



MODULE 3: SYSTEMIC CHANGE

Academy 3: Creating Culturally Responsive Systems

Appendix B



Academy Abstract:

In this academy we will examine aspects of culturally responsive systems. By the end, you should be able to identify key elements of an educational system and how to leverage change that leads to culturally responsive outcomes for the system.

Academy Outcomes:

As a result of the activities and information shared at this Leadership Academy, module participants will:

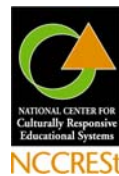
- Recognize the influences of people, policies, and practices on educational systems.
- Invest in people, policies, and practices to bring about systemic change.
- Use a systematic process for implementing effective educational change.

Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

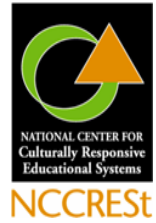
ACADEMY OVERVIEW.....	10 MINUTES
LECTURETTE: EDUCATIONAL SYSTEMS.....	10 MINUTES
ACTIVITY: CULTURALLY RESPONSIVE SCHOOLS	30 MINUTES
LECTURETTE: PRACTICES, PEOPLE, AND POLICIES.....	15 MINUTES
ACTIVITY: SYSTEM LEVEL POLICY IMPLICATIONS	20 MINUTES
LECTURETTE: SYSTEMIC CHANGE	15 MINUTES
ACTIVITY: BACK TO THE FUTURE	25 MINUTES
BREAK.....	10 MINUTES
LECTURETTE: PLANNING CHANGE	20 MINUTES
ACTIVITY: PLANNED CHANGE PROCESS.....	30 MINUTES
LECTURETTE: PATH PROCESS.....	15 MINUTES
ACTIVITY: PATH PROCESS.....	15 MINUTES
OUTCOMES REVIEW.....	10 MINUTES
QUESTION TIMES AT END OF EACH LECTURETTE.....	5 MINUTES
TOTAL:	4:10

Notes



CULTURALLY RESPONSIVE POLICIES

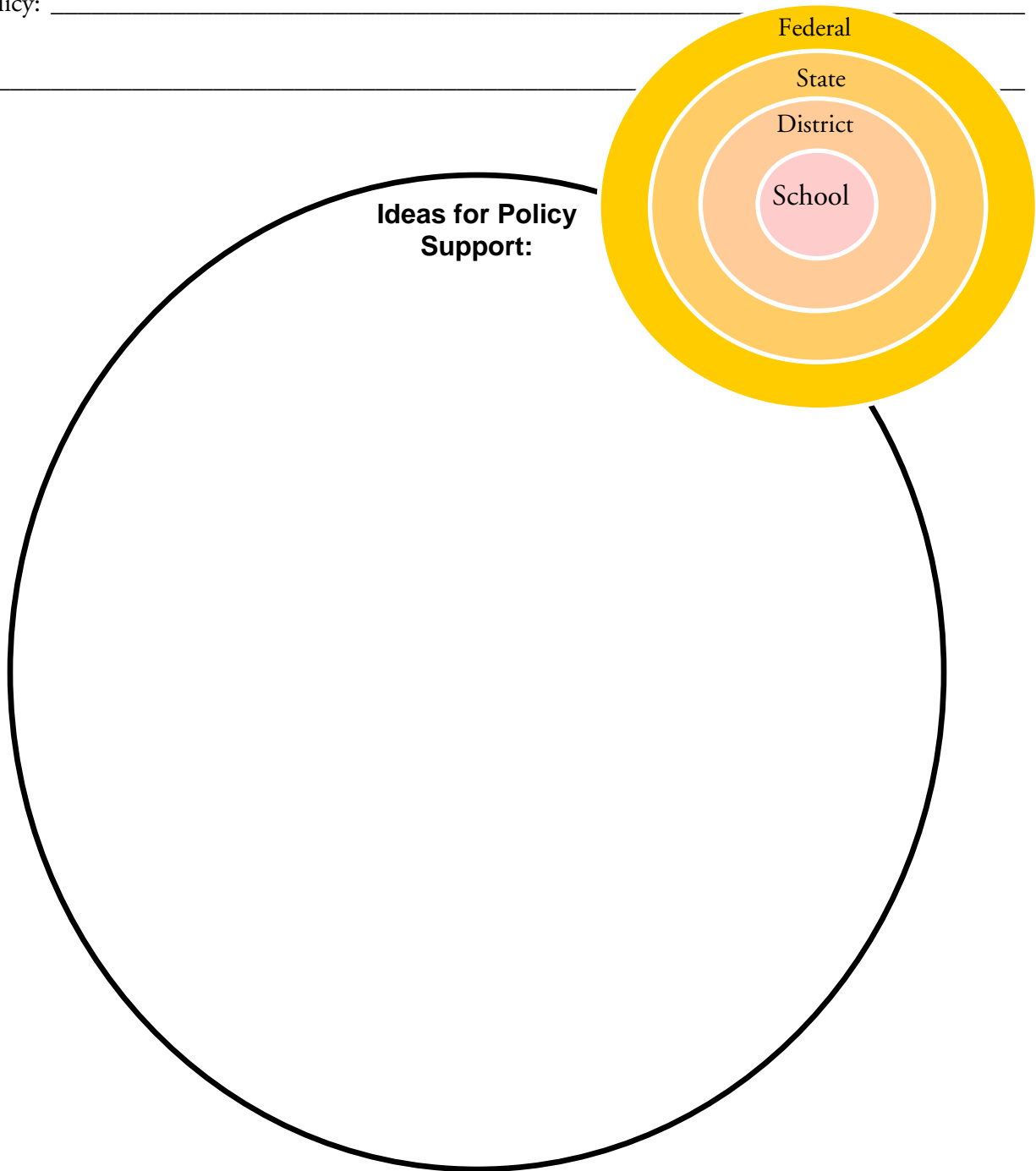
Academy 3: Creating Culturally Responsive Systems



