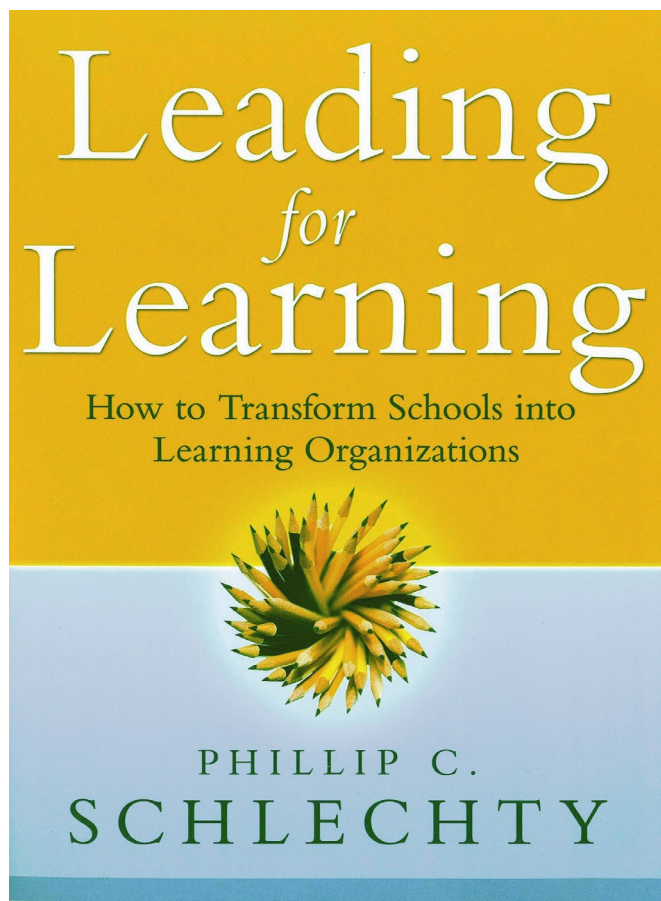


# Study Guide for



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# Chapter One

## “The Case for Transformation”

*Because it is so risky, transformation requires strong leaders who understand that they are dealing with values as well as technique, meaning as well as skills. Most of all, transformation requires leaders who have a deep understanding of both the reasons transformation is necessary and why an easier course cannot be taken. p. 4*

### Key Terms and Ideas

- ◆ Transformation vs. reform
- ◆ Platforms for instruction vs. platforms for learning
- ◆ Digital imperative
- ◆ Impact of peer groups
- ◆ Marketing to children

Mining the Text	Notes
<ol style="list-style-type: none"><li>1. Using selected parts of Schlechty’s case, explain why reform is insufficient for public education today.</li><li>2. How is the need for increased engagement central to the case that Schlechty makes?</li><li>3. Of the three twenty-first-century realities that Schlechty explains, which one represents his strongest argument?</li><li>4. Given that this country has always been concerned with citizen participation, why is the democratic imperative an important part of the case for transformation today?</li><li>5. According to Schlechty, what can schools not accomplish that they must learn to accomplish?</li></ol>	



**Connecting the Text to Our Experiences**

1. Can you think of an example where you experienced schoolwork or designed schoolwork for others that was intended to be a “platform for learning” rather than a “platform for instruction”? What did that look like? Feel like?
  
2. Consider some changes that you have led or that you have experienced in school. What made those changes examples of transformation or made them examples of reform?

**Notes**



# Chapter Two

## “Systems and Technological Change”

*In complex social organizations like schools, norms become organized in systemic ways. These norms are expressions of the culture of the organization, and it is these structures and cultural expressions that are referred to as social systems. p. 30*

### Key Terms and Ideas

- ◆ System
- ◆ Social systems vs. operating systems
- ◆ Sustaining innovations vs. disruptive innovations
- ◆ Domestication of an innovation
- ◆ Norms
- ◆ Six Critical Systems
- ◆ Bureaucratic practicality
- ◆ Common language

Mining the Text	Notes
<ol style="list-style-type: none"><li>1. According to Schlechty, why is it so important that leaders understand and recognize social systems?</li> <li>2. Explain the relationship between operating systems and social systems. Which type of systems is easier to change?</li> <li>3. Explain how roles, rules, beliefs, and values are related to norms, as Schlechty defines norms.</li> <li>4. If you were to identify the essential building blocks of a social system, what would you cite?</li> <li>5. Why does Schlechty maintain that the development of a common language is essential for transformation?</li></ol>	



