



LEHIGH
UNIVERSITY

Library &
Technology
Services

The Preserve: Lehigh Library Digital Collections

The Silver Burdett Company: A critical study of the collaborative publishing process.

Citation

Coyle, Carolyn Teresa. *The Silver Burdett Company: A Critical Study of the Collaborative Publishing Process*. 1998, <https://preserve.lehigh.edu/lehigh-scholarship/graduate-publications-theses-dissertations/theses-dissertations/silver-burdett>.

Find more at <https://preserve.lehigh.edu/>

This document is brought to you for free and open access by Lehigh Preserve. It has been accepted for inclusion by an authorized administrator of Lehigh Preserve. For more information, please contact preserve@lehigh.edu.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

UMI

A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA
313/761-4700 800/521-0600

NOTE TO USERS

The original manuscript received by UMI contains pages with light and indistinct print. Pages were microfilmed as received.

This reproduction is the best copy available

UMI

THE SILVER BURDETT COMPANY:
A CRITICAL STUDY OF THE
COLLABORATIVE PUBLISHING PROCESS

by
Carolyn T. Coyle

Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Doctor of Education
in
Foundations of Education

Lehigh University

1998

UMI Number: 9916053

**Copyright 1999 by
Coyle, Carolyn Teresa**

All rights reserved.

**UMI Microform 9916053
Copyright 1999, by UMI Company. All rights reserved.**

**This microform edition is protected against unauthorized
copying under Title 17, United States Code.**

UMI

**300 North Zeeb Road
Ann Arbor, MI 48103**

CERTIFICATE OF APPROVAL

Approved and recommended for acceptance as a
dissertation in partial fulfillment of the requirements
for the degree of Doctor of Education.

Dec. 1, 1998
Date

Lynn Columba
Dissertation Director

Nov. 24, 1998
Accepted Date

Special committee directing
the doctoral work of

Carolyn T. Coyle

Lynn Columba
Dr. Lynn Columba (Chair)

Robert L. Leight
Dr. Robert Leight

Allen J. Moe
Dr. Al Moe

Ingrid H. Parson
Dr. Ingrid Parson

DEDICATION

This dissertation is dedicated to the next generation of my family: Sara, Nicole, Christin, Ronald, Samantha, John, Ashley, James Lee, Teresa, Emily, Brandon, and those yet to arrive.

My hope is that each of you will be challenged, enriched, and rewarded in your education. Most importantly, I hope you find joy in learning.

ACKNOWLEDGMENTS

I feel very honored to have so many people to thank.

Dr. Lynn Columba, my advisor and mentor, thank you for your professional guidance, your friendship, and for your day to day positive encouragement. You are truly a gifted educator.

Dr. Al Moe, Dr. Robert Leight, and Dr. Ingrid Parson, my doctoral committee, thank you for your insights, your time, and your support.

Pat DeGuilo, John Jenkin, Jane Books, and especially Jeanne Gleason, your talent for editing, which you shared with me throughout the duration of this work, is most greatly appreciated.

Jennifer Peal and Aggie Jaspon, thank you for being there as I handed off each chapter, revision, and edit. Your expertise with electronic publishing is a unique art.

Thank you to all who chose to participate in this study. Without your input this research would not have been possible. You are my colleagues and I am grateful for your interest and the time you took to follow through for me.

Helen, without you, the coursework, the dissertation, the doctorate would never have been achieved. You have kept our lives, and our household afloat. Thank you for providing me the opportunity, actually the luxury, of earning this degree.

Gram, I remember you telling me that you can never learn too much. There is always something more to learn. I found this encouraging more times than you know. Thank you for all the times you told me you were proud of me. I love you, Gram.

Mom, when my doctoral work was overwhelming you were always there reassuring me to continue. Both you and Fred have supported me in all my decisions. I know now never to be afraid to look down because you are always there for me. Thank you for loving me that much.

Holly, my youngest sister, without you I would have forgotten how to smile and laugh throughout this process. Thank you for being with me each and every day.

Edward, Ronald, James, Anne, Fred, and Maura, my brothers and sisters, each of you have taught me to appreciate and respect our individual talents. Many situations come and go in our lives, but commitment to family is forever.

I have always been blessed with many friends. Years ago a friend passed along this quote which I have kept close by.

Because of a friend, life is a little stronger, fuller, more gracious thing for the friend's existence, whether he be near or far. If the friend is close at hand, that is best; but if he is far away he is still there to think of, to wonder about, to hear from, to write to, to share life and experience with, to serve, to honor, to admire, to love.

Arthur C. Brown

The unconditional love of my pets truly helped make this accomplishment possible.

TABLE OF CONTENTS

CERTIFICATE OF APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
ABSTRACT.....	1
Chapter	
I. INTRODUCTION.....	4
Purpose of the Study.....	6
Significance of the Study.....	7
Assumptions of the Study.....	9
Limitations of the Study.....	10
Research Questions.....	11
Definition of Terms.....	12
II. REVIEW OF RELEVANT LITERATURE.....	17
History of Educational Publishing.....	17
Timeline of the Silver Burdett.....	22
Company	
Criticisms of Textbooks.....	40
Transformation of the Publishing Process..	60

TABLE OF CONTENTS (cont.)

Limitations to a Team Approach.....78
Critical Incident Methodology.....80
Summary.....84

III. METHODOLOGY.....86
 Introduction.....86
 Critical Incident Methodology.....86
 Research Participants.....91
 Data Collection.....91
 Data Analysis.....93
 Summary.....94

IV. RESULTS AND ANALYSIS OF THE DATA.....95
 Introduction.....95
 Description of the Data.....96
 Question 1.....99
 Question 2.....100
 Question 3.....102
 Question 4.....106
 Categories of Data.....111
 Category One.....112

TABLE OF CONTENTS (cont.)

Category Two.....112

Category Three.....114

Category Four.....115

Category Five.....115

Category Six.....116

Summary.....120

V. SUMMARY, CONCLUSION, RECOMMENDATIONS FOR.....121

FURTHER STUDY

Introduction.....121

Summary.....122

Interpretation of Findings.....123

Positive or Successful Incidents.....124

Negative or Unsuccessful Incidents.....127

Team Basics.....130

Conclusion.....132

Recommendations for Further Research.....133

REFERENCES.....136

TABLE OF CONTENTS (cont.)

APPENDICES.....143

 Appendix A.....143

 The Book Industry flowchart

 Appendix B.....144

 Model of a Collaborative Publishing Project

 Team

 Appendix C.....145

 Letter of Explanation

 Appendix D.....147

 Critical Incident Questionnaire

 Appendix E.....150

 Personal Communications

VITA.....151

LIST OF TABLES

1.	Total of Project Team Members Responses to Critical Incident Questions 1-3.....	110
2.	Total Number of Positive and Negative Incidents from Questions 1-3.....	110
3.	Main Categories and Distribution of Incidents from Questions 1-3.....	111
4.	Basic Requirements for a Project Team to Work Effectively (Question 4).....	117

ABSTRACT

Within educational publishing today, products are developed through a collaborative process from a project's conception through the delivery of the finished product: the textbooks. The purpose of the study was to examine textbook publishing through a case study which includes a history of the Silver Burdett Company. It was the intention of this study to analyze the collaborative work process within educational publishing and to establish a valid relationship between this process and the collaborative work ethic existing within the realm of research. More specifically, the study examined successful and unsuccessful behaviors conducive to the development of an end product.

The critical incident technique, developed by Flanagan (1954), was used to collect data from project team members. Throughout the month of July 1998, 60 project team members responded to four questions that included positive and negative critical incidents involving the influential behaviors affecting the collaborative publishing process. The researcher sorted responses to three questions (189 usable incidents) by common themes that presented six main categories. The categories and percentages in relation to total incidents were: Communication (37.6%), Leadership (22.8%), Teamwork (17.8%), Timeframe (17.2 %), Location

ABSTRACT (cont.)

(7.9%), and End Product (3.7%). Of the 189 critical incidents reported, 100 (52.9%) were classified as positive and 89 (47.1%) were classified as negative. A fourth question asked for main ingredients, more specifically "team basics", which contribute to the success of the collaborative publishing process. Although not incorporated into the usable incidents of the study, the 101 responses to this question were classified in the same fashion to maintain consistency in analyzing the data. Project team members identified relevant behaviors supporting core foundations contributing to successful team performance.

Cumulatively, the behaviors of project team members suggested that the collaborative publishing process is successful. Strong indicators of this generalization were the significant positive responses in the categories of both communication and end product, the textbooks. It can be inferred that leadership, teamwork, effective team management, and attributes of pods are critical to the success of the collaborative publishing process and the absence of these contribute to failure.

The limitations and findings of this study suggest additional research on this topic. Further investigations to understand publishing processes, a collaborative work ethic,

ABSTRACT (cont.)

and the positive and negative influences that impact success are recommended.

Chapter 1

INTRODUCTION

In 1986, the author Aliko wrote and illustrated How a Book Is Made. The animated story with a feline cast tells the step-by-step process of how a written manuscript from an author travels from department to department, receiving expert input at each stop, until it becomes a bound book, ready for sales and distribution. Aliko's story of book publishing is representative of the traditional linear publishing process in which each contributor--author, editor, designer, production coordinator, and marketer--deals with a discrete part of the process with little contact with other contributors.

William Oldsey, current President of Silver Burdett Ginn, the Elementary Education Publishing Group of Simon & Schuster, recently noted that the cornerstone of a new publishing philosophy is close collaboration among all the groups involved in developing, marketing, and selling a product (Oldsey, 1997). He further stated that in building and improving a management team, fine-tuning instructional materials, and most importantly, adopting a team-oriented culture of collaboration, he was confident that Silver

Burdett Ginn would enhance its prominence in the elementary publishing market.

Within publishing today, products are developed through a collaborative process that is an outgrowth of this philosophy: Editorial, production, marketing and sales staff are equal partners in the publishing process, from a project's conception through the delivery of finished products to customers.

Textbook publishing in the United States is a private enterprise conditioned by public needs. Controlled by strong competition and by a multitude of specialists who evaluate and rate its books, the publisher is regulated by states, cities, counties, and schools. The textbook is firmly established as an essential part of the educational process in America. Throughout our educational history, the textbook publisher's position has been far more important than its share in the national economy would indicate. Sometimes overcautious in matching strides with the educational process, sometimes impractical and ahead of its time, the textbook publisher has been a powerful influence in education. Throughout history, the textbook publisher has met publication needs that have appeared in the public education system.

The textbooks that today's youngsters bring home from school have a long history behind them. Mathematics, science, reading, social studies--whatever the subject may

be, that book is the culmination of many years of *cooperative effort* by educators and publishers to produce more effective teaching materials for America's schools (Marshall, 1997).

Since 1885, the Silver Burdett Company has played an increasingly important role in the development of the textbook as a basic tool of education. Today this company continues to occupy an important position in the textbook publishing industry. The following chapter contains a historical perspective and timeline of the Silver Burdett Company and research which parallels the collaborative work effort in the corporate sector to the textbook publishing industry.

Purpose of the Study

The purpose of the study was to examine textbook publishing through a case study which includes a history of the Silver Burdett Company (now Silver Burdett Ginn). It was the intention of this case study to analyze the collaborative work process within educational publishing and to validate this method of teamwork within the realm of research. The topic of the collaborative work process has been researched in many corporate sectors. This study offers research which suggests that the movement toward collaborative work within corporate business is an effective and successful empowerment

effort. Textbook publishing can contribute significant information to this field of research.

More specifically, this study involved the investigation of successful and unsuccessful behavior conducive to the development of an end product (textbooks) by means of a collaborative work process. This study shares a branch of education unknown to most of the population, particularly those within the field of education. It provides an insight into a process that is "behind the scenes" of the actual performance of teaching.

Significance of the Study

Most persons knowledgeable about the publishing field, and more specifically of educational publishing, will concur that since the nineteenth century, book publishing and book selling have flourished in America. Most books sold in America during the nineteenth century were textbooks. After the Civil War, book prices came down and many publishers and booksellers, such as the Silver Burdett Company, were established (Mogel, 1996).

Silver Burdett Ginn is currently a division of Simon & Schuster, one of the country's largest publishing organizations and the industry's foremost elementary through high school publisher. Ginn started as a publisher of

reading texts in 1867, while Silver Burdett, publisher of music, mathematics, and science textbooks, originated in 1885. The combined company produces textbooks and related materials that supplement basic texts, such as interactive video products, multicultural resources, films, and workbooks. It is estimated that fully half of the nation's thirty million kindergarten through eighth grade students read Silver Burdett Ginn books (Mogel, 1996).

In the third quarter of 1998 it was announced that the educational division of Simon & Schuster was in the process of being acquired by Pearson, Inc. This takeover is expected to be finalized in the fourth quarter of 1998.

This study draws on earlier work on collaborative processes and shows how that model has changed the way textbooks are produced today. The following are examples of research on collaborative work efforts:

- Katzenbach and Smith's (1993) research concludes that teams outperform individuals acting alone or in larger organizational groupings, especially when performance requires multiple skills, judgments, and experience.

- Research by Prahalad and Hamel (1994) highlights core competencies of teams as collective learning within an organization and the best way to succeed in the development of core products (textbooks) for today's market.

- Peter Senge (1990) depicts a shared vision and team learning as key elements that foster the commitment of a team to a common purpose.

- Belasco and Stayer (1993) present their research through analogy. One such analogy is the empowering of leaders in a collaborative work effort envisioned as a flock of geese flying in a "V" formation, all responsible for each other and constantly working to accommodate the team effort.

- A report produced by the Silver Burdett Ginn publishing company (Marshall, 1997) defines and describes an interactive collaborative book-development process from inception through the end product, the textbook.

There is no study that directly places the collaborative publishing process among the published literature on the successful work teams in business today. Therefore, the significance of this study was to use available research to parallel the collaborative work ethic with that of the collaborative publishing process. The result suggests a heightened awareness of the process as a viable, reliable, and successful portrayal of the collaborative work ethic in business today.

Assumptions of the Study

The assumptions of the study are as follows:

- The historical background of the Silver Burdett Company, written by the company's first vice-president, George L. Buck, is reliable and as accurate as possible.
- Research findings on the topic of the collaborative work ethic within corporate business represent the best knowledge of the subject.
- The teams asked to participate in the study, which were authors, employees, or retired employees of Silver Burdett Ginn, responded to questions honestly and with an unbiased nature.
- Members of the educational field will have an interest not only in the historical accounting of the Silver Burdett Ginn publishing company, but in the actual process of textbook publication.

Limitations of the Study

The most significant limitation of the study was that the collaborative work effort of the publishing process currently practiced, which replaced the linear process, referred to in the general corporate world as "the relay-race model" (discussed in Chapter 2) is not represented in any study to date. The field of educational publishing has not established research specifically on textbook publishing. This study assumed that the material presented as historical

background of the Silver Burdett Company and that which supports the topic are reliable. The supportive research that has been done on corporate collaborative work is perceived as the best and most noteworthy within the field to date.

Historical information on the subject of textbook publishing was limited. Primary as well as secondary sources were consulted as a means to thoroughly meet the need of the researcher in the presentation of a viable foundation.

Two other limitations applied to this study. First, this is a case study of only one company and second, that company employs the researcher. Publishing is an independent business, with each publisher operating under its own philosophies and methodologies, and carrying a unique history. This study intentionally intended to focus on one subject. The researcher is presently an employee of Silver Burdett Ginn, which could be perceived as a bias; however, accessibility was a key advantage to carrying out the study and objectivity throughout this qualitative research was encouraged and upheld.

Research Questions

The focus of this study was to establish the collaborative publishing process as a valid method of

teamwork within the realm of research. The researcher hoped to attain this through the analysis of critical incidents involving members of project teams that influence overall team performance.

The following research questions, which are open-ended to avoid potential bias, were explored in this study:

1. What major factors could be attributed to the success of the collaborative publishing process?
2. What major factors could be attributed to the failure of the collaborative publishing process?
3. Do you feel that the collaborative publishing process has had a positive or negative effect(s) on product development? Please explain your response.
4. What do you consider to be the basic requirements (team basics) for project teams?

Definition of Terms

Author--a person who creates or originates manuscript for the development of a book

Collaborative publishing process--product development through a collaborative process as a central philosophy: editorial, production, marketing, and sales staff are equal partners in the publishing process, from a project's conception through delivery of finished products to customers.

Copy editor--a person who reads final manuscript to ensure clarity, rhetorical effectiveness, and accuracy; corrects errors in grammar and mechanics; makes sure manuscripts comply with house style; queries editors as necessary

Core competencies--the collective learning in the organization, especially how to coordinate diverse production skills, harmonizing streams of technology, the organization of work and the delivery of value; skills that enable a firm to deliver a fundamental customer benefit

Critical incident technique--

Flanagan (1954) defines the technique as:

the critical incident technique, rather than collecting opinions, hunches, and estimates, obtains a record of specific behaviors from those in the best position to make necessary observations and evaluations. The collection and tabulation of these observations make it possible to formulate the critical requirements of an activity (p. 355).

Flanagan (1954) defines a critical incident as:

any observable bit of human activity that is sufficiently complete in itself to permit

observations to be made about the person performing the act (p. 327).

