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# An investigation into the effects of a training program upon leaders of educational innovations.

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AN INVESTIGATION INTO THE EFFECTS OF A TRAINING  
PROGRAM UPON LEADERS OF EDUCATIONAL INNOVATIONS

A Dissertation Presented

By

NANCY MOONAN SPENCER

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1980

EDUCATION

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AN INVESTIGATION INTO THE EFFECTS OF A TRAINING  
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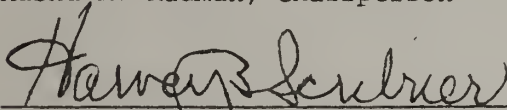
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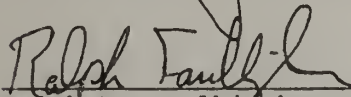
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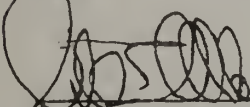
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## ACKNOWLEDGEMENTS

I collect shells and pieces of sea-dulled glass. I put them into containers so I can look at them and remember when they were collected, the people I shared that experience with, and what I was about at that time in my life. This study is such a container of images. It includes places such as New Salem, Marion, Sunderland, Trinidad, Boston, and Norfolk. It also includes the following people:

-- I thank my family for their love and support of me and my work. Although they still have a hard time explaining to their friends just what I do to earn a living, they are always there when I need them.

-- I am grateful for the guidance I received from Masha Rudman. She invited me to participate in the Integrated Day Program as a graduate student and has helped me arrive at a successful conclusion.

-- I deeply appreciate the learning and training I received from R. Mason Bunker in ways to help others become self-directed learners. What I have learned from and with him will always be a part of my work in the world.

-- I recognize and thank William Allen for the faith he has in me and in my ability to carry out the training program described in this study. He is one of those rare individuals who gleans satisfaction in watching others learn and grow.

-- The contributions of Harvey Scribner to my sense of professional competence and of Ralph Faulkingham to my understanding of anthropological inquiry go beyond their responsibilities as members of my committee.

-- And to the members of our "Doctoral Support Group" . . . a loosely knit gathering of diverse individuals who help each other find resolutions, enjoy and partake in each other's lives, support each other in times of need and joy . . . who have done all these things with and for me . . . I thank you.

These individuals and places are some of the bits and pieces of the shell and glass that are contained in this study and my time in the doctoral program. I recognize their participation in my life; I thank them for what we have shared together.

ABSTRACT

An Investigation Into the Effects of a Training  
Program Upon Leaders of Educational Innovations

(September 1980)

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Directed by: Professor Masha Rudman

Self-direction has been articulated as the aim of education by educators and psychologists alike. This is because it is believed that self-directed individuals are better prepared to face the uncertainties of a constantly changing world. They have learned how to learn, how to engage in change and to continue to grow. Self-directed learners exhibit these characteristics as they choose their own educational objectives, and then plan, implement, and evaluate their own learning outcomes. Since self-directed learning is a valued aim of education, educators must begin to examine the characteristics of a self-directed individual and the environments which encourage self-directed learning. What enables an individual to become engaged in self-directed learning? What motivates a person to take such initiative and control over his/her own learning? How do such individuals view themselves? How do they accept new experiences? What are the learning environments and interactions with others that foster self-directed learning? Is there a conceptual framework for designing learning experiences that can increase self-directed learning in adults? Can this conceptual framework be taught



to leaders of adult learning experiences through active participation?

This dissertation is an investigation into the effects of the 1978-1979 Hampshire Educational Collaborative Title IVc Training Program. This program used the following set of beliefs concerning inservice education both in creating the program's design and in its implementation. The statements are derived from an examination of the literature on what environments encourage self-direction.

1. Participants' personal needs and interests are identified and utilized. A physical and psychological climate conducive to learning must be provided. Lower order needs (food and drink) must be met before higher order needs (cognitive, self-actualizing).
2. Participants should be involved and share in the planning, implementation and evaluation of their own learning experiences. They should be actively involved in solving real problems.
3. Participants respond positively to the opportunities to work from their strengths. Participants and leaders should have an awareness of and use a variety of resources to meet personal and professional goals.
4. Participants seem better able to apply new learning, refine their skills, and continue growing as they get feedback and support from others in the form of a helping relationship.

The goal of the training program was the development of self-directed learners and the training of the participants in inservice program practices that promote self-directed learning. The dissertation examines the humanistic view of a self-directed individual and the environments which foster self-directed learning. The self-directed learner behaviors and the environments which encourage self-directed learning identified in this study are used in qualitative evaluations of

the effects of the training program. The results of the qualitative evaluations highlight what components of the conceptual framework used in the design of the program actually do affect the participants' self-directed learning behaviors.

This dissertation also provides educators with insights on how to train leaders of inservice programs in the application of the identified set of beliefs. Two evaluation methodologies are used in this study to measure changes in the participants' utilization of the beliefs concerning inservice programs. The analysis of the participants' responses to the Beliefs Inventory, a quantitative instrument developed for this study, and the analyses of the qualitative data present educators with information on the extent to which participants implemented these beliefs in their leadership of adult learning experiences. The results of these evaluations emphasize which beliefs can be changed when individuals are actively involved in planning, implementing and evaluating a series of adult learning experiences. The study concludes with a synthesis of the results of the qualitative and quantitative evaluations, presents suggestions for training programs with similar goals, and recommendations for further research.

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C H A P T E R   I  
AN INVESTIGATION INTO THE EFFECTS OF A TRAINING PROGRAM  
UPON LEADERS OF EDUCATIONAL INNOVATIONS

Introduction

For the past several years the faculty and graduate students of the Integrated Day Program, School of Education, University of Massachusetts, Amherst, have used a consistent set of beliefs in the design and implementation of many adult learning experiences. The beliefs, to be outlined in detail later, have formed the conceptual framework for pre-service, inservice and staff development programs including the Integrated Day's "Designs" undergraduate program; a Multicultural Curriculum Project in Trinidad; a secondary staff development program in the Amherst Public Schools (Hruska, 1978); a staff development program in a secondary open school in Washington, D. C. (Bunker, 1977); The Amherst Area Teacher Center; a Title XX Day Care Training Program in Norfolk, Virginia; and the initial year of the Title IVc Administrators Program in Massachusetts (Mayo, 1978).

The Integrated Day Program and these other inservice and staff development programs have a humanistic orientation and are "committed to the ideal of helping learners at all levels to become more self-directive and self-managing" (Hruska, 1978, p. 94). However, to date there has been little formal work undertaken to study the effects of using this conceptual framework in designing inservice programs. In an



effort to better understand what occurs when these beliefs are put into practice, this exploratory study was undertaken.

### Statement of the Problem

This study will investigate the effects of a training program which utilized a defined set of assumptions concerning inservice education both in creating the program's design and in its implementation. Its goal was the development of self-directed learners and the training of directors in effective staff development practices. This study will also identify four characteristics of self-directed learners and present the particular environments and interactions which are believed to encourage self-directed learning. This will be done by exploring the effects of the Hampshire Educational Collaborative (HEC) Title IVc (see Appendix A) Training Program with special attention being given to the participants' use of self-directed learning behaviors and the extent to which the set of beliefs about inservice education were utilized by participants actively involved in the planning, implementation, and evaluation of the training program.

Specifically, this investigation into the effects of the HEC IVc Training Program will focus upon the following questions:

1. Do participants apply the set of beliefs which formed the conceptual framework of the training program in their work as leaders of adult learning experiences?
2. Do individuals exhibit evidence of self-directed learning as a result of their participation in the program?
3. Do the participants exhibit other effects of the training program? If so, what were they?

In order to investigate these effects, two research methodologies will be used in this study. A quantitative evaluation of the extent to which participants implement in their own projects the inservice activities stressed in the training program constitutes the first form of evaluation. The directors' use of the set of beliefs will be measured with The Beliefs Inventory, an instrument specifically developed for this study (Appendix B). The Inventory was administered as a pre-test and post-test to the Massachusetts Title IVc directors involved in the training program and a similar group of directors from Connecticut. The second primary evaluation method is qualitative in nature. It was used in this study to investigate the effects of the training on the director's self-directed learning behaviors and their behaviors as managers of the inservice training program. In addition, the qualitative data are analyzed to uncover other effects of the training program not identified at the beginning of the study.

Therefore, this study provides the following:

1. Identification of self-directed learner characteristics and behaviors.
2. Identification of the interactions and environments which are believed to foster self-direction.
3. Utilization of quantitative and qualitative methodologies to present a holistic evaluation of the effects of an inservice training program.
4. Development of The Beliefs Inventory to evaluate the use of the belief system in planning, implementing and evaluating adult learning experiences.

### Background of the Problem

Alvin Toffler, in his book Future Shock, warns of the "massive adaptional breakdown" that will occur in the future unless "people begin to take charge of their lives and society by controlling the rate of change in their lives" (Toffler, 1972, p. 2). To adapt to the changes of the future, people must become the "origins" of their behavior and lives. A tenet of education is the constructive development of people to direct their personal growth. Education must train people to direct their own learning experiences, to help them not to be the "pawns" of their immediate environment.<sup>1</sup> Self-directed individuals may very well be those individuals who can face the changes of the future, as self-direction has been defined as "a process--a continual engagement of the individual with changing times" (Watson and Tharp, 1977, p. 12).

Self-direction has been articulated as the aim of education by educators and psychologists alike. Carl Rogers cites the goal of education in terms of the person who knows how to learn.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who is educated is the man who has learned how to adapt and change [sic]. Changingness, the reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world (Rogers, 1969, p. 104).

---

<sup>1</sup>The "pawn" and "origin" terminology was introduced by deCharms in his work Personal Causation. The terms refer to two views of the self: perceiving oneself as being or not being the causal agent of change in the environment (deCharms, 1968, p. 301).

A person who has learned how to learn is able to choose his own educational objectives, and then to plan, implement and evaluate his learning outcomes. Individuals engaged in this process are self-directed learners according to Malcolm Knowles (Knowles, 1975). Such people have been identified within other theoretical frameworks as "continuous learners" (Houle, 1961), "independent learners" (Jourard, 1967), and "lifelong learners" (Lengrand, 1970; Cropley, 1977; Ingram, 1979). They are "persons prepared to help solve society's problems, who can articulate new needs, develop new directions of learning, and chart new goals" (Werdell, 1979, p. 13). Adult educators, proponents of lifelong learning, psychologists, and individuals concerned with the complexities of life which face the individual in the future, emphasize the need to develop self-directed learners.

The most recent effort to pull together the relevant research and promising practices in the development of self-directed individuals/learners was compiled by Della-Dora and Blanchard in an Association for Supervision and Curriculum Development booklet entitled Moving Toward Self-Directed Learning (1978). Although this work contributes to an educator's understanding of the development of an individual's self-direction and the behaviors of a self-directed learner, it does not delineate the internal characteristics of a self-directed individual, nor does it present all the possible forms of interaction and experiences that encourage an individual to develop the capacity for self-direction. In fact, the authors articulate a need for educators to undertake more research in identifying the variables which encourage self-directed learning (Della-Dora and Blanchard, pp. 39-48).

What enables an individual to become engaged in a self-directed learning project? What motivates a person to take such initiative and control over his/her own learning? How do such individuals view themselves? How do they accept new experiences? What might be some of the internal characteristics of a self-directed learner? In Chapter II of this study, four possible characteristics of a self-directed learner, based on humanistic philosophies, are presented.

Considering that the development of self-directed learners is an aim of educators, it is unfortunate that little research, if any, has been undertaken to identify the environments which foster self-direction.

As Rogers points out:

A way must be found to develop a climate in the system in which the focus is not upon teaching, but on the facilitation of self-directed learning. Only thus can we develop the creative individual who is open to all his experience; aware of it and accepting it, and continually in the process of changing (Rogers, 1969, p. 304).

The climate, or environment, and the interactions with others, which are believed to facilitate self-directed learning, are described in Chapter II of this study.

### Scope of the Study

Study population. Thirty-six Title IVc Project Directors, and six Title IVc Regional Program Officers participated in the HEC IVc Development Center Training Program. Attendance at monthly meetings was not mandatory and not all directors attended all sessions. The directors involved in this study were in the midst of implementing their innovative educational programs for the second year. The majority of them had attended

an initial year of training activities which focused on leadership styles, dissemination procedures, and theories of change agency. Of the forty-two participants, a subgroup of thirteen project directors and regional program officers enrolled in the Title IVc Inservice Graduate Program courses. This group, identified as the Planning Team, received three graduate credits per semester for participating in the planning, implementing, and evaluation of the whole group's training activities. Thirteen individuals participated in the Planning Team's activities during the Fall and twelve repeaters in the Spring. They learned, through active involvement, about the set of beliefs which formed the conceptual framework of the training program and were helped in implementing these constructs in the HEC IVc Training Program's monthly Project Director Meetings.

Limitations of the study. The impact of the training was limited. The total group met only one day per month and members of the Planning Team met together an additional three days per month. Additionally, an individual's life is so filled with undocumented and yet influential occurrences that it is often difficult to pinpoint the exact sources of learning, growth, regression, and change. This researcher recognizes these limitations but assumes that the responses given to the Beliefs Inventory, the comments made on correspondence and responses to the monthly meeting evaluation forms are open and honest; that the individuals involved in the study articulated their candid perceptions of the experiences as best they could.

This researcher may have difficulty in measuring significant changes in the project directors' self-direction, as their past behaviors indicate they may already have a high level of self-direction. The unique position of a Title IVc project director must be considered when investigating the effects of the HEC IVc Training Program. A director is, by some standards, quite self-directed. The majority of them envisioned the projects they led, wrote the proposals for federal monies, and implemented their innovative ideas in the public schools of Massachusetts.

The beliefs which guide the Development Center in the implementation of the training program were presented in the Planning Team. They were encouraged to utilize these beliefs in planning learning experiences for adults within the context of their projects as well as while planning portions of the training program. But all leaders may not choose or be able to utilize these beliefs and related behaviors in planning, implementing, and evaluating their projects. Leadership is situational. A leadership style which calls for shared decision-making and leadership responsibilities, identifying and utilizing a variety of resources including participants themselves, and developing a helping relationship between leaders and participants may not be appropriate to the given situations the project directors find themselves in at their home sites. Thus, to depend upon The Beliefs Inventory to examine shifts in an individual's beliefs about leading adult learning experiences may be inappropriate to a specific situation being evaluated. Some project directors did not have staffs, their participants were

involved in the adult learning experiences only for a short period of time, or the political structure of the school system precluded shared decision-making and leadership. All these variables and their potential limitations imposed upon the study will be considered when analyzing and interpreting the data.

In addition, the possible conflict between being both the program director and the program evaluator on the part of this researcher is acknowledged. Every effort was made to eliminate biased reporting and analysis. Specifically, to counteract possibilities in conflict of interest, three individuals were trained to observe and document the monthly Project Director Meetings. The qualitative data were coded and charted by this researcher and two outside consultants to insure consistency in data analysis.

### Methodology

Both qualitative and quantitative research procedures were used to investigate the expected and unexpected outcomes of the HEC Title IVc Training Program. The use of multiple methods, known as "methodological triangulation" is ideal, according to Patton, in evaluating innovative or social action programs (Patton, 1980, p. 28). The combination of methodologies in the study of a program, although expensive and time-consuming, reveal different aspects of the program's "reality" thereby increasing the evaluator's knowledge of what actually occurred (Denzin, 1978, p. 28). Such triangulation was undertaken in the analyses of the directors' use of the set of beliefs. In addition, a multimethods



approach to the collection of the qualitative data was employed (see pages 76-77 of this study). Many data sources were used to increase the validity and the reality of the data (Patton, 1980, p. 158).

The decision to design the program's evaluation using the two research methodologies is based on the stated need for effective procedures for evaluating inservice programs. As Rubin states, "the greatest omission" in inservice education is that there "is nothing approaching an effective procedure for evaluating the outcomes of most programs" (Rubin, 1978, p. 12). Almost all the literature on staff development programs echoes this sentiment (Nicholson, 1976). It is also apparent that both procedures and outcomes must be included in any evaluation of an adult learning experience (Lawrence, 1975, p. 21). In the following section, both the quantitative and qualitative methodologies are described. They were utilized in this study in response to educators' stated needs and because they are effective procedures for evaluating inservice training programs.

Quantitative evaluation: The Beliefs Inventory. The conceptual framework for the HEC IVc Administrators Training Program was based upon a particular set of beliefs as noted earlier. Directors were either trained directly in the use of these beliefs in planning adult learning experiences or were subject to their implementation as participants in the training program. The exposure to the beliefs and related leader behaviors was different for both groups. These differences are outlined in Chapter III of this study.

"The Beliefs Inventory" was designed to identify the extent to which (1) shared decision-making was a part of implementing adult learning experiences; and (2) the general physical and psychological environment was created for these experiences. The leader behaviors identified in the Inventory are the same as the ones utilized by the HEC IVc Training Program Planning Team. The Beliefs Inventory was administered to discover if project directors applied the set of beliefs to their own projects' inservice programs as a result of participating in one of two levels of the HEC IVc Training Program, as members of the Planning Team or as recipients of the training activities.

Qualitative evaluation methodologies. A qualitative approach to evaluating the effects of the HEC IVc Training Program was also implemented in this study. "Qualitative methodologies refer to research procedures which produce descriptive data; people's own written or spoken words and observable behavior" (Bogdan and Taylor, p. 4). The one quantifiable evaluation described earlier, "The Beliefs Inventory," provided this researcher with statistical relationships between the training program's learning environments and the participants' use of the set of beliefs in other inservice programs. However, such a quantitative approach, by its very nature, limits the scope of the study. Using a phenomenological approach of observing the training sessions and collecting participants' written and spoken words from a variety of sources provides a holistic evaluation of the effects of the training program. Using such procedures, it is possible to report on the individuals within the setting of the training and to explore the concepts of

self-directed learning and the participants' application of the beliefs to the HEC IVc Training Program. This can occur because:

Qualitative methods allow us to know people personally and to see them as they are developing their own definitions of the world. . . . We learn about groups and experiences about which we may know nothing . . . , qualitative methods enable us to explore concepts whose essence is lost in other research approaches (Bogdan and Taylor, pp. 4-5, emphasis added).

The qualitative evaluation of the effects of this training program may provide educators with a greater understanding of the changes that take place in participant behavior when a particular set of beliefs are used as the conceptual framework of the training. The multiple content analyses of the data may also suggest which selected environments increase participants' capacity for self-directed learning. Further analyses of the qualitative data will provide information about other effects of the training program, the "unintended outcomes."

The use of quantitative testing in conjunction with qualitative methods provides the educator with a fuller view of the training. The evaluation design of this investigation is this researcher's effort to respond to Rubin's plea for an effective procedure to evaluate the outcomes of inservice programs.

#### Delineation of Concepts and Listing of Assumptions

The set of beliefs. The Title IVc Inservice Training Program and the HEC Title IVc Training Program were based on the set of beliefs about inservice education outlined in the Teacher Education Committee (TEC) Proposal accepted by the University of Massachusetts, School of

Education in 1977. The learning theory which influenced the development and implementation of these programs is summarized by Dr. R. Mason Bunker in the following statements:

1. Participants should be actively involved in solving real problems.
2. Participants respond positively to the opportunity to work from their strengths.
3. Participants seem better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others.
4. Participants should be involved in decision making about the design, implementation, and evaluation of their own programs.
5. Participants' needs must be met.
6. Participants will benefit from self-initiated and self-directed inservice training. People are their own instruments for growth; they do not sabotage their own projects.
7. Participants' growth is facilitated when they are helped to uncover next steps. (T.E.C. Proposal, p. 19, 1977)

These beliefs formed the conceptual framework of the program and invited the development of particular training objectives and activities. The training objectives of the 1978-1979 Title IVc Administrator Program were:

1. To identify and utilize the personal needs and interests of the participants. To provide a physical and psychological climate conducive to learning.
2. To involve participants in the planning, implementation, and evaluation of their own learning experiences. To have participants share in the decisions about the program.
3. To use a variety of resources including participants' strengths, experiences and academic skills.

To provide opportunities for participants to work from their strengths.

4. To develop a helping relationship (defined on page 38) among participants by encouraging directors, regional program officers, and staff members of the Development Center to give support and feedback to each other.

This researcher and coordinator of the training program, with support from research, believes that active learning, joint decision making, identifying and satisfying needs, developing helping relationships, and utilizing a variety of resources aid individuals in becoming self-directed.

Self-directed learners. Individuals who can "take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" are self-directed learners (Knowles, 1975, p. 18). Self-directed learners may be viewed as "fully functioning beings" (Rogers, 1951), "self-actualizers" (Maslow, 1970), and "adequate personalities" (Combs, 1974), or as "origins" (deCharms, 1968). These individuals share in common many characteristics which most likely enable them to be self-directing. Self-directed learners not only have a belief that they can direct their own learning projects, but also have the capacity to act in a self-directing manner.

The HEC IVc Training Program. The goals of the Hampshire Educational Collaborative's Title IVc Training Program are to encourage the directors' adoption of the set of beliefs about inservice programs, and to

increase the participants' capacity for self-directed learning. The program was designed to provide these leaders with the technical assistance, information, learning experiences, and support during the 1978-1979 school year to meet these project goals. The training program was planned, implemented, and evaluated by directors enrolled in the Title IVc Inservice Graduate Program, the Planning Team, and the Training Coordinator through the auspices of the HEC IVc Development Center.

#### Organization of the Study

The study (the review of the literature, the description of the training program, the presentation of the evaluation methodologies, the findings, and conclusions) is organized as follows:

Chapter I: An Investigation Into the Effects of a  
Training Program Upon Leaders of Educational  
Innovations

In this chapter, the major purposes of the study are presented. The need for the identification of self-directed learner characteristics and the environments that encourage self-direction are established. Specific quantitative and qualitative evaluation procedures are proposed as appropriate methods for investigating the training program's impact upon participants. The limitations are stated, the study's population described, the key concepts delineated and the assumptions are listed.