<b>Connecting the Text to Our Experiences</b>	<b>Notes</b>
<ol style="list-style-type: none"><li data-bbox="186 233 747 338">1. Identify some sustaining innovations that you have been a part of. What made them sustaining innovations?</li><li data-bbox="186 415 747 520">2. Has your school/district attempted to install disruptive innovations? If so, what has happened?</li><li data-bbox="186 598 747 741">3. What is one thing that has become clear to you as you read this chapter that you believe is essential understanding for you as a leader?</li></ol>	



# Chapter Three

## “Bureaucracies Versus Learning Organizations”

*One of the most important differences between learning organizations and bureaucracies has to do with which of the critical systems described in Chapter Two receive the majority of leaders' attention....Leaders in learning organizations are primarily concerned with establishing direction, creating and transmitting knowledge, and developing people who are capable of self-direction and self-control. p. 46*

### Key Terms and Ideas

- ◆ Bureaucracy
- ◆ Learning organization
- ◆ Ideal type
- ◆ Profound learning
- ◆ Social control: formal, informal, self-control
- ◆ Power: normative, remunerative, coercive
- ◆ Authority: scientific-rational, traditional, charismatic, consensual
- ◆ Influence
- ◆ Involvement: moral, calculative, alienation
- ◆ Function
- ◆ Superordinate goals
- ◆ Core business
- ◆ Goal conflict and goal displacement

Mining the Text	Notes
<ol style="list-style-type: none"> <li>1. Using Schlechty's charts in this chapter along with his discussion, what evidence would you cite that schools are not learning organizations?</li>   <li>2. According to Schlechty, if leaders in learning organizations pay attention first to Directional, Knowledge Development and Transmission, and Recruitment and Induction Systems, what happens to the Evaluation, Boundary, and Power and Authority Systems in a learning organization?</li>   <li>3. Explain what Schlechty sees to be the relationship between dialogue and consensual authority? Between ideas disciplined by fact and consensual authority?</li> </ol>	



<ol style="list-style-type: none"><li>4. What is the difference between how influence is viewed in a bureaucracy and how it is viewed in a learning organization?</li><li>5. Why is it not important that employees be morally involved in a bureaucracy?</li><li>6. In your own words, what is the difference between a superordinate goal and the type of goals most schools/districts use?</li><li>7. From your reading of this chapter, is an organization's core business something it "says" or something it "does"? Elaborate on your response.</li><li>8. How would you explain the relationship among function, a school's/district's superordinate goal, and its core business?</li></ol>	
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<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"><li>1. Considering the descriptions of bureaucratic schools in Table 3.1 on pp. 42–44, which one or two are most distressing to you in your current situation? Why?</li><li>2. Leading from where you are, on which one description of learning organizations (Table 3.1) could you have impact? How?</li><li>3. As you think about either your school or your district, which descriptions of function, superordinate goal, and core business from Table 3.2 on p. 64 best describe your organization? Do the descriptions of your school align or are they out of alignment?</li></ol>	<p><b>Notes</b></p>
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# Chapter Four

## “Bureaucratic Images of Schools”

*Mental models are not the same as metaphors, but the two concepts are closely associated. The mental models people use to frame their social reality are sometimes revealed by the metaphors they use to discuss those parts of the world with which they are concerned. Moreover, the metaphors used to express mental models sometimes take on a life of their own and become the de facto mental models that are used to frame action. p. 70*

### Key Terms and Ideas

- ◆ Metaphorical reasoning
- ◆ Mental models
- ◆ Guiding metaphors: factory, professional service delivery organization, warehouse, prison, learning organization

Mining the Text	Notes
<ol style="list-style-type: none"> <li>1. Of what value is it to leaders to understand the mental models that shape their thinking?</li>   <li>2. What reasons does Schlechty offer for providing the metaphors he chose to use?</li>   <li>3. Based on Schlechty’s thinking, explain several reasons the factory metaphor has had more impact on schools than any of the other metaphors.</li>   <li>4. Consider the role of student within each of the guiding metaphors in this chapter and identify the distinguishing features of how students are perceived and treated within each metaphor.</li>   <li>5. According to Schlechty, what is the difference between standards for students and standards applied to students?</li>   <li>6. Although the factory model of schools is highly efficient, why is it insufficient for public education today?</li> </ol>	



