

Administration of Change in Educational Organizations

EDAD 637

Syllabus

Spring 2006

Department of Educational Administration and Human Resource Development

Texas A&M University

Professor

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WebCt address

<http://www.coe.tamu.edu/wwwboard/edad637/2006>

Room 601

Face to Face meetings Jan. 28 and April 1/April 29

Verizon Lab 1 –4 p.m. 1/28; April 1 or April 29

Harrington Tower 601

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REQUIRED

Hall, G. E. & Hord, S. M. (2005), 2nd or latest edition ISBN 0205467210

Implementing Change: Patterns, Principles, and Potholes. Needham Heights,
Mass: Allyn & Bacon.

Deal, T.E. & Peterson, K.D. "Shaping School Culture: The Heart of Leadership" ISBN
0-7879-6243-0 Jossey-Bass publications

RECOMMENDED

Chance & Chance (2005). "Introduction to Educational Leadership & Organizational
Behavior" ISBN 1-930556-24-1 Eye on Education publishers

Fullen, M. (1998). "Change Forces: Probing the depths of educational reform" ISBN 1-
85000-826 . Falmer Press

Hord, S. "Learning Together -Leading Together" ISBN 0807744123 Southwest Dev.
Labs – Austin publishers

Course Description:

This course is the study of relationships among individual and group behaviors; roles of administrators; on-site analysis of educational organizations and change principles. Students will become familiar with the range of forces that operate to encourage or inhibit change in schools as well as in the higher education settings.

Students will become familiar with a range of strategies to bring about change in educational organizations and with their appropriate applications.

Students will understand strategies for producing change in educational organizations as concrete manifestations of general philosophies of education and of life.

Students will become knowledgeable about the dynamics of change in the school and of their own abilities to function as change agents.

Web addresses:

EDAD 637 Web Forum: WebCt web site

Principals' Center: <http://www.coe.tamu.edu/~princtr/>

Four Course Objectives

First Objective

Students are expected to design, conduct, and report on a “Change Project” they create. Students do not have to implement the change, but they do have to carefully plan and conduct steps in the recommended change process recommended by Hall and Hord in the primary text, *Implementing Change: Patterns, Principals, and Potholes* 2nd ed. by Gene Hall and Shirley Hord.

During the first face-to-face class, you are expected to present a “problem” or “change” that is desired in an organization you have access to. The organization can be a school, a program in a school, a business, an office, church, day care, etc. If you don’t have access to an organization, you can team up with a student that does have access. You are expected to design and conduct surveys, interviews, and collect data that you can use in planning a strategy for the implementation of a change. You (as the designer of the strategy to be used in planning for change) will be the advisor to the organization you are working with. It is expected that the student(s) (YOU) will present your recommendation on how the organization can implement a desired change at the end of the semester project. Examples of past projects are included at the end of this syllabus as well as project design bench marks. During the last face to face class session, you will do a short presentation (15 minutes max) of your Change Project and your recommendations.

Second Objective

Students are expected to become familiar with the Concerns Based Adoption Model (CBAM) by Hall and Hord. The CBAM strategy will be the only strategy to be used in planning your change project. This is just one model that is used in planning and designing an implementation strategy for a “program reform” or “change” in an organization. However, due to time and goal of this particular course, we will focus on this particular model so you can see the steps in a change strategy.

Third Objective

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

Fourth Objective

Students are expected to complete all reading assignments, participate in class discussions (web discussions dates are listed in the assignment schedule) by prescribed due dates.

Class Sessions

January 28 (Saturday – Face to Face) Course Overview

Introduction to general systems theory and the change process

(1) **Read:** “*Defining Change Facilitator Style: Different Approaches Produce Different Results*” by Hall & Hord 2nd Ed.. Ch. 10 pps 207–230. Do Activity 1.

(2) **Read:** “*Implementing Change*” by Hall & Hord 2nd Ed.. Chs. 1 & 2 pps. 2 – 35 & Read handout: Stages of Concerns – CBAM Do Activity 2.

Assignment Due 2/6/06 Activity 1 (10 pts) pg. 17”Field Experiences”
After reading chapter 10, what is the difference between responders, managers and initiator change facilitator styles? Check out pps 270 – 271 as well. After reading the Principal Vignette on pg. 227. answer the two questions on pg 228. Submit your work through the WebCt course site.

