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ADMINISTRATOR AND CONSULTANT PERCEPTIONS OF CONSULTANT SERVICES IN MICHIGAN SCHOOLS

by

Julia A. Berg

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
June 1988

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ADMINISTRATOR AND CONSULTANT PERCEPTIONS OF
CONSULTANT SERVICES IN MICHIGAN SCHOOLS

Julia A. Berg, Ed.D.

Western Michigan University, 1988

The purpose of this study was to determine administrator and consultant perceptions regarding consultant services in Michigan schools as related to: (a) services provided, (b) roles, (c) sources of funding, (d) sources for identifying services, (e) characteristics and components that may influence selection, and (f) methods used for evaluation. A review of literature was conducted related to the six survey questions of the study.

Responses to surveys were analyzed from 116 (85% response rate) randomly selected Michigan school superintendents and other administrators and 58 (58% response rate) consultants identified as providing service in Michigan school districts during the 1986-87 school year. Administrator and consultant perceptions regarding consultant services were similar in most cases. Both groups most frequently listed:

1. Services performed by consultants including legal services, architectural services, financial services, and staff and curriculum development;

2. Roles of consultants including fact finders, joint problem solvers, and identifiers of alternatives;

3. Funding sources of consultant services including local

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school revenue and state revenue;

4. Sources for administrators identifying consultant service being previously employed by the school district, knowing the consultant personally, or recommended by peers;

5. Influences of selection of consultants including competence, responsibility, and client welfare; and

6. Evaluation methods of consultant services including client reports, discussion with clients, post evaluation immediately following consultation, and interviews.

Based on the literature review and findings, two major conclusions were made: (1) A policy statement regarding the use of consultants is needed by school districts, and (2) School administrators continue to need assistance and training in the use of consultants.

Based on the findings and conclusions of this study, a number of suggestions and recommendations were made. First, each school district should have a clear policy statement regarding recruitment, selection, employment, and evaluation of consultant services. Next, administrator professional organizations should provide up-to-date inservice programs and models to instruct management personnel in realistic and productive methods of planning and using consultation services. Third, university education departments should offer appropriate instruction related to the preparation and use of professional consultants. Fourth, local school district management personnel should become more critical purchasers of consultant services.

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Western Michigan University, 1988

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Julia A. Berg

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DEDICATION

To my mother and my father, Rachel and Alexander Liberacki, I'll always be thankful for instilling in me the value of an education and the awareness of educators' contributions to others.

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CHAPTER I

PROBLEM

The decade of the 1960s was characterized as a decade of change in the United States--change in patterns of production, of consumption, of human relationships, and of aspirations. Vitally affected by and reflecting these changes were public schools. The process of education, above all, is never static. Schools were constantly being evaluated, upgraded, expanded, altered, adapted, and refined to meet the challenges of the day. In an effort to meet responsibilities, many school districts brought in outside specialists (Anton, 1964). This all held true for the decade of the 1980s (Stevens, 1983).

The role of consultants was increasing in every industry from business to education to medicine to government. Consulting comprised a thirty-two billion dollar industry in the United States; there were listings for at least 19,722 consulting firms; there were between 35,000 and 50,000 consultants working full time, with 2,000 new consultants each year; part time consultants may have been double that number; and the number of consultants tripled between the mid-1960s and 1980s (Kelley, 1981).

As a result of the knowledge expansion and the long-term economic uncertainty of the 1980s, the world and public schools became more complex. To be successful in business and school

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settings it was not necessary to know all there was to know, but it was necessary to know when and where to seek help and how to use it. One source of help was consultants. The type of consultant was dependent upon the need of the organization. Successful people recognized their limits. Tney were prepared to seek and pay for help when needed.

Consultant services to school districts are either routinized or discretionary. The routinized services are primarily state or federally mandated and affected by Board of Education Policy in the selection of consultants employed to perform certain tasks. Discretionary services are less structured in the selection and use of consultants. Regardless of whether the consultant service is the performing of a task, training, advice giving, problem solving, or expertise sharing, there is cost and criteria for selection to which school personnel should adhere.

Cocking (1956) made reference to the "new" profession whose members called themselves educational consultants. He stated that, at that time, services had not been clearly defined, nor was there accepted scope of activities; neither did there appear to be any particular competencies or qualifications which consultants must have. All that was necessary to become an educational consultant was to so announce.

Cocking further stated that the work of consultants should be a major study and discussion of American Association of School Administrators and state associations of school administrators

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and that research in the area should begin immediately. He listed the six areas of this survey as needing intensive appraisal, namely:

1. types of services performed by consultants
2. roles of consultants
3. sources of funding consultants
4. sources for identifying services of consultants
5. characteristics and components that may influence the selection of consultants
6. methods used to evaluate consultants

Even though these six areas were listed as high priority by Cocking as well as others (Anton, 1964), few studies have been conducted to meet these needs. In connection with Cocking's recommendations, a nigh interest in ethical competencies of consultants is evidenced (Dillon & Bane, 1980; Maidmont, 1977). Yet most school districts have not adopted guidelines to assist in the selection and use of consultants. In the 1980s (Stevens, 1983), as in the 1960s (Anton, 1964), there remains a need for research studies to help establish guidelines.

Purpose of the Study

The purpose of this study was to determine the perceptions of administrators and consultants regarding the use of consultants in Michigan schools as it related to: (a) services performed, (b) roles, (c) sources of funding, (d) sources for

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identifying services, (e) characteristics and components that may influence selection, and (f) methods used for evaluation. Further, the information was to be studied in terms of its use in advancing guidelines for the use of consultants.

Operational Definitions

To facilitate clarity of terms in this study, the following definitions were used:

Educational Administrators are defined as superintendents, assistant superintendents, supervisors, directors or principals of public K-12 schools located in Michigan.

External consultants are persons not presently employed by the school district seeking assistance who are contracted to assist with specific educational problems or concerns.

Consulting service is defined as a technique that at a minimum usually has the following six characteristics: (1) it is a helping, problem-solving process; (2) it occurs between a professional help-giver and a help-seeker who has responsibility for the welfare of another person; (3) it is a voluntary relationship; (4) the help-giver and the help-seeker share in solving the problem; (5) the goal is to help solve a current work problem of the help-seeker; and (6) the help-seeker profits from the relationship in such a way that future problems may be handled more sensitively and skillfully (Meyers, Parsons, & Martin, 1979).

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Conceptual Framework

The conceptual framework of this study is based on the areas of research recommended by Cocking (1956) and is diagrammed below:

Technique	Factors School Personnel Must Consider	Goal
Contractual agreement between school personnel and paid external consultant	1. Identification of services to be performed by consultants 2. Roles of consultants 3. Sources of funding for consultants 4. Sources for identifying consultants 5. Characteristics and competencies of consultants 6. Methods of evaluation of consultants	Accomplishments of purpose specified in consulting contract

Figure 1. Conceptual Framework

Source: Cocking, W. D. (1956). Role of the Educational Consultant. School Executive, 75, 7.

The Factors Influencing Consulting Process Model (Figure 2) shows how environment, organization, and opportunities or problems impact the consulting process. The model places the

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decision-making process influencing consulting assignments in an understandable framework. Environment influences the consulting process through changes beyond the control of individuals, groups, and organizations. The organization influences the consulting process through its goals, structure, technology and communication network. The problem impacts decisions by shaping the nature of the job. Environment, organization, and problem all impact employer and employee judgment in the consultation process (Kelley, 1981).

Important, but often overlooked, aspects of the consulting process are the influences of human and organizational dynamics on the consulting service outcome. In fact, understanding these dynamics is a major factor in distinguishing between successful and unsuccessful consulting situations (Kelley, 1981). A part of understanding the framework of this process is knowing that both the consultant and client influence the service outcome through their behavior, personalities, attitudes, values, perceptions, and prior experiences. Environment, organization, and opportunity or problem understanding are important aspects of working within a framework to bring about change.

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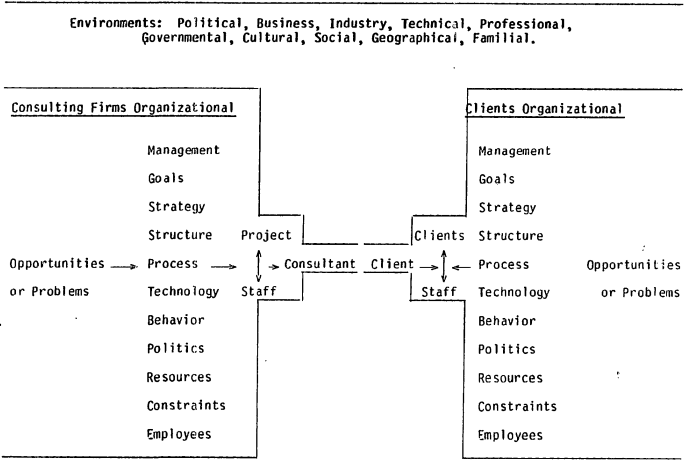

Figure 2. Factors Influencing the Consulting Process.

Source: Kelley, R. E. (1981). Consulting: The complete guide to a Profitable Career. New York: Charles Scribner & Sons.

Questions

The objective of this study was to provide answers to the following six questions:

1. What are the perceptions of administrators and consultants regarding the services performed by external consultants?

2. What are the perceptions of administrators and consultants regarding the roles of external consultants?

3. What are the perceptions of administrators and consultants regarding the funding sources of external consultants?

4. What are the perceptions of administrators and consultants regarding the sources for identifying the services of external consultants?

5. What are the perceptions of administrators and consultants regarding components that may influence the selection of external consultants?

6. What are the perceptions of administrators and consultants regarding evaluation methods that are used and useful in the evaluation of external consultants?

Limitations

The limitations of this study were due to limitations of time and finances. Only K-12 schools of Michigan were studied. Parochial and private schools, Intermediate School Districts, and

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schools of higher learning could all add another dimension. Also, a questionnaire limits the depth of probing possible in an interview situation. Questions to be addressed in other studies could include a more in-depth study of etnical issues and effectiveness related to cost factors in relation to the use of consultants.

Overview

An introduction to the study, definition of terms, specific information regarding the purpose, questions, limitations, and conceptual framework were included in this chapter. The six key areas of this study are (1) services performed, (2) roles, (3) sources of funding, (4) sources for identifying services, (5) characteristics and components that may influence selection, and (6) methods used for evaluation of external consultants. Further, the information was to be studied in terms of its use in advancing guidelines for the use of external consultants in Michigan K-12 schools.

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CHAPTER II

LITERATURE REVIEW

The purpose of this study was to determine the perceptions of administrators and consultants regarding the use of consultants in Michigan schools as related to: (a) services performed, (b) roles, (c) sources of funding, (d) sources for identifying services, (e) characteristics and competencies that may influence selection, and (f) methods used for evaluation. Further, the information is to be studied in terms of its use in advancing guidelines for the use of consultants. The review of literature is presented in eight sections: (1) Background of the Study, (2) Consultation Models, (3) Services of Consultants, (4) Roles of Consultants, (5) Costs and Efficiency of Consultants, (6) Sources of Consultants, (7) Competencies and Code of Ethics of Consultants, and (8) Evaluation of the Consulting Process.

Background of the Study

Major problems facing school district operations include such diverse subjects as: declining enrollments, energy conservation, dwindling financial support, public criticism, labor negotiations, censorship and conflicting curriculum expectations. No longer is it entirely possible for schools to operate effectively solely on the expertise of local superintendents and elected boards of education. As a result,

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superintendents are turning to consultants for increasing amounts of assistance. Quite often consultants are engaged and the tasks being sought are either unclear in nature or not delineated at all (Richards, 1982).

