

Questions Related to the Context of the Intervention and Field Test

1. What have been and are the experiences, involvements, exposures and commitments of the tri-county school systems to group process training and organizational development?

2. What have been and are the experiences, involvements, exposures and commitments of the members of the TRIOD cadre to group process training and organizational development?

Questions Related to the Adaptation of the *PETC* Materials and Strategies to the Specific Needs of a Client

3. What were the assumptions, rationale, objectives, content, material and strategies employed in the intervention?

4. What considerations were (and should be) made in adapting and modifying the *PETC* materials and strategies to a client's needs?

Questions Related to the Efficacy of the *PETC* Materials and Strategies as they were Adapted and Modified

5. Were the trainees satisfied with the training and what were their reactions and recommendations?

6. What knowledge and understandings were acquired by the trainees?

DESCRIPTION OF THE *PETC* INSTRUCTIONAL SYSTEMS

The three *PETC* instructional systems were developed with the assumption that participants would have a base of experience, knowledge and skills provided in the other instructional systems developed by the

Improving Teaching Competencies Program: *Research Utilizing Problem Solving (RUPS)*, *Interpersonal Communication (IPC)*, *Interpersonal Influence (INF)*, and *Social Conflict and Negotiative Problem Solving*. Descriptions of these systems as well as the purpose and rationale of the Improving Teaching Competencies Program have been provided in Appendix A.

Preparing Educational Training Consultants: Skills Training (PETC-I) is the first in a series of the three *PETC* systems, and is constructed to be a prerequisite to the other two programs. The intended relationship among the *PETC* systems are shown in Table 1. The *PETC-I* graduate is expected to be able to work with small groups, primarily in a training role, to assist in improving group skills such as goal setting, problem solving, communicating, influencing, decision making and so on.

Preparing Educational Training Consultants: Consulting (PETC-II) is the second in the series. It is designed to help educators acquire process training and consulting skills. The *PETC-II* graduate should be capable of forming a short-term relationship with a small group or major subsystem of an educational organization. The *PETC-II* consultant helps client groups diagnose problems and improve group functions and processes such as managing, planning, problem solving and decision making.

Preparing Educational Training Consultants: Organizational Development (PETC-III) is the last in the series of the three *PETC* systems. This system is designed to prepare persons to provide organizational development training and consultations to schools. To describe this system also requires describing organizational development as a change support process.

Organizational development, as conceptualized by the development staff of the Improving Teaching Competencies Program, is a strategy to

Table 1

Relationships Among the *PETC* Systems

	PETC-I: *Skills Training*	*PETC-II:* *Consulting*	*PETC-III:* *Organizational Development*
Usual Client System	Individual or small group	Small group or major subsystem of the organization	The organization (although most of the work may be with a major subsystem)
Assistance for Client	To increase process skills such as goal setting, communicating, influencing or decision making	To move through phases of an improvement effort	To add and maintain improved functional capability To increase those functional capabilities that enable the organization to add new kinds of objectives or use new kinds of resources
Competencies of the *PETC* Consultant	Diagnosis for, and provision of, group process skills training exercises	Differential diagnosis and intervention to provide added functions in a temporary relationship	Application of diagnostic and intervention techniques to facilitate normative and structural changes in the organization which (a) maintain improved functions and (b) make its identity and decision-making dynamic in response to social change
Usual Duration of the Client Relationship	A few hours or days	A few days or weeks	Several months to four or five years
Prerequisite Competencies	Trainer experience in: Action Research (RUPS) Interpersonal Communications (IPC)	*PETC-I* Interpersonal Influence (INF)	*PETC-II* System Technology Conflict and Negotiations in Education

promote organizational change. It is based on pieces of theory emanating from the models of "planned change" (Lippitt, Watson and Westley, 1958; Havelock, 1969) and "action research" (Lewin, 1947; Coch and French, 1948). It also incorporates intervention strategies tested by Seashore and Bowers, 1970; Lake and Callahan, 1971; McElvaney and Miles, 1971; Schmuck and Runkel, et al., 1972.

Organizational development aims to help people in schools increase their competencies so they can more effectively manage the human component of their organizations. The basic strategy of organizational development is to provide training and consultation that involve educators in identifying, diagnosing and modifying the norms, structures and processes of their own organization. Through these normative, procedural and structural changes, it is intended that the organization can build and maintain functional capabilities and that its health will be improved.

The rationale for preparing organizational development consultants for school organizations includes three current situations: (a) schools are not as healthy and as effective as they could be (Miles, 1964; Havelock, 1972; Schmuck and Runkel, 1972), (b) few school organizations have the financial resources to hire outside professional organizational consultants over long periods of time and (c) the number of available outside organizational consultants is inadequate to meet the need.

PETC-III is, therefore, an instructional system and a change support process that can be used by educators at various levels to train organizational consultants who can, in turn, help build and maintain increased functional capabilities in educational organizations.

A more detailed description of the goals and objectives as well as the materials and strategies of each of the *PETC* systems is provided in Appendix B.

Audiences for the Evaluation

In planning and conducting this evaluation, several potential audiences have been kept in mind. The general audience consists of all persons who may use the *PETC* systems and the accompanying change support process. More specifically, those persons in educational organizations that are either potential users (trainers) of the *PETC* systems or potential participants in the *PETC* workshops need to know about the utility and adaptability of the *PETC* systems. In addition, there are two other interest groups. First, the developers and evaluators at NWREL as well as other developers and researchers will profit from the information gathered. Second, members of NIE need information for monitoring the progress and assessing the quality of products from the Improving Teaching Competencies Program.

EVALUATION METHODS AND PROCEDURES

Choosing evaluation methodologies is a matter of strategy, not morals. There are neither good nor bad methods, but only methods that are more or less effective or appropriate given the particular circumstances of a study. Evaluation designs and methodologies differ on:

1. The kinds of information they yield
2. The amount of information they yield
3. How "pure" or unconfounded the information is
4. What the investigator must know or assume about the issues under study
5. How generalizable the results will be beyond the specific conditions of the study
6. How much and what kind of resources are required

Typically those strategies that place a premium on "purity" and generalizability render fewer kinds and lesser amounts of information, require the investigator to have some prior knowledge or understanding of the issues under study and involve specific kinds and large amounts of resources. Conversely, those strategies that place a premium on different kinds and large amounts of information usually result in confounded information that has limited generalizability. However, these strategies do not require the investigator to have precise prior knowledge about the issues under study and they can require fewer kinds and lesser amounts of resources.

The choice of an evaluation strategy should be made on the basis of (a) the nature of the problem the investigator wants to study, (b) the state of knowledge about the problem and (c) the amount and kinds of resources available to the investigator (including the cooperation of subjects).

In selecting evaluation methods and strategies for this study several conditions were given consideration. First, the problem under study requires the use of existing, real-world behavior systems (schools and groups in the case) and while it includes an intervention into the existing system (the deliberate manipulation of some important variables) the integrity of the existing system must be maintained. Because of this, the design chosen was that of a field study (see Runkel and McGrath, 1972) and a priority was placed on the use of unobtrusive evaluation methods.

Second, the state of knowledge about the issues under study is embryonic in nature, and the time and resources available for variable identification and instrument development is limited. Consequently, evaluation methods that are broad in scope, that is, they provide several kinds and rich amounts of information and require few prior assumptions, were chosen for use in this study. Finally, given the fluidity of the field site, the expected on-site modifications and tailoring of the intervention itself and the emergent nature of the change support strategy, evaluation methods were selected that were flexible, adaptable and responsive to the needs of the evaluators, developers and participants (see Stake, 1975 for an engaging discussion of "responsive evaluation").

The field methods used in this study place a premium on observing, discovering, conceptualizing, documenting and identifying the critical issues and forces operating in (a) the tri-county school districts, (b) the TRIOD cadre and (c) the NWREL team and *PETC* materials. Particular attention will be given to those issues and factors that are associated with our attempt to establish the role of educational training

consultant. Also, a special attempt will be made to carefully document the strategies and methods actually used during the intervention.

While the field methods selected for this study are appropriate given the aforementioned conditions, they present problems in terms of internal and external validity. (See Appendix C for a discussion of the factor influencing internal and external validity in research on planned change in schools.) However, these topics and others along with methods of coping with these problems are lucidly and comprehensively presented in Brandot (1972), Filstead (1970), Runkel and McGrath (1972), Scott (1965) and Webb (1966). The methods outlined below have been and will continue to be influenced by these sources.

DATA COLLECTION

At this point, it is difficult to specify the exact focus of the data collection and the conditions to be documented. However, the data collection will be guided by the evaluation questions presented in the previous section. Under each evaluation question a series of more specific questions will be used to focus the data collection. For example, in reference to the broad question about the "experiences, involvements, exposures, and commitments of the tri-county school systems to group process training (GPT) and OD," the following kinds of specific questions will be asked.

1. What kinds of experiences have the tri-county systems had in GPT and OD? How wide spread are these experiences?

2. Who were the persons that were centrally involved? What was their role in the district?

3. How many people have been made aware of GPT and OD? How were they made aware of it, what were (are) their attitudes toward it?

4. What kinds of commitments have been made to using GPT and OD? Who has made these commitments? What kind of time, energy and resources have been and are being invested in GPT and OD?

5. What outside groups or consultants have provided training or consultation to the tri-county school systems? How extended and extensive has this consultation been?

In reference to the broad question about the "experiences, involvements, exposures and commitments of the TRIOD members to GPT and OD," the following kinds of specific questions will be asked.

1. Why did the TRIOD members join the TRIOD cadre? What were their individual goals, hopes and reasons for joining?

2. What was and is the extent and form of support for the TRIOD cadre from within the tri-county districts? What strategies are used to maintain and strengthen this support?

3. How does the TRIOD cadre organize itself? Who are its leaders? How does it respond to requests from client systems? How are decisions made? What are the patterns of influence? How are individual as well as group needs met?

4. What has been the effect of cadre membership upon the career goals and aspirations of individuals upon their effectiveness and satisfaction in their present position? Upon their personal lives?

5. What are the future plans and goals of the TRIOD cadre? What impact does it hope to have in the schools? What role do individual members expect to play in the cadre's future?

Similarly, the data collection for the remaining evaluation questions will be guided by more specific questions, such as how was information gathered and used to guide the adaptation of the *PETC* materials; which strategies were used more frequently; which required the most modification; how successful was the adaptation as perceived by the client; what limitations were encountered in the materials and strategies; how much adaptation was required; what characteristics in the NWREL team seemed to facilitate or hinder the intervention, to list a few.

A word of caution may be in order here. Given the nature of the events and conditions to be documented as well as the limits of time and resources, some of the information gathered in this evaluation will be tentative and suggestive in nature. In these instances, the data will be used to "tell the story" of this intervention and possibly provide a framework for more rigorous data collection in future interventions and evaluations.

Three major methods of data collection will be employed during this evaluation: (a) observation, (b) interview and (c) questionnaire. Specific delineation of how data will be gathered for each evaluation question is provided in Table 2.

Observation

During all training and consultant interventions conducted by the NWREL consultants, two observers will be present to document: (a) materials and strategies employed by the consultant, (b) consultant behavior, (c) relations and actions of the TRIOD cadre toward the consultants and the training and consultation activities, (d) evidence of normative or structural changes in the TRIOD cadre and (e) actions and reactions of the TRIOD cadre toward the district organization. In addition, relevant documents, memos, records, descriptions of past experiences with process innovations, etc., that may provide information concerning prior experiences of the tri-county school districts or the TRIOD cadre will be sought and read. Finally, the NWREL consultants will maintain detailed records of the materials and strategies used in the training and the assumptions, rationale and expected effects of these materials and strategies.