First, identify the topic and policy from the choices you are given. Next, record ideas about how the policy could be supported by the system levels in the circles below. Note: Keep in mind that you want the policy to remain culturally responsive at all levels of the system.

Topic: _____

Policy: _____





Vignette 1

Is it Justified? (High School)

A teacher calls the office and reports that students are in the hall disrupting her classroom. The vice principal arrives and finds Jamie and Miguel in the hall trying to get the attention of some girls in the class. She listens to the teacher's version of the story in the hallway. The teacher identifies Jamie and Miguel as the culprits. The boys are immediately suspended for three days. They are told to get their things and go home. Jamie and Miguel become argumentative with the vice principal. Security is called and the boys are escorted to their lockers.

Feeling the suspension was unjustified, Jamie and Miguel decide not to leave campus. Instead, they call their parents and the district headquarters to file an appeal. The appeal is granted due to the nature of the offense and the allegations that the vice principal did not follow district policies. For example, their parents were not notified, the suspension was not written or documented on school records, the students did not write down their side of the story, and witnesses were not interviewed.

The principal is called by the district office and is told that the three-day suspension cannot take place until a district hearing determines whether the misconduct merits suspension. This decision prompts the principal to use the emergency expulsion policy. Emergency expulsions are only used as safety measures to remove students who fight, threaten teachers, or have weapons or drugs in their possession. He asks security to find the boys and has them immediately escorted off campus. He calls and informs the school district of this decision. They withdraw the appeal. The students lose their right to remain in school until a hearing is conducted. The Chicano American students in the school interpret this administrative action as discriminatory.

Vignette 2

You Have to Speak Up! (Elementary)

This event took place in a first-grade summer school classroom in an urban setting. The twenty children in this six-week program with a focus on improving literacy and language skills included eight African Americans, six Chinese Americans, four Mexican Americans, and two European Americans. The majority of the children attended other neighborhood schools during the school year. The incident took place during a calendar activity, a daily morning ritual. Individual children were asked to classify the weather as sunny, cloudy, or rainy and to announce the date a day of the week. When the correct answer was given, the teacher places a sun, cloud, or raindrop symbol and new date (number) in the appropriate placeholder on the calendar chart. The twenty children sat on the rug. The teacher drew a name from a cup full of Popsicle sticks with each child's name written on a stick. Winnie, a Chinese American girl, was chosen. The teacher pointed to the calendar, "What is today?" Winnie smiled stood up, and responded correctly, but softly. "Speak up," the teacher reminded, "You have to speak up," then, added in a loud voice, "Winnie, if you refuse to speak up, we will have to call on someone else." The teacher waited a short time and then called on someone else. Winnie sat down quietly, dropping her head (Austin-Carter, Brown, Deligiorgis, Dixon-Eberhardt, & Sheets, 2000)

Vignette 3

Please Mind Your Own Business (Middle School)

“I can’t believe they kept me in that meeting for so long this morning,” thought Ms. Lawson as she raced back to her unattended classroom. This was the third time this week that a meeting was scheduled during her planning period, and the second time the meeting had run long. She collected herself and walked calmly into her classroom just in time to see a group of boys “playfully” throwing wadded paper toward a cluster of girls seated across the room. Angry that the students were misbehaving in her absence, Ms. Lawson scolded the boys for throwing paper. Latoya, a student who was not involved in the incident, announced that the girls had actually begun the paper throwing. Ms. Lawson warned Latoya to stay out of the discussion, declaring that she did not have time to listen to everyone’s input. The students’ lesson on the Civil War would already have to be cut short due to the long meeting. When Latoya continued to press the issue, Ms. Lawson snapped and punished Latoya and the boys with a 30-minute after school detention.



Character Education: Our High Schools' Missing Link

By Kevin Ryan

Published: January 29, 2003

Character education is not some touchy-feely effort to have the schools take on yet another task once carried out by families, churches, or other social institutions.

After two decades of poking and prodding high school students toward higher academic achievement, education reformers, administrators, and teachers are becoming discouraged. In particular, administrators and teachers have little energy for or interest in taking on "yet another reform." It seems that the transition to standards and their accompanying high-stakes tests has sucked all the air out of other issues of secondary school reform. The movement to restore character education, making significant inroads in elementary and middle schools, appears to have little traction in high schools. Why try to add character education to their already-loaded reform agenda?