Consultation and education are the two most important influences behind the forward movement of society according to Blake and Mouton, (1976). Consultation is even more important than education because it relates to here and now problems. Solved problems make a difference to people in the way they live and work (Blake & Mouton, 1976).

Studies of consultation have addressed the theoretical concepts of the process rather than examined the behaviors and roles associated with it in public schools. Users of the services provided have often been taken for granted or untested assumptions have been made concerning their needs in the consultation process. Complaints and frustrations of clients have not been transformed into serious efforts to define the expectations held for external consultants, thus, resulting in dissatisfaction (Richards, 1982).

Consultation Models

Most consultation models have two primary goals: (1) to provide remedial problem-solving services for present problems, and (2) to increase consultees' skills so they can prevent and respond more effectively to similar problems in the future

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(Gutkin & Curtis, 1982). There are at least ten different models described in the literature and provided in a table compiled by West and Idol (1987).

The ten consultation models analyzed by West and Idol are:

1. Mental Health Model
2. Behavioral Model
3. Human Relations Model
4. Organizational Training Model
5. Advocacy Model
6. Process Model
7. Clinical Model
8. Program Model
9. Education/Training Model
10. Collaborative Model

The models are divided in response to five questions: (1) theory of the consultation relationship, (2) knowledge base for problem solving, (3) goals, (4) stages and steps, and (5) responsibilities of the consultant. A comprehensive chart of the models with complete explanation is located in Appendix A.

An analysis of the compiled models indicates that consultation is a term used across various disciplines to refer to some type of triadic relationship among consultants, consultees, and clients or problems. The knowledge bases for problem solving and change are varied and sometimes overlapping

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among the ten models. The models serve as a clearly defined structure or baseline for this and future research.

Services of Consultants

The types of services performed by external consultants are varied, depending on the system in which they operate. Lippitt and Lippitt (1978) list the following systems: economics, political, educational, religious, recreational and leisure-time, cultural enrichment, welfare, health, social protection, mass communication, and geographic entities. Some consultants tend to specialize and work with certain type of client systems. Other consultants are generalists with respect to types of clients, but specialize in terms of the kinds of problems they help with and the methods they use.

Twenty-three circumstances which led to the employment of external consultants in school systems in California are identified (Anton, 1964). The circumstances and percentage of mention by respondents are found in Table 1.

The findings of a study on the types of services of external consultants in bringing about change in small and medium sized Illinois schools showed that consultant services were used in (Stevens, 1982):

1. Inservice program development such as curriculum, programs for the gifted, drug and alcohol programs, bilingual programs, microcomputers, and global education.

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Table 1

Areas of Service Performed by Consultants in California School Systems in 1962-63

Services	Percentage of Time Mentioned
(1) Need for specialized or technical knowledge or service	43.5
(2) Need for professional inspiration and/or stimulation	18.5
(3) Need for general background on particular topic for the professional staff	17.0
(4) Need for training of district personnel in certain areas	15.5
(5) Need for assistance in planning and/or developing a program	14.0
(6) Need to see a problem in proper perspective	13.0
(7) Existence of a situational preference for an outsider	12.5
(8) Need for an objective, fresh view	12.0
(9) Opportunity to take advantage of a specialist's services	12.0
(10) Need for help in preparing staff for a new program	11.5
(11) Need for the prestige of an outsider	11.5
(12) Existence of a community situation, program, or pressure	10.5
(13) Need to show district emphasis on an area of study	9.5
(14) Existence of a well defined, intense, local problem	9.0
(15) Need for a survey and/or an evaluation of an existing program, operation, or condition	8.5
(16) Desire for the services of a particular outside specialist	7.5
(17) Need for coordination or articulation of practices, procedures, or curriculum among schools of the district	7.0
(18) Lack of qualified personnel among district staff members for a particular task	7.0
(19) Need to overcome personnel differences within the organization	5.0
(20) Pending legislation or other state action which might require change	5.0
(21) Need to provide encouragement and support for district staff	4.0
(22) Need for change in district organization	2.0
(23) Need for temporary help or service	1.5

Source: Anton, T. A. (1964). Outside Specialists and School Districts, p. 64

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2. Inservice staff development such as classroom management, teaching techniques, discipline, truancy and absenteeism.

3. Evaluation of education programs, students, teachers and teaching and administrators.

4. Management and planning regarding declining enrollment, bargaining, staff development, energy efficiency, interpersonal communications, and organization development.

(b) State and Federal mandates regarding curriculum, Special Education 94-142, minimal competency testing, facilities, and Federal programs.

The greatest use of external consultants was reported for life safety standards for facilities, energy efficiency of facilities, curriculum, special education, and programs for the gifted. There were four times more consultations that reported change than reported no change in these areas. The top five areas where consultants brought no change were minimal competency testing, drug and alcohol programs, truancy and absenteeism, and evaluation of teachers (Stevens, 1983).

The skills of consultants are seldom used effectively to meet the needs of the school system regarding the type of service for which they are contracted (McWilliams & McWilliams, 1977). The following questions are suggested by McWilliams as an aid in identifying the areas of need for which the consultant service may be used:

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1. Faculty Inspiration: Are the teachers in our schools excited, concerned, and committed to doing a better job of enabling all their students to achieve at their capacities?

2. Philosophical Clarification and Translation: Do our schools have operational philosophies of instruction for grades K-12? Are these philosophies manifested in classroom practice?

3. Assessment: Are we systematically identifying and diagnosing our students' needs? Do we know how to do this? What standardized tests should be given? What informal techniques should be used? Who should do the testing? How do we train teachers to interpret these instruments and translate the identified needs into classroom practices?

4. Program Development: What kinds of programs do we need based upon the analysis of the population we serve? Where should we put our emphasis? Have we provided adequately for both elementary and secondary, gifted and remedial? Are our programs systematically coordinated?

5. Methodology: Are the teachers cognizant of which teaching methods are most beneficial? Is this knowledge implemented in the classroom? How can we best implement this knowledge in the classroom?

6. Materials Discrimination and Selection: What are the most appropriate materials for our population? Does our school have the appropriate materials? Are we utilizing the resources available to their greatest advantage?

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7. Demonstration: Do we know the research findings, materials, and theory for teaching the various content areas, but need help in their implementation in the classroom? Are there alternative ways of using the materials and implementing the theory?

8. Organization: Are we using the best grouping techniques for the implementation of our philosophy? Do we need to decide on alternative school-wide grouping plans? How can teachers be taught grouping techniques and be encouraged to use them for more individualized instruction?

9. Coordination of Content Instruction: Do all of our teachers recognize the common skills of the subject areas? Do they know how to systematically teach and reinforce these skills so that students develop understanding of the material?

10. Student Motivation: Has our school developed a sense of value of education in our students? How can we best do this? Whose responsibility is it?

Adherance to these suggestions will not eliminate all problems encountered between external consultants and members of the school system in determining the type of service needed. However, they should eliminate some of the problems encountered and perhaps suggest a more systematic basis for use of consultants (McWilliams & McWilliams, 1977).

The percentage of school systems receiving consultative service from their State Departments of Education during 1952 in 58 areas of school operation was compiled (Savage, 1952).

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Indiana, Kansas, Michigan, Missouri, Nebraska, North Dakota, South Dakota, and Wisconsis were a part of the study. Two important findings of the study were: (1) administration and staff appeared to express needs on the basis of their conceptions of the nature and extent of the service available from the State Department of Education; (2) a request for an expression of need of a type of service was based upon the assumption that school systems were usually conscious of their needs; and there is some evidence that the assumption is not always valid (Savage, 1952).

Roles of Consultants

When helping individuals, groups, organizations, or larger social systems, consultants behave in a number of roles that they judge to be appropriate for the client and the situation. Argyris (1970) and Blake and Mouton (1976) clarify the roles in terms of intervention strategies with the decisions steered by the values and sensitiveness of the consultant and needs of the consultee.

Three identified roles of a change agent are: (1) training, (2) consulting, and (3) applied research (Bennis, 1966). Also identified roles are: educator, diagnostician, and consultant (Lawrence and Lorsch, 1969) . Menzel (1975) and Havelock and Havelock (1973) add the role of linker to the three proposed by Lawrence and Lorsch.

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Consultant roles can be likened to those of fictional British detectives with both sharing attributes such as (Steele, 1975):

1. The temporary nature of involvement in a system
2. The focus on gathering evidence and trying to solve the puzzles which it represents
3. The potential for "dramatics"
4. The potential action orientation and the excitement it contains
5. The stance of "expert" in behavioral science
6. The stimulation of working on several "cases" at once

In a helpful model, Marqulies and Raia (1972) divide consultive roles into "task oriented" and "process oriented." Further, they define each orientation in terms of problem verification, problem solving, feedback, utilization of research, relationship to client, involvement, and systems approach. In task orientation, the consultant functions as a technical expert; in process orientation, as a process facilitator.

One model presented the consultant's role in varying degrees from directive to non-directive (Lippitt & Lippitt, 1978). The non-directive approach is client oriented; the directive approach, more consultant oriented. Roles and descriptions of the model follow:

1. Objective Observer raises questions for reflection
2. Process Counselor observes the problem-solving process and raises issues mirroring feedback

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3. Fact Finder gathers data and stimulates thinking interpretives

4. Alternative Identifier and Linker identifies alternatives and resources for the client and helps assess consequences

5. Joint Problem Solver offers alternatives and participates in decisions

6. Trainer Educator trains client

7. Informational Expert regards, links, and provides policy or practice decisions

8. Advocate proposes guidelines, persuades, or directs in the problem-solving process.

In an analysis of the function of 16 different educational specialists, James and Weber (1961) isolated 18 different roles that a consultant could assume:

1. In the role of answer giver, the consultant as an authority is expected to give direct answers to specific questions.

2. In the role of listener, the consultant is to lend a sympathetic ear to individuals and groups who have problems they wish to discuss.

3. In the role of synthesizer, the consultant takes all contributions by group members and synthesize them into a statement that could be subscribed to by the group as a whole.

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4. In the role of ex-officio suggestor, possible solutions to existing problems are submitted within the limitations of the operational framework.

5. In the role of interpreter, the consultant is called upon to interpret educational theory and research as it related to the specific problems of teachers. The consultant attempts to work out a compromise between the ideas of the theory and the realism of practice.

6. In the role of an evaluator, the consultant is called upon to evaluate the educational and inservice training program.

7. In the role of a reassurer, the consultant offers reassurance to individuals and groups who are inadequate and insecure in decisions regarding both inservice and eductional programs.

8. In the role of a stimulator, the sincerity and enthusiasm of the consultant is used to raise the level of the goals to which the various individuals and the group aspire.

9. In the role of advisor, the consultant suggests to the group ways in which they could more profitably use time and direct efforts.

10. In the role of an organizer, the consultant is called upon to assist a school system to set up the organization for inservice educational programs.

11. In the role of information gatherer, the consultant is called upon to collect from the literature, personal experience,

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and other sources of information, information relating to specific questions or problems.

12. In the role of fraternizer, the consultant makes friendly contacts with the various members of the school staff in the effort of creating a friendly relationship.

13. In the role of public relations representative, the consultant is asked to attend various social-professional functions as a means of promoting good will.

14. In the role of school sightseer, the consultant is asked to tour all the school facilities to "see what is going on."

15. In the role of demonstrator, the consultant is asked to "put on" a demonstration for the client group.

16. In the role of criticizer, sometimes a group asks for a frank appraisal and constructive criticism of a specific activity.

17. In the role of order-giver, the consultant acts on a limited and "last resort" basis.

18. In the role of inspector, the consultant acts on a limited basis, relating particularly in the area of public health.