## Chapter II: Review of the Related Research and Literature

The review of the literature includes a synthesis of the characteristics that could be attributed to self-directed learners, a description of the behaviors of learners who can be classified as self-directing, and the environments which are believed to encourage self-directed learning. The research presented in Chapter II will provide a conceptual framework for the development of self-directed learners and present a profile of self-directed learner behaviors utilized in the qualitative evaluations.

## Chapter III: Description of the Training Program and the Methodologies Utilized to Measure Its Effects

In this chapter, the environment and training activities implemented by the HEC IVc Development Center during the 1978-1979 school year are briefly described. The quantitative and qualitative methodologies utilized in this investigation are presented in detail. This chapter provides the reader with a description of the training process used to develop self-directed learners and to increase the directors' use of the set of beliefs. It also describes the procedures used to investigate the effects of the HEC IVc Training Program.

## Chapter IV: The Presentation and Analysis of the Quantitative and Qualitative Data

The contents of Chapter IV are the analysis of the quantitative and qualitative evaluations. This provides the reader with a holistic view of the effects of the training program on participants' changes in

their self-directed behaviors, the participants' utilization of a particular set of beliefs about leadership of adult learning experiences, and the unanticipated effects of the training program upon project participants.

Chapter V: Conclusions and Implications for Further  
Research

Chapter V integrates the results derived from the quantitative and qualitative data, and presents a comprehensive analysis of the effects of the HEC Title IVc Training Program. As a result of these conclusions, suggestions for further research and the implementation of programs based on a similar set of beliefs are made.



C H A P T E R   I I  
REVIEW OF THE LITERATURE

Introduction

An investigation into the effects of a training program that focuses, in part, on the development of self-directed learning invites a review of the literature in two major areas: (1) behaviors and possible characteristics of self-directed learners, and (2) environments and interactions which foster self-direction. Characteristics cited here will result from a review of the theories and observations of humanistic psychologists, educators, and other sources. The first part of this chapter presents a profile of self-directed learners' characteristics supporting a conception of (wo)man as a "self-directing organism with initiative, intentions, choices, freedom, energy and responsibility" (Tough, p. 5). The second part of this chapter describes environments and interactions that foster self-directed learning.

Characteristics of Self-Directed Learners

Five major educators and psychologists give different labels to people who are involved in "a process--a continual engagement of the individual with changing times" (Watson and Tharp, 1977, p. 12). Maslow (1970) calls them "self-actualizers"; Rogers (1961), "fully functioning beings"; Combs (1974), "adequate personalities"; and deCharms (1962), "origins." Through an examination of the descriptions of these

individuals, it is possible to discern common characteristics. "Self-directed" is the label that encompasses these commonalities, and will be used in the following descriptions of each characteristic.

Motivation. As seen in Table 1, motivation is a major characteristic of the self-directed person. Motivation is defined as the force, or forces, that cause one's behavior to be selective, directive, and persistent (White, p. 76). The motivation to direct oneself and to engage in learning activities originates within the individual, as well as from outside the individual. Three forms of motivation will be delineated as characteristics of the self-directed individual/learner:

- (1) the need to realize one's potential, (2) the need for efficacy, and
- (3) the need to learn.

The need to realize one's own potential. There is a force to become self-directing that rises out of a need to become what one can fully be; to realize one's potential. Maslow (1970), Rogers (1961), and Combs (1974) define this inner process from slightly different perspectives (see Table 1).

Maslow believes that self-directing people are motivated to take the initiative toward self-actualization in their lives when their basic needs are met. In Maslow's theoretical framework, self-actualization is only possible when the hierarchy of needs (survival, safety, love and ego) have been met. In addition, people strive toward self-actualization because they are motivated by a need for growth. This is identified by Maslow as growth motivation. The need for self-actualization "refers to man's desire for self-fulfillment, namely, to the tendency for him to

TABLE 1

## CHARACTERISTICS OF SELF-DIRECTED LEARNERS

	A. Maslow "Self-Actualizers"	C. Rogers "Fully Functioning"	A. Combs "Adequate Personalities"	R. deCharms "Origins"
Motivation	<ul style="list-style-type: none"> <li>o growth motivated</li> <li>o inner motivated</li> </ul>	<ul style="list-style-type: none"> <li>o engaged in the process of being and becoming inner motivated</li> </ul>	<ul style="list-style-type: none"> <li>o inner motivated by a need for personal adequacy</li> </ul>	<ul style="list-style-type: none"> <li>o motivated by need for personal causation efficacy motivation</li> </ul>
Self-Concept	<ul style="list-style-type: none"> <li>o high self esteem</li> </ul>	<ul style="list-style-type: none"> <li>o positive self regard</li> </ul>	<ul style="list-style-type: none"> <li>o perceive themselves in positive ways</li> </ul>	<ul style="list-style-type: none"> <li>o feels like an origin</li> </ul>
Openness to Experience	<ul style="list-style-type: none"> <li>o open to experience</li> <li>o does not label experiences</li> <li>o clear perception of reality</li> </ul>	<ul style="list-style-type: none"> <li>o open to experience</li> <li>o non-defensive</li> </ul>	<ul style="list-style-type: none"> <li>o open to experience</li> <li>o rich, extensive, and available perceptual fields</li> </ul>	
Other Supporting Characteristics, Traits, Attitudes, Activities	<ul style="list-style-type: none"> <li>o democratic</li> <li>o self governing</li> <li>o creative</li> <li>o spontaneous</li> <li>o curious</li> </ul>	<ul style="list-style-type: none"> <li>o self-directing</li> <li>o continually learning how to learn</li> <li>o problem solver</li> </ul>	<ul style="list-style-type: none"> <li>o wide identification of self with others</li> <li>o accept and integrate perceptions in phenomenal field</li> </ul>	<ul style="list-style-type: none"> <li>o work oriented behavior</li> <li>o less overt anxiety and pretentious behavior</li> <li>o creative</li> <li>o personal responsibility</li> </ul>

become actualized in what he is potentially" (Maslow, 1970, p. 46).

Maslow describes the motivational life of self-actualizing people in the following manner: "For them, motivation is just character growth, character expression, maturation, and development. . . ." (Maslow, 1970, p. 159).

Self-directed individuals select particular experiences because they believe that their participation in these experiences will help them change and grow to become their ideal self. Carl Rogers defines this concept of growth motivation as:

Man's tendency to actualize himself, to become his potentialities. By this I mean the directional trend which is evident in all human life--the urge to expand, extend, develop, mature--the tendency to express and activate all the capacities of the organism--or the self. . . . It is this tendency which is the primary motivation for creativity as the organism forms new relationships to the environment in its endeavor to most fully be itself (Rogers, 1961, p. 351).

Both Rogers and Maslow describe motivation as being necessary for the fulfillment of one's capacities and potentials. The potential to be self-directing exists in every person.

Combs (1976) says that, "Each person is forever engaged in a search for increased adequacy, self-actualization, or self-fulfillment. The need for adequacy is insatiable" (Combs, 1976, p. 256). Combs cautions practitioners against accepting a hierarchy of needs as a universal concept of motivation in his rebuff of Maslow's steps toward self-actualization.

The fundamental striving of the organism is for self-fulfillment. The specific needs man displays are the goals through which his search is expressed. These may shift and

change as time and circumstances determine, but the search for fulfillment of self goes on unceasingly (Combs, 1974, pp. 68-69).

All three humanists view motivation as an inner process, a striving toward a goal of being self-actualizing, self-fulfilling and adequate personalities. The motivation to be self-directed, then, is not dormant, awaiting lower order needs to be met. Rather it is "a continuous search for a personal adequacy" (Combs and Snygg, 1959, p. 56).

In this sense each of us is always motivated. We are forever seeking the maintenance and enhancement of our perceived selves. People are never unmotivated from their own points of view, even though it seems so often from an outsiders point of view (ibld.).

The motivation to realize one's potential is believed to be "inherent in the organism" (Combs, 1976, p. 63). It also provides "the direction, the drive, and the organization for every aspect of human functioning" (Combs, Ibid., p. 64). But, as seen in Figure 1, the motivation to be a self-directed individual/learner also comes from a need for personal causation and to have a high degree of control over one's life. These other intrinsic needs motivate individuals to feel effective.

The need for efficacy. Motivation to be self-directing also includes the need to become competent in one's interactions with the environment. Competence "means fitness or ability, and the suggested synonyms include capability, capacity, efficiency, proficiency, and skill" (White, 1968, p. 73). White states that people engage in particular behaviors because they need to become competent. The motivational aspect of competence is "effectance" (White, p. 77).

Effectance motivation must be conceived to involve satisfaction--a feeling of efficacy--in transactions in which behavior has an exploratory, varying, experimental character and process changes in the stimulus field. Having this character, the behavior leads the organism to find out how the environment can be changed and what consequences flow from these changes (White, 1968, p. 86).

The moderate but persistent motivation for effectance is necessary for a self-directed individual/learner in his/her efforts to learn and grow. deCharms (1968) supports the theory that self-directing individuals are motivated by the need to feel a sense of efficacy.

Man's primary motivational propensity is to be effective in producing changes in his environment. Man strives to be a causal agent, to be the primary locus of causation for, or the origin of, his behavior, he strives for personal causation (deCharms, 1968, p. 269).

A self-directing individual, striving for competence and self-determination, is called an "origin" by deCharms (see Table 1). "An Origin is a person who perceives his behavior as determined by his own choosing; a Pawn is a person who perceives his behavior as determined by external forces beyond his control" (deCharms, 1968, pp. 273-274). deCharms believes that an individual may feel more like a pawn in some instances, or more like an origin in others. The motivational forces of feeling like an origin result from believing that changes in one's environment are attributed to one's behavior. This belief affects future behavior. In other words, the more one perceives self as an "origin," the more one will act as an "origin."

The self-directed individual has an inner belief that his/her behavior does effect changes in the environment. The greater this accumulated sense of self-direction becomes, the greater the motivation

is to continue to act in a self-determined manner (Deci, 1975; White, 1959). This means that personal causation is a force that effects an individual's ability to attain desired goals (deCharms, 1969, p. 270).

As White points out, effectance motivation includes the capacity and the capability of the individual to undertake and complete a task independently (White, 1968). Self-directed learning necessitates much independent work, and is therefore closely related to effectance motivation.

The need to learn. The inner motivation toward competence, effectiveness and growth has been identified as necessary for a self-directed individual. Studies by Tough (1971) of adults engaged in a variety of learning projects, and the work of Jourard (1967), expand this view of motivation as it is applied to a self-directed learner's motivation for learning.

Sidney Jourard cites that independent learning depends upon fascination and need (Jourard, 1967, pp. 68-85). He believes that what an individual is fascinated with is what s/he is motivated to know about.

What an observer might call independent learning, learning for oneself, the learner experiences as fascination with some aspect of the world which is envisioned in the mode of possibility (Jourard, 1967, p. 85).

His description of the need to know, to be driven to learn out of curiosity and fascination, is a combination of two characteristics of a self-directed individual. The self-directed learner is more open to experience (see Figure 1) and becomes fascinated by a new aspect of the environment. Being open to new experiences means that the self-directed learner is motivated by the need to have knowledge of and control over

the experience. It is the motivation to feel efficacious. Jourard also describes it in the following manner:

Man learns as he pursues goals and projects that have meaning to him. He is always learning something. Perhaps the key to the problem of independent (self-directed) learning lies in the phrase 'the learner has the need and the capacity' to assume responsibility for his own continuing learning (Jourard, 1967, p. 80, parenthesis added).

The need indicated by Jourard is further delineated by the studies of Tough. Tough identified the motivation to learn as an adult's need to solve a problem. "Most adults, in most learning projects, are motivated by some fairly immediate problem, task, or decision that demands certain knowledge and skill" (Tough, p. 38). This effort to produce change in him/herself is similar to the motivation for efficacy and growth as noted earlier. In both cases, the self-directed individual is striving toward skill and change.

The results of Tough's studies are consistent with what Knowles points out about adults. They "engage in learning largely in response to pressures they feel from current life problems; their time perspective is one of immediate application. . . . They tend to enter any educational activity in a problem-centered frame of mind" (Knowles, 1967, p. 287). Most adults enter learning activities to resolve some immediate need or problem; to bring within their control the unknown, to become effective in managing a situation (Lindeman, 1959).

Tough's studies of adults engaged in learning experiences adds another element to the motivational characteristics of a self-directed learner. The adults in Tough's study had a desired outcome for their learning projects not mentioned by other theorists or practitioners.



Though subconscious forces deep inside the person and the stimuli in his environment affect his decision to learn, in most learning projects the person's clear anticipation of certain likely benefits is even more important (Tough, p. 45).

According to Tough, the motivation for effectiveness and growth has a part in the decision to learn, but this decision is also influenced by the perceived benefits of pleasure, self-esteem, and receiving responses from others. Tough also believes that adults who often engage in learning projects choose learning activities because particular goals, directions, and behaviors are of value to them. Such an individual is "not always pushed and pulled by his/her environment and unconscious inner forces" (Tough, p. 45). Self-directed individuals can be motivated to learn by the feedback they receive from other individuals or they can be motivated by the sense of value they have for a learning activity.

To summarize the motivational characteristics, self-directed persons are motivated by a need to be fully functioning, and by their sense of effectiveness. These individuals are motivated to engage in activities that require self-reliance; they are motivated to be the locus of their causality. They respond to others' feedback and choose activities they value. Thus defined, self-direction is movement toward a sense of self-determination and toward the enhancement of the self. The self-directed individual is motivated to be a "fully functioning" person, an "adequate personality." They are intrinsically motivated to fulfill this need. The potential to be self-directing exists in everyone. Self-direction is activated not only when the basic human needs are met, but is also a driving force throughout one's life.

Positive self concept. A positive self concept has a very influential role in a self-directed individual's capacity for learning. Such a view of self affects school achievement (Combs, 1976; Purkey, 1970), is instrumental for adults involved in planning their own learning (Houle, 1961; Tough, 1971), is needed to be a fully functioning being (Rogers, 1951), and provides the individual with the courage to create, to change, and to grow (deCharms, 1963; Combs, 1970; May, 1975).

Abraham Maslow places the need for self-esteem and respect from others just before the need for self-actualization in his hierarchy of needs. According to Maslow, in order for one to be self-actualizing, it is necessary to have a positive self concept.

The satisfaction of self-esteem needs leads to feelings of self-confidence, worth, strength, capability, and adequacy, of being useful and necessary in the world (Maslow, 1970, p. 45).

Carl Rogers, in his book Personal Power (1978), cites many examples of people who were able to make significant and often revolutionary decisions about their lives and initiate appropriate actions because they had a positive self concept. A positive view of self allows one to feel safe, to dare, and to be self-governing. The self-directed individual, according to Combs, perceives himself in positive ways.

Extremely adequate, self-actualizing people seem to be characterized by an essentially positive view of self. They see themselves as persons who are liked, wanted, acceptable, able, as persons of dignity and worth and importance (Combs, 1962, p. 51).

Combs and Snygg believe that an individual's perceived self, the phenomenal self, is the core to all development and growth. We are what we perceive and believe about ourselves. The only frame of reference

for understanding behavior, including self-directed behavior, is an individual's perceptual field.

As the central point of the perceptual field, the phenomenal self is the point of orientation for all of a person's behavior. It is both the product of a person's experience and the producer of whatever new experience he is capable of (Combs, et al., 1966, p. 177).

deCharms identified the phenomenal self as an "internal psychological entity" (deCharms, 1968, p. 14). This entity is one's "personal knowledge" about self. One part of this personal knowledge is one's self-direction, or in deCharm's words, "personal causation." "Behavior is determined by his choosing" (deCharms, 1968, p. 273). The phenomenal self and personal knowledge of the self as the director of one's life are one and the same in the self-directed individual/learner. They are both a result of a person's interactions with the environment and they are the basis of his/her self concept and potential future behaviors.

All behavior is a function of the individual's perceptions from his point of view at that instant, as he understands it (Combs and Snygg, 1959, p. 18).

The positive self concept that is necessary for an individual to be self-directing is both the producer and the product of his/her personal knowledge and perceptions of self. The consistent entity is the self concept; a view of self as being an origin, an internally directed person.

According to Combs, individuals are constantly engaged in activities to enhance the phenomenal self. This is the growth principle.

. . . the principle refers to the striving of all human beings engaged in a never-ending search for personal adequacy or fulfillment (Combs, 1974, p. 68).

The self-directed individual and learner chooses particular activities to develop a more positive self concept as noted in the section on motivation in this chapter. Werdell states that self-directed learners are those who have gained confidence in their own entity and direction (Werdell, 1969). Such confidence is integral to a positive self concept. The self is "a complex and dynamic system of beliefs which the individual holds true about himself, each belief with a corresponding value" (Purkey, 1970, p. 7). If a person values competence, learning, self-determination, and growth as positive aspects of his/her personality, then these beliefs form one's concept of being a self-directed learner.

It is because an individual has a positive self concept that s/he is able to be less dependent on others to direct, plan, and implement learning experiences. Self-directed learners do not necessarily need to have an atmosphere created for them in order to explore their own capacities. "A positive view of self gives them a portable supportive atmosphere, an aura, that provides . . . a sense of personal power" (Spencer, 1979, p. 8). In this sense, a positive self concept can also be a motivating force of self-directed learning. Just as self-directing individuals need to perceive themselves as being self-directive, so do self-directed learners need to see themselves as directing their own learning.

Humanists and social behaviorists concur that the various forms of motivation described in this chapter and a positive self concept influence an individual's capacity to be self-directing. One other

characteristic emerges from the review of the literature that is attributed to individuals continually engaged with change. This characteristic is the capacity to be open to experience. The development of an individual's positive self concept, and the perception of oneself as effectively interacting with the immediate environment depends upon an individual's openness to experience as delineated in the following section.

Openness to experience. Rogers most clearly defines the meaning of openness to experience by saying, "It is the polar opposite of defensiveness" (Rogers, 1962, p. 23). The person who is open to experience develops no barriers and has no inhibitions that "would prevent the full experiencing of whatever was organismically present" (Rogers, 1962, p. 25). The characteristic of openness to experience and its relationship to the capacity of one to be self-directing is understood by reviewing the work of Maslow, Combs, and Rogers (see Table 1). Openness to experience includes the ability to have a wide and available perceptual field (Combs, 1959) and the ability to refrain from labeling experiences in stagnant categories (Maslow, 1962).

In order to be an effective problem solver and decision maker, the self-directed learner depends upon his/her perceptual field. When open to experience, the learner has a wide perceptual field from which to collect information. As noted by Combs and Snygg,

Problem solving has to do with the individual's ability to perceive new, different, or more efficient aspects of a complex situation (Combs and Snygg, 1959, p. 208).

Problem solving, as defined by Combs, is the ability of an individual to differentiate with greater accuracy and effectiveness the figure from the surrounding field (Combs and Snygg, 1959). Such problem solving "elicits man's ability to conceive and produce new solutions, information, and knowledge" (Mooston, 1972, p. 145).

Openness to experience and the capacity for differentiation of the perceptual field influence the self-directed individual's ability to gather information. Maslow concurs with Combs and Rogers that openness to experience is the basic foundation from which other characteristics of health and growth could be deduced (Maslow, 1962), most notably the characteristic of having a positive self concept.

As Combs points out, there is an interdependence between an individual's perception of his/herself and the capacity to be open to experience (Combs, 1979, pp. 56-57). A positive self concept allows one to be open to experience, and openness to experience increases one's potential to enhance a positive self concept. The capacity to be self-directing depends on both a positive self concept and openness to experience. Rogers believes that individuals become more self-directing as they become more open to experience. If one is defensive, this attitude obliterates his/her true interaction with the immediate environment.

In the person who is open to his experience, . . . every stimulus, whether originating within the organism or in the environment, would be freely relayed through the nervous system without being distorted by a defense mechanism (Rogers, 1969, p. 23).

In the preceding section of this paper, the motivational quality of a positive self concept was described. If individuals assume a defensive stance toward the acceptance of experience, then it must be assumed they would be unable to grow into the self that they want to be (Rogers, 1961, 1969, 1976). Therefore, their closing off of growth-promoting experiences would diminish their capacity to develop a sense of personal causation. Learning would be blocked and self-direction inhibited.

Openness to experience, as defined by both Combs and Rogers, refers to the ability to accept into awareness any and all aspects of reality, without interference (Combs, 1979; Rogers, 1978). If a person is not open to experience and to a wide perceptual field, then the self will become "increasingly inadequate and threatened" (Combs, Richards and Richards, 1967, p. 303). Self-directing individuals see themselves as adequate, growing persons who can contribute to the environment in which they find themselves. They are individuals who are not threatened.

Because adequate (self-directed) persons have a reservoir of positive experiences, they do not feel a great need to defend themselves against experience. They have a readiness for new experience and are capable of reorganizing the phenomenal field to make most effective use of it (Combs, 1976, p. 261, parentheses added).

The behaviors, motivations, self concept, and cognitive activities of the self-directed individual depend upon his/her perceptions of self and his/her interactions with the immediate environment. "All behavior, without exception, is completely determined by and pertinent to, the perceptual field of the behaving organism" (Combs and Snygg, 1959, p. 20).

