MIDDLE MANAGEMENT TRAINING – DOES IT MAKE A DIFFERENCE BACK IN THE WORKPLACE?

How effective are middle management training programme in bringing about a change in behaviour and functioning of participants in the workplace?

Does this particular middle management training programme:

a) provide an interesting and useful learning experience for course members, and

b) bring about any changes in behaviour and functioning in course participants back in the workplace?

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ABSTRACT.
The work that gave rise to this study began as a review of the Essex Pastoral Care course which resulted in the development of a generic, modularised, Team Leader management training programme suitable for heads of department and pastoral team leaders in Essex schools. It was the residential module of the programme that formed the focus of this study. The work began before the enactment of the Education Reform Act of 1988 and therefore prior to the main thrust of the movement towards School Development Planning, performance indicators and managerial competencies in the education field.
The author contends that effective management is essential for a school to be effective, and that management training is a vital ingredient in the development of that effective management. This raised two questions which gave rise to this study. The first question is, how good was the residential programme and was it thought to be useful by the course participants? This question relates to the quality and variety of the delivery, content and organisation of the course. Such a question has often been addressed in course evaluations, however apart from a subjective view by the participants of their intention to change their management practices, little evidence has been collected as to whether any changes occur when participants return to their place of work. The second question which is fundamental in this context is, does the programme bring about a change in the functioning of middle managers in their work place and are the participants better managers as a result of this training experience? There are a number of issues that arise directly from the second question:-
- How, for example, can one determine whether there is a change in the manager's functioning and what are the sources of evidence for this?
- Can any changes observed be related to attendance on this programme or are they the product of natural development resulting from the occupation of the new post?
- Are observed changes related to the internal processes and activities in the context of the school climate or ethos?
- Management skills can be learned, but is the straight acquisition of skills enough to bring about an improvement in management competency or are there things managers need to acquire through training that are equally important?
In this study a complimentarity method was used comprising of a quantitative questionnaire, piloted and trialled, which mainly addressed the question of quality of the programme, and qualitative, triangulated interviews which addressed the second question, does the programme make a difference to the functioning of the manager back in school?
This thesis can be divided into four sections. The first, deals with the origins of the research and the connection between school effectiveness and management competency (Chapters 1 and 2). The methodology devised for use in this study and the context of the change in the funding arrangements for in-service training for school teachers are covered in Chapters 3, 4 and 5 (section 2). The third section (Chapter 6) covers the trialing and a critique of both the questionnaire and the interviews, and Chapters 7 and 8 (the fourth section) are concerned with the analysis of the results and the conclusions drawn.
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INTRODUCTION.

This piece of research has its origins in the author's connection with in-service training for teachers over a period of a number of years, starting in 1976 when a deputy headteacher. This involvement in in-service training continued and grew from 1980 when the author was appointed to the post of headteacher of a large mixed comprehensive school. The majority of the author's involvement was in the area of pastoral care and heads of department management training. In the early years of this commitment to in-service work the author's primary concerns were related to the quality of the provision offered, but little time and thought was devoted to the effectiveness of the programmes being delivered.

This particular study emenated from a piece of research started in 1986 and originally took the form of a review of the pastoral care training programme offered by Essex Education Authority to its teachers. The work was carried out by the author during a One Term Training Opportunity (O.T.T.O.) secondment to the Educational Management Unit at the Institute of Education. It began with a brief to review the pastoral care training provision for the authority and a rewriting of it (if it was found to be necessary) and developed from there. The starting point was then pastoral care and its place in the education process, and perhaps more importantly its relationship to the learning processes in schools (see Chapter 1).

This work began before the enactment of the Education Reform Act of 1988 and therefore prior to the main thrust of the movement towards performance indicators and managerial competences in the education field (see Chapter 2).

What became clear to the author at this stage (1986) was that pastoral care should be primarily concerned with improving the learning opportunities of pupils. It should be proactive rather than the net model designed to catch problems, solve them and then feed them back into the system. However for pastoral heads the needs are related more to managing the people who deliver pastoral care than the face to face, daily contact with pupil problems and difficulties.

The review of the Essex county programme which the author carried out identified three levels of need in the context of training :-
a) Form tutor level;
b) Team leader (middle manager) level;
c) Senior manager.

Although the author identified the content for all three levels (See Appendix E) it was decided he should concentrate on the team leader target group and was asked to write the detailed content of the suggested modular programme as well as lead the delivery of it. The programme content was devised as a result of discussions with teachers, supported with the "conventional wisdom" on the content of such programmes, both of which informed the survey carried out by the author (for results of survey see Appendix F).

Having reached this stage the proposed organisation and content of the programme was adopted by Essex as the county provision for team leader training. The focus of the programme was redirected by the author to a general programme for all team leaders, rather than pastoral leaders only, as the needs for leading a pastoral team were no different to those needed to run a departmental team in management terms (although there were some "purely pastoral" topics in some of the non residential modules). Hence it became a team leader management training programme rather than a pastoral care course. The author became closely involved with the delivery of the residential module for team leaders, and it was this that formed the focus of this research. The module covered such topics as management styles, teams, leadership, interviewing and appraisal. This was in 1986, sometime before appraisal became a major issue (see Chapter 1).

It was the author's view that in order to bring about an improvement in the effectiveness and quality of the school, the management of the organisation must be effective and supportive. Schools that are poorly managed, particularly (though not exclusively) at the middle management level, will not be able to fulfil their potential in terms of pupil achievement. This opinion has subsequently been further supported by the views expressed by the National Development Centre (1989) and more recently by David Styan and the School Management Task Force (1990). School effectiveness can be judged by a variety of indicators, many of which e.g. goal achievement, resource acquisition and internal processes are all direct consequences of greater management competency on behalf of the managers (see Chapter 2). This places a premium upon training team leaders in management.
It should be recognised at this point that the educational climate was undergoing a significant and dramatic change. There was increasing pressure from politicians for an improvement in educational standards in schools, which appeared, in the author's opinion, to have a wide base of popular support within and outside the teaching profession. Along with this went the increasing awareness of accountability in the profession culminating with the Education Reform Act of 1988. At the same time the provision of in-service training money moved to a categoric funding approach (see Chapter 5). In the author's opinion these new funding arrangements tended to encourage LEAs to consider monitoring and evaluation of courses in the context of the response required by the D.E.S. rather than looking more critically at real needs. With funding becoming more specifically targeted and thus less flexible, it seemed to the author that it was vital that what was being provided in management training addressed the needs of the individuals and the institutions (see appendix 1 and chapter 5). By tying resources directly to pupil roll (originally 75% and now 85% of Potential School Budget is based on the number of pupils on roll by means of age weighted pupil units) and offering alongside it open enrollment, the accountability notion was sharpened dramatically. Stemming from these factors and the earlier influence of T.V.E.I. was a heightened interest in school effectiveness and managerial competences (Management Charter Initiative 1990). This together with the effect of the Education Reform Act in creating self managing institutions, has sharpened the need for management to be effective more than ever.

If, as the author contends, effective management is essential for a school to be effective then management training is a vital ingredient in the development of that effective management. This raised questions in the author's mind which gave rise to this study.

The first question is, how good was the residential programme and was it thought to be useful by the course participants? This question relates to the quality and variety of the delivery, and the content and organisation of the course. This question has often been addressed in course evaluations, however apart from a subjective view by the participants of their intention to change their management practices, the author was able to find little or no evidence as to whether any changes occur when participants return to their place of work. This problem of re-entry after a course is well known by course participants.
The second question which is fundamental in this context is, does the programme bring about a change in the functioning of middle managers in their work place? Are the participants better managers as a result of this training experience? Again the author was unable to identify many studies dealing with this particular issue.

There are a number of issues that arise directly from the second question:-

- How, for example, can one determine whether there is a change in the managers functioning?
- What are the sources of evidence for this?
- Can any changes observed be related to attendance on this programme or are they a product of natural development which would have occurred as a result of occupying the post?
- Are observed changes related to the internal processes and activities in the context of the school climate or ethos?
- Management skills can be learned, but is the straight aquisition of skills enough to bring about an improvement in management competency or are there other things managers need to aquire through training that are equally important?

In this study a complimentarity methodology was used comprising of a quantitative questionnaire, piloted and trialled, which mainly addressed the question of quality of the programme (the first question referred to earlier), and qualitative interviews which addressed the second question, does the programme make a difference to the functioning of the manager back in school?

The interviewees were selected on a random basis by someone other than the author, and the interviews were triangulated, interviewing a senior manager to whom the course participant works, the course participant themselves, and a subordinate who works to the participant. This triangulation approach was used in an attempt to validate changes in the functioning and/or behaviour identified. The author was looking for agreement between at least two or preferably all three interviewees to provide substantive evidence of change in the course participant. There were seventeen sets of interviews conducted making a total of 51 interviews, in fact only 50 interviews were conducted as in school P there was no subordinate colleague available for interview, (for the methodology for consideration of these questions see Chapter 3).

There were difficulties associated with the interviewing process (see Chapter 4). Firstly gaining access to staff was not always easy. Issues
like staff release for the hour interview was problematic for schools in respect of staff cover, as was the need to see all three staff on the same visit. There were also physical difficulties in conducting the interviews in many instances. The room provided was not always convenient or appropriate. The issue of loyalty also surfaced on a number of occasions, with some staff feeling that they might be perceived as unprofessional in responding to the questions concerning another member of staff (this was particularly noticeable with the subordinate staff). The staff needed some reassurance before feeling comfortable with this.

Four schools were selected, again by someone other than the author, for a follow up visit. This also proved problematic as some staff had moved schools in the intervening period of time (indeed one member of staff had left the profession), and therefore visits had to be made to the new school and evidence culled from the last time the three interviewees had worked together. Nevertheless follow up interviews were conducted, the purpose of which was to determine whether any changes in functioning and/or behaviour observed earlier were sustained and whether any further changes manifested themselves after a time interval.

While this study, in the author's opinion, suggests this offsite residential management programme did have some effect on participants management behaviour, the cause and effect link is difficult to prove other than by professionally subjective views. However there appears to be some evidence which suggests that the programme actually bought about a change in behaviour of some, but not all the course participants. The question this raises is, why do some middle managers appear to be affected by the programme and others not? The work suggests that perhaps there is some interaction between the factors external to the manager's increased competence and skill. One such factor might be the support and interest shown by the senior managers of the school (particularly the headteacher) for the programme and the participant, both prior to the programme and after its completion. Other factors such as school reorganisation and staff turnover may have an influence as may the reasons that determined the attendance of the member of staff on the programme.

Although many of the author's opinions in this study are based on subjective professional judgements, these judgements are a product of over twenty years experience of working in schools, the last ten of which were spent as a headteacher.
Further work in this field might be easier now with the advent of the functional analysis approach from the M.C.I. using management II competency statements either in their pure form or in the contextualised School Management South model (neither of these appeared until 1990 and therefore post date this research). These statements could be used to identify any changes and/or improvements in management competency but it still would not overcome the cause and effect dilemma. Schools are far too complex in organisational terms to be able to easily separate out and isolate the processes from their results. Further research into the connection between increased management competency and improved effectiveness of schools would also be profitable as at present the connections are fragile and long term rather than robust and short term.

This thesis can be divided into four sections. The first, comprising of Chapters 1 and 2, deals with the origins of the research resulting from the O.T.T.O., and the connection between school effectiveness and management competency. The methodology devised for use in this study and the context of the change in the funding arrangements for in-service training for school teachers are covered in Chapters 3, 4 and 5. The third section (Chapter 6) covers the trialling and a critique of both the questionnaire and the interviews, and chapters 7 and 8 are concerned with the analysis of the results and the conclusions drawn.
Defining Pastoral Care

The question, 'What is pastoral care?' seems on initial reflection a relatively straightforward one to answer. It undoubtedly involves such issues as personal and social development and pupil welfare and refers to an area of organisation and process within a school (P. Lang 1980). Recently there has been much more emphasis on the relationship of pastoral care in schools to children's learning and the facilitating of this process. It is concerned with making pupils active, intelligent participants in their own education, not merely being processed by the school to fit in with that regime (Armstrong 1985). One can see historically how the emphasis of pastoral care has changed from that of control and knowing the pupils - through individual support, to overcome problems - to group counselling to develop attitudes and to support the learning processes (Blackburn 1975 and 1983). Lang (1983) offers a slightly different perspective on this historical progression tracing the development of structures from the traditional public schoolmaster's responsibility for the moral well being and general welfare of his pupils - through the house and year systems which proliferated in the new comprehensive movement - to the stage of technique and critique. Both these maps of pastoral care development have the underlying theme of a move from structures of pastoral care to skills and techniques. This is not to say the structures are unnecessary, but the type of structure is less important than the actual process of pastoral care in a school (a view supported by E. Jones, H.M.I. with special responsibility for counselling in a recent meeting at London University June, 1986).

As K. David (1981) says, if "pastoral care is preparing youngsters for living in families, at work, in communities and with themselves as healthy individuals", then clearly the personal and social development referred to above must involve aspects of academic, vocational and personal guidance, including such areas as health education, moral education, careers, social skills, decision making skills, an appreciation of the concept of self, coping strategies, relationships and recreation. Hamblin (1984) argues that pastoral care is, in the long run, concerned with raising the level of performance of all pupils, eliminating self-
defeating behaviours and tackling negative approaches to learning. It
does not remove anxiety but helps people to cope with it constructively.
Pastoral care should be viewed as an attack on underfunctioning and
passive forms of learning, and promoting instead standards of
excellence and providing teacher satisfaction.
Some would argue that subject teaching tends to concentrate more on
the intellectual, aesthetic and psychomotor aspects of education while
pastoral care is more concerned with personal and social development.
("More than feelings of Concern" 1986). This division is not clear to the
author of this piece of work. These two aspects are just facets of the
same process and as such are inextricably bound together and
dependent upon each other. The developments in G.C.S.E., T.V.E.I. and
C.P.V.E. demonstrate this in an obvious way. The Scottish Central
Committee on guidance in their report "More Than Feelings Of Concern"
(1986) stress the inter-dependence of subject teaching and pastoral care
and say that all teachers ought to be concerned with both these facets,
although not necessarily to the same extent.

Summary of Literature
There is still, in the opinion of the author, a pervading view held by
many in education that curriculum and management are the important
areas of education and, from the teachers' point of view, lead to
promotion. Further that these two are the essence of education and
that pastoral care is a somewhat peripheral matter which provides
opportunities for "the caring teacher", a term frequently used in a
perjorative sense, sometimes accompanied by a rather patronising
attitude. This view reflects the origin of pastoral care responsibility
posts which might cynically be attributed to the need to find posts for
the less academic staff during the reorganisation of schools from the
tripartite system to the comprehensive system, an anachronism which is
perpetuated today because of an absence of concerted theoretical and
empirical analysis of both the process and structures of pastoral care
(Best 1977). This view of the caring mother/father figure on the staff,
there to help the pupils with difficulties, still haunts the pastoral role
perception, as does the school disciplinarian in other types of school.
We need to break this mould and identify pastoral care as a process
central to education itself. We must move from the negative net model
of pastoral care, catching problems, dealing with them, and feeding the
pupils back into the system, to the positive developmental model (Lang
This approach helps pupils to cope with personal and educational problems by helping them move from dependence, to independence and ultimately to interdependence. It recognises pastoral care as central to its aims and something that should be clearly integrated with teaching methodology and curriculum content. If education is about the development of persons and pastoral care is the conscious effort to help young people in one way or another to develop as a person, then pastoral care is at the root of education (Pring 1985). H.M.I. in their report "Aspects of Education" (1979) state that the personal and social development of pupils is one way of describing the central purpose of education. This centrality is supported by the research of Best et al (1983) which showed that the operation of pastoral systems in schools can become counter productive and distorted if it becomes marginalised from the main activities and processes of the school - so called "ghettoisation". The author would wish to argue that if structurally pastoral care is isolated from the learning process and other organisational aspects of the school, then the messages drawn by the pupils and teachers does not reflect the true centrality of pastoral care to the purposes of schools.

The central nature of what has been labelled as pastoral care can best be seen in the light of the Hargreaves Report (1984) and some of the present piloting work (1985/86) in Essex schools associated with the Records of Achievement scheme. These indicate that the curriculum and its attendant pedagogic practices may need to be significantly reshaped, fundamentally and comprehensively, in order to achieve what was previously identified as pastoral purposes and practices in relation to the support for learning and the development of the student. H.M.I. (1979) support this view in stating that it is clear there is a need for many schools to reconsider curricula, methods of teaching, use of resources and methods of grouping students with regard to their impact on pupils' personal development. Both teaching and pastoral care can be regarded as central to the purposes of the school. Both are essential to the learning process, and both are the responsibility of all teachers.

The Problem
If one accepts the arguments of the central nature of pastoral care which involves all teachers, then one is faced with an alarming problem. In a survey, Best and Maher(1984) found that 87% of teachers said they had no formal training in pastoral care as part of their initial training.
course and that of 12 Institutions of Higher Education which did offer some pastoral care training, only between 2-5% of the total time was devoted to pastoral care. The H.M.I. report (1982) "The New Teacher in School" showed that new teachers felt much less well prepared for pastoral work than for most other features of their role. 56% of respondents described themselves as "not well prepared to undertake pastoral duties".

As a result of interviews with teachers it is clear that:-

1. Teachers were not able to be very specific about the aims and objectives of pastoral care, although they assumed they did exist.
2. While the organisational level was clearly defined the practice was more uncertain.
3. Although committed to the notion of pastoral care, many teachers felt uneasy and uncertain about the purpose and the adequacy of their own pastoral work (after Lang.)

Whilst being unprepared for this pastoral role there is no doubt as to the importance to the central role of the school that young teachers ascribe to pastoral care. The Hargreaves committee (1984) reported that over 80% of young teachers were of the opinion that improved pastoral care would lead to improved pupil achievement.

It is the authors view, supported by Hamblin (1984), that teachers feel insecure and in conflict between adopting a caring approach and an enforcing role. It is, therefore, clear that pastoral care cannot be left to chance provision only by those teachers who are able, willing and can find the time to offer it. We must educate and train the staff for this. P. Taylor, a member of ACSET said in an article in the NAPCE journal (1984) that "today we must give priority to in-service training for pastoral care, whether it be for the day-to-day work of the class tutor or for a major contribution to the pupils' total curriculum". It is clear that time for training in pastoral care must be positively provided in relation to need and not as can happen, result from what is left over after demands of other areas of the curriculum have been satisfied.

This view is further supported in the recent publication titled, 'Preparing for pastoral care' produced by the National Association of Pastoral Care in Education (1986). Taken as a whole the evidence available suggests that there are few other aspects of work of secondary schools or of other educational institutions for which so little training is available. Furthermore, given that all teachers have some
respondibility, and that many have considerable formally designated responsibilities for pastoral care, the training that is available is seriously out of balance with need, does not form part of a coherent pattern and often does not get into schools and colleges. Nor are these the only limitations of existing patterns of provision. Much that does exist has been characterised by crisis responses to immediate perceived needs and has, all too often, been based upon a very limited concept of pastoral care as peripheral to the main educational process.

In-service training of teachers exists essentially to further the overall work of the schools in which they are employed whether provided internally for the staff of a particular institution or centrally based for the staff of a number of institutions. In doing this it should satisfy the needs of the individual teacher, the needs of functional groups and teams within the school, the needs of the whole school and thus the needs of the education service as a whole. ACSET (Advisory Committee on the Supply and Education of Teachers) in its report to the Secretary of State (1984) stated "that the quality of education will depend to a very large measure on the quality of teachers already in schools". It is clear then that they must be trained initially and thereafter appropriately.

**REVIEW OF THE COUNTY PASTORAL CARE COURSE.**

**Introduction**

The County pastoral care course has been running for several years. The author had been personally involved in the running of the course for the five years (1981 - 1986) and therefore this was the time span for this survey. Attendance on the course was by selection as the course was massively over-subscribed. Teachers applied via the County Education Centre, having either seen the course details in the County In-Service booklet or been encouraged by their Headteacher. An inspector, in consultation with the Headteachers of the applicants, decided on the course membership which in the past included members at a variety of different stages in their careers, and from a variety of schools with no more than one, or very occasionally two staff from the same school attending. The course was held in a comfortable seaside hotel in March and October each year. Members were expected to pay approximately half the cost of the course (last March this amounted to 38.00 - thus putting the course into the reach of Scale 1 teachers in terms of cost). This arrangement changed in 1987, after which date course members were funded totally from their school Inset budgets.
During the 5 years (from 1981 to 1986) only one brief attempt was made to evaluate the course in a systematic way using feedback from the course members. The author consequently decided to undertake this piece of research. The details of the survey of the Pastoral Care course together with a copy of the questionnaire are to be found in Appendix B and the results of the survey are in Appendix C.

The Structure of the Course

The course was run on a three phase basis. Phase 1 was the input stage. This was a residential experience which consisted of lectures and structured group work with a definite brief for each group session. The lectures were delivered by visiting lecturers (Headteachers and Middle Managers) some of whom made more than one input. This phase of the course lasted for three and a half days and was a highly concentrated package which took the members through a whole range of management issues, their implications, implementation and effectiveness. During phase one the groups (or individuals, if that was their need) had to identify an area of particular interest, which formed the basis of a short study (three months was allowed for this). This was Phase 2 of the course. The groups met with the aid of a consultant (one of the course leaders) and pursued this work producing a presentation on their chosen topic to the rest of the course members for Phase 3 (one day) There was also a brief written report on the Phase 2 study which was distributed to all course members and leaders, and a copy of which was held centrally at the In-service Education Centre for Essex. During the early stages of Phase 2 Headteachers of the schools at which the course members were employed, were informed in writing as to the nature of the Phase 2 study their member of staff was undertaking. Course members were also instructed to ensure they had discussed the proposed study with their Headteachers and gained his/her agreement prior to the commencement of the work. During Phase 2 there was a series of group meetings (the number depended on the needs of the group) at mutually agreed venues.

The content of the course, although largely staying the same, altered in some areas. During the author's involvement with the course the following topics replaced other items or were altered in presentation, process and emphasis. (Copy of present programme - Appendix A).

This meant that some topics were not part of the programme when some of the course members surveyed attended the course.
Items altered
1. "What makes a good school?" - this is now a purely practical exercise by the members with a report back at a plenary session.
2. "Pastoral structures" - more emphasis on facilitating structures.
3. "Monitoring pupil progress" - has replaced a more narrow record card session.

Items added.
1. "Coping with stress."
2. "Interviewing parents."
3. "Designing a staff development programme."

THE CONTENT OF THE PROPOSED "NEW" COURSE.

Bolam (1982) states that "staff development and Inset are best seen as processes or tasks for which a number of people have a shared, though not equal responsibility. Heads, Deputy Heads, Heads of Department and Heads of Year/House each have this responsibility and therefore need support and training in order to carry it out."

When considering the needs of the teaching force for in-service training in pastoral care, three levels of need can be identified:

1. The form tutor/subject teacher. These are the staff who have a daily role to perform in respect of the pastoral care of pupils.
2. The team leader (middle managers) - Head of House/Year.
3. The senior managers - Senior teachers, Deputy Head.

It is quite obvious that the paucity of training in pastoral care in the initial training of teachers (Best and Maher 1984) makes it vital that in-service training is made available to enable the form tutor/subject teacher to fulfil his/her role and carry out the necessary tutorial tasks with professional expertise and skill.

When reviewing the next level of need i.e. team leader (Head of House/Year) the author quickly came to the view that their role is primarily concerned with managing people and getting them to work together. Waterhouse (1981) suggests that "the middle managers first need is a personal one - better self knowledge. He needs to understand the wide range of roles that a middle manager has to play and that no one can be expected to perform to a very high level in each of them.

During the course of his work the middle manager is performing the role of administrator, innovator, long-term planner, analyst, evaluator,
politician and public relations officer". However, there is still a need for some basic "pastoral input". The more one considers this level of need the more one realises that this is no different from the needs of the Head of Department except, perhaps, for the "pastoral input" that is necessary for the Head of Department given the new developments highlighted in the Hargreaves report, "Improving Secondary Schools (1984)" and the work on Records of Achievement. These new developments affect teaching methodology and curriculum organisation and development. It is for this reason that the needs can best be met by offering a general team leader (Middle Management) package which will address the needs of both the pastoral leaders and the Heads of Department. Indeed, as schools gradually erode this clear division of responsibilities, and evidence suggests there is a move in this direction, such a course would make sense.

Similarly, the Senior Management needs are principally involved with managing people and leadership and not with straightforward "pastoral issues". However, there is a need for middle and senior managers to acquire skills in various "pastoral matters" to augment their functioning and in the next section of the report there are suggestions for a pattern of course organisation which will give this flexibility.

As a result of research into the "conventional wisdom" (Best 1980) and a number of discussions with members of staff and Heads in Essex and other authorities schools, a package of course content was determined. These content suggestions were used in a survey sent to staff in schools and the results analysed and used to produce the new training programme. The content, survey and results are detailed in APPENDIX E and F.

The results offered strong support and justification for the proposal that the course content as identified in this thesis formed the Authorities pastoral care in-service training, and this was accepted. (It would be helpful if such a survey were to be undertaken every three years to correlate teachers' needs as they perceive them with the views of the inspectorate, thus identifying the requirements for In-service training).
ORGANISATION OF COURSES

There are two points which need to be considered in respect to the organisation of courses.

1. In service training, who is it for?

There is a dilemma concerning who In service training is for. Is it for those already holding the specific posts or is it for those who aspire to those posts? One argument follows the logic that as there are such limited resources available that the only productive use of these resources is to train those staff who aspire to the next promotional post enabling them to tackle the new job with sufficient knowledge and skill to make a success of it. This is training for promotion. It provides a stimulus for dynamic, progressive staff, the high flyers who are destined for better things in the long run. It identifies the leaders and trains them to have a significant impact on schools.

The author's view is that In service training must be for both groups of staff identified earlier, i.e. those in post and those aspiring to new posts. This, however, raises a major problem which is how can this enormous number of staff, with differing needs, be catered for? The answer to this problem is a more organised, coherent plan for In service training. Chamber and Chambers (1978) liken teachers' attendance at In service courses to "climbing Everest, - because it is there". Teachers, they say, "dutifully sign on for in service courses both great and small. The content would appear to be less important than the course and the expectations brought to the course are frequently vague to the point of blind faith". Stanley Hewett at DES Conference of ATCDE in London (1972) referred to the "In service jungle", indicating the lack of cohesion and co-ordination in this field. Similarly, Hodgson and Walley (1985) state, "The day might come when In service training for teachers is much better planned and co-ordinated than at present, with a range of different forms of provision each with its own defined, distinctive purpose". Although they are speaking specifically about diploma courses the point reflects a view of teacher in service training in general.

Louis Fischer (1971) makes the recommendation that "time for In service should be provided by carefully planned programmes built around summer and other holidays". A point that the talks on
restructuring which took place under the auspices of ACAS failed to take into consideration.

2. The relationship of In service training to professional development.

The second significant development is that In service training is an important part of a continuing professional development programme for staff, enabling them to perform their present job more effectively and identifying the potential of staff ready for promotion. Kaplan (1980) points to the importance of system needs in In service training but warns that authorities should not neglect the needs of the individual teachers and staff upon whom the system is based.

There were, however, schools which had no planned programme of professional development for staff. The system adopted by any authority should, in the view of the author, allow for the personal mapping of the professional development of teachers as well as enabling those schools with a staff development programme to key into the system. L. Fischer (1971) states that increasingly the responsibility for professional growth should be shifted to the individual practitioners. They must, he continues, "be involved in assessing their own strengths and shortcomings as well as charting their directions of growth". He further proposes the development of "some internal machinery within the school system" to diagnose needs and point to areas requiring training. Chambers and Chambers (1978) support this view and recommend the provision of a structure which responds to needs and provides a logical coherent approach to professional development.

What was required was a model for all In service training (including pastoral care) which has sufficient flexibility to cover the diverse needs of all those levels of staff identified in section 3 of this report. The model should enable staff to trace a course of professional development and allow those staff who are in need to supplement their skills by dipping into aspects of the courses offered.

The two models considered are to be found in Appendix G.
Model 2 was the model the author recommended and which was adopted by the authority primarily because it offered the following:-

1. It gives greater flexibility for professional development mapping by schools and/or individual staff.

2. It allows for maximum numbers to attend (it is envisaged that the clientele could well be different for non-residential modules and may include teachers from any one of the three levels of training need identified).

3. It is less costly than Model 1.

4. The modules can be altered according to area or school needs by simply replacing one topic by another. New topics could be added as future needs determine without affecting the structural organisation recommended.

THE COURSE: DELIVERY AND LOCATION

There are two basic approaches to the delivery of training, the lecture and group learning. Each approach has a number of advantages and disadvantages (Rae 1983). The lecture always allows a logically ordered presentation of the material, keeping the deliverer in control of time and offers easy lecturer replacement. It also offers a degree of course member safety, by not exposing the 'students'. However, there are a number of disadvantages to this format:-

1) The presentation can be ineffective - the quality of presenter is paramount and good information can be lost through poor presentation.
2) The audience is passive and there is little transfer back to work.
3) There is a lack of immediate feedback.
4) Repetition is encouraged; once a good lecture has been delivered there is a tendency to repeat it rather than adapt it.

Learning in groups overcomes some of these disadvantages and offers some positive advantages:-
1) The quality of presentation is a function of the interaction of the group even when the group facilitator is not of outstanding ability. This is especially true in task led groups.

2) The participants are active. There is an availability of others with whom problems and difficulties can be discussed, and experience exchanged. Peer support is also gained.

3) It allows the trainer to present new ideas or techniques to as large an audience as possible.

This approach can be hindered by the heterogeneity of the group and by the different levels of motivation of its members but these difficulties can be tackled by the group facilitator. There may, of course, be members who have personal barriers that restrict their involvement in the activities but often these can be overcome in a group which interacts well. Pennington (1979) says teachers accept the experiential mode of learning as very powerful but are reluctant to accept it for their own learning, and providers certainly feel that teachers prefer to learn through abstraction. This attitude is changing and the experiential approach through group learning is the one the author recommends as a basic principle. This is not to say that the lecture has no part to play in In-service training. It does have an important contribution to make in the context of experiential and situational learning programmes. What is clear from many sources including Rae (1983) and Birkenhihi (1977), is that deliverers must use a whole range of approaches to In-service training. Teachers have a role in the delivery of In-Service education. Chambers and Chambers (1978) make the point that teachers should make inputs into courses which have the same legitimacy of stature as academic inputs by leaders. Bolam (1983) supports this view and further adds that there is a lack of credibility in the use of outsiders in In-service training. He concedes they have a role but says that to teachers the worth of a course often depends on the professional expertise of the course leaders. This is further supported by the view of members who have attended the Essex courses on Management and Responsibility, and Pastoral Care. It is the author's view that some input from "expert" outsiders is essential to the credibility of courses and there is much expertise available at local Institutions of Higher Education which could, and should, be used to supplement the County's resource of "expert" practitioners.
This view is supported by the ACSET report (1984 Para 43). "Inset has a crucial part to play in assisting the teachers in personal and professional development. It is inevitable that teachers, in common with other professionals will become less efficient at their jobs if they do not obtain the stimulus of widened experience and continual education. Teachers need to be able to respond positively to the curricular needs of the individual pupil within the class, and of the school as a whole. Inset is likely to be the most effective way of strengthening their confidence and enabling them to enliven their thinking and their approach.

The senior management course was run at Danbury Park, while the residential phase of the middle management course was run at a local Hotel. The modules for both the middle management and the tutor/subject teacher courses were area based, using the Teachers' Centres or Curriculum Development Centres as they are now termed, which offered a useful focal point for this work. The middle management modules were more suited to an area approach while most of the tutor level course could be school based. Pennington (1979) makes an urgent and powerful case for the use of school based in-service training particularly its ability to bridge the "theory - practice" gap in In service education.

Teachers Centres (Curriculum Development Centres) have some advantages as locations for courses (Gough 1975). These are:-

1) The local nature of the Centre;

2) They provide a central setting and are not involved in the hierarchies of schools or the L.E.A.

3) They offer opportunities for involvement of teachers themselves in the decision making process of In-service training programmes.

Morant (1978) in a reappraisal of their role espouses a characteristic pattern of In service provision in Teachers' Centres saying they are under resourced and frequently concentrate on fringe activities because of their inexpensive nature. He also points to the fact that they fail to attract some major groups of teachers particularly
secondary teachers. He suggests a number of alternative developments, the most interesting of which is the development of Teachers' Centres as professional centres, identified in the James Committee report (D.E.S. 1972), with a commensurate increase in resources. In Essex this has happened as mentioned earlier, and the Teachers' Centres have changed title to become Curriculum Development Centres with a commensurate increase in resources. Thus they have extended their In-service role related to sponsored school-based, and school-focused, area-based courses. This must be the way forward in future.

In respect of the delivery of courses there are a number of pre-requisites for a course if it is to encourage an awareness of the need of change in attitude and behaviour. These were identified by Hogson and Walley (1985) as follows:

1) Its structure and content should be based on the work of schools in order that its practical relevance will be clear, and members should be able to apply the work of the course to their own work as teachers.

2) It should give members the opportunity to talk about the work of other schools and thus widen its members' experience.

3) The course should allow time for discussion, seminars, tutorials and other ways to encourage thought and reflection by its members about their work as teachers.

4) The work should have an adequate theoretical base. This will provide the understanding of the facts, techniques and methods concerned which will allow transfer into actual work.

Hogson and Walley further suggest that an understanding of how institutional change might be achieved over a period of time is important. Thus a course must include work in the process of innovation and change. This last point is supported by the follow up on Fifteen Thousand Hours (Rutter 1975). This work indicates that change is a necessary and ongoing process in a school, and that this will, provided it is managed well, ensure that the school continues to improve. It poses the notion that schools with over-stability in terms of headteacher and staff suffer from "learned helplessness".

From this perspective comes a clear view that the skills required of a head of year or head of house are little, if at all, different from
those needed by a head of department, a curriculum co-ordinator, a curriculum area manager, a cross curricular co-ordinator, or any other post holder in the middle management stratum of school organisation. The residential phase of the programme which started with a focus on pastoral post holders became, quite justifiably, a generic management programme suitable for all middle managers irrespective of their role responsibilities. The important key issues for them all is the management of people (while accepting the need for some specialism in some pastoral matters e.g. pastoral curriculum issues). Thus we arrived at a programme, based on a needs analysis survey which addresses the improvement of management skills as a means of increasing effectiveness.
CHAPTER 2.

The next stage of the development of this work was to consider the effectiveness of the training when it was put into practice. While evaluation was carried out on all the modules of the middle management programme particular attention was directed at the residential phase of this activity. The question at the heart of this work was "Does this programme bring about any change in the functioning of middle managers when back in their workplace?" A further question might be, "If it does bring about changes in functioning, in what ways does this affect school improvement and therefore increase school effectiveness?"

The relationship between school effectiveness and school improvement is not one which is easy to connect. Van Velzen (1985;48) defines school improvement as :-

"....the change of the teaching-learning process and/or the internal conditions in one or more schools with the ultimate aim to accomplish the educational goals by the school(s) more effectively."

However this still begs the question of what Van Velzen means by "more effectively". Indeed Hopkins (1984) states that:-

"the topic of school improvement is at present diffuse and slippery".

Some still subscribe to a pessimistic view about the ability of a school to improve the level of pupils intellectual and social development (Reynolds 1989) however there was, in the mid 1970s according to Austin and Reynolds (1989), a body of research which emerged on what was variously called exemplary schools, effective schools, school effectiveness or school improvement. This research argued that individual schools could themselves have major effects upon children, and that schools could be changed and improved in ways that would directly benefit their pupils. There was a second wave of studies (Brookover 1979 USA; Rutter et al 1979; Reynolds 1982, 1985; Gray et al 1983; Reid et al 1987 in the UK; Coldwell and Spinks 1988 in Australia; and in New Zealand, Ramsey et al 1982) which sought to relate the findings about characteristics of "good schools" to broader managerial issues concerned with the actual implementation of effective school's research within schools.

The effectiveness debate seem to be based on broad domains of effectiveness presenting a somewhat "fuzzy image" and providing
problems for those who are seeking to develop valid reliable indicators in the form of an audit bank.

There is abundant literature on organisational effectiveness but very little empirical work based on theoretical propositions. Thus the gap between theory and research outcomes makes it difficult for those looking to construct and use a practical tool for the investigation of increasing effectiveness in individual educational institutions. The literature on effectiveness is suggestive of ways in which one might pursue the notion of effectiveness but there are no adequately validated instruments available for direct translation into the educational context. Five approaches to the identification of organisational effectiveness can be distilled from the literature. These are:-

Goal achievement;
Resource acquisition;
Internal processes;
Participant satisfaction;
Social justice.

It is worth considering each of these briefly.