James and Weber (1961) found that the most frequently used roles of school specialists were (a) answer giver, (b) listener, (c) ex-officio suggestor, (d) interpreter, (e) reassurer, (f) stimulator, (g) advisor, (n) fraternizer, and (i) public relations representative.

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Consultation is based upon a specialization of ideas, skills, knowledge, and experience and not an administrative authority. A consultant plays an advisory role, provides information, and makes recommendations, but does not have authority or responsibility for decisions within the school district. The consultant serves basically as a catalyst (Day, 1987).

Additional articles and books in which roles of consultants are discussed are by Fishback (1950), Savage (1952), Morphet (1952), Henderson (1956), Curtiss (1961), Kelley (1981), Shenson (1984), Hodgkinson (1986), and West and Idol (1987). Also, Richards (1982), Stevens (1983), and Anton (1964) addressed the varied roles of educational consultants in their studies. Varied observations make it difficult to define the helping process in terms of a set of specific roles for a consultant. The role of external educational consultant is dependent on the identified need of the client and qualifications and style of the consultant.

Costs and Efficiency of External Consultants

In any situation where a client is contemplating the hiring of an outside specialist, the relative factor of services rendered for funds expended enters. There are numerous instances where consultants saved school districts thousands of dollars; thus, Hull (1952) recommended budgeting the equivalent of one teacher's salary for continuing consultant service. In some

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states the financing of external consultants has been a cooperative venture between local school districts and intermediate units (Anton, 1964).

Local school district management personnel must become more critical purchasers of consulting services. Given the dearth of available consultants and the fiscal constraints placed on school districts, school board presidents and superintendents should be careful when matching consultants' abilities and expertise with specific district problems (Richards, 1982). Care should include frequent and meaningful interaction between board of education members and superintendents. Interaction must precede entering into any consulting experience and should include discussion on goals and expectations for each specific consultation with monetary concerns a consideration (Richards, 1982).

The best persuasion to justify the cost of external consultants is careful planning. To assure that consultant services are cost efficient, school personnel must ask questions both about themselves and about the consultant. A five-criteria model to assist in planning for consultant selection weights expertise, track record, personality, knowledge, and cost (Hahn, 1985).

To assist in developing guidelines that will effect cost effectiveness, Blaha (1952), summarized the results of a two-day conference held in California to determine how to make better use of consultants. In determining "when" a consultant can be used most effectively, the following nine guidelines are recommended.

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A consultant can be used more effectively:

1. When there is a need to evaluate a program to determine what the real problems are.

2. When the group wishes help in defining the limits of the problem.

3. When a problem might be better introduced by someone from outside.

4. When a group has exhausted its own resources.

5. When there is a need for a progress evaluation.

6. When a group finds a need for specific technical information.

7. When a group needs a "shot in the arm" to maintain confidence in the value of further efforts.

8. When a group needs assistance in summing up and evaluating the work that has been accomplished.

9. When there is a need for assistance in determining the next steps to follow up.

In determining "how" consultant services can be used more efficiently, Blaha (1952) offers 17 guidelines.

Consultants may be used more efficiently if:

1. There is a definite understanding and agreement by the group that a consultant is needed.

2. There is a definite understanding and agreement by the group as to why they need a consultant.

3. There is definite recognition and statement of what is wanted.

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4. There is agreement as to the framework and limitations within which the group must work.

5. There is agreement by the group as to the criteria for the selection of a consultant.

6. There has been proper clearance with all who may be concerned.

7. There is a resume prepared of all that has transpired to date.

8. There have been some suggested procedures developed for consideration.

9. The consultant is given suggestions on how to function most effectively.

10. The consultant is given a complete review of the status of the group as to: origin of the problem, composition of the group, progress to date, limitations or framework within which the group must work, and needs of the group as members have defined them.

11. The consultant is provided with an orientation including such data as: name and location of the school in which the group functions; type of school organization; size of school enrollment; type and description of community; statement of the philosophy of the school; statement of the outstanding problems of the school; and statement of any policies which might need to be considered in relationship to with the problem.

12. The consultant is provided with some suggestions as to a tentative schedule of meetings.

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13. The group has made provision for reception and stay of the consultant.

14. There has been adequate provision made for hospitality involving the consultant.

15. The consultant is provided with some time, between his arrival and the meeting scheduled, to explore the situation.

16. The consultant is so treated in a way to develop a feeling of being wanted.

17. The consultant is used in such a manner that group unity is developed.

Coming up with good ideas or principles to increase the effectiveness of educational consultants is relatively easy; the difficult part is convincing those who control budgets that the ideas are in their best interest; even more difficult is successfully implementing the ideas (Spitzer, 1987). Spitzer's (1987) principals for increasing effectiveness of educational consultants are:

1. Know your client.
2. Learn what your client wants to accomplish.
3. Know your own capabilities and limitations.
4. Develop a sense of partnership.
5. Develop a long-term relationship.
6. Don't accept full responsibility.
7. Analyze the project carefully before you accept.
8. Learn to say "no!".
9. Don't become too entnusiastic.

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10. Wait to give advice.
11. Know your influencing limits.
12. Respect is much more important than popularity.
13. Always be honest.
14. Follow-through on all promises made.
15. Be consistent.
16. Don't get involved in politics.
17. Avoid displaying a "messiah attitude."
18. Insist on documentation of all agreements.
19. Emphasize areas of agreement.
20. Wnen in doubt, the client wins.
21. Never compromise your fundamental values.
22. Build commitment.
23. Ask the right questions.
24. Involve the client regularly.
25. Emphasize implementation issues.
26. Provide alternatives, and let the client choose.
27. Resist getting too ego-involved in the project.
28. Don't be afraid to make reasonable demands on the client.
29. Encourage pilot projects.
30. Insist on continuing evaluation.

The importance of research studies related to cost effectiveness of external consultants has been repeatedly emphasized in the literature and research from the 1950s through the 1980s. (Anton, 1964; Cocking, 1956; Day, 1987; Lippitt & Lippit, 1979;

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Richards, 1982; Stevens, 1983; and West & Idol, 1987). However, little could be found to indicate an accomplishment of the recommendation. Also, sources of funding for consultant service needs further study; the literature and research in this area is almost non-existent.

Sources of Consultants

In education, external consultant services have been obtained from state departments of education, college and university staffs, publishing companies, other public school districts, intermediate school districts, executive staffs of professional organizations, retired executives, and private consulting firms. The most decisive factor in selection is a direct recommendation from a satisfied client (Anton, 1964).

Two of the most widely used sources of consultant services are those offered by state departments of education and colleges and universities (Rehage & Heywood, 1952; Savage, 1952). However, there is a lack of coordination between consultant services provided by state departments and those available from colleges and universities (Rehage & Heywood, 1952).

Business executives, retired from the profit-making world, offered their time and expertise to education as management advisors including the area of consultant selection. Seven benefits these retirees bring to the consultative field are: (1) personal chemistry (equals to equals), (2) perspective,

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(3) judgment, (4) objectivity, (5) resources, (6) extended availability, and (7) efficient cost (Scherman, 1985).

Little research, few studies, and few recommendations could be found in the area of sources. The prospect of locating a consultant continues to be very intimidating unless the administrator has had prior satisfactory experience with a particular consultant and can rehire the same person for the present project (Day, 1987).

Competencies and Code of Ethics of Consultants

The literature is filled with listings of skills and competencies needed by consultants (Anton, 1964; Cocking, 1956; Day, 1987; Dillsworth, 1977; Hahn, 1985; Kelley, 1981; Lippitt & Lippitt, 1978; McWilliams & McWilliams, 1977; Scherman, 1985; Shenson, 1984; West & Idol, 1987;). Any list of professional capabilities of a consultant is extensive--something like a combination of the Boy Scout Laws, requirements for admission to heaven, and the essential elements of securing tenure at any Ivy League college (Lippitt & Lippitt, 1978). However, there have been few attempts to classify the competencies of efficient consultants to make it possible to say how to train persons to practice them (Vaill, 1971). A few studies documenting the implementation of consultant skills exist (Medway, 1979).

One step toward identifying and classifying competencies was a study in which three key questions were asked of 32 practicing

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consultants of their own estimation of key areas of expertise (Lippett, 1976).

1. What are the skills, knowledge, and attitudes that are essential in your mind for a person to be able to carry out consultant services, processes, and activities?

2. What do you feel are the educational preparation and learning experiences that would equip a person to function as a mature and effective consultant?

3. What criteria can consultants use to evaluate their own effectiveness as it relates to the impact and contribution of their consulting service?

The responses were varied, but clustered in the areas of knowledge, skill, and attitude (see Appendix B).

One study listed 25 key skills related to the four consulting roles of educating, diagnosing, consulting, and linking found in Figure 3 (Menzel, 1975). Menzel's (1975) study also rated the need for each skill in the following phases of the consulting process:

1. Awareness of Need for Change
2. Establish Change Relationship
3. Diagnosis of System Problems
4. Examine Options; Set Goals
5. Acceptance; Take Action
6. Generalization and Stabilization
7. Termination

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A five-stage model identified selected skills needed for stages of effective consultation: phasing in stage, problem identification stage, implementation stage, follow up and evaluation stage, and termination stage (Dustin & Ehley, 1984). The model presented a summary of skills appropriate for each stage; i.e., in the evaluation stage, the skills needed are risk taking, openness and persistence.

A review of the characteristics, skills, and competencies needed by external consultants to the school systems shows them to be varied. Different needs require different skills. Classifications of the competencies of efficient consultants will make it easier to train people working toward skills in consulting.

In any area of helping, the consultant occupies a position of trust; therefore, the ethical aspects of his or her work and behavior occupy a significant place in discussion on the consulting process. The work of all consultants requires the constant exercise of discretion and judgment. The client may not be qualified to appraise the quality of service being offered or the risks involved and must therefore rely on the consultants standards of conduct.

Etnics are standards of professional conduct and practice which stem from the nature of the profession (Shay, 1965). According to Shay (1965), ethics represent the attitudes, principles, and approaches that:

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ROLES	CHANGE AGENT SKILL AREAS
EDUCATING	Researcher; Writer; Designer; Teacher;
	Instructor; Trainer; Advocate;
	Conference Leader; Career Planner
DIAGNOSING	Action Researcher Writer; Diagnoser;
	Instrument or Survey Designer;
	Data Analyst; Evaluator
CONSULTING	Role Model; Relater at all levels;
	Expert in Consulting Processes:
	Survey Feedback
	Process Observation
	Decision Making
	Problem Solving
	Conflict Resolution
	Conference Leadership
	Confronter; Intervenor; Systems Analyst;
	Designer and Planner; Adapter
LINKING	Resourcer Linker:
	Internal Resources
	External Resources
	Experts for Action Research
	Referrer

Figure 3. Roles of Change Agent in Skill Areas

Source: Menzel, R. K. (1975). A Taxonomy of Change-agent Skills. Journal of European Training, 4(5), 287-288.

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1. Contribute to the success of the consultant's work
2. Make for equitable and satisfactory client relationships
3. Relate the profession to the part of society which it serves.

A person may wonder why it is not a simple matter to conduct all professional situations in accordance with the highest ethical standards. The difference between proper and improper is often not clear and many times consultants face issues that are not easily resolved. Consultants are often called on to make value judgments. Fletcher (1968) identified three alternate routes to follow in ethical decision making: (1) legalistic, (2) lawless or unprincipled approach, and (3) situational.

To judge the skills and competencies of consultants is no easy task. A quiz consisting of ten typical situations involving consultants, each designed to illustrate an important ethical point in the school setting can serve as a guide to measure ability to judge a consultant (Maidment, 1977).