Openness to experience enlarges the quality and quantity of perceptions available to people. The construct of locus of causality (deCharms, 1968), and the humanistic view of a self-directed individual, rely on the individual's capacity to perceive themselves in particular ways. Individuals must perceive themselves as being self-directing. Self-directed individuals/learners also perceive that their "behavior is determined by (their) own choosing" (deCharms, 1968). They are motivated to become what they believe they can be. Self-directed individuals strive to bring into congruence what they are with what they perceive themselves to be. The positive self concept of a self-directed individual depends upon his/her accurate perception of self. In addition, self-directed individuals are cognitively active in their openness to experience and their collection and utilization of information. This cognitive activity is possible, for the most part, because they have rich and extensive perceptual fields available to them.

Openness to experience is a crucial characteristic of a self-directed individual/learner because the belief in self-direction is developed through one's perception of the self in the world. An individual's perception of an experience needs to be accurate to develop a belief in self-directedness. Perceptions cannot be clouded by "permanent and rigid beliefs, perceptions and concepts" (Rogers, 1961, p. 354).

The characteristics of motivation, positive self concept, openness to experience are attributed to the self-directed learner. These characteristics contribute to a person's capacity to behave in a particular manner; that of a self-directed learner.



Observable behaviors. Malcolm Knowles, Allan Tough, and Delmo Della-Dora are three major educational practitioners who have explored theoretical frameworks for self-directed learning. Knowles and Tough, working with adults in college, business, and nontraditional educational settings, and Della-Dora, focusing on elementary and secondary school children, provide the educator with perspectives on how self-directed learners might behave.

Malcolm Knowles, a leader in adult education, describes the process of self-directed learning as one

. . . in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (Knowles, 1975, p. 18).

In a study of adults engaging in learning projects, Allen Tough identified adults engaged in learning efforts in the following manner:

These populations are marked by learning, by efforts to achieve their inherent potential, by curiosity and joie de vivre. . . . They have confidence and courage to reveal their real self. They have clearly directed interests: they choose their own career and activities and are not pushed by external forces (Tough, p. 28).

Tough views these people as competent, efficient, and successful at learning. In his definition of the adults engaged in learning projects, he states:

They probably set clear action goals, choose appropriate knowledge and skill, plan their learning episodes fairly easily, and learn without undue effort or frustration (Tough, p. 29).

Delmo Della-Dora examines the nature of the behaviors of the self-directed learner. According to him, self-directed learners:

1. Want to take responsibility for their own learning;
2. Ask for help from teachers and other adults, as needed;
3. Learn from and with other students;
4. Are open to learning from, and with, people of differing races, ethnic groups and the other sex;
5. Understand group processes and have skills in group decision making;
6. Develop sound individual plans and work with others to develop group plans for learning;
7. Clarify their own values and participate in setting educational goals;
8. "Diagnose" their own learning needs, help "prescribe" needed learning activities, and participate in "monitoring" their own progress;
9. Are increasingly able to exercise self-discipline;
10. Know how to use a wide variety of resources for learning;
11. Understand the nature of their own learning style(s);
12. Develop a variety of learning styles to suit different learning tasks;
13. Prize their own uniqueness and that of other people.

The work of Knowles (1975), Tough (1971), and Della-Dora (1978) present educators with a list of observable self-directed learner behaviors. Although there is no empirical evidence to support the assumption, it appears to this researcher that all of the cited behaviors are in some way influenced by the characteristics cited in the first section of this chapter as being attributed to self-directed individuals. Individuals who are open to experience are motivated to realize their potential, to learn, and to be effective in their world.

Individuals who possess a positive self concept would behave in particular ways. In synthesizing the characteristics and observable behaviors of self-directed individuals/learners, the following list of behaviors emerges:

#### Self-Directed Learner Behaviors

1. a. Takes initiative for learning  
 b. Diagnoses own learning  
 c. Formulates learning goals  
 d. Evaluates learning outcomes;
2. Exhibits curiosity;
3. Demonstrates openness to experience;
4. Chooses own options--career, etc.;
5. Sets clear action goals;
6. Wants to take responsibility for own learning;
7. Asks for help as needed;
8. Learns from and with other students;
9. Is open to learning from and with a variety of people;
10. Understands group processes and has skills in group decision making--develops group plans for learning;
11. Clarifies own values and participates in setting educational goals;
12. Is increasingly able to exercise self-discipline;
13. Uses a wide variety of resources for learning;
14. Develops a variety of learning styles to suit different learning situations.

Summary. In this section of the review of the literature, some major characteristics of self-directed individuals have been examined.

In addition, the observable behaviors of self-directed learners have been noted. In the next section of the review of the literature, the environments which foster self-direction will be described.

### Environments Which Foster Self-Direction

This section explains the effects of particular environments upon an individual's capacity for self-direction. The writer will draw on the work of psychologists, behaviorists, humanists, and specialists in the fields of management training and inservice education.

Environments are usually envisioned as settings or defined spaces in which people work, live, and play. For the purposes of this review, environments are defined as the interactions and experiences that influence an individual's self-direction. Interactions with people who are guiding, supportive, democratic, and behave in a manner identified by Combs (1976) as a helping relationship foster self-direction in others. These individuals, otherwise known as helpers, also provide experiences in which people can become more self-directing. The focus of this chapter is upon those interactions and experiences that form environments conducive to the development and support of self-direction.

Overview. The term self-direction may be misleading in an era sociologists label the "me-generation." People do not live in this world alone, always directing themselves toward chosen goals, oblivious to the society that surrounds them. Self-directed individuals are people who have the capacity to plan, implement, and evaluate their own learning; people who are capable of effecting change in their environment. Combs refers to

this capacity as using "self as instrument" (Combs, 1979, p. 10). Using self as instrument does not exclude the need to have others, significant others, helping one to become self-directing. The significant others form helping relationships with the individual and participate with that person in planning experiences that develop his/her self-directed behaviors.

In the following section of this chapter, the particular characteristics of the helper, his/her congruence between beliefs and behaviors, the environments of personal interactions the helper designs for the self-directing individual, and the learning experiences a helper can plan for increasing a person's potential for self-directed learning are described.

The helping relationship. A person who engages in the facilitation of learning and growth in another person captures the essence of the helping relationship. Carl Rogers emphasizes that the facilitation of learning in others is more important than the act of teaching (Rogers, 1979). To him, the goal of education is to help an individual

. . . who has learned how to adapt and change. Who realizes that no knowledge is secure, and that only the process of seeking knowledge gives any basis for security. Only from an interpersonal context in which learning is facilitated, will arise true students, real learners, creative scientists and scholars, and practitioners, the kind of individuals who can live in a delicate but ever-changing balance between what is presently known and the flowing, moving, changing problems and facts of the future (Milhollan and Forisha, p. 177).

Combs believes that one such interpersonal context is the helping relationship (Combs, 1979). Individuals engaged in the helping

relationship assist "people in one way or another to cope with the increasing complexities of life to achieve a greater measure of personal fulfillment" (Combs, 1979, p. 3). By that definition, people from all professions are engaged in helping to become more self-directing: teachers, co-workers, trainers, social workers and doctors. Helpers are described as being democratic, accepting, guiding, challenging, and having congruence between their beliefs and their behaviors. They assess and utilize the needs, interests, and strengths of the people they interact with to promote self-direction.

In Rogers' (1968) plea to develop self-directed individuals, he reminds us that we already know the environments and experiences which affect an individual's growth and learning.

. . . if the aim is to turn out self-directing, inquiring minds which will form their own judgments as to the truth, then knowledge exists which can facilitate this purpose more so. . . . I believe it is clear that it will depend entirely on their (educators) philosophy of education, as that philosophy is operationally defined in action (Rogers, 1978, p. 545, a parenthesis added).

An individual's philosophy is his/her beliefs. When beliefs are put into action, they are observed as one's behaviors.

Congruent beliefs and behaviors. Rogers (1968) points out that if the helper is "genuinely internally consistent," then the helpee becomes more "confident and self-directing." Congruence, or internal consistency, occurs when one's beliefs about how to act are the same as one's behaviors. Argyris (1976) states that congruence occurs when one's theories of how one would act are the same as how one actually implements those theories.

In his work training top executives to become effective managers, Argyris stresses the importance of participants acting congruently with their theories of action. Argyris believes people cannot be effective in their work unless they have congruence between beliefs and behaviors. When one's beliefs and behaviors are congruent, one is an effective helper, leader, and most likely, a self-directed individual and facilitator of others' self-direction (Combs, et al., 1974; Della-Dora and Blanchard, 1979; Argyris, 1976).

According to Combs, observable behaviors are but an indication of the beliefs one holds about self and others. Beliefs are an individual's knowledge about a subject matter that is personally meaningful and thereby becomes the filter for that person's interactions with others (Combs, et al., 1974, p. 11). Beliefs have a controlling, directing effect on behavior. Therefore, it is important for the helper, with the aim of developing self-direction in others, to have a clear understanding of his/her belief in the potential of individuals to be self-directed learners in order to act consistently with that belief.

An example of an individual who is acting congruently to provide a learning environment that fosters self-direction is identified by Allan Tough. The helper for the facilitation of learning in others he calls a "learning consultant" (Tough, 1976). In Tough's study of adults who initiate learning episodes, he discovered that an individual utilizes a variety of resources, chief among them being other adults. These "learning consultants" utilize guiding, directing, and accepting behaviors to help individuals in their chosen learning projects. Tough emphasizes

that there is a great need in our society for learning consultants to be available to individuals or communities interested in self-directed learning projects (Tough, p. 71). Such individuals are responsible for developing learning environments conducive to the development of self-directed learners.

Environment. The helper, learning consultant, or facilitator of learning has as an aim to provide environments that encourage the development of self-directed individuals/learners. The helpers therefore recognize

. . . that no one is ever truly alone for very long in learning processes because, ultimately, the quality of human interaction determines the quality and quantity of learning in a democratic society (Della-Dora and Blanchard, 1979, p. 80).

Three major environments in which the helper interacts with the developing self-directed person are: (1) a democratic environment; (2) a climate of acceptance, guidance and challenge; and (3) the provision of environments in which the personal needs, interests, and strengths of individuals are identified and utilized.

Democratic environment. People who work to help others become more self-directing need to provide a democratic environment. A democratic environment is one in which there is open communication and shared decision making. The helper who insures that individuals are involved in the planning, implementing, and evaluating of learning experiences encourages the development of self-direction in others (Combs, 1976; Lippitt and White, 1960; Rogers, 1951; Watson, 1960, 1961). This form of environment is created by people who believe that individuals can be basically self-directed and creative, and who can act according to that



belief (Hersey and Blanchard, 1972; McGregor, 1960). Goodwin Watson emphasizes the value of the democratic environment:

An 'open' nonauthoritarian atmosphere can . . . be seen as conducive to learner initiative and creativity, encouraging the learning of attitudes of self-confidence, all of which is equivalent of learning how to learn (Watson, 1960-1961, p. 255).

The democratic environment improves the individual's capacity to become self-directing and positively affects the self-directed learner's future behaviors.

In an autocratic environment, the majority of the power is in the hands of one individual. In a nondemocratic group, the autocrat can give or hide information or knowledge and can make all the decisions which affect the group. When this power has not been given to the leader by the concensus of the group, then a destructive environment is developed (Blanchard and Hersey, 1979, p. 113). A democratic environment helps inject into a person's life greater stability and certainty. The process of joint decision making encourages people to express their needs, interests, goals, knowledge and information. All parties involved share the knowledge and power as they determine the means and ends of any particular learning experience.

The capacity to become self-directing is influenced by the democratic environment designed by the helper. Rogers (1979) emphasizes the importance of students participating responsibly in the learning process. When decisions are made jointly on the content of a learning experience, and on its implementation and evaluation, then students become more independent, and self-directed (Rogers, 1979; Lippitt and

White, 1960). Individuals who become engaged in the process of their own learning through shared responsibility, learn how to continue to learn (Rogers, 1979; Fantini, 1979; Knowles, 1978).

The effect of a democratic environment on the development of an individual's self-direction can be viewed in another light. As Combs (1971) points out, people do not sabotage their own projects. When people are involved in planning, implementing and evaluating their own learning experiences, there is assurance that the energy directed toward personal goals will continue until these goals are met. The Rand Study of factors which influence the continuation of educational change emphasize the value of a democratic environment (McLaughlin and Berman, 1977). This study discovered that group shared decision-making influenced the attainment of short- and long-term project goals. When the teachers in this study were able to contribute to the form and structure of their own learning experiences in the federally-funded project, they continued to apply the newly acquired behaviors after the project had officially ended (McLaughlin and Marsh, 1978, p. 73). The implications of the Rand Study suggest that when individuals are able to practice self-directed learning behaviors within the context of a democratic environment, then it is likely that they will continue to implement these behaviors in other, but new situations. (For further discussion of this study, see page 56.)

Acceptance, guidance, and challenge. Aside from providing a democratic environment, Art Costa states that the helper, teacher, or trainer must become a model of one who values self-direction (Della-Dora

and Blanchard, 1979, p. 90). Part of this modeling includes the behaviors of accepting, guiding, and challenging the individual to engage in self-directed learning. Individuals engaged in the helping relationship use a variety of behaviors to help people become self-directed learners. They can be directive, act as a mirror of behavior, and be active listeners for example. For the purposes of this study, only acceptance, guidance and challenge will be defined, and the effects of using these behaviors when interacting with others will be described. The helping relationship behaviors of giving feedback and support are described on pages 49-52 of this study in the planned experiences section.

Jourard (1967) believes that independent learning is increased through the interactions of an individual and "some other who functions as his guru and exemplar" (Jourard, p. 86). The helper is a model who provides an invitation and a challenge to learn. As Jourard states,

The basic factors in fostering independent learning, including the processes that underly it and make it emerge as a response to invitation and challenge, are the human responses: challenge, honest disclosure, and willingness to enter into dialogue (Jourard, p. 95).

The helper can provide the invitation and the challenge to learn when s/he is also accepting, guiding and directing:

. . . true growth, actualizing one's potential, occurs in a setting where the person is felt and experienced as sheer personal being. In such an atmosphere, the person is free to explore his capacities and to discover for himself the values of life consistent with the self (Moustakes, p. 4).

Guidance refers to the interactions between the helper and a person in which feedback and support are used to encourage the development of self-direction. These forms of guidance help people to perceive how

they are behaving; how they are attaining their self-directed goal (Kolb, Winter, Berlew, 1963). The guiding behaviors of feedback and support can encourage self-direction by affirming that individuals can direct their own behaviors.

Guidance and challenge will encourage self-direction when it is given in an accepting environment. Rogers emphasizes the need for acceptance to develop self-directed learners. When joint decision making, democratic leadership, and acceptance are present in a situation, then there is increased productivity, originality, and morale in individuals and groups (Rogers, 1969). Individuals show evidence of personal growth and become more self-directing when they feel acceptance and self-worth (Rogers, 1979). They seem to gain "a greater capacity to translate the regularities in their world into power that they can potentially exert" (Phares, 1976, p. 169). It has been proposed here, with the concurrence of Costa, Jourard, Moustakes and Rogers, that the helper who provides an accepting, guiding, and challenging environment helps individuals become self-directed.

Personal needs, interests and strengths: identified and utilized.

It is important for the helper to provide experiences in which the individual's needs, interests and strengths are utilized. When people are given the opportunity to use themselves as an instrument of their own growth, then self-direction is encouraged (Combs, 1976). Trainers, learning consultants, counselors, and staff development coordinators spend enormous amounts of time assessing and utilizing participants' needs, interests and strengths.

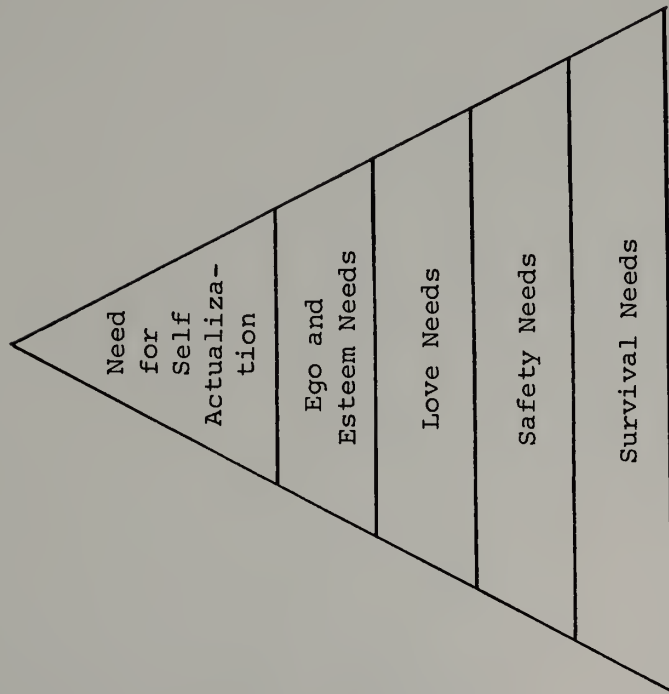
The rationale used by helpers in providing environments in which individual needs are met (such as the need for food, safety, caring, acceptance, etc.) is found in Abraham Maslow's description of how man is motivated by particular needs. He contended that before higher level needs can be utilized as the motivation for growth, lower order needs must be met. Although Combs cautions against a strict adherence to using this hierarchy as a guiding framework for providing all environments (Combs, 1974, pp. 68-69), it is useful to understand Maslow's hierarchy of needs.

The diagram on the following page, reproduced in Ingall's book describing concepts of adult learning (Ingalls, 1973, p. 23), shows how Maslow defined the steps an individual must pass through before s/he can become self-actualizing. One implication of Maslow's theory of a hierarchy of needs on the development of self-directed learners is described by Mayo:

One implication of Maslow's theory is that training programs which strive to assist learners in fulfilling sophisticated, high level needs must first satisfy their basic lower level of comfort and security (Mayo, 1978, pp. 82-83).

It appears necessary to take into consideration that an individual has a variety of motivational needs that can and need to be provided for within the environments which encourage self-direction.

Ingalls (1973) points out that while needs are considered as basic wants, tendencies or inclinations, interests are expressed as "liking or preference in the sense of stimulation, curiosity, or attracted attention" (Ingalls, 1973, p. 25). Interests vary in people depending on time and place. Some interests may be of long duration, some come and go



To do what you must do to become fully yourself.

Respect and liking for self and others.

Membership, acceptance, belonging, feeling loved and wanted.

Protection from physical or psychological threat. The need for order and structure.

Food, water, shelter.

Figure 1. Maslow's Hierarchy of Needs

rapidly. They also have "their origin in life experiences" (Ingalls, ibid., p. 25). There can be individual differences even within the same age group, for example. The variety of interests of any one group or individual needs to be accounted for by the helper who wants to encourage self-direction.

When Combs states that "learning is the discovery of personal meaning" (Combs, 1971, p. 91), it is necessary to realize that learning occurs when individuals can follow their interest and fulfill their personal needs. Rogers describes situations which confirm that particular environments encourage individuals to follow their own interests. In describing a class of college students enrolled in a non-directive course, he says,

. . . when students perceive that they are free to follow their own goals, most of them invest more of themselves in their effort, work harder, retain and use more of what they have learned, than in conventional courses (Rogers, 1969, p. 95).

Phillip Werdell (1979) echoes Rogers. He states that institutions can develop self-directed learners when individuals have the opportunity to "learn what they want to learn" and to follow their own interests (Werdell, p. 14).

But people do not become self-directing only by following their interests and fulfilling their personal needs. Part of the environment helpers can create must include opportunities for the helpee to identify and utilize strengths or expertise already developed through past experiences. Strengths refer to talents or capabilities and/or to an individual's capacity to do something well. Knowles describes this as the

"need to utilize (his) experience in learning, to identify (his) own readiness to learn, and to organize (his) learning around life problems" (Knowles, 1978, p. 43). This means that it is necessary to provide individuals with environments which respond to basic needs and to organize experiences in which individuals can build on the strengths they have developed during prior learning experiences.

Helpers who provide environments in which people can utilize their strengths to attain personal goals do much to increase self-direction. Utilizing individuals' strengths contributes to the development of his/her positive self concept. Mayo (1978) points out another advantage of using the learners themselves as resources:

. . . through sharing knowledge with peers, the sharer grows from the experience, building self-confidence, as well as receiving feedback on ideas. Finally, peer to peer training builds collegial relationships and reinforces a climate where learning is valued; peers come to support each other through mutual assistance (Mayo, 1978, p. 86).

Environments in which people can build on their strengths, follow their interests, and respond to their needs have the potential for increasing self-direction. These environments are created by the person engaged in a helping relationship. Helpers provide the interaction environments which encourage the development of self-direction. These interaction environments are the basis for a variety of learning experiences planned to develop self-direction in others.

Planned experiences. In recent years the thrust by educators and psychologists to develop an individual's self-direction has resulted in a variety of training programs and a personal change project. In this section, the most relevant programs will be described. They highlight



the need to provide the particular interaction environments outlined earlier and further support the contention that it is possible to develop self-directed individuals.

Roger Harrison (1977) designed a program called "The Positive Power and Influence Program" in which middle managers had opportunities to identify and develop a variety of leadership styles through self-directed efforts. His objectives for the design of the self-directed learning experiences are as follows:

1. The learning experience should radically avoid the creation of dependency relationships;
2. The learning experiences should strengthen the learner's initiative and commitment to the pursuit of his or her own learning goals. It should give participants confidence in their ability to manage their own learning through a toughening experience begun during the formal learning event; and
3. The learning should foster perceiving oneself as center of energy and action, an origin rather than a pawn of outside forces (Harrison, pp. 74-75).

His design for self-directed learning experiences is quite flexible, allowing the individual's needs, interests, and strengths to be utilized and encouraged shared decision making in the design of the learner's program. This approach is necessary, according to Harrison, because the "traditional learning methods are externally controlled processes" which may or may not match the learners' styles (Harrison, p. 76). According to Harrison, the tailoring of educational programs by an individual to meet his/her interests, strengths and needs encouraged self-directed learning efforts.