Positive critical incident--a specific judgment which a team member perceives as an effective performance contributing to the collective success of the project team

Negative critical incident -- a specific judgment which a team member perceives as an ineffective performance which can contribute to the failure of the team project

Designer--a person who creates design and layout and coordinates both with art, typography, paper, and binding to make an integrated whole

Editor--a person who screens and recommends manuscripts; handles rewriting and revision, often working with author; works with production, design, and all areas of product development

Image researcher--a person who locates photos needed for page layout, requisitions photos, orders photo shoots if necessary to comply with layout of page, maintains ethnic count of textbook images throughout project

Linear publishing process--product development by using the skills of authors, editors, designers, production coordinators, marketers and salespersons in a sequential manner, with little collaboration throughout the process

Marketer--a person who uses qualitative and quantitative research techniques to provide data about new and established markets in order to expand those existing and to find markets for new products; plans and directs all marketing functions; coordinates efforts in sales promotions, advertising, publicity, and selling; coordinates marketing with editorial and other departments

Pods--integrated teams of editorial, design, image research, and page-layout staff physically located together to create a product that conforms to the project plan and guidelines

Production coordinator--a person who decides upon the details of format and manufacture: size and bulk of the book, paper, binding, dimensions of the printed page

Siloism--keeping others out and information in; lack of cooperation among departments

State adoption calendars--cycles, usually every 5-7 years, determined by economic budget, in which states purchase textbooks

Supervising editor--a person who coordinates all editorial functions to carry out plans for each book and project; keeps track of all schedules; manages traffic among editorial, design, and production departments; is the "captain" of the team

Team basics--size, purpose, goals, skills, approach, and accountability, commitment; what creates the conditions necessary for team performance

Chapter 2

REVIEW OF RELEVANT LITERATURE

History of Educational Publishing

The history of publishing is characterized by a close interaction between technical innovation and social change, each affecting the other. Before the invention of writing, information could be spread by word of mouth, with all the accompanying limitations of time and place. Naturally, publishing could only begin after the monopoly of letters had been broken.

The invention of the printing press transformed the possibilities of the written word. Johannes Gutenberg is attributed with the invention of movable type in Germany about 1440-1450. Gutenberg's achievement was a whole new craft involving movable metal type, ink, paper, and press. Although printing was thought of at first merely as a means of avoiding copying errors, its possibilities for mass-producing written matter soon became evident. The mechanization of printing in the nineteenth century and its further development in the twentieth, which went hand in hand with an ever-increasing spread of literacy and ever-rising standards of education, finally brought printed work to its

present powerful position as a means of influencing minds and societies (Encyclopaedia Britannica, 1975).

Early American school teachers became the country's first writers of school books. The first outstanding American schoolbook writer, Noah Webster, was a man who turned to the work of book writing through his early employment as a schoolmaster, and other teachers followed his lead (Carpenter, 1963). With the end of the Revolutionary War, Webster saw the need for an American source of text-book supply, and in 1782, while in charge of a school in Orange County, New York, he compiled a spelling book (Johnson, 1917). On the advice of a former school-master, Ezra Stiles, the president of Yale College, Webster named this and two other proposed texts, The Grammatical Institute, Parts 1, 2, and 3. The other parts being a grammar book and a reader. Webster later changed the ponderous title to The American Spelling-book, and still later to The Elementary Spelling-book. From about the very first it took the leading place among books of its class and kept that place for many decades (Johnson, 1917).

Noah Webster's revision of The Grammatical Institute, Part Three, printed under the title, American Selections, a reading text printed in 1787, carried A History of the United States--the first appearance in a schoolbook of authentic American historical material. Harry W. Warfel noted that

Webster's book was the first time in the United States that a schoolbook recorded the history of the events which led to the formation of the nation (Johnson, 1917).

Some editions of the Webster Spelling Book carried a number of fables, and engravings were used to specially illustrate these lessons, which were intended as reading exercises. The 1844 issue had one hundred and fifty engravings by Alexander Anderson and W.G. Morgan (Carpenter, 1963).

When Noah Webster died in 1843 the Merriams bought the publishing rights of the Webster dictionary, and the firm has continued to issue revisions of this work.

Toward the last two-thirds of the nineteenth century, a series of readers which attained the largest sales and widest distribution of a series yet produced in America formed the backbone of education in early American public schools. The McGuffey Readers imparted standards of moral integrity, individualism, and social conduct. They were among the texts that bore directly and positively on the formation of character that provided ethical guidance.

The popularity and importance of William McGuffey's readers, in the later half of the nineteenth century, can be compared to the role of the New England Primer during colonial times and Noah Webster's Spelling Book in the first half of the nineteenth century (Spring, 1990).

The McGuffey readers were prepared specifically for use in the developing common school system. They were written in the heart of what was considered the West in the 1830's. After a period of education and teaching in the schools of the frontier, McGuffey accepted a teaching post at Miami University in Oxford, Ohio, in 1825. The publishing company of Truman and Smith made a proposal to Professor McGuffey to write the readers in 1834 or 1835.

Administrators contributed to authorship of books early in the twentieth century. Not only was their teaching experience endearing to the sales market but their names contributed to the politics of key sales in the textbook market as well. The New Century Spelling Book was written by two superintendents from the state of Texas, A.N. McCallum and P.W. Horn, and published by Silver, Burdett and Company in 1908. The Normal Course in Spelling was written by Larkin Dunton, Headmaster of the Boston Normal School, and published by Silver, Burdett and Company in 1894. The Rational Method in Spelling was written by Edward G. Ward, Superintendent of Schools, Brooklyn, N.Y., who passed away before he was able to finish the text, and it was completed by Emma L. Thompson, Principal of Public School No. 140, Brooklyn, N.Y.

Prior to the War of Independence just about all textbooks in use in American schools were published in England. Unfortunately, political principles of war applied

to textbooks making it apparent that they now be made in America. Not until the later part of the nineteenth century did schoolbooks show elements from which our modern books were developed. According to Jensen (1931), three distinct influences have been instrumental in the development of modern textbooks: first, a study of the child, resulting in the development of a more scientific educational method; second, the establishment of the textbook business as a specialized industry; and third, the revival of interest in printing. For sixty years the advancement along all three of these lines has been rapid, and each has contributed in a larger measure to the development of American textbooks, enabling the United States to hold first place among nations in this important phase of education.

Book publishing grew into a substantial industry. Specialization became frequent, particularly in educational books. Book houses such as Macmillan began to issue schoolbooks almost by chance and as their sales became profitable, they developed separate departments for school and college textbooks.

Brammer (1957) explains that textbook publishing is only one bough on the larger educational branch in the banyan-like growth of publishing as a whole. While only a branch, it has grown to such proportions that separate roots of its own (elementary, middle, high, upper education) support it. It

is one very small part of the gigantic and ever-expanding growth of universal public education.

According to Smith (1966) textbooks deserve special attention in any thinking about book publishing. The first steps toward book publishing are likely to be in the field of schoolbooks, and the textbook publisher is part of the educational system as surely as the teacher is. There is a necessity for textbooks more than for any other kind of book.

J.Jenkin (personal communication, March 6, 1998) recalls an example of the primacy of textbooks found in an Iranian experience with the Silver Burdett Company. The Shah of Iran came to Silver Burdett for assistance in establishing a state run educational publishing operation in Tehran. The Shah's wife had assumed responsibility for ending widespread illiteracy in Iran. Silver Burdett's brief association with Iran was in the late 1960's.

Timeline of the Silver Burdett Company

Early History

In 1885 a young man named Edgar O. Silver had a keen interest in publishing, more specifically the field of educational publishing. According to George L. Buck, young Silver's mind was filled with ideas about the rapidly

developing courses of study which incorporated advances proposed by forward-looking educators in the middle 1880s. He devoted every spare moment to the study of educational trends and requirements. Still in his twenties, Silver had been a school man, a college man, and a publisher's employee for two years. Surely this was good background with which to start his own business of publishing textbooks (Buck, 1942).

Edgar Silver had practical teaching experience while he was at Colby as the college closed for two months each winter to allow the students to teach. Silver was interested in the newest teaching methods and particularly in the teaching of music. Silver was receptive to the program of Hosea Holt, who was convinced that by training music teachers in summer schools, great advances could be made in school music instruction ("Silver Burdett completes 50 years", 1935). Together with John Tufts, Holt opened the first summer school for the training of school music teachers in Lexington, Massachusetts, in 1884, where he presented the newest methods. Holt was co-author, with John Tufts, of a new series of textbooks called The Normal Music Course. Edgar O. Silver, a young employee in a publishing house, visited Holt's summer music class. He was impressed with Holt's teaching method, and with The Normal Music Course. The course was designed to serve the purpose of providing plenty of exercises. Songs were graded so that the grade teacher

could conduct the music lessons. Another purpose was to cover every problem so thoroughly that the children would be compelled to read music (Ayars, 1937).

Silver had seen textbooks handled simply as products, sometimes sold in a general store along with the groceries, dry goods and farm supplies. He believed that a textbook publisher should know about the real needs of teachers, and should create textbooks that would meet those needs. A summer school seemed the ideal place for teachers and publisher to get together.

In the summer of 1885, Edgar Silver cosponsored the second session of Hosea Holt's summer school. The school became an annual event, a tradition that has continued from that day to this. In Silver Burdett's Centennial Songbook published in 1985, an introduction by the president at that date, Patrick Donaghy, reported that in 1983 there were five Silver Burdett music workshops in the United States, all offering college credit. The interchange of ideas between teacher and publisher, which led to the formation of the company, still enriches the textbooks that come from Silver Burdett Ginn today.

April 21, 1886, saw Edgar O. Silver established in business for himself, with desk space in a little room at 50 Broomfield Street, Boston. Despite the fact that Boston had annexed suburb after suburb and the population of the city

had increased (with new school territory expanding), by 1885 music schools had begun to close due to lack of administrative stability. Edgar Silver was faced with problems of school music textbooks before there had been time to secure sales for The Normal Music Course. However, Silver acquired the publishing recommendation of the New York School Board for adoption of The Normal Music Course textbooks.

Elmer Silver was eager to join his brother in the textbook publishing business, and did so. With counsel and encouragement from Hosea Holt and John Tufts, and an association with the Boston School Committee, the Silver brothers embraced the need for new material in the school reading field. The prospect of success broadened. Edgar Silver had reached the point where he needed to select among the opportunities and duties which presented themselves to him daily in his publishing enterprise (Buck, 1942).

As early as 1843, Horace Mann's seventh annual report had encouraged a trend toward centralized state control over the public schools. By 1885, California had legislated a provision for statewide uniformity of textbooks, the average school term had been extended to four months in the year, and the estimated school enrollment stood at 65.5% of the actual school-age population. Edgar and Elmer Silver found these educational milestones helpful in determining the character

of textbooks, which might be expected to meet the turn in educational trends.

William B. Powell was an ardent advocate of the system of "objective" reading--reading which reflected back to the child's mind the familiar forms of everyday objects for which he already had a complete and accurate speaking vocabulary. Together with Emma J. Todd, training teacher in the public schools in Aurora, Il., Mr. Powell had worked out his theories in classroom experimentation, and the result had been so favorable that normal schools were accepting the theories ("Silver Burdett completes 50 years", 1935). In 1888 Edgar Silver was to publish the collaborative efforts of the two educators which became The Normal Course in Reading. Soon after that publication Mr. Powell became Superintendent of Schools in Washington, D.C. (Buck, 1942).

As the time arrived when the Normal Course in Reading was to be printed, Frank W. Burdett, a young man of some means was willing to increase the capital investment of the company to the sum that Edgar and Elmer believed would be required (Buck, 1942). The new partnership of Silver, Burdett and Company was established. With a foundation stone that included nature, pictures, phonics, and characters experiencing outdoor and indoor adventures, in a rural environment, the progress and success of the Normal Course in Reading series was assured. Silver, Burdett and Company was

no longer just a music publisher. The company entered the field of general textbook publishing.

Expansion

By the late 1890s Silver, Burdett and Company steadily built a list of textbook series with an eye to the changing needs of education. The Normal Course in Numbers, The Normal Course in English, and The Normal Review System of Writing were published. Silver, Burdett and Company established itself within the entire school and college market.

Before the close of the nineteenth century, history, science, language (English, Latin, Greek, German), higher mathematics, literature, spelling, manual training, bookkeeping, civics, and a general line of books suitable for higher education of the period had been added to the list. There was no further uncertainty of the publishing purpose-- Silver, Burdett and Company had become one of the nation's leading educational publishers (Buck, 1942).

The beginning of the new century brought change to the personnel of Silver, Burdett and Company. Hugh, Robert, and W. Coates Foresman, who had all worked for the company, resigned and began a new and friendly rival in the publishing industry, the Scott Foresman Company.

Silver, Burdett and Company continued to be successful and Edgar Silver maintained leadership and presidency of the company until his death in 1909. A memorial service for Mr. Silver was held in Orange, New Jersey, and was attended by a gathering of persons prominent in publishing and education. The history of Silver Burdett printed that among the notable speakers were Dr. Elmer Bryan, President of Colgate University; Mr. Charles E. Merrill, President of the Charles E. Merrill Company, New York; James H. McGraw, President of the McGraw Publishing Company; the governors of Vermont, New York, and New Jersey; and Dr. W. H. P. Faune, President of Brown University.

Mr. Silver was succeeded as president of the Silver Burdett Company by Arthur Lord, a Harvard graduate who for many years had served as the New England attorney for the Western Union Telegraph company. He had been an early associate of Edgar Silver, having been appointed counsel for the company in 1896. In 1914 he resigned as president but continued to serve as a director and general counsel.

Mr. Lord was succeeded in 1914 by Haviland Stevenson, a graduate of Washington and Lee College. He had joined Silver, Burdett and Company in 1900. Stevenson became general agent, and later succeeded to the presidency when Mr. Lord resigned in 1914. In 1918 he was elected president of the Educational Publishers Association. Stevenson was responsible for guiding the company successfully through the

financial rehabilitation which all businesses faced during the post World War I period. Mr. Stevenson died in 1927 ("Silver Burdett completes 50 years", 1935). The *Journal of Education* (1928) reported that in spite of his financial and general agency duties, Mr. Stevenson found time and had the interest to sponsor a big program of expansion. Important series of new textbooks were contracted for, and the personnel of the company geared to a higher degree of efficiency to launch this new educational program consistent with the advancing science of teaching. The main office was moved from Boston to Newark, New Jersey, in 1922 to effect a greater efficiency through centralization.

Growth of the company initiated the decision of the Board to select a group of editors that would represent a diversity of talents and sections of the country. The Midwest was notable for taking new ideas and developing them successfully.

In 1921 George L. Buck became the first vice-president of Silver, Burdett and Company. This was after World War I when the expanding market for textbooks in public schools prompted a stable market unlike the emotional seller's market that followed the war. That same period saw the first multiplication table to be published in an arithmetic textbook by Silver, Burdett Company in 1921.

In 1924 Silver, Burdett and Company launched the geography series, Journeys in Distant Lands. Professors Barrows and Parker of the University of Chicago based this text series upon a psychology of learning for children. The questions "What?", "How?", and "Where?" of older geographics were to be addressed on the elementary level. The subject of geography would be organized to progress from the study of simple regions to the study of those regions where the human and natural regions were complex (Buck, 1942). *Publisher's Weekly* (1935) further explained that the most elementary title in this series discussed how people worked and played in the simplest environment, and as the series advanced, children gained an understanding of more and more complex environments. The authors showed how geography related to the lives of children who studied it, and how man makes adjustments to the environment in which he lives. Visual education would play its part in stimulating students' skills and understanding. Students were to enjoy the adventure of traveling by means of pictures with the text as the guide.

In 1924 and 1925 the company reached a stabilization of sales which exceeded all previous years of success in its history (Buck, 1924).

During the 1920's school systems flourished. Educators devoted themselves to expansion and progress. Improvements in the standards of our educational system were taking place

with greater rapidity than in many other countries. These conditions inspired the confidence of the company in the responsiveness of teachers and of school administrators to advance practical ideas of pedagogy applied to textbooks. The company was encouraged to undertake publications that were a marked advance over previous editions. The publisher was obliged to formalize advances in methodology, such as those in the recent geography series, which had proven to be promising. Publications of the company, which were typical of this practical policy in publishing, were The Essential Language Habits and The Pathway to Reading Series. As the country prospered, so also did Silver, Burdett and Company.

In the forty-six years since Edgar O. Silver had founded Silver, Burdett and Company, the population in the United States between the ages of five and seventeen years had approximately doubled. In that same length of time, the average attendance in the public schools of the nation had become three and half times greater. And from the time of the opening of Edgar Silver's first modest little office in Boston, school expenditures had multiplied in annual cost to the nation twenty-nine and a half times (Buck, 1942).

George L. Buck, now president of Silver, Burdett and Company, reported that the events of the year 1931 up until and well through the fall were matters of grave concern in which there were elements of alarm as many good grades of

bonds entered into what appeared a bottomless decline (Buck, 1942). As the effects of the most disastrous depression in modern history accumulated during 1931 and 1932, the cuts in textbook appropriations also accumulated.

Total sales, as reported by the publishers during these years, declined 33.25% (Buck, 1942). In the textbook industry, such a restriction of distribution meant widespread classroom demoralization because of lack of textbooks. It was second only to the disaster of the actual closing of schools. This fact emphasized the tendency, which always existed among administrators, to buy textbooks with caution in quantities closely gauged to actual requirements. By such limitations in the purchasing of textbooks, proper privileges to children attending the nation's schools were denied to an alarming extent (Buck, 1942).

As the publishers reviewed the presidential candidates for the fall of 1932, and as public sentiment appeared to veer toward the Democratic nominee, Governor Franklin Delano Roosevelt of New York, discussion occurred in the publishing circles as to the possible interest of a new administration in the problems related to the imperiled condition of the nation's schools. The active part played by Eleanor Roosevelt, the wife of the Governor, in practical educational undertakings gave educators hope that federal aid might be invoked and considered during the coming years. By then federal aid appeared necessary for the survival of many local

school systems. And if conditions could be made normal in the administration of the schools, it was to be hoped that the financial uncertainty that characterized conditions in the publishing industry would correct themselves (Buck, 1942).