Conflict of interest related to consulting services by faculty members at universities has been studied. In a study conducted by Dillon (1980), it was found that 96% of the responding institutions maintained policies for faculty consulting activities. Only 10% of the respondents had policies which indicated that disciplinary actions would be taken if violations occurred.

When working with consultants, it is necessary to rely on their own code of ethics which basically (a) provide professional

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guidelines, (b) allow professionals to inspire faith by the client, and (c) signify that the consultant is committed to do a good job. Codes by the Association of Consulting Management Engineers (1966), American Society for Training and Development (1975), and American Psychological Association (1967) are similar in content, but none are all inclusive. Lippitt and Lippitt (1978) borrowed from a number of professional codes of ethics to suggest a code of principles as characteristics for professional consultants (See Appendix C).

The adoption of a code is not enough. Members of the profession should study the code, know the reasons for its provisions, and understand its general importance as part of professional competence. Establishing a code of ethics does not guarantee a change in the ways that consultants function. Regardless of how good a code of professional ethics may be, it will be ineffective unless there is some practical system of enforcement that is accepted by practicing professionals. A lack of penalties is the most basic reason why even well-constructed codes have not had significant impact on consulting practice.

The basic components of an adequate ethical position are (a) sound ethical principles, (b) proper application of the principles in particular situations, (c) consistency, and (d) completeness. The actual formulation of an adequate position and code by a practitioner is much more difficult.

Included in the literature are few references to ethical competencies related to educational consultants; there is much

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related literature and research on the topic in the areas of medicine and business. There is a need for clients to have an understanding of their own ethical competencies in relation to consultant competencies in their area.

Evaluation of Consulting Process

The ultimate goals of the consultation process are to bring about planned change (Brown, Blackburn, & Powell, 1979); to increase organizational productivity and morale (Gallessich, 1982); to make the consultee more aware of events or processes which affect work production and social emotional atmosphere of the system (Schein, 1969); to leave a consultee with new skills (Conoley & Conoley, 1982); or to transmit needed knowledge, information and skills to consultees to alleviate problems. If these are the goals, how can the change or progress be evaluated?

Lippitt (1972) suggested that to assess competency, the following criteria might be useful in assessing the consultant:

1. Does the consultant form sound interpersonal relations with the client?

2. Does the consultant's behavior build the client's independence rather than dependence on the consultant's resources?

3. Does the consultant focus on the problem?

4. Is the consultant nonjudgmental and tolerant toward other consultants and resource disciplines?

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5. Does the consultant respect the confidences of his clients?

6. Is the consultant clear about contractual arrangements?

7. Does the consultant appropriately achieve influence in the organization?

8. Does the consultant truthfully indicate the skills he or she possesses that are relative to the client's problem?

9. Does the consultant clearly inform the client concerning the consultant's role and contribution?

10. Does the consultant express willingness to have his or her services evaluted?

Judgments of the success of consultation usually have been based on expressions of faith in the general value of consulting, but consultation has received little critical evaluation based on research findings. Evaluation research appears to be needed by both the consultant and client.

In a study conducted at George Washington University in which 75 people were surveyed with 52 responses, the obstacles to consulting research in all areas including evaluation were found to be (Bidwell & Lippitt, 1971):

1. Lack of time

2. Lack of a frame of reference

3. Failure of consultant and client to determine client expectations in measurable terms

4. Lack of money for research

5. Need to convince management

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6. Lack of effective research methods and tools

7. Need for adequate facilities and resources

8. Lack of cooperation between client and consultant

9. Magnitude of the research

A conceptual model for evaluating the consultative situation developed by Swartz and Lippitt (1975) described:

1. Evaluation Areas: client and consultant relationship evaluation, event evaluation, and system progress toward goal evaluation.

2. Evaluation Criteria: cost profit related, behavior observation, reaction.

3. Sources of Data: sponsor, client, client system, and consultant.

4. Methods of Data Collection: observation, questionnaire, interviews, documentation, and instruments.

Common methods identified by Swartz and Lippitt (1975) in consultation evaluation are:

1. Questionnaires

2. Interviews

3. Client reports

4. Efficiency reports

5. Discussions with client

6. Periodic testing

7. Inspections and visits

8. Consultant's ratings

9. Postevaluation immediately after consultation

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10. Surveys of reactions to consultation
11. Surveys and operations audit
12. Follow-up testing (6 months to 1 year later)

The most common purposes for evaluation of consultation are:

1. Action research on the problem
2. Evaluating the consulting process
3. Satisfaction of client
4. Improved skill or performance of consultant

In education, objective assessment of the value of the consultation service to school systems is a difficult task (Savage, 1952). Even if the level of efficiency could be carefully measured on a before and after basis, it would still be difficult to assert with confidence that the changes resulted from the consultant services. Any progress rendered is never solely the result of the consultant's work.

The work of an educational consultant is best measured by the consultant's contribution to removal of barriers to planning (Hereford & Leu, 1956). A specialist can help to remove barriers by focusing ideas on problems, shaking client's staff loose from traditional approaches, evaluating the worth of proposals, applying research findings, and selecting worthy people for certain responsibilities within the organization.

Observable changes in teacher behavior as a result of consultant intervention is a criterion of evaluation (Downing, 1954). Comments by teachers and administrators and participation and interest in the consultant service were the next most

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frequently mentioned criteria for evaluating consultant service in Downing's 1954 study.

Tilles (1961) identified evaluation of consultant services as based on four areas: (1) improved performance, (2) change in client's ability to solve problems independently, (3) changes in the client-consultant relationship, and (4) changes in the relationship of the members of the management team.

The Association for Consulting Management Engineers (1966) listed six criteria for evaluating a consultant's assignment: (1) the assignment has been carried out without upsetting the organization; (2) the original cost and time estimates are met and realistic; (3) the consultant's recommendations have been implemented; (4) the organizaiton has accepted the recommendations as practical and is willing to live with them; (5) management has received a stimulus to its own thinking; and (6) the company would be willing to employ the consultant again.

Regardless of the means of evaluation, the effectiveness will be dependent on how well the needs and goals of services have been well defined. More research on evaluation is one of the primary needs in the consultation process.

Questions and Summary

The areas discussed in this review were (a) background of the study, (b) consultation models, (c) services of consultants, (d) roles of consultants, (e) costs and efficiency of consultants, (f) sources of consultants, (g) competencies and

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code of ethics of consultants, and (n) evaluation of the consultation process. The outcome of the literature review was the indication that more research is needed.

Therefore, the objective of this study is to seek answers to the following six questions:

1. What are the perceptions of administrators and consultants regarding the services performed by external consultants?

2. What are the perceptions of administrators and consultants regarding the roles of external consultants?

3. What are the perceptions of administrators and consultants regarding the funding sources of external consultants?

4. What are the perceptions of administrators and consultants regarding the sources for identifying the services of external consultants?

5. What are the perceptions of administrators and consultants regarding components that may influence the selection of external consultants?

6. What are the perceptions of administrators and consultants regarding evaluation methods that are used and useful in the evaluation of external consultants?

Similar identified topics of importance for further study were identified in the literature of the fifties, sixties, seventies, and eighties; yet, little could be found on research in the areas suggested. Therefore, the literature review will

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guide this study in surveying the perceptions of administrators and external consultants on the use of consultants in Michigan schools. The focus will be on six key areas in Michigan schools as it relates to: (1) services performed, (2) roles, (3) sources of funding, (4) sources for identifying services, (5) characteristics and competencies that may influence selection, and (6) methods used for evaluation. Further, the information is to be studied in terms of its use in advancing guidelines for the use of consultants.

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CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to determine the perceptions of administrators and consultants regarding the use of consultants in Michigan schools as related to (a) services performed, (b) roles, (c) sources of funding, (d) sources for identifying services, (e) characteristics and components that may influence selection, and (f) methods used for evaluation. This chapter has six sections: (1) Population and Subjects, (2) Sampling Plan, (3) Development of Instrument, (4) Design and Instrumentation of the Questionnaire, (5) Analysis of Data, and (6) Summary.

Population and Subjects

The subjects of this study were school superintendents and external consultants in Michigan school districts. The population of superintendents were those practicing in Michigan K-12 school districts. The population of consultants were those identified by administrators as having provided services to their school districts during the 1986-87 school year.

Sampling Plan

There are 524 school districts listed in the 1988 Michigan Education Directory. The sample for this study consisted of 134

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(25%) randomly selected districts from those listed in the directory. The selection was made using a table of random numbers (Borg & Gall, 1983).

A 25% sample was considered large enough to obtain good representation on such variables as size and location of district. A 25% sample was sufficient to obtain smaller sampling errors and have greater reliability of questionnaire responses. The sample was large enough that a few extreme cases would not significantly bias the data. Also, it was within the financial and time limitations of the study in regard to printing costs, postage, and follow up.

Rationale for Instrument Development

Two instruments were developed for this study. Two questionnaires consisting of ten questions were administered to school superintendents and consultants (see Appendix E and F). On the administrator survey, items one through four related to (1) identification of position of person completing the form, (2) total number of students in the school district, (3) board policy regarding contracted services of external consultants, and (4) whether the districts contracted with external consultants during the 1987-88 school year. On the consultant survey, items one through four related to (1) place of employment of person completing the form, (2) length of time as a consultant, (3) agency policy regarding contracted services, and (4) whether the consultant was employed by a Michigan school district during the

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1986-87 school year. Items five through ten relate to the areas identified by Cocking (1956) as needing to be a major focus for further research. Further data or rationale for items five through ten of the questionnaire are given below:

Types of Services Performed by Consultants (Survey Item 5).

This question is used as the baseline for questions six through ten. Cocking (1956), Henderson (1956), Anton (1964), and Richard (1982) all relate the need to identify the type of services performed by consultants in school settings. The question was left open-ended with the rationale that the type of service listed would be of importance to the administrators making the choice.

Roles of External Consultants (Survey Item 6).

Shenson (1984), Kelley (1981), Lippitt and Lippitt (1978) all describe the roles of consultants in much the same way varying from advocate to objective observer. The question for this survey was developed around the works of Lippitt and Lippitt using their descriptors. The rationale for including this question was roles expected of the consultant must be clearly identified to avoid confusion, conflict, and unmet expectations.

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Possible Funding Sources of External Consultants (Survey Item 7).

Michigan school funding is determined by the State School Aid Act of 1979 (P.A. 94 of 1979). General appropriations are listed and described in Section II of P.A. 212 of 1986. Local, state, and federal revenues for school funding sources would be determined by these acts. Additional monies to schools are available through state, federal, and private grants. Budgets are developed at the local school level.

Sources for Identifying External Consultants (Survey Item 8).

No studies were found that compiled sources for identifying external consultants; however, Cocking (1956), Henderson (1956), Anton (1964), and Richards (1982) made reference to this need. The list of sources listed in this question was developed as a result of discussions with administrators in four school districts regarding their recommendations of sources. The administrators were superintendents and assistant superintendents in charge of finance, personnel, or curriculum from (1) an intermediate school district, (2) a district with a student population over 6,000, (3) a district with a student population of 1,700, and (4) a district with a student population of under 200.

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Characteristics and Components to Consider in the Selection of External Consultants (Survey item 9).

Letters were sent to 65 consulting sources requesting information regarding codes of conduct. Twenty-two sources responded by submitting copies of codes of conduct or with some references to codes. Studies by Shenson (1984) and Lippitt (1972) served as additional sources of codes of conduct, ethical issues, and characteristics related to consultants. An analysis of the studies showed a number of recurring areas mentioned. For the development of this question, the listing is taken from Lippitt and Lippitt's (1978) studies. This was inclusive of Lippitt and Lippitt's other findings. Descriptors of this item are included with the questionnaire.

Methods Used for Evaluating External Consultants (Survey Item 10).