**Goal achievement.**

Etzioni (1964) described effectiveness as the extent to which an organisation realises its goals. However, in education, goal specification can be difficult, and there is a tendency to articulate goals in activity centred, rather than result centred terminology. Even mission statements tend to be statements of purpose rather than specific goals whose attainment can be measured. Goals relate to the constituencies whom the establishment serves (its clients), and it is possible that goals for different clients can be contradictory. It is also worth noting that the prioritising of goals, given finite resources can be problematic. It would thus seem impossible for an institution to maximise its effectiveness in respect of all its goals simultaneously. This clearly has implications for the use of goal achievement as a total measure of the organisation's effectiveness. It is important to realise that the "official goals" may not be reflected in what the institution is actually trying to do. Perrow (1961) drew attention to the need to establish the institution's operative or actual goals irrespective of its rhetoric. His view suggests there may be a discrepancy between an institution's effectiveness based on its official goals and that based on its operative goals. Time is also a factor (Connolley et al 1980) as goals can change with time. Different goals will require different amounts of time for
their achievement. It is also possible that an institution may need to accept a decrease in effectiveness in the short term in the interests of greater subsequent effectiveness (e.g. changes in the administration system with a view to future needs). Cameron (1978) fails to accept the notion of goal achievement as a measure of effectiveness because of the apparent vagueness of the statements. He identified by means of a double questionnaire, fifty items regarding perceptions of the institution which he subsequently distilled into nine domains of effectiveness. He then asked individuals in institutions to rate the extent to which those institutions possessed the characteristics of effectiveness specified in these items. However many of Cameron's items were as vague as the goal statements that he avoids. e.g.:-

X14 School spirit displayed;
X21 Amount of extra work and study by students;
X63 Teaching at the "cutting edge";

Although some like:--
" received student complaints";
are actually quantifiable.

While a goal achievement approach to effectiveness presents a number of difficult problems, goal statements do provide pointers towards an appraisal of the institution's functioning. Pratt and Reichard (1983) draw distinctions between mission statements, goals and objectives in accepted levels of specificity and in the "time frame". They, together with Laycock (1982) point to the utility of rating goal achievement twice in terms of the current (what is ) and desirability (what should be). They argue that attention should be given to goals with the highest "should be" ratings and the largest discrepancies between the "is" and "should be" ratings.

Resource acquisition

Yuchtman and Seashore (1967) hold the view that organisational effectiveness is unmeasureable and can only be approached indirectly. They believe that such an indirect approach can be the institution's ability to extract resources from its environment, a view not shared by Molnar and Rogers (1976), who believe that this is inappropriate in non-profit making organisations. This view may very well change as a direct result of the introduction of local management of schools and colleges. Although it is doubtful that resource allocation can be justified as a separate approach to organisational effectiveness it can be subsumed as part of goal achievement.
**Internal processes**

Pfeffer (1977) suggests that institutional processes have implications for effectiveness, and some questions relating to this might be:-

"How are decisions made?"

What actions are taken as a result of these decisions in an environment of conflicting demands and interests?"

How does the institution come to perceive the various demands placed upon it?"

This approach focuses on the notion of internal efficiency and effectiveness looking at the organisation's development and health. The difficulty with this view is that the connection between internally and externally perceived effectiveness is not easy. It is possible to have good internal processes but fail to satisfy the external constituencies and vice versa. It seems likely also that there is a threshold of poor internal processes which render it impossible to achieve "external" satisfaction. This notion of internal processes as a measure of effectiveness has direct relevance to management competencies as an influence on the activities of an educational establishment.

**Participant satisfaction.**

One perspective on this (Georgiou 1973) is that effectiveness can be construed as survival, which depends on the institution being able to offer rewards and inducements sufficient to obtain contributions from its membership. That is to say individuals need to feel it is worthwhile to work there. As with internal processes the negative (dissatisfaction) might be more appropriate when considering institutional effectiveness e.g. in a contracting service with comensurate low morale there are insufficient inducements to get more than just the bare minimum from staff, reducing the institution's "external effectiveness".

**Social justice.**

Because of the confusion/contradiction in goals for different constituencies and their diversity relating to different constituencies, effectiveness becomes problematic. A perspective on this might be to look at performances (Ford and Schellenberg 1982) or effectivenesses (Gaertner and Ramnarayan 1983) thus allowing the organisation to be extremely effective in respect to some of the constituencies and ineffective in respect to others. Although this may appear obvious there are subtleties. It may not be obvious from goals whether the institution seeks to provide roughly equivalent resources to each of its student groups (i.e. not to penalise students for their weakness upon
entry) or seek to compensate for disadvantage by a disproportionate allocation of its resources. This will significantly affect the notion of effectiveness at the level of individual students. (Cutstance 1985).

Following Keeley's work (1978,1984) which drew on Rawl's (1971) approach to social justice the institution's effectiveness has to be equivalent in terms of the extent to which it responds to the environment in which it is embedded. Anita's paper (1976), which was focussed on higher education identified three major dimensions of performance:

Role effectiveness;
Efficiency and performance;
Future capability:
The difficulty in the use of these in an indicative way led Anita to the idea of "critical success factors "in which failure would be detrimental to the leadership in the system. Each factor is described in terms of suggestions, questions, policy matters, quantitative indicators and decisions. Goal achievement is not prominent in this view which seems to concentrate on the relationship between the institution and its environment.

Steers (1975) examined seventeen models of organisational effectiveness and found relatively little agreement between them. Only adaptability/flexibility appeared as a criterion in more than half of the models followed by, in descending order:-

productivity;
satisfaction;
profitability;
resource acquisition.

Among the least frequently mentioned criteria were:-
absence of strain;
development;
efficiency;
employee retention;
growth;
integration;
open communication;
survival.

It is important to note that these frequencies do not refer to frequency of application to organisations but to those of specification in theoretical models. However adaptability/flexibility appears to warrant superordinate
status against the five categories approach described earlier. It does seem from this that the institution's relationship to the multiple constituted environment and its ability to insulate itself from, or adapt to the external pressures is important in terms of effectiveness (Betton and Dess, 1985; and Emmert, 1985).

Steers acknowledges the differential importance of goals but points to the relationship between goal importance and the amount of resources committed by each goal as a measure of effectiveness. This is very difficult for educational institutions as resource inputs have multiple uses and it is therefore problematic to disaggregate them.

Thus a number of papers offer thoughts on what might be useful as indicators in institutional evaluation but there is little evidence of either theoretical underpinning or connection with the ideas of others. Some concentrate almost exclusively on goals whereas others offer an undifferentiated mixture of indicators relating to goals, processes and various constituency's satisfaction.

Chambers (1984) presses the case for a continuous, systematic self evaluation study (as does the GRIDS approach) rather than peaks of evaluative activity for reaccreditation. He asks five questions of the institution, which the author believes can be similarly related to parts of the institution e.g. a department. These questions, adapted by the author, and therefore focussed on a department now appear as:--

1. Has the department got clearly defined, appropriate goals?
2. Does the department have programmes and resources to attain these goals?
3. Does the department offer an environment conducive to goal achievement?
4. How well does the department achieve its goals?
5. What steps are being taken towards attaining those goals that are as yet unreached?

This approach relates particularly to the goal achievement measure of effectiveness. Mendelow (1983) took the perspective of resource acquisition suggesting the following questions:--

1. Why do our stakeholders prefer us, rather than others (competitors) with their resources?
2. Why do they send their children to this school?
3. Why do pupils take this subject rather than another (departmental focus)?
Sigelman (1981) and Goodsell (1981) both looked at the relationship of bureaucracy and effectiveness. They argued respectively that the relationship between time and increasing bureaucracy (Sigelman) and the rate of bureaucratisation (Goodsell) rather than its level might be more important. This illustrates the need to look at the extent to which the institution's (department's) academic and administrative systems facilitate or block performance. Hetherington (1982) also touches on the question of bureaucracy when considering the extent to which the organisation is structured to foster professional autonomy. The author believes that this approach is perhaps too heavily weighted to the participant satisfaction notion of effectiveness.

Greenhalgh and Rosenblatt (1984) considered the relationship between the individual and the institutional (or departmental) effectiveness. They suggest that objective threats e.g. cuts in resources, are translated into subjective threats. The results of this is that individual's efforts decline while the resistance to change increases. Thus the organisational effectiveness is reduced and becomes another objective threat. This process is therefore part of a vicious circle. This cycle is particularly germane to the education service at present with the restrictions on resourcing and the pressures for significant changes as a result of the Education Reform Act of 1988.

Institutional (and departmental) effectiveness is not then just a matter of summative statements but also has a formative element making a contribution to future development. The author would wish to argue that this is related to the influence of competent management. Gaertner and Ramnaryan (1983) take this argument further in suggesting that effectiveness is not a state but rather a process. They also go on to say that:—

".....perfect measures of effectiveness are not as significant as are changes in effectiveness, and what caused or could cause them."

Trafford's work (1980) with Indian Polytechnics is in harmony with this view. He uses improvement in effectiveness over time as an index of effectiveness.

**Empirical work on effectiveness.**

In 1978 Cameron carried out twenty studies of organisational effectiveness. These studies served to show that the nature and source of the criteria used were not comparable. This is similarly reflected in specific educational studies. There is little empirical research of
educational effectiveness but what there is, together with studies from non-profit making institutions demonstrate a lack of connection between empirical findings and theory as well as between different sets of empirical findings (F.E.U. research project 304, 1986). Thus the validity of indicators used is problematic. The consequence of this conceptual and empirical weakness is that the literature search has given rise to suggestions for indicators rather than prescriptions for them.

There is an argument for relating effectiveness to quality of output. Conrad and Blackburn (1985) looked at correlates of quality in twenty two regional colleges and universities in two contiguous American states. They found a number of variables associated, some positively and some negatively, with departmental quality (The negative ones were increase in teaching load, age, and tenure of staff). It is difficult to determine how hard to press the quality/effectiveness connection if at all, but it could be deemed to be a legitimate measurement of effectiveness. Atsin (1982) also looked at the elusive dimension of quality, looking specifically at quality assessment based on knowledge of results and time on task, instead of using the more traditional methods of measuring it like reputation, resources and outcomes. He also added to this student feedback and constructive criticism from "academics".

Organisational factors might also have a bearing on effectiveness. This was illustrated in a study of hospital effectiveness by Flood et al (1982) where they took into account surgeons, allowed for case severity, and used patient outcomes as the criteria. The results suggested that it was organisation of the seventeen different hospitals that influenced their effectiveness. This is the internal processes approach to effectiveness referred to earlier.

A different perspective is offered by Quinn and Cameron (1983) who suggest that almost all research into effectiveness concentrates upon the use of static criteria in mature organisations. They postulate that perhaps the appropriateness of different criteria at different times in the organisational life cycle should be explored. They identified four stages in this life cycle and suggest that different criteria are relevant at each of these stages. They tested this view with a case study of the former New York State Department of Mental Hygiene between 1974 and 1976. This can be related to education but a further complication to the notion of effectiveness is that most educational institutions will be at stage three (Formalisation) or stage four (Elaboration) of development and that within these institutions departments will have their own life
cycles. Therefore an interaction between departmental and institutional stages of development means a further complexity in the identification of effectiveness indicators.

There is a confusion that change is a measure of effectiveness. This is not the case necessarily and similarly the notion of self evaluation does not bring with it any commitment to useful change. Kells(1981) and Mathewman (1984) in their work describing the introduction in 1977 of a policy of self evaluation at Great Barr Comprehensive School argue that five years after the implementation of this policy:-

"very little of positive lasting value seems to have emerged"

However it is true to say that Lambert (1985), a former colleague at the school disagreed strongly, noticing that there were major improvements in some departments and that the senior management team:-

"had moved a great deal"
during that five year period. He further questioned whether the great improvement in examination results at that time was in any way connected.

In their work on school effectiveness Austin and Reynolds (1989), when looking at effective institutions, identified two main divisions;:-
1. Organisational structural characteristics;
2. Process characteristics.

Their findings suggest that leadership is vital. There is research showing that leadership by the head/principal is very important (Sackney 1985,1989, and Rutter 1979) and some studies have shown that the Vice Principal/Deputy head leadership role needs to be extended (Mortimore et al 1988). Nevertheless leadership at all levels of management is important. This is especially true of middle managers.

The recent work of Peters and Waterman (1988) proposes the view, with evidence collected from many commercial enterprises, that effective, successful organisations are ones which delegate decision making powers to the lowest possible managerial levels, i.e. where the information is.

Under these circumstances skills of leadership assume even greater importance. In this context of decision making it is argued ( Bolam 1982:b and Schmuck 1984) that the prime goal of school improvement is the induction of a capacity for problem solving within the school.
Runkel et al (1979) suggest this problem solving capacity involves four meta-skills:-

- diagnosis;
- searching for information;
- mobilising synergistic action;
- monitoring.

All managers, including middle managers, Hopkins (1985) argues must possess these meta-skills in order to be able to perform their role. Some of the activities in which they need to be skilled in respect to these meta-skills are communication, leadership and team building. Effective leadership also helps in smoothing the transition of change, giving new programmes the chance to develop in a non-disruptive environment (Mellor and Chapman 1984, Chapman 1987). The curriculum also needs to be purpose orientated, clearly defined and co-ordinated. Good planning in school organisation helps provide a curriculum which reflects the school's purpose. A study from the Netherlands (Creemers and Lugthart 1989) discussed the need for clear structuring of subject matter which should be divided into a series of practical small steps.

From Austin and Reynolds' list of organisational structural characteristics leadership, staff development and curriculum and instructional organisation are all important skills of a middle manager, while from their process characteristics collaborative planning, clear goals and expectations, commonly shared views and order and discipline all relate to the role of the middle manager.

It is clear from the evidence that current evaluative capability is severely limited in respect to school effectiveness, but it is also clear that more could be quantified (not necessarily using a ratio scale of measurement) than is at present. Empirical work based on theory also seems sparse and there appears to be a serious gap between theory and research outcomes. Conceptualisations of institutional and departmental performance are numerous but very fragmented and require co-ordination.

**Indicators of performance and school effectiveness.**

At the time of this study the notion of performance indicators being used in education was very rudimentary or non existent in the United Kingdom, although a lot of work had been carried out in the U.S.A. However there are inherent problems arising from cultural differences between the U.K. and U.S.A. rendering straight transplanting inappropriate. Since 1986 it has gathered considerable momentum and
interest. The Association of Colleges of Further and Higher Education (F.E.U. research project 304, 1986) suggested that if performance indicators were to be used they would have to be:

Valid;
Reliable;
Relevant;
Practicable.

Four models of possible performance indicators which could be applied to educational establishments were produced by CIPFA.(1988). These were:

1. Economic model.

This model is popular with accountants and economists and is frequently used as part of any drive for the "value for money" movement. Typical examples of such quantitative indicators might be:
- pupil/teacher ratios;
- student participation rates;
- cost per pupil.

2. Educational model.

This is founded on a much more qualitative approach, based on general criteria understood by those involved in education. It is related very closely to the processes that go on in schools and classrooms, and emerges as surveys and reports e.g. inspection reports. Examples of these indicators might be:
- The nature of teaching;
- The nature and quality of the learning process;
- Adequacy and suitability of teaching materials.

There has been a move to express these criteria in terms of behavioural objectives in the U.S.A. or precise competencies in the U.K.(Management Charter Initiative 1990) and thus to relate the attainment of these objectives/competencies as an indicator of the performance of the institution or part of it.

3. Political model.

This is a more recent development in England and Wales but could have heightened significance in the light of the Education Reform Act(1988) which has shifted the locus of decision making from the central authority to schools.
Typical indicators might be:

- Level of community use;
- Participation rates in school events;
- Involvement of P.T.A. and governors.

4. Systems model.

This model adopts a more comprehensive systems management approach, considering education as a system and uses an input/output model to establish its performance. This model is based more on efficiency within given resources rather than on effectiveness.

The Management Charter initiative (May 1990) has, as mentioned above, produced a complete set of competencies each of which has performance criteria attached. However the author's view is that these are still a little on the vague side to be easily applicable to management posts in schools as a measure of effectiveness.

One of the difficulties in identifying improvements in a department i.e. studying effectiveness, is the inadequacy of the statistical techniques used to cope with the complexity of relationships between the data sets. Factor analysis, for example treats each variable as of equivalent status using a constructed correlation matrix. The simple view of this suggests a high coefficient means the variables show similarity and a low coefficient is equivalent to dissimilarity. Yet low coefficients might mean the presence, albeit concealed, of a complex causal relationship. A hypothetical example might be a high degree of democracy in a department may result in both high and low participant satisfaction, depending whether the respondents see satisfaction in sharing in decision making or making the process unnecessarily cumbersome. In such circumstances there may be a near zero coefficient between democracy and satisfaction. Trafford's work (1980) suggested an interesting approach to these problems of equivalence of effectiveness indicators. In it he looked at effectiveness items in a relational way. He employed statistical data but subordinated this to qualitative relational analysis. Effectiveness in this case was seen in terms of judgements made on the way in which various indicators "fit" together, rather than on complex statistical models. When considering relationships the nature of the indicators themselves should not be forgotten. Bonham (1982) showed how easy it is to slip from quality indicators to "inappropriate proxies" that can be quantified.


<table>
<thead>
<tr>
<th>Quality indicator</th>
<th>Quantitative proxy.</th>
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<tbody>
<tr>
<td>Quality of teaching</td>
<td>number of Ph.d's/graduates</td>
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<tr>
<td>Quality of library</td>
<td>number of volumes</td>
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<td>Quality of staff</td>
<td>number of publications</td>
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<td>served on</td>
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<tr>
<td>Educational output</td>
<td>unit cost</td>
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Quality indicators and inappropriate quantitative proxies (after Bonham, 1982).

Finally it is the author's view that the very presence of the indicators may have an effect on the outcome of the factors being "measured". Such an effect could arise as a result of the different perception of individuals related to the particular indicator. An example might be that the articulation of an indicator to "measure" the preparation of material related to the quality of teaching issue, could cause a teacher to focus on that aspect to the detriment of other areas such as the identification of student need.

This raises the whole question of the validity of indicators (see CIPFA), i.e. do they actually indicate/measure what it is intended to indicate/measure? For example the quality of teaching has to be considered from the standpoints of preparation, delivery, appreciation of student need, and student outcomes. It would therefore be necessary for indicators to be available that ensured all these aspects of the quality of teaching were covered. In terms of reliability the question to ask is if the same indicator was used for the same purpose by a different person would the result be the same?

Indicators certainly seem to be at a primitive stage of development and much needs to be done in refining the relationship of specific indicators to overall performance. However the author believes the pressures for evaluation both within and beyond the educational system are irresistible. The limitations and difficulties of measuring performance in educational institutions are no justification for not attempting to do it. The simplistic notion of applying clear, precise indicators to educational management activity as a measure of performance is not tenable. They must be recognised as the starting points for professional judgements to be made to inform the analysis of effectiveness within an institution. The results of the author's work has
brought about a move from a straight attempt at evaluating a programme for middle managers to an awareness that the development of performance indicators or indices against which the competence of the middle manager can be measured is vital, particularly if a measure of effectiveness of training is being sought. Such indicators did not exist at the analysis stage of this study, but some attempt has been made to look for judgements as to changes in functioning as perceived by the course participants and colleagues with whom they work. This is explained more fully in Chapter 7.

**Competencies in the middle manager.**

School effectiveness, can to a large extent be determined by the quality of management within the school (Sterne, 1979; Sweeney, 1982; Murgatroyde and Gray, 1984), and it has been postulated that effective leadership, particularly at middle management level, is an essential ingredient for the success of a school (Day, 1984; HMI, 1984).

It is likely that as a result of the Education Reform Act and demographic trends even more demands are being placed upon school management. The effect of this is to require greater managerial competence throughout the whole school management team (Wragg, 1982; Dennison, 1985; Handy and Aitkin, 1986). There is apparently very little research into managerial competence and effectiveness in schools (Bridges, 1982; Hoyle, 1986). On the contrary much empirical research has been conducted, mostly in the U.S.A. on other spheres of management. Thus a good deal is known about leadership and managerial competency at different levels of management in a wide cross section of industrial, commercial and public sector organisations including educational institutions in the U.S.A. This has demonstrated that some of the factors influencing the effectiveness of managers are common across jobs and organisations, leading to Bennett and Langford's (1979) so called "universally effective manager".

Hamlin (1988) carried out empirical research to establish the determinants/criteria of managerial effectiveness in schools to find out which of them were common with those applying in non educational settings. His study focussed upon the head of department in secondary schools, but the author would want to argue that they apply to all middle managers in schools (the author would define middle managers as those staff below senior teacher grade who hold incentive allowances, while conceding that in some very small schools staff might hold a responsibility for managing others but not have any salary enhancement).
Hamlin used a critical incident technique to devise a Behavioural Item Questionnaire (B.I.Q.). Issuing this questionnaire to schools using a Pearson Product -Moment Correlation Coefficient and subsequent factor analysis he identified sixteen factors deemed to be criteria of managerial effectiveness within secondary schools. He then compared the behavioural contents of these sixteen factors with the ten most comparable empirical studies he could find in the literature and against the "criteria of managerial effectiveness by such authorities as Mintzberg, Katz, and Burgoyne. Using a percentage of universal similarity when comparing these he separated his sixteen factors into two groups, those with a percentage of universal similarity exceeding 50% which he called "universal" criteria of which there were seven, and the nine others which he called "situation or education specific". The set of "universal" criteria emerging from this research comprised 45% of the total managerial component of the middle manager's job as represented by the criteria identified. This is consistent with the work of Stewart and Stewart (1976) who found that of the factors influencing managerial effectiveness about one third persist across jobs and organisations, the remainder being specific to the situation being managed. Thus it seems that the concept of the universally effective manager applies as much to middle managers in secondary schools as it does to managers in any other type of organisation.

**Characteristics of competent middle managers in secondary schools.**

The seven universally effective manager components as identified by Hamlin are that the manager :-

1. Shows care, concern and consideration for staff.
2. Is personally well organised, good at planning and organising resources and exercising managerial control.
3. Shows concern for the maintenance of performance standards by actively monitoring staff performance and, by taking the necessary action to ensure those standards whilst supporting and offering help as necessary.
4. Gives guidance, encouragement and general support to staff at all times but particularly when it is sought.
5. Consults staff on decisions which affect them, and involves staff in running the department/year using a participative style of management.
6. Actively innovates change and development.
7. Delegates effectively to staff.
Thus middle managers need high "achievement" and high "people" orientation. However Hamlin argues to be wholly effective they need to possess the above universal criteria plus another range of competencies specifically determined by the culture and context of the educational setting. They should :-

1. Fight hard for resources for what they and the staff believe is right for the department/year, and actively represent the interests of their staff.
2. Organise and allocate work and resources to subordinate staff in a fair way.
3. Be personally effective in handling disciplinary issues (pupils) and support their staff in using effectively established disciplinary/referral procedures of the school to maintain discipline.
4. Liaise with appropriate outside agencies and organisations to secure additional resources.
5. Be effective in informal and formal meetings and briefing sessions.
6. Be constructive and helpful to other middle managers.
7. Demonstrate high personal standards of performance and achievement and set high levels of expectations in subordinates.

These criteria are similar to those identified in the POST project conducted in the 1980's looking at skills for headship. These were :-

Problem analysis and judgement;
Organisational ability;
Leadership;
Sensitivity;
Written communication;
Oral communication.

These add further credence to the notion of recognisable managerial competencies even if they do not inform the performance indicator debate significantly.

**Implications for training and development.**

That this research has identified many criteria which are similar to those that are universally applicable to managers operating in non educational settings, suggests that much of the successful management training used in developing competent managers in industry, commerce and the public sector is applicable to middle managers in secondary
schools. This formed the basis for much of the content of the middle management programme offered to teachers by the author.

The fact that the sixteen criteria Hamlin identified as indicative of managerial effectiveness were derived from direct observations of specific incidents as opposed to subjective opinions of "experts", and that they were obtained from a wide cross section of staff in the teaching profession who are actually subjected to the outcomes of effective and ineffective management, adds validity to their use in the author's attempts to identify any changes of managerial behaviour resulting from attendance on the training programme on which this study is based.
CHAPTER 3.

As the issues concerning school effectiveness and managerial competencies lacked definition and clarity at the time of this study, it was necessary for the author to consider which methodology would be appropriate. The one selected would have to give a valid and reliable measure of the effectiveness of the training programme that was being developed. In order to identify an appropriate approach to this work it was necessary to investigate a spectrum of different methodologies and evaluate their suitability for this piece of research.

RESEARCH METHODS.

Educational research could be defined as the systematic, empirical and critical inquiry into matters which directly or indirectly concern the learning and teaching of children and adults. It is empirical in the sense of being observed reality. The focus of this piece of research is related to the learning of adults and indirectly to the learning of children through the increasing effectiveness of the managers in the educational institutions.

There is some confusion concerning the difference in terminology used in the context of research. To many there is little difference in the terms Research, Study, Investigation, and Inquiry, and the author uses these terms as being interchangeable. However, it is argued that research is a technically more complicated and more rigorous form of investigation. Howard and Sharp (1983) discussed this issue in their book "The Management of a Student Research Project:" They argued that although most people view research as activities that are far removed from day to day life and the domain of outstandingly gifted people the pursuit is not restricted to this type of person and can be a stimulating and satisfying experience for anyone with a trained and enquiring mind. They define research as "seeking through methodical processes to add to one's own body of knowledge and, hopefully, to that of others by the discovery of non trivial facts and insights." Drew (1980) agrees that "research is conducted to solve problems and to expand knowledge, a systematic method of enquiry." Research then is a systematic way of asking questions, and the key word is "systematic."
Whatever method is used e.g. interviews, questionnaires, note taking, or observation orderly record keeping and thorough planning are essential to the process and thus to the success or the research.

There are a number of stages in the process of undertaking a research project. These can be represented as follows:-

1. select topic
2. identify objectives of study
3. plan and design a suitable methodology
4. devise research instruments
5. negotiate access to institutions, materials and people
6. collect, analyse and present information
7. produce a report or dissertation.

It is vital that a plan of action is selected which does not attempt more than the limits of expertise, access and time permits, if the research is to be successful.

Different styles, traditions or approaches use different methods of collecting data (these are dealt with later) but none are necessarily exclusive. It is possible to consider them as dividing into two broad categories (Bell 1987):

i) quantative, in which facts are collected and the relationship between one set of facts and another is studied. This approach uses scientific techniques to produce quantified, and if possible, generalisable conclusions:

ii) qualitative, e.g. ethnographical studies, where insight rather than statistical analysis is sought. These researchers seek to understand an individual's perceptions of the world, and doubt whether "social facts" exist. Such techniques however are not exclusive. No approach depends solely on any one method and there are occasions when qualitative researchers draw on quantitative techniques and vice versa. Decisions have to be made as to which methods are best for the purposes of the research and this will depend on the nature of that
research and thus the type of information required. Both these approaches were used in this piece of work.

There are a number of research methods and these will be dealt with one at a time.

**Action research.**

Cohen and Manion (1980) define this as,

"essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation."

They argue that a feature of this work is a continuing modification of the process as a result of feedback during the research. It is further characterised by the fact that the research is not finished when the particular project ends, as the processes studied are continually being evaluated and improved as a result of the activity and by its nature. Brown and McIntyre (1981) lend support to this idea when talking about the continual revision of the original hypothesis as a result of evaluating collected data, causing a modification to the general principles. "Collection of data on the effects of this new action may then generate further hypotheses and modified principles, and so on as we move towards a greater understanding and improvement of practice."

Hopkins (1985) in his book "A Teachers Guide to Classroom Research" refers to action research and quotes three definitions by Rapoport (1970), Kemmis (1983) and Ebbutt (1983). He goes on to discuss the efficacy of the complicated step by step models put forward by these three and argues that these models inhibit the freedom of the process. Hopkins prefers to call the activity of teachers in this context classroom research by teachers rather than action research for this reason.

Action research is not necessarily confined to classroom activity, it is appropriate in any context of a specific problem in a specific situation or when a new approach is required in relation to an existing system (Cohen and Manion 1980). Action research is not a technique it is an approach with the merit of being directed towards a greater understanding and improvement of practice over a period of time.
Case study.

This has been described as "an umbrella term for a variety of research methods which have in common the decision to focus an inquiry around an instance "(Adelman et al.1977). Perhaps the best known educational case study research was Elizabeth Richardson's study titled "The Teacher, The School and The Task of Management" (1973), however case studies are usually of much shorter duration than this three year study of Nailsea School. Case studies are concerned principally with the interaction of factors and events, and observation and interviewing are the two most commonly used data collection techniques in this type of research. The case study allows the researcher to concentrate on a specific instance or situation and attempt to identify the various interactive process at work. Often case studies are used as part of a larger survey but most frequently they are free standing exercises. There are a number of problems associated with the use of case study as a method. There is usually only one researcher involved with data collection with the danger of distortion as information cannot be cross-checked. Critics of the method remind us that generalisation is not usually possible from such a source. Bassey (1981) writes

"The relatability of a case study is more important than its generalisability".

He does however support case study as a valid form of research provided it is

"systematic, critical, relatable, and aimed at the improvement of education."

A successful case study provides a three dimensional picture, illustrating relationships, micropolitical issues and patterns of influence in a particular context.

Ethnographic style.

Originally this was the domain of anthropologists (e.g. Zimmerman and Wieder) but is much more widely used now. The style depends on the integration of the researcher into the society or the part of the society being studied, thus enabling them to share experiences with the subjects of the research and to understand better why they act in the
way they do. This type of research is extremely time consuming, and carries with it the same concern for its relatability as case studies; Can the results from one group be applied to another group? Is the group studied typical and are the results relatable to other groups with the same title? Generalisability may be difficult in this type of research but, as with case studies, it may allow members of similar groups to recognise problems in their own group and suggest possible solutions to these problems.

Surveys.

The survey collects information which can be analysed so that patterns can be extracted and comparisons made. They can be related to a whole population e.g. census, or a representative selection of a population e.g. political polls. However if only a proportion of the population is being used the sample must be made as representative as it possibly can be by considering the characteristics of the population and ensuring they are represented in the sample. The wording of the questions being asked is one area of difficulty inherent in this methodology and much care is needed to ensure that the questions mean the same thing to all the respondents. This can be achieved by careful preparation and by testing the questions prior to commencing the survey. Surveys can answer questions concerned with what, when, how, and where but the why is much more difficult to obtain from such a style of research. Causal relationships can not normally be proved by this methodology.

Experimental style.

This approach requires the identification of experimental and control groups. It may be fairly easy and straightforward in certain instances to do e.g. the effect of floridation on the incidence of dental caries in a population, but to test changes in behaviour is quite another matter. Social causes do not work singly e.g. examining the cause of low attainment in pupils in secondary schools. Wilson (1979) says "The causes of social phenomena are usually multiple ones and an experiment to study them requires large numbers of people often for lengthy periods. This requirement limits the usefulness of the experimental method." The experimental style does allow conclusions to be drawn about cause and effect provided the experimental design is sound, but
in education such large groups are necessary to allow for the many variations and ambiguities involved in human behaviour that it often renders this approach unmanageable. However in claiming causal relationships as a result of this methodology great care is needed to ensure that all the possible causes have been identified and considered.

Many research projects begin with a hypothesis. Verma and Beard (1981) defined this as: "a tentative proposition which is subject to verification through subsequent investigation". Experimental and survey studies normally start with a hypothesis but some qualitative studies begin without either a hypothesis or objectives being specified. In these cases the study structures the research rather than the other way round (Bogden and Bilken 1982). This can be dangerous in that the researcher can finish up with mountains of data without any hope of identification of what is really germain, and little or no chance of real analysis. Hopkins (1985) refers to this dichotomy relating to qualitative and quantitative studies when referring to open and closed problems. He argues that open problems for research are hypothesis generating while closed problems are hypothesis testing.

Having once decided on the approach which most suits the purpose of the research, attention must be paid to the method of data collection. The first question to ask is what do I need to know, and why do I want to know it? This is particularly important if the research is wanted for policy formulation. It is only then that the problem of which methodology of data collection to use can be addressed. Decisions must be made about which methods are best for the particular purposes of the research and then data collecting instruments must be designed to do the job. There are two factors of great importance to consider at this stage, reliability and validity. Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. A factual question which produces one answer on one occasion and a different answer on another is unreliable. It is therefore clear that questions asking for opinions can be unreliable. Similarly in interviews the questions and the perceptions of the interviewer resulting from responses of the interviewee can thus be unreliable. Some form of testing of reliability is necessary e.g. test-retest, the alternate forms method (equivalent versions of the same form are given and the results are correlated), the
split half method (items in the test are split into two matched halves and the scores correlated). These methods all have disadvantages and problems associated with them. Unless one is attempting to produce a test or scale, reliability can best be dealt with at the question wording stage or the piloting of the instrument (see chapter 6). Validity says whether an item measures or describes what it is supposed to measure or describe. If an item is unreliable it also lacks validity, but if it is reliable it still may not be valid. Validity can be a complex concept which can be very difficult to test, however an awareness of the need for reliability and validity is essential before any research method is formulated and any instrument of data collection is used. There are five methods of data collection for consideration:--

i) Analysis of documentary evidence.

The term document is defined by Travers (1964, 2nd. edition) as "an impression left by a human being on a physical object". It can take the form of a video, film, slides, other non written sources, and written sources. The written source can be a primary source, i.e. that which came into being during the period of the research, or a secondary source, i.e. interpretations of events of that period based on primary sources. Primary source material can be further classified into either:--deliberate sources i.e. that which came into existence for the attention of future researcher e.g. autobiographies :-or inadvertant sources i.e. used by a researcher for some purpose other than that for which it was originally intended e.g. part of the Chief Inspector of HMI report was used by some newspapers as "evidence" of declining standards in schools. Documents also provide witting and unwitting evidence. Unwitting evidence is everything else that can be learned from a document other than the actual statements e.g. underlying assumptions of the author which become apparent. This unwitting evidence requires assessment by the researcher. The careful analysis of documents must determine both their genuineness and their authenticity, this is known as external criticism (Bell, 1987). Internal criticism (Bell, 1987), which is most often used in small scale educational research, seeks to answer a series of questions which subject the document to rigorous analysis e.g. What kind of document is it? What does it actually say? When and in what circumstances was it produced? Is it typical of its type? Did the author experience or observe what is being described? How long
after the event did the author produce the document? Critical analysis of a document should also try to identify bias (Barzun and Graff 1977). Writers rarely declare their assumptions so a researcher must search for it and expose it. Even if a document is the subject of great bias it is not worthless as unwitting evidence can often be derived from unsound witting evidence.

ii) Designing questionnaires.

In the preface to his book "Questionnaire Design and Attitude Measurement" Oppenheim (1966) suggests many people think that anyone with a modicum of common sense and a command of plain English can produce a good questionnaire. This he believes is not the case, it is a skill which has to be learned. Youngman (1986) identifies seven types of questions that can be used to assist in formulating a questionnaire. One must try to avoid ambiguity, imprecision and assumptions in devising an instrument, and one should be aware of the implications of ones questions for memory and knowledge of the respondent. Leading questions and presuming questions should also be avoided. Appearance and layout are important and above all the questionnaire must be piloted if possible on groups similar to the ones who will form the population of your study in order to get rid of the "bugs" in the instrument.

iii) Planning and conducting interviews.

The advantage of the interview is its adaptability and the point that it is a communication between the researcher and the researched. This communication enables ensuing ideas to be probed and motives and feelings investigated. Moser and Kalton (1971) describe a survey interview as "a conversation between interviewer and respondent with the purpose of eliciting certain information from the respondent". It is a complex and difficult instrument, which Cohen (1976) likens to fishing saying it is "an activity which requires careful preparation, much patience, and considerable practice if a worthwhile catch is to be achieved". The nature of the interview can be said to fall in the "continuum of formality" described by Grebenik and Moser (1962). Perhaps surprisingly it is the informal, unstructured interview that demands a greater degree of expertise from the interviewer if a valuable outcome is to be achieved. Initial interviews (preliminary interviews) can be placed in the informal end of the continuum of formality, while
most interviews carried out in the main data collecting phase of research will come somewhere between the completely structured and the completely unstructured points on the continuum. However the nearer the unstructured end of the continuum an interview is the more difficult it becomes to analyse the data collected. Bias of the interviewer must also be guarded against as Borg (1981) points out when analysing the problems that can arise in the interview situation. If for example one holds very strong views about some aspect of the topic being explored one can easily lead the interviewee even more easily than one can with a questionnaire.

iv) Diaries.