Table 2

Data Collection for *PETC* Case Study

Evaluation Questions	Sources of Information	Methods of Collecting Information	When Information Is Collected	Analysis of Recording Procedures
Questions Related to the Context of the Intervention and Field Test				
1. What have been and are the experiences, involvements, exposures and commitments of the tri-county school systems to group process training and organizational development?	Written documents, memos, policy statements, records at district and school level	Collection of relevant documents, etc.	Throughout the evaluation, with particular emphasis in early stages	Summaries to appear in final report
	Key decision makers, district personnel previously involved with the cadre of consultants, former consultants and trainers to the cadre of consultants	Interview and conversation	Throughout evaluation, emphasis in early stages	Summaries to appear in final report
2. What have been and are the experiences, involvements, exposures and commitments of the members of the TRIOD cadre to group process training and organizational development?	Written documents, memos and records of cadre of consultants, records of trainers previously involved with cadre	Collection of papers, etc.	Throughout the evaluation	Summaries to appear in final report
	Cadre members, former consultants to cadre, district personnel involved with cadre	Interview and observation	Throughout the evaluation	Summaries to appear in final report
		Background Questionnaire	Early session of intervention	Summary table to appear in final report
Questions Related to the Adaptation of the *PETC* Materials and Strategies to the Specific Needs of a Client				
3. What were the assumptions, rationale, objectives, content, material and strategies employed in the intervention?	Trainers and evaluators	Trainer records Observation and documentation	Throughout the evaluation	Descriptive summary to appear in final report
4. What considerations were (and should be) made in adapting and modifying the *PETC* materials and strategies to a client's needs?	Trainers and evaluators	Records of intended training activities, observations and documentation of actual events	Throughout the evaluation	Information will be analyzed, studied and tentative conclusions will be presented in final report
Questions Related to the Efficacy of the *PETC* Materials and Strategies as they were Adapted and Modified				
5. Were the trainees satisfied with the training, what were the reactions and recommendations?	Participants (members of the cadre of consultants)	Interview and observation	Throughout the evaluation, particularly in the latter stages of the intervention	Summaries to appear in final report
6. What knowledge and understanding were acquired by the trainees?	Trainers and evaluators	Participants' Assessment Questionnaire: Consultant Skills	In early session of intervention and again at conclusion of training	Summary table and discussion to appear in final report
	Participants	Self-Assessment Questionnaire: Consultant Skills	In early session of intervention and again at conclusion of training	Summary table(s) and discussion to appear in final report
		Knowledge Test	At conclusion of *PETC* training	Summaries with descriptive statistics and discussion to appear in final report

Interview

Much of the information for this evaluation will be collected by interviewing relevant actors. Although all potential interviewees have not been identified at this time, interviews will be sought from the following groups: (a) relevant district personnel, e.g., key decision makers, persons previously involved with the cadre of consultants, members of client systems, (b) members of the TRIOD cadre (persons receiving training) and (c) other consultants and trainers previously involved with the TRIOD cadre. The interview formats have not been constructed yet. They will be constructed to gather information relevant to the evaluation questions presented in the first section of this report.

Questionnaire

Certain information, particularly that relevant to knowledge and understanding of the participants, will be gathered by means of questionnaires. Also, background information on the participants will be collected by questionnaire. Samples of the instruments to be administered are presented in Appendix D. The Background Survey will provide information about such things as the position, years of experience, education, etc., of the participants.

A Knowledge Test will be developed to assess the trainees' knowledge and understanding of meaning and implications of particularly important concepts, for example, roles of a Skills Trainer Consultant, dimensions of group growth and the construction of a force field analysis. Trainees will also be provided with a written scenario(s) describing a typical situation that a Skills Trainer Consultant might encounter and will be asked about the application of *PETC* concepts for that situation. At

present, we plan to administer this instrument at the conclusion of the training activities. Its development and appropriateness will be contingent upon the type of materials and strategies used during the training.

The knowledge and skills of the participants will also be measured by means of a Skills Assessment Questionnaire. Two forms of this instrument appear in Appendix D. One form is to be completed by the participant. It will provide information on what that person perceives his or her abilities and skills to be. The other form is to be completed by both NWREL trainers and evaluators. It will provide information on how the trainers and evaluators perceive the skills and abilities of the participants. Both forms of the Skills Assessment Questionnaire will be administered during the early stages of the training and again at the conclusion of training activities.

ANALYSIS AND REPORTING

The information collected by the aforementioned methods will be categorized, summarized and analyzed using methods consistent with those presented in Runkel and McGrath, 1972; Brandot, 1972; Webb, 1966; and Scott, 1965. The major findings of this evauation will be summarized in a written document to be completed by November 30, 1976. A timeline for the major evaluation activities is presented on page 21.

In summary, the methods and procedures used in this study will permit the collection of several kinds of information relevant to the evaluation questions. They will provide an accurate description of the intervention--the strategies and materials used by the NWREL team--and they should result in some useful findings and new insights concerning the *PETC* instructional systems and the accompanying change support system.

Timeline For Major Training and Evaluation Activities

△ Indicates completion of activity.

Activity	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec. →
1. Initial planning and identification of field site	X X X										
2. Negotiation of field site agreement	X	X									
3. Provision of PETC training and consultation			X X	X		X	X △				
4. Preparation of evaluation design		X X	X	X △							
5. Data collection on previous experiences of tri-county districts and TRIOD cadre with group process training and organizational development					X X	X X	X X X				
6. Develop initial interview format and interview TRIOD cadre members					X X						
7. Develop knowledge test and administer to participants						X	X X				
8. Develop final interview format and interview participants							X X	X X			
9. Data analysis for final evaluation report								X X X X	X		
10. Preparation of initial draft of final technical report								X	X X X X △		

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Appendix A:

BRIEF DESCRIPTIONS OF RELATED TRAINING PROGRAMS:

Research Utilizing Problem Solving (RUPS)
Interpersonal Influence (INF)
Social Conflict and Negotiative Problem Solving
Interpersonal Communications (IPC)

The basic purpose of the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory (NWREL) is to develop a set of instructional systems that will provide educators with competencies (knowledge, skills and activities) to manage more effectively the human component of school organizations.

All of the instructional systems from the Program are designed to equip educational personnel with knowledge, attitudes and skills to do specific tasks. Most are designed to be used as a focus for workshop training and require the active involvement of participants. These systems are intended to be inexpensive and mass disseminable. An instructional system typically includes: (a) an instructor's manual, (b) a participant handbook with practice exercises and theory papers and (c) audiovisual aids and other reusable materials.

The systems are intended to help educators learn to perform tasks related to group or organizational maintenance activities rather than specific instructional tasks. That is, instead of learning specific techniques for providing math or reading instruction, educators learn how to manage what might be thought of as "overhead" activities, such as planning, problem solving and working with others. These are functions which serve to maintain the school in relationship to its environment and serve to maintain and enhance the coherence and effectiveness of the classroom group and/or school organization.

To accomplish this basic purpose, program staff have created a three-fold strategy. Each instructional system belongs to one phase of the strategy in the manner outlined.

1. To produce instructional systems targeted primarily for classrooms. These systems are mass disseminable and packaged products composed of student materials and teaching strategies. They focus on affective rather than cognitive aspects of learning.

    - Relevant Explorations in Learning (REAL)
    - Aesthetic Aspects of Learning

2. To produce instructional systems targeted primarily for teachers. These focus on the human relationships and the group processes of classroom and school life. The conceptual base emanates from social psychology and group dynamics theory and research. They are mass disseminable and packaged products that can be exported directly to school personnel with little change in the basic educational structure. They include training strategies and procedures that allow those trained to train others in preservice or inservice workshops.

    - Interpersonal Communications (IPC)
    - Problem Solving (RUPS and SAFE)
    - Interpersonal Influence (INF)
    - Conflict and Negotiation

3. To produce instructional systems targeted for the new role of Educational Training Consultant. These systems are more than packaged products; they also include a change support process. Those educators who are trained in these systems will use their competencies to help others increase their competencies in carrying out their educational programs together. Thus, although only a small portion of educators will be trained in these systems, the developers intend that these persons will make impact upon the ways administrators, teachers, students and parents in the educational community set goals, clarify communication, reach out to use relevant resources, systematically solve problems and make decisions, assess progress toward goals and cope with interdependence and conflict.

    - *PETC-I: Skills Training*
    - *PETC-II: Consulting*
    - *PETC-III: Organizational Development*

    The three systems making up this third strategy are cumulative and sequential, but each is intended to prepare trainees to work with a particular kind of client group in a particular way for a particular length of time.

PURPOSES AND OBJECTIVES OF *RUPS*

The initials *RUPS* stand for *Research Utilizing Problem Solving* process. Some participants in the administrator's version feel that a more appropriate title would be team building and problem-solving processes. There are two purposes to the *RUPS* workshop. One is to try out the steps of the *RUPS* process as a way of working toward improvements in the school setting. The second is to try out some ways of increasing teamwork skills.

Innovations in education are emerging at a rapid pace. Experimentation and research are producing a vast amount of resources for improving the quality of education. New kinds of curriculum and instructional approaches are being developed. It is becoming increasingly feasible to provide teaching strategies that make use of a multitude of resources and guarantee learner outcomes. Teachers in the past spent most of their time instructing their pupils. New materials and techniques will provide much of this instructional function more efficiently. In the future, teachers will be freer to attend to the functions of problem identification, analysis and resource utilization. These functions will increase the availability of problem-solving processes and resources most relevant to the needs of teachers and learners at any moment. Opportunities to learn problem-solving processes and research utilization processes shall enable teachers to plan and manage learning experiences more effectively.

Research Utilizing Problem Solving provides teachers and administrators with competencies in:

1. Applying four guidelines criteria for writing a problem statement
2. Paraphrasing in interpersonal communications

3. Using the force field diagnostic technique

4. Selecting and creating instruments for data gathering

5. Diagnosing teamwork relationships

6. Spotting and analyzing major results in data collected

7. Identifying one's personal style of operationalizing dimensions of teamwork behaviors

8. Utilizing concepts and skills of giving and receiving feedback

9. Using criteria for deriving implications from research findings

10. Brainstorming action alternatives to meet implications derived from findings

11. Applying guidelines for planning and implementing action alternatives

12. Identifying and evaluating small group dynamics

13. Planning a backhome project

14. Evaluating solution plans

15. Conducting a backhome *RUPS* project

Nature of the Workshop

The *Research Utilizing Problem Solving (RUPS)* instructional system gives teachers and administrators knowledge, skills and techniques in retrieving and utilizing knowledge while in the process of identifying and diagnosing classroom school problems and designing action plans to resolve them. Evaluation becomes a pattern of repeated objective diagnosis in this process. The design calls for a 5-day workshop followed by two 3-hour meetings while engaged in a backhome application project using the *RUPS* process. Emphasis of the entire design is on teachers and administrators practicing their "do it" skills to perform the problem-solving process. Continuous active participation is demanded by using a simulation situation in which the trainee "helps" a fictitious teacher/principal solve a problem using the *RUPS* model.

In the simulation, the trainee will learn to use the *RUPS* model as he/she analyzes a problematic educational setting, selects data gathering instruments and processes the results of the data to rediagnose the problem and create a plan to solve it.

The basic learning group is a sextet in which teachers/administrators train each other using criteria provided in the materials. A workshop leader gives instructions from a manual guiding teacher/administrator trainees through the design. The workshop leader needs to be familiar with the materials and design, but does not need to be an expert in the *RUPS* process.

Workshop Participants

This workshop is designed for teachers/administrators. There can be added benefits for team problem solving when a minority of other roles are included in a workshop. Such roles have included building administrators/teachers, curriculum supervisors, teacher's aides, secretaries, custodians, cooks and students. Given the focus in this set of training materials, the majority of participants in a workshop should be teachers/administrators.

Main Sessions (Aug. 8-27)					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am to 12:00 noon	Subset I Subset II	Subset V Subset VI	Subset IX Subset X	Subset XII	Subset XIV End
1:15 pm to 5:00 pm	Subset III Subset IV	Subset VII Subset VIII	Subset XI (End at 4:00)	Subset XIII (End at 4:00)	
Followup Sessions (Sept. 15 and Oct. 20)					
2:30 pm to 5:45 pm			Subset XV		
2:30 pm to 5:30			Subset XVI		

Figure 1. A Typical *RUPS* Workshop Time Schedule.