A strong case can be made that the poor academic performance of American high school students is directly linked to their failure of character: that is, to their lack of strong personal habits, such as taking responsibility for completing their academic chores, and having persistence in tackling the hard business of learning. Character education is not some touchy-feely effort to have the schools take on yet another task once carried out by families, churches, or other social institutions. Neither is it simply about facing down a cafeteria bully or doing a service project one afternoon a week during a senior semester. It has very much to do with how students do school, and with their academic achievement.

Historically, the education of character and the education of the mind were closely linked. Socrates defined education as what we do to help the young become both smart and good. Together, the ideas and rigors of school were seen as the tools of forming good character. In Colonial America, common schools were brought into existence for an ostensibly moral purpose. Our Founding Fathers were profoundly aware that the health of the new democracy would rest on the virtues of its people. Worried that their fledgling experiment would fail, they called for the spread of education—an education that would instruct the young in the moral sensibilities and good habits needed to sustain not only their own lives, but also a healthy democracy. Merely teaching the balance of power among the three branches of government and other civic mechanisms wouldn't cut it then and doesn't cut it now.

Recent Studies

Recent studies of high school students provide damning indicators of their failure to form good character. In a Rutgers University survey last year, for example, 74 percent of the high school students questioned admitted to cheating on a test. Another 2002 study by the Josephson Institute of Ethics found that nearly four out of 10 adolescents acknowledged stealing during the previous year, and 93 percent confessed that they had lied to their parents. In 2001, the American Association of University Women released the results of a large-scale survey of public school students in grades 8-11. "Hostile Hallways: Bullying, Teasing, and Sexual Harassment" reported that sexual harassment happens often, and frequently right under the noses of teachers. Four out of five respondents (81 percent) claimed they had experienced some form of sexual harassment in school, including unwanted kissing, sexual taunts, being touched or grabbed in a sexual way, and being forced to perform sexual acts.

Meanwhile, studies and reports of high school vandalism, violence, and promiscuity continue to catalogue disturbing behavioral trends. Against this tableau of personal disorder, it is surprising that our high schools' academic-achievement scores have not fallen even further.

We have been abandoning what has always been the responsibility of schools: to help students gain a moral compass.

We have been abandoning what has always been the responsibility of schools: to help students gain a moral compass and form the good habits they will need for a successful life. Of course, we can continue to grind away with higher academic standards and more punishing consequences for those who fail to measure up, in the hope that this tightening of the screws will be enough. Or, in a more classically sound response, we can have greater academic achievements from our high school students and meet our responsibilities as educators of character.

We have evidence to persuade us that the latter course is possible. In the 1980s, pundits were sounding a death knell for American business: Our management was hidebound and uncreative. Our workers were lazy and poorly skilled. Japan Inc. and our European competitors were about to swallow us up. Very quickly and very effectively, we retrained, re-engineered, and restructured, and again became the world's model of industrial effectiveness.

And 16 months ago, after absorbing the devastating blow of 9/11, a distracted and fractious nation came together and soberly resolved to rid the globe of international terrorism. We need a similar resolve to stem the downward drift of our secondary schools and re-engage young Americans in the nation's core moral values.

What can we do?

First, let us recognize the obvious link between good character and academic achievement. While some children are intellectually gifted, most have to pay attention, study the material, and do their homework carefully if they are to achieve in high school. These behaviors don't come naturally. They have to be learned and practiced and gradually integrated into a person's character. By contrast, the more easily learned habits of goofing off in class, shirking homework, and endlessly watching television come effortlessly and are huge barriers to academic success.

So, attack the cause: poor habits of self-discipline, of personal responsibility, and of persistence. Don't wait around for years until some massively expensive research study reports the obvious: Students with the good habits that constitute good character do well in school. Make the acquisition of these habits a school priority of the first order.

Teachers, too, must be brought to the realization that character formation is an essential aspect of their calling.

Second, we need to re-establish the moral authority of high school teachers. Over the last 30 years, high school teachers have been gradually reduced to information-dispensers and test-givers. Their role in the ethical and moral domain has been cheapened to that of mere facilitators of discussions. "Values clarification," in which this idea has its roots, has long been discredited. Nevertheless, its effects linger on because it is very much alive and well in our teacher education institutions and textbooks. The child psychiatrist Robert Coles refers to this moral neutering of teachers as "the wallpaper effect." Teachers are disengaged from all but the academic worlds of their students and certainly from their character formation and moral lives.

"A teacher's moral authority" may have a quaint, somewhat unrealistic ring to the ears of many these days. Regaining this role for teachers will take serious effort and commitment. The current generation of students—and, yes, of teachers—has been brought up on a heavy fare of movies and television shows in which high schools are seen as adolescent playpens and the adults who inhabit them are portrayed as banal and inept misfits masquerading as teachers. To reclaim this indispensable status, teachers will need a clear and ringing mandate from school administrators—and the behavior codes to back it up. Parents and community members will have to be persuaded that their aspirations for their children cannot be fulfilled without teachers who have moral authority and are expected to be character educators.