Assignment Due 2/6/06 Activity 2 (10 pts) pgs. 36-37 select one ”Field Experiences” or answer all 5 Discussion Questions. Submit your work on the WebCt course site.

FIRST WEB DISCUSSION TOPIC (10 pts) – January 28. First discussion will be conducted during face-to-face meeting. (1) Discuss why it is important to strategically plan for innovation and change. (2) What tools do you think are needed for making innovation successful in an organization?

February 7 Systems Thinking

(3) **Read:** “*Shaping School Culture,*” by Deal & Peterson Part 1 – *Elements of Culture* pps.xvii – 30. Do Activity 3

(4) **Read:** “*Implementing Change*” by Hall & Hord 2nd Ed.. Chs. 3 pps. 41 –61 Do Activity 4

Assignment Due 2/13/06 Activity 3 (10 pts) List some key points in Part1 “*Shaping School Culture*”? How might you incorporate the ideas presented in your proposed change project? Submit your work on the WebCt course site.

Assignment Due 2/13/06 Activity 4 (10 pts) What systems factors contributed to the success or failure of Hunter Hill’s change effort? (pg. 60)

SECOND WEB DISCUSSION TOPIC (10 pts) participation date: Feb. 13 & 14

(1) How would you create a school as tribes? (2) What obstacles might you encounter?

February 13 Diffusion: Communication and Change Agents

(5&6) **Read:** “*Diffusion: Communication and Change Agents.*” by Hall & Hord Ch. 4 pps. 63 – 81.

Assignment Due 2/20/06 Activity 5 (10 pts) Answer discussion questions #2,#4, and # 6 on pg. 80 of Hall & Hord. Submit your work through the WebCt course site.

Assignment Due 2/20/06 Activity 6 (10 pts) Submit your plan for collecting the data you need for your project as well as your survey questions, interview questions and your plan for collecting this data. Do this ASAP. Submit your time line for collecting information, your data sources, as well as your recommended organizational plan for systemic change via WebCt. Look at pages 53 & 90 in Hall & Hord for examples.

February 20 Organization Development...

(7) Read “*Organization Development: Problem Solving and Process Consultants*” Ch. 5 pp.82- 107 by Hall & Hord. Do Activity 7.

Assignment Due 2/27/06 Activity 7 (20 pts) What is your recommended Problem Solving Cycle? Write a draft of your steps for organization development. Define your variables. Look at the example on pg. 95 as well as figure 5.5 Submit your work on the WebCt course site.

February 27 Tools and Techniques for Understanding the People Part of Change

(8) Read “*Part III*” by Hall & Hord. Ch. 6 pps. 108 – 132. Do Activity 8

Assignment Due March 6 Activity 8 (20 pts) Make an innovation configuration map of your proposed change project. This can be your proposed map based on the data you have collected so far. Look at examples on pages 116 & 118 & 120-122. Submit your work on the WebCt course site.

March 6 Understanding Feelings & Perceptions About Change: Stages of Concern

(9) Read: “*Understanding Feelings & Perceptions About Change: Stages of Concern*” by Hall & Hord Ch 7 pp. 133-157

(10) Read: “*Exploring the Use of Innovations: Levels of Use*” by Hall & Hord Ch. 8 pp. 158 – 181

Assignment Due 3/20/06 Activity 9 (10 pts) Document one- lagged interviews, open-ended concern statement use, and your Stages of Concern Questionnaire. Finish analyzing your CBAM questionnaires using the concerns profile (ex. Pg. 149 & Appendix I pg. 279 and SOCQ Scoring Device Appendix 2 pg. 283.

Submit your work through the WebCt course site.

Assignment Due 3/20/06 Activity 10 (10 pts)

How can your “client” use Levels of Use to develop and guide a 3 year implementation plan? Submit your work through the WebCt course site.

THIRD WEB DISCUSSION TOPIC (10 pts)

Discussion to take place March 6 & 7

Discuss some of the successes, obstacles, and challenges you are experiencing or experienced when collecting data for your project. Ask for suggestions from the class

as well as give some suggestions. Skim through your second book, “Shaping School Culture” for ideas for recommendations you might want to make. This particular text is great for planning innovation and change in school cultures.