PURPOSES AND OBJECTIVES OF *INTERPERSONAL COMMUNICATIONS*

The purpose of an interpersonal communications workshop is to give teachers knowledge and skills of behaviors generally applicable to:

1. Face-to-face communication
2. One's own unique style of communicating
3. Group and organizational factors which affect that communication
4. Continued improvement of one's communication skills

Innovations such as team teaching, modular scheduling and differentiated staffing increase the need for collaboration at all levels. In the traditional system of self-contained classrooms, most educators have carried out their roles in relative isolation. Many potentially valuable innovations have not been implemented successfully due to issues of influence, polarized conflict and ineffective communication. Increased interpersonal communication skills of school personnel will reduce at least one hindrance to local improvement efforts.

Interpersonal Communications provides teachers with competencies in:

1. Paraphrasing to assure understanding of what others are saying
2. Describing behavior as a skill to enable others to identify and recognize the specific behavior to which an individual is responding
3. Describing, as distinguished from expressing feelings
4. Checking one's perceptions of other's feelings or intentions
5. Identifying nonverbal communication cues
6. Applying guidelines to giving and receiving feedback
7. Identifying the effects of expectations in communication
8. Applying the concepts of encoding and decoding to interpersonal communications
9. Identifying the effects of feelings on communications

10. Applying the concept of matching behavior with intentions in communicating

11. Identifying freeing and binding responses which affect openness of communication

12. Applying the circular process model of interpersonal relations to identifying behaviors in one's own style of communicating

13. Identifying the effects of roles on communications

14. Identifying the effects of norms on communications

15. Identifying the effects of one- and two-way communications

16. Identifying patterns of communication

17. Identifying the influence on one's personal style of communicating under pressure

18. Applying techniques of assessing one's knowledge and skills in interpersonal communication

19. Applying guidelines to creating self-improvement communication exercises

20. Developing interpersonal support for improving communication skills

Nature of the Workshop

The *Interpersonal Communications* system includes 20 units which are approximately 90 minutes each. These exercises are designed to be used in sequence and have a cumulative effect. Some of these exercises can be used out of context of this sequence, but, as noted later, there are those for which this is unwise. Some exercises depend on skills gained and data generated in previous exercises in the sequence.

Educators frequently are involved with communication behaviors focused on in these exercises. It is assumed they do not often give them much attention. These exercises bring them more clearly into awareness. Certain knowledge about communicating is made explicit.

Improving skills goes beyond becoming more clear about what is already known. Each exercise involves participants in practicing the

behaviors which are described, learning ways to recognize these behaviors and receiving "feedback" from others concerning their use of them. The emphasis is on learning TO DO as well as on gaining knowledge. Many skills in interpersonal communications involve the personal style of the individual. For example, the exact behavior used in "paraphrasing" is a matter of personal style. Many alternative behaviors, with particular contexts, can meet the criteria which define the skill of "paraphrasing." These exercises provide opportunity for participants to become more clear about their personal styles.

To summarize, the sequence of 20 exercises provides three kinds of learning: (a) the participant becomes more clear concerning things to know about interpersonal communications, (b) he practices what he does in interpersonal communications and (c) he becomes able to recognize more clearly his own personal style of communicating with others.

This workshop was designed for teachers, but has been found appropriate for virtually all roles in education. Data indicate high enthusiasm and significant improvement by teachers, administrators, paraprofessionals and members of the Teacher Corps. Positive results have been reported subjectively in its use with college professors, state departments of education personnel and high school students. There have even been reports of successful use in other fields, although the illustrations in the materials are clearly focused on an educational setting.

Setting Up the Workshop

Setting up a workshop is not complex, but its success and effectiveness depend upon several factors.

1. The participants need to be involved. It is best if they have volunteered to be included in the workshop. It is crucial that they have a correct understanding of what the workshop is about and the way it is conducted. It also is recommended that, whenever possible, teams or entire school buildings experience the training together. This can create norms for use of new skills which might not be applied if individuals returned and attempted them in settings where there was little or no support for use of the skills.

   The basic work group of the workshop design includes six members. It is important that the total group be a multiple of six. These work groups cannot be smaller than six. Some may have seven or eight people if absolutely necessary, but this is awkward and not advised. It is extremely important that all participants be present for <u>every</u> session of the workshop. The design is sequential and cumulative; many exercises depend on roles for trios and sextets. In many instances, participants train each other using criteria provided in the materials.

   One leader may work with a total group as large as 36. It is recommended, however, the total group not exceed 24. Especially the first time an individual is attempting the leader role, it is advisable that only 12 participants be included.

2. The materials are not intended to be self-explanatory. Thus, all new leaders should experience the workshop materials and design as a participant <u>before</u> attempting the leader role. Reports indicate that cotraining with a leader who has previously conducted the workshop is an additional benefit to the new leader.

3. Adequate time is needed to obtain and arrange all the necessary materials and equipment prior to the workshop. The leader must prepare charts in advance of each session as well as arrange materials to be distributed. Timing for such preparation must be carefully considered. It should be clear who is to be responsible for each such task.

4. An adequate time schedule for training must be specified and agreed to by all parties concerned. The design has been created using approximately 90-minute units to maximize flexibility for setting up alternative kinds of workshop schedules.

   The most consistently positive results have come from those workshops where the entire 20 units were conducted for 5 straight days, 4 units each day. However, if an entire school building staff is experiencing the training together, alternate designs may be successful: two sessions held one week apart, each consisting of two or two and one-half days, or one day per week for five weeks. These variations yield good results if skills are actively practiced between sessions and results of the practice shared at the beginning of each session. The

continuity of the design and the cumulative effects dictate that training sessions should not be spaced too far apart.

During the first session, extra time should be allowed for a short warm-up exercise if participants are unfamiliar with each other. It is also important that registration, welcomes by a host and/or housekeeping logistics be considered when making out the training schedule for Unit 1.

It is generally wise to plan a break from 15 to 30 minutes between units. Thus, a typical agenda for conducting an *Interpersonal Communications* workshop in a straight 5-day period might appear as indicated in Figure 2.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am to 12:00 noon	Units 1 and 2	Units 5 and 6	Units 9 and 10	Units 13 and 14	Units 17 and 18
12:00 noon to 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 pm to 4:30 pm	Units 3 and 4	Units 7 and 8	Units 11 and 12	Units 15 and 16	Units 19 and 20

Figure 2. A Typical *Interpersonal Communications* Workshop Agenda.

INTRODUCTION TO *INTERPERSONAL INFLUENCE*

The series of 20 exercises on *Interpersonal Influence* has three major dimensions:

1. Learning basic concepts about the process of interpersonal influence
2. Identifying one's characteristic styles of using and responding to interpersonal influence
3. Practicing basic skills of interpersonal influence

The first dimension provides the opportunity to become more knowledgeable about what is involved in the process of interpersonal influence. You will be able to discuss the ideas and derive implications for your own personal style of relationships.

The second dimension will produce an increased awareness of the consequences of your personal style of relating to others for the process of interpersonal influence. The outcomes should be a greater ability to be more explicit about what is desired and acceptable in your relationships involving influence.

The focus of the third dimension is a "do it" emphasis. The exercises include opportunities to identify behaviors described, to practice these behaviors, to assess their effects, to receive feedback from others in the group.

This series provides a setting in which issues of interpersonal influence are raised and dealt with. The knowledge and skills gained should enable the participants to be more aware of their own characteristic styles of behaving in the influence process. They will then be able to distinguish more clearly among interpersonal influence issues and other interpersonal interaction issues.

During the 20 units of this workshop, you will experience a variety of ways in which you may learn about *Interpersonal Influence*. There will be written definitions and descriptions. There will be some films and tape recordings to illustrate behaviors or present dilemmas. There will be times for reflecting on your own experiences and ways of doing things. There will be times for discussing ideas, experiences and possible meanings in what you are doing. There will be techniques for observing and analyzing behavior, your own and others. There will be opportunities to share your observations with others and to ask for their observations and reactions to your ways of doing things. There will be some simulation, task performance and role playing situations in which you can try out behaviors.

The system is divided into three parts. In Part One the basic concepts and tools for understanding *Interpersonal Influence* are introduced. In Part Two attention is paid to characteristic patterns of responses in which the individual engages as he or she accepts influence or exerts influence. Part Three is concerned with how selected group phenomena influence group development.

Titles of Sessions

Session 1: Introduction to *Interpersonal Influence*

Session 2: The Influence of Forming Groups

Session 3: The Circular Process in *Interpersonal Influence*

Session 4: Central Ideas

Session 5: Defining My Need to Influence

Session 6: Introduction to Face-to-Face Influence

Session 7: Feelings and the Process of *Interpersonal Influence*

Session 8: Values and Valuing in the Process of *Interpersonal Influence*

Session 9: Congruence of Intentions and Actions

Session 10: Influence of Nonverbal Behaviors

Session 11: The Helping Relationship

Session 12: Collecting Information About Ways I Influence

Session 13: Identifying My Characteristic Styles of Influencing

Session 14: Dual Accountability

Session 15: Collusive Behaviors

Session 16: Multiple Loyalties

Session 17: Game Playing

Session 18: Assessing Group Norms

Session 19: Pluralistic Ignorance

Session 20: Letting Myself Be Influenced

Objectives of *Interpersonal Influence*

Overall objectives of this series of exercises are as follows:

1. Ability to identify and explain the major ideas that describe the process of interpersonal influence as presented in the system

2. Capability for using guidelines provided to diagnose and analyze forces and effects of influence in selected interpersonal and group situations

3. Ability to identify and make judgments about your characteristic influence styles

4. Ability to identify extent and nature of your own need to influence

5. Capability for identifying ways in which principles learned and guidelines utilized in the workshop may be applied in settings other than the workshop

Each unit in the series has one or more objectives which contributes to the achievement of the overall objectives. These objectives will be presented with each unit.

Schedule for an *Interpersonal Influence* Workshop

Below is a typical schedule for a 5-day workshop.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
90 minutes	Unit 1	Unit 5	Unit 9	Unit 13	Unit 17
15 minutes	Break	Break	Break	Break	Break
90 minutes	Unit 2	Unit 6	Unit 10	Unit 14	Unit 18
60 minutes	Lunch	Lunch	Lunch	Lunch	Lunch
90 minutes	Unit 3	Unit 7	Unit 11	Unit 15	Unit 19
15 minutes	Break	Break	Break	Break	Break
90 minutes	Unit 4	Unit 8	Unit 12	Unit 16	Unit 20

Figure 3. A Typical *Interpersonal Influence* Workshop Agenda.

SOCIAL CONFLICT AND NEGOTIATIVE PROBLEM SOLVING

Social Conflict and Negotiative Problem Solving is an instructional system designed for teachers, administrators and others to increase their ability to recognize and handle conflict due to differences of values and self-interest. It is intended to be a relatively structured, experience-based workshop designed to provide a variety of opportunities to explore situations of social conflict. The training is designed to provide conceptual awareness and experiential training in the following areas: social conflict, power, assertiveness, self-interests, interpersonal communication skills in conflict situations and "negotiative" problem solving skills.

The following paragraphs are taken from the pilot version of the instructional materials (Lohman and Wilson, 1974) to illustrate further the point of view of the developers and the meaning of the key concepts, "social conflict" and "negotiative problem solving."

> Social conflict is not neutral; it is not good; it is not bad. Conflict is both good and bad at the same time for human beings. That is, in any conflict situation one can find elements that we value as good, e.g., it may signal problems that need to be addressed, provide challenge, lead to more creative solutions, and help a group become cohesive. At the same time it is possible to find elements that we think of as "bad," e.g., it causes pain, it keeps people apart, results in violence. The training here is not designed to find ways to make conflict "good" or find ways to avoid those things which make conflict "bad." Rather, it provides opportunities to accept and understand conflict for what it is.
>
> Negotiative problem solving is defined as a process of dealing with social conflict, where the conflict is based on incompatible goals, values or interests. This process does not assume a consensus of ultimate goals, or that there is a single truth, or a one best-way, but

Lohman, John and G. Wilson. *Social Conflict and Negotiative Problem Solving.* Portland, Ore.: Northwest Regional Educational Laboratory, Improving Teaching Competencies Program, 1974.

accepts differences as legitimate and outcome as pluralistic. It does assume that the survival and interdependence of the relationship among the conflicting parties is necessary and acknowledged. It requires ability to use skills and procedures of clarifying self-interests, bargaining and negotiation.