Teachers, too, must be brought to the realization that character formation is an essential aspect of their calling, and that the road to academic achievement is paved first with their attaining respect, civility, and cooperation from their students. While this is much easier said than done, it has been done in the past and can be done again.

Third, we need to create a school culture of character. Culture has been described as "the way we do things 'round here." School cultures, like all cultures, are made. They are the embodiment of the rules, procedures, mores, and expectations of a community's people. And "the way we do things 'round here" is a powerful teacher. Too many of our high schools have weak, porous cultures that are easily overcome by the toxic culture of our mass media, a permissive culture of self-indulgence, promiscuity, rudeness, and escapism.

School cultures can change.

And with concerted effort, they can change rapidly. Some of the elements of forging a culture of character include the following:

- A clear and well-articulated mission statement that makes the crafting of one's character a major school priority, in everything from the sports program to the disciplinary code.
- A strong mandate to teachers, with the expectation that they will teach and aid students in acquiring the nation's core moral and civic values.
- The institution of a schoolwide language system that uses the language of character (respect, responsibility, commitment, and right and wrong), rather than the soft language of therapy (self-esteem, inappropriate behavior, adjustment).
- Using the curriculum, as originally intended, to actively teach our core values and, yes, to inspire students to live noble lives.

Inevitably, young people craft their own characters. By the end of high school, they have acquired a set of habits and a sense of right and wrong. At present, too many of our students have crafted their characters modeled on such dubious heroes as Eminem, Jennifer Lopez, Adam Sandler, and various professional-sports personalities. High schools need, consciously and effectively, to project to students the ennobling lives of those who have made themselves people of character and who have contributed to the commonweal.

Teachers must help students see that the hard, often tedious work of school is the stuff of their own character formation: doing homework well, gaining self-control in dealing with difficult fellow students and teachers, befriending unpopular classmates, putting up with the inevitable disappointments and setbacks. Teachers must confidently make them the promise, however, that while doing this hard work of forging good character, they will be able to achieve the academic goals we have set for them.

It is a long road to the high schools we need. The revival of character education is key to getting there. Support from parents and the community will come. Academic achievement will come. And teachers will discover the deep satisfactions of being, truly, teachers in full.

Kevin Ryan is the founder and emeritus director of Boston University's Center for the Advancement of Ethics and Character and the co-author (with Karen E. Bohlin) of Building Character in Schools.

This hot topic is provided by: edweek.org's Research Center – www.edweek.org/rc/issues (accessed May, 2005)

Academy 3: Creating Culturally Responsive Systems

Read through each section of this handout after covering the corresponding information in the PowerPoint presentation. This sheet provides participants with an example of the Planned Change Process.

Step 1: Exploration

The given change effort is on the topic of accountability. Currently, several school districts nationwide are using data from a single measure to decide whether or not to promote students to the next grade level. This is not a culturally responsive practice. The goal of the change effort is to adopt a system of multiple measurements to be used when promoting students. Generate ideas for this change effort. It is important to discuss the topic of accountability with stakeholders. Think of those stakeholders who should be a part of the change effort. For accountability, it would be important to gain the support of teachers, administrators, parents, and advocacy organizations. Share information about the change effort with these stakeholders. It is also necessary to make clear the processes for change.

Step 2: Assessment and Planning

Gather data to clarify present realities and future ideals. In the example of accountability, this may be done by polling school districts to learn what measures they are using to promote their students. Then use the data to guide your change effort. Suppose six out of ten school districts polled are using only one measure to promote students. Modify your change strategy using this new piece of information. It might involve, for example, asking the four school districts using multiple measures to promote students to serve as model schools for the others.

Step 3: Commitment Building

A change agent is an individual taking an active role in the change effort. Make clear the roles of each change agent. For the change effort of accountability, some change agents will work for change at the administrative level, while others will advocate for the parents. It is crucial that all change agents understand and be dedicated to the change vision.

Step 4: Implementing Change

Educate and train key players in the paradigms and skills needed to start the changes and manage resistance. For accountability, train key players to approach different individuals and engage them around culturally responsive practices of promoting students. Administrators or teachers may not feel it would benefit the students to use multiple measures in promotion decisions, and they may therefore resist change. Equip change agents with strategies and information to successfully manage the resistance they encounter.

Step 5: Integrating Change

Institutionalize changes by ensuring policies, resources, and support services are aligned to facilitate the desired changes. The change effort will meet with success if it has the resources and support services to reinforce the new policy. Attend to the results of your work and note the strategies which are not successful. Use this information to modify your approach. If a single measure school fails to adopt the multiple measure approach, develop a new strategy for change. Perhaps it would be beneficial to hold a forum of all districts involved in the change effort and highlight successes around

the new accountability policies. Lastly, report progress made in the change effort to all involved. Celebrate the success!

Step 6: Assessing Progress

Conduct a follow-up assessment and use the results to evaluate and improve the program, find opportunities for further development, and discover what can be learned from the change process. Poll school districts again to see how many more have adopted the use of multiple measures in the promotion of students. What strategies worked? Which could be tweaked to further improve the program?