March 20 The Imperative for Leadership in Change

(11) Read: “*Describing What Change Facilitators Do: Interventions*” by Hall & Hord Ch 9 pp. 183 – 206. Do Activity 11.

(12) Read: “*Constructing Understanding of Change: Intervention Mushrooms*” Ch. 11. pps. 231 – 251. Do Activity 12.

Assignment Due 3/27/06 Activity 11 (10 pts) SEDL’s framework of Leadership for Change (pg. 194) is a good example of a guide for supporting and guiding change. Use (refer to) the 6 kinds of actions suggested on pages 194-195 and reference your change project. How would you utilize these? What will be your suggestions to the organizations? Will your final plan include some of these suggestions provided in your text? The vignette on pps 201-202 is a good example of how to ease into implementation of an innovation. Think of this as you write your final report on your change project.

Assignment Due 3/27/06 Activity 12 (10 pts) Answer questions #1, #2, and #3 on pg. 232. What are important ideas your client should consider when intervening on positive and negative mushrooms? Make these recommendations in your final change project report. Submit your work through the WebCt course site.

March 27 Combining Views and Tools

(13) Read: “*Implementing Change: Applications, Implications, and Reflections*” Ch. 12. pps. 252 – 278. Do Activity 13

Assignment Due 4/1/06 Activity 13 (10 pts) How would you use the profile example on page 260 in reporting your recommendations to your client? What are the key units of change and how will you relate these to units of intervention in your change project final report? A diagram or spread sheet can be used to illustrate your recommendation

April 1 Presentations and Final Exam (tentative date for face to face meeting)

Please note that we may have a final face to face meeting on April 29 instead of April 1. This will be determined at our first face to face meeting. The Final exam will cover only the topics and names in the list located under the heading “**Final Class Examination**” in this syllabus. This exam will have a combination of multiple choice and short answer exam items. **The test will be worth 60 points** The test shouldn’t take more than 30 to 45 minutes. There will be an on-line web version for those who can not take it on April 1. However, students who cannot attend the April 1 face-to-face session, **MUST** take the on-line version by 11:59, March 31. Final grade for exam will be available after all students have taken the exam.

Change Project Presentation (50 points)

Plan to present your change project at the last face to face class meeting. You can use Powerpoint for your presentation. Please either bring your computer or your presentation on a CD.

Provide the class and instructor with a handout about your project. Include the following in your handout:

1. Introduction – Overview of the problem or innovation to be implemented by the client organization
2. Data Collection Summary – Briefly describe how you gathered information for your project. Include a data collection timeline and a brief description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged interviews, observations, other artifacts)
3. IC Map – Include a copy of the IC Map you created for your project and client. An example can be found on pg. 118 – 123 figures 6.3-6.6
4. Recommendations – Include a brief summary of the recommendations you made to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendation to the data you collected and analyzed.

The handout should not be no more then 5 pages. Keep it simple and to the point. The hand out could also be used with your client as a reporting tool.

Change Project (100 points)

Turn in your completed change project by **April 29**. The change project is worth 100 points. Include the following components in your report:

1. Introduction – Overview of the problem or innovation to be implemented by the client organization. Provide a detailed description of the setting, staff, and innovation or change desired by the client (client could be the school, principal, organization, management, parents etc.) (20 points)
2. Data Collection and Results – Describe your data collection strategy and methodology. Describe how you gathered information for your project. Include your data collection timeline and a description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged interviews, observations, other artifacts). Include the questionnaire you used and who you gave it to as well as the list of interview questions you used. Summarize your findings from the data you gathered. (20 points)
3. IC Map – Include a copy of the IC Map you created for your project and client. An example can be found on pg. 118 – 123 figures 6.3-6.6 (20 points)
4. Recommendations – Include your recommendations to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendation to the data you collected and analyzed. (20 points)
5. References & Log of meetings and contacts with client and/or participants Be sure to include your meeting logs. The log can be written in the form of a reflection journal. The log should include a record of your meetings with your

client or team responsible for eventually implementing an innovation or change. Be sure to keep a record of when you distributed and collected your survey (questionnaire) instruments as well as when and who you interviewed. (20 points)

FOURTH AND FINAL WEB DISCUSSION TOPIC (10 pts) Discussion should take place April 3 & 4th. What are some main topics and points you will want to keep and apply from this course? What was valuable and useful? What advice do you have for others who want to begin a change or innovation project?