Workshop Content and Design

The training format is a 5-day structured, experience-based workshop. Emphasis is placed on an active learner style with minimal dependence on instructional leaders. The participants are presented with multiple opportunities to involve themselves in learning about conflict at personal and interpersonal levels. Participants are encouraged to establish and pursue their own learning goals and to support norms of openness to self-inquiry, risk taking and experimenting with new behavior. Opportunity is provided for personal reflection and integration, and for application to participant work settings. A negotiative problem solving (NPS) process is presented and eight conditions necessary to support negotiative problem solving in educational organizations are discussed.

Other substantive activities (theory papers, theory presentations) during the workshop focus on self-interest, personal feelings associated with conflict, types of conflict, interpersonal styles of coping with conflict, basic concepts of NPS, basic forms of power, assertiveness training, bargaining techniques, good-faith bargaining and dynamics of escalation/de-escalation.

The training system is built around a simulation. Following the ITCP "Do-Look-Learn" model of learning, participants have opportunities to experience dealing with conflict situations, to examine their processes with the help of structured activities, to participate in feedback sessions from peers and to integrate their learnings.

B. Identifying your own legitimate self-interests

C. Identifying others' legitimate self-interests

D. Observing the signs of emotional involvement and understanding the inevitability of emotions and feelings associated with these self-interests

3. Increasing your understanding of the phenomena of power

A. Observing the forms and bases of power in a situation

B. Developing a usable personal definition of the bases of power available to you in different situations

C. Recognizing how our previous socialization affects our use and response to power

4. Observing and understanding the dynamics of conflict situations

A. Observing styles of responding to conflict

B. Recognizing styles in self and others

C. Developing personal definitions of conflict styles

5. Understanding NPS model/process

A. Collaborative/negotiative/competitive distinctions/ assumptions, values, developing personal definitions

B. Using in practice situations steps/components

C. Reviewing previous experience for implications

9. Analyze his own values and ideological base for consulting, assess his professional growth needs and establish professional growth goals

In order to help the organization achieve its change objectives, trainee will be able to use a systematic approach to change by

6. Understand conditions necessary for using NPS model/process

   A. What they are

   B. How to bring them about

   C. Developing personal definitions of these conditions

7. Acquiring experience in NPS skills

   A. Diagnosing conflict situations

   B. Preparation: facts/position, team maintenance, role/ assignments, negotiation team/constituency

   C. Using power to attain self-interest

   D. Negotiation skills:
      presenting position/backup asserting self-interests
      paraphrase, nonverbals, probing
      good faith bargaining
      making concessions with rationale
      strategy--target, minimum, tactics
      making agreements

   E. Assessment

8. Integrating workshop learnings into own behavior

   A. Reinforcement/confrontation

9. Application to backhome

Appendix B:

GOALS, OBJECTIVES AND DESCRIPTIONS
OF MATERIALS AND STRATEGIES FOR
PETC-I, PETC-II AND *PETC-III*

GOALS AND OBJECTIVES OF *PETC-I*

The general goal of *PETC-I* is to teach participants to train others in process skills and to facilitate the functioning of small groups. To this end, *PETC-I* graduates are expected to meet the development team's general cognitive and performance objectives listed below.

Cognitive Objectives

Following the *PETC-I* practicum, skills trainees should:

1. Understand the roles of a skills trainer (manager, facilitator, diagnoser, designer and trainer)
2. Understand dimensions essential for group growth
3. Understand skills needed by members of productive groups
4. Understand the guidelines for selecting, sequencing, modifying and conducting skills training exercises

Performance Objectives

Following the *PETC-I* practicum workshop, skills trainers are expected to be able to:

1. Assess issues and problems and diagnose skill needs of individuals and groups
2. Select, adapt and sequence skill training exercises
3. Conduct skill training exercises
4. Help individuals identify skills learned and relate them to groups of which they are members
5. Have and use valid rationale(s) for maintaining the design of the *PETC-I* system
6. Have and use valid rationale(s) for selecting, sequencing and modifying skills training exercises appropriate for the needs of the *GPS* group
7. Be capable of being constructively responsive when confronted
8. Be able to create group conditions that are supportive of giving and receiving constructive feedback

9. Be able to recognize and apply interpersonal influence skills as well as to allow self to be influenced when appropriate

10. Know and apply basic skills learned in the prerequisite *Research Utilizing Problem Solving (RUPS)* training

11. Know and apply basic skills learned in the prerequisite *Interpersonal Communications (IPC)* training

12. Have had the experience of being a participant in a *PETC-I* skills training workshop prior to conducting a *GPS* workshop

13. Have skill in assuming and using each of the five roles of a trainer

Objectives for *Group Process Skills* Trainees

Upon completion of the *Group Process Skills* workshop, the trainees will be able to:

1. Assess the existing or potential problems of a group

2. Identify the skills needed to influence or improve those problems

3. Develop and implement a plan to improve the group's processes

In addition to providing knowledge and skills for the *PETC-I* and *GPS* trainees, the training system includes some implicit expectations about the impact of the trainees on their work environments. For example, because *PETC-I* and *GPS* trainees are expected to be able to facilitate communication, decision making and other group process skills, the groups with which they work should develop more open and effective climates. Trainees who are school administrators should promote these qualities among their school faculties; trainees who teach should promote open and effective climates in their classrooms.

DESCRIPTION OF MATERIALS AND STRATEGIES OF *PETC-I*

The *PETC-I* system is a two-week workshop that is organized into two parts. The first part of the program consists of a one-week training program during which the *PETC-I* trainees (skills trainers) study

the basic concepts of the instructional system. Also during the first week, the skills trainers are provided with a series of exercises to practice group skills training. The *PETC-I* workshops are conducted by senior trainers who meet criteria specified by the development team.

The second part of the workshop is a practicum for the skills trainers. During the practicum the skills trainers form trios, and each trio works with a group of 12 to 24 people. The second training week is referred to as the *Group Process Skills (GPS)* workshop, and the second set of participants are called *GPS* trainees. These sessions, which are conducted over a 5-day period, are designed to allow *GPS* trainees to obtain training in group process skills from the trio of skills trainers.

The materials for the sessions consist of (a) a book of theory papers and training materials for the skills trainers, (b) a book of theory papers for the *GPS* trainees, (c) a *GPS* trainer's manual used by the skills trainers and (d) a book of group skill exercises used by the skills trainers during the *GPS* workshop.

Preparing Educational Training Consultants: Skills Training is intended for use by educators at any level who wish to acquire consulting skills for training others in group processes and interpersonal skills. To be eligible for *PETC-I* training, participants are to have completed two other NWREL programs, *Research Utilizing Problem Solving (RUPS)* and *Interpersonal Communications (IPC)*. In addition, participation in *PETC* is intended to be voluntary rather than required by some external person or agency. The *GPS* section of *PETC-I* is aimed for use by classroom teachers, aides, support staff, parents, central office staff, principals, vice-principals and others in the educational setting who wish to improve their group and interpersonal skills.

The first section of the workshop is designed to accommodate between 12 and 24 people who are trained as skills trainers. It is necessary for the number of skills trainers to be a multiple of three so that trios of trainers can be formed. Each trio of skills trainers, in turn, traines 12 to 24 *GPS* trainees during the second week.

GOALS AND OBJECTIVES OF *PETC-II*

The general goal of the *PETC-II* instructional system is to prepare educational training consultants who can temporarily help educators work more effectively in groups, i.e., committees, task forces and faculties. Therefore, the objectives of the system can be stated for both trainees and consulting client groups.

Training Objectives for Participants

The following objectives are expected to be accomplished by the training strategies:

1. Increase trainee consulting skills (building helping relationships with client groups, diagnosing client needs and problems, and developing and implementing plans for helping clients solve their problems)
2. Increase trainee understanding of key concepts in the consulting process (planned change, symptoms and causes of poor group functioning and procedures for helping groups become more effective)
3. Increase trainee appreciation for crucial consulting issues
4. Increase trainee awareness of their own values and motives for being consultants

Outcome Objectives for Clients

It is expected that prospective client groups for *PETC-II* consultants will have a problem of difficulty that is hindering attainment of their goals or purposes. The consultant is expected to help the client solve the problem in order to facilitate progress toward the client's goals. At the same time, the consultant is expected to help the client become more effective in some jointly selected group processes. Thus, as a result of consultation, a client group is expected to show:

1. Greater understanding of the problem or difficulty
2. Greater understanding of how to solve the problem

3. Greater commitment to implement action steps

4. Greater problem resolution

5. More efficient problem resolution

6. Greater clarity about goals

7. Greater consensus about goals when appropriate

8. Greater commitment to goals

9. More realistic goals

10. Greater progress toward goal accomplishment

11. Increased effectiveness in some group processes such as: improved use of group resources, improved problem solving skills and more dispersed influence patterns

DESCRIPTION OF *PETC-II* MATERIALS AND STRATEGIES

Preparing Educational Training Consultants (PETC-II) materials consist of a set of trainee materials (a trainee manual), a set of instructional strategies (a trainer manual) and a set of orientation papers which introduce the system and outline procedures for installing or starting up a *PETC-II* workshop. The trainee materials include theory papers, diagnostic instruments, and instructions for doing learning activities. The instructional strategies consist of a set of the trainee materials interspersed with detailed directions for conducting the ten training sessions of a *PETC-II* workshop. These ten training sessions are illustrated on the following page. A typical workshop consists of from 10 to 15 trainees and 2 trainers. A *PETC-II* workshop is divided into three parts, the first consisting of three consecutive 10-hour days of instruction in basic concepts of consulting. Trainees are introduced to a variety of conceptual models and schema related to planned change. These include models developed by Lewin (1951) and Lippitt (1958) and comprehensive diagnostic and intervention models

developed especially for this instructional system. Part two is a 3-day practicum in which trainees engage in consulting projects with client systems prearranged by the workshop sponsor. Part three concludes the training with three days of debriefing, evaluation of the consulting practicum, and integrating learnings of the workshop.

Part 1: Sessions 1 through 6 (3 days)

Part 2: Session 7 (3 days)

Part 3: Sessions 8 through 10 (3 days)

Session 1 Introduction to *PETC-II*: Consulting 3 hrs 20 min*	**Sessions 2** Central Ideas for Consulting 5 hrs 25 min	**Session 3** Assessing and Diagnosing Consultant Skills 3 hrs 50 min	**Session 4** Formation of Teams and Planning Team Consultations 3 hrs 25 min
Session 5 Team Consultations 2 hrs 05 min	**Session 6** Entry Issues and Making Plans to Work with Client Systems 8 hrs 20 min	**Session 7** Consulting with the Client System 7 hrs daily for 3 days	
Session 8 Evaluation of Consulting Experience 6 to 8 hrs.	**Session 9** Integrating Learnings, Part I 6 hrs 30 min	**Session 10** Integrating Learnings, Part II 5 hrs 15 min	

*All times approximate

Conceptual Models

The primary conceptual models presented in the workshop include the Phases of Planned Change, Differential Diagnostic Matrix and the Differential Intervention Matrix. A brief description of these models is presented below.

Phases of the Consulting Relationship

Havelock's extensive review of change models (Havelock, 1973) from the literature in many fields, including education, indicates that the Lippitt, Watson and Westley conceptualization of phases for planned change (Lippitt, 1958) is most inclusive from the perspective of the consultant role. It is adapted and presented as the basic model for a *PETC-II* consultant to use in thinking through his work with a client system.