This question was developed by using information from a study conducted by Bidwell and Lippitt (1971). They found that the 12 areas listed in this question were the primary methods used for evaluation of consultant services. Again, Cocking (1956), Henderson (1956), Anton (1964), and Richards (1982) all referenced the need for ways to evaluate consultants.

In summary, the sources listing a need for additional research in questions five through ten are recurring themes in the fifties, sixties, seventies, and eighties. Even though the needs are given, the actual studies related to these areas are few, especially in the area of education.

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Instrumentation

Two survey forms were developed, one for administrators and one for consultants. Both surveys had questions related to consultants: (a) type of services provided, (b) roles, (c) sources for identification, (d) characteristics and components that influence selection, (e) funding sources and (f) evaluation methods. The administrators were also asked to identify consultants who had provided service to their districts.

Validation of Survey Instruments

Content validity was established by having a jury of three administrators and three consultants review the survey. The qualifications of administrators selected for this task were: (a) three or more years in a school system as an administrator and (b) had employed external consultants. The qualifications of the consultants selected were: (a) had been employed by school districts as consultants and (b) half or more of their income was from consulting. The responses for this profile are included in Tables 2 and 3.

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Table 2

Profile of Administrators

	Administrators		
	1	2	3
1) Number of years as as administrator	22	18	12
2) Number of students in school where employed	2,700	1,700	2,300
3) Employed consultants in 1986-87?	yes	yes	yes

Table 3

Profile of Consultants

	Consultants		
	1	2	3
1) Number of years as a professional consultant	21	10	7
2) Type of employment (self, public, private agency)	self	Public Agency	Private Agency
3) Employed as a consultant in 1986-87?	yes	yes	yes

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Pretesting

The purpose of pretesting was to analyze the survey in regard to scope, relevance, organization, clarity, appropriateness and efficiency:

1. Were all phases of the survey adequately covered?
2. Did the questions stimulate respondent cooperation?
3. Did the questions flow smoothly?
4. Were the questions completely understood by the respondents?
5. Did the questions elicit responses in line with the objectives of the study?
6. Was the time required appropriate?

The subjects for pretesting were three superintendents and three consultants identified by the jury as being reliable respondents. The pretesting surveys were followed by personal or phone interviews. Reliability was established by administering the identical survey to the same pilot group of administrators and consultants after a two-month period. Essentially no deviations were noted between the responses.

Collection of Data

The survey form was administered to superintendents and consultants in the winter of the 1987-88 school year using a randomly selected sampling plan. Respondents were asked to return surveys within two weeks. Letters of transmittal were

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sent along with the survey to randomly selected participants. The letter included (a) reason for survey, (b) assurance of confidentiality, (c) purpose of study, (d) association with professional institutions, and (e) requests for return by a specified date. A self-addressed, stamped envelope was enclosed with each survey to aid prompt return.

A bias check was conducted by telephoning five of the administrators and two consultants who did not respond. The purpose of this was to compare the responses of those who completed the survey to those who didn't to see if responses were representative of volunteers who responded. Responses received were representative.

Organization and Analysis of Data

The returned surveys were scored and percentages were computed. The data were organized on comparison tables showing administrator and consultant responses for items five through ten. The comparisons related to items of the survey: (a) services of consultants, (b) roles of consultants, (c) sources of identification, (d) characteristics and components that influence selection, (e) funding sources, and (f) evaluation methods.

Summary

An overview of the design and methodology was presented in this chapter. The subjects, sampling plan, design and instrumentation, and data collecting techniques were discussed.

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The findings of the study are reported in Chapter IV. Chapter V includes a discussion of the findings of this study, recommendations for school personnel use of consultants, and suggestions for future research.

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CHAPTER IV

FINDINGS

The purpose of this study was to determine the perceptions of administrators and consultants regarding the use of consultants in Michigan schools as related to: (a) services performed, (b) roles, (c) sources of funding, (d) sources for identifying services, (e) characteristics and components that may influence selection, and (f) methods used for evaluation. Six research questions were developed. A summary of the findings related to the research questions plus findings related to background of administrators and consultants is presented in this chapter.

Review of Design and Methodology

Two instruments were developed for this study: (1) an eleven item survey for school superintendents, and (2) a ten-item survey for consultants. Six of the items on each survey were the same and related to the areas identified by Cocking (1956) as needing a major focus for further research.

The subjects of this study are educational administrators and external consultants providing services in Michigan school districts during the 1986-87 school year. The sampling of 135 randomly selected school superintendents sent surveys represent one fourth of the 524 school districts listed in the 1987

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Michigan Education Directory. The 100 selected consultants sent surveys were those identified by the administrators as providing paid services to their school districts during the 1986-87 school year.

The administrator survey was mailed to superintendents in February of 1988, and asked to be returned within two weeks in stamped, self-addressed envelopes. One hundred seventeen districts responded by the due date. All non-respondents were contacted via telephone and encouraged to reply, with six responding. The analysis of data was made on responses received no later than four weeks after mailing. The response rate was 91%.

The consultant surveys were mailed three weeks after the administrator surveys, and asked to be returned in stamped, self-addressed envelopes within two weeks. Forty-three consultants responded to the survey by the due date. Forty non-respondents were contacted via telephone, with 15 additional responses to the second request. The data was compiled on responses received no later than four weeks after mailing. The response rate was 60%. The distribution and returns are summarized in Table 4.

Background Data about School Districts

The first four questions of the survey administered to administrators asked respondents (1) to identify their position or title, (2) to indicate total number of students in the school

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Table 4

Summary of Survey Form Distribution and Return

	Administrators		Consultants	
	N	%	N	%
Survey forms mailed	135	100	100	100
Survey forms returned	123	91	60	60
Usable survey forms	116	85	58	58

district, (3) to indicate whether their school district had a board adopted policy statement regarding contracted services of external consultants, and (4) to indicate whether their school district contracted with external consultants during the 1986-87 school year.

Positions of Administrators

Of the 116 respondents, all identified themselves as school administrators: 103 were Superintendents (89%); seven were Assistant Superintendents in Charge of Instruction or Curriculum (6%); three were Assistant Superintendents in Charge of Business Operations (3%); and one each of Assistant Superintendent (1%), Director of Special Education (1%) and Public Information Officer (1%). Data are reported in Table 5.

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Table 5

Positions of Administrators Returning Survey

Position	N	Percent
Superintendent	103	88.8
Assistant Superintendent	1	1.0
Assistant Superintendent in Charge of:		
Instruction/Curriculum	7	6.0
Business Operations	3	2.6
Director of Special Education	1	1.0
Public Information Officer	1	1.0
Totals	116	100.0

Number of K-12 Students in Represented Districts

Of the districts hiring consultants, the number of K-12 students ranged from 89 to 11,500. Of the districts not hiring consultants, the number of K-12 students ranged from 111 to 3,200. There was no significant difference in percentage of returns from those who hired consultants or those who did not. Data are reported in Table 6.

Districts With Board Adopted Policy Statement

Of the districts responding, five (4%) stated that they had a Board Adopted Policy statement regarding contracted services of

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Table 6

Total Number of K-12 Students in Districts of Administrators Returning Survey

Number of K-12 Students	Districts that Hired Consultants N	%	Districts that did not Hire Consultants N	%	Totals N	%
1 - 500	10	11.8	7	22.6	17	14.7
501 - 1000	5	5.9	5	16.1	10	8.6
1001 - 1500	13	15.3	6	19.4	19	16.4
1501 - 2000	15	17.6	5	16.1	20	17.2
2001 - 2500	9	10.6	2	6.5	11	9.5
2501 - 3000	8	9.4	4	12.9	12	10.3
3001 - 3500	3	3.5	2	6.5	5	4.3
3501 - 4000	2	2.4	0	0.0	2	1.7
Over 4000	20	23.5	0	0.0	20	17.2
Totals	85	100.0	31	100.0	116	100.0

consultants; 111 (96%) indicated having no policy statement. Five sent copies of the statements. Data are reported in Table 7.

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Table 7

Number of Districts with Board-Adopted Policy Statement Regarding Contracted Services of Consultants

Response	N	Percent
Yes	5	4.3
No	111	95.7
Totals	116	100.0

Districts Contracting With Consultants

During the 1986-87 school year, 85 (73%) of the respondents stated they contracted with consultants. Thirty-one (27%) indicated not contracting with consultants. Data are reported in Table 8.

Table 8

Number of Districts Contracting with Consultants During the 1986-87 School Year

Response	N	Percent
Yes	85	73.3
No	31	26.7
Totals	116	100.0

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Background Data for Consultants

The first four questions of the survey administered to consultants asked respondents (1) to identify their place of employment, (2) to indicate how long they had been a consultant, (3) to indicate whether their agency has a policy statement regarding contracted services to consultants, and (4) to indicate if they had been employed as consultants in Michigan schools during the 1986-87 school year.

Position of Consultants

Of the 58 respondents, 28 (48%) were self-employed, 18 (31%) represented private agencies, five (9%) were associated with colleges or universities, and two (3%) were associated with State Department employment. Data are reported in Table 9.

Years of Consultant Experience

Years of consultant experience varied from two to 33 years. Ten (17%) reported one to five years experience, 11 (19%) reported six to ten years experience, nine (16%) reported 11 to 15 years experience, 13 (22%) reported 16 to 20 years experience, and 15 (26%) reported over 20 years experience. Data are reported in Table 10.

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Table 9

Position of Consultant Completing Survey

Position	N	Percent
Self-Employed	28	48.3
Representing Private Agency	18	31.0
Associated with State Department Employee	2	3.4
Associated with College or University	5	8.6
Other	5	8.6
Totals	58	100.0

Table 10

Years of Consultant Experience

Years	N	Percent
1 - 5	10	17.2
6 - 10	11	19.0
11 - 15	9	15.5
16 - 20	13	22.4
Over 20	15	25.9
Totals	58	100.0

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Consultants With Agency Policy Statement

Of the 58 respondents, 53 (91%) reported having no policy statement regarding contracted services. Five (9%) reported having a policy statement. Data are reported in Table 11.

Table 11

Number of Consultants with an Agency Policy Statement Regarding contracted Services

Response	N	Percent
Yes	5	8.6
No	53	91.4
Totals	58	100.0

Employed as Consultant

During the 1986-87 school year, 56 (97%) of the respondents were employed as consultants in Michigan schools. Two (3%) were not employed. Data are reported in Table 12.

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Table 12

Number of Consultants Indicating Michigan School Employment

Response	N	Percent
Yes	56	96.6
No	2	3.4
Totals	58	100.0

Findings

In this section each of the six research questions will be addressed.

Research Question 1

The first research question (survey item 5) was: "What are the perceptions of administrators and consultants regarding the services performed by external consultants?" Data are reported in Tables 13 and 14. One hundred seventy services were identified by 85 administrators. Twenty-seven specific services were listed. The six most common services in descending order are: (1) legal services (39%), (2) curriculum development (9%), (3) architectural services (8%), (4) financial services (8%), (5) construction and maintenance (7%), and (6) staff development (7%).

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Fifty-eight consultants responded listing one service each. Thirteen different services were identified. The five most common services in descending order were: (1) legal services (22%); (2) architectural services (17%); (3) building, maintenance, and rennovation (17%); (4) financial services (10%); and (5) asbestos survey and services (7%).

Research Question 2

The second research question (Survey item 6) was: "What are the perceptions of administrators and consultants regarding the roles of external consultants?" Data are reported in Table 15. Respondents were asked to identify roles of consultants in Michigan schools during the 1986-87 school year. The five most common roles identified by administrators were: (1) joint problem solver (21%), (2) alternative identifier (19%), (3) trainer and educator (14%), (4) information expert (13%), and (5) fact finder (13%). The four most common roles identified by consultants were: (1) joint problem solver (28%), (2) fact finder (19%), (3) alternative identifier (16%), and (4) advocate (14%).