It is necessary for those filling in diaries that they are in sympathy with the research and prepared to take part. Reluctant subjects will not produce reliable data. A major problem with this technique was identified by Oppenheim (1966) who pointed out that the respondent's interest in filling up the diary can modify the very behaviour that the researcher wished to record e.g. "duty viewing" by the respondent in research on television viewing behaviour in order to have something to record, or a change in the type of programme watched in order to create a better impression with the researcher. There is a need to be very explicit about what is being recorded in a diary, also the representativeness of the time span being recorded e.g. was this day of the week typical of the other days or not. Burgess (1981) suggests diaries can be used as preliminary to interviewing especially if there is some doubt about the questions needed to be asked in an interview. Zimmerman and Wieder (1977) in their ethnographic study of the counter culture in the U.S.A. state "the diarist's statement is used as a way of generating questions for the subsequent diary interview. The diary interview converts the diary -a source of data in its own right- into a question generating and, hence, data generating device".

They use the diary in conjunction with the diary interview as an approximation to the method of participant observation in those situations where the problems of direct observation resist solutions. The time problem for diary keeping can be overcome by use of the "critical incident" technique. This approach asks the respondent to note what critical incidents occur over a specific period of time thus
reducing the vast amounts of time that can be spent recording somewhat trivial items which offer little in terms of useful data. The approach also helps in the analysis of data which otherwise can be quite daunting.

v) Observation studies.

This is not an easy technique (Nisbett 1977) and needs careful planning and piloting however it can be more rewarding in terms of collecting data of significance than interviewing. Interviews deal with how the interviewees perceive what happens whereas direct observation can analyse what actually happens (Nisbett and Watt 1980). Observation studies can take the form of participant or non-participant observation. The participant observer can become narrowed by his/her knowledge of the environment and the characteristics of his/her colleagues thus affecting objectivity. Lacey (1976) defines participant observation as "the transfer of the whole person into an imaginative and emotional experience in which the field worker learned to live in and understand the new world". This involvement must be recognised and taken into account during the observations which should be made as objective as possible. These problems do not affect the non-participant observer, however the very detailed nature can lead to misunderstanding of the complex interactions taking place in the observed situation. A variety of ways of recording can be used but before the process starts it is vital to decide whether one is looking at content or process, interaction between individuals, the nature of contributions or some specific aspect such as effectiveness of questioning techniques. Two methods that can be adopted are: -- the use of audio/video recording or the interaction/process analysis, most of which is based on R.F.Bales (1950) system of describing the behaviour of individuals in groups. This scheme was further developed and modified by Flanders (1970) into "a ten category behaviour checklist called the Flanders interaction analysis categories in which observers are required to observe what is happening in the group at three seconds intervals. A further development of this approach has appeared through the work of the Open University (Bell, 1987). The O.U. course D101 (now replaced) proposed a much simpler system which was still based on the Bales/Flanders principles, and uses an abbreviated list based on six categories originally devised by the Huthwaite research group. These
instruments take some practice to use effectively but once mastered can provide valuable data which can be analysed relatively easily. If however the main purpose is to record only the number of contributions made and the amount of time any contribution took a much more simple analysis sheet can be used. As the type of data required becomes more complex e.g. who spoke most about a particular matter, what that matter was, and what other matters did that person contribute to, then the analysis sheet needs to be more complex and often needs to be accompanied by a blank sheet to make notes of explanation concerning the contributions. A further refinement in the recording process is to include an interaction chart to illustrate who spoke to whom. All these systems are capable of adaptation and modification to suit specific needs. This of course points to the need for careful planning and preparation.

In conclusion, regardless of the type of methodology used and the mechanism of data collection operated in a research project the information needs to be analysed and presented in a way which renders the information intelligible to the reader. The way in which the analysis is carried out is dependent upon the nature of the data, which is in turn determined by the methodology of the research. There are four different scales of measurement which can be used :-

i) **nominal scales**, e.g. yes/no answers which can be subsequently coded.

ii) **Ordinal scales**, e.g. ranked items which again can be coded.

iii) **Interval scales.** This is a more sophisticated scale than the two above. An example of this type of measurement is examination marks or IQ values.

iv) **Ratio scales.** As with interval scales in this measurement equal differences represent equal amounts, however in these scales unlike those above absolute measurements are valid. An example of this type of measurement is age.

Variables (characteristics which are measured by the preceding scales) may be classified as discrete i.e. dealing with whole numbers, or continuous i.e. dealing with any numerical value.
Where the methodology is qualitative the measurement used is normally nominal or ordinal scales. Whereas for quantitative research the measurement is usually interval or ratio scales. It is, of course possible if not probable that in any one research project, just as the methodology is often mixed, the analysis will encompass a number of different measurements (in some cases this could mean all four categories being used).

The methods of recording are various, some of the most illuminating are tables, pie charts, cumulative frequency polygons and bar charts. Bar charts can be simple, compound or component bar charts. Where tables are used percentages should be avoided if the number of items is low (i.e. n number is of a low order). Averages (measures of location or central tendency) can be used, however one needs to decide whether the mode, the median or the arithmetic mean is most appropriate for the information gathered. The decision as to which should be used is dependant upon the shape of the distribution. Generally data on ratio or interval scales which is distributed in a symmetrical or near symmetrical way should be summarised using the arithmetical mean. Where data on ratio, interval or ordinal scales is distributed asymmetrically the average used should be the median. Measures of dispersion e.g. standard deviation and the interquartile range can be used to add more detail to the information and impart a better overview of how the population varies around the average value.

Finally, whatever the research project being undertaken, careful planning and preparation is essential as is a willingness to keep an open mind for the duration of the project, in order that an evaluation of the correctness of the procedures can be made, to ensure a productive outcome.

The purpose of this work is to develop and evaluate a course of in-service training for middle managers and aspiring middle managers in schools. Eraut (1985) expresses the need for a formal evaluation process. Although some monitoring always takes place during delivery of a programme this is insufficient by itself to determine what affects the course may have on its membership. Evaluation is not just a process of information gathering, it is a social and political process in which the changing perspectives of the various participants are crucial. Part of the author's evaluation is a consideration of how, if at all, the
functioning of the course member has changed and if that change has improved their functioning as a manager at his/her workplace as a result of participating in this course. Some of the data is based on the perceptions of the people who attended the course, however it must be noted that managers are prone to talk of plans as if they had already been implemented and to report attempted changes as success stories (Eraut 1985). Where tutors are also the evaluators it is important to use some method of collecting evidence that is as free from tutor bias as possible, nevertheless it should be recognised that the role of tutor evaluator can be powerful if good relationships between course members and tutors are built up during the programme. Thus it is necessary that other sources of evidence should be tapped in order to try to verify the perceptions as expressed.

CONCEPTUAL FRAMEWORK FOR THE METHODOLOGY.

The difficulties associated with programme evaluation are such that it requires of the evaluator the use of multiple tools of methodology (Cook, 1985; Mathison, 1988). Recently this repertoire has been expanded by the acceptance of qualitative methods as a legitimate approach which is often more relevant and appropriate to the task at hand (Greene, Caracelli and Graham, 1989). At the same time there has been renewed interest expressed in mixed method evaluation designs which employ both qualitative and quantitative methods (Madley, 1982; Rossman and Wilson, 1985).

It is fundamental to this mixed method approach to be clear about the purpose of mixing qualitative and quantitative methods and their appropriateness (Greene and McClintock, 1985). Such clarity is necessary to obviate the muddling of concepts of various methods such as Triangulation (Mathison 1988) or Multiplism (Cook 1985, Shotland and Mark 1987), and consequently applying them inappropriately. Rossman and Wilson (1985) have suggested a continuum in response to the issue of whether mixed method evaluation designs with quantitative and qualitative methods linked to contrasting inquiry paradigms, are meaningful and useful. The continuum ranges from the purists (Smith and Heshusius, 1986; Guba and Lincoln, 1984) who argue unequivocally that they are not, to the pragmatists (Reichardt and Cook, 1979) who argue that paradigm attributes are logically independent and therefore can be mixed and matched together with method choices to achieve a
combination most appropriate to the inquiry problem. As stated by Miles and Huberman (1984) epistemological purity does not get research done. The purists view is that the attributes of a paradigm form a "synergistic set" that can not be meaningfully divided up. They further argue that different paradigms typically embody incompatible assumptions about the nature of the world and what is important to know.

The middle ground of the continuum is the situationalists position (Kidder and Fine, 1987). They agree with the purists stance on the integrity of the paradigm, but like the pragmatists argue that understanding of a given problem can be significantly enhanced by exploring convergences generated by alternative paradigms. Kidder and Fine suggest that such explorations across quantitative (postpositivist) and qualitative (interpretivist) studies can yield "stories that converge" or discrepancies that initiate fresh perspectives. Similarly Rossman and Wilson (1985) in seeking their own position on mixing paradigms outlined three functions for mixing methodology :-

a) Corroboration, as in establishing convergence;
b) Elaboration, as in providing richness and detail;
c) Initiation which prompts new interpretations, suggests areas for further explanations or recasts the entire research question.

The work of Greene, Caracelli and Graham (1989) in reviewing both selected literature on the theory of mixed method, and 57 mixed method evaluation studies led them to identify five different mixed method purposes.
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>TRIANGULATION seeks convergence, corroboration, correspondence of results from the different methods.</td>
<td>To increase the validity of constructs and inquiry results by counteracting or maximizing the heterogeneity of irrelevant sources of variance attributable especially to inherent method bias but also to inquirer bias, bias of substantive theory, biases of inquiry context.</td>
</tr>
<tr>
<td>COMPLEMENTARITY seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method.</td>
<td>To increase the interpretability, meaningfulness and validity of constructs and inquiry results by both capitalizing on inherent method strengths and counteracting inherent biases in methods and other sources.</td>
</tr>
<tr>
<td>DEVELOPMENT seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation, as well as measurement decisions.</td>
<td>To increase the validity of constructs and inquiry results by capitalizing on inherent method strengths.</td>
</tr>
<tr>
<td>INITIATION seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.</td>
<td>To increase the breadth and depth of inquiry results and interpretations by analyzing them from the different perspectives of different methods and paradigms.</td>
</tr>
<tr>
<td>EXPANSION seeks to extend the breadth and range of inquiry by using different methods for different inquiry components.</td>
<td>To increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components.</td>
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Table A Purposes for mixed method evaluation designs (after Greene, Caracelli and Graham, 1989).
Three of these five purposes are worthy of consideration in the context of relevance to this study.

**Triangulation** in its classic sense seeks convergence. It uses both the quantitative questionnaire and the qualitative interview to inform the inquiry. However, one should be aware that these two methods may, in fact, be biased in the same direction, or may be asking quite different questions (Mark and Shotland, 1987) as is the case in the author's study.

In this sense it is not a triangulation study, as it does not use the questionnaire to inform the interview in any direct sense.

The study is a **complementarity** mixed method study. Complementarity, uses different methods in determining different study components, to assess the plausibility of identified threats to validity, or to enhance the interpretability of assessments of a single phenomenon e.g. via broader content coverage. In this study the qualitative and quantitative methods are used to consider different but overlapping facets of a phenomenon, providing an elaborated understanding. This differs from triangulation which aims to use different methods to assess the same conceptual phenomenon.

However there are elements of the expansion approach in the author's study. Expansion studies seek to give greater scope and breadth to the study. In programme evaluation this may, for example, use one method to assess the processes of the programme and the other method, the outcomes.

The purpose of the author's research is two fold. Firstly to identify the extent to which participants found the programme interesting, supportive of their own personal development and a useful learning experience enabling them to gain greater knowledge and skill in managing others. Secondly to ascertain if attendance on the programme altered and/or improved their functioning as managers in their workplace. However, despite these two purposes the author believes this research still represents one study, rather than two. In the context of the two purposes outlined above, the different methods used were an attempt to extend the scope and breadth of the inquiry, incorporating both the process and the product aspect of the programme. The motivation for this was the author's desire to provide a more comprehensive study than is traditionally the case with management programme evaluation. These design characteristics are sentient to the
expansion design identified by Greene, Caracelli and Graham (1989), although in their review many evaluation studies of this type tended to use the qualitative component data as a "Life saving device to resusitate what was either a failed programme or a failed evaluation". This is not the case in this study. In the author's research, as in the empirical expansion studies reviewed, the quantitative method (see Appendix H for a copy of the questionnaire) was used to assess the programme outcomes, while the qualitative (interviews) measures were used to assess implementation. There were two reasons for this. Firstly, the use of quantitative data for an analysis of change in functioning and behaviour is, to say the least, problematic. It is difficult to find indicators or measures (see chapter 2) which do not require a significant degree of interpretation, and as such they render themselves unsuitable as measures in the quantitative sense. No such difficulty presents itself in an analysis of the quality, interest and usefulness of the content and delivery of the various parts of the programme. Secondly, in order to get an honest assessment of the programme quality it was necessary to offer anonymity as an option in returning the questionnaire. This anonymity proved to be important as all but a few questionnaires were returned without signature. Not uncommonly, the two methods used in the author's study were kept separate, except in the analysis stage where some cross reference interpretation was made. It may be that for such expansion studies the term parallel design (Louis 1981) is a more appropriate term. However, Greene, Caracelli and Graham (1989) prefer the term expansion as it more accurately reflects the "multitask" intent of such the studies in the context of Cook's (1985) multiplism framework. It is within this multiplism framework that the methodology of this study is centred. As Mark (1988) suggests, expansion can be viewed in conjunction with complementarity and triangulation, as a continuum of mixed method purposes. To the extent that some of the facets of the phenomenon studies are elucidated by quantitative analysis and others by the qualitative approach, complementarity has some relevance as a framework for this study. The qualitative aspect of the author's research (interviews), while not in methodological terms strictly a triangulation study, was conducted in a form which uses the principles of such a design in the sense of testing for convergence to enhance validity. However, this validity was not a product of convergence between the qualitative and quantitative data, but rather from a series of interviews each dealing with qualitative
interpretation. Nevertheless the principle of corroboration of information is still fundamental to this process. Certainly, the paradigmatic framework for the three interviews was the same, which is another characteristic, although not exclusively, of triangulation.

The fundamental question in this brief discussion of the conceptual framework for mixed method approaches to evaluation is: "Is the problem guiding the choice of methods or vice versa?" It is the author's contention that the choice of methods and their application in this research was directly determined by the nature of the particular problem under investigation.

Resulting from this a multi-methodology based on two types of approach was necessary in this research. The first was indirect evidence using a questionnaire (see Appendix H) to gather views from as many of the participants as could be persuaded to return them completed, and the second method was direct evidence from interviewing. Randomly selected course members were interviewed by the author. This interview was followed by an interview with a senior member of the course member's school staff (often, but not always the headteacher), and a subordinate of the middle manager from their own team. The use of a questionnaire is less time consuming than interviews, which was an important consideration for this research given that the author is a part time student. It also allows for easy assembly of statistics and their re-examination if there are concerns about bias, while the interviews allow scope for respondents to define the situation in their own terms. The triangulation is essential as it is the author's belief that all accounts of what people say (interviews) only gain meaning when related to their actions, be they contradictory or confirmatory. This view is supported by Logan (1984) who advocates that we should delay developing our theories of social meaning until we have analysed the patterns found in informants actions and the meaning of their statements. There is often a discrepancy between what people say and actually do. This is not necessarily a deliberate deception, and Cockburn (1980) suggests a distinction between those that deliberately distort and others who are genuinely unaware of the difference. Once a deception has arisen in an interview the respondent feels a pressure to continue with it throughout the interview. Powney and Watts (1985) report such a case during a video taped interview where the cameraman was a colleague of the respondent who thus felt unable to answer a sensitive question. If statements can be corroborated or contradicted by observation it is the
observation that has the recognised validity, otherwise statements must be accepted on face value. The process of triangulation is therefore a means to verify as far as is possible the opinions stated by the participants who attended the course.

It is vital to recognise that a heavy commitment to pre-designed research instruments such as questionnaires and structured interviews has the disadvantage that it assumes all the important questions and issues are already known (Eraut 1985). It is for this reason that the author undertook a process of pre-testing both the questionnaire and the interviews (see Chapter 6).

Interviewing as a methodology is so fundamental to the identification of the effectiveness or otherwise of the middle manager in this research it warrants a more detailed consideration.
INTERVIEWING

It is the author's view that interviewing in educational research should be conducted and reported as rigorously as any other research methodology. It is important that attention is paid to the preparation, conduct and reporting of interviews (Piaget 1929). There are examples where this has apparently not been the case. The Rutter report, 15,000 Hours (1979), undoubtedly used interviewing as a methodology, but as Michael Young points out in the critique by Tizard et al (1980) little information on the process is provided, with no indication of how data was recorded and subsequently analysed or indeed of the techniques used by interviewers.

As an interview is an interaction of language and non verbal signs between two or more people the question arises, what is the difference between a conversation and an interview? Powney and Watts (1984) argue that when a conversation is initiated by the interviewer for the specific purpose of obtaining research-relevant information and focussed by him/her on content specified by research objectives of systematic descriptions, predictions or explanation, it is an interview. The interviewer functions differently in a interview as compared to a conversation in the following important ways. An interviewer:

i) listens more than he/she speaks;
ii) puts questions in a straightforward, unambiguous and non- threatening way;
iii) tries to eliminate cues that will lead to an interviewee to respond in a particular way;
iv) will be diffident about putting forward personal experiences and opinions.

One important issue in all of this is, that of data loss. This is related to the interpretive nature of the activity involving both the interviewer and interviewee, and even in the process of recording where decisions have to be made about what to include and what to leave out. It is in order to reduce this data loss that I conducted the interviews. Another source of error in this process is the language difference between the interviewer and interviewee. When interviewing the
researcher must avoid the automatic imposition of his/her theories on the people being studied. Spradley (1979) stated in this context "Before you impose your theories on the people you study, find out how those people define the world." Logan (1984) argued that one should delay developing one's theories of social meaning until after analysing the patterns found in informants actions and the meaning in their statements, the patterns being based on what people say and do.

Powney and Watts (1985) classify interviews into two major types:

a) **Respondent interviews.**

In this type the interviewer remains in control all the time, the interview being predetermined in all cases, even if only minimally, by the intentions of the interviewer. These interviews can be tightly structured, following a clear, well maintained, schedule or preorganised plan, or they can be loosely structured where the interviewer has a general set idea to which he/she would like some responses at some point in the session. This type of interview presupposes there is a set of questions to be answered and that it is the interviewer's issues that are important.

b) **Informant interviews.**

In this type the goal is to gain some insight into the perceptions of the people within the situation. Again this can be tightly or loosely structured but it is primarily the interviewee who imposes it. This is often refered to as an unstructured interview, when what is actually meant is that it is unstructured from the interviewer's point of view.

Not all interviews fit into these two categories easily and tidily, however it is a useful classification for the perception of control of direction of the interview. This approach is strengthed and supported by Cockburn's (1980) view of approaches to research being either:

"sociological" where the interviewer is distanced from the phenomena under scrutiny, trying to match the action of others against some established pattern;
or "phenomenographical" where the interviewer sees her/himself outside a particular system, looking in. He/she is tapping the perception of "insiders" in order to work out how the system works.

In the process of interviewing there are numerous sensitive variables (Powney and Watts, 1984). The size of the sample is important. Usually large samples are respondent type interviews, whereas small samples are usually the informant type. Large samples can not use the informant style as the amount of data collected is so great that it restricts any real analysis. Most interviews are one to one but they can be group interviews which can allow for greater discussion and a wider range of possible responses. Usually group interviews are the tool of ethnographers but they can be used for feasibility studies, or exploratory studies prior to more substantial research. Other arrangements include paired interviews and triangulation, which is the method the author will be using in this study.

Interviews can be used in conjunction with other methodologies, for example a questionnaire either before or after the interview. Engle-Clough in Science Education (1984) used a written test followed by an interview, while Market Research Ltd. (1984) working for the Electricity Council looking at the uptake of "Understanding Electricity" by teachers interviewed first and then followed this with a questionnaire. Interviews can also follow participant observation as in the case of Whyte (1981) where he used an interview to sort out confusing or conflicting data arising from previous discussions and observations.

Every interview has to have a focus, that is any substantive task, stimulus, point of interest, or control in which the interviewee is engaged during the interview. There are a number of different methods that can be used in this context:–

1) Stimulated recall. e.g. Powney and Watts used a video for the debriefing interview, although one could equally use audio tapes for this purpose. This method dates back to Bloom (1953) Bently and Watts (1986) used the same technique when interviewing youngsters about their impressions of some science education programmes.
2) **Pictures.** There is a long tradition of using pictures and photographs as stimulus material for interviews. Cortazzi and Roote (1975) used what they called "illuminative incident analysis".

3) **Repertory Grids.** The use of repertory grids stems originally from the work of George Kelly (1955). Pope and Keen (1981) provide an excellent review in terms of grids in educational use.

4) **Concept Maps.** Novak and Gowin (1984) describe concept maps as "intentions to represent meaningful relationships between concepts in the form of propositions".

5) **Apparatus.** Much of Piaget's clinical interviewing used some apparatus or experiment as central to asking questions. A further example of the use of apparatus can be discovered in the work of the A.P.U. (1984) looking at practical science.

6) **Telephone interviews.** A full discussion of this as a technique can be found in "Telephone interviewing on a survey of social attitudes: A Comparison with face to face procedures " by Sykes and Hoinville (1985). The main disadvantage of such interviews is that the interviewer is unable to register the visual clues e.g. facial expressions from the interviewee during the process.

In any interview in the context of a research project the importance of the interviewer should be recognised. Attention must be paid to the style, characteristics, status and bias of the interviewer. These can be crucial in determining the reliability and quality of the information collected. As it is often the case that the interviews are reported by the person interviewing they must be aware of these factors. However there is a difference between analysing the report of an interview carried out by someone else and analysing one's own " interviews. Charles Hull (1984) considers that an interviewer has a "black market" of impressions, nuances and extra clues that are not available to the non-participant analyser. The factors referred to earlier warrant further examination.

1) **Interview bias.** Perhaps a more accurate term is "personal perspective". In an interview, like any other social interaction, both
individuals influence each other. Sources of interview bias clearly acknowledged in the social sciences are :-

a) The background characteristics of the interviewer, e.g. age, sex, education, socio-economic status, race, and religion. Sue Scott (1985) concluded that interviewing is seen as a fairly low status activity i.e. "not proper academic work" and that this can lead to a patronising attitude:

b) Psychological factors. These are the perceptions, attitudes, expectations and motives of the interviewer. Interviewers may give clues to their own attitudes and values and even to the kind of answers they would like, facilitating this process by the way they phrase the questions. This is a particular danger in this piece of work, considering the author devised and delivered the programme. One of the reasons for conducting a pilot interview process was to try to mitigate against this so that the responses are inclined not to reflect this bias:

c) Behavioural factors. This covers such circumstances as incorrect reading of the questions, or incorrect recording of the responses. The taping of the interviews with subsequent full transcription would overcome this difficulty. Durrant (1945) concluded from his work that bias arises more from the circumstances in which the interview is conducted rather than from a deliberate slant by the interviewer. The author, while accepting the lack of premeditation in this bias nevertheless believes that an over zealous attitude to find evidence to support the research hypothesis is a trap which is easily sprung. This point is illustrated further by Sheatsley (1949) who concluded that bias did emerge as interviewers elicited more answers from respondents and that these interviewers did not avoid questions but they did "encourage" them in the direction they wanted to go. It must however be stated that to eliminate bias is not really possible but to recognise it is essential if the research is to be valid, a point supported by Brenner (1981a, p.122) who says "to want to interview without interviewer influence is a contradiction in terms.

As the number of interviews increase the interviewer must be aware of the tendancy to develop a set notional theory and thus start to disregard information that might contradict this or raise a different
perception. This is particularly applicable to the author who needed to be aware of any tendency to select responses that supported any observable change in effectiveness of the course members functioning. After about twenty to thirty interviews this phenomenon can become apparent. The interviewer "may only hear" responses compatible with the picture which he/she wishes to develop.

One of the essential skills in interviewing is questioning ability, particularly the ability to keep the consistency of the questioning. Brenner (1981) refers to this in the reported study by social scientists at the university of Wales concerning the mobility in a South Wales valley. Of the 60 taped interviews only two thirds of the questions were asked as required. Even experienced interviewers had altered the wording of the questions during the course of the interviews, thus the answers were responses to different questions. The author used a question sheet when conducting the interviews to overcome this (see Appendix I for a copy of the questions for the initial and the follow up interviews) but even so questions were reworded with the possibility of a slight alteration which may have revealed bias in the interviewer.

2) Interview reliability. there must be a consistency in how questions are framed, not only between interviews of different respondents but even during one interview. Experienced interviewers have different styles they can use but they should ensure that they use only one style for one piece of research. There is also the danger of the self fulfilling prophecy if the interviewer is also the researcher. It is therefore important that the researchers's role is made explicit whichever methodology is adopted.

" in evaluating the products of covert research we can not afford to ignore the researcher: we must know the role he/she played and how the others reacted to him/her." (O.U.DE 304, p102, 213).
Logan (1984) supports this view when he argues that

"interviewers need constant self monitoring to reveal to what extent we are still guilty of importing into and imposing our categories onto interviews."

3) Confidence in the interviewer. Interviewees need to trust the person interviewing them especially when dealing with issues such as confidentiality. This was a feature that had to be recognised when interviewing the Headteacher of some course members.

4) The interviewer's personality and involvement. Zweig states

"the art of interviewing is personal in its character, as the basic tool of the interviewer is, in fact his/her own personality"

(quoted by Logan 1984). Therefore Zweig argues that the interviewer needs to have a certain self understanding and range of experience to be able to appreciate and empathise with the ambivalent concerns of the interviewee. This was one advantage of the interviewer being one of the deliverers of the residential programme. The interviewer thus had an intimate knowledge of the experience of the interviewees and an empathy with them. This was particularly significant in the interviews (schools F, P, D, B, C, E and J) where the respondents were nervous about the interview.

Brenner has produced eleven basic rules to enable the interviewer to reach a consistent approach to an interview:

1. Read the questions as they are worded in the guidelines.
2. Ask every question that applies to the respondent.
3. Use prompt cards and other instuments when they are appropriate.
4. Only probe non-directively.
5. Make sure that one has correctly understood the answer and that it is adequate.
6. Do not answer for the respondent.
7. Do not give directive information.
8. Do not seek or give unrelated information.
9. Repeat a question or other action when requested by the respondent.
10. When asked for clarification give it non-directively.
11. Act non-directively to obtain an adequate answer where it is inadequate.

An interview is an asymmetric situation because the interviewer largely initiates and determines the direction of the interview. He/she also holds confidential information, however the interviewee holds the ultimate sanction i.e. refusing to answer. Interviewees are of course vulnerable and can feel threatened. It is their perception of the interviewer which determines which level of truth they are prepared to disclose. This is illustrated by the work of Lynn Davies (1985) studying teenage girls. The girls wanted to know if Lynn's husband was going to hear the tapes of the interviews. This was to determine what they were prepared to disclose in the interview. There are also the internal pressures on the interviewee e.g. loss of face. It is easy for an interviewer to highlight a respondent's ignorance. Brenner (1981) showed that interviewees try to maintain their self esteem by denying undesirable traits and admitting to socially desirable ones. Powney and Watts (1985) showed that interviewees will admit to "lying", grossly exaggerating, or omitting information in such a way as to mislead the interviewer. They then lie to perpetuate the story. The fact that they do this rather than refuse to answer a question indicates the pressure they must feel.

It can be argued that a person only gives such information in an interview as is compatible with the relative status of the interviewer and interviewee. The relationships built during the residential phase of the programme helped in this respect. Work by Berreman (1962) in a Himalayan village in north India illustrates this well. Here a change in the status of the village elder brought about by the illness of the high caste Hindu who was replaced by a muslim with a consequent increase in the information made available by the villagers. Allowing the course participant to select the subordinate to be interviewed by the author was an attempt to increase the likelihood of more honest responses being
given. Interviewees can adopt what they perceive as an appropriate role in an interview. Effective interviewing depends upon how the social situation is defined. The less a researcher defines the context of the inquiry and declines to offer a focus for the informant, the higher the risk of irrelevant material. In this research a clear explanation of the purpose of the interview was given in the letter sent to headteachers and course participants (see Appendix D) and a verbal restatement of this was made at the beginning of every interview (see Appendix I). If researchers do not define their position then those they are working with will ascribe motives and interest areas to them and subsequent information selected for the interviewer will be presented with these ascribed definitions of the situation in mind.

There are a number of guidelines which assist in the practice of interviewing.

1) Preparation

a) Familiarity with the overall research plan

Interviewers and interviewees should be clear about the objectives. They need to keep referring to the overall plan while going through the process of interviewing thus keeping the project aim well to the fore. It is advisable to interview each respondent once only if the research allows this. The interviewer should carry out careful preparation in understanding the main issues and the context of the interview so that they are more likely to recognise the relative importance of informants remarks and be able to construct or confirm hypothesis. The fact that the author conducted the interviews was a significant advantage in this respect.

b) Structure of interview

The interviewer should never ask more questions than he/she needs to meet his/her specified line of enquiry. They should not slip into the "just in case" syndrome. For each hour of interview it is necessary to allow three hours for preparation and summary, so the interviewer should ask themselves, "Why do I want to know this? It is helpful to prepare an outline of what it is hoped to achieve, without necessarily forecasting detailed questions. Piloting the interview was helpful in this respect.
The interviewer/researcher must guard against changing questions unwittingly and sliding into practical changes as a result of answers given by respondents during the interviews. If there is any such change it must be explicit in the report and information collected under different circumstances must not be directly compared.

c) Selecting and contacting the interviewees

The researcher should choose his/her sample size making it as small as is consistent with obtaining valid data, and ensuring a cross section in the sample.

It is important that the interviewer makes sure he/she seeks appropriate approval for this activity to take place (A rule of thumb is the lower down the hierarchy the more approval is necessary). He/she should ask him/herself who might be affected by research erring on the cautious side. A formal letter for agreement should be written and the researcher should contact the individual who is going to be interviewed personally (see appendix D for a copy of the letters sent out to schools involved in the research).

d) Methods of recording and analysis

It is important to conduct pilot interviews and analyse the results making a full tape recording of the interview. Often the importance of what is said is only recognised in listening to the tape afterwards - Logan (1984). Tape recordings are, however, insufficient for most researchers and notes of circumstances in which interview took place should also be taken.

It is necessary for the researcher to think how he/she is going to handle the data collected.

Analysis has to be linked to the questions asked, and to the informant's understanding of the purpose of the questioning and even of individual questions. The interviewee's comments will be affected by
their assessment of the interviewer's intentions. Sharp and Green (1975) stated

"We found it difficult to adopt a clear cut view of how the problem should be formulated once we had, in a sense, started collecting the "data". There is a need to attempt to operate simultaneously at the epistemological, theoretical and empirical levels with self-awareness, given that there is no ready made formula."

It is, therefore, important to consider what notes and material will be going in the final report if, as is likely, information will be excluded from the report. It should make explicit what is left out, and why, so that the reader will be reassured that had all the information been included the outcome of the inquiry would have been the same. In this work the complete transcripts are included in the appendices to this document (see Appendix J).

e) Pilot interviews

Pilot interviews have three major functions:

i) check that the structure or organisation of the interview meets the requirements of the research project.
ii) a practical test of the logistics of the interview
iii) an opportunity to practise the social interactive skills necessary for the kind of interview chosen.

Piloting usually brings about changes in the above three activities.

f) Location.

First contact is very important and the interviewer should remember how important are the non-verbal signs and overall demeanour of the respondent. Other issues are also important, e.g. where to sit, side by side or facing? The expected length of the interview should be confirmed.
It is the interviewer who must have the capacity for empathy. Saran (1985) says they need

"the facility to enter into other people's feelings, to understand the purposes, aims and value assumption."

Interviewees have various techniques for evading issues or diverting the interviewer, they also give non-verbal clues. This evasion can be the interviewer's fault (e.g. by poor questioning) or the interviewee's rejection of being involved in the interview. In this research all the selected participants were offered the opportunity of declining involvement if they so wished.

Interviewers can also be hostile or just ambivalent to the views expressed especially if they are contrary to the interviewer's own views. An anxious interviewer is unlikely to be a good listener. The most obvious danger is hearing what one wants to hear rather than what is actually said. Another danger is making assumptions or inferences from what is said instead of clarifying what is meant by the respondent.

2) Interviewers skill's

Interviewers need to master a number of skills :-

1) Logic - obtaining information in a logical order

2) Listening skills

3) Remembering

4) Perceptive skills - interpreting non-verbal signals.

5) Sensitivity/empathy - comes mainly from non-verbal signals

6) Adaptability

7) Self awareness
In questioning interviewers should feel comfortable with "their script". They should keep questions simple, and carefully staged, avoiding negatives i.e. not "children who steal should not be punished" but rather, "children who steal should be let off with a caution".

Saran (1985) says

........."but ultimately the researcher arrives only at approximation of reality in terms of what happened, and only at insightful awareness of the ambivalence of human motive and behaviour".

Part of the questioning skills is the use of prompts and probes. A prompt suggests possible answers to a respondent, offering the kind of answer the researcher expects, whereas a probe is a neutral verbal or non-verbal way of encouraging the interviewee to answer or to clarify or extend an answer.

Both prompts and probes need to be used carefully as not only may they lead interviewees into a particular line of answering, they may also reduce consistency in presentation between interviews, unless used in the same way in each interview.

The Transcription, logging and analysis of data

Transcribing interviews

Different kinds of interviews require different kinds of transcription. The process of transcription will vary depending upon the aims and needs of the research design and whether transcription is by the interviewer, analyst or both, e.g. is it a pilot study, thus a few quotes are all that are needed? Must it all be typed or kept on computer? Does it have to be able to be adaptable to numerical coding and analysis?

If the whole interview is to be transcribed Woods (1985) recommends transcription in two phases - the first almost immediately after the interview making an index of what is on tape. This should be gone over in more detail as the second phase. This was not possible in this study, so the transcription took place in one stage for each set of
school interviews (three in number). It is important to remember that transcribing discussion is not as logical, neat, continuous or as clear as the written word. Often those aspects of conversation which add emphasis of meaning are not present in a transcription. The temptation to "clean up" the information when transcribing should be avoided and the researcher should not have the same expectation as he/she would of the written word. The transcription of the interviews from tape posed other problems, not least of which was the lack of clarity of speech in some cases. This proved problematic to the author and caused some blank spaces to appear in the transcripts (see transcripts). Because interview transcription is not continuous, neat prose the author found it difficult to capture the meaning of some statements from interviewees and therefore had to interpret some comments when drawing information from the transcripts. In order to minimise this phenomenon quotes were taken (see table of interview quotes, Chapter 7) which were clear and relatively unambiguous wherever possible.

It follows then that no matter how careful one is, transcription is an interpretation of what is being said or conveyed by the interviewee. What is written is inevitably selective. The transcription by a secretary helped to avoid this difficulty. Even so some interpretation is inevitable. It is important that where transcriptions form part of the database they are not "Raw Data". The analyst should avoid tunnel vision and prejudicing the intention of a speaker if at all possible. Thus during Wood's second stage one adds emphasis, annotation and comment on the transcription. One style that can be adopted is using the speech as written dialogue as closely as possible with normal punctuation, which has to be inserted or added after to provide sense. However, this is a possible source of interpretive error. This account should include "hrmh's" and "er's". "Hrmh" is a non verbal response, accepting a comment, an initiation of agreement or contemplation. "Er" is searching for a word or phrase or breaking into another's speech.

**Analysing interviews**

Powney and Watts (1985) define analysis as "the detailed examination of the data base that ensues from single or multiple interviews."
Analysis is as much an act of constructive interpretation as is the interview session itself and the analyst will bring to it some interpretation of the data, if only by a process of selection. The database in this context means the entire recorded data of the interview and those parts of the unrecorded data that are relevant.

The data referred to in this section of the report would include:-

(i) the research design

(ii) descriptions of the initial approaches made to interviewees

(iii) the research questions

(iv) instructions given to participants

(v) any stimulus or focus used

(vi) the audio or video recordings of the interview sessions of field notes taken

(vii) all the biographical details of the interviewees

(viii) any feedback to interviewees.

The issue of unrecorded data is less obvious. Stenhouse (1979) called this the researcher's second report, i.e. all the things gathered in terms of information, such as positive tone of voice, eye contact and gestures, are all important to note and are only available to the participants. The interviewer/researcher has a great many perceptions that accumulate during an interview. The question is, how can these be made available to others who read what is being said and how can such interpretations be authenticated where the interviewer and researcher are different people and therefore the "second record" is not available.

Mcdonald and Sanger (1982) argue that the means of recording that takes place in an interview actually generates different kinds of encounters with different kinds of outcomes products, e.g. tape recorders or field notes. Certainly in one interview a member of staff found the presence of the tape recorder extremely intrusive throughout the interview. Scott (1985) argues that it is possible that the tape
transcript becomes "Truth", it becomes objective fact through transcription, while the researcher's own understanding of what was happening and being said in the interview is relegated to "unreliable data".