As he moves through these phases with the client, the consultant repeatedly diagnoses the system's needs of the moment and selects interventions which are intended to be helpful. Generally, there is one large-scale, complex need that led to establishing the client-consultant relationship. There may also be an overall, or macro, intervention involved, such as implementation of a new area of curriculum throughout a school district. The phases of the consulting relationship apply to the major need and the macro intervention strategy that covers the duration of the consultant's temporary relationship with the client system. The phases may cover a time span of hours in one situation and months or even years in another. Within these phases, many micro improvement efforts may be conducted. The diagnostic matrix and the intervention matrix which are presented later apply to both the macro need of the overall strategy and the micro needs worked on within each

phase. They are applied repeatedly to large and small issues throughout the phases of a consulting relationship.

Phase 1: Development of a Need for Change

Phase 2: Establishment of a Change Relationship

Phase 3: Clarification or Diagnosis of the Client System's Problems

Phase 4: Examination of Alternative Routes and Goals; Establishing Goals and Intentions of Action

Phase 5: Transformation of Intentions into Actual Change Efforts

Phase 6: Generalization and Stabilization of Change

Phase 7: Achievement of a Terminal Relationship

A Differential Diagnostic Matrix for Diagnosing Problems in Human Systems

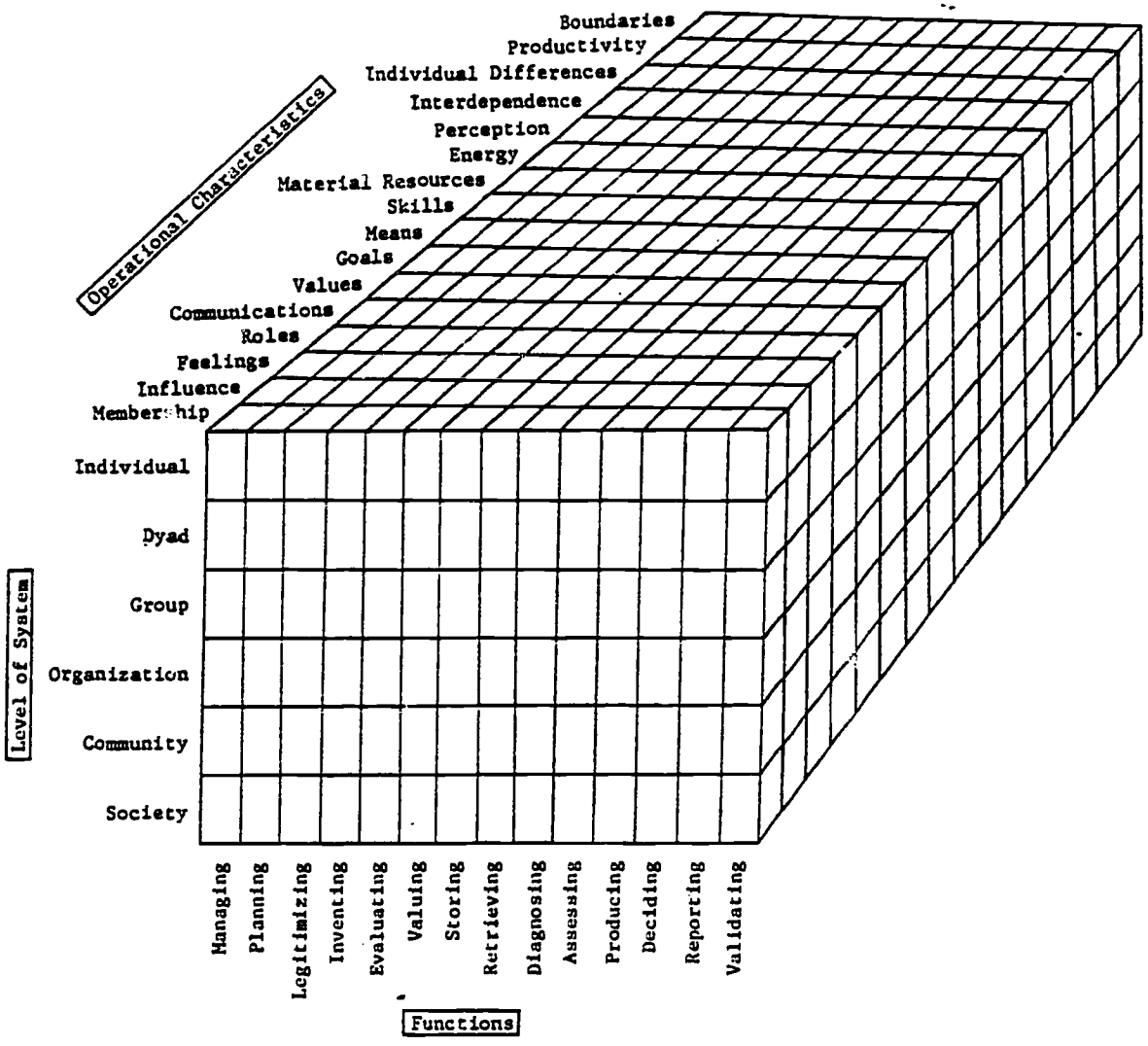
The most important reality about change in education is that it is complex. This stems from the degree to which it involves changing systems that are human. A bolt or even the kind of engine in a car can be changed and the mechanical system doesn't feel it. The industrial organization which, as a system, produced it has no concern with the expectations and attitudes of the product. On the other hand, schools involve people and have an end product of changes in people. The product can and, with increasing frequency, does talk back.

It's all very well to note the importance of recognizing the complexity of change in education. If mankind is to be influenced by educational changes, ways must be found to avoid getting bogged down by this complexity. Analyzing endlessly will be just as problematic as assuming, for example, that all changes are simply a matter of reward. Diagnostic tools are needed to sort out the complexity of any given change situation so that a few, clearly spelled out tasks can be zeroed in one with a reasonable degree of confidence that some critical factor

is not being overlooked. A way must be found of differentially *diagnosing* the constraints to be dealt with in human systems as they move through the phases of change. Furthermore, a way of differentially *selecting* intervention strategies is necessary to facilitate improvement in the human systems of education. As a first step, a Differential Diagnostic Matrix is presented as Figure 1.

Figure 1

Differential Diagnostic Matrix For Locating and Diagnosing Problems in Human Systems



GOALS AND OUTCOME OBJECTIVES OF *PETC-III*

The goals and objectives for *Preparing Educational Training Consultants: Organizational Development (PETC-III)* are divided into two categories: (a) trainee outcome goals and objectives and (b) goals and objectives for the organization. The trainee outcomes include their satisfaction with the instruction, their perceptions of its utility and changes in their behavior such as increased cognitive growth and performance change.

Trainee Outcome Objectives

The organization gains a new functional capacity through its new *PETC-III* graduates to diagnose system needs and to produce appropriate organizational development (OD) interventions. The persons with OD skills are prepared to do the following for the organization:

1. Involve the organization in the diagnosis of change needs and in the identification of a change effort
2. Help the organization to stay focused on normative and structural change if the organization so desires
3. Manage the implementation of plans to bring about an increased functional capacity of the organization
4. Either bring about an end to the consulting relationship or to involve the organization in the identification of next steps for organizational development
5. Apply his knowledge to more complex organizational change efforts as he progressively experiences more opportunities for acting in the Organizational Development Consultant role
6. Use concepts in *PETC-III* to make statements about the organization's health and maturity
7. Manage the change efforts, and decide on appropriate interventions, based on data collected
8. Assume a variety of roles to facilitate movement toward improvement. He will be able to shift between several roles

9. Analyze his own values and ideological base for consulting, assess his professional growth needs and establish professional growth goals

In order to help the organization achieve its change objectives, the trainee will be able to use a systematic approach to change by applying the Lippitt model of phases of planned change to manage the change effort. He will be able to apply a diagnostic matrix and an intervention matrix as taught in *PETC-II* and *PETC-III* to help him determine the most accurate and appropriate analysis of the organizational situation and the most relevant interventions for him to make. Moreover, he will be able to draw on prior training and experience for help in designing and implementing his interventions.

Organizational Outcome Objectives

At another level, however, it is possible to predict observable changes in the part of the organization that receives the benefits of the *PETC-III* graduate services. Specific examples follow:

1. Improved Problem-Solving Capabilities: As a result of training in organizational development, client groups may become more adept at problem solving. They may become more able to:

   Sense problem situations

   Differentiate between kinds of problems

   Attend to problem situations with shared and explicit problem-solving procedures

2. Improved Management of Interpersonal Processes: As a result of training in organizational development, client groups may become more adept at combining people's efforts to achieve desired task goals. It is expected that:

   Vertical and horizontal communication may become more open, shared and accurate

   Influence may become more shared and equalized

   Decision making may become more diffused, characterized by explicit procedures and involvement of those who will be affected by or who are responsible for implementation of the decisions

Coordination may become more explicit and accepted

3. Improved Procedures that Support Personal and Professional Growth: As a result of training in organizational development, client groups may become more adept at viewing personal and professional development as an ongoing function necessary to the growth of the group. Therefore, it is expected that the group may provide:

   Increased training opportunities for members to meet new organizational needs

   Increased learning resources so members can be continuous learners

   Increased feedback, formally and informally, so members can move toward ways of understanding

4. Improved Ways the Organization Attributes Meaning: As a result of training in organizational development, client groups may become more adept in the ways they see and explain themselves to the rest of the world. It is, therefore, expected that the group will:

   Have goals which are clear and in which members have a sense of ownership

   Respond appropriately to outside demands

DESCRIPTION OF MATERIALS AND STRATEGIES

The system, in its present form, consists of a set of participant materials, a set of instructional strategies to be used with educational managers in a workshop setting, some preliminary plans for installing a *PETC-III* training program and strategies to help those trained in *PETC-III* to use their skills in bringing about structural and normative changes in their schools and to provide organizational training and consultation for client groups.

Preparing Educational Training Consultants: Organizational Development training is spread over a time period of eight months. During this period, the *PETC-III* trainees complete a one day preworkshop assignment, attend 17 days of workshop meetings and spend a minimum of 10 days conducting an OD project with a predetermined client group.

An organizational development project focuses on the organization (not individuals, committees or groups of individuals) with a view to building into and maintaining improved ways of functioning in the organization. The project is a series of interventions based on data collected and analyzed with aim at structural and normative changes to improve the functioning of the organization. A project may be conducted in one part of the organization or in the organization as a whole. An organizational development project becomes possible when the organization's needs and desires have the potential for providing new or increased areas of functional capability on a continued basis. The following chart outlines the timeline for major training events.

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
1 day Preworkshop Assignment	4 day Workshop Meeting	3 day Workshop Meeting		3 day Workshop Meeting	3 day Workshop Meeting		4 day Workshop Meeting

NOTE: There are approximately 30 to 35 days between workshop meetings for OD project work with client groups

Present strategies require that two persons with considerable organizational development experience and skills conduct the *PETC-III* workshop. The workshops are structured so that 12 to 27 trainees, divided into 2 or 3 teams, go through the training together.

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Appendix C:

FACTORS INFLUENCING INTERNAL AND EXTERNAL VALIDITY IN RESEARCH ON PLANNED CHANGE IN SCHOOLS

FACTORS INFLUENCING

INTERNAL AND EXTERNAL VALIDITY

IN RESEARCH ON PLANNED CHANGE IN SCHOOLS

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John Muir said of nature "when we try to pick out anything by itself, we find it hitched to everything else in the universe." This statement epitomizes the dilemma facing the person doing research on planned change in school organizations. My appreciation of this dilemma is relatively recent. Had you asked me two years ago about the problems of research in schools, I would have replied, "all we need is more money, time and trained personnel, with these we can conduct numerous controlled experiments which cumulatively will enable us to amass empirical generalizations and build a coherent, nomothetic theory." While my reply of two years ago represents a certain naiveté, I believe it reflects the kind of belief in science, dedication to method, and ultimate aspiration that characterizes much of the efforts of social scientists (Cronbach, 1975; Glass, 1972). This dedication to method and ultimate aspiration seems incompatible with the realities of doing research on planned change in school organizations. It is this incompatibility and other limiting factors related to research methods that will be discussed in this paper. The selection of factors to be discussed in this paper are personal. The discussion is not intended to be comprehensive or exhaustive, that would require volumns; neither does it deal with issues that are unique to research on planned change--many of the problems presented are troublesome to all research. Rather, the discussion focuses upon a series of problems that I have become aware of over the past two years. Some issues are general while others are specifically related to particular methods, all, however, pose a threat to the internal or external validity of research on school organizations.