Step 7: Growing

Develop a renewal plan to maintain gains, plan for future action and improvements, share what has been learned, monitor progress, and prepare to respond quickly to needs. Meet with stakeholders to create a plan to sustain positive changes which have occurred as a result of the change agents' efforts. How will the change agents ensure school districts will continue to adhere to their newly adopted policy around accountability?

STEP 1: EXPLORING

- Identify a need or opportunity for improvement or change.
- Clearly identify the key stakeholders, and explore ways to involve them in planning and managing the change process.
- Build support and seed the organization for change (develop advocates, share information and ideas, etc).
- Contract for change by involving appropriate people in the design and negotiating a change strategy that provides a clear vision of what needs to be done.

STEP 2: ASSESSMENT AND PLANNING

- Develop a plan to gather the necessary data and information needed to clarify present realities and future ideals.
- Use the results of the diagnosis for problem solving, action planning, and to modify the change strategy.

STEP 3: COMMITMENT BUILDING

- Clarify roles of the key players in the change process. Involve each as much as is appropriate in the design and implementation of the change program.
- Communicate the change vision to people who can impact, or will be impacted by the changes. Educate them on the change process, involve them when appropriate, and address their concerns and suggestions.

STEP 4: IMPLEMENTING CHANGE

- Educate and train key players in the paradigms and skills needed to start the changes.
- Select and implement the appropriate strategies and changes.
- Manage resistance to change.
- Build in reliable feedback mechanisms to monitor and manage the change process, and to make needed adjustments.
- Keep people focused on the vision.

STEP 5: INTEGRATING CHANGE

- Institutionalize changes by ensuring structures are aligned to facilitate and reinforce the desired changes. A team can be appointed to carry-out this important task.
- Reinforce, reward, and communicate successes.
- Learn from mistakes, make needed adjustments, AND keep people informed about program progress.

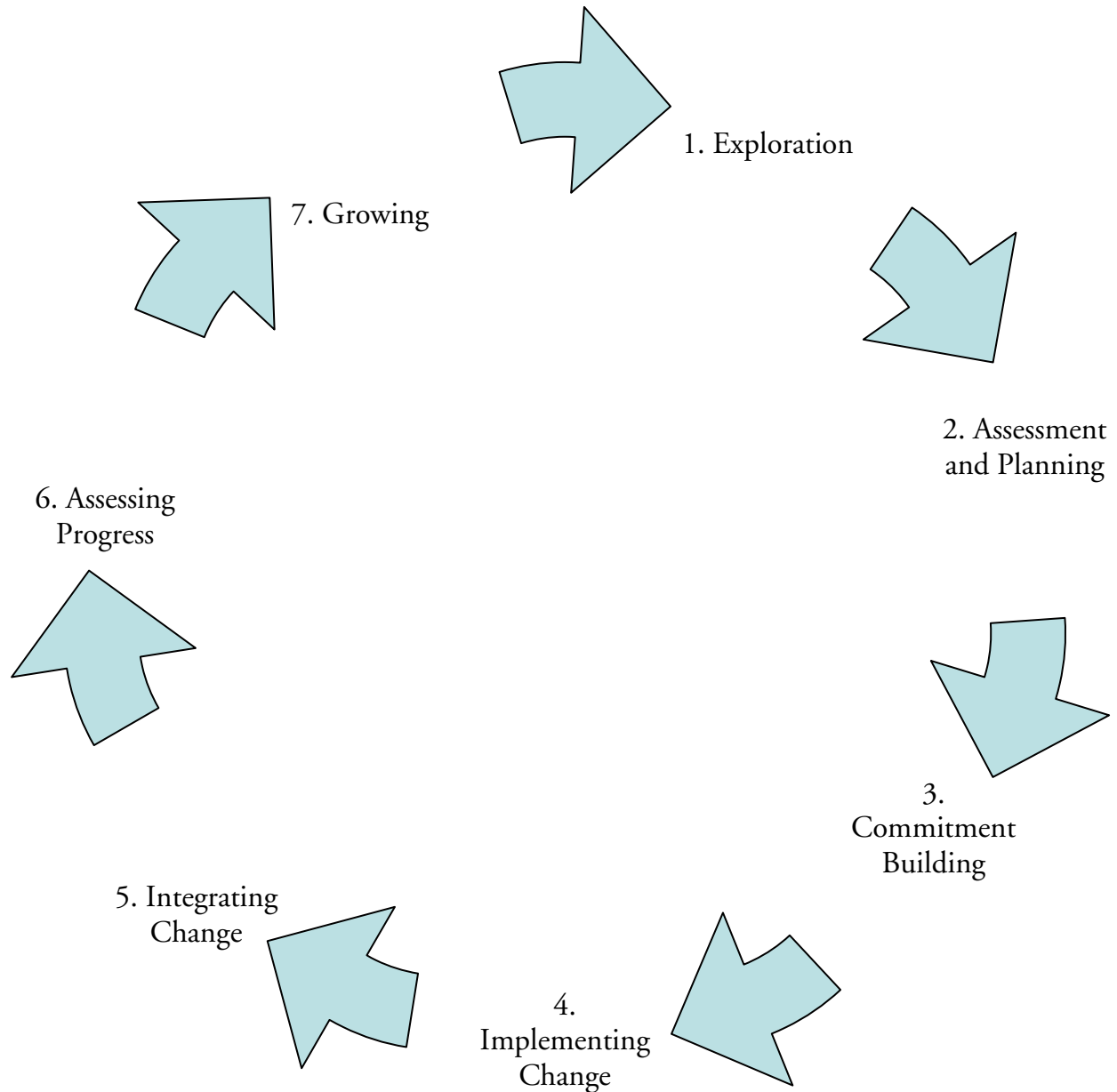
STEP 6: ASSESSING PROGRESS

- Conduct a follow-up diagnosis and use the results to: evaluate the program; improve the program; find opportunities for further development; and discover what can be learned from the change process.