The analysis that follows from having conducted interviews and transcribed them is likely to depend upon a number of factors:-

a) the purpose of the research;

b) the purpose of the interview within that research;

c) the particular interview approach that has been adopted;

d) the data collection methods;

e) the quality of the interview sessions;

f) the reporting procedure envisaged;

As defined earlier analysis is the detailed examination of the database that ensues from single or multiple interviews. It must be recognised that it is an act of constructive interpretation and as such it must demonstrate methodological congruence (Watts and Bentley 1985). Congruence refers to consistency and compatibility. The analysis of data should be consistent or compatible with the underlying philosophy of the research. Thus if the analysis can be seen to match with particular kinds of philosophy then we have methodological congruency.

In the context of reporting procedures Manton' (1981) identifies distinctions between first order and second order perspectives. The first order perspective is the matter of fact quality, such issues as performance of students or the evaluation of teaching programme. His second order perspective is focused on the experience of learning (Mahon, Hummell and Entwistle (1984)) as it appears to the participants. It is the learner's own accounts of, and reactions to learning that is important.

Some research is about the context of education, about initiatives, resources, provision, attendance, performance, establishment of norms, and features of education. (This is the "what", "how much" or "how many" of education). This piece of work is focused specifically on
provision and performance. These areas are best analysed by the respondent type of interview and content analysis, using statistics. The responses can be precoded to fit into categories. This is the first order type and was the approach used by the author. The second order type is less amenable to this sort of approach and is about the "hows" and "whys" of education as people see them. The analyst here uses the informant type of interview and the descriptive account. He/she identifies distinctive descriptions of the major elements of what is being said. This can lend itself to statistical analysis but on the whole relies on descriptive analysis which is more consistent with the type of research. It should be understood that the use of numbers in analysis does not equal rigour, nor does lack of numbers equal lack of rigour.

Analysis is a combination of forming hypotheses, testing them and interpreting the outcomes. It is important to understand that "no single representation can capture all the relevant aspects of the phenomenon." Coxon (1979).

Analysis between and within the interviews.

Content analysis separates out what are considered the major themes that run through the interview responses. The researcher can use the technique of marking significant responses while reading through, or he/she can photocopy, cut up, and sort out responses into particular piles. He/she should always ask him/herself the question, "What exactly is it that I think is being said here. Glaser and Strauss (1967) - used a constant comparison method of qualitative analysis. Ebbutt and Watts( ) used this interactive process as follows:-

They carefully analysed the transcript of the first interview and used this to develop tentative hypotheses, then used these hypotheses to analyse the next transcripts. Any new hypothesis which arose from the second transcript was then revisited upon the first transcript.

It is essential, however, to discuss the early analysis with someone else to help shape and sharpen ideas and hypotheses.
Network analysis

Bliss, Monk and Ogborn (1983):- stated that

"...to categorise is to attach a label to things:
in effect to place them in boxes. A network can
be seen as a map of the set of boxes one has
chosen to use, which shows how they relate to
one another."

The relationships drawn between categories are based on inclusion
and exclusion and/or distinctions. Broader categories are placed down
the left hand side of the page, tighter, more detailed and refined ones
down the right so as one moves left to right the distinctions become
fewer and finer i.e. to move from left to right is to move from
generalised descriptions to data (see also Cohen and Manion (1985)).

Dilemma analysis

Elliott (1985) says a dilemma

"....is a situation which appears to require two
equally desirable but mutually exclusive courses
of action."

His procedure for presenting analysis of a dilemma is to:-

a) describe dilemmas in what has been said and cite
evidence in support of them.

b) describe and explain the responses made to the dilemmas
and again, cite evidence which supports the account.

c) examine implications of the response for the practice of
the research.

Analysis will be an amalgamation of the various techniques
explained and these will be adopted by individual researchers for their
own purposes.
Reporting Interviews

The reporting of interviews can be seen as the constructing of a "story" around the events that have taken place and around the perceived outcomes of the interaction between interviewer and interviewee.

The kind and context of the interview is crucial and it should be made clear:

i) Whether the interview was with an individual or a group.

ii) Whether the interviewer/interviewee relationship was formal or informal?

iii) Whether it was closely structured or very conversational?

iv) What were the main issues concerned

v) The length, location and occasion of the interview.

If unstructured interviews is the methodology adopted, it allows considerable flexibility for the interviewer. However this makes analysis and reporting much more difficult and a greater responsibility because, if interviewees responses largely determine the course of the interview, successive interviews can be so different

It is also important to make explicit the status of the interview - is it exploratory, preparatory to data collection, the main interview or a supplement to other methods. The approach used in this study was structured interviews with a set script which was adhered to carefully, if not slavishly. The status of the interview, particularly in respect to such issues as confidentiality and anonymity, was also made clear to the respondents prior to the interview starting.

Characteristics of the participants and their relationship

It is necessary to make clear the number of participants and how they were selected (both the basis and method of selection) and the experience or lack of it of the interviewer. If inexperienced then the results need to be written more tentatively than for an interview
conducted by an experienced interviewer. Other factors which can affect the relationship between interviewer and interviewee are culture, age, sex, status, and language. The effect of these may be unavoidable but should therefore be reported in detail. Anonymity and confidentiality also need to be stated and the researcher should also give a clear description of the physical situation of the interview.

The Purposes of the Interview

It is important to make explicit the purpose of the research and, therefore, the purpose of the interview in this context. It should be done and recorded at the beginning of each interview. This helps when the researcher returns to the interview transcript, he/she is able to check that all respondents were given the same information about the purpose of the interview. This also extends to what is said about the researcher as interviewer e.g. in experimental psychology it is common practice to "mislead" subjects in order not to contaminate the behavioural observations by subjects reacting positively or negatively in relation to the experimenter's purpose. Stamp and Green (1975) provide examples of this in educational research. Thus this information must be included in the report.

Research methods are not neutral, they act as filter through which the environment is selectively experienced (See Young's criticisms (1980) of the Rutter report (1979) where he says they ignore factors which they consider unimportant e.g. "questions of power", conflict, boundary maintenance, and categorisation. He argues that such things should be included whether or not thought to be important.

The Methods of Data collection

It is important to state how the interview was recorded as well as non-verbal cues, prompts, and probes, as these can have an effect on the direction of the interview. Where other methods of data collection are used along with interviews, some indication as to the relative importance of the interview should be stated.
Analysis of data

The use of quotes helps to bring the text alive, making the "story" more believable. What is problematic is which quotes to use and which to discard, and why and how the selection was made, it is therefore necessary to state what, why and how quotes have been used (see Chapter 7).

The Scrutiny of results

Whatever processes are chosen for analysis they must be systematic and rigorous in the evaluation of the outcomes of the interviews and must be outlined and included in the research report. Many research studies under estimate or under report the interview. Simons (1987) believes that the idea that interviewing is not discussed on the grounds that interviewing is an idiosyncratic, inter-personal process that is not susceptible to systematic analysis is entirely wrong.

It is common practice to include questionnaires and statistical tests, it is rare, however, to find either interview schedules or full accounts of the progress of interviews in a research report. An exception to this is Southgate et al (1981). They provided a full list of questions asked, fairly full discussion of the responses and most of the sensitive variables were mentioned.

In conclusion, the methodology adopted by the author was that of the respondent interview using structured questions and providing a formal statement of the purposes of the research to all who participated in the work.
It is worth considering briefly the context in which this research is set. One aspect of this is the change in the arrangements for funding In-service training.

From April 1987 all funding for in-service training in schools was through the medium of specific grants from the D.E.S. These grants are a form of categorical funding. The expenditure is in two categories:

1. Expenditure incurred in relation to national priority areas as determined by the D.E.S. (subject to 70% grant).

2. Expenditure incurred in relation to training which is provided in response to locally assessed needs and priorities (subject to 50% grant). This category subsequently disappeared in the 1991 circular as the acronym changed from GRIST (Grant Related Inservice Training) to LEATGS (Local Education Authority Training Grant Scheme) in 1988, and then to GEST (Grants for Education Training and Support) in 1991. Subsequent to this the grant rate for most activities changed to 60% (exceptions were Special Educational Needs and Licenced teachers, both at 65% and support for Workers Educational Associations at 70%).

Circular 6/86 states the purpose of this categorical funding in paragraph one as follows:

"The scheme is intended to help local authorities to organise in-service training more systematically so as to meet both national and local training needs and priorities. It will replace the local authority pooling arrangements for in-service training, the present specific grant scheme for in-service training and the T.V.E.I-related (TRIST) scheme."

The D.E.S. decide how much money is to be allocated to each L.E.A. This is stated in the following manner in Circular 6/86 Para.16:

"After considering the authorities' proposals the Secretary of State may decide to allocate less than the indicative allocations. In such a case the balance will be available to authorities which have notified him of their willingness to undertake training beyond the level proposed."

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and again in Para 18 which states that:

"if the Secretary of State considers that an authority's plans do not fully meet the purposes of the scheme set out in this circular he may attach conditions to his offer of grant."

The D.E.S. will also indicate the proportion of that amount of money that must be spent on National Priority Areas (N.P.A.). These funds can only be spent on the N.P.A. and are not transferable to locally assessed needs. Local authorities have to make bids for these funds and the process is made clear in Para. 17 of the Circular:

"The Secretary of State will determine in the case of each authority a maximum amount of expenditure eligible for grant aid for each National Priority Area and for local priorities taking into account the purposes of the scheme set out in paragraph 4 above and in particular:

i. the authorities current practice and future intentions for the planning and management of such training including its arrangements for identifying the training needs of individuals

ii. the total volume and the cost of all the eligible training which is supported or planned by the authority

iii. the pattern of training planned by the authority, whether of not grant aided, in terms of the different purposes, recipients, forms and providers of training."

It is another requirement of this funding that all activities which are funded in this way are subject to monitoring and evaluation as Para 23 makes clear:

"All training supported through this scheme should be monitored and evaluated by the authority to assess how far it has contributed to more effective and efficient delivery of the education service and to the objectives and policies set out in the authority's proposal for grant aid." It goes on to say in Para. 26 that "this information together with
advice from H.M. Inspectorate will be taken into account in considering plans for expenditure in future years."
As a result of this the monitoring and evaluation aspects of local authority training was designed to respond to the circular requirements rather than look more critically at the service provision by means of a more rigorous evaluation. This lack of rigour prompted the author to conduct an in depth study into the effect or otherwise of a middle management training programme on managers behaviour back in the workplace.
The aims of GRIST according to the D.E.S. are:-
1. To promote the professional development of teachers.
2. To promote more systematic and purposeful planning of in-service training.
3. To encourage more effective management of the teaching force.
4. To encourage training in selected areas which are to be accorded national priority.

The author's L.E.A. have added to this two further aims, namely:-
i) To enable teachers to contribute to the professional development of colleagues; and
ii) To contribute effectively as members of a team to the curriculum and teaching programmes as well as the general welfare and development of the institution in which they work. It also acknowledges that institutionally based work will become an increasingly significant part of training programmes. It is the author's view that this trend should not be taken too far, a theme that will be returned to later in this chapter. This has not changed significantly as a result of the further circulars from 1988 through to 1991, except in that the Educational Support grant element is now included with the training grant.

Running throughout this whole approach is the identification of needs in terms of the start of planning for in-service training programmes (see Para 1 Circular 6/86). As this is such a fundamental issue in this whole process it is worth considering what exactly is meant by the term "Needs" in education. One could argue it is a basis from which to develop the tasks which have to be accomplished by an individual in order to be a successful, healthy and productive person in society. There is of course the Psychologists use of the term needs, for example Maslow's heirarchy of needs or Herzberg's view of satisfiers and
dissatisfiers. It is those needs at the apex of Maslows' pyramid that the author believes to be of greatest importance in the context of this topic. Self image is built by internalisation of cultural requirements through significant other people within our environment. This self image sets important limits to learning. As members of a profession needs arise in respect to self-esteem and therefore affect training experiences. These can be strong or weak and will remain static or change according to the individual's continued identification with the demands of the profession (Ford 1984). Thus it can more easily be determined and can relate to the individual and the institution.

Needs identification can be a threatening activity if assessment is part of the identification process. Thus perhaps the term "wants" may be a more useful word in this context. Wants are readily identifiable by the individual concerned who usually knows whether of not they can be fulfilled. A want may, of course, become a need but generally the difference between the two terms is that a need implies a necessity whereas a want does not. A need is usually defined as the discrepancy between an individual's or a group's present state of functioning and the ideal desired state, the difference between what is and what ought to be (taken from a reference to an American publication in the Schools Council Working Paper 74-1983). Needs in this context will differ according to the background of initial qualification and training, and the stage of personal and professional development the individual has reached. This in turn will be affected by the school in which the teacher is working. Any methodology which attempts to identify the deficiencies of individual teachers with a view to correcting them is doomed to failure (Henderson 1974). Needs identification must recognise the professionalism of teachers and involve co-operative self evaluation. This is not to say that the process should be inward looking, it can deal with the professional aspirations of the school in relation to the needs of parents, the local community, the government, the region and the nation. The whole activity can be summed up by the statement of Henderson (1979) who argued that "where to go" is meaningless in the absence of an appreciation of "where one is".

In the author's research the identification of needs was something which occupied a considerable amount of time. The approach finally arrived at was to survey a reasonably large number of teachers (150 tutors and 90
pastoral leaders) by means of a list of topics, asking them to rank them in order of importance in light of their institutional and personal needs. They were also asked to add to this list any topics which they wished to include which were not mentioned. The original list was arrived at as a result of reading to accumulate the "conventional wisdom" concerning needs and by discussing with colleague teachers what they perceived as the important issues and difficulties they faced in their work.

The evaluation of needs is crucial before during and after implementation of training programmes. If their needs are not identified properly then any resulting in-service work will be irrelevant.

The question as to whether the needs have been adequately identified and analysed is one which can only be addressed by a systematic and rigorous monitoring and evaluation. This is the approach taken in Circular 6/86 Para 23 and with which the author agrees. The implementation of the programme must be susceptible to modification, and replanning is the key to school focussed inset. If, however, inset evaluation is to serve the needs of the teachers and thereby the school it must be undertaken with a considerable involvement of the teachers themselves. This is the view taken by the author with respect to the team leader training course which forms the basis for this research programme. The approach was to use a questionnaire which was completed by the course members and to follow this with individual interviews with selected course members, their manager and a subordinate, thus providing a triangulation of perceptions.

The changes that have occurred in the approach to in-service training in education can be traced from Hoyle's "diffusion model of innovation" in schools through Havelock's (1971) research, development and dissemination model followed by his problem solving approach, to Henderson's (1979) view that "schools must identify their needs for change and determine their own methods for responding to them". Hoyle goes on to say that identifying inset needs amounts to self evaluation of what the school and the individual teachers within are doing and thus the identification of areas which through inset can be developed or modified. It follows then that needs identification and concensus are essential if the inset programme is to be useful, successful and produce staff commitment to it. It can be argued that the over centralisation of
the GRIST proposals (later to become LEATGS and then GEST) may in
fact mitigate against the process outlined above as a result of the
teacher's perceptions that are associated with this government dictated
scheme. An alternative view however, may be that what is proposed
aligns with much of the present theory of how in-service training
should be approached. The move to school focussed inset brings with it
a change from the old notion that inset is something organised by
"others" who determine what is to be done (Henderson 1981). However
the new perspective is not necessarily in conflict with the notion of
centralised courses so long as needs identification is central to the
whole process.

IMPLICATIONS OF CATEGORICAL FUNDING.
The change to categorical funding can be seen as a conscious strategy
to speed up, and in some cases enforce the Government's policies on
education, for example with the TVEI programme and its relationship with
the national curriculum (Harland 1987).

Increasing centralisation
1970 saw a change in the relative weighting of the LEA and the teaching
force in terms of their actual operational involvement in the debate on
education. This was mainly centred around the issues of curriculum. At
this time the DES was gradually distancing itself from the other agents
involved in education and they were beginning to demonstrate an unease
about the processes and practices being operated in schools. In 1976
the Ruskin College speech by James Callaghan was a turning point and
in retrospect provided a change agent for the increased centralisation
lobby. The start of the debate on a unified curriculum was underway
and has proved unstoppable. The DES publication The School
Curriculum (1981) furthered this and Circulars 6/81 and 8/83
"requested" LEAs to report on their curriculum policies. Schools were
thus in turn expected to make explicit to the LEA their response to this
"request", the secret garden of the curriculum was no longer secret.
This centralising theme can be discovered in the HMI 5-16 curriculum
document (1985) and in "Better Schools" (1985). This involvement in
curriculum was further assisted by the development of the assessment
debate which had at its root the Assessment of Performance Unit (APU)
set up in 1974 and in the development of national criteria for the 16
plus and later the GCSE examinations, which defined teaching and
learning as well as examination objectives. This process was further supported by a change in the funding arrangements for certain national priority areas of development. These educational support grants (ESG) started in 1983 and were explained in Circular 5/86. It stated in Para 2 "the aim of education support grants is to encourage local education authorities to redeploy a limited amount of expenditure into activities which appear to the Secretary of State to be of particular importance. They are intended to promote continuing improvements in the education service and to assist local education authorities to respond to changing demands. The grants are not designed to lead to an increase in aggregate local authority expenditure".

Para 71 goes on to explain the role of the HMI in the selection of "successful bids" and how they will be willing to advise LEAs in formulating these bids.

Thus LEAs had to bid for funds which were controlled in the sense that expenditure had to relate to those activities only and that some form of monitoring was taking place. This is the first tangible sign of centralised control directing curriculum development through the medium of categorical funding. The early areas for which ESGs were made available were CDT, Records of Achievement and associated with this was TRIST which had 25 million for TVEI related in-service training. The process of requiring bids for specific funding is a powerful tool in the control of the curriculum and the management of the teaching force and should not be underestimated. The rationale involved in this process of forcing LEAs to bid for the money was that the DES will only grant it to those LEAs whose policies most closely align with what the DES perceives as the "right approach". Coupled with this influence was the dissolution of the Schools Council and the setting up of two committees, one on curriculum which was so poorly funded that its influence was negligible, and one on examinations (SEC).

It could be argued that the change to GEST in 1991 has increased centralised control by removing locally assessed priority areas as a category.

The effect on Inset
The mechanism of GRIST owes its birth to the Advisory Committee on the Supply and Training of Teachers (ACSTT) report of 1978, which attempted to rationalise inset to recognise the needs of the system
alongside those of the individual. This Committee was renamed the Advisory Committee on the Supply and Education of Teachers (ACSET) and produced a report in 1984 which argued for a coherent approach to inset emphasising the processes of needs identification, appropriate delivery and targeting at the key people. It also espoused the virtue of feeding back the experiences to the institutions from whence the "key people" came, to contribute to the collective goals of the institution (cascading). It further suggested that notion of institutions submitting an annual plan to the LEA of its needs which could be reconciled with regional and national developments. This was associated with a recommendation for specific grants to the LEA for the purpose of in-service training with a cessation of pooling arrangements. This, the committee argued would enable LEAs to assess "value for money" and identify the costs of different types of provision.

Harland (1987) points out that these ideas have been significantly transformed by the DES. The DES felt that the approach of offering specific inset funding:

\[\text{a)}\text{ was highly productive in terms of supporting those curricular priorities the DES identified, and} \\
\text{b)}\text{ that a high level of control is achieved and maintained by the DES through this categorical funding. The new policy for in-service training was thus set out in Para 176 of the "Better Schools" (1985) publication.}\]

"The Government has concluded that the most effective way of achieving these aims would be through the introduction of a new specific grant to support LEA expenditure on most aspects of in-service training, including that expenditure currently supported through the in-service training pool."

The DES accepted the need for coherence and the balancing of institutional need against LEA priorities and in 1987 switched from grant to specific funding to enable the LEA's inset programmes to be subject to the oversight, guidance and approval of the DES. It planned to look for a balance between "National Priority Areas" of training and the "Locally Assessed Priorities". This extension of the limited grant scheme initiated in 1983 and 1984 extended the DES' oversight to the whole of Inset. Harland (1987) argued that "a body which has neither the
statutory right not the means to implement its own policies, seeks to do so through agencies that have both and are prepared to deliver in exchange for the necessary monies. Thus categorical funding can act as a substitute for legislation."

Therefore the DES can keep a close watch on, and control of the whole inset provision, which in turn affects significantly curriculum development. This provides a strategy for central control, a trend further accentuated by the subsequent changes to the regulations in 1991.

It is important that this is not necessarily seen as a depressing picture. There are positive outcomes from this process. Firstly there is the provision of specific monies which cannot be diverted to other spending; secondly there are a number of important areas of need identified which the author accepts require development, eg the continuing support for C.D.T., mathematics, science, special needs as well as new initiatives like drugs education. There is also the priority attached to management training, a move long overdue. The significant question is whether the control part of this categorical funding, with its implied bid/contract arrangement, is a short term approach to solve a problem in the educational diet being offered or whether the control element will always be the basis on which the funding is offered. It would for example be easily possible for some of this funding to be set aside without a prescribed subject for its use, but rather as an available resource for which LEAs are able to bid - an "open ended" E.S.G. as it were. It can be seen, however, that if the present policy is to be the norm in the future there is ample opportunity for it to be used for political ends and that the traditional contract between LEAs and their institutions will be further eroded. This decrease in flexibility available to LEAs can easily transfer itself to the relationship between schools and the Authority with the consequent stifling of initiative and a commensurate reduction in teacher motivation. This possible alienation of schools and the LEA can be further affected by the mechanism the LEA adopts for funding schools for in-service education. In an increasing number of authorities the funding is allocated directly to the schools as a sum of money. The amount of money is calculated on the basis of a formula related to pupil numbers. At least one authority, however, has chosen to allocate the entitlement of schools for inset funding on a notional
"teacher day" basis. In this case the schools are allocated a number of "teacher days" calculated on pupil numbers. These days are then "spent" buying into courses. The effect of this is to require a considerable bureaucratic mechanism for processing the "spending". It also gives the authority control over what schools can have access to. Similarly if the school wants to organise some in-school or school based work this has to be paid for with "teacher days". There is associated with this a lengthy process in order to gain agreement that the proposal can be supported by the LEA. This bureaucracy not only slows the process down acting as a means of control but also increases the expenditure on support and administrative staff reducing the available budget for in-service education. The Education Reform Act 1988 with its requirement for delegation of funds to schools and colleges is already redressing this emphasis significantly. However the reduction in budgets in some authorities, and the increase in virement under Local Management of Schools is posing a threat to school's expenditure on inset. With limited funds schools are being very selective and are having to prioritise carefully their spending.

The change in the methods of calculation of funding for in-service training may bring about a reduction in the availability of inset provision rather than an increase as it was first perceived. The pooling arrangements allowed all authorities to dip into the funds but the government has chosen to relate funding to pupil numbers rather than link it to the teachers salary bill as proposed by the ACSET (1984) report. As pupil numbers fall so will the funds available to the LEA. Paradoxically it could be argued that a reduction in the number of pupils brings about an increase in the number of combined roles performed by the reducing numbers of teachers and thus the need for more inset to enable the teachers to cope with their mixed responsibilities. Added to this is the fact that the salaries of the advisory teachers appointed and the supply cover costs involved in these activities have to be met from the available funding.

What is clear is that categorical funding will affect the role of teachers, and this will be further strengthened as the DES imports ideas about in-service training from the sphere in which categorical funding strategies have been worked out and developed in relation to schools, colleges and the MSC. It may be that specific grant is an inevitable
aspect of the management style which is concerned to demonstrate closer links between inputs and outputs (Salter and Tapper 1981). Janet Harland (1986) in her paper entitled "The New Inset: A Transformation Scene" traces the shifting emphasis and analyses its implications for the teaching profession. The model of inset offered by the James report (1972) with its notion of the "Professional" model, "to reflect and enhance the status and independence of the teaching profession and of the institutions in which many teachers are educated and trained" a view which Harland refers to as "the impossible dream", seems remote now. As stated before in 1978 The Advisory Committee on Supply and Training of Teachers (ACSTT) which later spawned The Advisory Committee on Supply and Education of Teachers (ACSET) was the first body to attempt to rationalise inset to recognise the needs of the system alongside those of the individual. At this time Stenhouse (1975 and 1980) was advocating the centrality of teacher development to curriculum development. This view can be explained in this way:--

CURRICULUM DEVELOPMENT → TEACHER DEVELOPMENT

and the slogan "no curriculum development without teacher development" was the shorthand of his rationale. His concept of the professionalism of the teacher was different from that in the James report as it is focussed on the classroom. Alongside this was the notion of the spread of good practice via HMI, an approach supported by the School Council in the seventies, a kind of "Johnny Appleseed" model of inset. This faith in grass roots development was summed up by Maurice Kogan (1979) as follows:--

"one of the glories of British school education is the way in which development has been practitioner-based".

This was the inset model that supported the notion that the aim should be to produce a more informed, critical reflective teacher who would, then be able to fill the "professional" role.

The past ten years has seen a growth of the deficit model of the education system - if you have a problem in school look for a course to send someone on to find a solution and apply it to the problem on their return to the school, rather than looking for the resolution of the problem within the resources of the school. The ACSET report (1984) argued for a much more coherent inset policy.
The implications of categorical funding on Inset.

There are a number of implications based on categorical funding which stem from the TVEI developments. These are:—

1. The notion that a successful bid equals a successful strategy, i.e. if the proposal is rewarded by funds it is by definition a good one.
2. A devaluation in their concept of local autonomy. Harland (1985) argues that the apparent freedom to bid is a sham.
3. A conception of the LEA and its teachers as licensed agents of the DES free to exercise initiative but only within specified limits.
4. A key role for the prior identification of goals and needs which facilitate the monitoring and evaluation of performance.

It is necessary that, in the switch to new methods of funding and therefore planning in-service education, LEAs will have to live with the characteristics of categorical funding. It was clear that the DES would control the criteria and may therefore rewrite them from time to time as well as possibly altering the timing of the whole process. This has proved to be the case in the evolution of GRIST via LEATGS to GEST.

The implications of this process of categorical funding on curriculum and teacher development is a profound one. It leads to the notion of "curriculum led staff development" and owes much to the influence of the Further Education Unit (FEU). This model is not so far removed from the Stenhouse model. If one replaces the concept of the word, "led", with that of "development" the FEU statement echoes the Stenhouse approach. However the significant difference is in the direction of the process as perceived. Stenhouse's view was that curriculum development arises from the process of teacher development whereas the FEU model works from the opposite rationale:—

DEMANDS → STRENGTHS → DEVELOPMENT


The FEU would argue that this model is one which bridges the "professional" model favoured by the James report and the "organisational" model of ACSET (1984). They argue that the "curriculum led" approach resolves the "confusion" caused by other conflicting definitions by "focussing on that which brings the professional and organisation together", and it is clear that this approach which started first with TVEI, then TRIST is now permeating the whole of in-service education.

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It is the author's view that the false premise on which this was based was that the curriculum was an identified, common activity about which there was a clear consensus which it was not. This view has however been overtaken by the National Curriculum proposals and consequently the premise is entirely appropriate to the present needs of education as identified by the DES.

In conclusion it would appear that the upshot of this curriculum led staff development model is divesting teachers of responsibility for conception in relation to the curriculum and restricting them to matters of execution (Applie 1986). It is argued by the DES that there is still much room for "fleshing out the bones of the curriculum" and that they are providing only guidelines, the mere skeletons leaving space for teacher input. However as Harland (1985) states "freedom within tight rules is scarcely freedom in a sense which invites or permits genuine grass roots innovation."

The Better Schools document which refers to the need to "equip teachers" enabling them to respond to "demands" with its implicit assumptions that teachers lack some or all of the abilities and the skills necessary, supports the notion that curriculum led staff development is here to stay. A counter argument might be that by releasing teachers from the need to think conceptually about the content frees them to spend precious time on how best to deliver the curriculum. The author would wish to argue that this is stifling of creativity and destructive of staff motivation. This is not, however, a criticism of the process but rather how it is being applied and enacted.

This then is the context in which this particular middle management programme must be viewed. It seems that an evaluation of the quality of the programme, and more importantly its effect on the working practices of the participants is particularly relevant to the notion of categorical funding.
CHAPTER 6.

Piloting the questionnaire and the interview.

While Pre-testing is a necessary stage to go through there seems little literature on the principles involved and often pre-testing is restricted because of lack of money, time or both. Pre-testing can be declared or undeclared. The declared pre-test enables very detailed probes about certain questions. This is especially useful when considering interviews. In this form there is no need to simulate the interview to test the questions, however, the pre-testing of the interview situation is necessary at some stage. Hunt et al (1982) researched how well respondents from the broader public could pre-test questions from a questionnaire in a declared pre-test. He found that in a short questionnaire with five very basic well known faults, such as inadequate alternatives and inappropriate vocabulary, few (no more than one third) of the respondents spotted the faults and commented on the difficulties. The less obvious faults like "loaded words", double barreled questions and ambiguous questions were virtually unnoticed. Pre-testing is concerned with specific activities related to specific research, once a question is pre-tested it is not necessarily suitable for another questionnaire on the grounds that once pre-tested, always pre-tested. Pre-testing is not a state of grace (Converse and Prosser 1986). There are very specific purposes for which pre-testing is needed: These can be divided into pre-testing specific questions and pre-testing the questionnaire/interview as a whole. There are, the author believes, advantages in using the undeclared pre-test. The methodology adopted for this research was different in respect to interviews and questionnaires. The piloting of the questionnaire was by means of an undeclared pretest followed by an evaluative analysis of the returns and thus concentrated on pretesting the questionnaire as a whole as well as the intelligibility, meaning and clarity of the questions. The piloting of the interview questions was by pretesting them in a declared manner to willing volunteers including the author's supervisor and subsequently altering them. From this testing the questions were refined to a form that would elicit the information required for the research. Trial interviews were then undertaken in two schools with a) the headteacher;
b) the course member; and c) one of the course member's subordinate staff. The pretesting of the interview also took into account the physical layout of the room and how conducive these might be for conducting the interview. Having tested the interview questions beforehand it is pertinent to note that in the course of the dialogue with the interviewees the questions were changed slightly from the rehearsed form (see transcripts and the critique of the interviews).

TESTING QUESTIONS

Meaning.

The question to ask is," is the meaning of the question clear, are words mixed up or misunderstood by respondents"? e.g. family planning can mean birth control or planning holidays to different respondents. Terms like social class are often misunderstood. Work by Belson (1981) showed that the average of 29% of respondents interpreted the question as the researcher intended. Thus what respondents comprehend may not be what the investigator meant and respondents answer most questions because, if they find it difficult to answer, they modify it in such a way that they can answer it (Belson 1981:371). Respondents probably transform obscure questions into ones that seem sensible from their standpoint as they search for meaning. This seems to be what happened with questions A1,A2,B1 and B2 in version one and A1,A2 and A3 in version two of the questionnaire. Youngman (1982) supports this view and refers to the use of questions to governors like, "to what extent do you feel you are involved with the school curriculum?" he points out that interpretation of "to what extent" and even "the curriculum" can be very different by different people.

Task Difficulty

Questions can still be difficult even when understood if the information required is not in its usual form and has not been previously packaged as discrete information e.g. the question in the questionnaire on satisfying the objectives of each unit would be far less valid if the objectives were not stated clearly and together on the questionnaire.

Respondent interest and attention.
A negative factor is the length of interview/questionnaire (Sharp and Frankel 1983) as this leads to what is called respondent fatigue. (Herzo y and Backman 1981), although altering the style of questions and the format of the questionnaire helps hold respondent's interest. A questionnaire with structured questions will glean much more information than one that is not, but Youngman (1982) argues that excessive structure should be avoided as it can lead to repressive feelings or even resentment in the respondent. He further argues that it is useful to vary the form of questions in different sections of the instrument provided this is not carried so far as to confuse the respondent. This policy was adopted by the author in version 2 and thus in version 3 of the questionnaire giving further stimulus to the course members in the expectation of maintaining their interest in completing the form. Lists can help overcome the problem of boredom and can make the response easier for the respondent, and along with the use of the semantic differential were incorporated in the second and third attempt at producing an effective questionnaire. The introduction of the semantic differential is a useful technique for examining individual reactions over a broad range of personal involvements (after Youngman 1982). Questionnaires related to respondent's actual experiences are most well received. Thus this survey has a great advantage over other types of survey in that it is concerned solely with the experiences of the course members both in their attendance on the course and the subsequent functioning back at school.

The questionnaire should also be tested for flow and naturalness. Reading is not enough, the designer must listen to the questionnaire repeatedly. Transitions should be brief and clear, but they need not be elegant. The spacing and layout of the form are also important issues and much time was spent by the author in designing the form in such a way that it was easy to read and simple to complete. The order of questions is a matter that needed due consideration. If open questions are being used they should appear later rather than sooner in the questionnaire. In both the questionnaire and the interview the questions referring to the future action intended or achieved by the course members were left until the end with the expectation that having responded to specific critical questions (A1, A2, A3, B1 and B2.) the respondent may be more willing to commit themselves and think more deeply about such an open ended question. Similarly, sensitive
questions which might elicit refusal to answer e.g. questions of income, are best left till the end. Not all background questions need go to the end and often form an easy introduction to an interview, for example (this approach was used by the author in the pilot interviews as a means of settling the interviewee and making them feel comfortable).

The time it takes to complete a questionnaire is a critical matter if one requires a reasonable response (in excess of 30%). It must be kept to a reasonable length taking no longer than 50 minutes to complete otherwise, respondent fatigue takes effect.

The research outcome of any survey will be determined by the strength or weakness of the individual questions asked whether in a questionnaire or an interview. It is essential that careful thought and planning goes into the production of the questions in the survey or the interview and that pre-testing is part of this process. Youngman (1982) argues that sufficient care in planning can solve many of the problems in the initial stages.

One of the most difficult tasks in producing a questionnaire is to fulfil the need for simplicity, intelligibility and clarity. While ensuring the "task difficulty" and "respondent burden" (Babbie 1973; Bradburn 1983; Suddar & Bradbourn 1982) are not too great for the respondents, questionnaires should not be difficult to understand or use. In the original questionnaire (version 1) the brevity certainly reduced the "task difficulty" but did not provide sufficiently detailed questions allowing for the exploration of a variety of possibilities.

The problem as Sheatsley (1983) described is "Because questionnaires are usually written by educated persons who have a special interest in and understanding of the topic of their enquiry, and because these people usually consult with other educated and concerned persons, it is much more common for questionnaires to be overwritten, over-complicated, and too demanding of the respondent than they are to be simple-minded, superficial and non demanding enough".

Thus the production of simple, clear and straightforward questions which are in a simple language, dealing with common concepts, providing manageable tasks and giving widespread information is a difficult and time-consuming activity.
The consensus is that questions should be in straightforward language, not chatty, over familiar, or cast in some subculture's slang. It is preferable to use spoken English. The language used should be the plainer spoken alternative rather than "elevated" language (Carroll et al 1973, Dahl 1979), e.g. why use the word "principal" if "main" will do as well, similarly "intelligible" is seldom as good as "clear" or "understandable". Questions should, generally speaking, be kept as short as is compatible with ensuring that the meaning of the question is clear. As referred to earlier version 1 was, however, too brief and thus a number of interpretations by the respondents were possible. Payne (1951:B6) argues that about twenty words should be the maximum. However, there are contrary views to this which suggests that adding "filler" words i.e. words which add no new information, gives the respondent more time to consider their answers and their recall (Sudman and Bradburn 1982 50-51). Double-barrelled questions, like questions A1 and A2 in version one of the questionnaire should be avoided (see later critical review of the questionnaire). Another danger is the use of the double negative which can cause confusion in the respondents.

It is important to understand that what appears a relatively simple concept to the researcher may not be clear to the respondent, e.g. it is as well not to talk about variations about a mean or standard deviation but to use the concept of average or mean. Other concepts such as comparative rates or percentages and proportions as shown by the study on T.V. viewing by Belson (1981 244-245) are often not understood or misunderstood and translated into something different by the respondents.

It is easier to elicit responses that have meaning by asking factual questions rather than those which relate to opinion or attitude. The boundary between fact and attitude can be blurred and there are a number of subjectively defined facts e.g. the notion of looking for work has a variety of possible definitions and it is the respondents's definitions not the researchers that is related to the response. Youngman (1982) states that fact often still needs interpretation when presented in certain ways, e.g. "does your child regularly do homework?" This is an apparently factual question but it depends on the interpretation of "regularly". This problem is accentuated in the questionnaire used by the author as so many responses depend on
attitudes rather than facts. It is for this reason that scales were introduced in version two and three.