I begin the paper by discussing some of the practical, statistical and ethical problems of using random selection to enhance the

representativeness of research findings in this area. Second, I present some "conditions of the field" which lessen the importance of external validity. Third, I discuss four factors which treaten the internal validity of research on planned change in schools, and, finally, I suggest a shift in the focus on objectives of the research inquiry on planned change in school organizations.

Throughout this paper I have used Campbell and Stanley's (1963) distinction between internal and external validity. External validity asks the question of generalizability or representativeness. Internal validity asks the question of interpretability or did the treatment make a difference and can we attribute that difference to the treatment?

Randomization and External Validity

The following techniques would enhance the external validity of research on organizational change: (a) random selection of experimental schools, (b) random selection of control schools and (c) increased sample size. The following discussion of practical problems hindering these techniques was heavily influenced by the writings of Runkel and McGrath (1972), and the discussion of these issues by Runkel, Wyant and Bell (forthcoming).

Because of the successful application of randomization to certain problems in social science, it has become, in some minds, the foremost mark of respectability of a research design. This is unfortunate because to apply strict randomization techniques to most studies of change in schools would be impossible, unethical and most of the time undesirable.

Randomization is often offered as a solution to the problem of representativeness. Recent graduates of courses in inferential statistics, myself included, often have the impression that randomization

assures representativeness. It does not. Selecting schools randomly from a list does not assure that the schools you pick at that time will be similar to one another nor close to the average in their characteristics. Randomization does not guarantee that one will be correct about estimates of population parameters; it only increases the likelihood that the estimates will be accurate if the study is repeated. In other words, randomization does nothing to strengthen the validity of a single finding, rather it strengthens the validity of a finding that has been repeatedly ascertained. Random selection only assures lack of bias--which means that the likelihood of error in any direction will be no greater than the likelihood in any other direction. And that is all that random selection does.

Lack of bias can be a valuable quality when one is dealing with a large sample of cases and wants to make statements about the average expectation in the population. However, the cost of most organizational change efforts in time, money and personnel make the feasibility of large samples beyond the reach of most research sponsors. The cost of implementing a long-range organizational change strategy (three years or more) with as few as ten schools, not to mention the costs of research, would run into hundreds of thousands of dollars. Considering the fact that the power of randomization increases with the sample size and that samples approaching 30 or 40 are necessary for randomization to be an effective control, its advantages rapidly dwindle away.

The impracticality of randomization is not the only factor limiting its use. In most instances, it would be unethical to impose random selection on the experimental and control schools. Most organizational change strategies, especially those falling under the rubric of

Organization Development, are "helping" strategies designed to improve a school's organizational functioning. For one to go through the long, arduous task of identifying schools that are willing to undergo organizational change efforts only to withhold the treatment in order to obtain a control group would certainly be unscrupulous. Further, by placing the selected schools in the control group and refusing them the consultation they sought, one would be introducing a condition that would very likely result in major differences between the group even before the study began. Thus, the whole purpose of the random selection would be defeated. However, even if the practical and ethical problems could be solved, the desirability or appropriateness of representativeness would still be questionable.

Conditional Limits to External Validity

The following considerations, relevant to research on planned change in school organizations, lower the priority of external validity and even make it a questionable aspiration: (a) the developing, changing nature of the change strategy, (b) the practical, applied focus of the research and (c) the rapid evolving of the system or systems under study.

The first two concerns are related in that they are a function of the marriage between many organizational change strategies and research. Most change strategies employ some form of data collection and feedback as a part of their design. Often the data collection is merely diagnostic in nature. But in long-range efforts more systematic methods are used. The use of research data to modify the change strategy, develop and select more powerful techniques, and solve practical problems combine to increase the uniqueness of the change effort and limit drastically the generalizability of the research. This interaction

between treatment and research is similar to the testing-treatment interaction that Campbell and Stanley (1963) present as a threat to external validity. However, since much of this interaction is purposeful in organizational change research the possibility of controlling this confounding, for example by a Solomon Four-Square design, is greatly diminished and the influence of this confounding is increased.

One solution to this problem is to describe the research as part of the treatment, defining the function of the research as similar to that of formulative evaluation--to facilitate improvements in planned change strategies. However, this solution increases the uniqueness of each change strategy because the research data is used to tailor the strategy to the conditions of each organization. This makes the possibility of obtaining a sizable sample of schools who have undergone the same treatment very unlikely.

For purposes of this discussion, let's assume that the limitations already mentioned could be eliminated and we had the opportunity to carry out a highly controlled study of a randomly selected sample of schools undergoing identical planned change efforts. Would external validity or representativeness be a goal worthy of our time and effort? I think not.

The traditional definition of organization assumes that there is a single system of relationships, values and perceptions which can be conceived in static terms (Katz and Kahn, 1966; Clark, 1972). Based upon more current knowledge of organizing behaviors, recent definitions presume a multiplicity of systems and dynamic situations in which the existing organization is always fluctuating and open to change (Weick, 1970; Katz and Kahn, 1966; Buckley, 1967). When one conceives of schools as sociocultural systems whose defining feature is their

tendency to create, elaborate and change, the feasibility of establishing externally valid generalizations from "hard-nosed" empirical research becomes distant.

Cronbach (1975) points out that "universal" generalizations have limits. The prediction of an event (Y) from variables X and Z will be valid, if conditions A, B, C, D, etc., that were held constant in establishing the principle, also are held constant in applying the principle. The principle will be valid on the average, if it was established using a representative sample from a defined population, as long as the population remains constant.

This puts the aspiration of external validity and theory construction in a new light. The problem that Cronbach (1975) presents is one of a constantly changing world. We may aspire to amass generalizations about the organizational processes of schools, but this kind of endeavor takes time--time in which variables are studied and propositions are made and patiently revised in light of new data. Unfortunately, as we are making revisions the potency of our original generalization is often lost due to changes in the system or population under study. Thus, the salient processes and differences of the 1960s may be different or even reversed in the 1970s.

This treatment X time interaction is especially crucial to the researcher studying planned change in schools. Not only is he or she studying a process that attempts to accelerate the treatment X time interaction (accelerate the process of change) but he or she is studying a system that is characterized as open, adaptive and evolving at a relatively rapid rate. Because of this, the population under study (schools) is very likely to change. When the population changes, the

generalizations decay. The more open and dynamic the system under study, the more rapid the decay.

Thus, external validity is a major concern to physical scientists studying a relatively static system. It is also a concern of natural scientists and possibly physiological psychologists studying processes that are steady and can be divided into nearly independent systems. To those of us in the social-educational end of the field the concern with representativeness in order to produce strong generalizations is at best academic. For those engaged in research on planned change in schools--schools that are characterized by multiple interlocking systems open to rapid change and evolution--the concern with external validity seems untenable.

Up to now I have raised certain practical and situational factors whic' diminish the possibility and desirability of attaining external validity in research on planned change in schools. In the following paragraphs I will discuss certain factors that complicate the attaining of internal validity in this area of research. To do this, it is necessary to give specific attention to what we mean by school organizations. In other words, we must first discuss the "nature of the beast."

Earlier, I cited Weick (1970) and Buckley (1967) in describing schools as sociocultural systems whose defining feature is their tendency to create, elaborate and change. In addition to the continually changing nature of schools, they can be viewed as containing multiple systems--systems within systems. Weick (1970) and Clark (1972) present vivid pictures of the complexity of organizations. For purposes of the discussion, it is sufficient to say that schools are complex, multifaceted, fluid organizations made up of individuals, groups and systems whose interrelationships are characterized by variation and change.

Threats to Internal Validity

Given the complexity of school organization, many change strategies have been developed which reflect this complexity. Change strategies have become multifaceted, complex treatments which engage various groups for differential lengths of time and intensity. They use a multitude of techniques which are neither discrete nor constant across situations. This complexity is especially characteristic of the change strategies falling under the title of organization development. The complexity and flexibility of these change strategies make it very difficult to accurately identify and document the critical features of the treatment. This inability to specify the salient features of the independent variable(s) complicates the task of linking the independent and dependent variables (treatment and outcomes). The result has been to make rather gross linkages between the treatment-as-a-whole and the observed changes in the organization.

While gross linkages between variables are useful, it is only the first step to understanding the process of change in school organizations. If understanding of the change process is to be achieved, more specific associations between particular features of each change strategy and the resultant effects will need to be established. As long as the associations between treatment and outcomes remains gross--by gross I mean treating an entire year of consultation, a sequence of workshops or a series of interactions and interventions as the independent variable and linking these to observed outcomes--detailed predictions of the effects of the treatment will be difficult to obtain and interpretation will be complicated.

By defining the independent variable in such a gross way--as a sequence of events extending over a period of time--we permit the introduction of extraneous factors which may interact with the treatment in underterminable ways. For example, suppose an intervention is undertaken which focuses on improving communication, problem solving and clarifying goals. At some time during the sequence of training, the teachers go on strike which increases the salience and practice of the skills taught during the training. When an assessment is made of the communication and problem solving in the schools, differences are found between trained and untrained schools. The reasons for these differences is hard to ascertain. This kind of interaction between treatment and extraneous variables further complicates the interpretability of the findings and undermines the internal validity of reasearch on planned change in schools. The more extended the strategy the more likely the possibility of this kind of confounding.

Extended treatments not only increase the possibility of extraneous factors interacting with the treatment, but as multiple techniques are repeated over time the possibility of multiple treatment interference is likely to be a major threat to representativeness (Snow, 1974). Please note I am only pointing out the problems of extended treatments; I am not advocating that they not be used. Extended strategies have certain advantages. First, by allowing repetitive application of treatment techniques, they enhance the possibility of success. Second, they increase the number of occasions on which criterion measures can be obtained, making it possible to establish trends and patterns of change.

Organization development change strategies range from "soft" (person-process oriented) to "hard" (task-structural oriented) (Schmuck and Miles, 1971). All strategies have change targets. The orientations

mentioned above represent the primary or first level targets or outcomes of various change strategies. Additionally, most strategies have second, third and even fourth level outcomes that result from a sequence of changes. For example, certain training interventions are designed to improve the communication between teachers (first level outcomes) which will change the way teachers interact around curricular matters (second level outcomes) making them more effective teachers (third level outcomes) which in turn will lead to an improvement in student attitudes and learning (fourth level outcomes). The expectation of these numerous levels of outcomes can lead to problems in assessing the effects of planned change efforts.

Charters and Jones (1975) point out the futility of measuring the effects of organizational changes by assessing student outcomes or level four outcomes--the most functionally remote levels--without also measuring the effects that occured at the first, second and third levels--the more proximal levels. If one were to compare schools or classrooms on student outcomes and find no significant difference, he or she would be unable to interpret the results unambiguously unless the more proximal intervening variables were also compared. In this type of study the more proximal variables are treated as independent variables whose presence or absence must be verified if differences on more distal variables are to be explained. If the presence of these more proximal variables is not established, the researcher runs the risk of basing his or her conclusions on "independent" variables that do not exist.

A final factor that threatens the internal validity of research on planned change is the interaction between normal organizational change

cycles and the sampling or selection process. Weick (1969) points out that there are three essential processes that characterize the functioning of an adaptive, open sociocultural system--variety, selection and retention. Probably that most obvious process that characterizes this functioning is variety. Any open adaptive system must maintain mechanics for generating different ways of dealing with the demands of the environment. The primary function of the selection process is to extend or eliminate, strengthen or weaken various forms of variety. The retention process preserves and propagates actual behavior and protects it with norms, roles, sanctions and the like--the organizational methods and forces that maintain existing organization.