Course Requirements and Guidelines to Students

Attendance and Participation.

We assume you will use your best discretion in balancing work and family obligations with your course requirements. It is your responsibility as a professional to let the course professor know of any absences or problems you may be experiencing in meeting deadlines in advance if at all possible. Students are expected to prepare for, and participate actively in weekly assignments. **All absences must be approved by the professor.** Participation in class means focus should be on the course topics and assignments. Assignments turned in late receive an automatic deduction of 5 points from the total score. WebCt does this automatically.

Preparation for Class

Students are expected to be prepared each week by completing weekly assignments (required reading, reports, class discussion and other activities).

Web Forum discussions (40 points)

This is an extremely important element of the class. There will be 4 required web based class discussions during the semester. All students are expected to participate. The web discussions will primarily focus on your change projects and questions you may have. You are welcome to freely participate any time. However, the 4 required discussions will be based on issues the whole class may be facing.

Class activities (160 points)

I assume here that in your involvement in weekly activities that your purpose is to grow as much as possible. Students at the graduate level are expected to: 1) read assigned materials; 2) participate in class and any web-based discussions on the internet; and (3) turn in assignments on due dates. There are 13 weekly activities.

Change project report and presentation (150 points)

Each student will design a change project. The project can be done in collaboration with a group of students from the course. Students are to: (1) analyze a setting, (2) identify an area that needs to be changed in that setting, (3) keep a detailed weekly log describing what they have found in their research of the setting, (4) work with their group in planning each stage of the project, and (5) be prepared to discuss their research and progress each week in class. The change project report should

include: (1) a detailed weekly summary of any interviews and group meetings etc., (2) a detailed description of the setting and its demographics, (3) a detailed analysis and rationale of what the student identifies as needing to be done for "change" to occur, as well as, (4) recommendations. Include a bibliography and supportive research sources. Students present their group project in class and to the school principal of the school setting to be studied. Change project presentations should be no longer than 15 minutes in length. For this project, the APA Style Manual, 5th Edition should be followed when writing the written report. We have sample reports from previous classes that you can refer to. Be sure to identify "who" did what part of the project. Check Rubric

An important part of the professors' contribution to this process will be advising you and counseling you in your performance on these activities throughout the semester. Feel free to make an appointment if you have concerns. DON'T wait until the end of the semester. Students are expected to follow the guidelines for the report as well as present the report to the class April 1 or April 29 (We will discuss this on January 28)

Activity log of change project

The log should consist of dates as well as a synopsis of your observations, interviews, and reflections on the setting you are analyzing. A tentative schedule of dates and times you will be working with your selected site should be turned into this instructor by the second class. Once again, what you gain from this activity in terms of your ability to learn how to present yourself professionally is our main concern and should be yours also. Your professor wants this activity to work for you. If it does genuinely present your case in the best light, you won't have to worry about receiving a good grade.

Group work

If you can conduct your change project with others, your professor will be looking for (1) the quality of the project your group produces; (2) your individual contributions to that project; and (3) the productivity of your interactions as a member of that group at each point of its development.

Final Exam (60 points)

The exam will cover material from your assigned readings as well as change models covered during lectures. **Exam date is scheduled for April 1, 2006.**

One of your assignments (refer to 3rd objective) during the course is to learn as much as you can about the following leaders and/or movements in school leadership and school reform. As you study the historical reform movements and strategies please share new sites, articles, and publications with your instructor and members of the class by posting this information on the WebCt web site. Please be able to define and identify the topics and names in the list below prior to our last face to face class meeting in April. This exam will have a combination of multiple choice and short answer exam items. The test will be worth **60 points** The test shouldn't take more than 30 to 45 minutes.

Fredrick Taylor and Scientific Management Theory
Max Weber
Maslow Hierarchy of Needs
Henry Ford
Classical Management Styles of Leadership
Elton Mayo's Hawthorne Experiments
Human Relations Movement
Chris Argyris – top down and shared leadership theories
Rensis Likert
Models of Leadership: Fiedler (1978) and Hersey & Blanchard (1988)
Frederick Herzberg
School Reform Movements
Baldrige National Quality Program
TQM – Edward Demming
Tribes
Community Partnerships
Learning Communities
Peter Senge's 5th Dimension
Service Learning in schools
Accelerated School Movement
High Schools That Work Movement

Visit the following web sites as well as others you might find that will give you information about the people, historical reform movements, philosophies, and change theory.