Attitudinal questions offer a necessary part of a survey but present serious problems for the researcher forming the questions, so need careful pretesting. A similar difficulty to the opinion/fact divide (Converse and Prosser 1986) is the problem of shared definitions. Providing a common frame of reference is not an easy task and ensuring that respondents use it is even more difficult. What the researcher offers the respondent as a form of reference may not be what the respondent commonly uses e.g. the use of the terms family or neighbourhood need more careful definition if ambiguity is to be avoided. While the use of sloppy, vague definitions causes difficulties so to can expecting an unrealistic degree of exactness. This latter point was amply demonstrated by Webb (1982: 63) in his survey of the watching of commercials on T.V.

Another aspect of the task manageability is the respondent's difficulty in recalling the past accurately. In the author's survey the form was given out at the end of the course, so little time elapsed between the experience and the questioning. There are several circumstances which can make this recall difficult; if the decision was made almost without thought in the first place; if the event was so trivial that it has hardly warranted a second thought since; if the time gap since the event is along one; or if it is necessary to recall many separate events. It is, therefore, safer to ask about important or particularly salient events. Even then the recall of these important events fades with time as reported by Cannell et al (1979:8) in his work on Hospitalisation. There are five techniques that can be used to enhance the validity of the recall:

1) Bounded recall.

This establishes a baseline measure by an initial survey, which is then followed by a re-interview at which events that have occurred since the initial interview (see later section on the critique of the interviews) are revealed. Sudman (1984) has gone further and used this bounded recall periods in a single interview with some interesting results suggesting a considerable reduction in "forward telescoping" (Neter and Waksberg 1965) which causes over-reporting.
2) Narrowing the reference period.

Generally speaking the shorter the reference period the more likely the data is to be accurate. Turner and Martin (1984: 1:297) in their work on victimisation stated that long reference periods are virtually "worthless if the answers are to be treated as factual". If the time period can be narrowed to the immediate past then the validity of the data can be increased. It is common now to reduce any reference period to less than six months. In the case of the author's survey the time period was less than one month for the questionnaire return.

(3) Averaging.

Averaging can be used to counter for variability in recall of specific events. One such example was Schurn's work (1985:958-965) on how students spent their time. He asked about studying on weekdays and again on weekends, and the questions were based on typical amounts of time rather than studying on a single day as this took account of fluctuations over the term. In version one of the survey the analysis was by means of straight numerical values of responses. There was no attempt at identifying relative values or averaging results, an approach adopted in version two and three particularly in questions A1 and A2.

(4) Landmarks.

This technique uses important dates or activities to base the survey on, e.g. has such an event happened since New Year's Day? A similar approach was used in the Detroit Area Survey (D.A.S. 1985), a questionnaire looking at dating personal life events.

All of these techniques are to do with dating events rather than remembering the events themselves, however the fifth technique is an aid to overcome the forgetting of the event itself.

(5) Cues.

The purpose of cues is to stimulate the memory by means of association. The use of more concrete specific examples is one technique, thus instead of asking if respondents had been assaulted, one survey asked them if anyone had used force against them by "grabbing,
punching, choking, scratching or biting". This led to an increase in reporting of between 19-39% (Martin 1986:40). It is argued (Martin 1986:34) that this approach stops the preventive aborting of memory search when a respondent has a false feeling of nothing to report. The use of lists and semantic differentials in this survey is an attempt to overcome this problem. Landmarks and cueing are relatively new techniques and more data is necessary to indicate whether they are useful approaches to assist results. The use of hypothetical questions can add to the unmanageability of the task for a respondent and on the whole they should be avoided. The author might argue that if one asks a hypothetical question, one receives a hypothetical answer. However, there are undoubtedly surveys whose research objectives make the use of hypothetical questions valuable. These are usually surveys where there needs to be "an effort to standardise a stimulus because actual experiences range so widely, and the investigator does not know what set of experiences the respondents bring to the question. They can also be used in an effort to tie attitudes to more realistic contingencies." (Converse and Presser 1986) If they are to be used it is advisable to append at least one question based on experience to the hypothetical ones. It is also useful to probe one of the hypotheticals for determining the respondents frame of reference in answering the question.

Newcomers to research are likely to assume that the respondents mirror their own interest in the activity and thus there is a tendency to believe that the respondents have a far greater knowledge of the issues than they actually have. This widespread ignorance on certain topics was illustrated by Gallup Poll (1947:687) on public information. Often the researcher can provide information as a rubric to a particular question but he/she should not assume that "information is necessarily informative" (Nisbett et al 1982). This led to the inclusion of all the objectives of the course on the survey form, rather than just a reference to their presence on the programme.

The counsel for simplicity, however, can neglect certain more interesting approaches to question design. Three are worth brief consideration although there is insufficient experience of their use as yet to warrant a definitive evaluation of these as techniques.

a) Factual Surveys.
These use "stories" or vignettes. A short story is told and the vignette factors are then varied. Respondents are asked to explain how they feel about each concrete instance. Such factions as sex, age, race, length of employment, and work performance record can be varied if the case study is centred on a work problem for a manager involving a subordinate. The problem with this is the number of variables that can be introduced makes question forming a daunting task although computerisation can assist in this (Alexander and Becker 1978:96). While being hypothetical they do offer concrete, detailed situations on which to make judgments and a technique to explore attitudes. There are still questions unanswered about this approach such as what are the practical limits on the number of factors that can be varied? Are there any effects resulting from the order of presentation of the story elements? How much of the information in the vignettes is actually absorbed by the respondent?

(b) Ranking Scales.

There appears to be a limit on the number of items which can be ranked without considerable difficulty (Frazer (1936:6) suggests that the 13 items Starch (1923:197) presented to respondents concerning buying children's cloths was too large. Rankings of 4 or 5 items are quite common and partial rank orders such as Kohn's (1969) list of desirable qualities in children are also feasible. Rankings even in this modified form are often considered as more difficult than rating scales which take less time and do not require choice between items. Alwin and Krosnick (1988) in their split sample experiments found that ranking and rating show the same relative importance in qualities. Both measure the same "latent" dimensions of self-direction and conformity but they do not show the same relationships to predicted variables. This can be shown in results ranking self-direction, as positively correlated with educational income. When ratings were used this was not the case. They argue that rankings may force choices on respondents that they would otherwise not make (see questions A1 and A2 on version one of the author's survey ), thus forcing a contrast between self-direction and conformity. This raises the question when using rankings of how we are to interpret the observed relationship to education. Is this a "real world finding" (Conserve and Presser 1986) or an artifact caused by the fact that educated people bring something different to the task?
(c) **Magnitude estimation scales.**

This is the third rather more complex technique to consider. This is an attempt to legitimise measurement of social opinion using the types of scale developed in psychological measurement. This has been arrived at as a result of the frustration of social scientists with ordinal scales of measurement which cause loss of information by constraint of the range of opinion by using arbitrary categories. It involves the "calibration" through numeric estimation or line length relative values in respect to a base line set by the researcher, e.g. Lodge (1981:9) took a base line of a theft of a bicycle from the road as 10 and asked respondents to judge other crimes in relation to this. The technique of using a semantic differential can be considered as a use of a magnitude estimation scale and is used in version two and three of the questionnaire. Some of the early results of this technique are interesting (Lodge 1981 : 77 and Norporth and Lodge 1985 ) but there are special problems not least of which is the degree of explanation and practice needed for respondents to complete the survey. There is also the apparent revulsion by many respondents for the use of numeric tasks in surveys (see early notes on common concepts).

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**Detailed critique of the pretesting of the questionnaire for the residential module of the middle management course, October 1987.**

The fact that there was no rubric for this questionnaire was not a significant problem for this exercise as the questionnaire was distributed to course members towards the end of the course, rather than being sent later(see Appendix H for a copy of version III of the questionnaire). There was also a programmed session devoted to the purpose, form and requirements of the questionnaire for all course members.

Question A1 in version one of the questionnaire was a double question and raised the notion of whether or not the response was expected to relate to the session being both stimulating and useful or one of these two descriptors. If only one then was this of lower order importance than if the session satisfied two descriptors? It was also unclear if the numbers 1-3 were a measure of decending importance, i.e. a ranking, 1 being the best" and 3 the "worst". Further the implication might be that question 1 required only three responses and that
respondents should not exceed that number. This was not the intention and an analysis of the responses showed that some respondents listed more than three answers to this question. The numbered response list was removed in version II of the questionnaire.

In the revised version III (Appendix H) a semantic differential approach was used, although instructions for the question did not agree with the form of the question and would need further changing if the questionnaire were to be used again. It is worth noting however that the responses to version III were not apparently affected by this misleading statement and all sessions elicited a response. Question A1 in version one (appendix H) was consequently divided into two separate questions (Q.A1 and Q.A2) in versions II and III and the word interesting was used in place of "stimulating" in version III.

Question A2 in version one was also a double question but was refined in version II and III (becoming Q.A3) to allow for a range of responses and the notion of content and delivery was separated to make it clear what was being asked. This question now allows some identification of whether it was the material itself or it's presentation that appealed to course members. The phrase "if any" was added to question A1 and A2 in version two but as already stated the instructions for these questions were inappropriate and need rewording in any future version of the questionnaire.

In all three questions in the revised version III space was left for members to add comments if they wished to compensate for an over restricted structuring of the questions. This was necessary to avoid restricting the opportunities to gather data which would result in the introduction of unacceptable bias into the survey.

Some of the criticisms of question A1 in version one can be levelled at question B1 (although it was not a double question). The numbering of the possible responses again may well have restricted many respondents, although some gave more than three responses and many less than three. Thus the author is unsure whether the limit on the number of sessions is an accurate measure of the quality of the work or the restrictions apparently imposed by the question. In version III the approach adopted is a YES/NO response with all the sessions listed to ensure that the problem outlined above is obviated. The same
criticisms apply to question B2 in version I, "why did you find these unhelpful?" This implies a link between what is disappointing and what is unhelpful, which may not be the case. This was changed in version II and III. However the responses to question B2 did allow identification of a number of factors which were felt to influence the unhelpfulness of these sessions. These were included in question B2 of version II, and respondents were asked to tick as many as they felt applied. There was also a section for "others" and a space to identify what these might be.

Question C has been altered to a five point scale in version III to bring it into the same framework as other questions similarly structured, although the author is not convinced that the differentiation at the extremes is a relevant or valid one. How does "much more useful" differ quantitatively from "more useful", and how are these statements interpreted by the respondents? These seem to be questions that are unanswerable in the context of this survey.

The author felt it important to attempt to identify how far the objectives of the units of the course as stated were satisfied and therefore versions two and three contain questions addressing this matter. These questions have a degree of rating inherent as the form of question used is that of the semantic differential. It should be noted that part of the objectives of unit four were missed out as a result of a typographical error. However many respondents added these objectives from their course programme and included this in their response. They would need to be added in future version of the questionnaire.

The final addition to the questionnaire resulting from the pretesting relates to question D of version one. Although question D is a relevant one some measure of why the particular aspect of management was selected in answer to the question and perhaps more importantly, some identification of success criteria to be used to identify how successful was the implementation of this proposed activity.


The piloting of the questions for the interviews resulted in discussions during which a number of issues such as the simplicity of the language
and the precise meaning of the questions were addressed (see Appendix I). This proved to be helpful when the actual interviews were piloted. However one change was made to the question on the relative merit of this course being residential or school based. This question was expanded during the first interview to cover both the wider issue of residential inset as compared with school based work as well as the relationship in the particular case of this course. A further question was added to those asked of the superordinate. "What determined the attendance of this member of staff on this particular course. What were your objectives in agreeing to this." Some other interesting points were brought to light by this piloting process. The first is the difficulty in creating the right atmosphere for the interview in order to produce a constructive result. In all the interviews it took a considerable time to get beyond the initial nervousness or defensiveness of the interviewees. The format of the interview was devised so that the opening questions were straightforward factual ones e.g. name, post held, in an attempt to get the "conversation" started. This apparently worked in almost all the interviews with the exception of Interview 3 at School B. This experience confirmed the importance of the length of the interview, for if the interview is too brief the interviewee may not get to the point of relaxing and thus all the information will be tainted by the suspicions of the respondent. Time is also an important consideration in terms of the tangible affects of the course. There is a need to allow sufficient time to elapse from the member's attendance on the course before any exploration of how much change there has been in the functioning of that course member. It is the authors view that time is required to enable others to notice any changes in behaviour and/or attitude. This view was reinforced by the interviewees in all of the interviews (see comments school A, subordinate; and school B, senior manager). The other major lessons learned from the piloting of the interviews were, - a) the need to hold the interview in an environment which is relaxed yet purposeful. The physical layout of the room has a very real influence upon this. Conducting the interview across a desk creates an artificial barrier which is difficult to cross. Similarly the presence of the tape recorder is always intrusive but is much more significant when it is placed on the desk between the participants in full view throughout the interview:
b) the selection of the third interviewee whose function is to allow for the triangulation process to operate is a vital constraint. There are difficulties in trying to direct this as one needs to remember that the process is dependent upon the goodwill of the participating teachers. It is however important that the third interviewee, the subordinate, is able to respond to the questions from a position of knowledge not as occurred in the school C1, interviewee number three.

The process of piloting the interviews has led the author to reappraise the whole process in terms of its feasibility and its validity. The author's view resulting from this is that the proposed number of school interviews should be reduced to a maximum of twenty, not fifty as originally planned (in reality the sample consisted of only seventeen schools) but that a number of those interviewed shortly after the residential phase of the course should be re-interviewed some two to three months later to chart any sustained change in operation and any further developments which might have taken place.
Analysis of results.
A copy of the questionnaire used can be found in Appendix H.

Analysis of the questionnaire (see Table 1).
The analysis of the questionnaire is based on 58 returns from three residential programmes held in March 1988, October 1988, March 1989, all using version III of the questionnaire, though not all the returns received addressed all the questions.
### Table 1

**Results of the Analysis of the Questionnaires for the Residential Middle Management Course**

Held in March and October 1988 and March 1989

<table>
<thead>
<tr>
<th>Q. A1.</th>
<th>Interesting</th>
<th>Uninteresting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1% 2% 3% 4% 5%</td>
<td></td>
</tr>
<tr>
<td>Learning styles</td>
<td>30.4 41.1 28.5 0 0</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>57.1 30.4 10.7 1.8 0</td>
<td></td>
</tr>
<tr>
<td>Teams</td>
<td>56.4 32.7 9.1 1.8 0</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>50.9 40 9.1 0 0</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>27.3 34.5 16.4 21.8 0</td>
<td></td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>46.3 24.1 22.2 7.4 0</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>34.5 38.2 20 7.3 0</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>39.7 37.9 17.2 3.5 1.7</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL %</strong></td>
<td>41.6 34.2 16.8 6.1 1.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q. A2.</th>
<th>Useful</th>
<th>Useless</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1% 2% 3% 4% 5%</td>
<td></td>
</tr>
<tr>
<td>Learning styles</td>
<td>33.4 14.8 40.7 11.1 0</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>55.6 37 7.4 0 0</td>
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<tr>
<td>Teams</td>
<td>54.5 27.3 14.6 3.6 0</td>
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</tr>
<tr>
<td>Leadership</td>
<td>52.7 40 5.5 1.8 0</td>
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</tr>
<tr>
<td>Interviews</td>
<td>30.8 34.6 11.5 21.2 1.9</td>
<td></td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>48.2 29.6 14.8 7.4 0</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>47.2 28.3 18.9 3.7 1.9</td>
<td></td>
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<tr>
<td>Videos</td>
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</tr>
<tr>
<td><strong>TOTAL %</strong></td>
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<tr>
<th>Q. A3.</th>
<th>Excellent</th>
<th>good</th>
<th>average</th>
<th>poor</th>
<th>v.poor</th>
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<tbody>
<tr>
<td>CONTENT</td>
<td>34.2% 67.6%</td>
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<tr>
<td>DELIVERY</td>
<td>24.3% 59.5%</td>
<td>16.2%</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>BOTH</td>
<td>44.1% 52.9%</td>
<td>2.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments:**

- **P** Well pitched, varied and entertaining.
- **P** Very good presentation, contrasting styles of delivery helped.
- **P** Very intense.
- **P** Sessions conducted positively by all concerned.
- **P** New work covered was both useful and interesting.
- **N** Where sessions were stated as useless, it was due to the group not fulfilling its task—rather than the material.
- **Ng** Perhaps too many instruments.
- **Ng** Time too short x2.
- **Ng** Change of pace, slowed down after two and a half days, spoilt other sessions.
- **Ng** Delivery not always confident—lack of preparation and review?
- **Ng** Teamwork effectiveness session poor x3 (March 198).

Positive (P), Neutral (N), Negative (Ng)
COMBINED RESULTS OF THE ANALYSIS OF THE QUESTIONS A1, A2, AND A3 FROM THE QUESTIONNAIRES FOR THE RESIDENTIAL MIDDLE MANAGEMENT COURSE

SAMPLE SIZE: 58 RETURNS

Q. A1.

<table>
<thead>
<tr>
<th>Content</th>
<th>Interesting 1 and 2%</th>
<th>3%</th>
<th>Uninteresting 4 and 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning styles</td>
<td>71.5</td>
<td>28.5</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>87.5</td>
<td>10.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Teams</td>
<td>89.1</td>
<td>9.1</td>
<td>1.8</td>
</tr>
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<td>9.1</td>
<td>0</td>
</tr>
<tr>
<td>Interviews</td>
<td>61.8</td>
<td>16.4</td>
<td>21.8</td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>70.4</td>
<td>22.2</td>
<td>7.4</td>
</tr>
<tr>
<td>Time management</td>
<td>72.7</td>
<td>20</td>
<td>7.3</td>
</tr>
<tr>
<td>Videos</td>
<td>77.6</td>
<td>17.2</td>
<td>5.2</td>
</tr>
<tr>
<td>TOTAL %</td>
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<td>16.8</td>
<td>7.4</td>
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</table>

Q. A2.

<table>
<thead>
<tr>
<th>Content</th>
<th>Useful 1 and 2%</th>
<th>3%</th>
<th>Useless 4 and 5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning styles</td>
<td>48.2</td>
<td>40.7</td>
<td>11.1</td>
</tr>
<tr>
<td>Management</td>
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<tr>
<td>Teams</td>
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<td>Leadership</td>
<td>92.7</td>
<td>5.5</td>
<td>1.8</td>
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<tr>
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Q. A3.

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<tr>
<th>Content</th>
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<th>average</th>
<th>poor/v. poor</th>
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<tr>
<td>CONTENT</td>
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<tr>
<td>DELIVERY</td>
<td>83.8%</td>
<td>16.2%</td>
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<tr>
<td>BOTH</td>
<td>97%</td>
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<td>TOTAL %</td>
<td>93.5</td>
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Q.B1 DID YOU FIND ANY OF THE SESSIONS DISAPPOINTING

<table>
<thead>
<tr>
<th></th>
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<tr>
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<td>96%</td>
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<tr>
<td>Management</td>
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<td>100%</td>
</tr>
<tr>
<td>Teams</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Leadership</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Interviews</td>
<td>53.8%</td>
<td>46.2%</td>
</tr>
<tr>
<td>Staff appraisal</td>
<td>20%</td>
<td>80%</td>
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<tr>
<td>Time management</td>
<td>8%</td>
<td>92%</td>
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<tr>
<td>Videos</td>
<td>9.8%</td>
<td>90.2%</td>
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Q. B2 WHY WAS IT DISAPPOINTING

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Content poor</th>
<th>Delivery poor</th>
<th>Material too simple</th>
<th>Theory practical balance</th>
<th>Lack of time</th>
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<tbody>
<tr>
<td>Sessions</td>
<td></td>
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<td>Learn. styl.</td>
<td>0</td>
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<td>0</td>
<td>1</td>
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<td>3</td>
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<td>7</td>
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<td>Staff app.</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Time man.</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Video</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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</tbody>
</table>

OTHERS REASONS NOT TABULATED ABOVE:--

Interviews:--

Insufficient information to be able to function properly.
Video poor x4.
Lack of practical involvement, better if members had interviewed.

Appraisal:--

Verged on personal criticism.
Thursday night very tired (this was on the March course where we had to change the programme order due to availability of the leader).
Lack of definite guidelines.

Video:--

Interview video poor (see above).
Second Cleese video visually poor

Learning Styles:--

Balance of theory/practical wrong.

General:--

Lack of time to complete work.
Q. C1.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Much less useful than</td>
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<td>I expected</td>
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<tr>
<td>Less useful than</td>
<td>0</td>
</tr>
<tr>
<td>I expected</td>
<td></td>
</tr>
<tr>
<td>About what I expected</td>
<td>9.1%</td>
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<tr>
<td></td>
<td>(4 comments said they expected it to be excellent, or very useful).</td>
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<tr>
<td>More useful than</td>
<td>58.2%</td>
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<tr>
<td>I expected</td>
<td></td>
</tr>
<tr>
<td>Much more useful than</td>
<td>32.7%</td>
</tr>
<tr>
<td>I expected</td>
<td></td>
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</table>

Q. C2. HOW WELL WERE THE OBJECTIVES OF EACH UNIT SATISFIED?
(N.B. order satisfied - dissatisfied changed from November course. Was l=dissatisfied, 5=satisfied, now l=satisfied, 5=dissatisfied.

<table>
<thead>
<tr>
<th></th>
<th>1%</th>
<th>2%</th>
<th>3%</th>
<th>4%</th>
<th>5%</th>
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<td>52.7</td>
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<tr>
<td>UNIT 4</td>
<td>13.0</td>
<td>29.6</td>
<td>38.9</td>
<td>18.5</td>
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</table>

Q. C3. WHAT HAVE YOU GAINED FROM THE COURSE?:-
In the following question the figures indicate the number of similar responses:

- Time to think of ways of doing things. x7
- Self knowledge. x29
- Increased personal effectiveness. x7
- Awareness of others and their needs. x10
- Greater understanding of the process of management. x3
- Greater understanding of leadership. x4
- Greater understanding of the process of team building. x18
- Reassurance. x2
- Confidence. x11
- Useful appraisal information. x2
- Practical information. x4
- Improved time management.
- Awareness of role.
- A tremendous amount.
- Crystalise personal aims and targets. x3
- Information. x2
- New look at my job. x2
- Increased enthusiasm.
- Practical tips.
- Self esteem.
Q. C4. WHAT IS MISSING FROM THE COURSE:—

Time. x9
More information on counselling skills re interviews and appraisal. x3
At some point relevance especially with the instruments.
How to make a start on solving difficulties highlighted on the course. x2
More practice in the techniques experienced. x2
Work on communication.
Previous reading.
Ways of commenting critically but positively about one's own school managers.
Gymnasium to burn off calories.
Stress management.
Practice at interviewing.
Practice and guidance in producing C.V.

Q. D. WHAT DO YOU INTEND TO ADDRESS AS A MANAGER:—

Better planning. x2
Appraisal. x8
Team building. x23
Time management. x21
Leadership. x14
Management styles (Modify).
Better delegation. x6
Awareness of learning styles.
Interviewing.
Investigation into assessment techniques (assessment of management techniques).
Better communication. x2
P.S.E.
Setting targets and achieving objectives.
Managing conflict.

SUCCESS CRITERIA:
Identified by participants as measures of their success in managing more effectively

- Get time to reflect. x2
- Review. x6
- Talk informally to staff. x3
- Better organisation of one's time. x12
- New ideas from staff. x4
- Fewer pupil problems.
- Enthusiasm and commitment from staff. x11
- Better communication. x3
- Now already visited, have to take home. x2
- Set targets and achieve them. x2
- Fewer "problems".
- Success of third year T.V.E.I. project, pupil response, staff views and readiness.
- Options, will all pupils have the correct diet.
- Meeting deadlines, completing jobs. x3
- Increased efficiency (does not say how this will be recognised). x4
- Openness and frankness in group.
- Support and co-operation between team members. x3
- Appraisal scheme which is acceptable to staff.
- Better meetings.
- Non contact periods better organised.
- If still a human being at the end of two years.
- If delegation leads to development in other areas.
- Reduced conflict between members.
- Task achievement.
- Sense of well-being.
Question A1 Which sessions if any did you find most interesting?

This question was based on a five point semantic differential approach ranging from course members being very interested (1) to very uninterested (5). Taking the scores of 1 and 2 on the differential to indicate a high level of interest in the material presented, all sessions with the exception of the interviewing, scored more than 70% with leadership(90.9%), teams(89.1%) and management(87.5%) scoring most heavily. Combining scores 4 and 5 all were below 7.5% except for interviewing which scored 21.8%. It is worth noting that the sessions on learning styles and leadership produced positive responses from everyone.

Question A2 Which sessions if any did you find most useful?

Again this question was based on a five point semantic differential ranging from most useful(1) to useless(5). Using 3 as a score depicting a middle approach, neither useful or useless, the scores for 1 and 2, in management(92.6%), teams (81.8%) and leadership(92.7%) indicate that these topics were considered particularly useful. All the other scores were above 60% with the exception of the session on learning styles. This topic was found to be interesting but little less than half the course members(48.2%) found it useful while 11.5% found it useless to them.

Question A3 What did you particularly like about the sessions?

This was analysed on the basis of the session content, it's delivery or both of these functions. The results show conclusively that the content and delivery were thought to be high quality scoring either excellent or good. There were no scores under the poor or very poor headings by any course member.

The comment section relating to questions A1 - A3 were varied and mostly supportive. There were some comments, however, relating to concerns about the amount of material packed into too short a time (Four days is not long enough to spend sufficient time on any section to deal with it in depth). There was also a comment relating to the introduction of new speakers after two and a half days, which some participants felt slowed the pace of delivery and interfered with their learning and enjoyment. The only other detrimental comment was on the
session on team effectiveness on the March 1988 programme - three course members thought this was poor but related it to a visiting trainer running an evening session after dinner. The session appeared to lose it's way, in their opinion.

**Question B1 Which sessions if any did you find disappointing?**

This was a yes/no alternative. Only two sessions appeared disappointing to a significant degree. These were the staff interviewing and selection topic where more than half the course members were disappointed and the staff appraisal which caused one fifth of the participants to be disappointed. (This was in 1986/7 before appraisal had assumed the significance it now has).

**Question B2 addressed the issue of why such disappointment arose. In the above percentages of the course members.**

In the case of the interviewing sessions the delivery appeared to be a major cause although both lack of time(23.6%) and the content(22.6%) gave some concern. Staff appraisal was considered as both poor in content(46.2%) and delivery(30.8%). It must be remembered that in the case of appraisal these percentages are a percentage of the 20% who found it disappointing. It may be that under these circumstances it is more accurate to consider raw numbers rather than percentages and indeed this is the case in the table of results as they appear earlier in this chapter.

Other comments worthy of note were that the interviewing video was generally poor. This is, in the author's opinion, a valid criticism as it was a rather old and amateurish video produced by course members on an earlier course.

**Question C1 How did the course as a whole come up to your exceptions?**

The categories for this question ranged from a statement that the programme was much less useful than expected to one that it was much more useful than expected (see table 1). This begs the question of what the course member's expectation was. If the expectation was high then the scores may well be average or below and vice versa. 50 of the 55 course participants who answered this question scored this more or much more useful than expected which represents 90.0%. This raises a
concern about the level of expectation of participants in respect to
courses provided and delivered by county inspectors. Of the five
course members who said it was about what they expected, four said
they expected it to be excellent or very useful and were not
disappointed. These participant's expectations were based on their
knowledge of the course from colleagues who had attended the
programme before.

**Question C2** This question dealt with how far the objectives of the
various units of the course programme were met in the view of course
members.

It was based on a semantic differential ranging from the objectives
being completely satisfied 1 to completely unsatisfied 5. Unit 1,
management, scored 90.9% in the 1 and 2 columns and nothing in columns
4 and 5. Unit 2, teams, scored 90.9% in columns 1 and 2 and nothing in columns
4 and 5. Unit 3, leadership, scored 86.8% in columns 1 and 2
and 1.9%, that is one course member, in column 4 with nothing in column
5. Unit 4, staff selection and appraisal, Interviewing scored 42.6% in
columns 1 and 2 and 18.5% in column 4 with again nothing in column 5.
This analysis confirms the view that the course was generally a useful,
interesting and enjoyable management training experience which realised
the detailed objectives as set out in the programme.

**Question C3** tried to address what the course members felt they gained
from the programme.

20 different responses were collected ranging from increased information
to greater awareness of self and others. The comments which were
repeated most often were increased self-knowledge (29 responses), a
greater understanding of the process of team building (18 responses),
increased confidence (11 responses) and a greater awareness of
others (10 responses). One respondent replied 'a tremendous amount' as
their comment in this section. Of course, this does not address the
question, whether this was translated into a change of functioning in
the workplace. Participants were asked to identify what they intended
to address as a manager back in their workplace. This produced 14
different comments but many were multiple responses the largest of
which were team building (23 participants), time management (21
participants) and leadership (14 participants). Course members were also
encouraged to try to identify success criteria relating to these identified
areas of work, however this was not very successful and clearly it is an area which is not a common technique for middle managers on this programme and hence for most middle managers, the author suggests. In conclusion the results of the questionnaire clearly show that the large majority of the course members found the programme interesting (75.8%), enjoyable and of benefit (72.7%) to them as managers. The course could thus be considered to be a successful training event for middle managers the overwhelming majority of whom thought that they had learnt much.

However unless it affects the way in which the middle manager functions in a management role back in the workplace the author would argue that it is an expensive waste of time. At the time of the programme construction (1986) this was addressed by the introduction of a Phase 2 element (This had been the practice in the original pastoral care course - see Chapter 1). The participants were required to identify an issue or problem that they brought with them from their work place. These formed the subject of a short verbal report which constituted the programme for the follow-up day. The original rationale suggested that this could be used as a measure of whether the training had any effect on their functioning in situ?

The author's contention is that it can not. It became apparent that the Phase 2 work was very much task orientated and it could not be considered to have necessarily made any difference to the overall change in management approaches because of its highly defined task nature.

The interviewing process.

The key question, is the one raised in the previous paragraph namely, did attendance in this course have any effect on the functioning of the manager back in their workplace. The method used to try and identify any change in functioning of the manager was the interview technique (see chapter 3 and 4).

The interviews.

The process involved interviewing the middle manager, a senior manager for whom the middle manager worked and a subordinate who worked to that middle manager to try and validate any qualitative statements that were made in the middle manager's interviews. The interview was conducted by means of pre-determined questions(see Appendix I and later in this chapter) and the author used pilot interviews in order to
refine the questions asked. It has to be said, however, that during the course of the interview the interviewer sometimes strayed from the preformed questions in order to follow up any interesting points that arose during the interview. This resulted on occasions in the interviewer asking leading questions (see transcript of the interview with the middle manager at school B). These leading questions, however, were offered in order to try to draw out further information from the interviewee. This was in the context of any issue raised which was of interest but which seemed to have more depth to it than was being offered by the interviewee.

Factors affecting the interview (see chapter 4).

Each interview began with the detailed explanation and description of the process and the purpose of the interviews by the interviewer for the interviewee. Despite this careful introduction there was quite a lot of apprehension and nervousness during the early stages of the interview. This lasted for a varying period of time. In some interviews there was little or no apparent nervousness, for example schools D, F and P. In others the apprehensiveness ranged from some nervousness, which quickly dissipated e.g. schools B and C, to the situation in schools E and J where the nervousness persisted through the whole of the hour interview and indeed, had some effect on the whole process (see chapter 4). Nervousness under these circumstances can effect the depth of thought given to the responses to the questions asked. An example of this can be found in school E and L (see Appendix J). As regards senior managers, initial nervousness was noticeable in some interviews, for example schools B and E, but on the whole the senior managers seemed the most relaxed and confident of the three interviewees about the process, whether it was as Head, Deputy or other senior managers.

The physical set-up of the room also apparently has a significant bearing on the interview, certainly in its early stages. The environment ranged from being relaxed with armchairs for example in School I to more formal upright chairs with a small table between the interviewer and the interviewee, for example in the Headteacher's interview in school A.

The physical arrangement certainly had an effect, at least initially, on the interview. This effect, however, can be reduced depending whether it is or is not related to reasons for the physical set-up. If the separation is one of choice, for example the senior manager at school E, then, the author believes it says much about the degree of willingness
by the interviewee to become engaged in the process. Hence in this example the effects permeated the whole interview. However, in other schools e.g. school 0, the physical set-up was determined by the availability of a room and its size and shape. In these interviews any problems caused by the physical set-up were short-lived and did not significantly interfere with the process. Generally speaking the senior managers were interviewed in the most conducive circumstances in terms of comfort and lack of interruptions. It is worth considering whether the person identified as a senior manager to be interviewed was a reflection of the climate of the school, perhaps a measure of the delegation, which could be considered a feature of climate, practised in the school (It should be remembered that much of this interviewing was before the time when schools were asked to identify senior managers as staff development officers in their school and consequently few schools in this study had such a post). One question raised in this respect is: "Was the lack of Headteacher's involvement reflect in the whole in-service programme?" This interest or lack of interest on the part of the headteacher ranged from a professional concern for the process with a good knowledge of the course content, for example Schools A, M and F, to a complete disinterest in the activity, for example school E where the Head (a reasonably close colleague of the author on a personal basis), appeared to be politely disinterested in who went on courses and why they did so. This attitude, the author thinks was reflected in the delegation of the task of being interviewed to the particular senior, manager called a Director of Studies, who functioned at a Head of Department level. This opinion, held by the author is believed to be reflected in the quality of the interview with this manager and his apparent lack of knowledge of the particular middle manager and their activities and functioning.

Interviews with the course participants and their subordinates were conducted on the whole in a much less conducive atmosphere and were prone to interruptions. The exceptions to this were schools F and N where the Headteachers vacated their rooms and at school H where the Deputy Head's room was used for the interviews. In all of the other interviews the rooms were either small offices often shared with others, for example school G and C, or a staff room/work room, for example school K which was a faculty office, and school J which was a staff room. These public places brought about numerous interruptions. The effect of this unsettling environment for the interview, from the author's
observation, was that it was probably more unsettling for himself as the interviewer than apparently for the interviewee, who was in familiar surroundings. Only on one occasion, school J, did the respondent stop what they were saying when a member of staff entered the room.

Anonymity seemed an important factor and much stress was placed on this by the interviewees. This extended not just to anonymity in publishing the details of the research but also questions were raised by one or two interviewees, particularly the subordinate colleagues, concerning their wish not to appear critical of their immediate line manager and more importantly that the Head or Deputy Head would not receive a report back from the author on those interviews. Even so, the author believes that some of the responses were affected by this attitude. A number of interviews had a degree of candour about them which was refreshing but nevertheless did not transgress any areas of professional standards. Again this defensiveness surrounding the anonymity issue may well be a comment on the climate within the school and was most noticeable in schools I, J and particularly school E.

Interviews were also affected by the interviewer's accumulating experience of interviewing. As the author became more sensitive and experienced at the process he was able in most cases to quickly put the interviewee at ease and provide an atmosphere that suggested safety and support. The piloting of the interviews both from the point of view of the process and the wording and presentation of the questions were helpful in this respect, enabling the author to identify and rectify any potential problem areas. In general the circumstances of the interview did have an effect on the nature of the interview but the effects did not last very long and the interviewees with one exception did relax after a few minutes. Even the presence of a tape recorder which was intrusive in some interviews, for example school A and B, did not appear to have a lasting effect and was apparently ignored by the respondents after a few minutes.

It is true to say that the link between experience of the training programme purporting to develop management expertise and skill and the actual changes in development of the function of the manager back in the workplace is a difficult connection to make. Perhaps the degree of difficulty in collecting evidence of such connections is a reason why few if any programmes have tried to evaluate such changes in function as a measure of the effectiveness of the programme. Part of the difficulty
with this problem is, how can increased managerial performance be measured? It must be remembered that this research was conducted before the competences and management standard debate began in earnest and prior to the Management Charter Initiatives Standards (MCI) for Middle Managers (Management 2) being published in 1990. Even so such statements of competence still require appropriate success criteria to be identified and up to now development of educationally based success criteria which relate to the competences has not been achieved (this is a question the author will return to later in this chapter).

It is precisely the difficulty of a measurable or identifiable increase in performance that led to the adoption of the triangulation methodology of interviewing used in this research (see Chapter 3). The triangulation process seeks to justify and validate any opinions expressed in interview by the course participant in relation to their change in functioning by checking them against the professional assessment of a manager to whom the middle manager works and a "sub-ordinate" who works to the middle manager. While theoretically this would seem to be a suitable methodology for validating change in activity by the manager a number of questions are raised which result from the analysis of the interviews. These will be dealt with in a later section of this chapter.