In another study by Kolb, Winter and Berlew (1963), participants were engaged in experiences in which they planned, implemented and evaluated personal behavior changes. Participants chose goals, in terms of ideal behaviors, they wanted to attain and planned steps to meet these goals. The experimental group received feedback and support for the change efforts from other participants, while the control group did not. As expected, interpersonal feedback did effect an individual's self-directed change project. It was not only the quality of feedback that helped individuals to attain their behavioral change goals, but also,

The more an individual can effectively utilize the feedback of information appropriate to his change project, the more successful he will be in attaining his change goal (Kolb, Winter, Berlew, 1963, p. 469).

Participants who were given feedback and provided with the support of a group for their change efforts attained their personal goals more often than individuals who did not have these interaction environments. Although the results of the Kolb, Winter and Berlew study are not conclusive, they give support to the theory that the helping relationship behaviors of giving feedback and support can affect an individual's capacity for self-direction.

Harriet Stone's (1974) study of "The Effects of the Open Classroom Environment on Locus of Control" indicates that the interaction environments described earlier do influence an individual's capacity to become self-directing. The open classrooms used in this study are characterized by the interaction environments in which:

1. Learners' needs and interests are used in providing learning experiences.
2. The teacher is a guide and resource person.
3. The teacher and the learner jointly decide on the form and content of the learning experience.
4. There is an environment of nurturing and acceptance (Stone, 1974, pp. 29-30).

The results of this study strongly suggest that students' views of themselves as the locus of causality shifted as a result of being in an open classroom as compared with a traditional classroom. The study populations were matched for sex, socioeconomic status, academic achievement and intelligence. Even with these controls, children in open classroom environments changed in their generalized expectancy that their behaviors could effect changes in the environment. Like self-directed learners, the children believed they were capable of making changes, of being a causal agent in the world.

Evidence is accumulating that particular environments, interactions between helpers and others, and planned experiences can effect an individual's capacity for self-direction. Because of the scope and nature of such studies, with all the intervening variables, it is difficult to conclusively state that one particular form of environment encourages self-direction more than another. Self-direction appears to be fostered in individuals when trainers, co-workers, teachers and other individuals engaging in a helping relationship apply particular beliefs and congruent behaviors to the planning and implementation of learning experiences.

Summary. In this chapter, the related literature and research on the characteristics of self-directed individuals/learners and the environments which encourage the development of self-direction have been reviewed. In the last section, the interpersonal environments and the experiences which are assumed, and in some cases been proved, to encourage self-direction in others have been introduced.

The knowledge accrued in this review of the literature provides a basis for the creation of a training program which intends to develop participants' self-direction. Additionally, this review provides a theoretical basis for measuring changes in peoples' self-directing behaviors.

C H A P T E R   I I I  
DESCRIPTION OF THE TRAINING PROGRAM AND THE  
METHODOLOGY TO MEASURE ITS EFFECTS

The beginning of this chapter is a brief description of the training program. This account presents the background and rationale for the design of the training and delineates the inservice training activities implemented during the 1978-1979 HEC IVc Training Program. In the second section of this chapter, the quantitative and qualitative methodologies utilized to investigate the effects of the training program are described. The rationale for the development of The Beliefs Inventory, the quantitative measurement, and the procedure used in its development are presented as is the rationale for using a qualitative approach to investigate the effects of the training. The populations are delineated and the analysis procedures are outlined for both the qualitative and quantitative methodologies.

Program Description

Introduction. The Hampshire Educational Collaborative Title IVc Development Center was an ESEA Title IVc project funded in 1976 to provide technical assistance and support services to Massachusetts Title IVc project directors and to develop and disseminate conceptual and technical papers relevant to the operation of innovative projects. The Center was staffed by a project director, a training coordinator, and a secretary. The HEC IVc Training Program was a major component of the

Development Center. The Program's overall goal was to increase the lifespan of Title IVc projects in Massachusetts by helping project directors to effectively plan, implement, evaluate and disseminate their projects. Prior to the initiation of this training program, few projects were adopted by local school systems at the end of federal funding. The Massachusetts state Title IVc Officers were committed to reverse this trend and believed that by educating directors more innovations would be picked up by local districts and continue to be operational at the end of three years.

The 1978-1979 Training Program serviced the thirty-six individuals who directed Title IVc projects funded in 1977 and the six Regional Program Officers who acted as liaisons between the State and the local education agencies. During the 1977-1978 school year, the HEC IVc Development Center offered a training program to this group of directors and regional program officers using the set of beliefs about inservice education described on page 13 of this study.

Background and rationale for the program's design. Even though the same assumptions about designing inservice programs formed the conceptual framework for both training years, the emphasis changed. During the first year, the training activities "were directed in large part toward building participant acceptance and commitment to the program" (Mayo, 1978, p. 21). Leadership styles, "change agency," evaluation procedures, and dissemination strategies were the content areas offered during monthly project director meetings. However, at the beginning of the 1978-1979 program, the focus of the training shifted. The decision

to focus on approaches to inservice programming during year two of training was made as a result of the Rand Study's findings (1977) on factors that influence the lifespan of innovative projects and on this researcher and training coordinator's interest in investigating whether or not particular inservice activities increase participants' self-directed learning behaviors.

In 1977, the United States Office of Education contracted with the Rand Corporation to undertake a four-year study of innovative projects funded through federal change agent programs. One of these programs was Title III, now called Title IVc. The Rand research team initially studied local educational agency practices for introducing and implementing innovative programs and the manner in which the projects were sustained. This work constituted the first phase of the study. The factors that affected implementation and continuation of innovative programs were studied during the second phase of the study. One conclusion of this part of the study was that "The effectiveness of a project director had no relationship to project continuation or to teacher change" (McLaughlin and Marsh, 1978, p. 81). Therefore, a training program for project directors that narrowly focused on the development of leadership skills would not necessarily increase the lifespan of educational innovations. Other training activities needed to be included to help insure that Massachusetts Title IVc projects might continue beyond the end of federal funding.

The results of the Rand Study (1977) also strongly suggested that particular staff development, staff support, and implementation

strategies did influence the continuation of the projects in their study. These strategies included collaborative planning, shared decision-making, individualized training, learning activities that directly relate to on-site responsibilities, the fostering of intrinsic motivation or "professionalism," the integration of learning with organizational factors, and the ongoing consultation to teachers through classroom visits or project meetings (McLaughlin, March 1978). The implication of the Rand Study is that directors must receive training in effective approaches to staff development and inservice programs in order to increase the percentage of projects that would continue beyond the end of federal funding. The Rand Study also highlighted other factors which influence project continuation such as the scope of the project, the support of the district administrators and school principals, and teacher attitudes (McLaughlin and Berman, 1977). But, of all these variables, it appeared to this researcher and program designer that training directors in appropriate inservice activities would have the greatest effect on their projects' longevity. The HEC IVc Training Program and the Development Center's training activities that were designed to train directors in effective approaches to staff development are described in the following section.

Training activities. Two levels of training were planned and implemented for the participants. One level of training involved all forty-three project directors and regional program officers. The content for this training is described in Appendix D and represents the presentations by outside consultants, project directors and the State's



Title IVc Officers during monthly Project Director Meetings. These meetings were open to all second-year Title IVc project directors. The second level of training was a program designed for directors who joined the Planning Team. This group was taught how to implement the set of beliefs about inservice education programs that formed the conceptual framework for the program and that were cited in the Rand Study as being the staff development practices influencing project continuation.

All directors were invited to become members of the Planning Team and receive three graduate credits per semester if they wished for their involvement. Thirteen directors signed up for the course in the Fall of 1978 and twelve signed up for the Spring 1979 course. All the members of the Planning Team were enrolled in a special Title IVc Inservice Masters Program that began in the Spring of 1978. The graduate group enrolled in the courses and who participated in planning the monthly project director meetings represented thirty-one percent of the total group.

Eight out of thirteen Planning Team members enrolled in a summer inservice course taught by Dr. R. Mason Bunker. This group was introduced to the set of beliefs about inservice education during this summer workshop and began to implement practices congruent with these beliefs at their project sites. Although the other five members of the Planning Team did not receive this training, the Training Coordinator introduced them to the approach to inservice programming during the course meetings and helped all members of the team to implement these beliefs in the

inservice education of the project director group as a whole. For example, the Planning Team was involved in shared decision-making and collaborative planning on the content and form of their learning activities. They also solicited the interests and needs of other district directors before planning the monthly project meeting. The Planning Team not only were taught about the set of beliefs, but also practiced the implementation of the staff development activities noted in the Rand Study as influencing project continuation while they planned, implemented and evaluated the monthly director's meetings.

Although an ideal situation would have been for all project directors to be intimately involved in this practical experience, not all directors wanted to participate and the logistics of carrying out such an activity statewide was difficult. However, with the support of Dr. Harvey B. Scribner, the University of Massachusetts' representative to the Title IVc Advisory Group, and the appointment of the Title IVc Development Center Project Director, Dr. William Allen, as an adjunct graduate faculty to the University of Massachusetts, it was possible to offer two courses to interested directors that focused on the development and implementation of the training program. These courses constituted the core for the second level of training and were tailored for members of the Planning Team.

The requirements for each semester's course were: (1) responsibility for meeting once or twice before each Project Director Meeting with a subgroup of the planning team to choose the content, locate resources, and design the appropriate learning activities for the

upcoming meeting; (2) participation in classes for Planning Team members before or after the regularly scheduled Project Director Meetings; (3) participation, whenever possible, in the leadership of the monthly meetings; (4) definition of evaluation questions for the meetings; and (5) submission of one final paper per semester. The requirement for the papers submitted at the end of the course varied from semester to semester, but the primary focus was on the project directors' use of the beliefs about leadership of inservice education programs either within the context of the training or at their home sites. The Planning Team members were asked to reflect on their use of the set of beliefs in planning adult learning experiences, their application of the beliefs to their projects, and their perception of their training experiences. These papers were edited and portions published as a part of the HEC Title IVc Development Center Final Report (1979).

The Planning Team collaborated with the Training Coordinator to design the form and content for the ten days of Project Director meetings. Two-day meetings were scheduled for September and May, while all other monthly meetings were only one day in duration. Regional meetings were only held during January.

The following training objectives and activities were implemented during the 1978-1979 HEC IVc Training Program and were designed to be congruent with the conceptual framework for the training.

Objective I. Project Director's Needs and Interests Are Identified and Utilized.

Activities. 1. Needs assessments were made at the end of the first year of training to identify the areas of concern and/or interests of the directors and regional program officers for the second year of the Title IVc Training Program. In addition, information was gathered during end of year visits, and from reviewing the Title IV State Evaluation forms. These assessments contributed to the development of a list of possible content areas for the 1978-1979 Project Director Meetings.

2. Throughout the year, evaluations of Project Director Meetings and informal discussions and interviews with representatives of the participating institutions contributed to an ongoing needs assessment for the program's form and content.

3. The project directors' learning styles and preferences for the delivery of training were taken into account in planning meetings. Lectures, movies, discussions, and experiential learning sessions are examples of the variety of learning experiences chosen by the directors.

4. Each month, representatives of the participating institutions met to evaluate the preceding meeting, to share the planning team's suggestions for future meetings, and to discuss the overall direction of the training program. This Advisory Group included the State Title IVc Coordinator, Regional Program

Officers, Title IVc Development Center staff, University of Massachusetts professors involved in the program, and project director Planning Team members, whenever possible.

5. Graduate courses and internships were available for directors involved in the HEC IVc Inservice Graduate Degree Program. The courses were held before and/or after the regularly scheduled monthly meetings. These University courses were tailored to meet the needs and interests of the directors. In addition, Internships in Educational Administration and independent studies were available during the Spring and Summer of 1979 to interested directors.

6. A series of regional and statewide meetings were planned and made available to all second-year project directors during the 1978-1979 year. The meetings were held in a variety of sites. There was always built-in social time for project directors, time for announcements by Title IVc State Officers, and time to plan future training activities.

7. All meeting sites were as comfortable, attractive and functional as possible and the locations varied to equalize the driving time for all project directors. Food and drink were available before and after the meetings and luncheons were served as part of the day. As much as possible, the meeting sites provided a physical climate conducive to learning.

8. Every effort was made to delineate and present to the project directors information about State regulations,

University course expectations, training session objectives, the State's validation process, and other organizational policies.

9. Meeting times, agendas, and the location of the meeting sites were sent out to all project directors two weeks before each meeting in the monthly "C-IV Yourselves" newsletter (Appendix D).

10. Within the Project Director Meetings, issues such as program planning, management, evaluation, dissemination and diffusion were addressed. A more complete description of the content of the training program can be found in Appendix E.

11. Participants' requests for assistance and/or information were responded to by the Development Center staff via phone, site visits, or mail.

Objective II. Project Directors Will Participate in the Planning, Implementation and Evaluation of Their Learning Experiences.

Activities. 1. The Training Coordinator offered all project directors the opportunity to participate as a member of the Planning Team for the Monthly Director Meetings. A three graduate credit course per semester was available to those directors interested in participating in this learning experience.

2. The data collected from the summer needs assessments and the monthly evaluations of the Project Director Meetings were shared with all directors and especially with the small Planning Team. The Planning Team's suggestions after reading the

results of the needs assessment were used in the final planning of future sessions.

3. All project directors participated in the evaluation of the monthly meetings through their response to the "Time for Reflection" evaluation forms. These evaluations always had two sections. One section evaluated the meetings' applicability, form and content. The second section had open-ended questions and solicited directors' comments about the meeting.

4. The Planning Team made recommendations and planned future training programs, in part, upon the results of their evaluation activities.

5. Each Project Director Meeting was planned, implemented and evaluated by a subgroup of the graduate students enrolled in the course. There were usually three or four directors planning each meeting.

6. The Advisory Group, representatives of the participating institutions, met monthly to evaluate the sessions and to review the plans for the ensuing months' meetings. The representative from the State's Title IVc staff attended only two of the ten meetings.

7. The Planning Team assumed joint responsibility for their own, and other project directors' learning, through their participation in the planning, implementation, and evaluation of the form and content of the monthly meetings.

Objective III. Develop a Helping Relationship (defined on page 38) Among Project Directors, Regional Program Officers, the Development Center and Outside Consultants.

Activities. 1. Opportunities were offered and provided to project directors to identify and utilize each others' strengths and interests.

2. Whenever possible, portions of the Project Director Meetings were set aside for the development of regional and statewide interest groups. These support groups were encouraged to discuss common points of interest and to have directors share their knowledge and expertise.

3. The Development Center provided support services through technical assistance (i.e., commenting on evaluation designs for projects, providing consultant names, on-site visits, and responding to director needs by locating other resources and information as requested).

4. A monthly newsletter, "C-IV Yourselves" (Appendix D), was published and distributed to all project directors, regional program officers, and interested University of Massachusetts faculty. Within the newsletter, conferences, resources and articles of note were highlighted in addition to the monthly meeting agendas.

5. Whenever necessary, the Development Center assisted project directors in the daily management of their projects. This assistance ranged from a director meeting



focusing on "Professional Burn-Out" and "Time Management" to private consultations on the effective use of personnel and the inservice training of teachers.

6. At the September Project Director Meeting, trios of directors and regional program officers were organized to develop helping relationships among participants. This forced interaction was not continued at the October meeting. However, there were natural interest, value, and social groups that had already formed during the first year's training and continued during year two.<sup>f</sup>

Objective IV. Project Directors Will Become Aware of and Be Able to Use a Variety of Resources Including Themselves.

Activities. 1. A monthly newsletter was published and distributed to identify a variety of resources to the project directors.

2. Within the Development Center, a resource center that focused on change, management, validation, dissemination, inservice education, federal and foundation funding was developed, maintained, and was made available to all participants.

3. The addresses and phone numbers of all project directors and regional program officers was compiled and mailed to all participants.

4. A "Resource Book" of project directors' and regional program officers' interests and skills as inservice consultants was compiled, published, and distributed at the end of the training program.

5. The content of the Project Director Meetings included a variety of learning experiences such as presentations by project directors, regional program officers and HEC IVc staff, regional support group work-sessions, and "mini-courses" offered to small groups of participants. Illustrated lectures, demonstrations, presentations, and working sessions were led by regional program officers, project directors and outside consultants.

6. Assistance was provided to project directors for the evaluation, dissemination and validation of their projects.

7. A lending library was established with books and articles available to all project directors.

Every effort was made to utilize the participants as resources, to give them opportunities to share their knowledge and strengths as leaders, to tap their knowledge of outside consultants, articles, and books. Also, articles on change, evaluation, innovation and summaries of the consultants' presentations were distributed.

#### Methodologies Utilized in the Investigation

Overview. This investigation into the effects of the HEC IVc Training Program upon leaders of educational innovations included the use of two evaluation methodologies. A quantitative evaluation determined whether there were changes in the participants' beliefs about leadership of

inservice programs. Qualitative evaluations were used to measure changes in the participants' self-directed learning behaviors and changes in their behaviors as leaders of inservice programs. In addition, the qualitative evaluation procedures made it possible to investigate other effects of the training upon the project directors.

### Quantitative Evaluation

The Beliefs Inventory. The Beliefs Inventory (Appendix A) as administered as a part of this investigation to evaluate changes in the directors' beliefs about managing inservice education programs by measuring changes in their perceived behaviors. The rationale for this approach to the evaluation of changes in beliefs is found in the work of Combs (1976) and Brown (1968). Arthur Combs, whose work is grounded in the tradition of perceptual psychology, proposes that an individual's beliefs have a controlling effect on his/her behavior. That is to say, an individual's actions are strongly dictated by the personal meaning the activity has for him/her, and behaviors indicate the beliefs that one holds about self and others (Combs, 1974). Brown summarizes the connection between one's beliefs and behaviors in the following manner:

How a person behaves in any particular situation depends to a considerable extent upon how he perceives that situation. And how a person perceives any given situation involves his outlook, or point of view. Coloring the perceptual lenses through which an individual views the work around him (and this is the point we wish to stress) are his beliefs. What is more, the beliefs which are most powerful in their influence on behavior are the person's fundamental philosophic beliefs pertaining to the nature of man's reality, knowledge, values, ethics, and the like. In short, believing and behaving are closely related (Brown, 1968, p. 26, emphasis added).

The work of Bob Burton Brown (1968) and Michael Cussins (1977) served as a model for the development of The Beliefs Inventory. Brown's study focused on the beliefs and practices of teachers in relation to Dewey's model of education. Brown developed the "Personal Belief Inventory" and the "Teacher's Practices Inventory" to measure the relationship between a teacher's beliefs and practices. The procedure he used to develop the inventories, to check the content validity of the instrument, and the use of observable behaviors to identify underlying beliefs, were models for this researcher's development of The Beliefs Inventory. In addition, Michael Cussins' study (1977) of decision making in a classroom strongly influenced the design of the first section of The Beliefs Inventory. The format of this questionnaire was used in this researcher's Inventory to discover the extent to which directors believed that shared decision making was an appropriate inservice activity.

Development of The Beliefs Inventory. The Inventory identifies the observable behaviors that are most often associated with leaders of inservice programs who share in common the set of beliefs mentioned throughout this study. Acting in a manner congruent with the beliefs, this researcher concluded that leaders of inservice programs would:

1. Identify and utilize the personal needs, interests, and strengths of participants in planning and implementing all learning experiences. This includes the provisioning of a physical and psychological climate conducive to learning.
2. Involve participants in the planning, implementing, and evaluating of their learning experiences. Encourage shared decision making and collaborative planning.

3. Be aware of and use a variety of resources when implementing learning experiences, including participants themselves.
4. Provide a helping relationship that is fostered by giving support and feedback to others.

This list of behaviors was used to develop the preliminary "Beliefs to Behavior Inventory." This inventory was mailed to thirteen "experts." These individuals were chosen to review the inventory for content validity based on their knowledge of the set of beliefs and their experiences in implementing these beliefs in various inservice and staff development programs. The experts were asked to respond to the inventory with a particular adult learning experience in mind. After completing the inventory, they were asked to look at each item to see if it met the following criteria:

- A. Content Sample of Belief System: Does the content of each item, the behaviors of leaders, sample the supporting belief system?
- B. Is the item representative of the behaviors?  
(Please indicate which behaviors.)
- C. Account for Additional Concepts: Do any of the items account for beliefs other than those proposed by the behaviors so they measure something other or in addition to the belief system?
- D. Is the item value laden?
  1. Does it discriminate against males, females, older or younger people, or an individual's race?
  2. Is it clearly stated so there is no misinterpretation due to language?
  3. Is it emotionally loaded or slanted toward one particular answer?
- E. Items--General: Is each item necessary or are additional items needed for this particular behavior?

The experts were given a list of the total universe (Appendix C), the beliefs and identified behaviors used to develop the Inventory, and a checklist to aid them in their deliberations. The ten individual responses returned were positive for all criteria. The experts' responses were analyzed for their level of difficulty and the results of this analysis was used in reordering the questions on the final form of the inventory.

The inventories were also sent to five researchers. These individuals were asked to evaluate the instrument on its face validity, the form of the questions, the length of the instrument, its administration and appearance. The responses from the researchers and experts were utilized in writing the final draft of the instrument.

The Beliefs Inventory, the final version of the "Beliefs to Behaviors Instrument," was sent once again to the selected experts. In this second mailing, the experts were asked to fill out the Inventory and then use a list of the five beliefs to indicate which behavior statement in the inventory most clearly reflect which beliefs were being put into practice. This information was used as a final test for content validity and to insure that there was a balance between the number of items and how accurately they reflected each belief.