<p>7. Schlechty contends that even the service delivery model which values teachers as professionals is inadequate for what is required of schools today. How does he explain the problem with the service delivery model?</p>	
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"><li>1. Identify your current role and examine how your role is perceived and treated in each of the guiding metaphors explicated in this chapter. What do you find most appealing in any of the descriptions of the role? What do you find most repellent in any of the descriptions of the role?</li><li>2. Which parts of the descriptions from any of the guiding metaphors explained in this chapter correspond to your school or district?</li></ol>	<p><b>Notes</b></p>



# Chapter Five

## “A New Image of Schools”

*I have found that for transformation of schools to occur, teachers must fully understand and embrace the idea that they must redefine the role of student. And they must do so in ways that acknowledge both the changes that are occurring in the authority relationship between teachers and students and the changes in the role that traditional institutions play in their lives. p. 139*

### Key Terms and Ideas

- ◆ Learning community
- ◆ Learning organization
- ◆ Community of learners
- ◆ Knowledge work
- ◆ Culture of knowledge work
- ◆ Roles in learning organizations:
  - ◇ Students as customers and volunteers
  - ◇ Teachers as leaders, designers, and guides to instruction
  - ◇ Parents as partners
  - ◇ Principals as leaders of leaders
  - ◇ Central office as capacity builders
  - ◇ Superintendent as moral and intellectual leader
  - ◇ School board as community leaders

Mining the Text	Notes
<ol style="list-style-type: none"> <li>1. Explain the differences among a learning community, a learning organization, and a community of learners.</li>   <li>2. According to Schlechty, what is the relationship between knowledge work and the learning organization?</li>   <li>3. What critical changes in perceptions and treatment of students would be required if those in schools were to view the role of students as that of volunteers and customers?</li> </ol>	



<ol style="list-style-type: none"><li>4. In what ways would much of the work of a school as a learning organization be about inducting students?</li> <li>5. As you examine what Schlechty says about the roles in a learning organization, identify three to five key characteristics of relationships between and among some of the roles.</li> <li>6. Why does Schlechty maintain that a formal organization is required for public education to do its job?</li> <li>7. If “supervision” is not an important mechanism in the learning organization, what replaces supervision as the means to hold the organization together?</li></ol>	
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"><li>1. Review what Schlechty says about your current role in a learning organization. What would be the most difficult part of such a role change for you?</li> <li>2. As you look at the role description of student and parent in this chapter, what do you find particularly inspiring? What do you find disturbing?</li></ol>	<p><b>Notes</b></p>



# Chapter Six

## “The Bureaucratic Impulse”

*It is becoming clear that education policy is now primarily controlled by an interlocking directorate of policy elites housed in think tanks, staff members in private foundations, state and federal bureaucrats, and corporate managers, all of whom give advice and direction to governors, state legislators, and members of Congress. p. 156*

### Key Terms and Ideas

- ◆ Community institutions
- ◆ Government agencies
- ◆ Expressive matters
- ◆ Instrumental matters
- ◆ Policy elite

<p><b>Mining the Text</b></p> <ol style="list-style-type: none"> <li>1. What reasons does Schlechty give for providing the historical sketch of the bureaucratic impulse in this chapter?</li>   <li>2. What are some of the assumptions policymakers hold about educators and school districts?</li>   <li>3. How does Schlechty suggest educational leaders overcome the bureaucratic impulse?</li> </ol>	<p><b>Notes</b></p>
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"> <li>1. How would your school/district be different if it were more a community institution than a government agency? What would it do? What would it not do?</li>   <li>2. Of the several consequences Schlechty identifies resulting from bureaucratization of public education, which one or two have you directly experienced? In what ways? With what impact on your work? Your life?</li> </ol>	<p><b>Notes</b></p>



3. As a leader, how has this chapter affected your thinking? How might it affect your actions?



# Chapter Seven

## “Reassessing Standards”

*Learning is not the explanation, cause, or rationale for school behavior or for decisions made in school. Students are not motivated by learning; they are motivated by characteristics of the tasks that call on them to learn. p. 163*