The variety and retention processes are often opposed. This is especially true of complex organizations that have evolved elaborate structures and procedures for dealing with the environment. The more elaborate the organization, the more vulnerable it becomes to variation. To lessen disruption, it simultaneously becomes more resistant to change.

Even complex organizations, however, are characterized by periods where variety is given primary consideration and other periods where retention is more influential. The relation between the two processes can be viewed as cyclic with adaptive, open organizations constantly cycling from emphasis on one process to emphasis on the other and back again. This variety-retention cycle can complicate the research on planned change.

Seeking out training and consultation or volunteering to undergo an innovative change effort can be indicative of the primacy of the variety process. Thus, volunteer schools may be entering a period where variation and change become quite acceptable. If the control or

comparison schools are not experiencing a similar "shift towards variety," the differences on outcomes between the two groups will be confounded. In other words, if the experimental and control schools are not at similar points on the variety-retention cycle, the internal validity of the research on these schools is threatened. The possibility of a selection by treatment by variety-retention cycle interaction is very real and if uncontrolled the interpretation of the findings is ambiguous.

To some extent we attempted to account for this confounding in the Kent Study (Runkel, Wyant and Bell, forthcoming) by comparing schools that exhibited similar "readiness" characteristics. In the multi-unit study (Schmuck, Murray, Smith, Schwartz and Runkel, 1975), this problem was handled by comparing experimental schools with control schools who had volunteered for the treatment and who participated as control schools with the understanding that they would receive OD consultation in the future. Unfortunately, it is a factor which is not easily controlled for and which threatens the internal validity of research in this area.

Basically these threats to internal validity involve some interaction between (a) various aspects of the treatment itself, (b) the treatment and extraneous variables, (c) the treatment and various levels of outcomes and (d) the selection, treatment and normal cycle of change in school organizations. The threats to external validity were either practical, ethical or "conditional." The "conditional" threats to external validity resulted from (a) treatment and research interaction and (b) treatment and time or research and time interaction. The second conditional threat to external validity resulted from the

population or situation changing before meaningful propositions could be attained.

Where Do We Go From Here?

Research in education has sought to discover a simple structure of concepts and causal relations that will permit effective control of the processes of education and precise prediction of their results (Ebel, 1967). It has been dedicated to the formal testing of propositions under controlled conditions and the generation of contextually free laws and principles. Considering the difficulties interactions create for educational research and the problems of studying ever-changing systems and processes, I suggest that we move away from the traditional methods of basic research that place so much emphasis upon experimental control, statistical analysis, and the discovery of generalizable principles and modal effects. Instead, we need to turn our efforts to more descriptive methods that emphasize (a) the accuracy and adequacy of the assessment process, (b) the documentation of events in context (naturalistic setting) and (c) the provision of information to guide future actions.

My suggestion is neither new nor unique. Ebel (1967) suggests that we continue "to persist in basic research on those psychobiological problems where basic research has a fighting chance to produce useful results. But we also push, and rather more strongly, the kind of survey research that provides data crucial to the decisions we must make. Let us not worship pure science and basic research unrealistically and irrationally (p. 84)." Glass (1972) echos Ebel's suggestions. He points out that the problems of controlling for very complex changing phenomena and the time needed to study such phenomena leads to the obsolescence of educational research findings. He goes on to say that "the fact remains

that elucidatory [traditionally oriented] research inquiry on education simply has not turned up any important, reliable, replicable relationships worthy of continued study (p. 12)." Glass concludes by suggesting that we spend our time, money and effort "strengthening" the "naturalistic model" of research and development; that is, developing an evaluative decision-oriented methodology in educational research which places priority on the use of information in educational development.

Cronbach (1975) makes a similar plea. He suggests that "instead of making generalizations the ruling consideration in research, we reverse our priorities." He goes on to say that an observer collecting data on a particular situation is in a position to appraise the effects of a treatment in that setting, observing effects in context. In trying to describe and account for what happened, he or she will be able to give attention to the variables that were controlled and equally careful attention to the uncontrolled variables and interactions. Also, he or she will be able to give attention to the events that occur during the treatment and measurement.

As the researcher moves from situation to situation, the primary task will be to describe and interpret the treatment effects anew in each context or situation. Snow (1974) and Clark (1972) echo Cronbach's position and suggest a series of methods that will enhance the descriptive-analysis focus of this kind of research. For example, they suggest extraexperimental observation of side effects and interactions, detailed description and analysis of the system under study, intraexperimental observation of the perceptions, attitudes, and actions of the subjects during the intervention, sampling multiple experimental effects, making repeated observations over time, and description and analysis of treatment variation.

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What this shift in emphasis means is that we must do more, far more, than simply test the null hypothesis. We cannot afford to throw data away because the results "fail to reach significance." We cannot choose to ignore information simply because adequate controls were not used in the experimental design. Rather, we must use methods that are open to the occurance of events that we have not foreseen. We must improve our measurement techniques and the accuracy or our assessment of the context of local events (Glass, 1972). With this kind of research we can provide "contextually bound" explanatory concepts, concepts that will help people solve problems, make decisions, and use their heads. As results accumulate from situation to situation, more general or global principles and processes will emerge. Thus, generalization comes late as a product of contextually bound studies occuring over time. In this way, research will sustain itself by providing useful information to educators while contributing to the stock of knowledge in the social sciences.

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Appendix D:

BACKGROUND QUESTIONNAIRE
PETC KNOWLEDGE TEST
SELF-ASSESSMENT FORMS
-PARTICIPANT FORM
-TRAINER/EVALUATOR FORM

BACKGROUND QUESTIONNAIRE

Santa Cruz

1. Name: _____

2. Home Mailing Address: Street_____ Phone_____

   City_____ State_____ Zip_____

3. Work Address: Street_____ Phone_____

   City_____ State_____ Zip_____
   (This information needed for gathering followup data)

4. Age: _____

5. Sex: _____F _____M

6. Position: A. _____Teacher

   B. _____Administrator

   C. _____Staff

7. Grade Level: _____

8. Highest Degree Obtained: A. _____BS/BA B. _____MS/MA C. _____Ed.D./Ph.D.

9. Years Experience and Positions Held:

   A. _____Teaching

   B. _____Staff Work

   C. _____Administration

   D. _____Other _____

10. Please indicate below all other training experiences you have participated in related to group and interpersonal dynamics, and problem solving and process consultation. Please specify whether you participated as a student or trainer, when the training took place, and what the general nature of the training was. (Include courses, workshops, on-the-job training, etc.)

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KNOWLEDGE TEST

Name _____ Site _____

I.D. Number /___/___/___/___/___/___/___/
1 2 3 4 5 6

Trainer _____ Date _____

The Situation

A group of fifteen educators have come to you for help. The group includes principals, supervisors and classroom teachers. They report that they need some skills training to help them improve a situation in the district where people seem to be doing a lot of unnecessary committee work and where decisions that are made are seldom implemented. They tell you committees find it almost impossible to get guidelines for decisions they are supposed to make.

The Problem Statement

Together you produced this problem statement:

> The people in the group are feeling frustrated because decisions made by committees are not being implemented for two reasons: (1) issues are not clearly stated and (2) no criteria for decision-making are available. The difficulty is caused by lack of skills in assessing, diagnosing and for clearly identifying steps needed for action. The situation will be improved if members of the group can find ways to analyze and diagnose problems and to use a procedure for taking realistic action.

Some Results of Diagnostic Data Gathering

Utilizing a Force Field Diagnostic Technique you helped the group identify the following forces as being clearly the most significant to be influenced if the situation is to be improved.

1. Committees feel frustrated because their decisions are ignored.

2. Some committees think they are working on projects that have little relation to what needs to be done in the district.

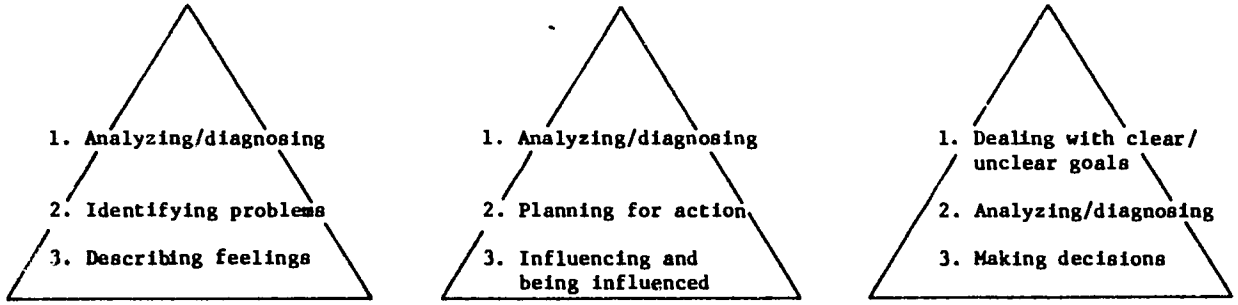
3. Frustration over inability to implement committee decisions is leading to poor planning.

Skills Needs Identified

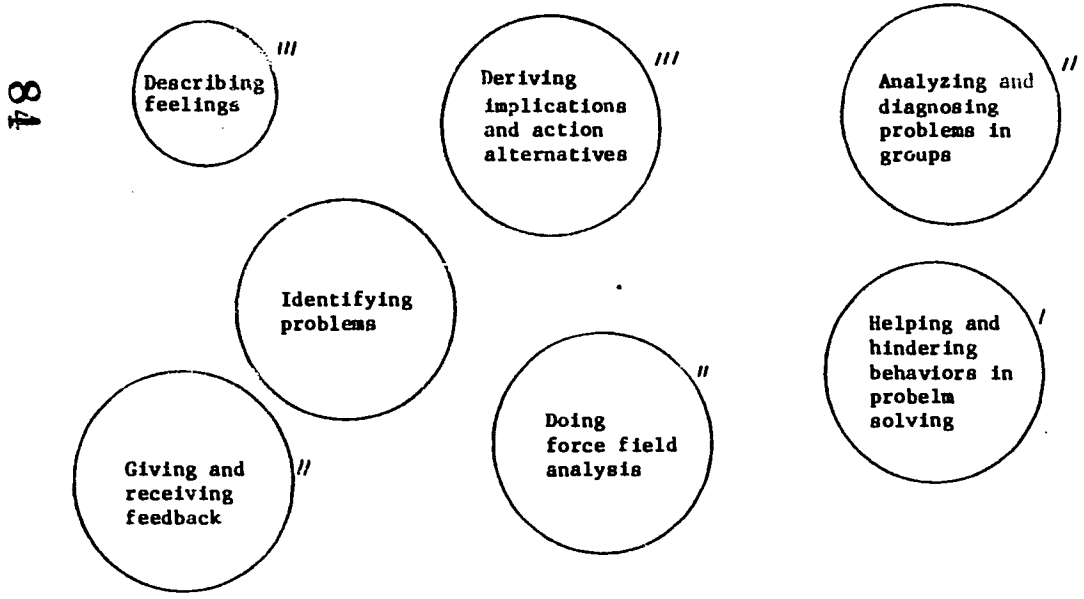
Members of the group worked in small groups to identify skills they--individually--needed in order to achieve their goal of greater influence on the decision-making processes of the district. You have helped them produce a skills needs assessment, shown on the next page.

Skills Needs Assessment

Step I **Pool Group Information** - Each triangle = 4 people



Step II **Add Individual Information** - Each circle = 1 plus tallies



After studying this assessment turn to the next page and follow instructions.

Step III **Frequency of Skills Recorded**

1.	Analyzing/diagnosing	15
2.	Describing feelings	8
3.	Identifying problems	5
4.	Influencing	4
5.	Making decisions	4
6.	Dealing with clear/ unclear goals	4
7.	Planning for action	4
8.	Doing force field analysis	3
	g and receiving back	3
10.	Helping and hindering behaviors in problem solving	2
11.	Deriving implication and action alternatives	

Words and phrases appearing in triangles (△) represent the reports of small groups of four persons. The skills in the triangles are the top three skills identified by each small group. Circled words or phrases are the reports of individuals. The third list contains the number of times each skill was identified. Study the profile and complete the steps outlined.