The Beliefs Inventory was also analyzed for reliability throughout the year. Large groups of individuals with experience in developing inservice programs were difficult to locate. However, a group of twenty individuals did respond to the Inventory in a test/retest procedure. The length of time between the two administrations varied between

two weeks and two days. Fifteen were given over a two-week period, the other five were administered over a two-day period. A correlation coefficient of .60 was established, making the Inventory acceptably reliable.

The final form of the Inventory is divided into two sections with a total of 63 items. In each section, there are behaviors (items) which represent one of the four groups of beliefs under investigation. The four groupings are a synthesis of the seven assumptions stated on page 13 of this study. The Statistical Package for Social Sciences (SPSS) analysis of the questionnaire was carried out using the following scales:

<u>Factor 1.</u>	<u>Needs and Interests Met</u>
Beliefs Group:	Participants' personal needs and interests are identified and utilized. A physical and psychological climate conducive to learning must be provided. Lower order needs (food and drink) must be met before higher order needs (cognitive, self-actualizing).
Items:	Section I: 3, 8, 12, 14, 20, 22, 25 Section II: 3, 9, 11, 15, 17, 22, 29
 <u>Factor 2.</u>	 <u>Shared Decision/Active Involvement</u>
Beliefs Group:	Participants should be involved and share in the planning, implementation and evaluation of their own learning experiences. They should be actively involved in solving real problems.
Items:	Section I: 2, 5, 11, 13, 16, 17, 18, 19, 29, 21, 24 Section II: 4, 6, 14, 19, 24, 25, 27, 28, 30, 31, 32, 33, 34

Factor 3.                      Resources/Strengths

Beliefs Group: Participants respond positively to the opportunity to work from their strengths. Participants and leaders should have an awareness of and use of a variety of resources to meet personal and professional goals.

Items:                              Section I: 1, 6  
    Section II: 5, 7, 16

Factor 4.                      Helping Relationship

Beliefs Group: Participants seem better able to apply new learning, refine their skills, and continue growing as they get feedback and support from others in the form of a helping relationship.

Items:                              Section I: 4, 7, 9, 15  
    Section II: 1, 2, 8, 10, 12, 13, 18,  
    20, 21, 23, 26

The first section of the Inventory focuses on leader behavior during one particular staff development or inservice program, and the second section emphasizes the leader's behaviors in terms of the general physical and interpersonal atmosphere throughout one year of a program's implementation. The intent of the first section of the Inventory was to discover which individuals involved in a particular learning experience had most of the deciding power about what, how, who, and when something occurred during a particular session. A change in response patterns from "I did" or "I did/staff did" toward "participants did/I did" or "participants did" indicate that the directors are acting on their belief that participants need to be involved in the planning, implementation, and evaluation of their own learning experiences. It is



important to note that in the first section of the Inventory the directors are asked to look back at one particular inservice or staff development program. While in Section II of the Inventory, the directors give their perceptions of the previous year's project operation in terms of the general physical and interpersonal atmosphere. As in the first section, all four Beliefs groups are represented.

Population. The Inventory was administered to the twenty-six (26) project directors and the six (6) regional program officers who attended the initial September Project Director Meeting. It was also mailed out to those directors not in attendance and a control group of Connecticut Title IVc directors. A post-test was administered to the twenty-two (22) project directors and six (6) regional program officers who attended the May Project Director Meeting. The Massachusetts directors who did not attend this meeting and the Connecticut project directors who constitute the control group were mailed the Inventories. Follow-up letters and additional Inventories were mailed to directors who did not respond to the initial requests. Out of a total of forty-three (43) participants in the HEC IVc Training Program, only thirty-seven (37) cases were used in the final analysis. Twenty-four (24) of these cases were individuals who attended the Project Director Meetings and thirteen (13) people were Planning Team members, directors involved in the planning, implementation, and evaluation of the Project Director Meetings. The remaining six (6) participants were either not involved in projects which had inservice components or they did not return both tests. The control group of Title IVc Connecticut project directors were chosen for

their similarities in age, background experience, project focus and number of years of project operation. Out of a total of twenty-eight (28) possible control cases, only twenty (20) directors met the above criteria.

Qualitative Methodology. Qualitative evaluation procedures were used in this study to investigate the actual implementation of the beliefs about inservice education, to discover if participants acted as self-directed learners, and to uncover other, unanticipated effects of the program. Qualitative evaluations are well-suited to examine these aspects of the HEC IVc Training Program. They enable researchers "to explore concepts whose essence is lost in other research approaches" (Bogdan and Taylor, p. 45). Self-directed learning may be one such concept that cannot be measured quantitatively effectively. Qualitative evaluations can also provide researchers with information on program implementation and the unanticipated outcomes of program activities. As Patton points out:

Process evaluations look not only at formal activities and anticipated outcomes, but also investigate informal patterns and unanticipated consequences in the full context of program implementation and development (Patton, 1978, p. 165).

Thus, qualitative evaluations increase a researcher's capacity to identify subtle change in participant behavior that would otherwise go unnoticed in quantitative evaluations and to analyze behavior in relation to program implementation.

Procedure. The procedure used to collect and analyze the qualitative data integrated the approaches proposed by Carini (1975), Patton (1975,

1978), and Hein (1975). All three researchers are advocates of using observation as a primary means of collecting information on individual behavior and program implementation. They also share similar approaches to data analyses. Pat Carini uses observations, documentations, and description to better understand the phenomenal world of children. Michael Patton and George Hein use observations and other data collection strategies to evaluate the implementation and outcomes of federal programs, school environments and classroom activities. The evaluation procedures advocated by these researchers include collecting data from many sources followed by an analysis procedure of coding, charting and finally analyzing the data.

In this study, the following data sources were used to investigate the effects of the training program upon participants' self-directed learning, utilization of the beliefs about inservice education, and the unanticipated effects:

1. Observation notes and documentation of Project Director Meetings.
2. Project directors' written comments on the formative evaluations of monthly Project Director Meetings.
3. Logs of phone calls received and initiated by the Development Center during the training period. Although the logs, by and large, are not absolutely complete, they give evidence of the type of technical assistance and support the Center and the Planning Team members provided to other participants during the program.
4. The course papers written by the directors directly involved in the planning, implementation, and evaluation of the training program.

5. Notes from interviews and informal discussions made by this researcher and the Development Center staff with all project directors and regional program officers.
6. Written correspondence, to and from project directors, consultants, and State Title IV staff members.
7. The monthly newsletter was also analyzed as part of the qualitative evaluation.

These data were collected between July 1978 and June 1979 during the funding period of the HEC IVc Training Program. This researcher used three outside consultants to observe and document the monthly Project Director Meetings in order to control for this researcher and program developer's possible biases. Two outside consultants were also used to control for bias in the coding and charting procedures that were applied to the raw data.

The descriptive data were initially coded by two consultants and this researcher using the specific behaviors of self-directed learners outlined in Chapter II of this study and the leadership behaviors of individuals using the set of beliefs about inservice programs defined on page 13 of this study. These were the two specific frames of reference that were used in the initial coding. The data were then reviewed and coded by one consultant and this researcher to identify emerging patterns or themes that would represent the unexpected outcomes of the training program.

The coded data of the two types of behaviors, self-directing and the Planning Team's utilization of the beliefs, were then charted month by month. The coded data and the resulting charts were then analyzed by

this researcher to delineate the specific effects of the training program in the realm of these two behaviors. The final review and coding of the data undertaken by this researcher to reveal the other effects of the training program followed the same analysis procedure. Examples of the coding and charting of the data are displayed in Chapter IV of this study.

Study population. The entire group of forty-two (42) Title IVc Project Directors and Regional Program Officers who participated in the 1978-1979 HEC Training Program generated the descriptive data. Participants who were not included in the analyses of the Beliefs Inventory but who attended the monthly meetings and used the Development Center as a resource are included in the qualitative evaluations. Particular attention was paid to the Planning Team members in analyzing the data for implementation of the assumptions about inservice programs.

Summary. In this chapter, the HEC IVc Program was described emphasizing the two forms of training available to the participants accompanied by the background and rationale of these approaches. The Beliefs Inventory and qualitative evaluation procedures were outlined and the population delineated. In the next chapter, the analysis of these forms of evaluation will be presented.

C H A P T E R   I V  
PRESENTATION AND ANALYSES OF THE QUANTITATIVE  
AND QUALITATIVE DATA

Introduction

In this chapter, the quantitative and qualitative data are presented and analyzed. The analysis of the Beliefs Inventory, the quantitative measure of one anticipated effect of the training program, is described in the first section. In the second section of this chapter, the multiple content analyses of the qualitative data is presented highlighting the effects of the training program upon participants' self-directed learning behaviors and their utilization of the set of beliefs. This section also contains a presentation of other effects of the training program which emerged from the data analyses.

Analysis of the Beliefs Inventory

As described in Chapter III of this study, there are two separate sections of the Beliefs Inventory (see Appendix B). The first section evaluates the level of decision making between leaders, staffs and participants within the context of a particular inservice program. The second section focuses on what directors perceived to be the overall physical and psychological climate of their projects during one year of operation. In both Sections I and II, there are behaviors (items) which indicate whether respondents are acting in a manner congruent with

specific belief groups (factors).

Two preliminary analyses were made on the data using the Statistical Package for the Social Sciences. Initially, a frequency count was performed to discover if individuals had answered enough questions to make the questions valid on the scale. In both Section I and Section II, there was a response option that was counted as a missing case. In Section I, it was "others do"; and in Section II, it was "N/A." In all cases, the Massachusetts and Connecticut project directors responded to enough questions validly to include all questions in the scale. In all analyses of the Beliefs Inventory, an .05 level of significance was employed.

Because of the large number of items in the Inventory, a Pearson Correlation was used to measure the strength of the relationship between the four belief groups in Sections I and II. If there was a strong correlation between the factors in both sections, then further analyses could be undertaken on both sections simultaneously instead of separately.

As indicated in Figures 2 and 3, only the second factor had significant correlations in both sections ( $s = .022$  pre-test and  $S = .004$  post-test). This factor represents the directors' reports of their own behavior of involving participants in the planning, implementation and evaluation in one identified inservice program as well as throughout the project's year-long staff development activities.

Upon review of the Inventory, this researcher concluded that the lack of significant correlations between the first, third and fourth

I and II Factor 1	I and II Factor 2	I and II Factor 3	I and II Factor 4
.096	.268	.073	.047
S = .238	S = .022	S = .293	S = .364

Figure 2. Pearson correlation of responses to Factors 1-4 in Section I and Section II pre-test

I and II Factor 1	I and II Factor 2	I and II Factor 3	I and II Factor 4
.101	.346	.138	.107
S = .23	S = .004	S = .152	S = .214

Figure 3. Pearson correlation of responses to Factors 1-4 in Section I and Section II post-test



belief groups in Sections I and II may exist due to one or more of the following reasons:

1. There may be a need for more questions that represent these three belief groups in both sections of the Inventory. Because there was not an equal number of items to represent each grouping of beliefs, respondents may have felt that more weight was given to the answers for belief group two than to the other three (see pages 72-73).
2. The strong emphasis in Section I on the participants' decision-making powers may have influenced the responses to all four beliefs represented in this section. The design may have confused the individual, making him/her believe that the only issue being considered was the decision-making process.
3. There may be a radical difference in the way directors report their behaviors in leading a particular adult learning experience as compared to behaviors within the overall context of a project year.

Further analyses of the inventories were made with these considerations in mind.

T-tests were made comparing the four belief groups in the pre-tests and post-tests for the Planning Team, the other participants attending the Massachusetts Project Director Meetings, and the Connecticut control group. The results of the t-tests showed that neither the Connecticut control group nor the participants in the HEC IVc Training Program made statistically significant changes in their perceptions of their behaviors as leaders of inservice programs between September and May. Attendance and participation in the Project Director Meetings alone did not change directors' beliefs.

Significant changes were found in the t-tests for the group of thirteen Planning Team members. In the pre-test and post-test of

Section I of the Inventory, the Planning Team members said they identified and utilized the personal needs and interests of the participants more at the end of the HEC IVc Program than at the beginning ( $S = .004$ ).

Throughout the year, the Planning Team members were encouraged to undertake informal needs assessments with other directors and to plan meetings to address the group's collected needs and interests. Planning Team members may have shown a gain in this belief because as they planned inservice training activities for themselves and other directors, the director meetings became more satisfying to them personally and therefore influenced their increase in this belief group.

Members of the Planning Team showed significant shifts in their responses to questions that related to the behavior of giving feedback and support to others in the form of a helping relationship in both the first section of the Inventory (Figure 5,  $S = .002$ ) and in the second section (Figure 6,  $S = .014$ ).

The Planning Team increased in their belief in using a helping relationship in the management of both specific inservice programs and within the overall context of a year-long project. There was a low standard deviation in the team's responses to questions in Section II concerning the general psychological and physical climate of their project in September and an even lower deviation in their responses to these questions in May (see Figures 5 and 6). This suggests that even though the Planning Team perceived that they used helping relationship behaviors in their roles as inservice program leaders in September, their use of this belief in implementing programs may have increased by

	Mean	Standard Deviation	Standard Err	T Value	Degree of Freedom	2 Tail Prop
Pre-Test	1.43	.25	.068	-3.53	12	.004
Post-Test	1.85	.51	.143			

Figure 4. Analysis of Belief Group 1 in Section I of the Inventory Planning Team N = 13

	Mean	Standard Deviation	Standard Error	T Value	Degree of Freedom	2 Tail
Pre-Test	1.70	.56	.15	-3.93	12	.002
Post-Test	2.13	.67	.18			

Figure 5. Analysis of Belief Group 4 in Section I of the Inventory Planning Team N = 13

	Mean	Standard Deviation	Standard Error	T Value	Degree of Freedom	2 Tail
Pre-Test	1.75	.18	.05	-2.88	12	.014
Post-Test	1.89	.13	.04			

Figure 6. Analysis of Belief Group 4 in Section II of the Inventory Planning Team N = 13

the end of the training program. It must be assumed that their training activities affected their behaviors for this factor.

There were no significant changes in the Planning Team's beliefs and reported behaviors of involving the inservice program participants in the planning, implementation and evaluation of adult learning experiences. They also did not report that they changed in their use of resources to meet personal or professional goals. These two Belief Groups were not significantly high in the pre-test, or post-test.

Summary. The analyses of the data show that only the Planning Team members who actively participated in the planning, implementation, and evaluation of the HEC IVc Training Program, showed a significant change in any of their beliefs about inservice programming. The control group of Connecticut Title IVc Directors who received no training and the twenty-nine Massachusetts participants who only attended the monthly Project Director Meetings showed no significant changes in their responses to the Beliefs Inventory.

Participation in the learning activities designed for the Planning Team did effect this group's responses to the Inventory. There was a significant change in the responses to questions representing the following two belief groups:

1. Participants' personal needs and interests were identified and utilized.
2. Participants seem better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others in the form of a helping relationship.

Planning Team members' perception of their behavior of using a helping relationship changed significantly for both a specific adult learning experience and throughout a year-long inservice program. Their perceptions of utilizing participants' needs and interests changed only in their reported behaviors of implementing a specific inservice program. There were no significant changes in the Planning Team's awareness and use of a variety of resources to meet personal and professional goals and use of shared decision making in planning, implementing and evaluating inservice activities. In Chapter V of this study, the conclusions drawn from this analysis of the Beliefs Inventory will be presented along with conclusions from the analyses of the qualitative data presented in the following section.

#### Qualitative Evaluations

Qualitative evaluations are included in this investigation into the effects of the training program to examine directors' self-directed learning behaviors, their utilization of the beliefs in managing inservice programs, and the other unanticipated effects of the training upon the participants. In the following section of this chapter, the analyses of the collected data is presented. The charted behaviors and written documentation, the codes and the charts for self-directed learning behaviors associated with February are presented as the only full display of the data and represents the analysis procedures used throughout the qualitative evaluations. The presentation of the data reflecting the directors' utilization of the beliefs about leading adult

learning experiences are presented in an abbreviated form, as are the data representing the other effects of the training program.

Self-directed learning. All of the observations and other descriptive data collected during the nine-month period between September 1978 and May 1979 were coded by this researcher and two outside consultants to discover evidence of directors' self-directed learning. The self-directed learning behaviors used as filters for the coding of the data are presented in Chapter II of this study and are reproduced below to aid the reader in the analyses. Self-directed learning behaviors were tallied monthly and summarized in Table 2 and Table 3. The display of the coded behaviors indicate that (1) during the last three months of training, there were no high behavior counts recorded, (2) the months of October and February received the highest number of coded self-directed learning behaviors, (3) there was not a steady increase in participants observed or documented self-directed learning between the beginning and the end of the training program, and (4) some behaviors did not frequently appear during the training. These patterns emerged after an initial review of the charts and will be discussed in the analysis section of the qualitative evaluations.

The data for February are presented as representative of the qualitative evaluations of participants' self-directed learning behaviors. This section will be followed by a general analysis of participants' self-directed learning throughout the training program. The behaviors that were used to code the data are displayed on page 92.



TABLE 2  
 SELF-DIRECTED LEARNING BEHAVIORS  
 CODED BY MONTH

Coded Behaviors	Month												Average No. of Behaviors/Month
	September	October	November	December	January	February	March	April	May				
1. a	5	1	3	7	1	8*	2	3	1	3	1	3	3.1
1. b	12	24*	4	2	1	6	1	1	2	1	1	2	3.4
1. c	6	2	2	14*	2	1	1	1	1	1	1	1	8.0
1. d	13	21*	6	2	7	20	1	1	1	1	1	1	1.7
2	1		3	5		6*							2.0
3	4		1		2	8*							1.0
4	1	1	3*	1			1	1	1	1	1	2	1.7
5	1	4*	1		4*		1	2					5.1
6	2	5	2	17*	4	14	1	1	2	1	1	2	4.6
7	9*	4	6	3	4	8	2	3	2	2	3	4	6.3
8	15*	11	7	4	4	14	2	2	1	1	7	5	7.6
9	10	14	8			23*	1	1	1	1	1	1	2.3
10	3	6*		4	2	5							2.1
11	3	4	4*			5*	3						0.1
12		4*	1			3						2	3.1
13	2	7	8*	1		7		3					1.3
14	1	3	3			4*							
Tally	*=2	*=5	*=2	*=2	*=1	*=5	-	-	-	-	-	-	

\* = The number of coded behaviors receiving the highest counts for the month

TABLE 3  
 DESCRIPTION OF SELF-DIRECTED LEARNING BEHAVIORS  
 BY MONTH

Month	Description
September:	-- Asks for help as needed -- Learns from and with other students
October:	-- Diagnoses own learning -- Evaluates learning outcomes -- Sets clear action goals -- Understands group processes, and has skills in group decision making and develops group plans for learning -- Is increasingly able to exercise self-discipline
November:	-- Chooses own options--career, etc. -- Uses a wide variety of resources for learning
December:	-- Formulates learning goals -- Wants to take responsibility for own learning
January:	-- Sets clear action goals
February:	-- Takes initiative for learning -- Exhibits curiosity -- Demonstrates openness to experience -- Is open to learning from and with a variety of people -- Clarifies own values and participates in setting goals
March:	-- No high counts in behaviors
April:	-- No high counts in behaviors
May:	-- No high counts in behaviors

## Self-Directed Learner Behaviors

<u>Code</u>	<u>Behavior</u>
1	a. Takes initiative for learning b. Diagnoses own learning c. Formulates learning goals d. Evaluates learning outcomes
2	Exhibits curiosity
3	Demonstrates openness to experience
4	Chooses own options--career, etc.
5	Sets clear action goals
6	Wants to take responsibility for own learning
7	Asks for help as needed
8	Learns from and with other students
9	Is open to learning from and with a variety of people
10	Understands group processes and has skills in group decision-making -- develops group plans for learning
11	Clarifies own values and participates in setting educational goals
12	Is increasingly able to exercise self-discipline
13	Uses a wide variety of resources for learning
14	Develops a variety of learning styles to suit different learning situations

These codes were used to label statements and behaviors in the raw data. The codes and behaviors were then tallied and transferred to chart paper divided into monthly sections (Table 2). The February 1979 Data is the qualitative data collected during February to indicate that directors were behaving as self-directed learners.

## February 1979 Data

<u>Code</u>	<u>Behavior</u>
8, 2	Is it possible to come and visit your project sometime soon? I am really interested in seeing how you use this material.
6	If we could just get a clear picture of what they (validators) want, then we could prepare for the visit.
6, 1d	The slide/tape presentation in the Fall helped me in redoing the show.
7	Do you have the information about the green and tan books yet?
1a	She said she spent hours on the phone talking with another evaluator to locate the proper tests after our January meeting.
9	Will you send me the address of _____? I want to set up a meeting with her about dissemination materials.
13	Participants borrowed four books from the lending library and asked for reprints of six articles.
3, 14, 11	I don't usually enjoy panel discussions, but this meeting changed my mind about that.
1d	The "change" article was extremely useful in my planning for staff meetings.
9	Smaller groups allowed for more participation by everyone.
8, 9	Despite our diverse projects, we serve an identifiable area and it is most advantageous to meet as a regular group in this type of working session.
8, 9	"Personal interaction (occurred during session)."
9, 8	We had the opportunity to air views and relate with one another.
13	I hope that soon we will be able to have the questions and answers which were taken down at that meeting. Questions and answers (on paper) for use to mull over privately.