### Key Terms and Ideas

- ◆ Profit motive
- ◆ Business of schools
- ◆ Stockholder interest vs. customer interest
- ◆ Technical standards vs. market-based standards
- ◆ Profound learning vs. superficial learning
- ◆ Content standards
- ◆ Performance standards
- ◆ Pulling information from the environment vs. pushing information to the student
- ◆ Standards used to guide and assess vs. standards used to control and evaluate

Mining the Text	Notes
<ol style="list-style-type: none"><li>1. According to Schlechty, how does confusion about the “business of schools” cause leaders to further estrange students from learning at profound levels?</li> <li>2. What are the critical differences between technical standards and market-based standards?</li> <li>3. How does Schlechty make the case that the standards movement highlights how the public has been excluded from genuine involvement in public education?</li> <li>4. What does Schlechty mean when he advocates for “multiple standards, not lower standards”?</li></ol>	



**Connecting the Text to Our Experiences**

1. Identify an idea from this chapter that you find particularly difficult to understand and/or to accept. What is the basis for your struggle?
  
2. As you think about your state standards, do they represent a narrow set of values? How does such narrowness, if in your opinion it exists, coincide with Schlechty's view of a "narrow set of values"?
  
3. If standards were created for students rather than applied to students, what would be different in schools?

**Notes**



# Chapter Eight

## “Restoring Civic Capacity and Building Social Capital: Two Keys to School Transformation”

*Education in a democracy is neither a property right nor a civil right. It is a moral imperative and a cultural requirement. Public education is provided to promote the common good and the general welfare....Child benefit is certainly intended, but it is also intended that public education make communities more livable and the culture more vital and stimulating. p. 199*

### Key Terms and Ideas

- ◆ Civic capacity
- ◆ Social capital
- ◆ Community
- ◆ Common good
- ◆ Role of school board
- ◆ Public Education:
  - ◇ As commodity
  - ◇ As common good
  - ◇ As moral imperative

Mining the Text	Notes
<ol style="list-style-type: none"> <li>1. Why does Schlechty contend that civic capacity and social capital are key to school transformation?</li>   <li>2. In this chapter, Schlechty makes new connections between civic capacity and social capital and ideas from previous chapters: standards setting; expressive vs. instrumental matters; role of the school board; critical social systems. Identify a connection between key ideas in this chapter and each of the four other concepts listed here.</li>   <li>3. If the school board pursued some of the work of community building as Schlechty advocates, within which critical systems would the board be working?</li>   <li>4. If our country truly lived its belief in the moral imperative of public education, why could it not support vouchers?</li> </ol>	



<b>Connecting the Text to Our Experiences</b>	<b>Notes</b>
<ol style="list-style-type: none"><li data-bbox="180 226 808 409">1. Consider Schlechty's explanation of what is meant by community. To what extent does your school district have a community, such as Schlechty explains, which it serves?</li><li data-bbox="180 483 808 777">2. Based on your experience, to what extent does your school board work to build trust in the community? To educate the community about the district's direction? Are there some opportunities of which you are aware that would be great forums for the school board to build community?</li><li data-bbox="180 850 808 1029">3. As a leader in your current role, where do you see the possibility for you to make a contribution toward building community on behalf of public education?</li></ol>	



# Chapter Nine

## “Painting a New Image of Schools”

*To bring about such changes [transformation], leaders must be adept at painting vivid word pictures of the world as they see it and as they think it should be. This requires that they learn to think metaphorically as well as systemically. It requires that they tell compelling stories as well as present convincing data and persuasive arguments. In brief, leaders must master the discipline of mental models as well as the discipline of systemic thought. p. 210*

### Key Terms and Ideas

- ◆ Mental models
- ◆ Metaphors
- ◆ Rational system

<p><b>Mining the Text</b></p> <ol style="list-style-type: none"> <li>1. Consider Schlechty’s “lessons learned” outlined in this chapter to explain why metaphors may be more effective than ordinary language for some aspects of change efforts in schools.</li>   <li>2. Use Schlechty’s list of uses of metaphors to explain how metaphors are a powerful part of school transformation.</li> </ol>	<p><b>Notes</b></p>
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"> <li>1. In your own experiences as an educator, how typical is it for leaders to use metaphors? Recall some examples of highly effective uses of metaphors.</li>   <li>2. Schlechty maintains that metaphors both reflect our thinking and can be used to shape and change thinking. In your current situation, what metaphors may reflect the current thinking of your colleagues? In your current situation, how could metaphors be used to help shape new possibilities or bridge a difficult area in the change process?</li> </ol>	<p><b>Notes</b></p>