Changes of functioning/behaviour of managers
Cause and Effect.
Perhaps the most significant difficulty in the analysis of this data is determining whether the observable changes identified by the various respondents are the result of the attendance of the middle manager on this programme or whether they are a function of other influences. The first difficulty is the nature of any changes in functioning. As the subordinate in school H points out, it is not always an obvious change that can easily be seen;- "Difficult, because you dont really see somebody go off on a course, come back and boom, he's changed".
This is supported by the middle manager in school M who talks about the effect on others of a changed management style being difficult to identify and that it is expressed in the "little hints", and the need to be sure one is not seeing things that do not really exist because one wants to. The subordinate in school A commented on the relationship
between cause and effect:-

"I am not sure whether to attribute all the things (changes) to the course or whether some of them are due to the Baker day impositions"

Again at school C1 the subordinate states:-

"Just that I find it very difficult to notice any change as such from the course because of the situation David is in".

This difficulty is also accepted by the middle managers in the research. In school D the middle manager stated categorically that she finds it difficult to ascribe any changes in her functioning solely to her attendance on the programme, or whether it is related to her own natural development in the post which she has held for only a short time. The middle manager at school L also states in response to a question about how the changes in functioning have manifested themselves:-

"It's difficult to know if it is due to the course or if it is something else." Later in the same section of the interview he says:-

"I'm not really sure whether that was a result of a week in Clacton (where the course was held) or whether it was a result of 18 months here and an Advanced Diploma."

The senior manager at school K in this context again illustrates this difficulty stating:-

"There are certainly changes in her way of functioning. Its a bit of a chicken and egg argument as to whether the course started it or whether one of the reasons for suggesting she went on the course was that these changes were going to happen anyway..."

and later goes on to add when talking about the changes in functioning of the middle manager:-

"To what extent that is attributable to the course as opposed to the awareness of the changing role would be difficult to say."

It is worth noting here that awareness is one of the categories of changed functioning identified in this work, and consequently one might argue that the change in awareness spoken about by the senior manager in this school can be related to attendance on the programme.
The senior manager in school P confirmed this dilemma when answering the question about changes in the middle manager bought about by the course:-

"That's an interesting one because to a certain extent it's difficult to tease out the strands because the middle manager has been given more responsibility fairly recently.... so I assume she would be more motivated."

Despite this reservation however he goes on to say that:-

"But there have been certain things that I noticed."

These relate to an increase in awareness, saying that the middle manager now pays more attention to "relationships and staff relationships" that she is now "more realistic in what she's trying to achieve."

It may not then be a case of cause and effect in the sense of new skill development, but rather an enhancement of these abilities and skills and that this is what renders any changes difficult to determine. This view was supported strongly by the senior manager of school I. He points out that a number of other factors may have had an effect:-

"It is very difficult to provide a factual answer to you for this simple reason that he has attended a variety of courses over the last 12 months and those have contributed to his development- making an effective evaluation as to whether your particular course raised a specific outcome or whether it was part of the continuum is actually very hard to evaluate."

He goes on to talk about the middle manager developing a much broader sense of vision, a much more thoughtful perspective, and says in this respect:-

"I think those are processes that are implicit and the courses help to make explicit and I think the difficulty is if you ask a colleague to actually evaluate that they might not actually identify them because they will presume that they have been doing them all the time."

This emphasis on the effect of the course being part of a continuum of development is supported not only by this senior manager when he
...he's become more successful in managing, but that's because he's enhanced skills rather than used new skills.

but also by the middle managers at schools A, G and L.

In school G the course participant, talking about getting a reluctant member of staff to contribute, said:-

"It wasn't simply a result of the course that happened, but the course has helped me, I think to actually win over the last few hurdles."

Again in school L the respondent says:-

"I felt that I might have got a lot more at Clacton than some other members of the course, because some of the things were familiar to me."

And finally the middle manager from school A says reflectively:-

"One way it has helped me is in thinking back to events which happened prior to the course and in analysing those. I find that I appreciate what perhaps I should have done and failed to do. I can think of an interesting few situations, had I been on the course prior to these events I might have handled them differently."

Thus, though some respondents refer to the obvious difficulties in identifying changes in functioning that had occurred as being ascribable to attendance on this training programme, even in those cases there is an acceptance that the course contributed to the whole management development of the individual. Perhaps this view can be encapsulated by the comment by the senior manager at school A who said:

"I believe the importance of the course is in the fact that the members became more reflective on practice and their awareness and they use this later."

Reflecting back on those areas of managerial function which were identified as "what you intend to address as a manager" it could be expected that such matters as time management (21 participants), team building (23 participants) and leadership (14 participants) might be recognisable in terms of changed or altered functioning of the manager. One interesting point in this analysis is that better communication was identified by only 2 participants as a matter to be addressed but one could argue that all three major items identified above require better
communication. Similarly the success criteria identified by course participants could have been used as one criterion to validate a change in functioning of behaviour of the manager. Such items as better personal organisation, enthusiasm, commitment from staff, new ideas from staff, review, time to reflect and better communication are all cited in the interviews as evidence of change in functioning. The difficulty in using these success criteria lies in the fact that in the questionnaires the signature of the course participant was optional and consequently most of the questionnaires were returned anonymously. Therefore it was not possible for the author to relate the specific success criteria of any individual participant to an interview conducted later in the research study. The optional anonymity of the questionnaire was necessary in order to increase the likelihood that the responses would be candid and honest, thus making them more useful in the analysis of the worth of the programme. The necessity of this was supported later when the issue of anonymity was raised prior to the actual interview process (see earlier in this chapter). The author also decided not to undertake an analysis of the questionnaires until after the interviews had been conducted in order to ensure that information gleaned from any questionnaires that were signed was not used to introduce bias in the interview at a later stage and cause the interviewer to ask leading questions to try to elicit responses which would support the effectiveness of the course.

Other criteria offering a possible validation of an identifiable increase in performance can be drawn from section C3 of the questionnaire that is "what have you gained from the course?". It could be argued that if increased self-knowledge: increased confidence: greater awareness: and a greater understanding of the process of team building: are positive gains by course members, and as such they should be reflected in the interviews and identified as evidence for a change in functioning. This proved to be so in many cases. The analysis of the transcripts of the interviews suggest that the changes in function can be categorised under three main headings:-

AWARENESS;
CONFIDENCE;
A DEVELOPMENT AND ENHANCEMENT OF SKILLS.

Categorisation of selected comments made during interviews, taken from the transcripts included as Appendix J.
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| 'A'    | SM   | "I think that it has probably made him more reflective about the way he works. I don't think he was much of a one for going in for self-analysis before, and it certainly had produced that effect and that can only be healthy."
   "He has talked about that he has an experienced team of staff and there is an area of weakness there - not in him but within the team - and it's one that he has not been sufficiently aware about and I think that he now realises that he has got to work and analyse the situation a bit more carefully and work towards strengthening an area of weakness."
   "I think that he realised through his involvement on the course that you ought to be more involved in whole school things and he has put himself forward to be a member of the Working Party for the Essex Positive Approaches for People with Behaviour Problems." |
| MM     |      | Overall, this day’s exercise made me more aware of how I go about getting things done and of my relationships with my colleagues. One way in which it has helped me is in thinking back to events which happened prior to the course and in analysing these I find that I appreciate what, perhaps, I should have done and failed to do.
   I was able to appreciate how my style of leadership should change with the task and the maturity of my team members. |
| SCU    |      | He had a Head of Department’s meeting recently where he was a bit more assertive about the sorts of standards that everybody should be aiming for. |
| TB     |      | "There have been some behavioral changes; I think that he sees a need to balance the priorities as far as his attitude to productivity - however you define that - and his attitude to people at various levels in dealing with members of his department, he has to know where the limits are with individuals and when he can press for more to be done and when he has to be supportive to individuals as a human being."
   "I think he has found it useful to look at his own style of leadership. He identified himself as being something of a benevolent despot with a need to be more of an activist within the terms used on the course, and I think that is broadly true."
| TB/ M  |      | "I feel that I use my time a lot better. I think I've become more efficient in that respect."
   "I now make sure that our departmental meetings are carefully minuted and I send copies of the minutes to the head. I also give a copy to the technologists and make sure absolutely everybody is in the picture." |
<p>| TB/ M  |      | &quot;I get an impression that he certainly handles meetings in a more diplomatic way. Perhaps that is something he has picked up on the course. He tends to try to carry us with him as a team rather than laying down the law. They are more structured than we used to have and more regular.&quot; |</p>
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| `'B'`   | SM   | "It has made her think about her own style in relation to other people, could she handle a difficult situation when you get to the point where you have to say to somebody, now come on, and that's personal growth.

Those things have had an effect on her. She's internalised those things and knows more about herself and what kind of manager person she is likely to be compared with others." | "She has also been on this course which I know has given her confidence in handling meetings. She'd admit to that, she says that she feels much more able to make things happen in a meeting and whether it's given her confidence or whether having been on a course and talked to other people about Middle Management has given her the confidence that then makes it better. I don't know which way round it is." | "I think she has been instrumental in making Heads of House feel that yes, there is something here that we have got to go for, because she is sold on it anyway and she is a good motivator so I think she is having that kind of effect.

She's probably got that little extra ingredient to be able to handle it, carrying the people with her, to be able to not fear being up front in an in-service day.

"I think we have already picked that up. I think she will now feel that she knows better how to achieve consensus and why it is important. Now to achieve it, I think it might be down to the course more than why it's important." |
| `MM`    |      | "It has made me more aware of what I am doing, that is what I think is correct and it has given me more confidence in that respect. Also, things I knew were my inadequacies (if that is the correct work), it drew my attention to them and, hopefully, I can work on that and modify some of them." | "I think also the idea of confidence with the appraisal part of it, I thought that helped me look at my tutors a little bit better.

That's given me more confidence in what I was doing.

A bit more thought has gone into how I manage my personality in dealing with that, and it has given me a bit more confidence in my approach." | "And the agencies outside because there was a lot of work going on with communications between those people and the fifth year tutors which wasn't there before, and so obviously my communication links and my leadership skills had to be performing quite well for that to work.

"It's been very successful in what we have done as a team in the co-ordinating role because that's what I looked at specifically rather than my role as head of house. That's been very successful." |
| `SU`    |      |           |            | "It was difficult before to get all the people together, the tutors for example, so now we are all there, we now meet at intervals and it's been quite handy to distribute information and inform them of what's happening so far as fifth year careers is concerned.

"That sort of thing, so from that sort of aspect I think having these year tutor groups meetings is really useful." |
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<td>'B' Cont'd...</td>
<td>SU</td>
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<td>&quot;...and hopefully then to encourage all the tutors, and obviously Mrs. Evans has done this as well, to actually get involved, to know what is happening with their tutor group and to help the group itself.&quot;</td>
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<td>&quot;She certainly tries to motivate us when we have the meetings and things, she encourages us and puts forward ideas of things to do.&quot;</td>
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| 'C' (1) | SH  | "I think it's started a process which is so essential today of increasing his own awareness of the broader parts of school management." | "Now I think he's got an upper hand on that perspective and I know for a fact that he is now going through the process of negotiation job descriptions and roles with people, and he's finding that an easier target than he would have done before the course and at the same time as going on the course. I think it's given him a confidence now because I feel he now believes in himself more and he now feels as though he can learn through going on courses similar to your course, he can learn some of the skills he hasn't got, so I think it's given him a confidence in a roundabout way to deal with people on a one to one level."

| 'HH'    |       | "It gave me an insight into areas that I was very, very weak on - my management has been done in my own style and the instruments that you used and we've had to use since because you've given them to me, and I'll never forgive you were very useful because I know what I'm like." | "People in my area are working to me in a different approach than they were before. they are taking on board the new initiatives and they are working to me with respect the way that I can put it, rather than just because it is Dave."

| Su      |       | "I'm having to appraise my methodology of approach, and your course came at a very poignant time because it showed me different areas that I was weak at, areas that I was strong at and how to use those areas, so it was useful." | "People in my area are working to me in a different approach than they were before. they are taking on board the new initiatives and they are working to me with respect the way that I can put it, rather than just because it is Dave."

| Su      |       | "To be very honest, I just got on with it and if people didn't like it that was tough, but I have to think about different ways of approaching." | "However, with the T.V.E.I. I'm very aware that I am dealing with the curriculum side of things and things that are more touchy with different areas, trying to change people, trying to change their methodology within the classroom, and I have to think very much about my approach." | "...and I've learnt through mistakes and through experience that your course put it into a more precise form, and it just so happened when I came back I interviewed Elaine, I interviewed another two members of staff and the interviewing techniques that we went through on the course and the procedures and what we are looking for and the proformas I actually implemented."
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| 'C' (2) | SM   | "Perhaps one might subjectively make a comment that her weaknesses as a manager of people and her weakness in her over-view were perhaps exposed to her and she found that a difficult thing to cope with, and so she needed to go out, in other words it raised doubts that weren't there and which might have been mentioned to her, but which she had not particularly accepted by herself."
"I think she is a more approachable person than she was, because I think she is a more understanding person of the problems of senior management."

MM | "I learnt an awful lot about the perception of the school from the management point of view which obviously I had not had before or I'd not seen very much before."
"I am more conscious of the need to build a team. When I started after Easter, after I had been on the course, I felt that my job for this term was to effectively build the team or put the team together, build the team together."
"It has taught me a lot about what my management style is like, because I am more aware now of how relaxed and informal I am about this and how compromising I am about that."

MM | "She has shown a degree of maturity which we doubted existed when it comes to handling some of the problems like children opting for courses and not being able to have the course. She has dealt with them, and in putting over next year's timetable to colleagues which she hasn't any experience in. She has shown some maturity."

MM | "I feel like more of a leader of this larger group than I felt a leader of the smaller group."

MM | "... and I think things are better now, things are more professionally run, now they are more formal and although we used to sit down and get the job done before, I think there is now more of a formality about the meeting."
"... as I say, it's much more a case of I go down the listed agenda, I keep things more formal, people contribute like that."

MM |
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| 'C' (2) Cont'd | SU | | "I think a second one was the realisation that we were able to get things wrong. At first the under-confidence reflected the kind I just get these decisions right before I go to the next level. I think she is much more confident now. At going to other co-ordinators and other area people and saying, look, I've been given this one and honestly I don't know where to start."

"She was a little bit concerned at the beginning because of the fact that she was mainly a Geography teacher, so she was a little bit concerned about it, but as time has gone by I think she has got more and more confident and also quite well at it." |

"It was very informal, open and democratic but the channeling of what we were doing was more directly formal. Before, it was oh dear, right well here are a few things that have come up, whereas a second later it was, these are the issues that need to be resolved."

"... and Jan going in with a very different approach has changed a lot of people's perception of her. She has been more ready to give credit to individual members of the department and pass on information."

"I think it has improved in that everybody else is getting a fair share and that it is more structured towards the actual aims that we want to get over rather than just what I think are the aims, or any other individual's." |
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<td>SM</td>
<td>&quot;D&quot;</td>
<td>&quot;... and I think she has learnt, if nothing else, that you've got to share things, and you've got to recognise where there are stress points you've got to talk about it.&quot;</td>
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<td>NN</td>
<td>&quot;I was aware of it but it made me think about it much more and about how I needed... I felt that I was communicating and I was working with them and trying to get them to work as a team, but it made me more aware that that was a more important role.&quot;</td>
<td>&quot;I think it brought the team together. And I feel happier and confident that they will be able to work with me on the mock interview scheme. I feel they are with me.&quot;</td>
<td>Whereas perhaps he would sit back and not say anything in meetings, I've tried to give him, or ask him his opinion, and not let him just sit there. I don't know whether I do it or not, but I try to let everybody have their say.&quot;</td>
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<td>SU</td>
<td>&quot;I think also the manager has looked at the team and seen which members of the team need help, and also what members of the team can give her help, in other words, which members of the team can she do certain things like phone up parents.&quot;</td>
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<td>&quot;I think probably there is more support, more thought into giving support at certain times of the day and trying to get round to visit forms and form teachers.&quot;</td>
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| SM     | "...and made her more aware of her style and how
you have to take account of other people's posi-
tion." |
|        | "Miss Fardy actually identified delegation to
her sound also a matter of confidence, in fact she gained
some theoretical knowledge on background informa-
tion to help her to operate with other people." |
|        | "On the purely human level to me it looks as
Miss Fardy is better organised from the point of
view that she seems more relaxed, I would think,
than I can remember her." |
| MM     | "It's made me more aware of my management style" |
|        | "I think I'm being more assertive, but not
necessarily stepping on everybody's toes, I'm very
wary if they don't want me to do it." |
|        | "I'm better at delegating now. I used to delegate
or I thought I delegated quite well but in fact I
was interfering all the time and checking up." |
|        | "...but my time management has gone totally to
pot, and although I was making lists, I wasn't
really putting them into an order of priority but
now I'm very conscious of that." |
| SU     | "Caroline would initiate and delegate but to start
with she kept very much everything to herself be-
cause it was her first Head of Department, she
wanted to be seen to be in control, like the boss.
But as I think I've learnt to work with her, and
we've grown together, she has delegated more work." |
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<tr>
<td>'F'</td>
<td>SM</td>
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<td>She felt it confirmed a lot of what she was doing. A lot of approaches she already, you get a little stimulus to your confidence, don't you? If you find out that you've been actually doing things along the right lines broadly anyway. Sometimes I think, when you go on a course you see a bit more clearly the rationale for what you've been doing, and that helps a little bit.</td>
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<td>MM</td>
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<td>&quot;So there is a goal there. It gave me self-confidence in my own management skills.&quot;</td>
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<td>SU</td>
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<td>&quot;So in that way I think I have a much clearer idea of my own mind and what I'm aiming for.&quot;</td>
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<td>&quot;It made me more conscious of how I used my time. I think I already was a good time planner but that reinforced it.&quot;</td>
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<td>&quot;One thing she had learned, she said, was when to say no, and she felt she had learned a little about how to say no.&quot;</td>
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<td>&quot;She also, I think, came back more conscious of the need to look at the team, so I think the component of 'team-building' probably struck a few chords and made her rethink some of the approaches that she had towards using the skills of Sixth Form tutors rather than over-reliance upon herself.&quot;</td>
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<td>&quot;So there are inbuilt within the system inefficiencies and also there is a difficulty in terms of commitment that the tutors feel their first allegiance is to their departmental team. So there are real difficulties within the team in this respect which has been again highlighted to you. I can manage this more effectively because of the course.&quot;</td>
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<td>&quot;I like to think that I explain adequately the reasons and that I value as members of the team their strengths, that's another thing, rather then criticise the weaknesses.&quot;</td>
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<td>&quot;There will be space on the timetable for this and Marianne actually got together with the people. We had a complete morning session and she subdivided us into groups and looked at individual expertise of all the staff and experience.&quot;</td>
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<td>'G'</td>
<td>SM</td>
<td>...and the course for me, really, let me stand back from myself, and be a lot more objective about what I was doing, and what I was doing wrong and how I could improve things.</td>
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<td>MM</td>
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<td>&quot;Consensus building, aims and objectives making the goals clear, setting targets a time scale in which to do things rather than being vague about it. Make it a lot more precise.&quot;</td>
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<td>SU</td>
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<td>&quot;...for some people it is very difficult to try and make them realise that in fact they have got responsibilities and should be thinking in a broad way, but I think I'm making inroads in that.&quot;</td>
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<td>SM</td>
<td>&quot;I think possibly what will have happened is that he will have brought in ideas from the course as things that he ought to be doing within the department, be ought to be setting up and doing, but actually seeing those come to fruition is another question.&quot;</td>
<td>&quot;I think in a sense it has made me more confident about what I have been trying to do, the way I am going about it and it has definitely quite given me the feeling that I'm on the right track, what I need to do is do it more with more enthusiasm.&quot;</td>
<td>&quot;Well yes, for example, there was a lot of emphasis at one stage on getting things in order of dealing with the paperwork first thing in the morning and getting things tidied away or put into the correct piles as it were, and dealt with — this can be thrown away — this is to be dealt with immediately — that can wait until later on this morning or whatever.&quot;</td>
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<td>MM</td>
<td>&quot;I think what was very nice to hear was that there are all sorts of leadership patterns and that there is no automatic type, there's no obvious type which obviously becomes the leader, that there are all sorts of ways to go about leadership, that people have various strengths, various weaknesses.&quot;</td>
<td>&quot;...and John has shown more eagerness to be involved in this than might have been the case previously.&quot;</td>
<td>&quot;Well no, more in terms of negotiating with the department as to who was best suited to dealing with the various tasks that inevitably need to be done. It wasn't simply saying, alright, we've got this, this and this, you do this and you do that, it was very much who has the appropriate skills or aptitude or interest of whatever appropriate to the job.&quot;</td>
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<td>SU</td>
<td>Difficult, because you don't really see somebody go out on a course, come back and boom, he's changed. But I think initially the impression he gave to me as an individual was he came back with batteries recharged with some ideas that he put to the department about sharing of departmental duties, essentially.</td>
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| "I"    | SM   | "...one of the outcomes of the courses he has attended, including yours, has been to develop a much broader sense of vision, a much more thoughtful perspective."
|        | HM   | I think it has changed the way that I operate enormously. It has enabled me to clarify exactly what I ought to be doing and that’s basically the management of the people rather than the management of the students. |
|        | SU   |           |          |        |
|        | TM   |           |          |        |
|        | TB   |           |          |        |
|        | TD   |           |          |        |
|        | TI   |           |          |        |

"My observation and this is only an observation, would be that Chris has become more confident in those articulations."

"...but I think generally speaking my general attitude to things has been a lot more relaxed and I think I am more able to make a rational decision in those circumstances."

"...the early things in the course was prioritising important and urgent. This made an enormous improvement in that. The three things really the organisation of my own time is much better now."

"...I can think of one or two things where I have simply supported the tutor has been grateful and more willing to them do something for me later on. I think you get this particular type of rapport."

"...I suppose we have more discussion as to what the kids will benefit from how we do things."
J

"It's the fact that he's more aware, the fact that he's talking, the fact that he's thinking and the fact that he's very very proud of the fact that he's been identified as promoting potential within the school..."

"I think it is partly to do with the fact that his awareness is making him relate more easily to people in more constructive ways."

"He was very defensive about his department before and now when you talk to him he can be quite critical, constructively critical."

SH

MM

"I think one difference it has made is in my thinking and my awareness of certain aspects of management. But it's certainly sharpened my awareness of the importance of making sure that she knows exactly what she is going to do. I know that this member of staff is."

"It's quite easy to feel that one is doing the job reasonably well - was aware I wasn't doing it perfectly - but I think it has highlighted areas, as I said before, and I know that I need to attend to those to ensure that we do work together as a team and that I function properly as a manager."

"I couldn't be specific but I think certainly within his department meetings there has been a change. The way the others relate to him."

"I think one thing the course did highlight is that it is costly but perhaps rather, what shall I say, well, it's probably not an accurate reflection of what the situation actually is, and I think people feel happier if they know more specifically what they are trying to achieve, because then they can judge their next month even let alone next term."

"And I definitely use my time more effectively because I have made a point of - something simple - the idea of the list - prioritising - I've done that and it has worked without question."
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<tr>
<td>'87</td>
<td>MM</td>
<td></td>
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</tr>
</tbody>
</table>

"I think referring to - I don't want to refer to anybody by name. I think he is a bit fitter as regards - I am not saying anyone is incompetent but ------- but he is very tolerant but not to the point of weakness."

"Other things that I think perhaps more part of my awareness of what's involved in running a department like delegating and the whole idea when you do delegate to make sure as far as you can the person you are delegating the job to is able to do it and if they are not able to do how you help them to do it, train them making sure that members of the team as far as is possible feel that you are interested in them - in their development as well as what the department has got to do."

"He was always interested and always been supportive to all of us, but I think there has been a slightly greater involvement. He has always made time for all of us but he seems to be making more time."

"I notice particularly the last couple of meetings there were two things he wanted to introduce, one he said, I want to help you organise your time more efficiently and he had this idea for designing a planner board which he is going to do in September, which I thought was a really good idea. He has always been very helpful, very supportive, but it was suddenly very practical."

"And I think that has made me think more about sharing more with others in the department, making me look outward."
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES.</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
</table>
| 'K'    | SM   | —         | "one thing that's become apparent, but I think was becoming apparent before she went, is that she is acquiring a lot more presence, clout, expertise, ability to talk about this kind of work to a group of other people and sound as if she knows what she is talking about."
|        |      |           | "Yes, I think she has an air of knowledge and confidence and competency."
|        |      |           | "Mrs. Mountbridge talked confidently in wider terms than just what's my year going to do in September 1989 in a way that maybe she couldn't have done a year or two ago." |        |

| MM     |      | "I think going on the course has made me look in more depth to see actually if we do work well as a team, but mainly because I got on with all of them on an individual basis I think I'm somewhat deceiving myself that we are working well as a team. It's made me actually look at that and look at the maybe I need to change my stick with the team."
|        |      | "gave us the opportunity actually look in depth at the way we organise ourselves and discuss that with other people and learn from other people different methods. It's very easy to become isolated I think, within a school and I believe your methods are working - they might not necessarily be working." |        |

| SU     |      | "The only thing I would say is that I think that she was probably doing all the things that she came back with before, but she was perhaps looking at things a bit more theoretically and |        |

<p>|        |      | Personally I can only say for myself it's actually made me think about time management, how I actually organise my time and how I waste my time.&quot; |        |</p>
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
</table>
| FM     | "I feel I know more what I am doing." | "We've got an increased confidence in his abilities to do things and he's also now recognised that he can perhaps carry out more tasks than he felt he was able to in the past. He's obviously had a sort of shut-off mechanism which came out like you want me to do that, what shall I stop doing?" | "So, yes I think there is a greater degree of confidence and a sense of a greater awareness of knowing what I want to do and knowing what it is realistic to achieve given all the other pressures..." | "I am finding, whether it's because of changes in me or not, that more people are volunteering to do things. Whether that's as I say because I've created that atmosphere or because I know them well enough to realise what they can and what they can't take on it is very difficult to say."

| MM     | "Where at one time we talked about being healthy occasionally to break into conflict I was able to look back to something that happened in September... and think well, yes, that's what I was doing in that situation and I can now see what the possible outcomes might have been and perhaps...whether there is a different way, I feel I know more what I am doing." | | | "There made me very conscious of handling that time properly. Since I've been on it I've actually aware of finding more time during the school day that I am actually getting things done, and I am not wasting time. Perhaps the most important thing I've got from that is the greater awareness of handling my time properly. Also I'm drawing up priorities I'm drawing up plans for the day, plans for the week, and even at the beginning of this term I drew up a list of six things saying these are the things I want to achieve this year..." |
"Because I think it's been quite obvious to us that he's very aware of the need to keep us well informed about his actions as manager in the department."

"After he had been on the course he was very good at making us aware of how he was thinking. He's very good in an administrative sense in terms of publishing agendas for meetings well in advance so we've got time to think. It doesn't spring things on us, and after meetings he's very good about the minutes and publishing those quickly so there can be immediate come-back on anything."

"I think again he's good at getting people to do things, but he doesn't do it in a sort of bossy sense. I think people respect him. Therefore he's not a hundred per cent successful."
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES.</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM</td>
<td></td>
<td>I think what he has done is taken a very good further look at this staff to see if there is anything that he really didn't know about them, or to tease out why they have had particular problems, which some of them have over a very long period; and I think at least he's been able to analise that, and then soon how to be effective.&quot;</td>
<td>&quot;Therefore that member of staff would know that she has sat down with Frank and they have discussed an approach on they have worked together on the approach, and he has been alongside her, and certainly it has met with success.&quot;</td>
<td>&quot;I think I have a fairly severe style of leadership to some extent. And so what I have tried to do is to modify my severity and try and be a little bit more reasonable if you like. Thought more carefully about what I have actually been trying to get people to do and how I do it. So I think yes, it has had an impact in that sense.&quot;</td>
</tr>
</tbody>
</table>
| MM     |      | "I think it has made me much more aware of my leadership role and my management role. Before I went on the course, I was quite honest with you, I hadn't really thought about what I was doing as a team leader or as a manager. I did it, if you like, instinctively."
   | "But now I sit back and think where is the problem beginning, what can I do to actually sort the problem at source rather than looking at the end results. Hopefully I take my time and I think a bit more carefully."
<p>| &quot;I had never actually sat down and analysed what I was trying to do as a manager or as a leader, and I think for the first time I was actually brought up quite short. |</p>
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES.</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
</table>
| 'M'    | MM   | "I stop and think, before I act. I usually take, well sometimes now I find I actually take even a couple of days before I tackle a problem, where before I would have charged in like a bull in a china shop." |          | "I've noticed that he has tended to help out more than perhaps he previously did.  
*I think I would say he has tended to give out a tiny bit more praise than he would normally do.*  
*I think he tends to be a little bit more encouraging rather than simply laying down the law, but in general he has become - or I have become - I don't know quite which - a little bit easier to work with." |
<p>|        | SU   |           |            |        |</p>
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES.</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>SM</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MM</td>
<td>-</td>
<td>&quot;... you sort of come back and say right so and so and so I've got to deal with this person - but I sort of thought well, if I sat down and listened, maybe take on board one or two, rather than this constant conflict that we have all the time.&quot;</td>
<td>&quot;In the running of the department I think it has made me feel a bit more confident, because I think it is running better, so that makes me feel good. Also I think I've got a bit more confidence out of the course, I think I came back feeling yes, OK, I can manage this. Whereas since September I had been thinking 'Am I the right person, should I really be doing this job?&quot;</td>
<td>&quot;I would be thinking that it's the team-building aspect, not least the personal relations that the middle manager might have got most benefit from, in theory anyway, from the course that she attended.&quot;</td>
</tr>
<tr>
<td>SH</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SCHOOL</td>
<td>RES.</td>
<td>AWARENESS</td>
<td>CONFIDENCE</td>
<td>SKILLS</td>
</tr>
<tr>
<td>--------</td>
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</tbody>
</table>
| O      | SM   | -         | "Perhaps I might be a little more in control of myself. I feel as if I have got so many strings to my bow now that I can balance them all."
|        | PM   | -         | "Yes, I think that probably true that it's given me extra time because I have spent my time better, but I don't know that that would show to anybody else. I feel myself that I am some way towards improving."
|        |       | -         | "I've tried to be more efficient with my own administration. I've cleared my desk more frequently although it doesn't look like it at the moment! I think that's a personal management thing. I don't know if it has worked but I have tried."
|        | SU   | -         | "She has always been good anyway. I would say probably improved in a positive way. In herself more positive."
|        |       | -         | "She's very good at helping to get people's enthusiasm - things like the drama production she does, so she's very good there and then at organisational skills there have got better than perhaps they were before. "She stretches me, makes me do more, probably. Delegation, that way, giving other people something to do."
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>RES.</th>
<th>AWARENESS</th>
<th>CONFIDENCE</th>
<th>SKILLS</th>
</tr>
</thead>
</table>
| 'P'    | SM   | "...it could be... the course that has heightened awareness and she's tried to concentrate perhaps on relationships. She's getting the right sort of response from staff, and this is further motivating. She shows that degree of enthusiasm which is good."
|        |      | "...So I would say that although it is difficult to tease out the effects of the course as opposed to the promotion, the course in some ways has come at the right time: its heightened awareness, given certain ideas." | | |
|        | MM   | "I think it's made me a little calmer. In that I do rush around everywhere, always rush around everywhere, and perhaps it has made me evaluate the situation and rationalise a little bit more. I've also been a little bit more aware of time for myself." | | "What I've noticed recently is that there is this pride and joy almost in certain things which prompt to be happening. I suppose it's part of this team building, where she takes the view of other people, where she brings more people into discussions, and she's obviously well pleased at the results, and quite rightly so. So personally, She's always been a very good administrator but I think perhaps she's paying a little more attention now to relationships and staff relationships. Perhaps she's not quite as idealistic as she used to be, more realistic in what she's trying to achieve, so I would say that something which is noticeable is that there is now I think more consultation than there used to be."
|        |      | | | "...Also on the time management side which I find the biggest thing with this job - there's just so much to do, and I like to do things well - pencilling in my diary from those films that we saw. Things that absolutely had to be put in, not thinking I'll make time for it but actually booking the time and then forgetting other things around it." |
|        | SU   | NO INTERVIEW WITH SUBORDINATE COLLEAGUE POSSIBLE | | "But I've tried pacing myself more and prioritising more." |
|        |      | | | "With regard to my team I've tried in the meetings which we have systematically every month to talk less, because it did come out that I talked too much, and to bring in other people more. Particularly people who are a little bit quiet." |
These headings bear a close correlation to the perceptions of the course members in respect to question C3 in the questionnaire "what if anything have you gained from the course".

In this analysis the author was looking for comments which were confirmed by more than one interviewee and where possible, in hindsight, related to the expressed views in the questionnaires, although these are of a general nature rather than specific individual comments.

The pertinent question this raises is does a lack of corroboration invalidate the observed change in behaviour and/or functioning of the manager? Is it necessary for all three respondents to identify the changes in order for them to accepted as valid? It may be for example that the senior manager lacks the ability, awareness and/or commitment to recognize changes in the middle manager. It could also be that the senior manager has been in post with the middle manager for some years and has pre-formed views about him or her which are immutable. A possible example of this is school H (see Tables 2 and 3) where the senior manager has worked for 7 years with the middle manager nearly 6 of these being prior to the middle managers attendance upon a course. In this instance the only comment of substance made by the senior manager was about awareness, but that had a caveat attached concerning the actioning of the increased awareness. However both the middle manager and a sub-ordinate colleague recognized something in all three areas of analysis.
<table>
<thead>
<tr>
<th>School</th>
<th>No of yrs in this post</th>
<th>No of staff for whom responsible</th>
<th>Area of responsibility</th>
<th>No of yrs with middle manager</th>
<th>No of yrs with senior manager in this post</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2yr</td>
<td>6T + 3HT</td>
<td>Head of Science</td>
<td>HT</td>
<td>2yr</td>
<td>Subordinate worked with MM 10yrs but not in this post</td>
</tr>
<tr>
<td>B</td>
<td>4yr</td>
<td>7</td>
<td>Head of House/Year</td>
<td>HT</td>
<td>1yr</td>
<td>Year system being introduced</td>
</tr>
<tr>
<td>C1</td>
<td>4yr</td>
<td>9</td>
<td>Head of Life skills</td>
<td>HT</td>
<td>3yr</td>
<td>Changed responsibility 'acting up'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acting TVEI Co-ord</td>
<td>4yr (PE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>2yr</td>
<td>9</td>
<td>Head of Geography</td>
<td>HT</td>
<td>1.5yr</td>
<td>1yr in new post - Life &amp; Society</td>
</tr>
<tr>
<td>D</td>
<td>1yr</td>
<td>7</td>
<td>Head of 5th Year</td>
<td>DHd</td>
<td>1yr</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>6yr</td>
<td>2 + 10</td>
<td>Head of Home Econ</td>
<td>HT</td>
<td>5yr</td>
<td>Senior Manager at Head of Dept level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>+ Dep Head of House</td>
<td>Stud.</td>
<td>1yr Dep. Head of House added to other responsibility</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>6mon</td>
<td>10</td>
<td>Head of Sixth form</td>
<td>HT 6mon</td>
<td>HT in post 3 yrs</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>4yr</td>
<td>8</td>
<td>Head of Maths</td>
<td>HT</td>
<td>4yr</td>
<td>HT says 6 staff? - subordinate says 10 staff work to middle manager</td>
</tr>
<tr>
<td>H</td>
<td>18yr</td>
<td>8</td>
<td>Head of English</td>
<td>DHd</td>
<td>1yr</td>
<td>Middle Manager</td>
</tr>
<tr>
<td>I</td>
<td>3yr</td>
<td>8</td>
<td>Head of 2nd Year</td>
<td>HT</td>
<td>1yr</td>
<td>HT in post 2.5yr</td>
</tr>
<tr>
<td>J</td>
<td>8yr</td>
<td>5FT + 1PT</td>
<td>Head of English</td>
<td>DHd</td>
<td>2.5yr</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>7yr</td>
<td>9</td>
<td>Head of Year 1</td>
<td>HT</td>
<td>2term</td>
<td>7yr in total but 4 years after</td>
</tr>
<tr>
<td>L</td>
<td>2yr</td>
<td>7</td>
<td>Head of Humanities</td>
<td>HT</td>
<td>2yr</td>
<td>reorganisation</td>
</tr>
<tr>
<td>M</td>
<td>8yr</td>
<td>3FT + 1PT</td>
<td>Head of Humanities</td>
<td>HT</td>
<td>3yr</td>
<td>Boarding school</td>
</tr>
<tr>
<td>N</td>
<td>1yr</td>
<td>6FT + 2PT</td>
<td>Head of Maths</td>
<td>HT</td>
<td>1yr</td>
<td>Middle manager 2yr at school but only 1yr in this post</td>
</tr>
<tr>
<td>O</td>
<td>1yr</td>
<td>13 + 5PSE</td>
<td>Assistant Head of Upper School and PSE</td>
<td>DHd</td>
<td>1yr</td>
<td>Middle manager at school total of 7yr but been on exchange - returned 1yr ago</td>
</tr>
<tr>
<td>P</td>
<td>5yr</td>
<td>7</td>
<td>Head of Year and Asst Pastoral Head</td>
<td>DHd</td>
<td>1yr</td>
<td></td>
</tr>
</tbody>
</table>

T = Teachers  
HT = Headteacher  
NT = Non teachers (Ancillary support staff)  
FT = Full time  
PT = Part time  

Analysis of course participants in terms of years in the post, staff for whom they are responsible, post held and length of time spent working with superordinate and subordinate colleague
Another perspective on the possible effect of a long term working relationship on the ability of the respondent to identify changes is illustrated by school A. The sub-ordinate colleague has worked with the course participant for 12 years although only in the last 2 years has the middle manager been Head of Science (prior to this he was assistant teacher and then Head of Physics). The sub-ordinate found it extremely difficult to identify any significant changes in the functioning or behaviour of the course participant in the interview mentioning only something in the area of skills development related to team building. However some 12 months later this member of staff attended a course himself. During the follow up interviews that were conducted in a sample of schools one of which was school A this previously sub-ordinate colleague commented as follows

".....and I don't want to give the impression nothing has changed with Ron (the middle manager) just because maybe I necessarily haven't perceived it".
Later he goes on to say
"certainly I've noticed of late changes in the way he is working and I think that is partly perhaps due to the course.....".