STEP 7: GROWING

- Develop a renewal plan to maintain gains, plan for future actions and improvements, share what has been learned with other parts of the organization, monitor progress, and prepare to respond quickly to needs for new directions.

Record your group's responses to the arrow of the step you are planning.



Part 1 – Dream Big!

Part 1 allows you to define an end result for the change effort. The change should be an ideal outcome. If all goes well, what will happen? Keep it as the vision as you work through the challenges and opportunities inherent in any change process.

For Accountability, the end goal is the use of multiple assessment measures when deciding whether or not to promote a student to the next grade level.

Part 2 – What Changes Need to Happen?

Brainstorm ideas about the types of changes that must occur to achieve their vision. Ask the following questions to narrow the focus of the change effort.

- Control: To what degree is this something that we have control to change or address?
- Priority: How would students/family/community members rank this change in terms of priority?
- Trend: Based on the data, is the challenge likely to get worse, stay the same, or get better? What is the potential cost if not addressing it now?
- Practicality: What is the likelihood of success? Does your team have access to known solutions? Is there expertise or support available to address this challenge?
- Urgency: What relevance does this challenge have to your school's current goals or needs?
- Scope: What is the breadth and depth of benefits of addressing this challenge? How many students would benefit if you addressed this challenge? Which students would benefit?
- Big Picture: To what extent will addressing this challenge prepare your organization to take on more systemic or long-term goals?
- Impact: How likely are we to make a significant difference for students by addressing this challenge?

Questions for Accountability may include: Which stakeholders will be affected most significantly? What is the likelihood that the change effort will succeed? How will this change affect students?

Part 3 – Who Do We Enlist?

Go beyond your immediate circle of influence – are there people in the community? The government?

For Accountability, it would be beneficial to involve parents, teachers, and administrators in the change effort.

Part 4 – What Resources Do We Need?

Identify resources that may help facilitate the change: people, time, materials, and accommodations.

For Accountability, resources may include promotion tools used by their state as well as other states.

Part 5 – Planning Next Steps

Consider the following questions:

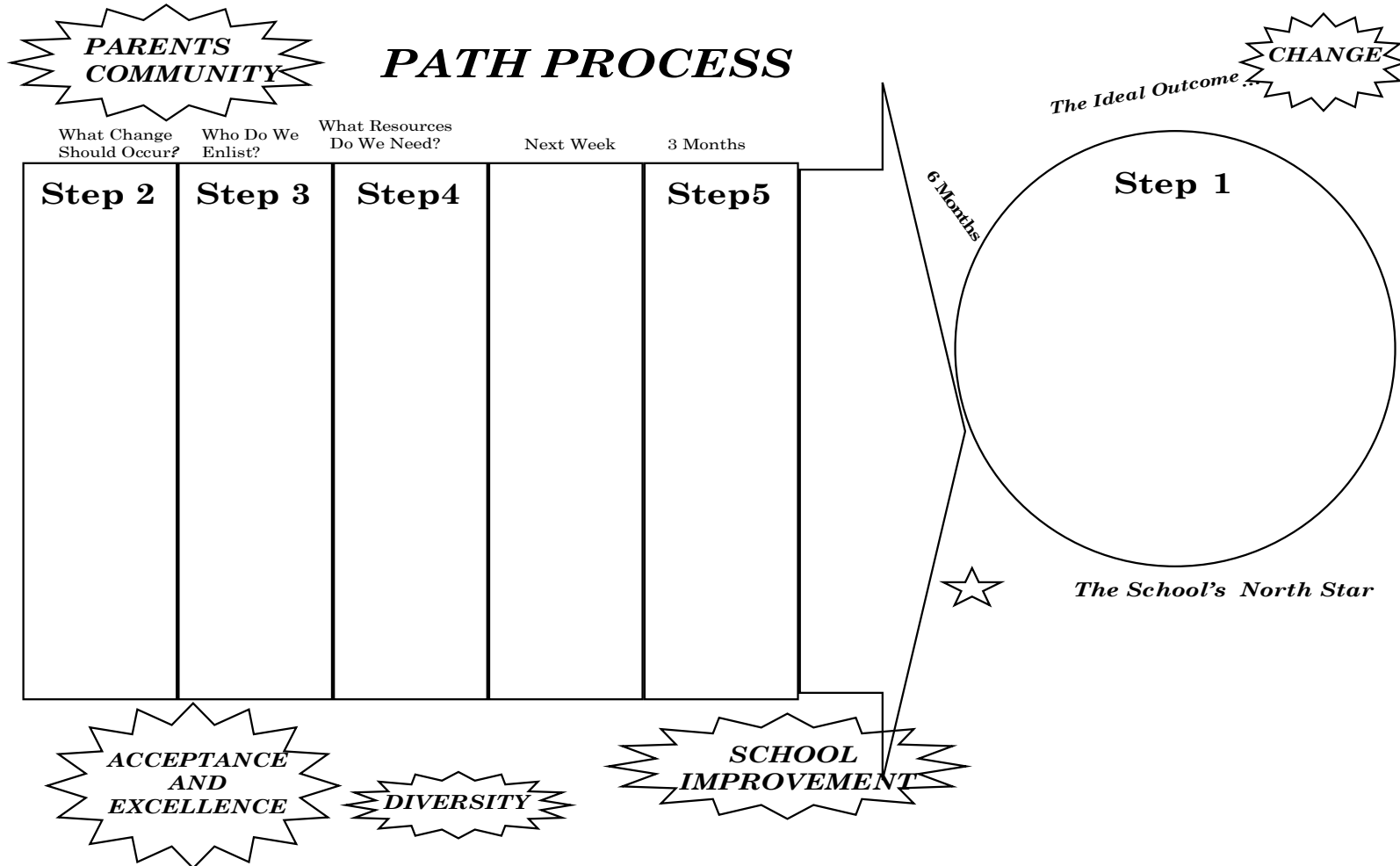
- How will they sustain the change?
- Who will be in charge of the project once it is implemented?
- What technical support is needed?
- Are resources required on a continual basis?