# Chapter Ten



## “Creating the Capacity to Support Innovation”

*The most critical capacities in organizational life are those needed to innovate on a continuous basis and to adjust critical systems in ways that are supportive of the innovations that are installed....capacity building is both the end and the means of school transformation. p. 224*

### Key Terms and Ideas

- ◆ Continuous innovation
- ◆ Capacity
  - ◇ To focus on the future
  - ◇ To maintain direction
  - ◇ To act strategically
- ◆ System Capacity Standards (10)

### Mining the Text

1. The System Capacity Standards are listed and discussed in this chapter in a particular order. Why do you think the first three System Capacity Standards hold the position they do?
  
2. Think about each of the issues listed below and identify the System Capacity Standard with which it is most closely associated:
  - ◆ School wants to assess the effectiveness of its Recruitment and Induction System
  - ◆ District wrestles with its own beliefs about learning and the mandated requirements for assessing student learning
  - ◆ District begins thinking about who might lead upon the upcoming retirement of its superintendent
  - ◆ Key leaders do not share commitment to a vision for a desired future
  - ◆ Teachers throughout the district want more structured experiences designing work for students
  - ◆ Superintendent begins to reach out to other youth-serving agencies in the community to better understand their shared concerns
  - ◆ Principals participate in development experiences focused on School Design Teams

### Notes



<p>3. What does Schlechty suggest about the relationship between vision and mission and the relative role of the district and schools in fashioning each?</p>	
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"><li>1. Think about those with whom you work most closely, those you lead and influence. If you and your colleagues intend to pursue transformation, which one or two System Capacity Standards probably require your immediate attention? Why?</li><li>2. Schlechty says that capacity building is both the means and the ends of transformation. In your own words, explain what he means and elaborate using your own experiences.</li><li>3. Have you participated in a disruptive innovation that was abandoned or otherwise failed because the school or district did not have the capacity “to adjust critical systems in ways that are supportive...”? (p. 224)</li></ol>	<p><b>Notes</b></p>



# Chapter Eleven

## “Standards as Sources of Direction”

*If standards are to be used as powerful tools for transforming schools into learning organizations and building community, state governments must change the way they approach the business of setting and enforcing standards. p. 242*

### Key Terms and Ideas

- ◆ Performance standards that orient action
- ◆ Developmental standards
- ◆ Organizational performance standards
  - ◇ System capacity standards
  - ◇ Standards for social systems
  - ◇ Classroom and school standards
- ◆ Universal vs. particular audiences
- ◆ Accountability and equity
- ◆ Transparency
- ◆ School choice

### Mining the Text

1. What does Schlechty mean when he says that schools must have many different types of standards? Why does he say this?
  
2. Describe the difference between the way standards operate in a bureaucracy and the way they operate in a learning organization.
  
3. If student performance standards such as those Schlechty describes were used, how would students experience the difference, given how student performance standards currently function?
  
4. What does Schlechty mean when he says that standards must appeal to a particular, not a universal, audience? Why does he say this is important?

### Notes



<p>5. How would Schlechty's proposed changes in accountability and policy strengthen a school district's accountability system?</p>	
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"><li>1. Which of Schlechty's recommendations would require the largest mental model shift for you and your colleagues? Why?</li><li>2. As you think about parents with whom you work, how do you anticipate they would respond to major ideas in this chapter?</li><li>3. What are some specific leadership challenges that you see in undertaking the kinds of changes in standards discussed in this chapter?</li></ol>	<p><b>Notes</b></p>

# Chapter Twelve

## “A Theory of Action”



*Theories are sets of propositions that make it possible to describe, explain, and sometimes predict. They are sometimes highly technical and disciplined, and sometimes nothing more than the tacit assumptions an individual makes regarding the way the world works. Leaders of transformations, especially those who assume formal and visible leadership roles, must be explicit about the assumptions they make concerning the key elements of the transformation process, and they must share these understandings. p. 271*