Consolidation and Continued Progress

In the fall of 1935, for reasons of simplification of appearance on title pages, promotional material, and correspondence, it was decided to change the name of the company from Silver, Burdett and Company to the Silver Burdett Company. At this time the company consolidated the Newark and New York City offices in new quarters in New York City. Thus, 1936 marked a landmark year for the company with new quarters and the completion of new, major publishing projects: The Unit-Activity Reading Series, Experiences in Thought and Expression, Music Highways and Byways, Music of Many Lands, and Mathematics Through Experience.

The complete consolidation of the Silver Burdett Company was effective July 1, 1937. Some of the physical and organizational changes that marked for the company the initial half-century are listed below:

- 1) The establishment of the Educational Service Division marked a new emphasis upon educational and sales service.

The function of this division was to establish a close connection between the home office and the field, between the field and the sales promotion and the editorial departments, and between the sales promotion departments--a new collaborative effort emerged.

2) A conference hall seating 125 and having appropriate provisions for lectures, recitals, and the like marked a new type of educational service by the company.

During his fifty-two years of publishing, Edgar Silver saw America changing from an agricultural economy to an industrial economy, from an era when the belief in the individual right to work spurred one to work to an era when the right to work could not be exercised because of the scarcity of jobs. The Depression had only emphasized the economy of scarcity in the midst of plenty. The new technology gave hints of a world which would be run by engines, where individuals might be automatons in a managed economy. According to Buck (1942), Mr. Silver and his era were an example of individual initiative and the success that came of a rugged determination, a philosophy that had made the United States the preeminent nation in the exemplification of democratic principles. Here, private enterprise, with the government providing the "police power" had established a standard of living for all workers unmatched by conditions anywhere in the world.

Could evolutionary processes within the framework of our historic democracy be found which would preserve it and still find solutions for the pressing problems of the day? This is just one question which faced the country as the Silver Burdett Company marked the close of an era of change within itself, and settled down in the consolidated New York quarters to interpret for its own guidance the implications of a changed and changing life throughout America and the world.

During World War II, the Board of Directors looked ahead and made plans for the years that would follow peace. The groundwork was laid and work was begun on new programs, which were to become popular in the years following the war. The decade from 1942 to 1952 witnessed the Silver Burdett Company's greatest growth and educational leadership. These ten years of progress brought many changes in the organization and administration of the sales force divisions. A chronicle of the half-century history from 1885 to 1935, lacked information about significant company personalities up to 1910 due to the inadequacy of early company records. As the accounting of the history of the company continues, the personalities of the "team"--heads of divisions and departments, and all staff--are stressed rather than great reliance on statistical data.

B.T.Howell (personal communication, March 3, 1998) confirmed the high regard that the Silver Burdett Company had

for its employees. She acknowledged the sense of family that permeated throughout the company and compared the second period of the history of the Silver Burdett Company to that of a family album.

The history from 1942 to 1952 unfolds as a story told by the heads of the divisions of Eastern, Southeastern, Central, Southwestern, Pacific, and Insular and Foreign, and the departments of general editorial, music, production, educational services, accounting, and audio-visual. Each chapter recounts achievements, and some disappointments of the decade complete with photographs of each group. B. T. Howell (pers. comm., 1998) added that the relationships between and among the authors and editors was the mainstay of the company. It was at this time that authorship teams such as Robert Lee Morton, Merle Gray, William L. Schaaf, and Elizabeth Springstun, who wrote the Making Sense of Arithmetic series, and Edith White Gee, Harry R. Wilson, Joseph Leeder, and Lillian Baldwin, who wrote the Music America Sings series, had control over what went into the textbooks. These authors were viewed as the experts whose writing was known for representing methodologies from teacher education studies in colleges. Authors and editors worked in a sole partnership effort. Authors were known to remain in the fold of the company for a considerable amount of time

making the connection between authors and Silver Burdett products a well established and well known philosophy.

Burr L. Chase was the fifth president of the Silver Burdett Company succeeding George L. Buck in 1942. An article in *Publisher's Weekly* (1945) commemorated Mr. Chase's philosophical accomplishments while president. The theory at Silver Burdett was that the various departments must work closely together, so the editors know more about typography and illustration than editors might perhaps ordinarily be expected to know, and the salesmen must know the problems and ideals of the editorial department in order to do an honest job of translating them to prospective customers. The Silver Burdett theory of bookmaking adhered to the fact that the physical appearance and design must be thoroughly integrated with the educational purpose of the book so that the typography is conducive for easy and clear instruction. The company did not stress design for its own sake but only for its function in making ideas clear.

Burr Chase was one of the directors of the new United States International Book Association, a non-profit export corporation. He was one of the first five United States publishers who visited Latin America. Mr. Chase was the textbook specialist of the group. He was overwhelmed by Latin American interest in United States books, particular in the interest of textbook publishing. Educators in Latin

America did not expect to import many United States textbooks for use in their schools, but acknowledged the strides made in this field. Mr. Chase felt the high standard of United States textbooks was due to teachers and school administrators, who wanted textbooks to do the most thorough job possible to make education attractive to children. Publishers tried to get the best possible authors and make textbooks appealing. Mr. Chase noted that no one outside of the textbook publishing industry knows how much effort and expense goes into the preparation of series textbooks to make them the best kind of teaching tool that can be devised.

The decade from 1942 to 1952 was a period in which a fundamental philosophy of textbook publishing was put into effect. The approach to educational publishing recognized as characteristic of the Silver Burdett Company is not new. For many years the people who have directed the policies of the company have recognized that the publishing of the instructional material for the children of America is more than a business.

The editorial department (Silver Burdett Company, 1953) reported that in spite of all the changes which have come about in American education in the last thirty years, the textbook is the most important single tool of learning which is placed in the hands of the child. Those who plan and prepare textbooks accept the responsibility which this implies.

Silver Burdett Company as a whole owes much to the high standard set in the editorial department. There has been a long tradition at Silver Burdett that books must be good, they must be sound, they must be accurate, and they must be honest. In a company newsletter, commemorating a past president, Jack Williamson, on his twenty-fifth anniversary with Silver Burdett, it was noted that fundamentally the 1979 culture of the Silver Burdett Company was identical with the 1949 version. Upon entering the company he was struck by the warmth and atmosphere of friendship, and the company's dedication to high quality in its educational materials and professionalism in its service to the schools.

As the decade of the 1940's came to an end, new fields were beginning to open up for the Silver Burdett Company. Offerings in the audio-visual field made it possible to take advantage of the growing interest for new instructional materials. New opportunities opened up in the foreign field. For half a century Silver Burdett had been producing books for other peoples of the world. Both the Phillipines and Puerto Rico have been successful markets for Silver Burdett. After World War II, newly independent countries broadened the horizons for additional opportunities.

Through a succession of owners that began with Time, Inc. in 1962, the Silver Burdett Company maintained its identity as a leading purveyor of quality educational materials. Products of Silver Burdett accommodated an ever

swinging pendulum, moving back and forth between the "basics" and such innovative trends as the "new math" of the 1960s (P.DeGuilo, personal communication, March 11, 1998).

In 1984, Gulf + Western bought Prentice Hall Inc., a major textbook publisher, and merged it into Simon & Schuster early in 1985, making Simon & Schuster the nation's largest book publisher. Ginn & Company, another educational publisher, came into the Simon & Schuster fold in 1982, after being bought by Gulf + Western. In 1986 Gulf + Western bought the Silver Burdett Company, an elementary textbook publisher and combined its operations with Ginn (Haste, 1991). Paramount assumed ownership of Gulf + Western and Silver Burdett Ginn in 1986. In 1994 Viacom bought Paramount, becoming the parent company for Silver Burdett Ginn. In the third quarter of 1998, a bid was accepted from Pearson, Inc. to acquire the educational division of Simon & Schuster. It is intended that this sale will be finalized in the fourth quarter of 1998.

Criticisms of Textbooks

Objections to textbooks, from one perspective or another, have been voiced for decades. The history of public protests against textbooks goes back at least to the middle of the nineteenth century. These protests grew in size and

intensity with universal secondary education in the twentieth century (Fitzgerald, 1979).

American history and social studies textbooks generate special protest. Because these books are official chronicles of our nation's past, there is much controversy over content. What textbooks include, or exclude, and how subject matter is slanted are matters of intense interest to educators and other adults interested in shaping the next generation's social understanding (Sewall, 1988).

According to Rippa (1992), the general uncertainty wrought by the most severe depression in American history was reflected in the writings of social-science educators. Some textbook authors during the 1930's switched from promoting the free-enterprise system to a critical appraisal of the American tradition. This critical approach appearing in school textbooks was viewed with alarm by business leaders who greatly invested in a campaign perpetuating the idea that "free-enterprise is the American way of life".

Social Studies Textbooks

By the end of the decade some social studies textbooks were being condemned by the American Legion, the Advertising Federation of America, and the New York State Economic Council (Rippa, 1992). As the textbook controversy

continued, free-enterprise gained momentum. By 1940 the National Association of Manufacturers (NAM) was gaining significant support on behalf of the free-enterprise system. NAM felt that the field of education needed to enforce a full understanding of private enterprise. It became NAM's mission to go across the country in an all out campaign to foster respect for private enterprise. In December of 1940 NAM announced that they would be financing a specific program in public education. The purpose was for educators to have a better understanding of the private enterprise system so that this system could be explained to students as an indispensable concept of the American way of life. NAM assumed an active role in the textbook controversy.

Ralph W. Robey, assistant professor of banking at Columbia University, had been commissioned by NAM to abstract history, civics, sociology, and economics textbooks generally used in the public-school systems of the country. NAM, with the support of the business community, was focusing on a delineation of the economic and political philosophy of each textbook author. Robey, with the help of assistants, prepared twelve hundred pages of abstracts. The abstract of each text contained its grade level, a brief outline of the subject matter, a summary of the table of contents, quotations from the textbook, and the position of the author as indicated on the title page of the book along with copyright and reprint dates, which showed how extensively the

book had been used. NAM intended for such abstracts to be made available to businessmen in local communities throughout the United States.

In early 1941, Robey gave a personal interview to a New York Times reporter. Robey expressed his own beliefs which did not necessarily represent NAM's views. Robey revealed a growing skepticism and a critical attitude toward private enterprise on the part of many students and teachers. He claimed that a significant proportion of the textbooks used by millions of pupils in the nations secondary schools put down the system of free-enterprise. Excerpts, from several abstracts reprinted in the New York Times, by leading scholars and educators were given unfavorable publicity (Rippa, 1992).

Rippa noted that Ned H. Dearborn, speaking for the American Committee for Democracy and Intellectual Freedom, voiced the most serious issue raised by the Robey Investigation. People believe that the process of educating indoctrinates students rather than helping them to form their own judgments. Traditional liberties have value and must be cherished particularly in times of crisis, yet in school, youth must be trained to think freely and understand and experience the meaning of traditions and the institution in which they operate. By the third quarter of 1941, the textbook controversy showed no sign of discontinuing.

Even prior to the Robey investigation there had been criticism of an influential textbook. In Lyon Tyler's A Criticism (1932), the book in question is History of the American People by David S. Mussey of Massachusetts. Tyler notes that the objections to this work are found both in its commissions and its omissions.

Despite criticisms for nearly half of the twentieth century, a high percentage of American school children learned American history from this single book. In one of the most competitive markets this book survived for sixty-five years maintaining its popularity in the days of the jet aircraft as well as in those of the horse drawn carriage (Fitzgerald, 1979).

Tyler had identified specific objections of Mussey's work. Its faults are especially shown when any question comes up between the North and South. The whole trend of Mussey's text was to make New England the important factor in the building up of the United States and the South the aggressor in the events leading to the war in 1861. Fitzgerald (1979) also acknowledges Mussey's positive identification with New England as a criticism.

The phenomenal success of this text is explained by the editors of Ginn and Company to be in its style. The text is not a formula book but a personal, even eccentric accounting of history. The views it expresses do not derive from any

single, or orthodox system but reflect a whole person with a unique sensibility. The text is portrayed as a series of terrific drama, full of characters--people with beliefs, emotions, and voices of their own. There is a good deal of scenery, few abstractions, and many wonderful stories. In comparison with other history texts it was described as lively and colorful. Nonetheless, both Tyler and Fitzgerald, critiquing the book - forty-seven years apart - criticize the accuracy of historical representation.

In 1939 there erupted a furious textbook controversy about a text series on American civilization by Dr. Harold Rugg, a professor at Columbia University Teachers College. His aim in writing had been to bring some realism into the schoolbook description of American society, and to a great extent he succeeded. In An Introduction to Problems of American Culture, Rugg discussed the problems faced by immigrants, class structure, unemployment, consumerism, advocated national economic planning and used the word "socialist" on the first page of the book. Although the text series sold well for the decade of the 1930's, in 1939 protests broke out. The Advertising Federation of America was offended by disparaging remarks about advertising, and the National Association of Manufacturers and the American Legion called the series Socialist or Communist propaganda (Fitzgerald, 1979).

The notion that America was a "melting pot" entered the majority of the texts during the forties. It was a catch phrase for discussions of immigrants, and the Statue of Liberty was the illustration beside them. These two symbols did not have wholly positive connotations in all texts. Also during the forties right-wing groups attacked many liberal textbooks and maintained a high level of pressure on the publishers.

Inside the covers of some history books of the fifties, America was perceived as perfect: the greatest nation in the world, the embodiment of democracy, freedom, and technological progress. According to these texts the country never changed in any important way. Values and political institutions had remained constant from the time of the American Revolution (Fitzgerald, 1979).

Representation of Minorities

In the 1960's, there was increased concern for equitable representation and fair depiction of minorities in textbooks (May, 1993). The school establishment was not the only group that shaped American history in the textbooks. It was often private interest groups or citizen organizations that brought about the most important political changes in the texts. The voices of these outside pressure groups have risen and fallen

in the course of the past fifty years. Sometimes there seemed to be a great deal of public interest in textbooks, and at other times very little. Until the sixties the voices were pretty much alike. After that they became much more varied and the public debate over texts altered dramatically. Large scale protests came from the left and from non-white people, and for perhaps the first time such protests were listened to. In 1962, the National Association of Advancement of Colored Persons (N.A.A.C.P.) charged that a history text, published by Laidlaw Brothers, depicted slavery in a favorable light. The Detroit school board withdrew the text, and subsequently began to examine all history texts used in the school system. The Newark Textbook Council followed suit. The movement spread to other city school systems and was taken up by organizations representing other racial and ethnic minority groups. Within a few years recommendations were made for a new generation of texts (Fitzgerald, 1979).

Morality Issues

Hefley's Textbooks on Trial (1977) tells the story of Mel and Norma Gablers' pioneer battle against objectionable textbooks in their son's classroom and how it became the spark in 1961 that lit a nationwide struggle to impose the

Gabler's view of quality education and morality to America's public schools.

Parents such as the Gablers believe educators paid with public funds should encourage rather than destroy the what they consider to be fundamental beliefs, moral standards, and religious convictions of families they serve, as well as our nation's heritage of political and economic freedom. Their major target was "Progressive Education".

Throughout the course of the legal pursuit in Texas by the Gablers, progressive educators saw them as leading an all-out war against textbooks from coast to coast.

The Gablers did not believe publishers would stop producing "progressive" texts, however, the market supporting the Fundamentalist movement had gained remarkable strength. The growth of alternative fundamental schools and private, church-related schools, could be a strong inducement for publishers to promote another set of books. A Beka Book Publications has the largest assortment of texts for secular as well as Christian schools. Other publishers, such as Bob Jones University Press, are in the process of increasing the supply of acceptable texts for conservative schools.

Guidelines Emerge

By the seventies the rate of change slowed down and the positions hardened enough for publishers to write guidelines for authors and editors for the treatment of racial and other minorities in the textbooks. These guidelines give institutions a percentage of illustrations to be devoted to the various groups, and ways to avoid stereotyping in texts (Fitzgerald, 1979).

During the last two decades, published critiques of textbooks have tended to focus on single issues on problems. Censorship and the treatment of controversial issues have also been persistent themes in recent decades. There have also been "one-shot" criticisms on such topics as the treatment of specific immigrant groups or American Indians in social studies books, aging or environmental issues in biology texts, etc. (Woodward, Elliott, and Nagel, 1988).

The last few years have seen a marked change in the nature and scope of research and commentary on textbooks. Prompted primarily by the report of the National Commission on Excellence in Education (1983), researchers and critics have recognized textbooks as important elements in any attempt to improve the quality of education, and an important topic for research and criticism. In contrast to previous periods, recent research has been broadly based and

cumulative, and scholars have emerged who have devoted time to researching particular problems and issues related to textbooks and the curriculum. The textbook continues to be an object for study and as articles and criticism are published, additional interest and research is generated (Woodward, Elliott, and Nagel, 1988).

Ellwood Cubberly (1926) had stated that the most important of the forces directly responsible for American education has been the creation of the high standard American textbook, which has long served as a guide for both teachers and pupils. In the early days of our schools, when well-trained teachers were almost unknown and professional supervision lacking, the success of instruction was largely determined by the textbook in use. Present day publishers acknowledge that textbooks still drive the instruction and curriculum delivered in the classroom. As such, they are very much the target of analysis and criticism.