Research Question 3

The third research question (survey item 7) was: "What are the perceptions of administrators and consultants regarding the funding sources of external consultants?" Data are reported in Table 16. The two most common responses were: (1) local revenue

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Table 13

Areas of Services Performed by Consultants Perceived by Administrators

Responses	N	%
Legal Services	61	35.9
Curriculum Development	15	8.8
Architectural Services	14	8.2
Financial Services	14	8.2
Construction and Maintenance	12	7.1
Staff and Professional Development	12	7.1
Asbestos Contractors	6	3.5
Organization Evaluation	4	2.4
Roofing	4	2.4
Special Education	4	2.4
Growth Survey	3	1.8
Energy Management	3	1.8
School Board Policy	3	1.8
School Board Goal Setting	2	1.2
Interim Superintendent	1	0.6
Landscaping	1	0.6
University of Michigan Accreditation	1	0.6
School Improvement	1	0.6
Outcome Based Education	1	0.6
Business Office Organization	1	0.6
Grant Writing	1	0.6
Communication	1	0.6
Trust Fund	1	0.6
Computer Technology	1	0.6
Administrative Leadership	1	0.6
Telephone Consultant	1	0.6
Motivation	1	0.6
TOTALS	170	100

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Table 14

Areas of Services Performed by Consultants as Perceived by Consultants

Responses	N	%
Legal Services	13	22.4
Architectural Services	10	17.2
Building, Maintenance, Rennovation	10	17.2
Staff Development	6	10.3
Financial Service	5	6.9
Asbestos Survey and Service	4	8.6
Curriculum Development	2	3.4
Energy Conservation	2	3.4
Grant Assistance	2	3.4
Reorganization Planning	1	1.7
Transportation Needs	1	1.7
Telephone System Consultant	1	1.7
Administrative Assistant to Superintendent	1	1.7
TOTALS	58	100.0

and (2) state revenue. Administrators responded with 87% and 11% respectively; consultants responded with 59% and 16%. The 19% "other" responses by consultants were primarily listed as unknown sources.

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Table 15

Roles of Consultant Service as Perceived by Administrators and Consultants

Role	Administrators N	Administrators %	Consultants N	Consultants %
Objective Observer/Reflector	5	5.9	3	5.2
Process Counselor	4	4.7	3	5.2
Fact Finder	11	12.9	11	19.0
Alternative Identifier	16	18.8	9	15.5
Joint Problem Solver	18	21.2	16	27.6
Trainer/Educator	12	14.1	4	6.9
Information Expert	11	12.9	4	6.9
Advocate	8	9.4	8	13.8
Totals	85	100	58	100.0

Research Question 4

The fourth research question (survey item 8) was: "What are the perceptions of administrators and consultants regarding the sources for identifying the services of external consultants?" First, respondents were asked to identify sources for identifying consultant services used during the 1986-87 school year. Data are reported in Table 17. The three most common responses by administrators for 1986-87 sources were: (1) employed previously by school district (41%), (2) knew of them personally (21%), and

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Table 16
Funding Sources of Consultant Services
as Perceived by Administrators and Consultants

	Administrators		Consultants	
Sources	N	%	N	%
Local Revenues	74	87.1	34	58.6
State Revenue	9	10.6	9	15.5
Federal Revenue	1	1.2	1	1.7
Grants	1	1.2	1	1.7
Fees from Participants	0	0.0	2	3.4
Other	0	0.0	11	19.0
Totals	85	100	58	100.0

(3) recommended by peers from other school districts (21%). Consultants responded with 22%, 21%, 26%, respectively.

Next, respondents were asked to identify five sources for selection of future consultants using rank order from one to five with one being most important. Data are reported in Tables 18 and 19. When asked to rank five top selections of sources for future consultants, administrators chose: (a) recommended by peers from other school districts (92%), (b) knew of them personally (72%), and (c) employed previously by school district (69%). Consultants ranked them 76%, 85%, and 91% respectively.

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Differences in responses were noted in administrator ratings of: (a) recommended by Board of Education (39%), (b) recommended by Intermediate School District (38%), and (c) response to promotional material (6%). Consultants rated them higher with 63%, 57%, and 29% respectively.

Research Question 5

The fifth research question (survey item 9) was: "What are the perceptions of administrators and consultants regarding components that may influence the selection of external consultants?" Respondents were asked to rank order from one to five with one being most important, data are reported in Tables 20 and 21. Administrators and consultants listed competence and responsibility as the two main components. Administrators rated them at 99% and 86% respectively; consultants rated them 97% and 91%. Administrators next two choices were: (1) client welfare (61%), and (2) remuneration (60%). Consultants next choices were client welfare (72%) and moral and legal standards (69%). Consultants rated remuneration at only 35%.

Research Question 6

The sixth research question (survey item 10) was: "What are the perceptions of administrators and consultants regarding evaluation methods that are used and useful in the evaluation of

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Table 17

Sources for Identifying Services Consultants Performed During 1986-87 School Year as Perceived by Administrators and Consultants

Sources	Administrators N	Administrators %	Consultants N	Consultants %
Employed previously by school district	35	41.2	13	22.4
Knew of them personally	18	21.2	12	20.7
Recommended by peers from other school districts	18	21.2	15	25.9
Recommended by previous consultants you used	2	2.4	3	5.2
Recommended by local school employees	2	2.4	1	1.7
Recommended by Board of Education	2	2.4	2	3.4
Recommended by Intermediate School District	2	2.4	2	3.4
Recommended by Professional Organization	2	2.4	1	1.7
Response to promotional Material	1	1.2	2	3.4
Recommended by State Department of Education	1	1.2	2	3.4
Recommended by Institution of Higher Learning	1	1.2	1	1.7
Other	1	1.2	4	6.9
	85	100	58	100.0

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Table 18

Sources Considered Most Important in Selection of Consultants as Perceived by Administrators

Sources	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	Totals N	Totals %
Employed previously by School District	26	30.6	20	23.5	7	8.2	3	3.5	3	3.5	59	69.3
Response to Promotional Material	0	0.0	0	0.0	1	1.2	1	1.2	3	3.5	5	5.6
Knew of Them Personally	25	29.1	16	18.5	10	11.8	7	8.2	3	3.5	61	71.8
Recommended by Previous Consultants Used by You	2	2.4	6	7.1	9	10.6	13	15.3	12	14.1	42	49.4
Recommended by Peers from Other School Districts	21	24.7	24	28.2	17	20.0	10	11.8	6	7.1	78	91.8
Recommended by Local School Employees	1	1.2	4	4.7	13	15.3	9	10.6	8	9.4	35	41.2
Recommended by Board of Ed.	0	0.0	3	3.5	5	5.9	13	15.3	12	14.1	33	38.8
Recommended by I.S.D.	2	2.4	5	5.9	9	10.6	5	5.9	11	13.0	32	37.6
Recommended by Professional Organizations	6	7.1	6	7.1	8	9.4	12	14.1	8	9.4	40	47.1
Recommended by State Dept./Ed.	1	1.2	1	1.2	3	3.5	6	7.1	8	9.4	19	22.4
Recommended by Institution of Higher Learning	0	0.0	0	0.0	2	2.4	6	7.1	9	10.6	17	20.0
Other	1	1.2	0	0.0	1	1.2	0	0.0	2	2.4	4	4.7
Totals	85	100	85	100	85	100	85	100	85	100		

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Table 19

Sources Considered Most Important in Selection of Consultants as Percieved by Consultants

Sources	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	Totals N	Totals %
Employed previously by School District	35	60.3	6	10.3	4	6.8	2	3.4	6	10.3	53	91.4
Response to Promotional Material	0	0.0	0	0.0	1	1.7	10	17.2	6	10.3	17	29.3
Knew of Them Personally	2	3.4	30	51.7	13	22.4	3	5.2	1	1.7	49	84.5
Recommended by Previous Consultants Used by You	2	3.4	3	5.2	1	1.7	1	1.7	7	12.1	14	24.1
Recommended by Peers from Other School Districts	10	17.2	10	17.2	13	22.4	9	15.5	2	3.4	44	75.9
Recommended by Local School Employees	2	3.4	2	3.4	3	5.2	4	6.8	5	8.6	16	27.6
Recommended by Board of Ed.	3	5.2	5	8.6	5	8.6	17	29.3	6	10.3	36	62.1
Recommended by I.S.D.	0	0.0	0	0.0	11	19.0	4	6.8	18	31.0	33	56.9
Recommended by Professional Organizations	2	3.4	0	0.0	2	3.4	4	6.8	0	0.0	8	13.8
Recommended by State Dept./Ed.	0	0.0	0	0.0	3	5.2	4	6.8	5	8.6	12	20.7
Recommended by Institution of Higher Learning	0	0.0	2	3.4	0	0.0	0	0.0	2	3.4	4	6.9
Other	2	3.4	0	0.0	2	3.4	0	0.0	0	0	4	6.9
Totals	58	100	58	100	58	100	58	100	58	100		

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Table 20

Components that Influence Selection of Consultant as Perceived by Administrators

Component	1		2		3		4		5		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Responsibility	7	8.2	27	31.8	25	29.4	11	12.9	3	3.5	73	85.9
Competence	64	75.3	14	16.5	5	5.9	1	1.2	0	0.0	84	98.8
Moral and Legal Standards	5	5.9	10	11.8	16	18.8	11	12.9	5	5.9	46	54.1
Misrepresentation	0	0.0	0	0.0	2	2.4	1	1.2	3	3.5	6	7.1
Confidentiality	1	1.2	5	5.9	9	10.6	11	16.5	8	9.4	37	13.5
Client Welfare	2	2.4	13	15.3	10	11.8	13	15.3	14	16.5	52	61.2
Annoucement of Services	0	0.0	2	2.4	0	0.0	2	2.4	3	3.5	7	8.2
Interprofessional Relations	1	1.2	4	4.7	7	8.2	7	8.2	8	9.4	27	31.8
Remuneration	0	0.0	2	2.4	4	4.7	13	15.3	32	37.6	51	60.0
Responsibility Toward Organization	5	5.9	8	9.4	7	8.2	12	14.1	9	10.6	41	48.2
Totals	85	100	85	100	85	100	85	100	85	100		

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Table 21

Components that Influence Selection of Consultant as Perceived by Consultants

Component	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	Totals N	Totals %
Responsibility	8	13.8	36	62.1	6	10.3	2	3.4	1	1.7	53	91.4
Competence	44	75.9	7	12.1	3	5.2	2	3.4	0	0.0	56	96.6
Moral and Legal Standards	2	3.4	3	5.2	10	17.2	10	17.2	15	25.9	40	69.0
Misrepresentation	0	0.0	0	0.0	3	5.2	0	0.0	3	5.2	6	10.3
Confidentiality	0	0.0	0	0.0	2	3.4	8	13.8	8	13.8	18	31.0
Client Welfare	0	0.0	4	6.9	10	17.2	18	31.0	10	17.2	42	72.4
Annoucement of Services	2	3.4	0	0.0	3	5.2	3	5.2	1	1.7	9	15.5
Interprofessional Relations	0	0.0	1	1.7	7	12.1	1	1.7	10	17.2	19	32.8
Remuneration	0	0.0	3	5.2	6	10.3	6	10.3	5	8.6	20	34.5
Responsibility Toward Organization	2	3.4	4	6.9	8	13.8	8	13.8	5	8.6	27	46.6
Totals	58	100	58	100	58	100	58	100	58	100		

external consultants?" First, respondents were asked to identify methods used to evaluate consultant services during the 1986-87 school year. Data are reported in Table 22. The five most common methods identified by administrators were: (1) client reports (18%), (2) post evaluation immediately after consultation (16%), (3) discussion with client (14%), (4) inspections and visits (12%), and (5) interviews (10%). The five most common methods identified by consultants were: (1) interviews (20%), (2) client reports (18%), (3) discussion with client (18%), (4) questionnaires (9%), and (5) post evaluation immediately after consultation (8%).