### Key Terms and Ideas

- ◆ Principles of action vs. prescription
- ◆ Transformational leader
- ◆ Repurposing
- ◆ Shared ordeal
- ◆ Strategic thinking
- ◆ Sequence, linkage, leverage
- ◆ Design Teams

<p><b>Mining the Text</b></p> <ol style="list-style-type: none"> <li>1. For leaders, how is it different to follow principles of action rather than prescriptions? According to Schlechty, why is it not possible to prescribe?</li>   <li>2. What are some key differences between Design Teams and committees or problem-solving groups?</li>   <li>3. What are some varied ways that assumptions, such as those that underlie Schlechty’s theory of action, might figure in the life and work of a district leader?</li> </ol>	<p><b>Notes</b></p>
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"> <li>1. Review all 17 assumptions Schlechty lists as the foundation of his theory of action. For yourself, identify which you had previously thought about and embraced, which you had never thought much about, and which you have thought about but have struggled in either committing to or fully understanding.</li> </ol>	<p><b>Notes</b></p>



2. Schlechty says that transformation involves changes in the moral order as well as in the technical order. What kind of change in the moral order might be required in your school/district?



# Chapter Thirteen

## “Engaging the Heart and Recapturing Our Heritage”

*It is time to reinvent schools as they should be and are needed to be: vital centers of community life and places around which America’s inherent diversity can be united in a common cause bigger than any of us....p. 288*

### Key Terms and Ideas

- ◆ Marketing
- ◆ System design
- ◆ Differences between public and government
- ◆ Navigators

<p><b>Mining the Text</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between marketing and selling?</li>   <li>2. Schlechty identifies some of the core values of Americans today that are not always attended to by public education leaders. What are some of those key values?</li>   <li>3. If educators organize and call on the public to have study groups and forums using disciplined conversation, what are some of the biases educators may have to overcome?</li> </ol>	<p><b>Notes</b></p>
<p><b>Connecting the Text to Our Experiences</b></p> <ol style="list-style-type: none"> <li>1. What are some of the core values of people in your community that leaders might connect to as they pursue change efforts?</li>   <li>2. What strategies does your school use to develop trust and understanding with parents and the community?</li> </ol>	<p><b>Notes</b></p>





# Appendices A and B

## Key Concepts

- ◆ Redefined roles
- ◆ Idealized models of organizations
- ◆ Patterns of conduct
- ◆ Bureaucracy vs. learning organization

Mining the Text	Notes
<ol style="list-style-type: none"><li>1. Schlechty says that the characteristics that define a bureaucracy—distinguishing it from a learning organization—form a “pattern of conduct.” Study the characteristics of a bureaucracy (across the social systems charts in Appendix A) and determine some patterns that you discern. Use words or phrases to name such patterns.</li> <li>2. Study the characteristics across the social systems of a learning organization and determine some of the patterns that you discern. Use words or phrases to name such patterns.</li> <li>3. Review the distinguishing characteristics of different images for each role in the Images of School chart in Appendix B. Select one role group and identify intersections between each of the five different images for that role group and specific descriptions of a learning organization and a bureaucracy in Appendix A. Find at least one point of intersection for each image.</li></ol>	



<b>Connecting the Text to Our Experiences</b>	<b>Notes</b>
<ol style="list-style-type: none"><li>1. Using the charts in Appendix A for each of the six social systems, identify for yourself which descriptions best correspond to your school or district. To what extent does your school or district correspond totally to a bureaucracy or totally to a learning organization?</li> <li>2. Using the charts in Appendix B, identify which of the images and accompanying distinguishing characteristics most correspond to those roles in your school or district. To what extent does one role correspond to the similar image of another role? To the extent that the images do not correspond, what is the impact on the school or the district? On people who serve in those roles?</li> <li>3. In your judgment, what social system is most high-leverage for your school or district to work on at this time? Why?</li> <li>4. Which particular descriptors from the charts in Appendix A might be the focus of that work?</li> <li>5. To what extent has your school or district made efforts to redefine any of the roles described in Appendix B? What has the role redefinition work been?</li> <li>6. In your judgment, on which role group might your school or district best invest time and attention in development efforts at this time? Why?</li></ol>	





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