In 1993, at the Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, Wanda May presented a report detailing an analysis of the 1988 Silver Burdett & Ginn World of Music K-8 textbook series. The 1988 edition represents a somewhat radical departure from Silver Burdett & Ginn's own tradition. The criticism summarized that perhaps trying to be all things to all people, World of Music fails to provide a coherent vision

of music education and what teaching/learning for musical understanding could look like and entail. The critique points out the numerous ways in which the possibilities for meaningful learning in music are thwarted at almost every turn without a compelling vision to guide teachers and students along the way.

Until well into the nineteenth century school book output in our country was the result of individual undertakings, in regard both to composition of the subject matter, and to manufacture and distribution (Carpenter, 1963). Earlier in this study reference was made to authorship practices of the mid-twentieth century. The role of the textbook author has evolved over the course of time and throughout progressive text series. The second half of the twentieth century brought about significant changes in the world and the publishing industry followed suit. One approach to impending textbook problems is sociological in character and concerns the social organization of the societies in which texts are produced and used. The enormous range and rapidity of social change in a literate society introduce questions of a complex character with respect to the instruments of culture-transmission.

Competition and Marketing

At Silver Burdett as well as other large publishing houses, the pressures that accompany competition escalated. Private companies began a trend, which continues today, of buying publishing houses. Textbooks began to be caught up in this competitive market. Design, color, and educational trends are key components which began to play a significant role in the changing textbook. Making texts requires the solving of problems in economics, communication technology, and personal competence and relationships. From the standpoint of economics, the problem is to produce texts profitably for an intensely competitive market. However, as a historically unattractive market of low profit/high risk, which requires a large budget upfront for product development, publishing was presented with the challenge of adding more pieces to the puzzle yet without the allowance of increased budgets or time. Technologically, the problem is to produce teaching tools that meet the needs of teachers, students, and budgets. The personal problem includes both individual competency and the relationship between the text makers, primarily the author and editor. It was once these two people who had to take into account the economic and technological problems along with the philosophies of teaching, the theories of learning, the body of subject

matter, and other materials from which it was their business to construct the model of the text.

During the twentieth century the Silver Burdett Company as well as all educational publishing houses continued to make a shift to more input on program development. The creation of a textbook was far more than the author and editor partnership. In the field of basal text elementary publishing, rarely does a series have a single author. The publisher establishes an eclectic team of people who have different strengths and who appeal to different segments of the buying public. Identifying a team of authors is often based on beginning with an author of established reputation in a given field such as Dr. Richard Hodges, who is an expert in linguistics and spelling, another author who is a leader in a crusade to institute a cutting-edge philosophy such as Stuart J. Murphy, who incorporated a visual/verbal philosophy of contextual learning into the new Silver Burdett Ginn math series, and Herbert P. Ginsburg, another Silver Burdett author who is a psychologist specializing in the primary learner, or P. David Pearson, who has been an author of reading for the company since the 80's and is currently known as the leader in reading methodology. It is also critical to have a practicing teacher on an authorship team. Buyers need the assurance that a series author is a part of the practicing group of teachers. In continuing to meet the needs of competitive issues and providing teachers, and other

members of targeted audiences, with what they need and are looking for in a textbook, authors are brought onto teams as specialists - not unlike the medical profession. For example, Dr. Stephen Krulik and Dr. Jesse A. Rudnick, both long time authors for Silver Burdett are experts in developing problem solving lessons. Dr. Bruce Vogeli, of Teachers College, Columbia University, an author who has been associated with Silver Burdett math series since the 70's, is currently a "troubleshooter" reading various components of the math program and making recommendation for edits and revisions. In addition, it was and is still crucial that authorship teams have a geographic, ethnic, and gender balance. Selection of authorship teams continually comes under scrutiny throughout the industry.

The complexity of the changing needs of publishing implied by market research since the 60's has transformed the business. Mergers and acquisitions have heightened competition by leaving fewer publishing houses. There could no longer be one or two views responsible for meeting all the needs of all the people. The natural evolvment of input from an increased number of sources has not taken hold without criticism. Many questions continually revolve around the production of textbooks - such as and emphasis upon the scholarly view versus the practical view. Each question carries its weight and risk which adds to the big picture.

J. Jenkin (pers. comm., 1998) explained that it once took four to five years to develop a kindergarten through eighth grade math program. Presently, publishers try to, and succeed in doing this same task in two to three years. This change is due to technological advances, cash flow demands, and the rapid change occurring in market demands. It has put a new dimension of stress on all departments in the publishing business: editorial, production, marketing, etc. The collapsed timeline also raises educational concerns for the completed product. The rapidity of change makes it impossible to plan five years ahead. Predicting what the market will want even one or two years from the present is difficult. Surveying teacher or sales representatives one can discover immediate needs and wants, but they have little skill in predicting the future.

When changes are occurring in a discipline it is risky to be the first publisher to respond to the new trend. When the Silver Burdett Company published a new science series in the late 1960s, they were the first to use many large, color posters and emphasized seeing and responding to the real world. The textbook became a teaching tool rather than just words. All science textbooks looked like that a few years later, but Silver Burdett introduced and explained the new look and it was strange to buyers at first blush. Silver Burdett was not successful in the sales of that science

series. It is often better to be the second publisher out with a new trend.

When Silver Burdett published mathematics series in the 1970s, they were the first to use cartoon characters widely throughout the series. The idea became popular with old customers who bought because they trusted the company, but it was a hard sell to new customers. In later years all publishers used cartoon animals and logos, but once again many customers saw this idea as too frivolous at first.

The marketing of the textbook gained dominance and success mandated responding to the needs of minorities, teachers, and state curriculums. Within the United States, twenty-two states select and adopt textbooks for use in their schools. Heading up that list, according to the percentages of the school-age population in the United States are the states of California, Florida, and Texas. Curriculum decisions made in these three states have wide-ranging effects on the textbooks used in classrooms throughout the country. Publishers are committed to meeting the curriculum needs of these states as a priority since they produce the market share of textbook sales needed to meet budgetary projections of expenditures and profits. Nationally, all other states adapt to using these textbooks.

State Adoption - Texas

Texas is one of those states that deserves special attention from publishers because of the large quantity of books it adopts annually. Success or failure of sales in these key states can predict the future of publishing houses. It would be unrealistic to believe that the politics necessary to try to achieve successful sales in these states is not the practice of each and every competing textbook publisher. Criticism of these efforts exist throughout the publishing industry. An explanation of the stages of a textbook adoption process provides an indepth understanding of the potential times that publishers have to achieve favorable positions throughout each and every possible opportunity of the adoption process.

The basic legislation undergirding the Texas textbook selection and adoption system was overhauled at mid-century and undergoes internal tinkering and refinement annually (Apple and Christian-Smith, 1991). Basically, the system consists of three decision making stages. In the first stage, a group of Texas educators, the majority of whom must be classroom teachers, receives a one-time appointment to the State Textbook Committee. This committee is assigned the task of reviewing all books submitted by publishers in each

of the subject areas under consideration. Due to the magnitude of this task, committee members enlist the aid of advisory groups with competence in each subject area. After the course of a summer meeting with publishers and reviewing and evaluating books, members of the committee meet in the state capitol for a formal hearing at which textbook representatives defend their books. The committee then selects up to five books in each subject area. These lists are formally recommended to the Commissioner of Education.

In the second stage, the recommended books are screened during the fall months by state-level curriculum experts at the Texas Education Agency as well as by the state's Commissioner. Publishers whose books are recommended by the committee may be asked to make certain content corrections, additions, and/or deletions. The Commissioner may remove books from the list at this time but books may not be added to the list. When reviews are completed at this stage, the Commissioner formally presents the lists of books to the State Board of Education for adoption.

At the third and final stage the books recommended by the Commissioner of Education are reviewed and discussed by the State Board of Education membership. A round of public hearings is scheduled for this group as well. This body may ask for content changes and may also decide to remove books from any list, as long as at least two remain in each subject area. Books cannot be added to the list at this stage

either. Following their deliberations, members vote to adopt each book on each subject area list. Districts and schools throughout Texas can select texts from these final State Board adoption lists (Apple and Christian-Smith, 1991).

The success or failure of each textbook series developed by a publisher has tremendous impact on the textbook publishing company as a whole. Success or failure of a program can be attributed to one or more than one of a list of reasons from content development to testing format to marketing plans to overdesign or underdesign issues to sales representatives concerns, and so on. However, the high risk factor that accompanies the significance of product development for Silver Burdett Ginn as well as other large publishing houses dictates the reality that the margin for error is small at best. Unfortunate risks cannot be repeated. Executives in publishing carry great responsibilities in the production of textbook series and as unfortunate as the reality may be, jobs in publishing can be in jeopardy if success is not a maintained reality. This can result from visions that are not shared, text submissions that do not make adoption lists, flawed marketing plans, and so on.

In a summary, Apple and Christian-Smith (1991) explain that textbooks are at once the results of political, economic, and cultural activities, battles, and compromises. They are conceived, designed, and authored by real people with real interests. They are published within the political

and economic constraints of markets, resources, and power. What texts mean and how they are used are fought over by communities with distinctly different commitments by teachers and students as well.

Transformation of the Publishing Process

Publishing is to make public--to send forth among the people--the words and pictures that creative minds have produced, that editors have worked over, that printers have reproduced. As applied to books, it is a formidable succession of activities no one of which can, by itself, be called publishing. Only when a manuscript has been transformed and then distributed to its intended marketplace, is the publishing process complete. To perform an editorial service alone, whether on speculation or for a fee is not to publish; to purchase printing and binding service alone is not to publish; to promote sales is not to publish; to distribute another's printed product is not, in itself, to publish. Book publishing is to do all of these things, *in an integrated process*, whether carried out by a single firm or several (Grannis, 1957).

Until the last decade, managers traditionally approached a complex problem like product development by breaking it into smaller individual parts, and then later recombining the

individual efforts into a whole. The premise behind part-whole management relationships, also called the "relay-race model," in which one runner hands a baton to the next, is that the "sum of the parts will be greater than the whole". Team structures in this strategy tend to be functional. Membership is based on each team's particular area of expertise. The functional team model, popular in the past, is now shifting. J.Jenkin (pers. comm., 1998) explained that when using the "relay-race model" of *linear product development*, the author, or authorship team, literally wrote the books and editors, copywriters, and designers used the original manuscript of the authors to make the finished book. Today, there is major input into content, and the author has become part of the collaborative team that collectively makes the finished book. Although it was noted in the history of the Silver Burdett Company presented by George Buck that a new collaborative effort emerged about 1937, it was not found to be common practice in publishing until just more than a decade ago.

Only when major advances were made in office technology, the so-called "desktop publishing", were publishers able to fully implement the cooperative model. Until then, type was set in the forms as galleys and successive page proofs by outside suppliers called compositors, with each stage of the process requiring an approximate three-week turn-around time.

In the last decade, it has become possible for electronic files to be originated by an author, then traveling through the editorial, design, and layout process, taking full advantage of the cooperative pod effect (P.DeGuilo, pers. comm., 1998).

According to Jenkin (pers. comm.,1998), Silver Burdett's first real effort at collaborative publishing was in 1970 when as product manager of math, he converged with authors, editors, designers, and field sales people in Atlanta to plan the broad outlines for a new math series. He believes that Silver Burdett was the first textbook publisher to put this product marketing concept to work.

The collaborative process popularized itself in textbook publishing at John Wiley & Sons, another educational publishing company, in the late 1980s. This interactive teamwork process, also a philosophy at Silver Burdett Ginn, is an integral part of the general corporate business spectrum. Research supporting the topic is therefore based on the expanse of the work of teams within general corporate business.

A Silver Burdett Ginn report, *An Interactive Collaborative Book Publishing Process* (Marshall, 1997), developed by the production department, states the philosophical foundations, management responsibilities, and the step-by-step implementation process of the verbal/visual

teams throughout the development of a textbook series. This report is the only documented information on collaborative publishing found within that field, yet it significantly parallels research found supporting the topic of the study.

Teamwork

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable (Katzenbach and Smith, 1993). Teamwork is needed to produce a book and put it in the hands of readers. Each member of the team has a necessary part to play, and not one of them can be eliminated (Smith, 1966). To use Smith's productive description, for over a century Silver Burdett has been "turning ideas into books." Each part of that century has been highlighted by different key elements of success. One element, which evolved over this past decade, is the movement from a linear to a collaborative publishing process. This parallels an individual-by-individual work effort to that of a collaborative team work effort.

A collaborative publishing process brings together editorial, production, art and design, image research, authors, management, sales marketing, and sales professionals in a unique and specific (such as a grade level) publishing

team (Appendix B). Instructional programs can come into being only through the integrated efforts of many departments. In the actual implementation phase, integrated teams are seated together in "pods" to create the product in uniformity to the project plan, prototypes, and guidelines, within the time scheduled (Marshall, 1997).

The selection of editors to supervise preparation and production of books is the most important art in textbook publishing. The editor's role is crucial: acting as "captain of the team" that is creating the textbook, and making judgments, and using abilities will usually mean success or failure for the textbook or series of textbooks on which the team works (Smith, 1966). Team leaders act to clarify purpose and goals, build commitment and self-confidence, strengthen the team's collective skills and approach, remove externally imposed obstacles, and create opportunities for others. Most important, like all members of the team, team leaders do real work themselves (Katzenbach and Smith, 1993).

Katzenbach and Smith's The Wisdom of Teams (1993) is viewed as the corporate guide to the organization of the future. By their widely used definition, an effective team is small, usually having no more than fifteen members, and often between five and ten. It benefits from the diversity of its membership by drawing on the variety of skills, knowledge, experience, and perspectives that all members

bring to the team. The reason that the team exists (its mission) is clearly described, understood, and accepted by all members, and becomes the touchstone against which priorities are established, conflicts are resolved, problems are identified and solved, and decisions are made. The performance goals of the team are understood to apply to every member of the team, and accountability for accomplishing those goals is shared.

Much of the work that teams do is conducted in meetings at which work processes, group effectiveness, and outputs are discussed. The meeting provides a forum and structure within which a team may work. The Marshall (1997) report concurs, stating that in verbal/visual sessions called "creative meetings" editors, designers, and image researchers work together to decide the allocation and interaction of text and images on a given page from the earliest stage.

Common sense findings of Katzenbach and Smith (1993) research indicate the following:

- A demanding performance challenge tends to create a team. The hunger for performance is far more important to team success than team-building exercises, special incentives, or team leaders with ideal profiles.
- "Team basics" include size, purpose, goals, skills, approach, and accountability. Paying rigorous attention to these is what creates the conditions necessary for team performance.

- Team basics apply to many different groups, including teams that make or do things. Each type of team faces unique challenges, but the commonalties are more important than the differences when striving for team performance. A "project group" has clearly defined outcomes within a defined time period. Project teams have beginnings and endings. Textbook publishing "pods" are project teams.

In addition, the Marshall (1997) report adds that publishing teams are supported by art buyers, photo researchers, the photo studio, copy editors and proofreaders, manuscript services, editorial resources, and production staff. Teams as a whole are responsible for maintaining the schedule and the quality, and are encouraged to find their own solutions to problems, within the parameters of the schedule, before enlisting supervisors.

Katzenbach and Smith (1993) add that a team can have an "extended team" around them. They explain that by their attitudes and behaviors, teams can energize and focus the efforts of others, thereby extending their performance impact beyond the direct results the team produces itself. This extended team phenomenon goes well beyond teamwork and supportiveness by clarifying and deepening the direction, motivation, values, and performance of the broader group. It is why it is believed that cultivating a few real teams is one of the best ways of upgrading the overall performance ethic of an organization (Katzenbach and Smith, 1993).

Within the educational publishing business, development of instructional programs runs on a continuous cycle driven by state adoption calendars. This type of operation has its stresses and constraints, but it also complements the extended team philosophy by Katzenbach and Smith (1993). The different subject divisions have up times of production, which would be when project teams are adhering to a strict schedule in full swing of producing a textbook series, and down times of production, which can be viewed as the foundational development and decision stage prior to moving into actual production. So, a high-performance team effort is almost continuously in progress. The impact of this effort continually pours over with an energized sixth sense, if you will, to adjacent divisions. The broader group is affected positively within this type of organization.

Besides team basics, Katzenbach and Smith (1993) feel there is another vital area that gives meaning to a team. The second set of vital signs--themes and identity, energy and enthusiasm, event-driven histories, personal commitments, and performance results--includes equally powerful indicators of a team. The rich meaning in a team's themes does not necessarily spring forth from the creation of a team logo; the energy or enthusiasm characteristic of a team and the level of personal commitment found in high-performance teams cannot be mandated through edict or decision (Katzenbach and Smith, 1993). In organizations like Hewlett-Packard and

Motorola, a strong performance ethic gives people both the confidence and capability to figure out for themselves the best way to pursue specific performance opportunities (Katzenback and Smith, 1993). When those opportunities call for multiple skills and perspectives, people often become real teams.

Shared Vision

Peter M. Senge (1990) identifies the disciplines of the learning organization as systems thinking, personal mastery, mental models, building shared vision, and team learning. Although any one of the disciplines contributes to supporting the collaborative work effort, building a shared vision and team learning provide particular insight.