Next, respondents were asked to identify five evaluation methods most beneficial in future consultation assignments using rank order from one to five with one being most beneficial. Data are reported in Tables 23 and 24. The top five identified methods of administrators in descending order were: (1) interviews (67%), (2) client reports (64%), (3) post evaluation immediately after consultation (65%), (4) discussion with client (53%), and (5) inspection and visits (52%). The top five identified methods of consultants in descending order were: (1) interviews (95%), (2) discussion with client (79%), (3) post evaluation immediately after consultation (71%), (4) client reports (69%), and (5) inspection and visits (55%).

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Table 22

Methods Used to Evaluate Consultant Services During the 1986-87 School Year as Perceived by Administrators and Consultants

Methods	Administrators N	Administrators %	Consultants N	Consultants %
Questionnaires	12	5.4	11	8.8
Follow-up Testing	7	3.2	8	6.4
Interviews	22	10.0	25	20.0
Surveys and Operation Audit	16	7.2	5	4.0
Client Reports	39	17.6	23	18.4
Post Evaluation Immediately after Consultation	36	16.3	10	8.0
Efficiency Report	11	5.0	5	4.0
Consultants' Ratings	3	1.4	3	2.4
Discussion with Client	30	13.6	23	18.4
Periodic Testing	1	0.5	0	0.0
Inspections and Visits	26	11.8	9	7.2
Surveys of Reactions to Consultation	17	7.7	3	2.4
Other	1	0.5	0	0.0
Totals	221	100.0	125	100.0

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Comparisons

Of the 85 administrators and 58 consultants responding, based on the data the following comparisons can be made:

1. Both groups most frequently listed joint problem solving as the primary role of consultants.

2. Both groups most frequently listed fact finding and identifier of alternatives as additional important roles of consultants.

3. Administrators listed trainer educator and information expert more important than consultants; consultants listed advocate more frequently.

4. Both groups most frequently indicated that consultant positions would most likely go to a consultant if he or she had previously served the school district, was personally known by the administrator, or was recommended by a peer of an administrator.

5. As sources for future consultations, 91% of the consultants listed previous employment by the district as a source of selection; 91% of the administrators listed recommendations by peers from other school districts as a source of selection.

6. Consultants more frequently listed Board of Education (62%) and Intermediate School District (56%) as higher sources than administrators at 38 % and 37% respectively.

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Table 23

Methods Considered Most Beneficial in Evaluating Consultants as Perceived by Administrators

Method	1		2		3		4		5		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
Questionnaire	2	2.4	8	9.4	4	4.7	7	8.2	10	11.8	31	36.5
Follow-up Testing	3	3.5	4	4.7	6	7.1	4	4.7	8	9.4	25	29.4
Interviews	11	12.9	9	10.6	12	14.1	18	21.2	7	8.2	57	67.1
Surveys and Operations Audit	8	9.4	6	7.1	4	4.7	10	11.8	9	10.6	37	43.5
Client Reports	21	24.7	13	15.3	6	7.1	9	10.6	5	5.9	54	63.5
Post Evaluation Immediately After Consultation	12	14.1	19	22.4	15	17.6	4	4.7	5	5.9	55	64.7
Efficiency Reports	1	1.2	3	3.5	10	11.8	6	7.1	6	7.1	26	30.6
Consultants' Ratings	0	0.0	1	1.2	3	3.5	4	4.7	1	1.2	9	10.6
Discussion with Client	9	10.6	12	14.1	9	10.6	8	9.4	7	8.2	45	52.9
Periodic Testing	0	0.0	1	1.2	3	3.5	2	2.4	0	0.0	6	7.1
Inspection and Visits	12	14.1	5	5.9	7	8.2	9	10.6	11	12.9	44	51.8
Surveys of Reaction to Consultation	6	7.1	4	4.7	6	7.1	3	3.5	15	17.6	34	40.0
Other	0	0.0	0	0.0	0	0.0	1	1.2	1	1.2	2	2.4
Totals	85	100	85	100	85	100	85	100	85	100		

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Table 24

Methods Considered Most Beneficial in Evaluating Consultants as Perceived by Consultants

Method	1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	Totals N	Totals %
Questionnaire	1	1.7	2	3.4	3	5.2	2	3.4	8	13.8	16	27.6
Follow-up Testing	7	12.1	1	1.7	1	1.7	10	17.2	2	3.4	21	36.2
Interviews	22	37.9	13	22.4	17	29.3	2	3.4	1	1.7	55	94.8
Surveys and Operations Audit	0	0.0	1	1.7	3	5.2	9	15.5	0	0.0	13	22.4
Client Reports	6	10.3	9	15.5	8	13.8	8	13.8	9	15.5	40	69.0
Post Evaluation Immediately After Consultation	7	12.1	7	12.1	7	12.1	8	13.8	12	20.7	41	70.7
Efficiency Reports	2	3.4	2	3.4	0	0.0	1	1.7	4	6.9	9	15.5
Consultants' Ratings	2	3.4	2	3.4	0	0.0	0	0.7	1	1.7	5	8.6
Discussion with Client	10	17.2	11	19.1	8	13.8	13	22.4	4	6.9	46	79.3
Periodic Testing	0	0.0	0	0.0	1	1.7	0	0.0	1	1.7	2	3.4
Inspection and Visits	0	0.0	9	15.5	9	15.5	2	3.4	12	20.7	32	55.2
Surveys of Reaction to Consultation	0	0.0	0	0.0	1	1.7	3	5.2	4	6.9	8	13.8
Other	1	1.7	1	1.7	0	0.0	0	0.0	0	0.0	2	3.4
Totals	58	100	58	100	58	100	58	100	58	100		

7. Both groups responded to promotional material as having limited effectiveness: consultants, 29%; administrators, 5.6%

8. Both groups most frequently listed competence, responsibility, and client welfare as components that influenced selection of consultants.

9. Sixty percent of administrators compared to 34% of consultants most frequently listed remuneration as an important component in influencing selection.

10. Both groups included client reports, discussion with client, post evaluation immediately following consultation, and interviewing as most frequently listed methods.

Summary

The findings of the study were presented in this chapter. The findings were related to the six research questions developed as a result of the literature review. Chapter five includes a discussion of the findings of this study, recommendations for school personnel use of consultants, and suggestions for future research.

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CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The purpose of this study was to determine the perceptions of administrators and consultants regarding the use of consultants in Michigan schools as related to: (a) services provided, (b) roles, (c) sources of funding, (d) sources for identifying services, (e) characteristics and components that may influence selection, and (f) methods used for evaluation. A review of literature was conducted related to the six survey questions designed to study the relationship of administrators and consultants perceptions of consultant services in Michigan schools. Two survey questionnaires were developed to gather data from administrators selected in a random sample and from consultants identified by the administrators.

The random sample of this study consisted of 134 administrators or 25% of the superintendents listed in 1988 Michigan Education Directory. The consultants were identified by administrators as offering paid consultant services to Michigan school districts during the 1986-87 school year. Ninety-one percent of the administrators and 60% of the consultants responded with 85% and 58% usuable respective returns.

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Major Findings

The major findings of this study show administrator and consultant perceptions regarding the use of consultant services in Michigan schools to be similar in most cases as related to the six research questions. Both groups most frequently listed:

1. Services performed by consultants as including legal services, architectural services, financial services, and staff and curriculum development;

2. Roles of consultants as including fact finders, joint problem solvers, and identifiers of alternatives;

3. Funding sources of consultant services as including local school revenue and state revenue;

4. Sources for administrators identifying consultant service as being previously employed by the school district, knowing the consultant personally, or recommended by peers;

5. Influences of selection of consultants as including competence, responsibility, and client welfare; and

6. evaluation methods of consultant services as including client reports, discussion with clients, post evaluation immediately following consultation, and interviews.

Two noted differences in perceptions between administrators and consultants were in sources for selection and a component for influencing selection. The consultants perceived the Board of Education and Intermediate School Districts as having more influence in selection than administrators perceptions. Sixty percent of administrators compared to 34 percent of consultants

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perceived remuneration as an important component influencing selection.

Another discrepancy was noted in 73% of the administrator respondents reporting the use of consultants in their school districts. However, only 4% reported having a School Board adopted policy regarding the services of consultants.

Conclusions

Based on the literature review and findings, six conclusions were drawn.

Conclusion 1

School administrators were interested in this study and its results. Ninety one percent of the school districts returned survey responses, 88% were completed by superintendents, and most districts requested the results of the survey.

Conclusion 2

Policy statements regarding the use of consultants are lacking in school districts. There is little direction from the board of education in the use of consultants, even though there is considerable interest by superintendents in consultant use.

Conclusion 3

Consultant services to school districts are increasing and will continue to increase particularly in the areas of legal service and safety standards. New legislation, labor unions,

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advocacy groups, lawsuits, and increased demand on school systems will increase the need.

Conclusion 4

Scnool administrators continue to need assistance and training in the use of consultants. Cocking (1954), Anton (1960), Richards (1982) and Stevens (1983) reached the same conclusion after completing research studies relating to consultant use in schools. The importance of the consulting function is too critical to be left to chance (Richards, 1982).

Conclusion 5

Superintendents do little in the way of recruitment of consultants. Employment is based on tradition with little thought given to the skills of the consultant.

Conclusion 6

Effective ways to evaluate consultant services are lacking. Costs of operating schools, demands on schools, and frequency in use of consultants are all increasing. Taxpayers expect and deserve an accounting of effectiveness and costs of school expenses, including consultant services.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are suggested:

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1. Each school district should have a clear policy statement regarding recruitment, selection, employment, and evaluation of consultant services.

2. Administrator professional organizations should provide up-to-date inservice programs and models to instruct management personnel in realistic and productive methods of planning and using using consultant services.

3. University education departments should become more aware of the frequency and scope of consulting services being performed in school districts. They should provide appropriate instruction related to the preparation and use of professional consultants.

4. Local school district management personnel should become more critical purchasers of consultant services. Management should be selective when matching consultant abilities and expertise with specific school district concerns.

5. Future studies focusing on evaluation of consultant services is recommended.

6. Future studies identifying external consultant use in school districts should be compared with the perceptions of administrators and consultants reported in this study.

This chapter included a summary, review of the major findings, conclusions and recommendation. The focus of the complete study was on administrator and consultant perceptions of the use of consultants in Michigan schools.

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APPENDICES

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Appendix A

Analysis of Ten Consultation Models

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Appendix B

Identification and Classification
of Competencies (Lippitt, 1976)

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Appendix C

Code of Principles for Consultants

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Appendix D

Survey of External Consultant Use
In Michigan School Districts
(Administrator)

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Administrator

SURVEY OF EXTERNAL CONSULTANT USE
IN MICHIGAN SCHOOL DISTRICTS

1. Position of person completing this survey form (check one):

_____(a) Superintendent

_____(b) Assistant Superintendent in Charge of_____

_____(c) Other (please identify)_____

2. In your school district, what is the:

_____(a) Total number of K-12 students.

_____(b) Total number of K-12 teachers.

3. Does your school district have a board adopted policy statement regarding contracted services of external consultants? IF YES, WOULD YOU PLEASE SEND A COPY WHEN YOU RETURN THIS SURVEY FORM.