Research Resources:

EDAD/EHRD Dept.:

<http://www.coe.tamu.edu/edad.html>

Educators' Guide To School Wide Reform:

<http://www.aasa.org/Reform/index.htm>

American Association of Colleges for Teacher Education [http: www.aacte.org](http://www.aacte.org)

American Association of School Administrators

<http://www.aasa.org/In/CurrentEvnts/currentevnts.htm>

Chronicle of Higher Education

<http://chronicle.com/>

Association for the Study of Higher Education

<http://www.ashe.missouri.edu/>

National Association for Secondary Principals

<http://www.nassp.org/>

Development of Management Thought

<http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm>

Classical Management Styles of Leadership

http://www.infed.org/leadership/traditional_leadership.htm

Fredrick Taylor and Scientific Management

<http://www.netmba.com/mgmt/scientific/>

<http://www.fordham.edu/halsall/mod/1911taylor.html>

Max Weber

<http://cepa.newschool.edu/het/profiles/weber.htm>

<http://www.criticism.com/md/weber1.html>

Henry Ford

<http://www.hfmvgv.org/exhibits/hf/>

<http://www.time.com/time/time100/builder/profile/ford.html>

<http://us.history.wisc.edu/hist102/bios/24.html>

<http://www.spartacus.schoolnet.co.uk/USAford.htm>

Henry Taylor

<http://cortlandreview.com/issue/six/taylor6.htm>

Maslow Hierarchy of Needs

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

<http://www.nwlink.com/~donclark/leader/leadhb.html>

Human Relations Movement

<http://faculty.ncwc.edu/toconnor/417/417lect05.htm>

Elton Mayo's Hawthorne Experiments

http://www.accel-team.com/motivation/hawthorne_01.html

Chris Argyris

http://www.accel-team.com/human_relations/hrels_06ii_argyris.html

Rensis Likert

http://www.accel-team.com/human_relations/hrels_04_likert.html

Frederick Herzberg

http://www.accel-team.com/human_relations/hrels_04_likert.html

School Reform Movements

<http://www.eirc.org/reform.html>

Baldrige National Quality Program

www.quality.nist.gov

TQM – Edward Demming

<http://www.bettermanagement.com>

Grading

Activities	160	39%
Change project report	100	24%
Change project presentation	50	12%
Class participation – Web Discussions (4)	40	10%
Final Exam	60	15%
Total Possible Points	410	100%

A = 410 – 377

B = 376 - 360

C = 359 - 327

D = 326 - 311

General

Just as in school administration there is no magic formula for success, there is no magic formula for assigning grades in this course on school administration. This is probably true for all courses; but in a graduate course that is directed toward improving professional performance it is particularly true. The payoff for attending this course should not be the grade that is received but the "value added" in terms of professional skills, knowledge, and attitudes. It is interesting in this regard that while the Texas A&M University undergraduate catalog specifies: "The basis upon which the final grade will be determined shall be distributed in written form to the class during the first two weeks of a semester and during the first week of a summer term," the graduate catalog, by contrast, is silent on the subject. The implication is clear. Graduate students should be at a place in their professional maturity where they no longer conceive the value of a course primarily in terms of the grades they receive. Students will be evaluated according to performance in each of the areas listed under "Course Requirements and Guidelines to Students" and will be able to earn a possible maximum proportionate component of their composite grade equal to the percentage value assigned to that activity.

TAMU and the College of Education & Human Development (COEHD) Position Statements

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>.

The COEHD Statement on Diversity

"We, the faculty of the College of Education and Human Development (COEHD), value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development of Texas A&M university is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community."

Faculty Senate Statement on Plagiarism

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, <<http://student-rules.tamu.edu/>> <http://student-rules.tamu.edu/>, under the section "Scholastic Dishonesty."

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Scholastic Dishonesty

Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website: www.tamu.edu/aggiehonor/. Remember, Aggies do not lie, cheat, or steal, nor do they tolerate those who do

References

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