If any one idea about leadership has inspired organizations for thousands of years, it is the capacity to hold a shared vision of the future we seek to create. One is hard pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values, and missions that become deeply shared throughout the organization (Senge, 1990). When there is a genuine vision, people excel and learn because they want to. The practice of shared vision involves the skills of unearthing shared pictures of the future that foster genuine commitment. A

shared vision, especially one that is intrinsic, uplifts people's aspirations (Senge, 1990). In a corporation, a shared vision changes people's relationship with the company. It is no longer "their company," it becomes "our company." It creates a common identity. An organization's shared sense of purpose, vision, and operating values establish the most basic level of commonality (Senge, 1990). The psychologist Abraham Maslow studied high-performance teams. He saw shared vision and purpose among their most striking characteristics. Shared visions compel courage so naturally that people do not realize the extent of their courage. Courage is simply doing whatever is needed in pursuit of the vision (Senge, 1990). As shared vision develops it becomes "our vision."

The discipline of team learning, identified by Senge as the fifth discipline, starts with "dialogue," the capacity of members of a team to suspend assumptions and enter into a genuine "thinking together." Dialogue, to the Greeks, meant a free-flowing of meaning through a group, allowing the group to discover insights not attainable individually (Senge, 1990). This is a parallel description to the interactive visual-verbal "creative meetings" described in the Silver Burdett Ginn report. Dialogue has been preserved in many cultures such as that of the American Indian, but it has been almost completely lost to much of modern society. Today, the principles and practices of dialogue are being rediscovered and put into a contemporary context (Senge, 1990).

David Bohm, a leading quantum theorist, is developing a theory and method of "dialogue," when a group "becomes open to the flow of a larger intelligence" (Senge, 1990). In dialogue, Bohm contends that a group accesses a larger "pool of common meaning," which cannot be accessed individually. "The whole organized the parts," rather than trying to pull the parts into a whole (Senge, 1990). In dialogue, people begin to see the stream that flows between the banks. They begin to "participate in this pool of common meaning, which is capable of constant development and change." So, according to Bohm, collective learning is not only possible but also vital to realize the potentials of human intelligence (Senge, 1990). A unique relationship develops among team members who enter into dialogue regularly. They develop a deep trust that cannot help but carry over to discussions. They develop a richer understanding of the uniqueness of each person's point of view (Senge, 1990). As Bohm says, learning is collective. Learning a new language, by definition, means learning how to converse with one another in the language. There is simply no more effective way to learn a language than through use, which is exactly what happens when a team starts to learn the language of systems thinking (Senge, 1990).

Teamwork Exemplified Through Analogy

James Belasco and Ralph Stayer (1993) provide a well-known analogy to the topic at hand, the transformation to the collaborative work effort. Under this analogy, buffalo are absolute loyal followers of one leader. They do whatever the leader wants them to do, go wherever the leader wants them to go. This is considered an old leadership paradigm. What became obvious to many in corporate organizational systems of work was what was actually necessary for success. The organization needs groups of responsible workers, interdependent workers, similar to a flock of geese, flying in a "V" formation, the leadership changing frequently, with different geese taking the lead. Every goose has to be responsible for getting itself to wherever the gaggle is going, changing roles whenever necessary, alternating as a leader, a follower, or a scout. And when the task changes, the geese need to be responsible for changing the structure of the group to accommodate, similar to the geese that fly in a "V" but land in waves (Belasco and Stayer, 1993).

The pattern of obeying the person in authority continues through school and into adult life. We learn it early and it is reinforced often. Parents are responsible for their children's behavior. The boss is responsible for the work of his or her employees. Now, in the face of all this learning,

we want people to be responsible for their own performance (Belasco and Stayer, 1993).

Belasco and Stayer (1993) describe an example of team success. A unit was selling software to government units in a particular geographic region. The team quickly sold out their local market. In order to grow, the team either had to seek out smaller customers within their geographic area, which meant changing their product, or they had to move into new geographic areas. The unit decided to hire new people to sell to smaller customers in their original geographic area and move into new geographic areas. They set up a rotation within the teams so that everyone learned all the skills. They set up an internal monitoring system to keep the skills current. They assumed ownership for the training and monitoring themselves, and for assuring superior service to their customers. Today, there are more than seven hundred people in the company, organized into thirty-seven semi-autonomous teams stretching from Singapore to Moscow. These team members are responsible for hiring, training, and maintaining superior levels of service to customers. The team members themselves assumed responsibility for delivering greater performance to their customers when the environment was created and encouraged this to happen. This is leadership in the intellectual capitalism age.

In the Flight of the Buffalo, leading is compared to "coaching." Coaching is about providing support and guidance. It is very person-centered. Great coaches know that teams with the best skills and competencies have the highest winning percentages. Anyone can be a coach. Sometimes, everyone must be a coach. The boss needs to be a coach. Teammates need to be coaches. Colleagues need to be coaches (Belasco and Stayer, 1993). Coaches help people see beyond where they are and see what they can become.

Vision, discussed by Peter Senge, resurfaces in commentaries by Belasco and Stayer (1993). They feel that vision is the beginning, the inspiration, the criterion, the framework, and the most sought-after of all characteristics. Vision is the difference between the long-term success of any organization and a certain second-rate position. Vision goes beyond carrots and sticks. Long-term successful companies stand for more than just profit and big salaries. Inspiring visions create value for others: employees, customers, and the community at large. Inspiring visions motivate people (Belasco and Stayer, 1993). People will go to extraordinary lengths for something they believe in and to which they will commit. Belasco and Stayer use Federal Express for yet another correlation. The company begins from the end state it wants to create: "Absolutely, positively it has to be there on time." With that end state firmly in mind, it asks

the strategic-thinking question, "What will it take to get it absolutely, positively there on time?" Answering that question strategically has helped build one of the most successful businesses in America (Belasco and Stayer, 1993).

In Silver Burdett Ginn's production report (Marshall, 1997), it is stated that basic working assumptions will ensure balance between creativity/quality, budget, and schedule. To accommodate budget and schedule, it is essential to maximize efficiency and productivity at all levels and stages of textbook production. In order for this to happen, it is essential to maximize an integrated approach to decision-making and information sharing. Publishing lives very much by the same philosophy as does Federal Express.

There is an analogy used when referring to playmates or partnerships and it simply states that one needs to learn to share the sandbox. In dealing with the team, the analogy is revised to expand the sandbox. Belasco and Stayer (1993) share a familiar story of a large high-technology company. A dramatic downsizing of domestic operations, transferring operations to low-wage areas, and outsourcing of production to generate lower-cost products, was the direction in which the company was heading. The need to change was obvious. So the leaders changed the information system to present all employees with the realities of their new world. Everyone in the company became focused on adding value throughout all components of the business. Teams of people, including

production workers, regularly visited internal and external customers. Teams went out with installers to learn how to redesign products to cut installation costs. Teams worked with service technicians to produce products that were easier and less costly to service. Teams met with designers and marketers to shorten the production and realization process. This shared vision, of adding value throughout the entire chain, is the future of manufacturing in our country according to Belsaco and Stayer (1993).

"Siloism" (keeping others out and information in) is an epidemic within the corporate business sector (particularly the executive arena). Teamwork is the answer to this serious problem. Many companies are on a crusade to develop cross-departmental teamwork. Executives who do not learn how to work together will not survive (Belasco and Stayer, 1993). The collaborative publishing process, as explained earlier, is made up of project teams. The departments of art, production, editing, marketing, and sales work together toward a common purpose--creating a child's textbook. There is no place for siloism.

In today's world of intellectual capitalism, the performers must be responsible for their own performance. The success or failure of the business must rest with the individuals who possess the critical capital. The leader's job is to determine the direction and remove the obstacles that prevent focus. The leaders have the responsibility to

be certain that the team has the best selection, orientation, and training materials available. The team members work with their coaches/leaders to develop company-wide selection criteria and tools, orientation programs, and standardized training materials. The team members perform and the leaders empower (Belasco and Stayer, 1993).

Core Competencies

Peter Senge acknowledges C. K. Prahalad and Gary Hamel (1994) as being the two most influential thinkers on strategy in the Western world. As researchers, they argue that successfully competing for the future requires the capacity to bring about a revolution in one's industry or market space, which in turn requires a revolution in how one creates strategy (Prahalad and Hamel, 1994). They highlight how important it is for a company to identify, cultivate, and exploit its *core competencies*. *Core competencies* are the collective learning in an organization, especially how to coordinate diverse production skills, harmonize streams of technology, organize work, and deliver value (Prahalad and Hamel, 1990).

Prahalad and Hamel say that the diversified corporation can be seen as a large tree. (Earlier in this study, Brammer refers to textbook publishing as a bough on the banyan-like

growth of publishing as a whole.) The trunk and major limbs are core products, the smaller branches are business units, the leaves, flowers, and fruit are end products. The root system that provides nourishment, sustenance, and stability is the core competence. You can miss the strength of competitors by looking at their end products in the same way you miss the strength of a tree if you look only at its leaves (Prahalad and Hamel, 1990).

Among the most important characteristics of core competence mentioned by the authors are communication, involvement, and a deep commitment to working across organizational boundaries. Therefore, the core competence constitutes a sharing of functional expertise between individuals in the same company, converting it into a collective learning in the organization.

Prahalad and Hamel would view the educational publishing project teams as a core competence. As defined in the Silver Burdett Ginn's report (Marshall, 1997), the team is the nucleus of the collaborative publishing process. Smith's Guide to Book Publishing, (1966) shows a diagram (Appendix A) that helps visualize the publisher as the core of the book industry. The teams are perhaps the centermost points within that nucleus or core. This diagram is not specifically that of the textbook industry; however, it represents a general perspective of the network that surrounds book publishing.

Core products are the link between core competencies and end products, such as textbooks. To sustain leadership in their chosen core-competence areas, companies seek to maximize their world-manufacturing share in core products. Control over core products is critical for other reasons. A dominant position in core products allows a company to shape the evolution of applications and end products. Well-targeted core products can lead to economies of scale and hope (Prahalad and Hamel, 1990).

Core competencies are the wellspring of new business development. They should constitute the focus for strategy at the corporate level. Managers have to win manufacturing leadership in core products and capture global share through brand-building programs aimed at exploiting economies of scope. Only if the company is conceived of as a hierarchy of core competencies, core products, and market-focused business units will it be fit to fight (Prahalad and Hamel, 1990).

Limitations to a Team Approach

Teams are not the solution to everyone's current and future organizational needs. They will not solve every problem, enhance every group's results, or help top management address every performance challenge. Moreover, when misapplied, they can be both wasteful and disruptive

(Katzenbach and Smith, 1993). We all fool ourselves if we think well-meaning aspirations to "work better as a team" will be enough to dispel the resistance to teams. Resistance to teams includes lack of conviction, personal discomfort and risk, and weak organizational performance ethics. Building the performance of teams throughout an organization that needs to perform better is mandatory. But doing so also poses a far more serious challenge than any of us would like to admit.

Teams demand a merging of individual accountability with mutual accountability. Teams also require a lot of time together. It is impractical to assume that teams can perform without investing the time needed to shape and agree upon a common purpose, a set of goals, and a working approach. Few groups become real teams without taking risks to overcome constraints imposed by individual, functional, and hierarchical boundaries. Like all disciplines, the process of success requires strict adherence and practice. Few people lose weight, quit smoking, or learn to play the piano without diligent practice and discipline. Few small groups of people become teams without discipline either. Extracting team performance is challenging (Katzenbach and Smith, 1993).

Within the team itself a warning must be given about the disadvantage of "committee decisions." There is a danger that individual abilities will be lost in a group. The final result, in that case, may be an uninspired performance,

following standard formulas to which no one in the committee can object but which prevent the emergence of really fresh and challenging new ideas (Smith, 1966).

In conversation about this study, W. Oldsey, current president of Silver Burdett Ginn, adds that a limitation of collaborative work is consensus management (personal communication, December, 1997). The collaborative publishing process must be monitored at all times. Even with teams working as a joint unit, there must always be a team captain, a supervisor of the group. In a project, such as that of producing an elementary textbook series, there could be seven to nine working teams. Top management includes team captains in the decision-making process of the project. Yet when the number of decision makers is large, the risk of consensus management becomes high. Therefore, as in any organization, a top management team must exist to ensure the most efficient strategy at all times.

Critical Incident Methodology

The critical incident methodology involves the collection of real-world examples of behavior which characterize either very effective or very ineffective performance of some activity. The methodology has usually

been employed to outline important job duties and required skills for many professions (Stano, 1983).

Research presented in this study defends various aspects of the collaborative work process and suggests limitations to a team approach. An objective of this study is to identify behavior which leads to the greater accomplishments of the collaborative effort. The critical incident technique can provide first-hand accounts of successful and unsuccessful execution of specific tasks or occurrences experienced by project team members in educational publishing.

The words *critical incident* are frequently used in everyday speech and communicate a common meaning. John C. Flanagan began developing and writing about the critical incident technique. Flanagan (1954) explained that the technique was initially used during World War II in the Aviation Psychology Program to develop procedures for the selection of aircrews. The success of the method in analyzing such activities as combat leadership and disorientation in pilots resulted in its extension and further development after the war. This development has been carried out primarily at the American Institute for Research and the University of Pittsburg. The results of this work are summarized by Cohen and Smith (1976):

1. Determination of the general aim of the activity-- This should be a brief statement which expresses in simple terms those objectives to which most people would agree.
2. Development of plans and specifications for collecting factual incidents regarding the activity -- The instructions to the persons who are to report their observations need to be as specific as possible to be used in evaluating and classifying the behavior.
3. Collection of the data -- Reporting of the incident should be objective and include all relevant data.
4. Analysis of the data -- The purpose of this analysis is to summarize and describe the data in an efficient manner so it can be effectively used for various practical purposes.
5. Interpretation and reporting of the data -- The researcher is responsible for pointing out not only the limitations but also the degree of credibility and the value of the final results obtained.

It should be noted that the critical incident technique lends itself to a flexible set of principles and procedures which have been modified in many ways to meet the specific needs and situations in a variety of settings.

In a review of applications of critical incident methodology, Flanagan (1954) indicated that the technique had been used to describe typical performance, to measure proficiency, to formulate training programs, to help in personnel selection and classifications, to assist in job

design, to determine operation procedures, to assess levels of motivation and attitudes toward leadership, and to study counseling and psychotherapy.

Schmelzer, Schmelzer, Figler, and Brozo (1987) applied the critical incident technique to a student population to determine the factors involved in success and failure in academic coursework. They stated that interest in using this approach grew out of a desire to explore student success and failure by means of a technique that was originally developed in business and industry to identify factors involved in success and failure in management and production. The technique collects reports of behaviors that are considered "critical" and make a difference in the success and failure of a work situation. This method, developed by Flanagan, asks the people involved to identify elements they consider to be critical to the occurrence of a specific situation. Use of the technique does not presuppose categories of responses that may be provided by the participant. Questions posed are open-ended to avoid potential bias.

Fink and Kosecoff (1985) generalize that surveys can be used to make policy or plan and evaluate programs and conduct research when the information needed should come directly from the people. In this study, the questions asked intend to substantiate the existence of the collaborative publishing process with specific acknowledgement of successes or failures attributed with the team approach. The critical

incident technique encourages provision for the "human factor" that validates actual team performance.

Summary

This study suggested that teams outperform other groups and individuals, and that they represent one of the best ways to support the broad-based changes necessary for a high-performing organization. Executives believe that behaviorally based characteristics such as quality, innovation, cost effectiveness, and customer service will help build a competitive advantage to encourage the development of team performance. This is the philosophy at Silver Burdett Ginn.

In the end, the wisdom of teams is within the team itself, not in creating the high-performance organization, managing transformational change, enforcing corporate performance ethics, or inspiring new dimensions of leadership. It is in a small group of people so committed to something larger than themselves that they will not be denied (Katzenbach and Smith, 1993).

The review of the literature provided a historical perspective of textbook publishing through the experiences of one company. The study presented literature relating to the current process of educational publishing through research,

which provides the underpinnings of the collaborative work ethic. It was the purpose of this study to specifically link the collaborative publishing process with that of team performance well established within the general corporate division.

The critical incident technique was employed as the methodology of the study. Questions were formulated to collect critical incidents--both positive and negative--with the intent of corroborating research with a collection of real-world examples of behavior which characterize performance of project teams within educational publishing.

Chapter 3

METHODOLOGY

Introduction

One purpose of this study was to provide a historical perspective of educational publishing. The study also intended to establish a valid and reliable relationship between the collaborative work ethic established within the general corporate sector and the collaborative publishing process of educational textbooks.

In this study the researcher applied the critical incident technique to a population to determine the factors involved in success and failure in teamwork. This chapter includes background on the methodology of the critical incident technique, research participants, data collection, and techniques for data analysis.

Critical Incident Methodology

Sometimes a researcher wants to limit an event listing to those events seen as critical, influential, or decisive in the course of some process (Miles and Hubschman, 1994). An approach to this was developed by John C. Flanagan almost 50

years ago. Flanagan was an initiator of the critical incident research of the Aviation Psychology Program and has contributed greatly to the growth and development of this research technique over the years. Flanagan (1954) stated that the technique "consists of a set of procedures for collecting direct observations of human behavior...[and] outlines procedures for collecting observed incidents having special significance." Flanagan (1954) defines an incident as:

any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects (p.327).

A distinguishing characteristic in critical incident research is the provision for a set of procedures utilized in collecting direct observations of human behavior in such a way so as to facilitate potential usefulnesses in solving practical problems. The approach can provide the framework for collecting observed incidents which have important significance to the researcher. The practical application of the research technique would stipulate that an effective incident is one which helps to do a job well. The ineffective incident is one which causes a delay or failure and may prevent the job from being completely satisfactory.