You plan to lead the whole group in some skills exercises, so you must decide which major skills for the group would be most helpful to enable members to achieve their goal.

1. Review the first page of this document.

2. In light of your review and study of the assessment, select ten skills from the list below in which you will provide skill training exercises. Number your choices in the order in which you will schedule them to help the group move toward its goal.

   Problem Solving Skills, such as:

   ___ Identifying problems
   ___ Doing force field analysis
   ___ Collecting data
   ___ Deriving implications and action alternatives
   ___ Brainstorming
   ___ Planning for action
   ___ Evaluating action plans
   ___ Others

   Interpersonal Communications Skills, such as:

   ___ Listening carefully and speaking clearly
   ___ Describing behavior
   ___ Giving and receiving feedback
   ___ Helping and being helped
   ___ Increasing two-way communication
   ___ Coping with communication under pressure
   ___ Others

   Group Process Skills, such as:

   ___ Observing and analyzing group interaction
   ___ Dealing with clear and unclear goals
   ___ Making decisions in groups
   ___ Taking leadership roles
   ___ Increasing group productivity
   ___ Choosing appropriate leadership styles
   ___ Dealing with group pressure and conformity
   ___ Dealing with conflict
   ___ Using group resources
   ___ Spotting and dealing with effects of hidden agendas in a group
   ___ Increasing awareness of helping and hindering behaviors in group problem solving
   ___ Identifying various effects of leader behaviors on group interaction

Group Process Skills (Continued)

___ Giving and receiving help in a group
___ Identifying effects of various participation behaviors on group work
___ Influencing and being influenced by others
___ Analyzing and diagnosing problems in groups
___ Identifying effects of giving and receiving directions from another group
___ Others

3. Write a brief statement to include (1) defending the skills exercises you have selected and (2) giving your reasons for the order in which you would schedule the training exercises.

As an organizational specialist, how would you approach the following problem situation? Items 4-20 will be based on the following situation.

The Problem

Teachers of a new department in a new high school building have no knowledge of how to utilize a team approach to teaching.

The Setting

It is June 15. The high school in a community of 50,000 is moving into a new building on September 1. The school has been constructed in such a way as to take full advantage of the potential for more open teaching opportunities. It will be possible to engage in what is being termed an "interdisciplinary approach to teaching."

The Situation

One of the new departments in the school will be comprised of the old Social Studies and English departments. The title for this department will be "World Culture." The staff of this new department are all from the old units. They expect to work as a team, but are vague as to the implications of this task. At the same time, as a group they have given no evidence of inclination to work on this problem. One teacher, Ms. Williamson, is concerned about the lack of experience and training of the staff to become a team and to plan for and manage a complete new approach to teaching and learning. Ms. Williamson thinks the staff needs training in team building, problem solving and communication skills. She shared concerns with the principal. The principal told Ms. Williamson that he would call a skills trainer to see if some help could be provided.

The Staff Team

The seven staff members from the old Social Studies and English departments will meet for a one-week workshop with a skills trainer. Ms. Williamson, a member of the Social Studies department, has made the other staff members aware of the need for this workshop. This is her second year at this high school. She is the only teacher who has had experience in team teaching as this was the method used in her previous high school.

Mr. Price, Ms. Loyd and Mr. Robinson comprise the school's Social Studies department. Mr. Price is 24 years old, and this is his second year as a high school teacher. The exclusive focus of his course is European History; he strongly believes in the "tried and true" method of presenting history in chronological order, and views himself as having firm control of his classroom. Ms. Loyd teaches American History, and used a democratic approach to teaching. She feels that students learn best when they are presented overviews of key concepts upon which the "facts of history are hung." Mr. Robinson is the World Affairs teacher; his method of teaching is the discovery method and can best be described as "laissex faire." Many teachers have complained of Mr. Robinson's noisy classes; he had defended himself by saying, "When

students become excited about something, they'll become noisy. And more than anything, I want my students to be excited about their work." Mr. Robinson is also a strong advocate for the inclusion of anthropology, sociology and psychology into the curriculum.

The English Department is composed of Mr. Chaitovitch, Ms. Dean and Ms. Howard. Mr. Chaitovitch views himself as the grammarian of the department. He feels grammar is an important but underrated aspect of English--long suffering from a history of poor, boring and unimaginative presentations. He spends most of his free time divising ways of making grammar exciting and interesting for the students. Ms. Dean is a classacist from the word go. Her students are required to read and report on books from her prescribed list of required reading. Ms. Dean feels that frequent and long essay tests are the best method for inspiring students to study hard and to gauge the quality of their work. Ms. Howard, on the other hand, emphasizes moder literature. She has recently come under severe criticism for prescribing books and authors such as James Baldwin, Henry Miller and Kurt Vonnegut, which are unacceptable to certain elements in the community.

4. Choose which ONE of the following problem statements would be the BEST statement of the preceding problem situation.

    1. A diversity of educational philosophies and experiences have inhibited the development of a team approach to teaching. It will be necessary to provide similar experiences and develop a common philosophy for the team approach to proceed.

    2. The staff of the World Culture Department needs to become aware of the implications of being a teaching team. They need to identify and work on issues that will arise as a result of increased awareness of this educational approach. The staff appears to need skill training in order to be effective.

    3. The principal has been put in the position where he is responsible for organizing teaching teams for a new World History Department. The new department will include staffs from the current English and Social Studies Departments. He has had no experience with team teaching and does not know how to proceed. He feels that training in group process skills will help the teachers form a team.

    4. The staff teachers of the English and Social Studies Departments need training in team building, problem solving and communications skills in order to learn how to use a team approach to teaching. The staff will meet for a one-week workshop with the skills trainer.

As skills trainer for this group, you plan to do a force field analysis of the situation described above. For the forces listed below, Questions 5-13, mark the appropriate category for each force in the space provided.

1. Force for change

2. Force against change

3. Force that is neither for nor against change, or is not particularly relevant to the above situation

Do not make inferences beyond the data in the written account of the situation.

5. ___ The teachers are expected to work as a team.

6. ___ The teachers have strong, divergent opinions about how to teach.

7. ___ Ms. Williamson has had experience working on teaching teams.

8. ___ Professional jealousy exists among the teachers.

9. ___ The design of the building encourages the team approach.

10. ___ Team teaching is better for kids and is easier to use.

11. ___ There is an age lag within the faculty.

12. ___ There is a broad diversity of individual resources.

13. ___ The teachers are not committed to a new teaching style.

In his first meeting with the GPS group, one of the participants tells the skills trainer, "In our group, nobody gives anyone a chance to finish what they are saying before somebody gets in on top of them and starts talking about something else."

14. Which ONE of the following statements would be the BEST way to paraphrase the preceding statement?

1. You think we need more time to hear and understand people when they talk?

2. Do you mean that you are so intent on what you want to say that you don't listen to who is speaking?

3. Are you saying that you don't feel that anyone in this group is listening to each other?

4. It sounds to me that interruptions are a real roadblock to group productivity. This is an example of hindering behavior.

15. When assessing this group's skills needs, what would you, as the skills trainer, consider the most crucial question to answer?

1. Is each member of the group aware of the skills needed as well as the skills being used?

2. What are the expected outcomes and the present level of skills, and what are the skills that need to be developed?

3. Are group members able to allow other members to express divergence without "laying their trip" on them?

4. How do I get on board with the system and get them to start listening to each other?

Questions 16-19 describe four group exercises and their purpose. As skills trainer for the group described above, which of the exercises are appropriate and which are inappropriate for the needs indicated by the situation? For each question, mark in the space provided using the following:

1. Exercise is appropriate to the group situation

2. Exercise is <u>not</u> appropriate to the group situation

16. ___	Leadership Patterns	-To observe and practice various leader behaviors and to assess their effects on group interaction -To identify helping and hindering leadership behaviors
17. ___	Speaking Precisely	-To sharpen listening and saying skills -To identify helping and hindering leadership behaviors
18. ___	Introduction to Group Roles	-To observe and identify task roles and maintenance roles needed for group achievement -To become self-analytical of contributions to group effectiveness
19. ___	Group Pressure Toward Uniformity	-To focus attention on ways groups function to obtain conformity -To identify ways in which group members influence -To study the behavior of individuals being pressured to conform -To sharpen awareness of group interaction

After completing the first three sessions, the group seems dissatisfied and uninterested. Group members make remarks such as: "Why are we doing these exercises anyway? Tell us what we're suppose to be learning. Do we have to have more of those meetings? How does this apply to our situation?"

The skills trainer re onds by saying: "Don't worry, I know what I'm doing. I'm sure you'll understand this in time. I know what things are best for you." Or say, "What has the team done that would cause such a reaction?"

20. Choose one of the following statements that would be the most likely thing the skills trainer had done incorrectly.

    1. The skills trainer didn't clearly outline purpose(s). He did not allow the group sufficient part in the diagnostic process.

    2. The trainer should have directed the group to the "do-look-learn" system for the long-range goal of learning skills, not the short-range goal of solving the problem.

    3. The skills trainer has made assumptions which hinder the group process; he generalized instead of just speaking for himself.

Self-Assessment Form:

Consultant Skills

Name: _____

Please use the following scale to rate your ability to do each of the following skills. Write the scale number that corresponds to your response in the space provided in the left-hand margin.

Ability Scale

0 = N.A., not able to rate
1 = Unqualified, lacking in skill
2 = Acquiring skill, needs improvement
3 = Basic competence, about average
4 = Very competent, above average
5 = Superior competence, expert

____ 1. Know and use basic communication skills appropriately, e.g., paraphrasing, perception check, behavior description and giving and receiving feedback.

____ 2. Show an understanding of the difference between constructed process training designs of GPS workshop and unstructured process training, and can affirm the value of each.

____ 3. Understand diagnostic procedures and rationale.

____ 4. Have a diagnostic orientation toward client needs and self needs, and have clarity about the difference between client needs and self needs.

____ 5. Am capable of consistently using a client centered orientation and am able to state clearly a rationale for deviating from it and/or leveling with client about having no way to meet their needs.

____ 6. Select skills training exercises.

____ 7. Adapt skills training exercises.

____ 8. Sequence skills training exercises.

____ 9. Conduct skills training exercises.

10. Diagnosing individual and group process needs in the areas of:

____ A. Goal identification

____ B. Communication techniques

____ C. Problem Solving

____ D. Decision making

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Training and Evaluator Participant Assessment Form:

Consultant Skills

Participant's Name: _____ Rater's Name: _____

Please use the following scale to rate the ability of each participant to do each of the following skills. Use a separate form for each participant. Write the number that corresponds to your response in the space provided in the left-hand margin.

Ability Scale

0 = N.A., not able to rate
1 = Unqualified, lacking in skill
2 = Acquiring skill, needs improvement
3 = Basic competence, about average
4 = Very competent, above average
5 = Superior competence, expert

____ 1. Knows and uses basic communication skills appropriately, e.g., paraphrasing, perception check, behavior description and giving and receiving feedback.

____ 2. Shows an understanding of the difference between constructed process training designs of GPS workshop and unstructured process training, and can affirm the value of each.

____ 3. Understands diagnostic procedures and rationale.

____ 4. Has a diagnostic orientation toward client needs and self needs, and has clarity about the difference between client needs and self needs.

____ 5. Is capable of consistently using a client centered orientation and is able to state clearly a rationale for deviating from it and/or leveling with client about having no way to meet their needs.

____ 6. Select skills training exercises.

____ 7. Adapt skills training exercises.

____ 8. Sequence skills training exercises.

____ 9. Conduct skills training exercises.

10. Diagnosing individual and group process needs in the areas of:

____ A. Goal identification

____ B. Communication techniques

____ C. Problem solving

____ D. Decision making