<u>Code</u>	<u>Behavior</u>
1a	I will contact _____ again and see if she can come to the May meeting.
8, 1d	Dialoguing with _____ was just what I needed to clear up that question for me.
7, 3, 2	Where can I get a copy of the adult learning book?
7, 12, 6	How do I get in touch with _____ to develop an independent study?
13, 1a	That's what I understand from the legislature. . . .
1a, 7, 1c	I feel that the inservice component of the program will need reshaping for a dissemination phase, and it is time to start thinking about that. Could you come . . . .
11	Four groups of planning team members began planning their participation month's activities.
6	Please send me information on the doctoral program at UMass.
1a	I finally got in touch with _____ and he agreed to . . . .
1d	The session with the small groups made me recognize I am not alone. Other directors helped me . . . .
1d	As usual, the inability of Title IV officers to have a concerted opinion about on-site visits, as well as other matters. Why can't they get their act together . . . I wonder?
14	I come to these meetings for meat to chew on for a month. This time, through the small group discussion with (validator), I got it.
1d	The burn out session still is with me. I used the ideas with my staff constantly.
1d	I don't know if the session on validation will really help me with my specific problem, but that will become clearer come May.

<u>Code</u>	<u>Behavior</u>
13, 1a	I talked to George Hein about evaluation designs while at a conference. He suggested that I _____ so _____.
9	Bob still asking me about self-renewal . . . .
8, 9	. . . people talking in pairs and trios _____.
14	About 1/2 taking notes profusely, 1/4 sketching, 1/4 no notes.
12	_____ gets off table and whispers to _____ to back for a minute sits back on table.
12, 9	(White-haired man and black-haired lady leave to speak in the hallway.)
7, 14, 2	How much of that information has to be in the request for validation? Anybody know?
5, 2	Product vs. process? We really do both. How to write these up together? Separate?
6	Want to clarify a question.
1b	My problem is the inconsistency with what I hear from various people.
7	Will it be the same as last year, had to bus people in from 15 miles away, _____ what do you suggest?
7	"Where's _____? I must see him, I don't understand this."
6, 1a, 9	"That's what I understand from the legislator -- He said don't worry you can't be sued -- as long as you're doing your job."
2	"What do the validators do? Off in a corner? Take a vote, what happens?"
11	Others heard it was policy -- will work it out in a staff meeting.
10, 11	_____ had a good discussion with his staff after our burnout workshop -- to determine to what extent problems in school might be due to staff burnout -- they decided to have . . . .

<u>Code</u>	<u>Behavior</u>
1d, 6	Castlehill should be more intensely planned -- only one presentation.
9, 13, 6, 1a	I know some people who could come to the May meeting and do a power simulation thing, could be all day, the whole group and an outside person.
10	Let's plan an activity, real experience, then processing. Power may not be the common denominator for this activity though.
6	What is something that doesn't provoke anxiety -- interesting, stimulating, not . . . .
1d, 9, 13	Utilization of speakers who had "been there." It was a business meeting and to the point.
3	Seeing "real live" validators! They actually seem human!
10, 8, 3, 9	<u>Real</u> people who served on validation teams who had <u>human perceptions</u> .
9, 3	Having panelists who have "done."
8, 3	Actual contact with the <u>real</u> people. Information on past validation visits.
8, 1d	_____ 's clarity, sincerity, and wit. An opportunity to evaluate (size up) the validators.
3	To hear the different people who have been involved in validation express their ideas about what makes a successful visit and how we can best prepare ourselves for this important day in the life of the project.
10, 9	We got information "right from the horses' mouths."
8	Actual representatives from validation teams.
1d, 1b	Was valuable for practical application, and was pertinent to my needs and interests.
13, 1b, 9	The opportunity to dialogue with people who have been part of validation teams.
1d	The validators did not seem to give enough specific information concerning what they were looking for.

<u>Code</u>	<u>Behavior</u>
10	A concern . . . that there seems to be so many interpretations as to what is expected. I think that this breeds continued discontent and frustration on the part of some of the participants. If you have a program officer who clearly articulates responsibilities and concerns to you (as I do), I don't have a problem but I sense that others do.
1b	Disappointment about the absence of Jim Collins. Wanted to hear from him on budgeting.
1d	Still some confusion around basic issues; re: validations that weren't clarified.
1d	Questions still unanswered, or unanswerable, about validation concerns.
9, 1d	It was <u>very</u> helpful that we were able to meet with these validators.
7, 6, 1d	I had the uneasy feeling that some issues were not discussed sufficiently. Could you tell me. Nonetheless, this session did much to alleviate the anxiety and mystery that has built up around validation.
1a, 6	Now I can get down to work and really <u>prepare</u> for it (validation).
9	I like Mike. I always learn something new from him.
9	The specifics of the process from their point of view.
1d	Good tips on the application itself: style, organization, function (from validator's point of view).
1d	First-hand information.
6, 11, 1b	The best was to be prepared, to consider all the alternatives, go through a dry run and hope that all your information is presented in as clear and concise a manner as possible . . . accordingly. There is NO SUBSTITUTE for careful planning and preparation.
6, 1d	How to plan for the validation visit.
3	Just the individual people's points of view.



<u>Code</u>	<u>Behavior</u>
ld	Concept/ideas of what "is" validation . . . .
ld	<u>Details</u> -- of expectations, timing, preparation.
9	A chance to talk about our specific projects and evaluations and to get reactions.
8, lb	The opportunity to raise questions or discuss issues related to directorship in general.
8, 9	Information sharing and tips on presenting the curriculum.
6, 9	Names, resources for curriculum writers.
8, 9	Opportunity to exchange more detailed information about progress of other projects.

Analysis of the qualitative data. After reviewing the raw data, the coded behaviors (Table 2), the description of behaviors by month (Table 3), and the content of the monthly meetings (Appendix E), a definite pattern emerged. Although the training program as a whole did not increase the participants' self-direction between September and May, the analyses of the data strongly suggests that the form and content of each Project Director Meeting affected the directors' behaviors.

For example, the presentations at the February Project Director Meeting focused on the Massachusetts Validation Process. Directors who successfully fulfilled the requirements of this procedure are ensured fourth-year funding for their projects and would be given additional monies to disseminate their programs on a statewide level. The content of the meeting generated high participant interest. The format for the meeting included a panel presentation by a group of State Validators (individuals who recommended successful projects for dissemination).

The presentation was followed by a long question and answer period. Time was also set aside for small interest groups to meet after lunch to discuss the impact of the morning presentation on their type of project. The high tallies of self-directed learning behaviors coded during February indicated that participants (see Table 2)

- took initiative for learning;
- exhibited curiosity;
- demonstrated an openness to experience;
- were open to learning from and with a variety of people;
- clarified own values and participated in setting educational goals.

In some instances, these behaviors directly related to the form and content of the February meeting, and in other cases the analysis of the data revealed that the evidence of self-directed learning could have resulted from the content of prior meetings or planning for future sessions. For example, a director indicated that s/he would take more initiative in learning by stating, "Now I can get down to work and really prepare for it (Validation)." This director gained enough information from the panel presentation and discussion to take the next steps in her preparation for Validation. Another director referred to something she found out during a January session that stimulated her to spend "hours on the phone talking with another evaluator to locate the proper tests." And another participant volunteered to contact a consultant for the May Project Director Meeting. In all three instances, the directors exhibited self-directed learning behaviors as a result of

the overall design of the training program.

This pattern also emerged in the analysis of self-directed learning in conjunction with the form and content of other meetings. When directors were encouraged to use each other as resources in problem-solving activities, as occurred with the Action Plans during September, the participants exhibited the behavior of "learning from and with other students." In November, when many directors presented slides and videotapes on their projects or shared project materials, the participants commented on the availability of having a wide variety of resources available and made plans to use some of the resources in their own work. Between September and February, participants revealed self-directed learning behaviors that strongly related to the training topics or the style of presentation.

In March, April and May, there were no high counts of self-directed learning after coding and charting the data (see Table 2). Further analysis of the data in conjunction with the form and content of the monthly meetings revealed that these meetings were quite different from the other six. The consultant who presented information on developing manuals only used a lecture format and did not fully respond to directors' interests and needs. As one director said, "The points she made were presented as a battery of information, one-directional and non-participatory, resulting in less absorption by the audience than if it had been participational." Even when the directors met with the consultant in small groups, they noted that, "She basically continued to lecture in the little time there was." Observations of the meeting

reinforced the point that the participants did not have opportunities to exhibit their capacity for self-directed learning due to the consultant's approach to teaching.

The style of presenting "approaches to effective communication" at the April meeting was very participatory. All directors had opportunities to learn about styles of communication and apply this information in groups of three and four during the meeting. Directors were open to learning with and from a variety of people throughout this session, however this behavior did not receive the highest tallies during April. This is most likely due to the fact that almost all of the activities occurred in small groups scattered throughout the room, making it difficult for the observer to record specific individual comments and behaviors. Yet, the overall tone of the meeting was reported by all directors as "encouraging participants to be actively involved" and to practice the communication techniques with other directors.

The two-day May Project Director Meeting appeared not to have effected the participants' self-directed learning behaviors to any significant extent (see Table 2 and Table 3). However, two extenuating circumstances may have contributed to the small amounts of data collected during this month. The observer for the May meeting became ill and was unable to attend over half of the sessions. A great deal of data was never recorded. Also, this meeting was held in the eastern part of the state near the end of the school year and many directors were unable to get away from their projects. Even with those factors taken into consideration, this meeting did not strongly influence the

participants' self-directed learning.

In the last analysis of the self-directed learning behaviors, the following six items were noted as occurring on an average of two times per month or less (see Table 2):

- exhibits curiosity;
- demonstrates openness to experience;
- chooses own options--career, etc.;
- sets clear action goals;
- is increasingly able to exercise self-discipline;
- develops a variety of learning styles to suit different learning situations.

Either the training program's activities did not encourage participants to exhibit these behaviors, or they are, by their very nature, ambiguous and difficult to document. The most frequently documented behaviors, averaging four or more times per month, were as follows (see Table 2):

- diagnoses own learning;
- evaluates learning outcomes;
- wants to take responsibility for own learning;
- asks for help as needed;
- learns from and with other students;
- is open to learning from and with a variety of people.

Except for the behavior of "asking for help as needed," these behaviors were most frequently charted during September, October, December, and February.

Summary. Although it was assumed at the beginning of this study that the self-directed behaviors of the participants in the HEC IVc Training Program would increase during the ten-month training period, the qualitative evaluation does not substantiate this belief. The recorded and coded self-directed behaviors reached their peak during the month of February and were not recorded in any substantial numbers after that time. There appears to be a direct relationship between the content and format of the sessions and the high number of coded self-directed behaviors. Especially during the months of September, October, December and February, new information was provided with opportunities for the directors to interact with the presenters. Open discussion sessions rather than lecture style or small group sessions provide opportunities for participants to act in self-directed ways.

Observations and comments of directors directly involved in the planning, implementation, and evaluation of the training session strongly indicate there were no dramatic changes in their self-directed learning behaviors over time. Those directors who assumed greater responsibility in the development of adult learning activities during the Fall, also did so during the Spring. Conversely, those directors who chose not to be actively involved in their own and others' learning continued this pattern throughout the year.

Utilization of the set of beliefs. Qualitative methodologies were also applied to the collected data to investigate how Planning Team members implemented the set of beliefs in their roles as inservice education program leaders. The data were coded and charted monthly according to

the following belief statements:

- A. The personal needs and interests of the participants are identified and utilized in the learning experience.
- B. Participants are actively involved in the planning, implementation and evaluation of their learning experiences. They are involved in solving real problems.
- C. A physical and psychological climate conducive for learning is provided.
- D. There is an awareness and use of a variety of resources, including participants' strengths, experiences and academic skills.
- E. Helping relationships are fostered among participants and leaders by giving support and feedback to others.

The summary chart of the participants' utilization of these beliefs in their implementation of inservice programs indicates that during any particular month more than one belief was evident (see Table 4). In the following description of how the beliefs were put into practice by the Planning Team, examples are drawn from the month that received the highest count.

- A. The personal needs and interests of the participants are utilized in the learning experience.

During the month of October, a high tally count was recorded indicating that the Planning Team utilized the participants' needs and interests in this training session more than during any other month. The October meeting focused on the issues of time management, the phenomenon of professional burnout, and strategies directors could employ to get their local educational agencies to assume greater financial

TABLE 4  
 BEHAVIORS CONGRUENT WITH THE SET OF BELIEFS  
 CODED BY MONTH

Belief Statement	Month												Total Talled of Behaviors
	September	October	November	December	January	February	March	April	May				
A		9	5	3		5	6	6	4				38
B		3	5	4		4	4	4	2	1			27
C	7	4	2	3		4		1		1			24
D		6	7	1			1	3	1	4			18
E	2		4	5		3	3	5	12				34



responsibility for the project costs. The morning session elicited from the directors the greatest response that their needs had been met. Through the analyses of the formative evaluation feedback sheets and informal interviews, the participants reported the effects of the time management and burnout session in the following manner:

"Extremely useful."

"Fred gave a number of good suggestions which I will pursue. The coordinators of this meeting did a good job in picking a topic and developing methods of addressing it."

"Agenda was closely in touch with our needs. It provided specific, practical ideas. It provided new perspectives and was therefore 'self-renewing.'"

"Time management session was excellent--informative, lively, and relevant to current project needs."

The analysis of data for this month and the other months in which there were strong indications that the needs and interests of the participants were met, suggest that topics which gave directors practical suggestions and ideas that could be immediately applied to their projects were well received. When planning team members planned programs that met their personal needs, they often also met the needs of other directors.

B. Participants are actively involved in the planning, implementation, and evaluation of their own learning experiences.

This belief was most actively applied to the November Project Director Meeting, although its application was evident in other months. During this month, a subgroup of the team asked other project directors to help in presenting sessions during the Project Director Meeting. As

a result of this group's efforts, directors who were not members of the Planning Team shared their curriculum guides, slide tapes, project brochures, and other dissemination materials with all the participants. The analysis of the data collected during the other months suggests that the Planning Team used the participants' comments on the monthly evaluation sheets to guide them in their planning for meetings. Although the team used this information in making decisions about the form and content of future meetings, this behavior does not show that they actively involved the participants in the planning, implementation, and evaluation of these meetings.

C. A physical and psychological climate conducive to learning is provided.

Participants often commented on how much they appreciated the comfortable and convenient Project Director Meeting sites. There was even documentation of directors' comments about the luncheons served at the monthly meetings. Two Planning Team members worked diligently during August to locate a site for the initial meeting in September. Other members, familiar with the training locations used the previous year, made suggestions for the 1978-1979 year. Even though the choices for meeting locations were limited, the Planning Team made every effort to identify pleasing surroundings for meetings. The data do not clearly delineate that all project directors applied this belief to their planning for inservice programs. However, two of the few statements found in data collected during the training program indicate that some participants did utilize this belief in an on-site inservice program:

"Details, like serving melon, sending out personal notes, talking with teachers to find out what they want in the inservice program are important things to do."

"Along one wall of the teachers' lounge, there was a table with books, articles, and other project-related references. On another table, there were flowers, coffee, tea, an assortment of homemade cakes, and pieces of fruit."

D. There is an awareness and use of a variety of resources, including participants' strengths, experiences, and academic skills.

The November meeting was designed by the Planning Team to utilize a variety of resources, mainly the directors themselves. Personal contact was made with all the directors inviting them to bring slide/tape presentations and materials for dissemination and diffusion to share with other directors. The expertise of one of the directors in developing multi-media presentations was the opening activity for the session. The following statements and observations substantiate that the members of the Planning Team did have an awareness of and used a variety of resources in the November meeting:

"I could use \_\_\_\_\_'s equipment and expertise to improve my slide sound show."

"Display of other project materials was good and useful."

"Most informative were the slide/tape presentations by other programs."

"Seeing each other's presentations was more informative from the content point of view than the 'how to' point of view. . . ."

Directors learned from each other because members of the Planning Team designed a learning experience to utilize the expertise of the participants as resources in the training session. The May meeting was

also planned to use the strengths of directors. Two directors were asked to present their knowledge of career planning to the group as a whole. However, the data collected during the May meeting indicated that the behavior of a "helping relationship" was more evident for all participating directors during this month.

E. A helping relationship is fostered by giving support and feedback to others.

The data collected during May most strongly indicates that helping relationship behaviors were evident throughout the training year but were not documented until the end of the HEC IVc Training drew near. Directors felt they received support and feedback from each other as well as from the staff of the Development Center. The following statements reflect the participants' reactions to having this belief put into action:

"We are quite concerned about losing the support program."

"As a support group, I think it--directors' meetings--worked as well as they possibly could."

"I enjoyed the opportunity for reinforcement and sharing."

"\_\_\_\_\_ was able to give me a good critique of my presentation."

"Slowly we have developed a sense of support outside our region."

"Practical and moral support from the other art project directors was great!"

"Success for the project director means there are other project directors as support."

"I always got support and feedback from the Center."  
(HEC IVc Development Center)

"Meetings help communication between systems."

"Since I missed the last two meetings, I wanted to attend this one to touch base with my support group before summer."

"My program officer is always worth the trip (even to the Cape). He provides me with the 'clear' picture of things I need."

"I need more than 'recycled' ignorance of other directors to support me in my work."

Summary. Despite the small amount of data collected to investigate whether Planning Team members applied the set of beliefs to the design and implementation of the HEC IVc Training Program, the data analysis strongly suggests that they did put the beliefs into practice. Not enough qualitative data was collected to indicate whether participants who were not members of the Planning Team applied these beliefs to their projects' inservice programs. This is a limitation of the evaluation procedures used in this portion of the study. In Chapter V of this study, the analysis of the qualitative and quantitative evaluations of the participants' use of the beliefs in planning inservice programs will be synthesized and presented as a part of the study's conclusions.

Unexpected effects of the training program. Further analysis of the qualitative data was undertaken to identify other effects of the HEC IVc Training Program upon the leaders of educational innovations. The following themes emerged as a result of this analysis: (1) directors' frustration with the State Title IVc officers' presentations; (2) directors' utilization of the time management and burnout session information in their personal and professional lives; (3) directors' perceptions of

having been given support from each other and the Development Center; (4) the divergent behaviors of Title IVc Officers; and (5) other emerging patterns.

In the following section, the documentation supporting the emergence of these three themes is presented accompanied by a narrative on each section.

State Title IVc Officers' presentations. The analysis of the data presents an insight into how the directors reacted to the information they received from the State on the Massachusetts Validation Process and the newly imposed management guidelines. These issues were presented and discussed at the September, December, January and February Project Director Meetings. In the following section, the results of the analysis of the data is presented to support the statement that the State Title IVc presentations had a negative effect on the directors.

The Validation Process was presented by a Regional Program Officer to directors attending the September meeting at Foxhollow. Directors' reactions to this presentation were very positive. The following comments highlight the effects this presentation had on them:

"It made me acutely aware of the imminence of validation."

"I now know what the word validation means."

Yet, even with these positive comments coming from some directors, other comments revealed a sense of confusion. In reflecting on the lack of agreement voiced among Title IVc Officers about the Validation process, one director noted:

". . . clarity and resolutions on issues regarding validation specifics is not yet decided, it seems."

This sense of confusion was also felt by another director who suggested the following:

"I feel very strongly that all project directors should be given as much concrete help with state validation as possible. I feel that a simulation or a panel of people who have been through the state validation process should be presented (as soon as possible) at a directors' meeting. This is a priority with all of us and needs to be addressed. We need to know the facts."

The analysis of the data indicated that other directors also wanted more clarity on the validation process as noted in the following excerpts from the data collected during October and November:

"Please give us more on validation . . . ."

"What are the characteristics of validated projects?"

"I still don't understand the process, but I know the time line."

The State Title IVc Officer's approach to presenting the new guidelines for purchasing of services and contracts alarmed directors. The analysis of the data collected during the months of December and January provide the clearest evidence that directors were negatively effected by the State's presentation of these new management procedures. Participants did not feel they received solutions for their anticipated problems in following the procedures. The following statements about the State's presentation support this conclusion:

". . . this session was a disaster. There has to be a better way of dealing with this material, as well as a better way of helping projects through the contracted services maze."

"Interesting, but a bit confusing."

"Frustrating and alienating . . . ."

"Scary as hell."

"Very poor handling of questions . . . ."

"The entire afternoon was very confusing and basically got little accomplished."

"Some program officers are not agreeing . . . either about the seriousness of the situation or about the ways in which we should react."

"Project Directors too anxious about potential ramifications to calmly work out problems. Further clarification is obviously necessary."

"Very poor handling of questions by \_\_\_\_\_. He was neither prepared with answers nor specific about the ramifications."

"This part of the meeting only seemed to create hostility toward the powers that be, an unfavorable attitude toward the next speaker . . . ."

"I was very tense seeing that within the staff there were contradictions. Half the people left the room and the other half sat limp in their chairs."

These directors' observations of the effects of the State's presentation on participants' behavior during this session are also present in the notes made by the outside observers. During the presentation, the following occurred:

"\_\_\_\_\_ walks to speak to \_\_\_\_\_ and then walks back, hands fly up."

"\_\_\_\_\_ and \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ talking -- twittering."

"Much commotion and talking between directors and regional program officers."

Also at this meeting a regional program officer presented further clarification of the validation process and the State's expectations of



the project directors' preparations for the Validation site visits. The analysis of the formative evaluation of this meeting, as well as the recurrence of questions posed at the December meeting during January and February, indicate that the presentation by the State did not clarify issues for all the directors. The following comments highlight the confusion, anxiety, and at times the frustration felt by the directors.

"There seemed to be conflicting answers to some questions (on the part of the State) without enough time to clarify the confusion."

"State Department once again seems fuzzy on method, etc., to be used for validation."

"\_\_\_\_\_ was sometimes unclear because he lost track of what he was saying--confusion."

"A weakness of the session was that it seemed that the Validation personnel don't really have their act together. . . ."

"The whole day was anxiety producing."

Even during the break time at the February Project Director Meeting, six months after the initial presentation on Validation by a Regional Program Officer, the following comments were recorded:

"My problem is inconsistency with what I hear from various people."

"This is really artificial--We're supposed to be prime for validation at the end of two years."