A researcher using the critical incident technique studies the behavior of a group by specific responses. Respondents relate in detail incidents involving behaviors which have either a positive or negative effect upon them. For example, they are asked to think of recent examples of the phenomenon. In this study, the project team members were asked to recall an incident involving team actions that influenced the end product either positively or negatively. The idea is to collect examples of behavior in the form of anecdotes or stories that pertain to the most important aspects of the activity. These examples should not concern routine activity but behaviors that make for success or failure in the activity (Flanagan 1954, Stano, 1983).

Flanagan (1954) notes:

It should be explained that the Critical Incident Technique does not consist of a single rigid set of rules governing...data collection. Rather it should be thought of as a flexible set of principles which must be modified and adapted to meet the specific needs at hand (p. 335).

Incidents may be collected either by interviewing or via questionnaire. The researcher inductively sorts out responses into common-theme categories. Outside reviewers may corroborate the categories. Objectivity of such judgments depends on the precision by which characteristics are defined and the relative competence of researchers and observers in interpreting definitions relative to the recording of incidents (Flanagan, 1954).

For the purpose of this study, the outside reviewer is an experienced member within the field of education having been a reading specialist for over forty years.

The classification of critical incidents into an appropriate frame of reference appears at best to be a subjective procedure in terms of establishing the classification system. However, experience has demonstrated a satisfactory level of objectivity in assigning critical incidents into defined categories (Oaklief, 1976). After defining final classifications, the researcher groups the incidents that describe similar behaviors accordingly. Oaklief (1976) reported that this step in the overall procedure is considered to be the most important since trends may be identified, hypotheses formulated, or principles established. He continues noting that research behavior supportive to application of the critical incident technique, particularly the identification and orientation of observers and collection of incidents, can be enhanced through the following:

1. The most useful statements center around "slogan-like" phrases that provide a maximum of communication with minimum of misinterpretation.
2. The collection of thousands of critical incidents has resulted in a general belief among researchers that extreme incidents can be more accurately identified than subject behavior which would be average or more nearly expected.

3. The nature of securing recent incidents is enhanced with details that are as complete as possible and which have direct bearings on the incidents.

The principal advantage of the critical incident technique is that it generates data which are based on actual behaviors rather than a particular researcher's subjective inferences (Stano, 1987). The examiner does not impose or suggest categories; however, the various incidents present common themes by categories thereby error resulting from researcher bias is minimized.

In this study project team members were asked to record positive and negative critical incidents involving actions of project team members. An open-ended questionnaire (Appendix D), to further avoid potential bias, was used to gather data.

The researcher transferred each response, by individual question, to an index card. The cards were then sorted, question by question, until main categories presented themselves. Classifying responses to Question 3 added the level of first separating positive and negative responses. Tentative categories determined by the researcher were set aside. The index cards were then submitted to the outside reviewer for an additional, independent classifications of the incidents. Reevaluation and reclassification of categories took place before final category titles were ready for recording.

Research Participants

McMillan (1992) generalizes that the group(s) of subjects usually selected from a large population allow for accurate information to be collected about a larger population from a smaller sample. The publishing project team members themselves were the ideal respondents for judging critical incidents of actual team performance. Each project team included editorial, production, art and design, image research, author, marketing, management, and sales staff collaborating together (Appendix B). Since Silver Burdett Ginn maintains a directory which is categorized by departments, the researcher, using a randomized process, selected 8 participants from each department represented on a project team, creating a sample population of 64 participants.

Data Collection

A Critical Incident Questionnaire was employed to gather information from project team members to determine the specific incidents involving project team behaviors that influence the collaborative publishing process. Flanagan (1954) deemed the use a group questionnaire appropriate for

large groups, finding that the technique gave results not necessarily different from those obtained using the interview method.

The questions prepared for this study were adapted from critical incident questions presented in studies by Flanagan (1954) on critical incidents of the degree of importance or exceptionalism set up as criteria for reporting or ignoring incidents, and Schmelzer, Schmelzer, Figler, and Broso (1987) who applied the critical incident technique to a college student population to determine the factors involved in success and failure of academic coursework.

Research participants received a letter of explanation (Appendix C) with pertinent information relating to the researcher, the nature of the study, and a proposed time frame of 2 to 3 weeks to complete the questionnaire. The Critical Incident Questionnaire (Appendix D) included: (a) introductory statements defining the linear publishing process and the collaborative publishing process; (b) brief definitions of positive and negative critical incidents; and (c) 4 questions that intended to produce one positive response, one negative response, either a positive or a negative response, and one general response which contributed to the topic of project teams.

Research participants had a choice of response methods. Correspondence to each participant was carried out both electronically by company e-mail and manually by a hard copy

sent through office mail in a confidential envelope. Any participant not currently located in the Parsippany, New Jersey, location was mailed a questionnaire.

Data Analysis

Surveys are used frequently in business, government, public health, politics, psychology, and sociology, as well as in education. Surveys are descriptive and can be used to investigate cause-and-effect relationships.

The logic of qualitative analysis is inductive. Specific data have to be organized and then synthesized to derive the patterns and ideas that will form the basis of conclusions (McMillan, 1992). The most common approach of analysis in a qualitative study is to read through the data and look for words, phrases, or events that stand out. The content analysis technique by Marshall and Rossman (1989) reinforces this inductive approach.

One of the key goals of qualitative research is to understand participants from their point of view. The intention of this case study was to establish a reliable relationship between the collaborative work ethic established within the general corporate sector and the collaborative publishing process of educational textbooks and to validate this method of teamwork within the realm of research. The

researcher hoped to attain this goal by interpreting, analyzing, and synthesizing usable critical incidents. Ultimately, through this content analysis, results of the questionnaire correlated with the research presented for this study.

Summary

The purpose of this study was to investigate the nature of critical incident reports involving members of project teams in conjunction with team performance. This chapter includes background information on critical incident methodology, the research participants, and the procedure of collecting and analyzing the data. Investigation of the findings will be reported in Chapter 4.

Chapter 4

RESULTS AND ANALYSIS OF THE DATA

Introduction

Chapter 4 provides a description of the data gathered in this study. The main categories and subcategories into which the data were classified are identified. The data represents participant response to research questions citing specific behaviors relating to both success and failure of team performance. To describe and summarize the data effectively, the influential actions were identified by project team members and sorted into common-theme categories by the researcher and an outside reviewer as was presented in Chapter 3. The percentage of overall participant return, the percentages of behaviors within each question and category, and a cumulative percentage of critical incidents studied were calculated. Narrative summaries of team member reports of critical incidents as well as their responses to influential behaviors which contribute to the effective and practical use of the data are described.

Description of the Data

According to Flanagan (1954), the collection of a large sample of incidents fulfilling the conditions outlined by the study provides a functional description of the activity in terms of specific behaviors. If the sample is representative, the researcher and sorter qualified, the types of judgments appropriate and well defined, and the procedures for reporting such that incidents are reported accurately, the stated requirements can be expected to be comprehensive, detailed, and valid. As described in Chapter 3, the researcher and qualified outside reviewer followed an identified procedure in formulating categories for responses.

The data of this study consists of influential critical incidents from project team members. Each project team at Silver Burdett Ginn includes representatives from editorial, production, art and design, image research, authorship, marketing, management, and sales collaborating together (Appendix B). Eight participants randomly selected from each department created a total sample population of 64 participants. The Critical Incident Questionnaire (CIQ) was returned by 31 participants establishing a 48.4 percent of return. Of the 31 responses, 4 participants expressed regret in not being able to complete the CIQ due to lack of time or

adequate project team experience. Thus 42.1 percent of the sample population actually completed the CIQ.

The project team members responded to four questions-- one question initiating a positive response, one question seeking a negative response, and a third question yielding either a positive or negative response. From the responses to the first three questions the researcher gathered 189 usable critical incidents. The fourth question asked for a list or identification of behaviors directly related to the study of a collaborative work process. The researcher elected to analyze the 101 responses to the fourth question as an additional, relevant contribution to the study of the collaborative publishing process apart from the first three questions that fulfill the need of a critical incident study.

The CIQ (Appendix D) includes brief explanations of both linear and collaborative publishing processes, a rationale of the design of the four questions, definitions of positive and negative critical incidents, and the four questions. All participants responded to the four questions. The following example includes the questions and the responses of a project team member:

What major factors could be attributed to the success of the collaborative publishing process?

The sharing of ideas, points of view, knowledge difficulties as well as knowledge of schedules and goals. Addressing immediate concerns as a "team".

What major factors could be attributed to a failure of the collaborative publishing process?

Isolation from other teams resulting in little communication "mathwise". Failure of team members to get along--conflict with team members.

Do you feel that the collaborative publishing has had a positive or a negative effect(s) on product development?

It is definitely positive. It is a sharing process. Everyone feels that they can contribute to the sharing at large. More voices are heard, more people are viewing the product, and the result is a product that has the "best" of everything.

What do you consider to be the basic requirements (team basics) for a project team to work effectively?

Communication, compromise, and group work ethics-- everyone pulling their own weight.

In examining the first three questions, critical incidents reported behaviors of the project team members. The first question isolated positive responses and the second negative responses. The third question called for either a positive or negative response which indicated the overall influence of the collaborative work process on the end product. The fourth question repeated the theme of the first question as it led the participants to identify basic behaviors that intentionally contribute to the success of a

collaborative work effort. The researcher did not expect single incident responses to any of the four questions presented to the participants, thus the total of 189 usable behaviors from the first three questions were recorded, as were the 101 responses to the fourth question.

This CIQ was distributed after the completion of a team project, therefore, the project team members reflected on completed experience(s).

Question 1 requested a positive response. There were a total of 67 positive incidents reported as responses to this question. The main categories and subcategories of responses with percentage in relation to the total are as follows:

Communication (52.5%)

input from the field
consistent team meetings, interaction among
the team members

Timeframe (20.9%)

realistic timeline
schedules
appropriate pre-planning
time for re-evaluation

Leadership (19.4%)

encouragement

flexibility

general understanding of philosophy

shared vision of project with project team
members

Location (7.5%)

physical proximity of team members being
together in a pod

accessibility of technological resources
within pods

Incidents involving communication far surpass any other main category classification for responses to Question 1. According to project team members, behaviors attributing to the success of the collaborative publishing process more than half of the time are a result of communication. One respondent replied that more insights and suggestions equal more opportunities and ideas for implementation. Time and leadership are compatible in the percentage of incidents reported by team members each accounting for approximately one-fifth of the successful behaviors of the collaborative process. The physical location of team members in a pod setting was justified with a small percentage of positive incidents by team members.

Question 2 asked for a negative response. There were a total of 74 negative behaviors reported as responses to this

question. A negative response of one project team member stated, "Isolation of one editorial team from another prohibited editors at different grade levels to motivate or communicate with other grade level teams to be sure a program kept a cohesive look. The time frame for the project was out of control for project completion." The classified main categories and subcategories of the responses with percentage in relation to the total are as follows:

Leadership (33.8%)

philosophy not clearly defined
too many changes throughout project
lack of support/encouragement
difficult decision making process
a need for additional technology resources

Communication (29.7%)

inadequate response from the field
breakdown of communication within the teams
lack of communication from team to team

Teamwork (24.3%)

work equity unbalance
conflict of personalities
lack of commitment of any team member

Timeframe (12.2%)

inequitable allotment of time for different
phases of project

unrealistic schedules for teams

Project team members reported critical incidents involving communication, teamwork, and leadership to all have similar percentages of negative behaviors impacting the collaborative process. Leadership has the highest percentage of negative incidents indicating that team members specifically feel that management is a contributing factor attributing to failure of the collaborative publishing process. The timeframe of a project presents another source of behaviors cited by team members to have a negative influence on the collaborative process.

Question 3 solicited either positive or negative behaviors as responses. Of the 48 responses, 33 (68.7%) were classified as positive and 15 (31.1%) were classified as negative. The main categories and subcategories are as follows:

Positive (68.7%)

Communication (36.4%)

sharing ideas as a team promoted problem solving and early circumventing of potential disasters
collaborative input from the field and between editorial and design heightened quality of the book

sales feedback kept the competitive edge

End Product (textbooks) (21.2%)

becomes the best from collaborative expertise

product was developed from various

angles/viewpoints

collaboration contributes to agreement among

series components

collaborative process leads to a highly

desired product

the result is a unified product

Location (21.2%)

facilitates and enhances collaboration

heightens unity

contributes to team members sense

commitment/team

promotes the sharing of collaborative

expertise which leads to pride in the

product

Teamwork (21.2%)

collective input makes team members all feel a

part of the process as contributions are

acknowledged

promotes ownership

contributes to an evenly divided work load

Negative (31.3%)

Leadership (33.4%)

publisher "on location" permitted more input
on that level

unwillingness to address problems as they
arose

team appointments not always coordinated for
success

collaborative consensus could prevent high
quality pedagogy

Location (20.0%)

physical location noisy

Pods detach people from their departments

Teamwork (20.0%)

difficulty of gaining group consensus

teams work in isolation from other departments
and teams

aggressive personality of a team member forces
ideas

Communication (13.3%)

feedback is not always incorporated

absent key collaborative components

Timeframe (13.3%)

constant changes created time crisis

Looking at Question 3 independently, with participants given the option of either a positive or negative response, project team members overwhelmingly reported positive behaviors to have an overall effect on the collaborative publishing process. Once again communication heads the list of percentages of positive critical incidents implying that team members are reaffirming interaction to be a core success of a collaborative work process as was noted with Question 1. Location, teamwork, and the actual end product (textbooks) equally share in positive response behaviors attributing to an overall positive effect on the collaborative process. For instance, one participant stated, "The contributors become supportive and develop a communication not otherwise developed when the process is broken up into different departments. This process of working together heightens unity and even competitiveness." Another response indicated, "Everyone feels like they can contribute to the concerns at large. More voices heard, more people reviewing the product has resulted in a product that has the 'best' of everything".

Although the negative incidents recorded for this question account for only one-third of the total responses, team members once again identified leadership as contributing to having a negative effect on the collaborative publishing process. A respondent answered, "This process is harder on the people involved in the development because things are constantly changing with the design, content, etc. of the

programs. This may actually increase the stress involved in the publishing process". Location and teamwork are both identified by team members with an equal number of negative incidents affecting the collaborative process. Project team members also identified negative incidents resulting from communication and timeframe associated with the process.

The **fourth question** asks for main ingredients, more specifically "team basics", which contribute to the success of the collaborative publishing process. There were a total of 101 responses to this question. Although not incorporated into the total of usable critical incidents of the study, the researcher classified main categories and subcategories of the responses with percentage in relation to the total for consistency in analyzing the effective and practical use of data for this study.

Teamwork (40.6%)

commitment, autonomy, mutual support/respect,
organization, compatibility, listening
skills, flexibility, reliability,
competency, ability to compromise,
positive response to criticism, sense of
humor, group work ethics, pulling your
own weight

"buying into" the end product

open-door policy--interruptions invited
desire to perform/succeed
expertise in specific age/grade level

Communication (21.8%)

continuous updating to team
daily pod meetings/creative exchanging of
ideas
input from field
follow-up
acknowledgement of all team members when a
project is complete

Leadership (18.8%)

budgets
realistic expectations
even distribution of work loads
support/commitment from the top
effective leadership
carefully selected/positioned teams
clearly defined process, individual
responsibilities, production goals

Timeframe (12.9%)

realistic, honestly maintained schedules
adequate planning/meeting/discussion time
effective time management

"down time" to allow teams to relax, celebrate
landmark process events together

Location (5.9%)

adequate resources

fosters/encourages expression

physical proximity (pods) of team members

The researcher included Question 4 on the CIQ as a means of gaining additional, relevant information from project team members about actual behaviors that are core foundations to successful team performance. One of the primary messages Katzenback and Smith (1993) deliver is that no team can rethink its purpose, approach, and performance goals too many times. Responses to the question of identifying the basic requirements (team basics) for a project team to work effectively were 100% positive. The researcher classified the 101 responses in the same fashion as the first three questions to maintain consistency in analyzing the data. The responses fell into five of the same main categories.

Teamwork presents the greatest percentage of effective team basics emphasizing personality characteristics of team members. Project team members identified communication and leadership as additional key sources for basic team requirements. Timeframe of a project and the location of team members throughout a project completed the list of main categories identified by project team members as basic

requirements for a project team to work effectively. One response to this question by a team member reads:

Communication--constant and open communication is the key. There is a need for a project team to feel like a team--discussions and reactions to the components of the textbook as they are being developed is crucial to a quality product. A known timeline with deadlines should be developed. Feedback is also crucial--positive as well as negative feedback to the team will enhance final product.

Another team member responded:

For a project team to work together effectively, there must be mutual respect and trust among all team members. Members must believe that each person is on the team for a reason and can make a unique and positive contribution to the team. Team members must listen critically to each person's contributions. During the initial creative process, all ideas must be accepted nonjudgmentally. Team members should also feel that everyone is carrying his/her own weight on the project. Team members' individual characteristics should be praised and recognized. A project team should have some time to 'play' together as well as work together. Members should celebrate landmark events in the development and completion of their project, especially if that project takes months or years to complete.

Table 1 contains the total number of usable critical incidents recorded from the first three questions of the study.

Table 1

Total of Projects Teams Members Responses to
Critical Incident Questions 1-3

	Positive		Negative	
	No.	%	No.	%
1	64	100	0	0
2	0	0	74	100
3	<u>33</u>	68.7	<u>15</u>	31.1
	100		89	

Total = 189

Of the 189 incidents reported in the responses to the first three questions, 100 (52.9 %) were classified as positive and 89 (47.1%) were classified as negative. Table 2 includes the total quantitative results of positive and negative incidents from the critical incident questions of the study.