What will the change effort around Accountability look like in 6 months? 5 years? What support will the change effort need in order to be sustained? How can change agents use resources to ensure the change continues?

PATH PROCESS

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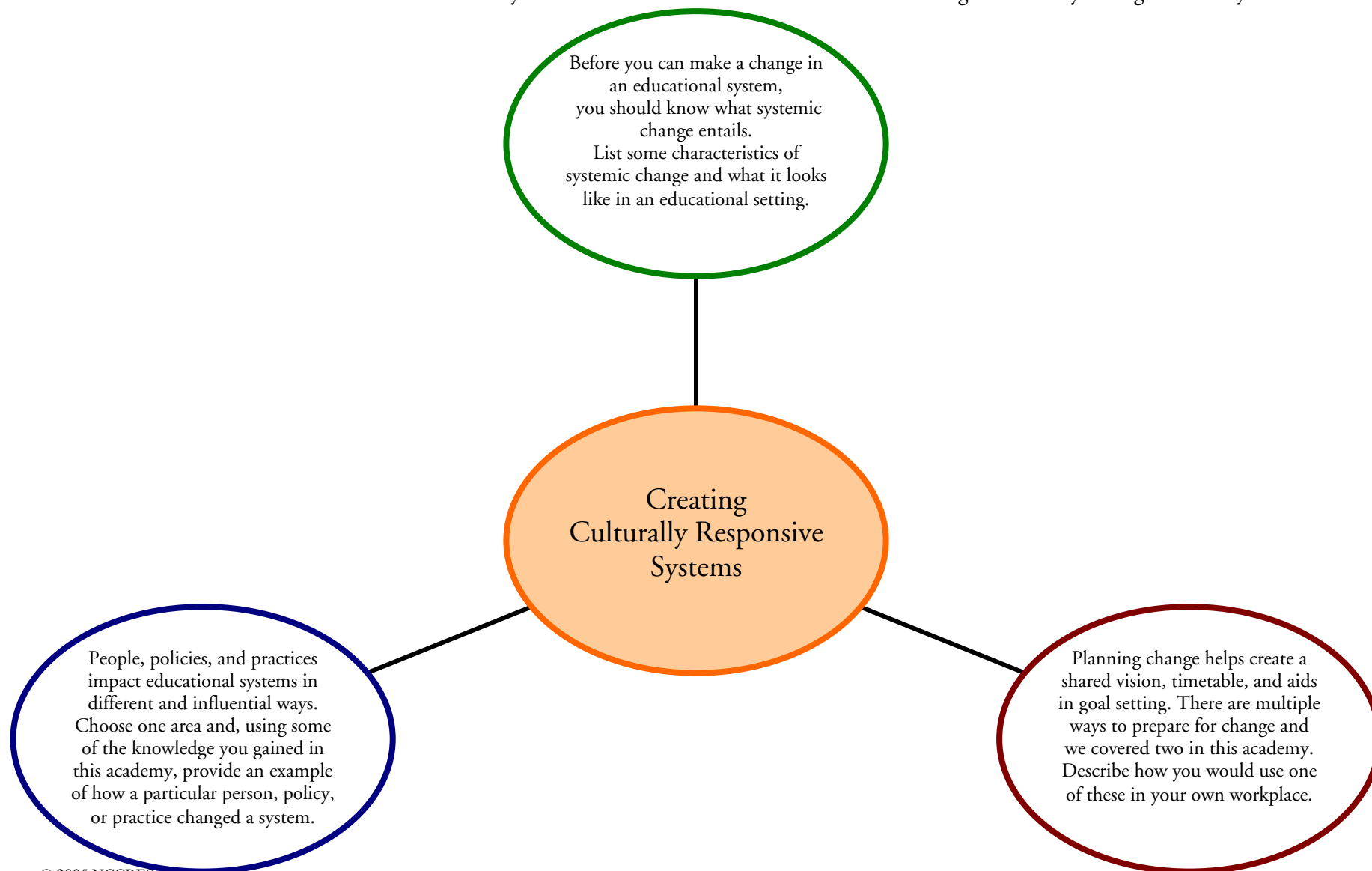
Use the PATH Process to plan your change effort. Record your ideas in the spaces below.