_____(a) Yes

_____(b) No

4. Did your school district contract with any external consultants during the 1986-87 school year?

_____(a) Yes

_____(b) No

IF YOU ANSWERED YES TO QUESTION NUMBER FOUR, PLEASE COMPLETE QUESTIONS 5 THROUGH 10.

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AS YOU COMPLETE THIS PORTION OF THE SURVEY, PLEASE FOCUS ON ONE PAID EXTERNAL CONSULTANT SERVICE PERFORMED IN YOUR DISTRICT DURING THE 1986-87 SCHOOL YEAR.

5. Describe the area of service performed by the consultant; i.e., curriculum development, legal services, financial assistance, policy or organizational development, building or maintenance assistance, or others.

_____

_____

_____

_____

_____

_____

6. Following are possible roles of external consultants. Check the role that best describes the consultant service described in question one (1).

_____ Objective Observer/Reflector
(Raises questions for reflection)

_____ Process Counselor
(Observes problem solving process and raises issues mirroring feedback)

_____ Fact Finder
(Gathers data and stimulates thinking interpretives)

_____ Alternative Identifier and Linker
(Identifies alternatives and resources for client and helps assess consequences)

_____ Joint Problem Solver
(Offers alternatives and participates in decisions)

_____ Trainer--Educator
(Trains client)

_____ Informational Expert
(Regards links and provides policy or practice decisions)

_____ Advocate
(Proposes guidelines, persuades or directs the problem solving process)

Additional Comments: _____

_____

_____

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7. Following are possible funding sources for external consultants. Check the primary source that provided funding for the consultant services described in question one (1).

_____ Local Revenues

_____ State Revenues

_____ Federal Revenues

_____ Grants

_____ Fees from Participants

_____ Other (Please describe)_____

Additional Comments:_____

_____

_____

8. Following are possible sources for identifying the services of external consultants.

(1) In Column A, check the source that provided the selection of the consultant service described in question (1).

(2) In Column B, select the five sources you consider the most important in the overall selection of consultants and rank them 1, 2, 3, 4, and 5. Of these choices, 1 is the most important and 5 is the least important. (Select only 5)

Column A	Column B	
_____	_____	Employed previously by your school district
_____	_____	Response to promotional material
_____	_____	Knew of them personally
_____	_____	Recommended by previous consultants you used
_____	_____	Recommended by peers from other school districts
_____	_____	Recommended by local school employees
_____	_____	Recommended by Board of Education
_____	_____	Recommended by Intermediate School District
_____	_____	Recommended by Professional Organizations
_____	_____	Recommended by State Department of Education
_____	_____	Recommended by Institutions of Higher Learning
_____	_____	Other (Please specify)_____

_____

Additional Comments:_____

_____

_____

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9. Following are components that may influence your selection of external consultants for your school district. Select the five areas you consider most important regarding the consultant service described in question (1) and rank them 1, 2, 3, 4, or 5. Of your choices, 1 is most important and 5 is least important. Select only 5. (For descriptors of these choices, see attached blue sheets.)

_____ Responsibility
_____ Competence
_____ Moral and Legal Standards
_____ Misrepresentation
_____ Confidentiality
_____ Client Welfare
_____ Announcement of Services
_____ Interprofessional Relations
_____ Remuneration
_____ Responsibility Toward Organization

Additional Comments:_____

_____

_____

10. Following are methods used for evaluating external consultants.

(1) In Column A, check the methods used to evaluate the external consultant services described in question (1).

(2) In Column B, select the five methods you consider most beneficial over all in the evaluation of external consultant services and rank them 1, 2, 3, 4, and 5. Of the choices, 1 is the most important and 5 is the least important. Select only 5. (For descriptions of choices, see attached blue sheets.)

Column A	Column B	
_____	_____	Questionnaires
_____	_____	Follow-up testing (six months to one year)
_____	_____	Interviews
_____	_____	Surveys and operations audit
_____	_____	Client reports
_____	_____	Post evaluation immediately after consultation

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Column A	Column B	
_____	_____	Efficiency reports
_____	_____	Consultant's ratings
_____	_____	Discussion with client
_____	_____	Periodic testing
_____	_____	Inspections and visits
_____	_____	Surveys of reaction to consultation
_____	_____	Other (Please specify)_____

_____

Additional Comments:_____

_____

_____

11. Please give name, address, and purpose of three external consultants with whom your district contracted during the 1986-87 school year. The consultants you list will be sent a survey form listing questions similar to only items 5 through 10 on this survey.

(A) Name_____

Address_____

_____

Purpose_____

(B) Name_____

Address_____

_____

Purpose_____

(C) Name_____

Address_____

_____

Purpose_____

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Appendix E

Survey of External Consultant Use
In Michigan School Districts
(Consultant)

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CONSULTANT

SURVEY OF EXTERNAL CONSULTANT USE
IN MICHIGAN SCHOOL DISTRICTS

1. The person completing this survey form is (check one):

_____(a) Self-employed

_____(b) Representing a private agency

_____(c) Associated with State Department Employee

_____(d) Associated with a college or university

_____(e) Other (please identify)_____

2. How long have you been a consultant?

_____(a) 1 - 5 years

_____(b) 6 - 10 years

_____(c) 11 - 15 years

_____(d) 16 - 20 years

_____(e) More_____

3. Does your agency have a policy statement regarding contracted services of consultants? IF YES, WOULD YOU PLEASE SEND A COPY WHEN YOU RETURN THIS SURVEY FORM.

_____(a) Yes

_____(b) No

4. Were you employed as an external consultant during the 1986-87 school year?

_____(a) Yes

_____(b) No

IF YOU ANSWERED YES TO QUESTION NUMBER FOUR, PLEASE COMPLETE QUESTIONS 5 THROUGH 10.

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AS YOU COMPLETE THIS PORTION OF THE SURVEY, PLEASE FOCUS ON ONE PAID EXTERNAL CONSULTANT SERVICE YOU PERFORMED DURING THE 1986-87 SCHOOL YEAR.

5. Describe the area of service performed; i.e., curriculum development, legal services, financial assistance, policy or organizational development, building or maintenance assistance, or others.

_____

_____

_____

_____

_____

_____

6. Following are possible roles of external consultants. Check the role that best describes the consultant service described in question one (1).

_____ Objective Observer/Reflector
(Raises questions for reflection)

_____ Process Counselor
(Observes problem solving process and raises issues mirroring feedback)

_____ Fact Finder
(Gathers data and stimulates thinking interpretives)

_____ Alternative Identifier and Linker
(Identifies alternatives and resources for client and helps assess consequences)

_____ Joint Problem Solver
(Offers alternatives and participates in decisions)

_____ Trainer--Educator
(Trains client)

_____ Informational Expert
(Regards links and provides policy or practice decisions)

_____ Advocate
(Proposes guidelines, persuades or directs the problem solving process)

Additional Comments: _____

_____

_____

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7. Following are possible funding sources for external consultants. Check the primary source that provided funding for the consultant services described in question one (1).

_____ Local Revenues

_____ State Revenues

_____ Federal Revenues

_____ Grants

_____ Fees from Participants

_____ Other (Please describe)_____

Additional Comments:_____

_____

_____

8. Following are possible sources for identifying the services of external consultants.

(1) In Column A, check the source that provided the selection of the consultant service described in question (1).

(2) In Column B, select the five sources you consider the most important in the overall selection of consultants to school systems and rank them 1, 2, 3, 4, and 5. Of these choices, 1 is the most important and 5 is the least important. (Select only 5)

Column A	Column B	
_____	_____	Employed previously by the school district
_____	_____	Response to promotional material
_____	_____	Knew of me personally
_____	_____	Recommended by previous consultants used by the school
_____	_____	Recommended by personel from other school districts
_____	_____	Recommended by local school employees
_____	_____	Recommended by Board of Education
_____	_____	Recommended by Intermediate School District
_____	_____	Recommended by Professional Organizations
_____	_____	Recommended by State Department of Education
_____	_____	Recommended by Institutions of Higher Learning
_____	_____	Other (Please specify)_____

_____

Additional Comments:_____

_____

_____

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9. Following are components that may influence the selection of external consultants for school districts. Select the five areas you consider most important regarding the consultant service described in question (1) and rank them 1, 2, 3, 4, or 5. Of your choices, 1 is most important and 5 is least important. Select only 5. (For descriptors of these choices, see attached blue sheets.)

_____ Responsibility
_____ Competence
_____ Moral and Legal Standards
_____ Misrepresentation
_____ Confidentiality
_____ Client Welfare
_____ Announcement of Services
_____ Interprofessional Relations
_____ Remuneration
_____ Responsibility Toward Organization

Additional Comments:_____
_____
_____

10. Following are methods used for evaluating external consultants.

(1) In Column A, check the methods used to evaluate the external consultant services described in question (1).

(2) In Column B, select the five methods you consider most beneficial over all in the evaluation of external consultant services to school districts and rank them 1, 2, 3, 4, and 5. Of the choices, 1 is the most important and 5 is the least important. Select only 5. (For descriptions of choices, see attached blue sheets.)

Column A	Column B	
_____	_____	Questionnaires
_____	_____	Follow-up testing (six months to one year)
_____	_____	Interviews
_____	_____	Surveys and operations audit
_____	_____	Client reports
_____	_____	Post evaluation immediately after consultation

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Column A	Column B	
_____	_____	Efficiency reports
_____	_____	Consultant's ratings
_____	_____	Discussion with client
_____	_____	Periodic testing
_____	_____	Inspections and visits
_____	_____	Surveys of reaction to consultation
_____	_____	Other (Please specify)_____
		_____

Additional Comments:_____

_____

_____

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Appendix F

Descriptions to Accompany Survey Form

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Descriptions to Accompany
Survey Form

Descriptors for Question 9

Responsibility

a. The consultant places high value on objectivity and integrity and maintains the highest standards of service.

b. The consultant plans work in a way that minimizes the possibility that findings will be misleading.

Competence

a. The consultant maintains high standards of professional competence as a responsibility to the public and to the profession.

b. The consultant recognizes the boundaries of his or her competence and does not offer services that fail to meet professional standards.

c. The consultant assists clients in obtaining professional help for aspects of the project that fall outside the boundaries of his or her own competence.

d. The consultant refrains from undertaking any activity in which his or her personal problems are likely to result in inferior professional service or harm to the client.

Moral and Legal Standards

The consultant shows sensible regard for the social codes and moral expectations of the community in which he or she works.

Misrepresentation

The consultant avoids misrepresentation of his or her own professional qualifications, affiliations, and purposes and those of the organization with which he or she is associated.

Confidentiality

a. The consultant reveals information received in confidence only to the appropriate authorities.

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b. The consultant maintains confidentiality of professional communications about individuals.

c. The consultant informs client of the limits of confidentiality.

d. The consultant maintains confidentiality in preservation and disposition of records.

Client Welfare

a. The consultant defines the nature of his or her loyalties and responsibilities in possible conflicts of interest, such as between the client and the employer of the consultant, and keeps all concerned parties informed of these commitments.

b. The consultant attempts to terminate a consulting relationship when it is reasonably clear that the client is not benefiting from it.

c. The consult continues being responsible for the welfare of the client, in cases involving referral, until the responsibility is assumed by the professional to whom the client is referred or until the relationship with the client has been terminated by mutual agreement.

Announcement of Services

The consultant adheres to professional standards rather than solely economic rewards in making known his or her availability for professional services.

Interprofessional Relations

The consultant acts with integrity toward colleagues in consultation and in other professions.

Remuneration

The consultant ensures that the financial arrangements for his or her professional services are in accordance with professional standards that safeguard the best interests of the client and the profession.

Responsibility Toward Organization

The consultant respects the rights and reputation of the organization with which he or she is associated.

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