Table 2

Total Number of Positive and Negative Incidents
from Questions 1-3

Incidents	No.	%
Positive	100	52.9
Negative	<u>89</u>	<u>47.1</u>
Total	189	100

Categories of Data

The 189 critical incidents of this study fell into six main categories. Each of these main categories produced two or more subcategories, a breakdown already presented specifically by question earlier in this chapter. Table 3 identifies the six main categories of influential behaviors with both the number of corresponding incidents by question and the percentage of concentration corresponding to overall total incidents. A narrative summary of each main category representing team members reports of critical incidents as well as their responses to influential behaviors follows Table 3.

Table 3

Main Categories and Distribution of Incidents from Questions 1-3

Main Category	Questions				No.	%
	1	2	3 (Pos.)	3 (Neg.)		
Communication	35	22	12	2	71	37.6
Leadership	13	25		5	43	22.8
Teamwork		18	7	3	28	14.8
Timeframe	14	9		2	25	13.2
Location	5		7	3	15	7.9
End Product			7		<u>7</u>	<u>3.7</u>
Total					189	100

Category One

The critical incidents placed in Category One entitled, Communication, involved behaviors modeled by project team members. The subcategories, although slightly different from question to question, encompassed common threads such as: (a) interaction among team members on a consistent basis; (b) input and feedback from the sales field; (c) breakdown of communication within teams; and (d) inadequate response from the sales field.

Category One represented the highest percentage (37.6%) of the total responses. Of the 71 incidents in this category, 47 were positive and 24 were negative. Since Question 2 solicited solely negative responses, and communication was the foremost category of overall behaviors, there is justification for such a significant number of negative responses. As the highest percentage of total responses, project team members have identified communication as having the greatest effect on the collaborative publishing process.

Category Two

The critical incident placed into Category Two, entitled Leadership, encompassed behaviors on the part of the team leader as well as management responsible for executive decision making in relation to the overall project. While the category of communication dealt with observed incidents

within a project team itself, the critical incidents of the second category referred to the team members observing behaviors of management that affected the project team and the project. The subcategories of leadership differed for each of the first three questions. Although the positive responses to the first question produced subcategories such as: (a) encouragement; (b) flexibility; (c) general understanding of the philosophy; and (d) a shared vision of the project with the project team members, as incidents initiated by leadership attaining success of the collaborative publishing process, project team members cited an overall double amount of negative behaviors (30) for this category in comparison to positive behaviors (15). When given the choice of identifying a positive or negative response to Question 3, the category of leadership only drew negative responses (5). When answering the second question, which solicited only a negative response, project team members responded with the greatest number of incidents in this category.

Category Two contained 43 incidents (22.8% of the total responses) 30 of which were negative and 13 positive. Project team members have identified leadership as having significant effect on the collaborative publishing process, however, it has been specifically identified as negative.

Category Three

The critical incidents placed in Category Three entitled, Teamwork, involved behaviors observed by project team members. Since project team members did not identify teamwork as a category in Question 1, subcategories of this category began with its identification in Question 2.

Identified as a negative category, subcategories included:

(a) work equity unbalance; (b) conflict of personalities; and (c) lack of team member commitment. Question 3 received both positive and negative incidents as responses to this category and subcategories unfolded as: (a) collective input makes team members all feel a part of the process as contributions are acknowledged; (b) promotes ownership; (c) contributes to an evenly divided work load; (d) difficulty of gaining group consensus; (e) teams work in isolation from other departments and teams; and (f) aggressive personalities of a team member forces ideas.

Category Three contained 28 incidents (14.8% of the total number of responses), 21 of which were negative and 7 positive. By response, project team members identified behaviors of teamwork as having a negative effect on the collaborative publishing process.

Category Four

The critical incidents placed in Category Four, entitled Timeframe, involved behaviors observed by project team members of the actual implementation of a project within the timeframe designed by management. Subcategories of category four differed per question responses but all incidents pertain to schedules for a project being realistic or not. The only negative subcategory from Question 3 was: (a) constant change that created an overall time crisis.

Category Four contained 25 incidents (14.8% of the total responses), 14 of which were positive and 11 negative. Project team members did not report any incidents for this category as a positive choice for responding to Question 3, but cumulatively indicated that timeframe had a positive effect on the collaborative publishing process.

Category Five

The critical incidents placed in Category Five, entitled Location, involved behaviors observed by project team members with reference to the pod design of physical proximity for project team members. Location was not identified as a category in relation to Question 2, which asked for negative responses. Subcategories defined under Question 3, both positive and negative responses, are: (a) facilitated and enhances collaboration; (b) heightens unity; (c) contributes

to team members sense of commitment/team; (d) promotes the sharing collaborative expertise; (e) physical location is noisy; and (f) pods detach people from their departments.

Category Five contained 15 incidents (7.9% of the total responses), 12 of which were positive and 3 negative. Although not identified as a significant factor by project team members in relation to success or failure of the collaborative publishing process, overall response indicated that Location provided a positive contribution.

Category Six

The critical incidents placed in Category Six, entitled End Product, are cited as a response exclusively to Question 3, which solicited either a positive or negative response. They are recorded as incidents observed by project team members in reference to the collaborative publishing process having a positive effect on product development. One respondent indicated that the textbooks are a check and balance system of the collaborative publishing process. Specific behaviors cited that the end product was a successful and unified text series. The collaborative publishing process heightened the quality of the books and reflected the expertise of the teams which led to a highly desired product.

Category Six contained 7 incidents (3.7% of the total responses), of which all 7 were positive.

Table 4

Basic Requirements for a Project Team to Work Effectively
(Question 4)

Main categories and Distribution of Responses

	No.	%
Teamwork	41	40.6
Communication	22	21.8
Leadership	19	18.8
Timeframe	13	12.9
Location	<u>6</u>	<u>5.9</u>
Total	101	100

The responses to Question 4 were sorted and classified in the same manner as the critical incident responses in Questions 1-3. Teamwork, which had little and predominately a negative effect as response to the critical incident questions proved to be the greatest percentage of total responses to Question 4, which asked for identification of basic requirements for project teams to work effectively. Teamwork represented 41 responses (40.6%) of the 101 total responses. Subcategories of these responses were: (a) personality characteristics: commitment, autonomy, mutual

support/respect, organization, compatibility, listening skills, flexibility, reliability, competency, ability to compromise, positive response to criticism, sense of humor, and group work ethics--pulling your own weight; (b) "buying into" the end product; (c) desire to perform/succeed; and (d) expertise in specific age/grade level.

Communication accounted for 22 responses (21.8%) of the total responses to Question 4. By response of both critical incidents and identification of team basics, project team members are in agreement that communication has a very significant effect on the team process of collaborative publishing being effective. Subcategories of communication with response to it as a basic requirement are: (a) continuous updating for the team; (b) daily pod meetings/creative exchange of ideas; (c) input from the field; (d) follow up; and (e) acknowledgement of all team members when a project is complete.

Leadership represented 19 responses (18.8%) of the 101 total responses to Question 4. Project team members identified subcategories of leadership in relation to a basic team requirement as: (a) budgets; (b) realistic expectations; (c) even distribution of work load; (d) support/commitment from the top; (e) effective leadership; (f) carefully selected/positioned teams; and (g) clearly defined process, individual responsibilities, production goals. Although identified by project team members as having a negative

effect on the collaborative publishing process, leadership has been positively identified as a basic requirement for project team effectiveness.

Timeframe represented 13 responses (12.9%) of the total 101 responses to Question 4. Participants identified timeframe with both positive and negative incidents but jointly it registered as having a positive effect on the process. As a basic requirement for project team effectiveness subcategories of timeframe were identified as: (a) realistic, honestly maintained schedules; (b) adequate planning/meeting/discussion time; (c) effective time management; and (d) "down time" to allow team members to relax and celebrate landmark process events together.

Location was the fifth and final category identified as a basic requirement for project team effectiveness. Although not considered the most critical factor influencing the collaborative publishing process it was identified as providing a positive, effective contribution to the overall collaborative process. Subcategories of location as a team basic include: (a) adequate resources; (b) fosters/encourages expression; and (c) physical proximity (pod) of team members.

Basic requirements (team basics) identified by project team members as responses to Question 4 show a correlation with incidents reported from the responses to the critical incident questions.

Summary

This chapter described the data gathered for this study. Responses to questions were reported as observed behaviors by project team members. To summarize and describe the data effectively, the influential actions of the project team members were grouped and the main classifications of behaviors became apparent: Communication, Leadership, Teamwork, Timeframe, Location, and the End Product. The first three questions of the critical incident questionnaire provided both positive and negative responses which were distributed into main categories and subcategories. Narrative summaries of team member responses to influential behaviors were reported addressing each question specifically. A cumulative summary of the data was also reported with the description of each main category in relation the total responses of critical incidents. Although not incorporated into the total useable critical incidents of the study, the responses to Question 4 fell into the same main categories and contributed additional, relevant information from project team members about actual behaviors that are the core foundation to successful, effective team performance. A discussion of the results and analysis of the data leading to a summary, conclusion, and recommendations for further study is contained in Chapter 5.

Chapter 5

SUMMARY, CONCLUSION, RECOMMENDATIONS FOR FUTURE STUDY

Introduction

Katzenbach and Smith (1993) believed that personal past experiences and an existing body of research would provide them with the information needed to explore teams in a broader context. While acknowledging their shortcomings, they realized that the best way to understand teams is to look at teams themselves. Actual experiences of team members reveal their accomplishments, skills, emotions, and commitment better than any abstract commentary or logical presentation. Teams are committed to their purpose, goals, approach, and one another. According to Katzenbach and Smith (1993), the wisdom of teams comes with a focus on collective work products, personal growth, and performance results. Stated as a limitation of this study, there has been no research that directly places the collaborative publishing process among published literature on successful work teams in business today. This study investigated factors involved in successes and failures of collaborative publishing based on observed behaviors of project team members. The objective

of this concluding chapter is to summarize the research which has been undertaken, draw conclusions from the analysis of the data, relate findings to other research, and suggest recommendations for further research.

Summary

The purpose of this study was to establish the collaborative work process of educational publishing and to validate this method of teamwork within the realm of research. More specifically, this study involved the investigation of successful and unsuccessful behaviors conducive to the development of an end product (textbooks). The critical incident technique (Flanagan, 1954) was used to collect data from project team members. A total of 60 team members from Silver Burdett Ginn participated in the study. The significant participant response of 42.1% reduced an initial risk factor assumed by the researcher as this was a case study of one company and participants are employees of the company. The employee-employer relationship had to be considered a limitation as the sample population included present or past employees of Silver Burdett Ginn. A critical incident questionnaire was distributed and participants were asked to respond to four questions that included positive and negative critical incidents involving

the influential behaviors affecting the collaborative publishing process. The researcher sorted incidents by common themes that presented six main categories: communication, leadership, teamwork, timeframe, location and end product. The researcher classified each of the 189 usable incidents into an appropriate main category. To establish reliability, classifications were rechecked by an outside reviewer. The critical incidents produced subcategories within each main category according to specific behaviors identified by project team members.

Interpretation of Findings

The several significant findings as determined by the study participants are developed in this section of the chapter. As noted by Flanagan (1954), the critical incident technique, rather than collecting opinions, hunches, and estimates, obtains a report of specific behaviors from those in the best position to make the necessary observations and evaluations-- such as team members themselves. Although the critical incident technique is considered to be flexible and the analysis of the data is not as objective a task as collection of the data, the list of critical behaviors provided by project team members established sound basis for making inferences in relation to the collaborative publishing

process. All of the incidents collected in the study fell into six major categories. There were both positive and negative incidents recorded.

Positive or Successful Incidents

Communication surpassed the other main categories with the greatest number of positive behaviors, both in individual responses to questions and the cumulative total of incidents, attributing to the success of the collaborative publishing process. The research of Katzenbach and Smith (1993) reveals that ideal teams have between 5 and 10 members who benefit from the diversity of its membership by drawing on the variety of skills, knowledge, expertise, and perspective that all members bring to the team. Prahalad and Hamel (1994) identify communication as a core competency within a collective learning organization. Subcategories of communication such as consistent team meetings, sharing ideas as a team, and collaborative input from the field and between editors and designers heighten the quality of the book, are behaviors identified by project team members that support accounted research.

Leadership and teamwork, the second and third largest major classifications, were acknowledged by project team members with noted positive incidents contributing to the

overall success of the collaborative publishing process, however, these responses represent a minority of the cited behaviors for leadership and teamwork. These categories are addressed as negative or unsuccessful incidents.

Research by Belasco and Stayer (1993) indicate that the successful organization needs groups of responsible and independent workers able to conform to changing structures and changing tasks. Project team members responded with both positive and negative behaviors to influence the main categories of timeframe and location. Both of these categories solicited a majority of positive feedback indicating their overall successful effect on the collaborative process and product development in general. However, subcategories that emerged within the category of timeframe reflect positive and negative incidents of realistic and equitable time allotment for a project. Similarly, within the category of location, subcategories found location responsible for heightened unity, enhanced collaboration, promotion of sharing leading to team pride in the product as well as pods being too noisy and pods detaching people from their departments. The categories of timeframe and location lend example to research as project team members indicate evidence of behaviors that are inclined to conform and be flexible as tasks and structures demand adaptation such as a time crisis or a less than ideal physical location. The research of Belasco and Stayer

indicates that teams or groups are all responsible for each other and constantly working to accommodate the team effort.

End Product, emerged as a response to Question 3 which asked if the collaborative publishing process positively or negatively effects product development. Cumulatively, this category represents only 3.7% of the total critical incidents reported for the study. However, when asking for either a positive or negative response, end product uniquely became the only set of totally positive incidents reported. Of the 68.7% positive responses overall to Question 3, the category of end product represented 21.2%. Subcategories of end product which presented such significant positive effect on the collaborative process are: (a) product became the best from collaborative expertise; (b) product was developed from various angles/viewpoints; (c) collaboration contributes to agreement among series components; (d) collaborative process leads to a highly desired product; and (e) the result is a unified product.

Table 2 in Chapter 4 presented the total quantitative results of positive and negative incidents of the study. Of the 189 incidents reported of the total responses, 100 (52.9%) were classified as positive.

Negative or Unsuccessful Incidents

There were no exclusive negative categories of incidents. Since Question 2 asked for major factors that could be attributed to the failure of the collaborative publishing process, project team members responded with negative incidents. Question 3 asked for positive or negative effects of the collaborative process on product development. Although the positive incidents reported (68.7%) more than doubled the negative incidents (31.3%), responses of project team members indicate that the collaborative publishing process has some negative effect on product development.

The main category of leadership has been identified by the researcher as negative or unsuccessful. Although represented by 19.4% of the factors reported by project team members that are attributed to the success of the collaborative process, the significant response toward leadership (33.8%) as a factor attributing to the failure of the collaborative process and the fact that when given the option of identifying positive or negative effects on product development project team members identified 33.4% of the negative responses as leadership, the overall classification appears to be justified. Some negative incidents emphasized by project team members on leadership are: (a) collaborative

consensus prevents high quality pedagogy; (b) publisher "on location" permitted more input on that level; (c) philosophy not clearly defined; and (d) too many changes throughout the process. Limitations to a team approach were discussed in Chapter 2. It was noted that within the team itself warning must be given about the disadvantage of "committee decisions". W. Oldsey, current president of Silver Burdett Ginn, added that consensus management is a limitation of a team approach (pers. comm., 1997). When the number of decision makers is large, the risk of consensus management becomes high. Katzenbach and Smith (1993) add that teams will not solve every problem, enhance every group's results, or help top management address every performance challenge. Moreover, when misapplied they can be both wasteful and disruptive.

The main category of teamwork is also being classified as negative or unsuccessful. When asked for responses to the first question, factors attributed to the success of the collaborative process, project team members did not identify any incidents related to teamwork therefore it was not represented as a category. Negative critical incidents identifying factors contributing to the failure of the collaborative process from the second question represented 24.3% of the total responses. When the option was presented for negative or positive effects on product development project team members identified teamwork with slightly more

positive than negative behaviors, however, cumulatively the ratio of negative to positive responses for this question was 21 to 7. Subcategories of teamwork identified both positive and negative behaviors toward: (a) personality; (b) commitment; and (c) the distribution of the work load. Limitations of a team approach noted that teams demand a merging of individual accountability with mutual accountability. Teams also require a lot of time together making it impractical to assume that teams can perform without investing the time needed to shape and agree upon a common purpose, a set of goals, and a working approach. Few groups become real teams without taking risks to overcome constraints imposed by individual, functional, and hierarchical boundaries (Katzenbach and Smith, 1993). Smith (1966) adds to the limitations of teamwork that there is a danger individual ability will be lost. The final result may be an uninspired performance following standard formulas to which no one in the group can object but which prevents the emergence of fresh and challenging ideas.

Of the 189 incidents reported of the total the responses, 89 (47.1%) were classified as negative.

Team Basics

Although approaching the topic of a collaborative work process from different angles and viewpoints, researchers share the common denominator of basic foundations. Referred to by Katzenbach and Smith (1993) as team basics, Prahalad and Hamel (1994) as core competencies, or Peter Senge (1990) as key elements, these team building blocks are undoubtedly a necessary ingredient for successful team performance. The researcher included a fourth question within the critical incident questionnaire, asking participants what they consider to be the basic requirements (team basics) for project teams, with the intention of gaining additional, relevant information related to the study. The 101 responses to this question were not incorporated into the total number of usable critical incidents of the study, however, the researcher classified main categories and subcategories of the responses with percentages in relation to the total for consistency in analyzing the effective and practical use of the data for this study. The responses easily fell into five of the main categories of the critical incident responses.