"They just totally undermine everything we're doing."

The analysis of the qualitative data clearly shows that the directors were confused about the Validation process over a long period of time. There were also strong indications that it was the State's

presentations that made directors feel confused and frustrated.

The utilization of the time management and burnout sessions. Although there is less evidence about the effects of this training session upon the directors as compared to the impact of the validation and management discussions, analysis clearly indicates that the October presentations effected the directors over a longer period of time than other presentations. For example, right after the Time Management/Burnout Session, a director called the Development Center requesting the film on Time Management because she wanted to present it to her staff. She wanted her staff also to benefit from the experience. Three other phone calls were recorded requesting similar information. Also, two letters were received by the Development Center asking for the bibliography the presenter promised to mail out to the directors. The analysis of the qualitative data does not indicate that these types of responses and requests occurred after any other meeting.

The analysis of the data also shows that the presentations on professional burnout and time management techniques became the focus of directors' attention and influenced their behaviors as a result of this meeting. For example, one director related how she was able to improve the quality and the quantity of the time a part-time staff member put into her project by having him keep track of his time on her project in comparison to the time he used in working with another group. She directly applied a technique she learned in the meeting to a problem within her project.

The topic of burnout was discussed among project directors as indicated in the following observations and comments drawn from the collected data. After the October meeting, the following comments represent the positive impact of this program:

"Extremely useful."

"The presenter gave a number of good suggestions which I will pursue."

"Made me realize that busy doesn't necessarily correlate with efficient running of the project."

"Want some staff and other personnel to take part too."

Strong indications that the effects of this session were felt over time emerged in further analyses of the data. At the November meeting, one director noted:

"I have not had time to implement the time management suggestions, but I think tapes are a great idea. I've asked my wife for one for my birthday."

And from another director:

"I'm finding I have time to spend with other staff members now. I've now had time to help and direct them in ways they've needed to do their job because of the session."

"I am not opening a piece of mail until I have time to deal with it. I've written four letters in one week rather than putting them on the pile of 'important letters' that have piled up over the last eight years."

The directors continued to comment about the effects of this particular session presented in October during the ensuing months. For example, during the February session, one project director stated that their staff decided to have built-in self-renewal for burnout: "Outside work, relaxed time for the staff." He noted that when this was instituted,

the staff could turn their attention to concrete solutions for the kids and the program.

"Support" gained through monthly Project Director Meetings. At the May meeting, many directors commented on the fact that they would miss the support system that they recognized had developed over the two years of training. Comments like the following reflect the directors' perceptions:

"I knew I could always call (another director) and get the information I needed."

"The Development Center always supported me when I needed it."

"Project directors are quite concerned about the possibility of losing this support program."

"All of the directors want some sort of support group to continue on a regular basis."

The directors' recognition of the need and desire for support also was evident in the first directors' meeting, but was not strongly voiced as an effect of the training until the end of the year (see Table 4).

The analyses of the data also suggests that directors felt support from each other and the Development Center. This effect of the training program is not conclusively supported through an analysis of the data, but was enough in evidence throughout the training to be documented.

The divergent behaviors of the Title IVc Officers. Naturalistic observations of the monthly Project Director Meetings clearly indicate that the Regional Program Officers and the State Title IVc Director (Title IVc Officer) placed themselves outside of the ongoing activities of the

meetings. Two of the regional program officers were members of the Planning Team. Despite their affiliation to this inservice group, they often disrupted the sessions, unless they had direct responsibilities for the meeting's content or were presenters. They and the other regional program officers were observed pulling project directors out of the large group meetings for private discussions, making "wise-cracks" during whole group discussions ("Hey, \_\_\_\_\_ just passed out over here; will you come help relieve her?"), or initiating private conversations among themselves during presentations ("\_\_\_\_\_ gets off table, whispers to \_\_\_\_\_ in back for a minute, sits back on table." "\_\_\_\_\_ moves to whisper to \_\_\_\_\_ who is now sitting in front of her."). These behaviors may not have affected the project directors during this year's training because this behavior norm for the program officers' behavior was established during the prior year's training and accepted by all the participants. Yet, it must be concluded that the "distancing" and "selectivity" behaviors the State Title IVc officers exhibited throughout the training must have influenced how directors perceived the value of each session.

The most flagrant example of the observed "we/you" divergent behaviors was exhibited at the February meeting. The State officers all sat in the back of the room on tables, above and behind the directors who were sitting in chairs listening attentively to the panel presentation by Validators. Although there were many available chairs, the State Officers chose to move away from and be above the director group as a whole. Only one regional program officer sat with the larger group.

Observations of the monthly Project Director Meetings also show that the Director of the State's Title IVc programs distanced himself from the group. Considering his management position within the context of the overall Title IVc program, this behavior could be viewed as normal. However, he did not choose to attend over eighty percent of the training's Advisory Group Meetings held monthly at the Development Center (see page 61) and often did not attend the Project Director Meetings themselves. He actively participated in the planning for the training program the previous year, but not during the year investigated in this study.

His physical disengagement from the training activities occurred slowly throughout the year. He appeared only to make "official announcements" at the meetings, as was observed at the December meeting (see page 112). Directors commented on his absences; they were accustomed to seeing him at every meeting the year before. The change in his behavior from being an active planner and participant to being an infrequent visitor may have influenced the directors' perceptions of the importance of the training program. However, there is not enough evidence to conclusively state this did happen.

In spite of the fact that the State Title IVc officers were involved in the planning, implementation and evaluation of their own and the project directors' learning experiences through active involvement and shared decision making, their behaviors during meetings did not show that they had any investment in what was happening. As one observer noted:

"There was a continuing contradiction between the Beliefs to Behavior model being practiced by the Development Center staff and Planning Team members and the way(s) in which the Title IVc staff and Director related to the project directors at these meetings."

Other emerging patterns. Throughout the qualitative analyses of the data, two other patterns emerged that must be noted as effects of the HEC Title IVc Training Program. Observations showed that during the afternoon portion of every meeting, directors were less active. They sat back in their chairs, took fewer notes, and appeared drowsy, especially when there were lecture-type presentations. In small group discussions during afternoons, they were more active, although the level of energy observed during morning sessions was not present. Mornings seem to be the best time to introduce new information to directors.

The attendance figures for every meeting also strongly indicate that the meeting location influenced who attended meetings. Meetings held in the western part of Massachusetts were not always attended by directors who ran projects in the opposite end of the State (the exception being the initial two-day meeting in September). Attendance figures were usually high and there was an even distribution of directors from all over the State when meetings were held in a central or eastern location. It appears that directors from the southeast felt that some meetings were held too far away from home for them to attend.

Summary. In addition to the anticipated effects of the Title IVc Training Program, several other behaviors were observed during the year. These effects of the program have been presented in the preceding section

in a narrative form. It is evident that the content of the monthly Project Director Meetings did effect the directors, both positively and negatively. The knowledge about time management and measures to prevent professional burnout influenced the way directors began to structure their lives. Also, the unclear statements about the Validation process and the inability of the State to respond constructively to the directors' concerns about new management procedures had negative effects. The procedures were perceived to be presented to directors in a confusing and threatening manner. Also, directors recognized the support they received throughout the program. The other emerging patterns of the State's Title IVc officers' behaviors, the effect of the training location on meeting attendance, and the behaviors of participants during afternoon sessions are also noted.

In the final chapter of this study, the conclusions about the effects of this training program upon leaders of innovative programs will be made based on the analyses of the data presented in this chapter. Chapter V will also include recommendations for similar training programs and suggestions for further research.



C H A P T E R   V  
SUMMARY AND CONCLUSIONS  
FOR FURTHER RESEARCH

Introduction

This investigation into the effects of the Hampshire Educational Collaborative Title IVc Training Program highlights the kinds of training activities that affect participants' self-directed learning behaviors and that change participants' beliefs and subsequent behaviors as leaders of inservice programs. It gives the reader insights into how a humanistically oriented set of beliefs about inservice education was implemented within the overall context of a training program. The conclusions that are presented in this chapter summarize the results of the analyses of the quantitative and qualitative data presented in Chapter IV of this study. The summary of the conclusions that are drawn at the close of this study address the following questions:

1. Did participants exhibit evidence of self-directed learning as a result of the training?
2. Did participants apply the set of beliefs about inservice education in their work as leaders of adult learning experiences?
3. Did the participants exhibit other effects of the training program?

As a result of this study, recommendations for future training programs which have similar goals will be made and suggestions for future research will be suggested.

### Self-Directed Learning

As noted in Chapter IV, the form and content of an inservice program strongly influences the self-directed learning behaviors of the participants. In the analysis of the qualitative data, it was clearly evident that when participants' needs (as in the October meeting) and interests (as in the February meeting) are identified and utilized in the planning and implementation of learning experiences, participants act in a self-directing manner.

It was also concluded that self-directed learning occurs when participants have opportunities to ask questions, to interact with many individuals, and/or to discover their own answers to immediate problems. For example, in the October and February meetings, there was ample time for the participants to ask questions and gather information. Self-directed learning behaviors were observed at these two meetings more than any other time during the training program. This conclusion is consistent with the learning paradigm proposed by Combs:

Learning is the discovery of meaning. . . . The discovery of meaning, however, can only take place in people and cannot occur without the involvement of persons. This is the human side of learning (Combs, et al, 1974, p. 98, emphasis added).

When people are able to discover personal meaning in the presented data, they exhibit self-directed learning behaviors.

When leaders of inservice programs design learning environments that encourage active participation, and that are responsive to the participants' needs and interests, self-directed learning emerges. These are but two of the interactions and environments cited in Chapter II of

this study as fostering self-directed learning. The analysis of the data did not clearly show that the helping relationship behaviors of giving feedback and support; being guiding, accepting, and challenging; and encouraging individuals to share in the decisions about the design of learning activities; affected the participants' self-directed learning. Although the literature supports the contention that these experiences and environments do influence an individual's capacity for self-directed learning, this study does not show a direct cause and effect relationship between the two. However, the inference can be made that helping relationship behaviors evident in the program most likely did influence the participants' behaviors to be more self-directing. This statement is made on the basis of the results of the Beliefs Inventory and the analysis of the qualitative data in which there was a significant increase in the Planning Teams' use of the helping relationship behaviors of giving feedback and support to others, and the directors' perceptions that these behaviors were prevalent throughout the year-long project.

It was not clearly substantiated in this study that members of the Planning Team exhibited more self-directed learning behaviors than project directors who did not actively participate in the design of their own and others' learning experiences. However, this is largely due to the design of the qualitative evaluations. No effort was made to single out and evaluate the behaviors of this select group when observing Project Director Meetings and in gathering other documentation of self-directed learning. Since this group of directors were actively involved in their own learning activities, chose their learning objectives and

then planned, implemented and evaluated their and other directors' learning episodes, it must be concluded that they were exhibiting more evidence from the outset of being self-directed learners than other program participants.

The summary of the conclusions of this study strongly suggests that inservice program developers interested in fostering participants' self-directed learning should plan for activities that are attuned to the needs and interests of the participants, provide ample opportunities for the participants to interact with the data, and incorporate into the design of the program structures that allow participants to choose their own learning objectives and plan, implement and evaluate their learning outcomes. It is suggested here that all the environments and interactions noted above, including the use of helping relationship behaviors, do influence people to become self-directing. Suggestions for further research on this assumption and on other aspects of developing self-directed learners will be made at the end of this chapter.

#### Application of the Set of Beliefs

The results of the qualitative and quantitative evaluations of the directors and Planning Team members' perceived and observed use of the set of beliefs in implementing adult learning experiences presents interesting insights into one effect of the training program. Beliefs about inservice program leadership change only through direct teaching and active participation. The directors of the Connecticut control group of Title IVc Projects and the Massachusetts Directors who were not

members of the Planning Team did not change in their beliefs about inservice programs.

In both forms of evaluation, the following beliefs were found to be utilized by Planning Team members:

1. Participants' personal needs and interests are identified and utilized. A physical and psychological climate conducive to learning must be provided. Lower order needs (food and drink) must be met before higher order needs (cognitive, self-actualizing).
2. Participants seem better able to apply new learning, refine their skills, and continue growing as they get feedback and support from others in the form of a helping relationship.

Apparently these beliefs are most easily accepted and utilized in staff development and inservice activities, or were already present in the belief structure of the Planning Team members but were increased by the design of the training program.

The results of the Beliefs Inventory showed that Planning Team members increased in their use of their belief in the helping relationship behaviors in implementing specific inservice activities and within the overall context of a year-long project. Even when taking into consideration that there were differences in these directors' projects, this belief and subsequent behavior changed significantly over the duration of the HEC Training Program. However, the belief in using the participants' needs and interests in planning inservice activities changed only in the Planning Teams' implementation of specific inservice programs. This may have happened because their projects were so different and the specific sessions they were responding to were not the type that allowed for this

form of responsiveness.

This researcher was surprised to discover that there were no changes in the Planning Teams' use of the set of beliefs encouraging shared decision making and the utilization of the participants as resources in the learning activities, especially in light of the fact that this group of directors actively participated in the Training Program in these ways. Apparently, neither direct training in the use of these two sets of beliefs nor immersion in adult learning activities guided by these beliefs affected the members of the Planning Team. Perhaps it was because the Planning Team was involved in sharing in the decisions about the program and that their strengths and interests were used in the content of the training activities that Planning Team members chose not to adopt or use these beliefs in their own work. Recommendations for further study of this phenomenon will be suggested in the last section of this chapter.

#### Other Effects of the Training Program

The other effects of the Training Program which emerged from the analysis of the data resulted from the format and content of the Project Director Meetings. As noted earlier in this study, when the content was highly relevant to the participants' needs (as in the burnout and time management programs), their behaviors were affected over a long period of time. But, when the content of the sessions was highly relevant yet not clearly presented (as occurred with the State's Validation and management sessions), participants exhibited negative reactions. The

content of inservice programs must do more than merely respond to the participants' needs and interests. All topics must be carefully planned and clearly presented, taking into consideration the effects these presentations will have upon the participants.

The format of having the directors meet all day once a month in a variety of locations across the state also had an unexpected effect upon the group as a whole. Although the HEC IVc Program was designed to use each Project Director Meeting to its fullest extent, it appears that the meetings should be restructured into extended half-day sessions. Morning meetings, followed by relaxed luncheons would continue to get information and new ideas to the directors, but would eliminate the afternoon drop-off period. It would also leave the afternoons free for interest groups to meet if they chose to do so, and provide time for the state officers to meet with directors without interrupting the learning activities. The effect of the meeting locations upon the attendance figures for the monthly meetings suggests that choosing a more central location for all the meetings might encourage the directors in the farthest extremes of the state to come to more meetings.

In terms of the emerging pattern of the State Title IVc Officers divergent behaviors of distancing themselves from project directors at meetings and having selected interactions with each other and directors, this researcher and Training Coordinator believes that any changes in the design of the training program would not affect these individuals' behaviors. Their actions at Project Director Meetings appear to be a result of their need to be viewed as "the state administrators" of the

Title IVc Projects, a norm which perhaps was established during the first year of training activities not included in this study.

#### Summary

As a result of this investigation into the effects of the HEC IVc Training Program, the preceding conclusions have been described and recommendations for training programs with similar goals have been made. The use of both qualitative and quantitative evaluations allowed this researcher to investigate what beliefs the participants applied in their work as leaders of adult learning experiences, how the program affected the participants to behave as self-directed learners, and examined the other effects of the training program.

By using both methodologies, this researcher concludes that it is possible to draw more accurate conclusions about the intended and unintended effects of an inservice program. This researcher suggests that the conclusions drawn from this study and the utilization of qualitative research procedures be carefully studied by both program planners and evaluators as to their applicability to other training programs. Such information gives educators a better understanding of what happens when a particular conceptual framework is used in planning and implementing training activities and suggests modifications in future inservice programs.



### Recommendations for Further Research

This investigation into the effects of the HEC IVc Training Program and the results of this investigation suggest to this researcher the need for further research in five major areas. In this last section of the study, recommendations will be made for research in the areas of the development of self-directed learners, the use of the Beliefs Inventory, the potential use of qualitative research procedures, further studies on the effects of using the particular set of beliefs in developing inservice programs, and follow-up studies of the participants in this program.

Because the development of a self-directed learner is a highly valued aim of education, more research needs to be undertaken to discover how people become self-directing. The results of this investigation only scratch the surface in this area and must be viewed as an initial step. This researcher suggests the development of proper measurements of the motivations for self-directed learning and openness to experience that could be used along with existing self-concept tests to measure changes in individuals' self-direction through planned experiences. In this way, quantitative evaluations of changes in self-directions could be made.

This researcher also suggests the continued use of naturalistic observations and other procedures to study the behaviors of individuals. These forms of investigating the human phenomenon can increase the researcher's knowledge of the effects of particular experiences, and can contribute to an educator's understanding of what happens when adult

learning programs are operationalized. It is suggested that in-depth interviews of a small population of the total group would aid future researchers in pinpointing what particular training activities affected them. This suggestion is proposed because the scope and nature of this investigation precluded this type of activity, and it would be interesting to see if the generalizations made at the conclusions of this study about particular learning activities would hold true in an individual's perceptions.

The Beliefs Inventory needs to be refined, shortened, and undergo further testing for reliability and validity. As an initial effort to measure changes in a person's use of the set of beliefs, it served its purpose well. But if there were fewer or more specific items that focused on the four sets of beliefs, the instrument could be more useful to trainers of trainers. This researcher and program designer also suggests that further qualitative evaluations be undertaken to examine the effects of applying each particular belief statement to an inservice program. For example, how do helping relationship behaviors influence participants' self-directed learning within the context of a total program? This could be done through in-depth interviews and naturalistic observations of inservice sessions.

A longitudinal study should be made of the Title IVc Directors who participated in this study. Such a study could evaluate whether participation in a training program that utilized a particular set of beliefs in its conceptual framework affected the lifespan of educational innovations as suggested in the Rand Study (McLaughlin and Berman, 1977).

Particular attention should be given to projects led by members of the Planning Team to see if their projects continued to any greater extent than any other projects at the end of federal funding.

Like other studies of this nature, questions begging further research are raised as answers are found. This researcher hopes that individuals interested in and committed to designing adult learning experiences which have as their goal the development of self-directed learners, continue to identify the environments and interactions that make their programs successful. It is also hoped that research methodologies to investigate the effects of these programs include both qualitative and quantitative procedures whenever possible. The results of such research will contribute to educators accumulating knowledge of how to help the learner to become more self-directing.

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APPENDIX A

## TITLE IV

Amendment to Title IV of the Elementary and Secondary Education  
Act of 1965Educational Improvement, Resources, and Support  
Part C--Improvement in Local Educational Practices<sup>1</sup>

Title IVc was funded to provide assistance to local educational agencies within the State for activities that will improve the educational practices of those agencies. Title IVc programs include the development and demonstration of projects that focus on:

- (1) children of special needs
- (2) educationally deprived children
- (3) achievement of basic skills
- (4) parent participation
- (5) children with learning problems
- (6) improvement of school management
- (7) professional development
- (8) early childhood and family education
- (9) community resources

The purpose of Title IVc is to encourage innovation and improvement in compensatory educational efforts through a state's funding of local educational agencies. It represents a systematic effort to encourage new approaches in educational practice at the local level, to demonstrate the effectiveness of these new approaches and to assist other school systems in their introduction of similar programs.

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<sup>1</sup>Cited in Educational Amendments of 1978, Public Law 95-561, Title IV Part C, pp. 274-277.

APPENDIX B

BELIEFS INVENTORY

Name: \_\_\_\_\_ Project: \_\_\_\_\_

Think back to a typical adult learning experience for which you were the leader.

1. What was the purpose of this meeting? \_\_\_\_\_  
\_\_\_\_\_
2. Did you have contact with the participants over an extended period of time (3 months)?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
3. Were there staff? \_\_\_\_\_ If so, how many? \_\_\_\_\_
4. Who were the participants? \_\_\_\_\_ How many? \_\_\_\_\_
5. Is there anything about his meeting that stands out in your mind? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SECTION I

With this learning experience clearly in mind, please respond to each of the following statements. It is important that only one response be recorded for each item.

If, in each of these situations, you had most of the deciding power, circle "I DID". If the staff (the people you work closest with) had most of the deciding power, circle "STAFF DID". If the participants (those people involved in the learning experience) had most of the deciding power, circle "PARTICIPANTS DID". If someone other than yourself, the staff, or the participants decided, circle "OTHERS DID".

If, in responding to the statements, there is a specific situation you wish to describe, there is space provided for your comments.

WHO DECIDED . . .