OUTCOMES REVIEW

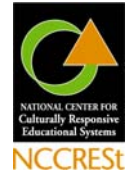
Academy 3: Creating Culturally Responsive Systems

These are the outcomes we've covered in this academy. Choose one or two and brainstorm the knowledge and skills you've gained today.





Resources



Anderson, B. T., Brown, C., & Lopez-Ferrao, J. (2003). Systemic reform: Good educational practice with positive impacts and unresolved problems and issues. *Review of Policy Research*, 20(4), 617-628.

This article describes the National Science Foundation's systemic reform programming, including major accomplishments and barriers to systemic reform. The challenges of systemic reform and new directions for education reform are discussed. The focus is on the results and challenges of policies implemented by the systemic initiatives, namely the mandate for the alignment of standards, curriculum, instruction, and assessment with the implementation of a standards-based K-12 mathematics and science education program; increased science and mathematics requirements for high school graduation; the delivery of intensive, high-quality professional development; and improvement in student achievement after three years of funding. A broader view of education reform in the future will require policymakers and educators to pay more attention to formulating mutually supportive policies across education, health, and social services; establishing fiscal policies that provide sufficient funding to ensure equitable outcomes; and revising accountability policies to facilitate rather than impede the reform efforts.

Artiles, A. J., Trent, S. C., Hoffman-Kipp, P., & Lopez-Torez, L. (2000) From individual acquisition to cultural-historical practices in multicultural teacher education. *Remedial and Special Education*, 21(2), 79-89.

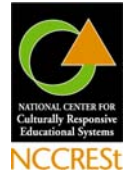
Due to poor school performance among significant numbers of minority students in U.S. schools, many parents, educators, and policymakers now look to teacher education programs (TEPs) to prepare preservice teachers more effectively for student diversity. Unfortunately, although multicultural TEPs and courses have been in existence for quite some time, we know very little about the nature of teacher learning and development and the conditions that promote teacher learning for student diversity in both preservice courses and field experiences. Moreover, we know little about what program components improve learning experiences for culturally and linguistically diverse students. In this article, we propose a reconceptualization of multicultural teacher education. For this purpose, we summarize basic principles of cultural-historical theory that must be considered by teacher educators who prepare preservice teachers for student diversity. We also discuss how cultural-historical theory can inform research designs as teacher educators attempt to assess preservice teacher learning. Through preliminary analysis of a study conducted in a preservice teacher education course, we provide examples of how constructs from cultural-historical theory are being used to assess teacher learning about teaching and learning in multicultural contexts.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. *Leading in a Culture of Change* offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process.

McLagan, P. A. (2002). Success with change. *T + D*, 56(12), 44-53.

Summarizes research on how organizations implement change successfully. Focuses on five lessons for implementing and sustaining change: (1) be sure it will add value; (2) match the change process to the challenge; (3) provide management support; (4) prepare the system for change; and (5) help people align.



Pasi, R. (2003). Special issue: Visionary leadership. *NASSP Bulletin*, 87, 1-72.

A special issue on visionary leadership is presented. Articles discuss an analysis of 13 of the better known lists of the characteristics of effective professional development; the role of shared values and vision in creating professional learning communities; how principals can most effectively lead their schools through successful organizational change; the significance of certain aspects of brain research on school leadership, teachers, and students; and visionary leadership in schools that go beyond test scores to focus explicitly on students' social and emotional development. An introduction to the special issue is also provided.

Rice, D. & Harris, M. M. (2003). Leadership in community schools: A frame analysis. *Reclaiming Children and Youth*, 11(4), 216-220.

Part of a special issue on creating communities for growth. A study examined leadership in community schools. Data were obtained from leaders of a full-service community school project in Grand Forks, North Dakota. Results revealed that leaders had confidence that they could collaborate based on earlier work on less complex projects, saw their interrelationships as paramount to success, saw themselves as a team facilitating a network, were flexible about project details, valued data and project evaluation, and were inspired by their involvement in national networks. Results also showed that the converging goals of leaders' organizations strongly influenced leaders' commitment, leaders maintained their organizations' support, external support assisted leaders in mobilizing internal support, the community council was crucial for involvement beyond the original partners, professional development allowed professionals from different fields to understand one another's valuable roles, and the management team was heavily involved in the project. In relation to four organizational change frames, results showed that the structural frame was used most often, followed by the human resource, political, and symbolic frames. Implications of the results are presented.