I think this illustrates that as a result of his attendance on the course this particular sub-ordinate colleague became more aware himself of the way changes had occurred and that his initial comments were not related to their being no changes but rather more to do with the fact that he had not recognized those changes. This the author believes is something to do with the length of time working with a colleague. It is the author's contention that the longer one works with a colleague the more difficult it becomes to notice and recognize any changes in their behaviour in relation to their management functions.

ANALYSIS OF RESULTS OF INTERVIEWS.
skills on a school by school basis identifying both how many and the role of the respondents who commented in each of these areas.

### TABLE 3

<table>
<thead>
<tr>
<th>School</th>
<th>Awareness</th>
<th>Confidence</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2u</td>
<td>1(Sm)</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>2u</td>
<td>2u</td>
<td>3</td>
</tr>
<tr>
<td>C(1)</td>
<td>2u</td>
<td>2u</td>
<td>1(MM)</td>
</tr>
<tr>
<td>C(2)</td>
<td>2u</td>
<td>3</td>
<td>2L</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>1(MM)</td>
<td>3</td>
</tr>
<tr>
<td>E</td>
<td>2u</td>
<td>2u</td>
<td>2L</td>
</tr>
<tr>
<td>F</td>
<td>2L</td>
<td>2u</td>
<td>3</td>
</tr>
<tr>
<td>G</td>
<td>1(MM)</td>
<td>-</td>
<td>1(MM)</td>
</tr>
<tr>
<td>H</td>
<td>3</td>
<td>2L</td>
<td>2L*</td>
</tr>
<tr>
<td>I</td>
<td>2u</td>
<td>2u</td>
<td>3</td>
</tr>
<tr>
<td>J</td>
<td>2u</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>K</td>
<td>2L</td>
<td>1(Sm)</td>
<td>1(MM)</td>
</tr>
<tr>
<td>L</td>
<td>3</td>
<td>2u</td>
<td>2L</td>
</tr>
<tr>
<td>M</td>
<td>2u</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>N</td>
<td>1(MM)</td>
<td>1(MM)</td>
<td>3</td>
</tr>
<tr>
<td>O</td>
<td>-</td>
<td>2L</td>
<td>2L</td>
</tr>
<tr>
<td>p**</td>
<td>2u</td>
<td>-</td>
<td>2u</td>
</tr>
</tbody>
</table>

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**SM** = Senior Manager  
**MM** = Middle Manager (Course Participant)  
**Su** = Subordinate colleague  

---

C(l) = 2 Staff from same school  
C(2) = 2 staff from same school  

---

u = Senior Manager and Middle Manager  
L = Middle Manager and Subordinate  
* = Skills identified were different  
** = only 2 respondents interviewed
### TABLE 4

Areas of changed behaviour commented on by interviewees

<table>
<thead>
<tr>
<th>School</th>
<th>Senior Manager</th>
<th>Middle Manager</th>
<th>Subordinate Colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A - C - S</td>
<td>A - S</td>
<td>S</td>
</tr>
<tr>
<td>B</td>
<td>A - C - S</td>
<td>A - C - S</td>
<td>S</td>
</tr>
<tr>
<td>C1</td>
<td>A - C</td>
<td>A - C - S</td>
<td>-</td>
</tr>
<tr>
<td>C2</td>
<td>A - C</td>
<td>A - C - S</td>
<td>C - S</td>
</tr>
<tr>
<td>D</td>
<td>A - S</td>
<td>A - C - S</td>
<td>A - S</td>
</tr>
<tr>
<td>E</td>
<td>A - C</td>
<td>A - C - S</td>
<td>S</td>
</tr>
<tr>
<td>F</td>
<td>C - S</td>
<td>A - C - S</td>
<td>A - S</td>
</tr>
<tr>
<td>G</td>
<td>-</td>
<td>A - S</td>
<td>-</td>
</tr>
<tr>
<td>H</td>
<td>A</td>
<td>A - C - S</td>
<td>A - C - S</td>
</tr>
<tr>
<td>I</td>
<td>A - C - S</td>
<td>A - C - S</td>
<td>S</td>
</tr>
<tr>
<td>J</td>
<td>A - C - S</td>
<td>A - S</td>
<td>C - S</td>
</tr>
<tr>
<td>K</td>
<td>C</td>
<td>A - S</td>
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<td>A - C</td>
<td>A - C - S</td>
<td>A - S</td>
</tr>
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<td>A - S</td>
<td>A - S</td>
<td>S</td>
</tr>
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<td>S</td>
<td>A - C - S</td>
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<td>A - S</td>
<td>A - S</td>
<td>No interview</td>
</tr>
<tr>
<td>A</td>
<td>A = 12</td>
<td>A = 16</td>
<td>A = 5</td>
</tr>
<tr>
<td>C</td>
<td>C = 10</td>
<td>C = 10</td>
<td>C = 4</td>
</tr>
<tr>
<td>S</td>
<td>S = 9</td>
<td>S = 13</td>
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</tr>
</tbody>
</table>

A = AWARENESS

C = CONFIDENCE

S = SKILLS

Table 4 above is an analysis on a school by school basis of which of these three areas were commented on by the senior manager, the middle manager and the sub-ordinate colleague.
From Table 4 it is significant to note the number of middle managers (10 out of the 17) who identified changes in all three areas of awareness, confidence and skills. Of the senior managers only four schools recognized changes in all three areas. In the case of sub-ordinate colleagues only one, school H, recognized all three areas as being a change in function or behaviour. Looking at the overall results middle managers scored quite highly in all three areas in terms of change however, there seems to be a pattern in the recognition of sub-ordinate colleagues and senior managers. On the whole the senior managers recognized awareness and confidence as significant, while the sub-ordinate colleagues seemed to recognize skills as much more significant and more noticeable. This, of course, might be attributed to their relationship with the middle manager as on a day to day basis it is the skills that they witness and experience most often. It can be seen from Table 3 that in eleven different schools all three respondents commented upon an observable change in behaviour and/or functioning of the course participant, in one or more of the categories subsequent to their attendance on the course. Also in twelve schools both the senior manager and the middle manager identified the same change in the function and behaviour and in another seven schools a similar agreement was noted involving the middle manager and their sub-ordinate colleague.

Awareness.
The first category of this analysis is headed awareness.

Awareness can be considered as a fundamental requirement for managers. The ability to be aware is important for any manager as it is a precursor to any form of diagnosis. Awareness can manifest itself in a number of distinct ways. Firstly in terms of self-analysis and introspective identification of the strengths and weaknesses of the managers by themselves and their recognition of bias and prejudice that might be present. In our sample self-awareness was mentioned by 15 schools, however in only four of those schools was it mentioned by more than one person. In schools A, C2 and E it was mentioned by both the senior manager and the middle manager and in school K it was mentioned by the middle manager and the sub-ordinate colleague but not the senior manager. A further nine middle managers identified this as a change in themselves but it was not corroborated directly by other interviewees in the school.
The second manifestation of awareness can be categorized as an awareness in the needs of others in the context of management. Thirteen school managers (counting C1 and C2 as two schools in this context) specifically identified awareness of the needs of others in their work though this is implicit in some of the responses in the skills section. Under the heading of team building, for example in school F the senior managers comment on teams reflects an awareness of the needs of other members of the team. Of these thirteen schools, in schools C1, C2, N and I, only the middle manager identified this aspect while in schools B and E only the senior manager commented on this. In four schools this manifestation of awareness was mentioned by two interviewees. In the case of school A, J and M it was by the middle manager and senior manager and in school F by the middle manager and a sub-ordinate. In schools D, H and L this aspect was identified by all three interviewees.

The other aspect of awareness which was mentioned by three schools (schools I, J and C1) identified awareness in the context of an increased vision and a better understanding of the management processes. This, in the author's view, relates to awareness of the needs of others and of self-awareness but was stated in the above specific terms by the respondents.

Awareness as a category conjures up pictures of a rather "soft approach" to managing oneself and others. This is, of course, a valuable dimension but awareness can also relate to a rather "hard-nosed" identification of the needs of those managing and being managed. A clear example of this was noted in the interview at school C2. Here the headteacher stated

"Well I think the attendance at the course in fact did help clarify in her mind her function....perhaps one might subjectively make a comment that her weaknesses as a manager of people and her weaknesses in her overview were perhaps exposed to her and she found that a difficult thing to cope with....in other words it raised doubts that weren't there.......which is not particularly accepted by herself".

This opinion was not echoed by the course participant directly but the senior manager mentioned to me that the course finished on the Friday and that the course participant resigned her post on the following Monday. It is, of course, possible that there were other factors involved in this decision but the course participant had left by the time
the author returned to carry out a follow up interview at the school so he was unable to investigate this further. It is the author's view that awareness of oneself and the needs of others is key in middle management posts. The analysis function related to increased awareness is exemplified by the maxim good management is like good medicine it relies on accurate diagnosis which can only be achieved through an awareness of the circumstances in which one operates and ones own operating style.

Confidence.
The second category of changes identified in the respondents comments is confidence. Confidence was noted by all three respondents interviewed in only one school(C2), however in schools B, C1, E, F, H, I, J, L and O it was identified by two of the three interviewees (in six schools it was comented on by the senior manager and the middle manager, and in schools H and L by the middle manager and the subordinate colleague). In the remaining 6 schools (A, D, K and N) only one respondent referred to confidence as an observable change in functioning of the course participant. It is perhaps not surprising that confidence like awareness is apparently more noticeable at the senior/middle manager interface than at the middle manager/subordinate level. If confidence is lacking it can be particularly apparent in the context of the power of role definition. Senior roles carry with them position power in the organisation which can be difficult for those with a "lower role" position to manage. If a lack of confidence manifests itself it is very likely to be in the relationship between the post holder and their superordinate. From the author's experience, as a headteacher, this is often expressed in a lack of confidence by the "lower role" holder in their own ability. Thus changes in this category would be more readily noticed by the senior manager than by a subordinate of the middle manager. This can be seen in the results expressed in table 4, where awareness and confidence were identified much less frequently by the subordinate colleague than by the other two categories of respondent (subordinate 5 and 4 compared with 13 and 10 and 16 and 11 by senior managers and middle managers respectively. In the author's view there is an important connection between awareness and confidence. It is indeed possible to be confident without any self-awareness, or awareness of the needs of others but such confidence can be quite counterproductive to the management function and is related to arrogance rather than in understanding and knowledge.
Skills.
The third category of analysis, the enhancement and development of skills, was identified in 8 schools by all three interviewees and by 2 interviewees in a further 6 schools (one by the senior manager and the middle manager and 5 by the middle manager and sub-ordinate colleague). The skill areas most mentioned were team building, mentioned by 28 interviewees (in some instances with more than one quote per interviewee) and time management which was mentioned by 15 respondents. Other skill areas mentioned were delegation by 3 respondents, motivation and interviewing by 1 each. Although there were 3 mentions of meetings as an improved skill area in this context one could consider those to be part of a team building process and perhaps should have been added to the 28 people who mentioned teams.

Follow up interviews.

It was considered to be useful by the author to conduct some follow up interviews to see if any of the changes that had been identified had been sustained or indeed if any new skills or developments had taken place in the middle manager. 4 schools were selected randomly for follow up interviews (schools A, B, C and J).

School A.
Here the interview had to be conducted by telephone as the senior manager had subsequently left the original school and gone to another post. He was too busy to arrange an appointment. However he agreed to be interviewed over the telephone therefore the comments were all taken from the notes made during the telephone conversation. The problems that are associated with telephone interviews (see chapter 4) could not be ameliorated.

The senior manager who is a headteacher cited the re-organisation in the previous school as a hindrance to the middle managers further development. Since the original interview the area had undergone a significant secondary re-organisation with the closure of school A and the setting up of a tertiary college. The course participant was one of the first to be appointed to the new college and subsequently had understandably spent less time on building his team in the school and more on working in his new environment. However, when asked if the
change in functioning identified in the first interview had been continued his response was affirmative.

"Yes. He continued to be more supportive and communicative with colleagues. Things did improve and he has a warm relationship with his department."

The middle manager confirmed the consolidation of the skills he had acquired during the course programme mentioning particularly time management and improving meetings. He suggested further developments that subsequently became apparent were the increased enthusiasm of colleagues who were

"Possibly getting more job satisfaction from work", greater co-operation amongst the team and his improved delegation skills. Improvement in the team building process in the context of involvement and co-ordination was confirmed by the sub-ordinate colleague.

It is also clear from this follow up interview that the sub-ordinate colleagues answers to the questions were much fuller and more thoughtful than in the original interview. Whereas the answers from the other 2 interviewees were briefer. This raises the question, was this a response to going on a programme himself as a course participant or is it a function of his increased management role? It is the author's contention that the course had some significant impact on the situation and the sub-ordinate's answers which relate to self-analysis support this.

School B.

In school B there was ample evidence from the senior manager that the middle manager had consolidated and continued the skills of team building that were mentioned in the first interview. He also confirmed the continued or even growing confidence in her own ability to manage saying

"so she had to call cross school meetings of 5th year tutors which was uncommon in this school because we are organised vertically in terms of houses, so she had these people from different camps to call together and she did handle that very well"
These views are confirmed by the middle manager and the sub-ordinate manager who said:-

"I think we are involved to some extent, some were involved more than others. I think it is fair to say that some people weren't that interested in the year approach but everybody did join in to a certain extent."

She also identified confidence as a continuing factor in the middle manager's style saying:-

"She has certainly appeared to be more confident really in her approach and she certainly produced things for us to use and so within those two terms when we had meetings she chaired them well."

School C.
For this follow up interview I was not able to interview the senior manager who was on secondment and could not afford the time to devote to this activity. I did however re-interview the course participant and a sub-ordinate colleague. The middle manager confirmed the importance of the awareness it had developed in him and this continued to be a most useful attribute in all his work making him much more reflective and analalytical about how to deal with certain people and situations.

The sub-ordinate interview was again limited but he did mention with some pushing the middle manager's ability to delegate, to step back and let other's carry out their responsibilities and help them to do that rather than interfere.

School J.
The middle manager started the interview by explaining that he was actively looking to leave the profession and indeed hoped to use some of the skills he had acquired on the course in his new role commenting, that he agreed with the view that management skills were not job specific but were more generic.

The continuation of change in functioning was mentioned by the senior manager who stated

"I think he is delegating more in his Department. He has been more prepared to allow them to do things that they want to do and as he is more aware of the problems and the issues facing schools now. He is more aware of the ways, if
you like, staff have to be manipulated to tackle those issues, he is more sympathetic to the demands made on staff."

The sub-ordinate interview confirmed the improved team building approaches being used saying

"I think he is keener for us to take more responsibility and certainly in my case I have started quite a big project which he thought was a good idea and then he was quite happy for me to go on with it independently. He is still holding things together but he is anxious for us to do independent work which will help in a way bring the department closer together"

These 4 follow up interviews confirmed that many of the changes in function and/or behaviour initially identified have been continued and built upon. The identification of new skills that have surfaced since completion of the first round of interviews is more problematic with the possible exception of the middle manager in school B who actively used some of the instruments we used on the programme with her working colleagues and herself at different times to good effect in her opinion.

Selection of Staff to attend the course.

There were a variety of approaches used by different schools for identifying who should attend the programme. At one end of the range it was what might be termed a historical approach. This was very much related to self selection with staff being given notionally the same opportunities and the "keener ones" taking advantage of this, subject to the headteacher's agreement. (It is worth stating that the author's experience as a headteacher suggest that this equality of opportunity was not always what it appeared. Often, for a variety of reasons such as the difficulty of obtaining suitable supply cover, the applicants enthusiasm and commitment to other school activities, and the effects on certain classes, not all staff had an equal chance of attending a particular course). This self selection is the arrangement that operates in school P and E, although in school E the course participant was encouraged to apply for the course by the deputy headteacher and there was a ratification required from the staff development committee which the school had set up. The notion of staff
development plans also featured in school A but this was essentially the headteacher's development plan. As a new headteacher he wanted to increase the awareness of management in his staff in an attempt to bring about greater innovation. Hence the middle manager was selected by the head who took into account the participant's identified potential:—

"Again, because I think there is the possibility that he may have potential for senior management."

In a number of schools (B, C1 and M) the selection process was based on an identification of potential almost exclusively by the headteacher. In one case this was stated as potential to become a senior manager, while in the other two schools (B and M) it was related to a change of role and the opportunity to use the member of staff as a change agent in the school. 5 other schools (C2, D, K, L and N) identified staff as in need of personal growth. For some this was an attempt to support new staff (school L, K and C2). A point of interest arises from school L where the needs of the middle manager were identified through a "prototype appraisal scheme" as described by the senior manager. It should be remembered that this was operating in 1987/8 but is an interesting portent for the future needs identification processes. These approaches appear to be at the other end of the spectrum to the historical approach mentioned at the beginning of this section and involves an explicit identification of individuals even to the extent, of the middle manager being "sent" on the course in the case of school D. The extreme expression of this approach could be found in schools H and J. In these two cases the purpose of sending the member of staff on the programme was remedial action. It was an attempt to improve the work of two underfunctioning (in the opinion of the senior managers) middle managers. Both had been at their respective schools for a number of years and holding their present posts for some considerable time. It is not clear whether the two participants were aware of the reason for their encouragement/direction to attend the programme. Indeed at school J there appeared to be considerable efforts to avoid this interpretation and make it as positive as possible. It has to be said that for different reasons the school's objectives for sending these participants on the programme were not realised. In the case of school H the senior manager was unconvinced that any
change in functioning had occurred, although, in his opinion, the rhetoric had changed (a view not shared by the middle manager and the subordinate colleague). However the senior manager did mention that he perceived an increased awareness in the middle manager, but doubted if anything would actually change. In school J the member of staff did change his functioning but decided to leave the teaching profession and has subsequently done so.

In conclusion, analysis of the data suggests that regardless of the method of selection for attendance on the programme the outcome is affected more by the climate of the organisation. Such issues as whether the headteacher is aware and supportive of the activity and whether the school has systems or an organisation to support the member of staff on their "re-entry" seem to be far more important than the method of selection of participants. Where this is not the case (schools E and G) the changes resulting from the course seem less obvious and clear. In both these instances the subordinate colleague found little to note in the context of a change of functioning.

It is the author's view that the method of selection for attendance on a course is an indicator of the climate of the organisation and the headteacher's commitment to professional development as part of his or her role is therefore important in that respect.

Residential verses School based training (see Table 5).

One of the questions that was asked concerned the debate about whether in-service training programmes are better delivered on a residential basis, away from the work place or school based. It was a general question about all inservice work but also had a particular focus on the type of activity used in this management programme.
Table 5 shows the responses of interviewees on whether inset programmes in general and this programme in particular should be residentially based, school based or a combination of both.
Twelve out of seventeen senior managers said that a combination of residential and school based follow up work was ideal. They understood the clear advantages of residential programmes like offering an opportunity to leave the day to day pressure of work behind and concentrate on the course material and activities. It was felt it also provides opportunities for participants to take risks in a safe environment away from the politics and vested interests that were mentioned by the senior manager at school C, as well as the chance to stand back and distance themselves from their immediate working environment (senior manager school A). The other main comment made was that it offered the chance to listen to and talk with members of staff from other schools. The bar conversations should not be underestimated as a powerful learning opportunity provided by residential programmes (senior manager school B). However they made the point that without follow up back in school much of the good work would be lost. This is the problem of re-entry (It is extremely difficult for staff returning from a course to have any impact on the organisation unless there is a supportive climate and specific opportunities to develop the practices experienced on the programme). It was acknowledged, however, by senior managers that some of the topics covered might cause some difficulties if the course had been held at a school with the school staff as the participants because of the prejudices that can be present amongst a group of working colleagues. In 3 schools only (schools H, J and P) did the senior managers consider residential programmes the best way of organising courses, even then in school J it was made clear by the senior manager that this applied to the content of this particular programme (i.e. management theory and skills). The senior manager from school O thought that all courses should be held in school because of the disruption to the pupils education caused by residential programmes.

The general view of the senior managers is clearly that residential courses of this nature are important but there must be a follow up of some description back in the school. Indeed it was suggested by the senior manager in school C that the person responsible for staff development in particular schools ought to be given clear information in detail about the content and process of the programme in order to enable proper follow up to occur.

One interesting perspective on school based inset came from the senior manager in school I. He accepted the principal that in service should
have elements of residential and school based activities but went on to suggest that school based inset has lost it's way:

"Because in school, school based inset becomes a caracature. It becomes a caracature of the staff meeting getting what one might call the workshop syndrome. You start with a lead, then into a workshop and it, in fact, becomes--it breaks down, of all the types of processes that one chooses not to be engaged in, I find it very idiosyncratic."

He goes on to suggest that one of the reasons for this is that all the resources are not utilised properly and in particular laments the fact that the "scholar population" (i.e. pupils) is not involved in such activity. The author's experience as a headteacher suggests that this may be true in several schools but not all. There are specific instances such as T.V.E.I. and Records of Achievement inset which uses the pupil population extensively. What this does illustrate, in the author's view, is that school based inset needs to be constantly reviewed and redefined. The greatest worry for the author is that school based inset is often at the end of a normal working day when staff are at their most exhausted, or if it is on a non pupil day it is most often at the end of a long term or half term. The staff are very unlikely to be receptive to training at such times.

The overwhelming view of the middle managers was that this programme in particular is better conducted as a residential course. In fact fourteen out of the seventeen middle managers stated this and many were quite clear and precise in their views. The reasons they suggested were the same as those identified by the senior managers with the additional point made by the middle manager of school I, that the extra time that residential programmes gives over separate day courses allows much more material to be covered. This participant also stated that the response from some staff was better than it would have been in school and the middle manager in school L suggested that much of this feeling stemmed from feeling valued and that "you mattered". It is worth noting that several middle managers recognised the disruption to pupil's education that residential programmes bring but nevertheless still felt that the advantages outweighed the disadvantages. Three middle managers (schools E, F and J) thought that a mixture of residential and school based work was the optimum arrangement, but
that the school based work should follow up the work covered on an initial residential phase.

Only a few subordinate colleagues were asked this question (depending on the interview itself and a judgement by the interviewer as to whether it would be appropriate and/or opportune to so do. It is acknowledged by the author that this introduces the possibility of interviewer bias). Four schools (E, K, L and N) opted for residential organisation, Four (B, D, H and O) for a mixture of residential and school based, and 1 respondent(school G) said it did not matter, it was the quality of the programme that was important not where it took place. In conclusion then the senior managers clearly believe that a mixed economy is most appropriate while the course participants feel strongly that, notwithstanding the problems residential courses can cause, it is the best arrangements for such programmes.
Conclusion.

The conclusion is set out in three sections, the first is concerned with the questionnaire and what it indicates, the second with the conclusions arising from the interviews with the staff in seventeen schools visited and the third with other points arising from the study.

a) The questionnaire.

This dealt mainly with the quality of the programme delivered. There seems little doubt from the responses given that the course participants felt the programme was both useful and interesting as only 9.4% of the attendees rated it 4 or 5 (useless) in question one, and only 7.4% rated it uninteresting. The one session that many participants did not find as interesting or as useful was the staff selection interviewing. This concern related particularly to the delivery of the session and the video tape used for the delivery. This tape was of poor visual and sound quality as it was an amateur video shot by course members on a previous programme, thus the comments were perfectly justifiable. The author would argue that the content and process of the videoed interviewing panel was informative and typical, however many course members dismissed it because of its poor technical quality.

It is the author's experience that previously in programmes mounted by local authority staff little thought was given to the quality of the presentation, and often little preparation was done prior to the course. This emphasises the need in such programmes to ensure that the material used and the medium of presentation are of good quality and demonstrates that teachers are particularly critical of poor material. The issue of presentation must be addressed seriously by all programme developers and presenters. The one other area which was found to be disappointing by almost a fifth of the course membership was appraisal. This disappointment centres on both the content and delivery. It has to be remembered that appraisal was in its
early stages in 1986/87 and was suffering from the statement of the Secretary of State Sir Keith Joseph, about its role in weeding out poor teachers. It therefore was not necessarily free from prejudice as a topic and this may well have affected course participants views on the topic presentation. This is an interesting phenomenon. The presenter was well known to the course providers, as a skilled and experienced presenter, and had often worked with the course leaders in many other programmes all of which were highly successful. This indicates to the author that if the topic carries with it a degree of predjudice then even with a first class presenter the perception of the course members is likely to be one of poor quality. This phenomenon of prejudice arises later in another guise related to whether the course members feel a programme addresses their perceived needs, and suggests that either some form of needs analysis is vital prior to a programme being delivered or that the course description is made very clear and explicit.

A second conclusion from this data is that the general expectation of the quality and usefulness of programmes offered by local authority inspectors/advisors is low. Teachers apparently attend such management training programmes without high expectations. This is bourne out by the number of respondents (90.9%) who rated the programme as more, or much more useful than they expected. Such a response should be noted by local authority staff when they mount any in-service training programmes. They must concentrate on the quality of the programme and the deliverers. The author suspects that the low expectations stem from the pre TRIST (1985) and GRIST (1987) era when programmes were managed on a very low budget and a rather ad hoc basis with no quality control being exercised by the L.E.A. and with little acceptance that training is a specialised technical skill that not all people have.

Further matters for consideration in course planning and delivery are the introduction of different presenters at different stages in the programme and the duration of the programme. The first
issue concerning new presenters is one that needs some thought. It is economically impossible to have all the course deliverers present throughout the programme, especially as they might only be delivering one session. Therefore their introduction into the programme needs to be planned and managed well, and their style should be complimentary to but not necessarily the same as that of the other deliverers. These were comments in sections A, B, and C of the questionnaire, suggesting that there was not enough time to cover the material in sufficient depth. The programme was pressurised but programme planners and delivers face a dilemma in this connection. Residential programmes are an expensive medium for in-service training. Prior to GRIST funding schools had to find only a small, if any, part of the costs for such local authority provided programmes. With the advent of categorical, targetted funding will schools pay the amounts involved in residential programmes? If the answer is yes, how much will they be prepared to pay? Therefore a balance has to be struck between a worthwhile programme in terms of content and the cost of extending a four day programme to five days or more. It would be interesting to know whether those course members whose management behaviour changed as a result of the course (see chapter 7) were those who felt they needed more time on the programme. Unfortunately the anonymous nature of the questionnaire (see chapter 3) rendered it impossible to identify this. A consideration might be whether removing the anonyimity of the questionnaire which would allow such a correlation to be made would reduce the honesty and openness demonstrated by respondents in their returns.

Perhaps some more detailed analysis of course members learning styles might be a way forward in this matter. If learning styles were identified pre course then the style of delivery could be matched to the learning style profile of the group. This would allow a judgement to be made on information received but presupposes deliverers can adapt their style of delivery to suit the varying needs.
b) The interview.

The interviews revealed quite conclusively that attendance on this programme (and therefore probably on other programmes which offered the same quality of presentation, delivery and content) did at the very least help to bring about, and in some cases, cause changes in the functioning of the participants back in the workplace. The changes identified were in three areas, increased awareness of themselves and others they manage, greater confidence in their ability to manage and possibly in those who work to them, and the development and/or the enhancement of skills such as time management, team building, delegation, running effective meetings and, in one case, interviewing for staff appointments.

The whole area of relating attendance on the programme and changed functioning as a manager is difficult as there are so many other factors which could have an influence on any changes observed. Undoubtedly the school climate and its approach to supporting staff development has a significant effect of a manager's skills and abilities, however there is some evidence from the study, backed by the author's professional judgement, that the programme had significant effects on the development of the managers who attended the programme. The middle managers themselves were quite clear about the programmes impact and the part it played in their improved functioning, and this was supported by the subordinate and superordinate colleagues interviewed. However the effect of other factors such as the climate, the commitment to inservice training and professional development of staff, the inhouse support for staff prior to and after attending a development programme, and the willingness of the member of staff to attend such a programme means that the cause and effect link is difficult to establish (see section in the results, chapter 7).

The effect of the programme in terms of skills may not be one of the development of new skills although for some it was so (see
schools A, B, and C). Often it would seem that an enhancement and development of existing skills and more particularly of increased awareness of one's own functioning (self awareness) and an awareness of the needs of others was the outcome. It is this point which renders the direct link between attendance on a programme and a change in functioning in the workplace difficult to separate out.

It is the author's view that attendance on such a programme will have some effect on the participants, as borne out by the comments of almost all the middle managers on the course, however the effect is most marked if the school has a policy for staff development, supported by the headteacher:-

which ensures an accurate needs analysis so that the most appropriate member of staff is offered the development opportunity.

provides precourse and post course support for the participant to help them sustain the use of skills and competences acquired during the programme and which provides reinforcement and praise for success.

has a senior management team who themselves are capable managers with reasonably developed management skills and competences.

c) Other points.

The length of time spent working with a colleague prior to attending a development opportunity also appears to affect the ability of staff to relate changes in functioning of the course participant to attendance on the programme. It appears that the longer the working relationship between the middle manager and either the superordinate or the subordinate, the more difficult it is to identify any changes in behaviour and attribute them to attendance on the programme.
A question worth considering concerns whether it is essential for all three interviewees to identify a change in the functioning of the manager in order for it to be considered valid. Certainly if all three interviewees do identify the same change it is valid, however if only the manager and one other respondent identify the change, does this mean that this is invalid? If for example subordinate colleagues do not recognise changes in awareness does this mean that there has not been any, or does it mean that the role of the subordinate makes it unlikely that they would be in a position to notice such a change? Similarly are they more likely to recognise changes in skill areas such as time management or team building (both of these demand increased self awareness and awareness of others in order for the skills to improve). It is likely that subordinate colleagues are more likely to recognise changes in skills as these form the everyday common agenda of the middle manager/subordinate interface, whereas awareness and confidence are more likely to be noticeable as such by a senior manager.

It follows from this that the identification of a change in functioning/behaviour of the middle manager recognised by only two interviewees should not be dismissed as unimportant or irrelevant as a measure of a change in functioning of the course participant.

The correlation between selection for attendance on the programme and a change in functioning in the workplace is tenuous. The best results in terms of staff growth in management competency (i.e a change in functioning of the middle manager) seemed to be related to whether a clear staff development policy was operating, in the school even if it was the headteacher that decided who needed the professional development. This even extended to participants who were sent on the programme as remedial action in order to improve them as managers. Both the participants that this applied to had been in post for a number of years and were perceived as underfunctioning (Both showed some improvement in
functioning although this was not necessarily perceived by all the interviewees).

Little change occurred in those participants who self selected their attendance on the programme, however this suggests the school has no real staff development policy (or if there was one it is not operating effectively), and thus it is possible that the reason for the lack of observable change in functioning/behaviour is likely to be related to this. What is important in the view of the respondents and particularly their senior managers interviewed is that information concerning the content and process involved in the programme should be given to member of staff responsible for staff development in the school, as well as the course participant. This would allow appropriate precourse and follow up work and support to be made available to the participant after the completion of the course. This will go some way to overcoming the problem of re-entry to the school which is so often a barrier to enabling the course member to translate their new knowledge into practise.

There is a clear difference in view between the senior managers and middle managers interviewed in respect to whether the programme should be residential, school based or a combination of the two. Senior managers felt a combination was most suitable while the middle managers overwhelmingly thought that the residential nature of the programme was essential. The issue of freedom from interruption, a chance to clear the mind of the day to day pressure of work, and an opportunity to discuss the issues and techniques with staff from other schools were considered important to both senior and middle managers. However, the middle managers also felt that a residential programme gave messages about being valued and this was felt to be very important by those attending the programme, despite the recognised disruption to pupils lessons caused by such residential courses. The senior managers made the point that some in-school follow up work was desirable.
The follow up interviews held in four of the schools also suggested that the changes identified in functioning of the returning middle managers was sustained over a period of time (several months in the case of this study). It should also be noted that new skills did not appear to develop in the post course environment. This may be further evidence for the assertion that the change in functioning is related to attendance on the management development programme. One view that was expressed by a middle manager in support of operating such a programme with a number of staff from the same school was that it would provide a pool of support in the post course period of time thus helping, in their view, the assimilation of the new skills developed. There is however a balancing factor in this approach and that is the problems and prejudices that are often part of everyday life in a large institution that can interfere with the learning process and particularly can restrict the openness and mutual support that is necessary in such a programme.

**Work to be taken further.**

The length of the programme is a matter worthy of further consideration and development. There were comments from the participants on the programme that the time was too short and that more reflective time would have been helpful. Perhaps the programme was too dense, however the tension between allowing sufficient time to reflect and maintaining the pace and content of the programme is difficult to bridge, particularly, in the author's view, with teachers. Teachers, in the author's opinion, suffer from a conscience about being away from their classes and this reflective time can be viewed as wasted time by participants. Even though the argument might be that it is very valid to allow for reflection in such a management programme, this perception of teachers does not set the right climate for productive training to take place. A possible solution to this situation which would warrant some further work is the use of a staggered, phased, residential programme with periods of time between each residential phase for reflection and practising the skills developed on the programme.
The fundamental difficulty posed by trying to identify clearly a change in behaviour of the middle manager using triangulated interviews was real at the time of this research (1987/89). However the subsequent development of the Management Charter Initiative competence statements, later contextualised by Peter Early through the school Management South working group now offers a possible approach to this question. The use of such a functional analysis approach where management competences are broken down into key roles, units and elements each with appropriate performance criteria and range statements could provide a more structured systematic identification of competences which can be validated through workplace activity. It would seem to the author that this could be applied to this work and provide the basis of a further study developing those findings and perhaps devising a useful template for evaluation of the effects of management programmes. The development of success criteria in relation to the performance criteria outlined above would also be a useful development in course evaluation.

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COURSE NO. 301 - PASTORAL CARE IN SECONDARY SCHOOLS
PHASE I
to be held at
HOTEL ESPLANADE, CLACTON - TUESDAY 4 - FRIDAY 7 MARCH 1986.

Course Leaders: Mr. P. Coldicott. Headmaster, The King Edmund School, Rochford.
Mr. R. James. Headmaster, Mark Hall School, Harlow.
Mr. G. Williams. Headmaster, Hassenbrook School, Stanford-le-Hope.
Mr. P. Street. County Inspector, P.E. Health Education.

PROGRAMME:

TUESDAY 4 MARCH

3.30 p.m. Arrival - Tea.

4.30 p.m. Aims and Objectives. "Getting to know you". Mr. P. Street.

4.45 p.m. Group Session (1) Mr. P. Street.

5.45 p.m. Introduce themselves to each other, indicate why they have come on the Course and what they hope to gain from it; elect a Chairman and scribe for the group. "What makes a good school". Reporting back.

6.00 p.m. Dinner.

7.00 p.m. What is the pastoral structure for? Mr. P. Coldicott.
The Pastoral consequences of Academic and Learning Skills.
Pastoral Structures: The Year System Mr. R. James.
The House System. Mr. P. Coldicott.

8.00 p.m. Group Session TASK (1) Designing a Pastoral Structure.

WEDNESDAY 5 MARCH

8.00 a.m. Breakfast.

9.00 a.m. Information Systems. Mr. P. Coldicott.

9.45 a.m. "Induction and grouping of pupils". Mr. H. John, Senior Teacher,
The Harwich School.

10.30 a.m. Coffee.

11.00 a.m. Monitoring pupil progress. Mr. P. Coldicott.

11.30 a.m. Group TASK

12.45 p.m. Lunch.

Cont'd over .......
2.00 p.m. "Supportive Agencies and the Community". Mrs. P. Hawkey.

3.30 p.m. Tea.

3.45 p.m. Group Session/Discussion. Mr. J. Acklaw, County Educational Psychologist.