- |  |          |              |                     |               |
|--|----------|--------------|---------------------|---------------|
| 1. if participants could share a resource they had found during the session? | I<br>DID | STAFF<br>DID | PARTICIPANTS<br>DID | OTHERS<br>DID |
| _____  |          |              |                     |               |
| 2. who talked during the learning experience?                                | I<br>DID | STAFF<br>DID | PARTICIPANTS<br>DID | OTHERS<br>DID |
| _____  |          |              |                     |               |
| 3. when participants could talk among themselves?                            | I<br>DID | STAFF<br>DID | PARTICIPANTS<br>DID | OTHERS<br>DID |
| _____  |          |              |                     |               |
| 4. how successful such an activity was in meeting the planned goals?         | I<br>DID | STAFF<br>DID | PARTICIPANTS<br>DID | OTHERS<br>DID |
| _____  |          |              |                     |               |
| 5. if what was offered was useable and relevant?                             | I<br>DID | STAFF<br>DID | PARTICIPANTS<br>DID | OTHERS<br>DID |
| _____  |          |              |                     |               |

6.	what monies would be spent to implement the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
7.	who received feedback for their contributions or lack of same?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
8.	if someone must attend the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
9.	how feedback about the experience was gathered?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
10.	where the activity was to take place?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
11.	when the learning experience began and ended?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
12.	when an activity was appropriate to implement?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
13.	what was included in the agenda?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
14.	when participants made presentations?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
15.	when a participant should receive support and feedback for their learning activity?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
16.	who was to be the leader of the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
17.	when "break time" was over?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
18.	who could participate in the planning for the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
19.	when it was time to do a specific activity?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
20.	if there was food and drink available?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
21.	content of the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
22.	how the room was to be arranged?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID

13.	The leader did not try to discover participants' personal interests.	AGREE	DISAGREE	N/A
14.	Time limits for parts of the learning experience were set by the leader.	AGREE	DISAGREE	N/A
15.	The meeting place was comfortable, attractive and functional.	AGREE	DISAGREE	N/A
16.	Articles, books, and other publications were available to all.	AGREE	DISAGREE	N/A
17.	Participants were consulted to identify their personal needs and interests as they related to the learning experience.	AGREE	DISAGREE	N/A
18.	Participants were not often informed when the leader or other participants noted goals being met.	AGREE	DISAGREE	N/A
19.	Leader and participants evaluated the effectiveness of the learning experiences together.	AGREE	DISAGREE	N/A
20.	Participants felt free to ask for evaluation of their work.	AGREE	DISAGREE	N/A
21.	The leader helped participants formulate individual goals for learning.	AGREE	DISAGREE	N/A
22.	The focus of the learning activities were issues the participants had identified as being real problems to them.	AGREE	DISAGREE	N/A
23.	Participants often dropped by and chatted with leader.	AGREE	DISAGREE	N/A
24.	Participants rarely shared in the "leader role."	AGREE	DISAGREE	N/A
25.	Participants made decisions about the content of the learning experience.	AGREE	DISAGREE	N/A
26.	Judgements on participants' contributions during meetings were withheld by leader.	AGREE	DISAGREE	N/A
27.	The learning activities were defined by participants.	AGREE	DISAGREE	N/A
28.	Participants rarely shared responsibilities for planning.	AGREE	DISAGREE	N/A
29.	The individual learning styles of participants were considered by the leader when he/she planned activities.	AGREE	DISAGREE	N/A
30.	Participants rarely decided upon the time limits for the working sessions.	AGREE	DISAGREE	N/A
31.	Participants set their own goals for learning activities, defined the actions to meet those goals, and evaluated the results.	AGREE	DISAGREE	N/A

23. what the format was for the learning experience (workshops, demonstrations, lectures, etc.)?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
24. what areas of a building could be used for the learning experience?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID
25. when the leader would make presentations?	I DID	STAFF DID	PARTICIPANTS DID	OTHERS DID

## SECTION II

This section deals with the general physical and interpersonal atmosphere that would most accurately describe your project last year. Reflect back to what actually happened last year. Avoid "wishes" of what you would like to have had happened. Respond to the following items by circling the appropriate response: "AGREE", "DISAGREE", "NOT APPLICABLE".

1. The leader tried to make personal contact with the participants.	AGREE	DISAGREE	N/A
2. Participants were encouraged to, and did, share their new learnings with others.	AGREE	DISAGREE	N/A
3. Participants talked very little among themselves during learning activities.	AGREE	DISAGREE	N/A
4. Participants were involved as leaders of portions of the learning experiences.	AGREE	DISAGREE	N/A
5. Participants did not often discuss issues raised during learning activities after the session had ended.	AGREE	DISAGREE	N/A
6. Plans for future learning activities often were not based on evaluations of previous sessions.	AGREE	DISAGREE	N/A
7. Participants' contributions were rarely solicited by leader.	AGREE	DISAGREE	N/A
8. Leader's knowledge and skills were often utilized by participants to meet their goals.	AGREE	DISAGREE	N/A
9. The leader did not rely on the participants to meet their goals.	AGREE	DISAGREE	N/A
10. The opportunity for some form of support was available through conferencing, sharing, and planning.	AGREE	DISAGREE	N/A
11. Participants' background experiences were utilized during learning activities.	AGREE	DISAGREE	N/A
12. Participants sought out each other to gather information.	AGREE	DISAGREE	N/A



32. Participants often made their own decisions about the use of time for learning activities.	AGREE	DISAGREE	N/A
33. Participants did not have the opportunity to identify and utilize outside consultants.	AGREE	DISAGREE	N/A
34. The learning activities were often agreed upon by the participants.	AGREE	DISAGREE	N/A

APPENDIX C

BELIEFS TO BEHAVIORS -- TOTAL UNIVERSE

- I. The personal needs and interests of the participants are identified and utilized, including the provisioning of a physical and psychological climate conducive to learning.
1. Participants' background experiences and interests are discovered. Personal interaction is encouraged.
  2. Leader makes expectations and needs clear.
  3. Participants make needs and expectations known.
  4. Participant and leaders' needs are considered in planning learning sessions.
  5. The agenda, dates, and locations for sessions are clearly stated and distributed to participants.
  6. The meeting room is comfortable, attractive, and functional.
  7. Food and drink are provided.
  8. An individualized approach to learning is provided.
  9. Participants' learning styles are considered in planning sessions.
  10. Preferences for particular learning formats are considered in planning sessions.
  11. Opportunities for professional recognition for participation in learning activities will be made if needed.
- II. Participants should be involved in the planning, implementation, and evaluation of their learning experiences. Participants should be actively involved in solving real problems. Participants will benefit from self-initiated and self-directed inservice training.
1. Participants make their own decisions about the use of meeting time and content of learning activities.
  2. A team approach is utilized in the planning of sessions.

3. Participants share responsibility of leadership role.
4. Leaders and participants evaluate sessions together.
5. Evaluations for learning activities direct the planning of future learning experiences.
6. Tasks and responsibilities are defined and agreed upon by all.
7. Tasks and learning activities are focused on real problems to be solved and to be relevant to the participants.
8. Participants set goals for their own learning, make decisions about how to meet these goals, and evaluate their work.

III. Participants respond positively to the opportunity to work from their strengths. Participants should have an awareness and use of a variety of resources to meet participant and project goals.

1. Participants contribute materials and ideas to sessions. These contributions are visible.
2. Participants' past experiences and knowledge are utilized as part of the learning experiences.
3. Outside "consultants" are identified and utilized by leader and participants.
4. Participants themselves are considered as resources.
5. Books, articles, and journals are made available to participants.
6. Participants' interests and competencies are made known.
7. Leaders' knowledge and skills are utilized to help participants meet goals.
8. Personal interaction occurs.
9. Technical assistance and content information are provided to participants.

10. Participants' background experiences are utilized in learning activities.

IV. Participants' growth is facilitated when they are helped to uncover next steps. Participants seem better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others in the form of a helping relationship.

1. Small groups are formed to provide opportunities for conferencing, sharing, and planning.
2. "Active listening" occurs between participants and leader as well as among participants themselves.
3. An atmosphere conducive for evaluation is present.
4. Participants learn about and rely on each others strengths and interests to meet their own personal goals.
5. Participants receive support and feedback from peers and leaders.
6. Participants are informed when the leaders or other participants note goals being met.
7. Leader helps participants meet goals by restating, concluding, questioning, and refining statements.
8. The leaders are seen (support is provided) as helpful, accepting and cooperative.
9. Personal contact is made with participants to provide assistance to them in meeting their goals.

APPENDIX D

# C IV Yourself



a monthly newsletter to:  
title IVc project directors, program officers, and.

Vol. I

no. 6

published by the HEC Etc Development Center  
Amherst, Mass.

## GRIST for the mill from the Development Center



### The Month In Reviews .... or Review of Reviews

Both Bill and I believe we could do a terrific ad for VW cars as we traveled around the state to the five January Regional Meetings. But the effort appears to have been very worthwhile. Many Project Directors had similar questions about the famous "Green Book", as well as some unique concerns. These questions have been synthesized and sent on to the proper place in our effort to get the necessary clarification. Know that as soon as we have the responses, we will pass that information on to you.

The validation discussions continued to provide all of us with a clearer view of what this process is all about. The planning team has decided to devote the morning of the February meeting to the preparation of the Validation materials and what is expected at the site visits. A panel of Validators will be there to provide their personal perspectives on this process. Although it is impossible to give all of you the answers to all your specific questions, we believe this session will give you a clearer picture of what lies ahead. Please give us a call ahead of time if you have any questions or suggestions for this session.

2.

note well → ↓MAY 1st IS AN IMPORTANT DATE TO REMEMBER!

- ° Your program plan for the 1979-1980 school year is due
- ° Your "Request for Validation" forms are due also

\* At the April 11th Project Director Meeting the list of potential validators will be presented to you to review and to elicit from you the names of any people you wish to not have on your validation team.

## Resources...

Doug Fleming recommended the following two books as good ones if you are interested in increasing your effectiveness as a leader.

- Gordon, Thomas. Leader Effectiveness Training, Wyden Books, New York, 1977.
- Craig, Robert L. Training and Development Handbook, McGraw-Hill, New York, 1976.

NEW BOOKS!! Additions to the Traveling Library that will be available at the February meeting.

Bowles, Samuel, and Ginites, Herbert. Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life, Basic Books, Inc. 1976.

Chruden, Herbert J., and Sherman, Arthur W., Jr. Personnel Management, Fourth Edition, South-Western Publishing Co. 1972.

Coons, John E., and Sugarman, Stephan D. Education By Choice: The Case for Family Control, University of California Press, 1978.

Litterer, Joseph A., (Editor), Management: Concepts and Controversies, John Wiley and Sons, 1978.

Marcus, Jay B. T.M. and Business: Personal and Corporate Benefits of Inner Development, McGraw-Hill Book Company, 1977.

McSweeney, Edward. Managing the Managers: The Executive Takeover of Corporations -- And What Directors Can and Must -- Do About It, Harper and Rowe, 1978.

Newell, Clarence A. Human Behavior in Educational Administration, Prentice-Hall, 1978.

Odiorne, George S. Management Decisions by Objectives, Prentice-Hall, 1969.



3.

## IVc Meeting agenda

### A G E N D A

February Project Director's Meeting  
The Espousal Conference Center

February 12, 1978  
Waltham, MA (617-893-3465)

9:00 - 9:30	Coffee and gathering
9:30 - 10:00	How to Prepare for the Validation Visits - An Overview Dr. Judith Souweine, State Validator
10:00 - 10:45	Panel Discussion Michael Walker - State Validator Alberta Sebolt - State Validator George Selig - State Validator
11:00 - 12:00	Education in the Face of Fiscal Conservatism Rep. James Collins - Vice Chairman of the House Committee on Education
12:30 - 1:30	Lunch
1:30 - 2:30	Small interest groups to meet with validators to discuss particulars
3:00 - 5:00	Meeting for Planning Team Members - Participants in the Workshop for Educational Administration

\* The members of the Planning Team for the Spring Project Directors Meetings are: Phil Homes, Kevin Dwyer, Doug Fleming, Harry Romsey, Dennis Feigen, Andrea Womack, Joyce Cohen, Bob Wellspring, John Coster, Linda Zayac, Joe Noonan, Ellie Lazarus, Chuck Radlo, and Maria Grasso.

If at any time you have ideas or suggestions about the Directors Meetings please feel free to call them or the Development Center.

FRANK AND ERNEST

By Bob Thavis



4.

DIRECTIONS TO: ESPOUSAL CENTER, 544 Lexington Street, Waltham, MA (617-893-3465)

FROM ROUTE 128

From the South on Route 128, take Exit 48, Totten Pond Road. At the end of the exit ramp, take a right onto Totten Pond Road.

From the North on Route 128, take exit 48 E, Winter Street. At the end of the exit ramp, take a right onto Totten Pond Road.

Turn left at the set of traffic lights at the end of Totten Pond Road. You are on Lexington Street. Travel approximately 3/10ths of a mile. Turn left into the Espousal Center property. Bear right up the hill to the main building. Park past the building in the parking lot.

FROM ROUTE 2

Spring Street Exit. Right onto Lexington Street. Center is a few minute's drive beyond Wal-lex shopping center, on the right.

PLEASE PARK in the rear lot adjacent to the Main Conference Center atop of the hill.

Emily Marks made it to the January 18th Project Director Meeting at Maria's apartment in Marblehead. But that was the last official day of her project directorship until her maternity leave is over. We congratulate Emily and welcome:

Andrea Beth Marks  
born January 19, 1979 at 12:45  
6 lbs. 10 oz.  
with fat cheeks and a head of hair!



Welcome . . .

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MORE ABOUT THE RAND STUDY...

CURRICULUM PRODUCT REVIEW DECEMBER 1978

Why hasn't the massive infusion of federal money and technical expertise into the nation's public schools during the last 12 years significantly improved the quality of education in America? According to a major four-year study by the Rand Corporation (the last in a series of eight reports), the key to this failure of federal policy is the lack of understanding of and respect for the way the educational process works at the local level. Change cannot be imposed from outside, the report concludes; in order to succeed, new practices must have the support of teachers, principals, and district and state officials. Also contributing to the failure of many innovative, federally-funded teaching programs was the rush for federal "seed money" without appropriate planning or a commitment to solving local problems on the part of school districts. Even some special projects which were undeniably successful ultimately failed because they were not incorporated into the standard curriculum, and were thus vulnerable to financial cutbacks. "The net return to the federal investment was the adoption of many innovations, the successful implementation of few, and the long-run continuation of still fewer," the report states. The study recommends a flexible federal role aimed at facilitating local change efforts, rather than controlling them, and a long-term goal of helping school districts develop the capacity to improve their own performance. All eight volumes of the study, published under the series title "Federal Programs Supporting Educational Change," may be ordered from The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, CA 90406.

Article sent to us by Rich Wallace

## APPENDIX E

## FORM AND CONTENT OF MONTHLY PROJECT DIRECTOR MEETINGS

September 19 and 20 (Foxhollow, Lenox, Massachusetts)

1. Dr. Harvey B. Scribner, the University Representative of the HEC IVc Training Program Advisory Group, spoke to the directors on the topic of "Packaging You and Your Project, or . . . Your Fit With the Future."

2. Trios of project directors worked together during two separate sessions to identify, clarify and define issues of particular concern to their projects. At the end of the last session, each director submitted an "Action Plan" to the Development Center. The Center responded to questions or needs identified by the directors as a result of working in trios. The intent of this grouping was to foster a helping relationship among directors. This was the only month the Action Plans were used at meetings.

3. Regional meeting time was provisioned for twice during the September meeting. The topics for these sessions were: evaluation designs, general information about the State's validation process, and other issues particular to each region.

4. Time for sports, walks, movies, and relaxed talks were available to participants on both days before and after meals.

5. A session planned by two Planning Team members and the Training Coordinator that focused on "personal success in the project" constituted the closing session. The planners wanted to have project directors focus on the fact that passage of the Validation Process did

not necessarily mean that they were or were not successful leaders of educational innovations.

6. A lending library was established. The library consisted of xeroxed articles and available books relevant to leaders of educational innovations.

7. At this Project Director Meeting, the Fall Semester Planning Team was established and subgroups were identified for the following monthly meetings. Last year's needs assessment and the information gathered from the Summer visits were handed out and the course requirements stated to project directors interested in becoming members of the Planning Team. Also, students enrolled in Dr. Arthur Eve's course, "Case Studies in Educational Administration," met for the first time. This course met regularly after every director meeting from September through December.

October 25 (Rolling Ridge, North Andover, Massachusetts)

1. Dr. Fred Cole presented a "Time Management" session to help project directors to become effective managers of their projects and themselves.

2. A session on "Burn-Out" was presented by Susan Dalziel and the Training Coordinator, to help project directors explore the issue of burn-out, to discuss the symptoms, and to explore the relationship between giving of self and the need to define activities for self renewal.

3. A session was planned by members of the Planning Team to brainstorm strategies for getting the local school system to assume

financial responsibility for the project when federal funding ended.

4. Some project directors displayed their newsletters, press releases, and other dissemination materials at this meeting.

5. As at every meeting, time was allowed for walking and gathering informally. The lending library was available to all participants. The students in the graduate course also met at the end of the meeting.

6. Dr. William Allen presented a short session on alternative private and federal funding sources that are available to projects when federal funding ends.

November 16 (4-H Center, Ashland, Massachusetts)

1. One Planning Team member gave a presentation on the effective development of slide/tape presentations. She had visual displays, handouts, and responded to questions from the group after her presentation.

2. Many project directors displayed their written curriculum. Other project directors brought materials they had used to disseminate their projects. Directors contributed videotapes, slide/tape presentations, overheads, and other displays to this meeting. Project directors were able to view and discuss with each other various dissemination practices.

3. Time was set aside for regional groups to meet. Also, the State presented booklets explaining the validation process and discussed the procedures for filling out the "Request for Validation" forms. Dates for validation visits were selected by the directors.

4. Dennis Collins presented information about local and national dissemination. The presentation covered the process and procedure

directors can use if they were to be validated to diffuse or disseminate their projects to other sites across the state or nation.

5. The lending library was available, coffee cakes made by students from one of the projects were available all during the day, and the graduate course met at the close of the regular session.

December 6 (Willits-Hallowell Center, South Hadley, Massachusetts)

1. Dr. Dwight W. Allen spoke to the directors on a variety of topics. But the focus of the presentation was on the issues of initiating change from his perspective as a leader of educational change during the 1960s.

2. Time was set aside for regional groups to meet if they chose to do so during lunch. "Time out" for informal discussion, walks, etc., was planned throughout the day for the directors.

3. What was to be a brief introduction of the new State management requirements extended into a long, intimidating session. No clear procedures were presented to the directors to help them bring their purchasing and contracting procedures into line with the State requirements.

4. Because the session on management requirements ran overtime, the presentation by the regional program officers on the State validation process was cut short. However, the presenter had prepared materials and was willing to stay as long as necessary to respond to directors' questions.

5. The lending library was available to all. Xeroxed articles on innovations were handed out to all directors. The graduate course met for the last time at the end of the meeting.

January 1979 (Statewide)

The January meetings were held within each region. The small groups allowed each project director to voice his/her personal needs, interests, and concerns on the following topics:

(1) Validation procedures.

(2) State management requirements. It was planned that the director's questions would be compiled by the Development Center and forwarded to the State for responses.

(3) The Development Center was provided with ideas on training for the third year. The directors' perspectives on the first two years of training were also discussed with the Development Center Staff.

February 13 (Framingham, Massachusetts)

1. The major focus of the day was a panel presentation by members from a variety of members of validation teams, followed by a question-and-answer session. The personal perspectives of the validators from last year's visits provided directors with information about the process, the team reporting procedures, and what validators needed to see and read while on-site visits.

2. The presentation by Representative David Collins, the Vice Chairman of the Massachusetts House Budget Committee, was cancelled due to an important vote in the House that day. He was to speak on the issue of "The Effects of Zero Base Budgets on School Systems."

3. An afternoon session was planned in which interest groups would meet. People who direct projects with similar themes, such as alternative schools, environmental projects, etc., met to discuss project



implementation, approaches to validation preparation, and to share information and resources.

4. Once again, the lending library was available with articles and books. The graduate class met after the regular session to organize the plans for the Spring sessions. At this time, the Development Center told the graduate students of the decision to not reapply for Title IVc funding and their commitment to help all the students complete their programs of study at the University.

March 13 (Willits-Hallowell Center, South Hadley, Massachusetts)

The whole meeting was devoted to the topic of material and manual development. An initial presentation by Dr. Lillian White-Stevens of the New Jersey State Department of Education was followed by small discussion groups. The intent of this session was to give directors a general overview of manual development and then provide them with opportunities to have specific questions about their manuals answered in small groups. The breakdown of the large group into smaller groups also allowed regional groups and interest groups to meet.

The graduate class met after the regular Project Director Meeting and, as in the past, the lending library was available. In addition, some project directors handed in names of consultants they had found helpful in packaging materials, developing curriculum, or evaluating materials. These names were available to all project directors through contact with the Development Center.

April 11 (Framingham, Massachusetts)

This Project Director Meeting was devoted to the topic of communication except for a short block of time that was used by the Title IVc staff to present a list of potential validators to the directors for their review and comment. With the guidance of the Development Center, Corinne Dugas and Michael Burkart of the River-at-Sunrise Institute planned and implemented the session. Unlike many other meetings, the choice of content was made by the Training Coordinator. Spring vacation, consultants who unexpectedly cancelled, and the unavailability of other consultants made it impossible to present the content the Planning Team had identified for the meeting.

The session was an experientially-based workshop in which participants had the opportunity to test out some skills in the areas of communication and leadership. Some conceptual materials were presented in the areas of confrontation communication and active listening, and discussions of ways in which the learnings from the sessions could actually be applied back home were presented.

As in the past, the graduate class met to play the May meeting at the end of the regular Project Director Meeting. The lending library with some new additions was also available to all project directors.

May 7 and 8 (Craigville, Massachusetts)

This two-day, final meeting was planned to give the project directors some time away from their projects, to provide them information about career opportunities other than project directorship, to expand upon Dr. Allen's presentation of alternative funding offered at the

October meeting, to provide planning time for meetings between project directors and regional program officers, and to collect information about the directors' perceptions of difficult and/or frustrating aspects of their leadership positions. All workshops were chosen and presented by project directors and Development Center staff. The final agenda for the two days was decided upon by the whole group at the beginning of the first day. The majority of the project directors opted to attend each session in order to avoid conflicts from having to choose between two or three simultaneous workshops. Project directors chose whether or not they would attend any particular workshop. Those who did not join any group gathered on the lawn outside the conference center in small groups or met in a more formal fashion with their regional program officer.

The lending library was not present. However the project directors who presented the two-session workshop on career options had a library of resources available to other project directors to read during their stay in Craigville.