5.00 p.m. Coping with Stress. Mr. R. Snelling, Headmaster, Tabor High School, Braintree.

6.00 p.m. Dinner.

7.15 p.m. Interviewing parents.

THURSDAY 6 MARCH

8.00 a.m. Breakfast.

9.00 a.m. "The Pastoral Curriculum". Mr. K. Blackburn.

10.15 a.m. Coffee.

10.45 a.m. Whole group tasks including skills needed for the implementation of the kinds of materials used in "active tutorial work" - a practical session.

12.15 p.m. Lunch.

2.00 p.m. "Leading a Pastoral Team". Mr. K. Blackburn.

3.30 p.m. Tea.

4.00 p.m. Group TASK 3 Interlocking roles within a Pastoral Team.

5.45 p.m. Dinner.

7.00 p.m. "Carrots and Sticks". Mr. G. Williams.

7.45 p.m. Group TASK 4

FRIDAY 7 MARCH

8.00 a.m. Breakfast.

9.00 a.m. Designing a Staff Development Programme. Mr. R. James.

10.00 a.m. Group TASK 5

11.15 a.m. Coffee.

Cont'd......
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Leader</th>
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<tr>
<td>11.30 a.m.</td>
<td>&quot;Gateways&quot; work experience in the Pastoral System.</td>
<td>Mr. G. Williams</td>
</tr>
<tr>
<td>12.30 p.m.</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>2.00 p.m.</td>
<td>&quot;Compendium of Games&quot;</td>
<td>Mr. G. Williams</td>
</tr>
<tr>
<td>3.30 p.m.</td>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>3.45 p.m.</td>
<td>Preparation of Phase II and Phase III.</td>
<td>Mr. P. Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Staff.</td>
</tr>
<tr>
<td>4.00 p.m.</td>
<td>Group discussion - (Tasks for Phase II)</td>
<td>Group Leaders</td>
</tr>
<tr>
<td>4.30 p.m.</td>
<td>End of Phase I.</td>
<td></td>
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</tbody>
</table>

Phase III to be held at the County Centre for In-Service, Broomfield, on FRIDAY 11 JULY 1986 from 9.30 a.m. - 4.00 p.m.
APPENDIX B

The Survey

A copy of the questionnaire used is contained in Appendix B. There has been no formal process of evaluation of the course by course members while the author has been involved with it, although a small informal evaluation was conducted in 1983 with course members after Phase 1 using a questionnaire produced by the author of this report.

An estimated three hundred (300) teachers had attended the course in the five years 1981-86. Thirty six (36) course members (12% sample) were circularised with thirty one (31) returns, which represents a 10.3% sample. One return was in the form of a letter and did not relate specifically to those questions asked on the questionnaire. This response was, therefore, discarded, although a note was taken of the comments this leaves a response rate of 82%, which is very high. The questionnaire returns were from teachers at thirty (30) different schools throughout the county and covered all types of schools in the authority; Grammar; "creamed" comprehensives; full comprehensives; a county boarding school; and both 11-18 and 11-16 schools.
NAME ____________________________________________

Post held when attending Pastoral Care Course ________________________________________

Post held now if different to above ____________________________________________

1. Which part of the course did you find most interesting?

2. Which part of the course did you find most useful?

3. Were there any topics you would have wished to have been included in the course?

4. Were there any parts of Phase I (residential phase) that would have been better tackled at local centres rather than on the residential phase?

5. Were there any positive outcomes arising from your attendance at this course:— (Please underline appropriate answers)

   For yourself :  for your school :  none

6. In what ways did attendance at this course improve and/or alter your functioning in school?

7. What changes/development have occurred in your school as a result of your attendance at this course?

8. Please explain briefly (over the page) how these changes/developments were brought about.

9. Where changes/developments were not possible, what were the factors and/or conditions that impeded the implementation of the changes/developments? (answer over page)

If you wish to expand on any answers, please attach sheets.
APPENDIX C: EVALUATION OF THE ORIGINAL PASTORAL CARE COURSE.

Responses to Questionnaire

The detailed responses to the questions are given in Appendix C. Unanswered questions were taken as negative responses for the purposes of this study. It is worth noting that there were multiple responses to some questions and these have been included in the data. Of the thirty (30) members who were surveyed, eighteen (18) still hold the same position when they attended the course, 11 have gained promotion and one had accepted a demotion on grounds of health (not related to their attendance at the course).

Q.1 Which part of the course did you find most interesting?

Those parts which scored most heavily were; The pastoral curriculum sessions with 7 responses, Staff development programme with 5 responses, and Interviewing Parents with 3 responses. However, it is interesting to note that 10 other sessions were mentioned by either one or two members as being most interesting. There were 6 responses which identified all the lectures in this category and 4 members thought the discussion groups were most interesting. If one adds to this the one member whose response was related to the residential nature of the course, I believe this gives a view of the importance of the residential input phase to the members. There were two responses who felt that there was nothing of interest in the course.

Q.2 Which part of the course did you find most useful?

Again, there was a variety of responses, with eleven (11) different categories being identified. However, by far the most frequent response was Discussion groups (13). This was followed by the pastoral curriculum (7), pastoral structures (3) and Phase 2 (3).

Q.3 Were there any topics you would have wished to have been included in the course?
There were fourteen (14) different responses to this, but one which stood out clearly for the rest. This was counselling which had seven (7) responses. All the others received either one or two responses only.

Q.4 Were there any parts of Phase 1 (residential phase) that would have been better tackled at local centres rather than on the residential phase?

Seventeen (17) of the responses thought there were no parts which would have been better tackled at local centres. Eight (8) thought that the supportive agencies would have been better dealt with locally. There were five (5) other different responses, one of which propounded the view that as this was the input stage it should be lengthened, rather than shortened by moving topics to local centres.

Q.5 Were there any positive outcomes arising from your attendance at this course?

16 members thought that both the school and themselves had benefited in the context of the above question and a total of twenty seven (27) members felt that either themselves, the school or both had benefited in respect to positive outcomes from their attendance.

Q.6 In what way did attendance at this course improve and/or alter your functioning in school?

This section was difficult to analyse because of the nature of the responses. Having studied them at some length, it appeared to me to be able to gauge the responses under several broad headings: Motivation, Frustration, Professional competence, Skills (including leadership, delegation, communications, counselling, teaching and tutor skills), increased knowledge and awareness. The placing of the responses in these categories was decided by my subjective assessment of the actual response, as well as by discussion with some of my colleagues at the Institute. In this section the responses were quite significant with increased awareness the most frequent response (14) and with increased knowledge, skills
acquisition, and increased professional competence scoring eleven (11) each. Three (3) course members stated no improvement or alteration in their functioning and one member became more frustrated as a result of being on the course as it raised expectations and awareness for the member who was then unable to implement any of the matters discussed on the course.

Q.7 What change and/or developments have occurred in your school as a result of your attendance at this course?

There were 11 different categories of response to this question, with the most frequent being the pastoral curriculum (10) and the next most frequent being none (7). There were four (4) positive responses relating to information systems in the context of monitoring progress of pupils. The pastoral curriculum responses included both content of such a course and, in some cases, structuring of it.

Q.8 Please explain briefly how these changes/developments were brought about

There were a variety of approaches to the implementation of changes and/or developments, but they can be summarized briefly, as follows:-

The course member producing material and/or a plan and enlisting the help of Senior Management (Head, Deputies, Senior Teacher - or just one of these). This then became policy which was implemented via the Heads of Year/House/School. In one school the Head actually created a specific post (Senior Teacher) to implement this. This, or a variation on this theme was the most common approach. However, in some schools the course member instigated the change/development directly as H.o.Y/H, or if the course member was a tutor by giving the support of the H.o.Y/H to implement it. The other type of response which was mentioned by two members was the direct contact with the staff as a whole in a staff meeting and the consequent adoption of this as a policy, with the identification by two staff of their INSET needs in order to be able to implement this.
Q.9 Where changes/developments were not possible, what were the factors and/or conditions that impeded the implementation of the changes developments?

The full list is given in the Appendix C but the most frequently mentioned factors were not surprisingly industrial action (8) and inflexible managements (3). One member mentioned school closure which does seem a reasonable excuse for not implementing the changes/developments.
Conclusion.

There are some general points which can be made from the results of the survey. It is clear to me that many teachers gained much from the courses, both from the point of view of content and nature (i.e. residential). It supports the authors view that there is a great desire and need among the teaching profession for pastoral matters to be provided for in in-service training. Just as important is that the course has produced changes (See question 6 and 7) in those attending the course and in their schools upon their return. This is an interesting finding as the approach is very much more didactic than the present approaches to in-service training which are based much more on situational and experiential approaches. One of the reasons for this change in approach is the view that using the lecture type format does little or nothing to produce desired attitudes and behaviour. Some of the course members found the group discussion work the most useful and this work is based on members' actual experience and individual interaction.

The content of the course seemed to fulfil a general needn at the time. Except perhaps for more work on counselling, there were no obvious gaps. Judging from the response to Questions 6 and 7, the outcomes for the individuals and the schools seems to have been worthwhile. This is particularly true for eighteen (18) individuals whose responses indicated a furthering of their professional skills, knowledge and competence. There can be little doubt as to the need for, and the worth of such in-service training in this field.

Subjective evaluation of the course by Course Leaders

The view of the course leaders involved in the course is that the residential nature is fundamental to its success. The opportunity for the members to steep themselves in the issues and discussions is invaluable,
and it distanced them from the pressures and activities of their everyday school work. Course leaders felt that Phase 2 of the course afforded an opportunity to ensure some deeper thought about particular issues (e.g. Primary/secondary transfers, induction, rewards and punishments,) and ensured that some part of the work, at least, was translated back to the real life situation of a school as it was based on course members' own schools. The members also gained, to a greater or lesser degree, a more critical awareness of the pastoral functioning of their own school, where previously much would have been accepted without question. There was also a strong case made by three of the four course leaders the author had been able to contact, that the mixture of teachers at different levels of seniority in the school heirarchy was very helpful to the members.

Reviewing the course.

The content of the course is reviewed after each Phase 1 and suggestions for changes are made. Over a period of 5 years, this has led to significant changes in emphasis, approach, and topics covered but little change has occurred in the last two years of this period - most taking place in the first three years of the authors involvement (see introduction to Survey).

It must be said, however, that only one brief attempt has been made to evaluate the course using feedback from the course members in a systematic way during this five year period.
APPENDIX C

DETAILED RESULTS OF SURVEY RE COUNTY PASTORAL CARE COURSE

Number of staff holding same post now as when attending course = 18/30
Number of staff who have changed post (i.e. promotion) = 11/30
Number of staff who have changed post (i.e. demotion/health reasons) = 1/30

QUESTION 1 Which part of the course did you find most interesting

- Interviewing parents 3
- Staff development 5
- Pastoral curriculum 7
- Induction 2
- Assessment 3
- Structures 2
- Information systems 1
- All the lectures 6
- Physical and social environment 1
- Supportive agencies 1
- Gateway 1
- Discussion groups 4
- Residential experience 1
- Good school 2
- Punishment and rewards 1
- Stress 1
- None 2
QUESTION 2 Which part of the course did you find most useful

Pastoral Structures 3
Discussion groups 13
Up to date information 1
All aspects covered 1
Phase 2 3
Pastoral curriculum 7
Supportive agencies 1
Monitoring progress 1
Interviewing parents 2
Information systems 1

QUESTION 3 Were there any topics you would have wished to have been included in the course

Computers in record keeping 1
Practical work on parental interviews 1
Stress 2
Interviewing staff and appraisal 1
Workshop/role play exercises 2
Counselling 7
Involving parents in school 1
Visits to schools 1
Role of Educational Psychologist 1
1981 Act and Pastoral Care 1
Study skills 1
Teachers and the Law 1
More on profiling 1

p.t.o.
QUESTION 4  Were there any parts of Phase 1 (residential phase) that would have been better tackled at local centres rather than on the residential phase

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<tr>
<td>Supportive Agencies</td>
<td>8</td>
</tr>
<tr>
<td>Information systems</td>
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</tr>
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<td>Gateways</td>
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</tr>
<tr>
<td>Introduction to the course</td>
<td>1</td>
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<tr>
<td>Comment re visits to schools</td>
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<td>As Phase 1 is input should be extended no cut</td>
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QUESTION 5  Were there any positive outcomes arising from your attendance at this course

<table>
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<tr>
<td>School</td>
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</tr>
<tr>
<td>Both</td>
<td>16</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
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QUESTION 6  In what ways did attendance at this course improve and/or alter functioning in your school

<table>
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<td>Frustrated</td>
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</tr>
<tr>
<td>Increased motivation</td>
<td>3</td>
</tr>
<tr>
<td>Increased professional competence</td>
<td>11</td>
</tr>
<tr>
<td>Improved or acquired skills</td>
<td>11</td>
</tr>
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<td>Increased knowledge</td>
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<tr>
<td>Increased awareness</td>
<td>14</td>
</tr>
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<td>None</td>
<td>3</td>
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Skills were broken down into:

Teacher/tutor skills 1
Leadership skills 5
Delegation skills 1
Interpersonal skills 1
Counselling skills 1
Communication skills 2

QUESTION 7 What changes and/or developments have occurred in your school as a result of your attendance at this course

None 7
Option bklt and First Yr. bklt. 1
Pastoral curriculum initiated 10
Attitudinal changes 1
Induction of pupils 2
Structural change 2
Staff development plan and appraisal 2
Trident scheme 1
Monitoring system for pupil progress 4
Development in year but not in school policy 1
Parental involvement 1

p.t.o.
QUESTION 8  Please explain briefly how these changes/development were brought about

1. Convinced Senior Management who involved Form tutors in producing material 1
2. Direct input into school of a package produced by course member 3
3. Convinced Head, who involved senior management and middle managers, who agreed the syllabus 2
4. Whole staff involved via staffroom discussion and middle managers convinced 1
5. Stimulus for individual course members involving form tutors in discussion to determine INSET needs 2
6. Enlisted senior member of staff to support member, convincing Head 1
7. H.o.Y needed more information - dictate for monitoring system 1
8. New Head appointed who was in favour 1
9. H.o.Y (course member) involved form tutors in production 1
10. Allocation of specific posts of responsibility for the developments 1
11. Member convinced Head and senior management team and then member convinced H.o.Y. Set up a Working Party 1

QUESTION 9  Where changes/developments were not possible, what were the factors and/or conditions that impeded the implementation of the changes/developments

Industrial action 8
Blocked by Head 1
No general invitation to be involved 1

p.t.o.
QUESTION 9 - continued

Lack of time allocated for purpose 2

No status for those implementing, therefore others got put into action first 1

Inflexible management 3

Industrial action did not stop it, but slowed it down greatly 2

School closure 1

Timetabling difficulties in respect of tutor time 1
Dear 

re: Middle Management Training Course  
3-6th November, 1987 - Course No. 71010/0510

I am conducting a further evaluation of the above course, part of which involves following the work of course members on returning to school, with particular reference to how your functioning has changed (hopefully for the better!), as a result of your attendance on the course. I have written to your Headteacher asking if I have his/her permission to interview you and a subordinate member of staff (someone in your team) in order to glean some information which will, hopefully, enable me to ensure that the authority's courses respond to the needs of schools and staff.

I most sincerely hope you are willing to help me in this work. I would like to arrange a time early next term to carry out the interviews which should not take more than 30-45 minutes per interview.

If it is possible and your Headteacher agrees, I should be grateful if you would identify someone from your team whom I could interview as a 'subordinate' member of staff.

Yours sincerely,

R. J. James
Dear

re: Middle Management Training Course
3rd to 6th November, 1987 - Course No. 71010/0510

I note that from your staff attended the above course. I am conducting an evaluation programme of the course and part of this includes following the work of course members when they return to school. I am particularly interested to find out if and how, their functioning has changed (hopefully, for the better) as a result of their attendance on the course.

In order to do this, I would like your permission to interview the member of staff who attended the course and a member of staff who is subordinate to the course member. I would also like to spend a little time interviewing you in order to appreciate your perception of any changes that have occurred in their functioning. The interview should not take longer that 30 - 45 minutes each, and may be shorter.

I do realise you and your staff are very busy indeed, but this information is invaluable in helping me try to ensure that the authority's courses respond to the needs of schools and staff, and are useful in providing the correct sort of training.

Perhaps I could arrange an opportunity to interview early next term. I would be very grateful indeed for your help in this matter.

Yours sincerely,

R. J. James
APPENDIX E

Proposals for content of Form Tutor/Subject teacher Courses

a) Aims of Pastoral Care
   - structure of system (particular ref. to Academic/Pastoral divide and the school aims)

b) First stage Counselling skills
   - individual and group counselling
   - listening skills
   - giving advice
   - object of counselling
   - confidentiality

c) Pastoral Curriculum and Study skills
   - location of pastoral curriculum
   - structured and unstructured tutor time
   - cross curricular policies
   - Careers, P.S.E. (Health Education)
   - Social skills
   - Coping skills

d) Records of Achievement
   - monitoring pupils progress and record keeping
   - motivating pupils
   - pupil/teacher negotiation
   - teaching styles and their relationship to pastoral care

e) Links with parents
   - parents interviews
   - parents involvement in learning

f) Social and Physical environment

g) Support Agencies
h) Pastoral implications of teaching methods (see Records of Achievement)
i) Role of Tutor
j) Rewards and punishment and coping with adolescents in difficulty
k) Team building (being part of a team)
l) Administrative skills
m) Multicultural environment and its relationship to pastoral care

2. Team Leader (Middle Management Course)
   a) Role and styles of management
   b) Communications and meetings
   c) Team building skills and consensus building
   d) Leadership
   e) Decision making and implementation
   f) Structures and Organisation
   g) Planning programmes for training of tutors
   h) Techniques for evaluation and monitoring of staff, pupils and curriculum
      i) Staff selection and appraisal
         - job and development interviews
         - appraisal interviews
   j) Managing change - Resources and planning
   k) Stress and stress management
   l) Delegation
   m) Counselling skills
   n) Records of achievement
   o) Pastoral curriculum and Study Skills
      - content and methodology
      - how children learn
   p) Parental contact
Please see diagram in section 4 Model 2. This gives these topics in cluster appropriate to training.

3. **Senior Management course**
   
a) Staff development - recruitment and consolidation
   
   - evaluation techniques
   - Inset planning
   - appraisal

b) Delegation
c) Leadership
d) Structures and organisation
e) Managing yourself
f) Managements of learning - Curriculum Development inc. Resources
g) Decision making
h) Role
i) Team building
j) Conditions of service - employment legislation
RESULTS OF THE SURVEY OF THE RATING OF THE TOPICS FOR INCLUSION IN THE PROPOSED PROGRAMME.

Having determined what is considered to be the needs of teachers in the area of in-service training in pastoral care a survey of staff was conducted from a sample of schools in Essex to try and determine what the staff considered their needs and the needs of the institution to be.

The Survey

The survey was conducted by sending copies of the suggested course contents to teachers via the Headteachers. They were asked to place the topics in an order of priority as they perceive them in relation to their needs and the needs of the institution in which they work.

The author selected thirty Essex schools at random from the School Educational Directory and sent five copies of the form tutor/subject teacher content proposals to each school. A copy of each was also included for the Headteacher, asking them to complete it and send it back if they so wished. Thus, one hundred and fifty (150) copies were sent to form tutors/subject teachers and ninety (90) copies to Heads of Year/House/School. Each sheet had a letter of explanation with it to ensure that all staff had the same instructions for completion of the form (See Appendix D).

Eighty (80) returns were received from form tutors/subject teachers and fifty five (55) returns from Heads of Year/House/School. One Headteacher returned their forms completed. Many staff made comments on the forms to support their responses. The forms were analysed by averaging the priority rating for each topic and the additional suggestions were compiled and considered separately. There were many comments from teachers at all levels about the difficulty of deciding a priority rating for the suggested topics, more than twenty stating that the suggested topics were all
important issues and need to be addressed equally. A number of the returns stressed the need for this kind of in-service training in the authority on a wider basis with increased availability.

One return was received with the cryptic comment, "Chosen tutor passed it back to Deputy Head - didn't believe in all this pastoral care rubbish". Could there be a stronger indication of the need for pastoral care training? The detailed results are in Appendix D at the end of this report.

SURVEY RESULTS

RESULTS OF TUTOR/SUBJECT TEACHER SURVEY

An average priority rating is achieved by totalling the priority rating and dividing by the number of responses. Thus a high number gives a low priority and a low number gives a high priority.

<table>
<thead>
<tr>
<th>Average Priority rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aims of Pastoral Care - structure of system  (particular reference to Academic/Pastoral divide) 4.9</td>
</tr>
<tr>
<td>2. First stage counselling skills (listenskills, advice, object of counselling, confidentiality) 4.0</td>
</tr>
<tr>
<td>3. Pastoral Curriculum and Study Skills  (location of pastoral curriculum, structured and unstructured tutor time, cross curricular policies, Careers, P.S.E., Health Education, Social skills, Coping skills) 3.6</td>
</tr>
<tr>
<td>4. Records of Achievement (monitoring pupils progress and record keeping, motivating pupils, assessment of pupils, pupil/teacher negotiation 3.8</td>
</tr>
<tr>
<td>5. Links with parents, parents interviews, parents involvement in learning 5.7</td>
</tr>
<tr>
<td>6. Social and Physical environment 8.4</td>
</tr>
<tr>
<td>7. Support Agencies 9</td>
</tr>
</tbody>
</table>
8. Pastoral implications of teaching methods, (see REACH) 7.3
9. Role of tutor 5.5
10. Rewards and punishment and coping with adolescents in difficulty 6.7
11. Team building (being part of a team) 7.8
12. Administrative skills 8.6

RESULTS OF HEAD OF YEAR/HOUSE/SCHOOL SURVEY

<table>
<thead>
<tr>
<th>Average priority rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Role and styles of management 8.0</td>
</tr>
<tr>
<td>2. Communications and meetings 8.7</td>
</tr>
<tr>
<td>3. Team building skills 6.6</td>
</tr>
<tr>
<td>4. Leadership 7.4</td>
</tr>
<tr>
<td>5. Decision making and implementation 8.4</td>
</tr>
<tr>
<td>6. Structures and organisation 7.9</td>
</tr>
<tr>
<td>7. Planning programmes for training of tutors 6.1</td>
</tr>
<tr>
<td>8. Techniques for evaluation of staff pupils and curriculum 5.2</td>
</tr>
<tr>
<td>9. Staff selection and appraisal - job development interviews - appraisal interviews 7.3</td>
</tr>
<tr>
<td>10. Managing change - resources and planning 7.6</td>
</tr>
<tr>
<td>11. Stress and stress management 9.9</td>
</tr>
<tr>
<td>12. Delegation 10.7</td>
</tr>
<tr>
<td>13. Counselling skills 6.6</td>
</tr>
<tr>
<td>14. Records of Achievement 8.1</td>
</tr>
</tbody>
</table>
15. Pastoral curriculum and study skills -
   content and methodology - how children learn  6.3

16. Parental contact  9.3
RESULT OF SURVEY

PRIORITY RATING – FORM TUTOR/SUBJECT TEACHER LEVEL

Priority rating for questions 1-13

1
2
3
--------------------------------------------- 3.6
4
5
6
7 average priority ratings for suggested topics (1-13)
8
9
--------------------------------------------- 9.6
10
11
12
13

The results of the form tutor/subject teacher survey show a range of average priority ratings from 3.6 to 9.6 out of a total of thirteen (13) questions. The topics with the lowest rating and, therefore, the highest priority as perceived by the teachers were:-

The pastoral curriculum (3.6)
Records of Achievement (3.8)
First stage counselling skills (4.0)
Aims of Pastoral care (4.9)

The average ratings show a tendency to bunch in the mid-range (given the number of responses (53%) returned. This suggests that all the topics are considered important by teachers. As one would expect, different teachers suggested different priorities relating to their own and
their institutions needs. If any of these topics were universally considered to be of little use or interest, one would have expected these to have a high score and therefore a low priority. This is not the case, thus the results give some support and justification to the content suggestions.

**PRIORITY RATING – TEAM LEADER (MIDDLE MANAGER) LEVEL**

Priority rating for questions 1-16

1
2
3
4
5

----------------------------- 5.2
6
7
8
9
10

----------------------------- 10.7
11
12
13
14
15
16

The topics with the lowest rating and, therefore, the highest priority as perceived by the teachers were:-

- Techniques for evaluations of staff, pupils and curriculum (5.2)
- Planning programmes for training of tutors (6.1)
- Counselling skills (6.6)
Team building skills (6.6)

The level shows even greater bunching than the form tutor/subject teacher results of priority ratings when averaged suggesting that all these topics were though to be important training issues.

A study of the return which contained suggestions for other topics showed that there were a few, but when considered alongside the total number of returns the fact that, with one exception the topics were only identified by one person each suggest that they are not significant and can be ignored. The exception was management of time which was identified by two staff, both from the same school, again not a significant return.
APPENDIX G

2. Models of in service training

Model 1

The Senior Manager course (green) has been studied by three colleagues and is therefore beyond my brief except to say that the content of my suggested course in this report was not taken from their work but arrived at quite independently. The green arrows point to possible take up by Senior Managers of other modules (units of courses in pastoral care).

In this model the team leader course (Middle Manager) outlined in blue is of a residential nature totally. This is particularly helpful in the context of those activities to be experienced by the membership. Given a free choice the author's view is that this is possibly the most productive form of training for this group except for the problems of transference of learning to the work situation after the course unless it is linked with an actual problem which is then worked upon. Thus though it is a very worthwhile and efficient method of training for those individuals, the system benefit is low in many cases because of the difficulty of influencing colleagues back in the work place. There is no doubt that many staff and trainees welcome this intensive residential experience as part of their training programme, a point borne out by M. Birkenbihi in his book "Train the Trainer" (1977).

The relevance of in service training 'off site' in a residential form is one that has been considered by several researchers. Henderson E.S. (1975) when looking at the extent of teacher involvement in in service training found in a survey that one quarter of respondents (out of a total of 228 events) stressed the need for more local, preferably school based,
activities. Anita Ellis (1980) reported that of the fifty seven (57) staff who attended the school based INSET course, fifty six (56) said that it was better than an external course (held away from school) as it had relevance to the work. Further evidence to support this teacher's view is available from the work of Cane (1969). He gave three reasons for teachers not attending courses:-

1. Cost

2. Residential nature - many teachers were against staying away from home (this is contrary to evidence from my own survey earlier in this report).

3. Many were against long travel.

He found that 80% of secondary school teachers were prepared to spend considerable amounts of their own time attending courses providing they were near to home.

The author prefers the notion of school focused rather than school based in service training. Bolam (1982) gives two models for in service training:-

a) The professional development approach which focuses primarily on the needs of the individual.

b) The system development approach focusing on sub groups of staff or the staff as a whole.
Henderson (1979) offers two models also:-

a) Course based, primarily for individual needs.
b) School based, primarily responding to the needs of the school.

However, he goes on to suggest a third approach, school focused training, which combines the two. This notion of school focused training was defined by P. Perry, H.M.I. in 1977 as "all strategies employed by trainers and teachers in partnership to direct training programmes in such a way as to meet the identified needs of a school and to raise the standards of teaching and learning".

The tutor-subject teacher level provision (outlined in red) consists of a residential component augmented by school focused modules which are area or school based. These units can be tapped into by team leaders and senior managers who feel they need training in these areas.

The modules in yellow represent courses at other institutions (Essex, Cambridge, London) which could be taken as follow up from any level if a topic is found to be interesting by a particular teacher. The contents offered here are purely the suggestions of the author and some further work would need to be done to identify precisely what is available and where it is available. The author is convinced, however, that these institutions are only too willing to respond to an expressed need.

This model has much to commend it but there are three (3) important disadvantages when considered in the context of Essex as an authority.

1. The very large number of teachers who are in need of the whole or part of this in service training.
2. The cost of residential courses for this number of teachers.
3. The lack of flexibility in the team leader (middle management) proposal. In this model these staff are committed to the whole package, or none of it. There are, however, many teachers at this level who have some skill and
experience in a number of suggested topics for this course but not others. It would therefore be extremely helpful to those staff if there were opportunities to opt into aspects of this work. This leads then to the second model proposed.
Model 2

This model offers a purely residential package for senior managers (green), a middle management course (blue) with a unit of residential work, the rest being in module form offered as school or area based work. The proposed residential module is necessary owing to the nature of the work to be covered. These topics require time to allow the course members to interact and experience the skills included. The tutor/subject teacher course has a modular format and is school and/or area based.

The items labelled curriculum issues (brown) in each of these models represents those subject courses which are not part of my brief (e.g. Geography for the school leaver or 16+ Chemistry).
We would be grateful for your full and frank comments on any aspect of the course.

A. Which sessions did you find most stimulating and useful? (Please give more than one if this is applicable).
   1.
   2.
   3.

   What did you particularly like about these sessions? (Please comment on both CONTENT and DELIVERY)
   1.
   2.
   3.

B. Which sessions did you find most disappointing? (Again please give more than one if appropriate)
   1.
   2.
   3.

   Why did you find these unhelpful? (Please comment if possible on content and delivery).
   1.
   2.
   3.
C. How did the course as a whole come up to your expectations?

Less useful than I had hoped   [ ]

About what I had expected   [ ]

More useful than I had hoped   [ ]

Comment if you wish:

D. As a result of the course what particular aspect of management do you feel most inclined to put into practice in your own job?

Many thanks for your comments and feedback to us.

Please sign .................
APPENDIX H

MIDDLE MANAGEMENT RESIDENTIAL MODULE

QUESTIONNAIRE VERSION II

A.1. Which sessions, if any, did you find most stimulating?

A.2. Which sessions, if any, did you find most useful?

A.3. What did you particularly like about the course? Please tick the appropriate statement.

- Content of the work
- Delivery of the material
- Both content and delivery

Comment if you wish.

B.1. Which sessions, if any, did you find disappointing?

B.2. Why did you find them disappointing? Please tick the appropriate statement.

- Content poor
- Delivery poor
- Material too difficult
- Material too simple
- Balance of theory and practical wrong
- Lack of time to complete work
- Other

If other please state below:-

C.1. How did the course as a whole come up to your expectations? Please tick the appropriate statement.

- Less useful than I expected
- About what I expected
- More useful than I expected
C.2. The objectives of each unit of the course are stated on the programme. Were the objectives of each unit satisfied? Ring the appropriate number.

Unit 1.
completely satisfied 1 2 3 4 5 completely unsatisfied

Unit 2.
completely satisfied 1 2 3 4 5 completely unsatisfied

Unit 3.
completely satisfied 1 2 3 4 5 completely unsatisfied

Unit 4.
completely satisfied 1 2 3 4 5 completely unsatisfied

C.3. What, if anything, have you gained from the course?

Comment if you wish.

D.1. As a result of the course what particular aspect of management do you feel most inclined to put into practice in your job?

Many thanks for completing this questionnaire and for the feedback to us.

Please sign._____________________________
A. 1. Which sessions, if any, did you find most interesting?

<table>
<thead>
<tr>
<th></th>
<th>very interesting</th>
<th>very uninteresting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning styles</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Teams and teambuilding</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Staff Appraisal</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please circle the appropriate number.

any comments you wish to add?

2. Which sessions, if any, did you find most useful?

<table>
<thead>
<tr>
<th></th>
<th>most useful</th>
<th>useless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning styles</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Teams and teambuilding</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Leadership</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Interviews</td>
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</tr>
<tr>
<td>Staff Appraisal</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please circle the appropriate number.
3. What did you particularly like about these sessions?

<table>
<thead>
<tr>
<th></th>
<th>excel</th>
<th>good</th>
<th>average</th>
<th>poor</th>
<th>v.poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both content and delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

tick the appropriate box.

Comment, if you wish.

B. 1. Which sessions, if any, did you find disappointing?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Styles</td>
<td></td>
<td></td>
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<tr>
<td>Management</td>
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<td></td>
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<tr>
<td>Videos</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tick the appropriate box
Content poor
Delivery poor
Material too difficult
Material too simple
Balance of theory and practical
Lack of time to complete work
Other

You may tick more than one box
If other, please state below

C. 1. How did the course as a whole come up to your expectations:-

Much less useful than I expected
Less useful than I expected
About what I had expected
More useful than I expected
Much more useful than I expected
stated below. Were the objectives of the course units attained:

PLEASE RING APPROPRIATE NUMBER

UNIT 1

Specific Objectives

1) To enable course members to identify their personal learning styles.

2) To review the process of management.

3) To identify participants management styles and where necessary help them to modify them.

COMPLETELY SATISFIED 1 2 3 4 5 COMPLETELY UNSATISFIED

UNIT 2

Specific Objectives

1) To provide a structural approach to teamwork.

2) To extend members self knowledge.

3) To increase team building skills by taking part in working groups.

4) To develop and extend the inter-personal skills involved in working as part of a team.

COMPLETELY SATISFIED 1 2 3 4 5 COMPLETELY UNSATISFIED
Specific Objectives

1) To consider leadership as a function of management.
2) To explore the members style of leadership.
3) To consider types of leadership style and the skills required to operate as a leader.
4) To consider leadership in the context of others.

COMPLETELY SATISFIED 1 2 3 4 5 COMPLETELY UNSATISFIED

UNIT 4

Specific Objectives

Staff Selection:

1) To develop the knowledge and necessary skills of selection required to enable the appointment of appropriate staff.
2) To practice those skills in a controlled environment.
3) To apply interview techniques which accord with the requirements of good interview practice.
4) To take cognisance of the decision making process which puts due weight on the identification of the necessary requirements of the job and the appointment of the appropriate candidate.

COMPLETELY SATISFIED 1 2 3 4 5 COMPLETELY UNSATISFIED

3. What, if anything, have you gained from the course?

Comment, if you wish on what was missing from the course.
D. As a result of the course, which particular aspect of management do you feel most inclined to put into practice in your own job?

Please say why

How will you measure success in the implementation of this activity (mention the criteria you will use).

Many thanks for completely this questionnaire and for the feedback to us.

signature optional_______________________
APPENDIX I

Questions for H.M.

Explain purpose, anonymity, etc.

1. Name?

2. How long in post - how long with this Middle Manager?

3. How many staff responsible to Middle Manager in question?

4. Are there any observable changes in their functioning as a Middle Manager related to attendance on this course? (perhaps introduce what Middle Manager has identified)

5. In what ways has their functioning altered?

6. What effect has this had on
   a) them?
   b) their colleagues in their team?
   c) you or other colleagues?

7. How have these changes manifested themselves?

8. Has their attendance on this course had any whole school effects resulting from their changed functioning?

9. Residential vs school based work?? (is this valid - they have not been on course).
Questions for Interviews for Middle Manager

Tape Interview

explain purpose etc

1. Name?

2. Post....how long held?

3. For how many staff you are responsible?

4. Are there any ways in which your attendance on this course has altered your functioning as a manager?

5. What are they?

6. How has your functioning altered?

7. What effect has this had on
   a) you?

   b) your colleagues who are in 'your team'?

   c) any other colleagues - sub or superordinates?

8. Are you aware of how these effects have manifested themselves?

9. Are there any whole school effects created by your attendance on this course or by your changed functioning?

10. Residential work vs school based course - which is most suitable for this module, and why?
Questions for subordinate

1. Explain research, anonymity, etc.
2. Name?
3. Post held and how long with Middle Manager - how long in school?
4. How many in 'your team'? 
5. Are there ways in which T.L. attendance at this course has altered their functioning as manager?
6. What ways?
7. How has their functioning altered?
8. What effects has this had on you, the Middle Manager, other colleagues?
9. How have these alterations (changes) in function manifested themselves?
10. Are there any whole school effects created by attendance on course or change in functioning of Middle Manager?
QUESTIONS FOR FOLLOW UP INTERVIEWS:

Headteacher/Senior manager.

1. Following my last visit are there any further changes in the functioning of the course member which you can attribute to their attendance on this course.

2. What effect if any have these changes had upon members of their team.

3. What effect if any have these changes had upon you or other senior colleagues.

4. Have any of these changes in functioning of the course member had a whole school effect.
QUESTIONS FOR FOLLOW UP INTERVIEWS.

The course member.

1. Are there any ways in which you think your attendance on this course has altered your functioning as a manager since our last interview.

2. Have the areas you identified as changed activity at our first interview been sustained or further developed.

3. Have these further changes had any effect on your team members.

4. Have these further changes had any effect on other colleagues not in your team.

5. Have any of these further changes had any whole school effects.
QUESTIONS FOR THE FOLLOW UP INTERVIEWS.

Member of the middle managers team.

The questions for these staff followed those for the middle manager (with, of course the focus changed e.g. Q.3. "have these further changes had any affect on you or other memebers of the team). However the questions were directed to the answers offered to these basic questions, in order to explore the areas identified by the subordinate member of staff. In this respect the interview process became more like an informant rather than a respondent interview.

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