Ranked by frequency of occurrence, project team members identified teamwork as the most significant basic requirement (40.6%) of project teams. Team members feel that personality characteristics, group work ethics, expertise in one's field,

and the desire to perform are essential to team success. Unfortunately, these same behaviors were identified with critical incidents as having had an overall negative effect on the collaborative process experienced by project team members at Silver Burdett Ginn.

The category of communication was identified as a significant team basic (21.8%) for project teams. This result is in agreement with the overall response of this category as well as responses to the critical incident questions. Participants of the study feel that behaviors such as daily meetings, exchange of ideas, and input from the sales field are vital to the success of project teams. Critical incidents validate that communication is an existing factor attributing to the success of the collaborative publishing process at Silver Burdett Ginn.

Project team members feel somewhat strongly that effective leadership (18.8%) is considered to be a basic need for project team success. Specific subcategories of leadership such as realistic expectations, clearly defined process, and commitment from the top are identified as basic requirements for project team effectiveness, however, this same category was identified as having had an overall negative effective on the current collaborative publishing process.

Timeframe (12.9%) and location (5.9%) complete the categories considered to be basic requirements for an

effective project team. These categories are identified as factors that currently exist and contribute to both the overall success of the collaborative process and positively effect product development. However, the percentage of negative critical incidents reported reveal an existing weakness evident in both areas. Subcategories such as effective time management, honestly maintained schedules, and adequate resources within pods warrant examination.

Conclusion

This case study investigated behaviors of project team members and the effect of these behaviors on success and failure of the collaborative work process of educational publishing. Cumulatively, behaviors of project team members suggest that the collaborative publishing process is successful. Strong indicators of this generalization are the positively identified response categories of both communication and end product, the textbooks. It can be inferred that leadership, teamwork, effective time management, and the attributes of pods, all identified as response categories, are critical to the success of the collaborative publishing process and the absence of these contribute to failure. Another conclusion inferred is that the responsibility of the success or failure of the

collaborative publishing process cannot be placed on the teams themselves. Ultimately, accountability resides with the decision makers, or top management.

Teams invariably are more powerful than individuals and more flexible than larger organizational units. Teams support the risk taking and experimentation so important to learning, change, and skill development. Teams provide sources of motivation, reward, and personal development that can never be duplicated by company compensation. By focusing on performance and "team basics", most teams can deliver the performance results that require and produce team behavior. In the end, the wisdom of teams is within the team itself (Katzenbach and Smith, 1993).

Recommendations for Further Research

The researcher believes that the findings of this exploratory study of critical incidents in relation to the success and failure of the collaborative publishing process hold implications for practice and further research.

To date, the researcher is unaware of any other studies on the topic of the collaborative work process in educational publishing. One general recommendation is for additional research on the topic of collaborative and linear educational

publishing processes. More specifically, within the realm of educational publishing, concentration could be on the life span or cycle of the collaborative versus linear publishing process and the factors that substantiate either or both processes.

Since this study was specific to one company, Silver Burdett Ginn, future research of publishing processes of other educational publishing houses with the possibility of comparison research is recommended.

One identified limitation of this study was that the company, Silver Burdett Ginn, employs the researcher. Although "in house" accessibility was a key advantage to the researcher in carrying out the study, and investigative research within educational publishing is representative of educators, it is suggested that research on textbook publishing could be carried out primarily by those in the field of education that use the end product.

Another general recommendation, with regard to limited information on educational publishing in general, is the comparison between publishing processes of trade books versus textbooks.

This study identifies leadership and teamwork as categories representing unsuccessful or negative incidents contributing to the collaborative publishing process. Awareness of the behaviors that influence negative response may increase an understanding of individual team member roles

and responsibilities. It is recommended that an evaluation instrument for project team members, including top management, be generated from the identified ineffective criteria described in the outcome of this study.

Additionally, project team members noted main ingredients, "team basics", related to effective group practices observed throughout their experience. It would be beneficial to strengthen project team effectiveness by utilizing these findings in management training seminars to further enhance successful collaborative efforts.

A final recommendation is to determine whether factors critical to the success of the collaborative work process in educational publishing are the same as for other performance or project teams such as study/teaching teams in education, strategic teams in the military, or teams that design and produce medical equipment, automobiles or even construction projects. It may be that by analyzing specific teamwork situations researchers will have a better chance of uncovering factors that lead to team success.

References

Apple, M. W. & Christian-Smith, L. K. (1991). The politics of the textbook. New York: Routledge, Chapman and Hall, Inc.

Ayars, C. M. (1937). Contributions to the art of music in America by the music industries of Boston 1640 to 1939. New York: H. W. Wilson.

Becker, F. (1987). The making of a textbook. Morristown, NJ: Silver Burdett.

Belasco, J. A., & Stayer, R. C. (1993). Flight of the buffalo. New York: Warner Books.

Brammer, M. (1957). What happens in book publishing: Textbook publishing. New York: Columbia University Press.

Buck, G. L. (1942). Silver Burdett Company: A history from 1885 to 1941. Unpublished manuscript.

Carpenter, C. (1963). History of American schoolbooks. Philadelphia: University of Pennsylvania Press.

Cohen, A. M. & Smith, R. D. (1976). The critical incident in growth groups: Theory and technique. San Diego: University Associates.

Cronbach, L. (Ed.). (1955). Text materials in modern education. Urbana, Illinois: University of Illinois Press.

Cubberly, Ellwood P. (1926). A distinctive American achievement. Educational Progress, 5, 45.

Delbecq, A. L., Van de Ven, A. H., & Gustaffson, D. H. (1975). Group techniques for program planning. Glenview, IL: Scott Foresman.

Encyclopaedia Britannica. (1975). History of publishing (Vol. 15, pp. 221-257). Chicago: Helen Hemmingway Benton.

Fink, A., & Kosecoff, J. (1985). How to conduct surveys. Newbury Park, CA: Sage.

Fitzgerald, F. (1979). America revisited. New York: Vintage Books (Random House).

Flanagan, J. C. (1954). The critical incident technique. Psychological Bulletin, 51, 327-358.

Grannis, C. (1957). What happens in book publishing: Structure of a diverse industry. New York: Columbia University Press.

Grecco, A. N. (1997). The book publishing process. Boston: Allyn and Bacon.

Haste, A. (Ed.). (1991). International directory of company histories. Chicago: St. James Press.

Haviland Stevenson. (1928). Journal of Education 107, 70.

Hefley, J. C. (1977). Textbooks on trial. Wheaton, IL: Victor Books.

Jensen, F. A. (1931). Current procedure in selective textbooks. Philadelphia: Lippincott Co.

Johnsen, C. (1917). Old-time schools and school-books. New York: Macmillan.

Katzenbach, J. R., & Smith, D. K. (1993). The wisdom of teams. Boston: Harvard School Business Review.

Lee, M. (1965). Bookmaking: The illustrated guide to design and production. New York: Bowker.

Marshall, C., & Rossman, G. (1989). Designing qualitative research. Newbury Park, CA: Sage.

Marshall, T. (1997, April). An interactive collective book development process (Rev. report). Parsippany, NJ: Silver Burdett Ginn.

May, W.T. (1993, January). What in the world is music in world of music? a critique of a commonly used textbook series (Series No. 76). East Lansing, MI: The Center for the Learning and Teaching of Elementary Subjects.

McMillan, J. H. (1992). Educational research. New York: Harper Collins.

McMurtrie, D. (1943). The book: The story of printing and bookmaking. New York: Oxford Press.

Miles, M. B., & Huberman, A. (1994). Qualitative data analysis. Thousand Oaks, CA: Sage.

Mogel, L. (1996). Making it in book publishing. New York: Macmillan.

Oaklief, C. R. (1976, April). The critical incident technique: Research applications in the administration of adult and continuing education. Paper presented at the Adult Education Research Conference, Toronto, Ontario, Canada.

Oldsey, W. (1997, August). Report from the president - Needham/Parsippany consolidation. Parsippany, NJ: Silver Burdett Ginn.

Prahalad, C. K., & Hamel, G. (1990). The core competence in the corporation. Harvard Business Review, 68(3), 79-91.

Prahalad, C. K., & Hamel, G. (1994). Competing for the future. Cambridge, MA: Harvard Business School Press.

Rippa, S. (1992). Education in a free society. (7th.ed.). New York: Longman.

Schmelzer, R. V., & Schmelzer, C. D., Figler, R. A., & Brozo, W. G. (1987). Using the critical incident technique to determine reasons for success and failure of university students. Journal of College Student Personnel, 28, 261-266.

Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday Currency.

Sewall, G. T. (1988). American history textbooks: Where do we go from here? Phi Delta Kappan, 69, 552-558.

Silver Burdett Centennial Songbook. (1985). Morristown, NJ: Silver Burdett Company.

Silver Burdett Company. (1953). Silver Burdett Company: A history from 1942-1952. Unpublished manuscript.

Silver Burdett completes 50 years. (1935). Publisher's Weekly, 127, 1895

Smith, D., Jr. (1966). A guide to book publishing. New York: Bowker Co.

Spring, J. (1990). The American school 1642-1990. New York: Longman.

Stano, M. (1983, April). The critical incident technique: A description of the method. Paper presented at the annual meeting of the Southern Speech Communication Association, Lincoln, NE. (ERIC Document Reproduction Service No. ED 232 219).

Stokes, F. A. (1957). Bowker lectures on book publishing: Publishing since 1900. New York: Bowker.

Take a bow--Burr L. Chase. (1945). Publisher's Weekly 147, 1658.

Tyler, L. G. (1932). A criticism. Richmond, VA: Richmond Press.

Woodward, A., Elliott, D. L., & Nagel, K. C. (1988). Textbooks in school society. Newark, NJ: Garland.

The comment here will be briefer than the subject justifies because most of this book is about the publisher, and because incidental remarks about the publisher's function have been made in the comments in earlier paragraphs about the author, printer, and bookseller.

THE BOOK INDUSTRY

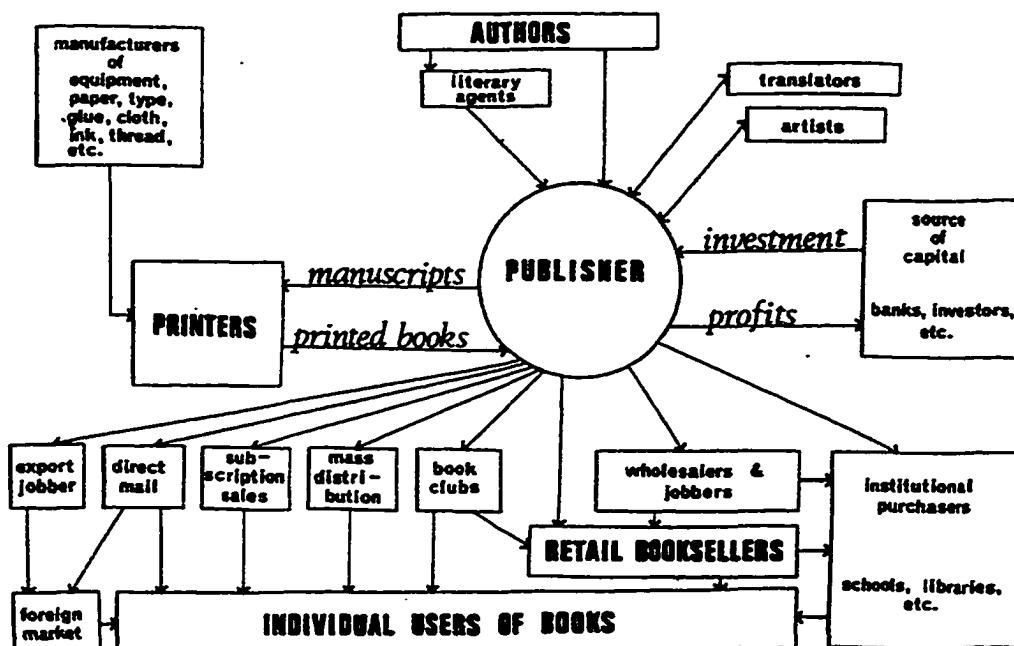


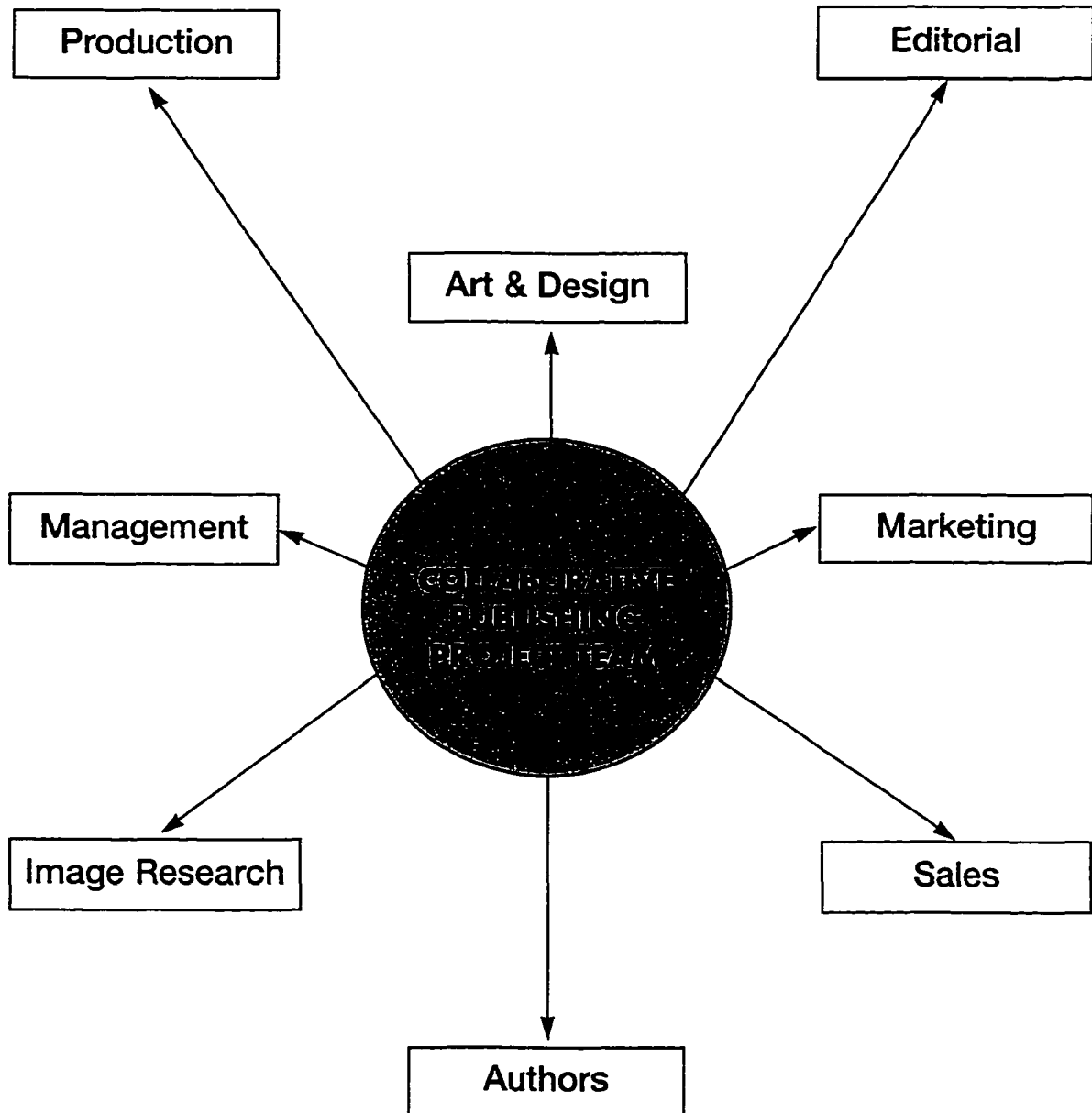
FIGURE 1

As the accompanying chart (Fig. 1) shows, the publisher's position is central in the general plan, and he has relations of some kind with each of the other elements. It is the publisher who receives the manuscript from an author; enlists capital from his own or other resources; engages the services of artists, translators, and other editorial specialists; commissions and supervises the work of printers; and then directs the distribution to the potential market of the books thus produced.

Note. From A guide to book publishing (p. 17), by D. Smith Jr., 1966, New York: Bower Co.

Appendix B

**MODEL OF A COLLABORATIVE
PUBLISHING PROJECT TEAM**



Note. From Silver Burdett Ginn. (Rev. 1997) An interactive collective book development process. Parsippany, NJ: Marshall, T.

Appendix C

LETTER OF EXPLANATION

Dear Colleagues,

I am currently a doctoral candidate at Lehigh University, as well as a Mathematics Editor for Silver Burdett Ginn. I am conducting a research project to establish the collaborative publishing process as a valid method of teamwork within the realm of research. The topic of the collaborative work process has been researched in many corporate sectors. Textbook publishing could be a unique addition and provide significant information to this field of research. The information collected as a result of your response to the questionnaire will assist in gaining insight toward factors contributing to the successes and failures of a team approach to work, such as the collaborative publishing process. Results could offer suggestions for enhancing successful working opportunities within the educational publishing industry.

I would like to invite you to participate in this project by completing a questionnaire. Participation is voluntary. Both a hard copy, sent through inter-office mail, and an e-mail file of the questionnaire are being provided as response-method options. Please note that if you choose to respond electronically there is minimal risk of loss of confidentiality. However, once received, your responses will be held in strictest confidence. Responses within a time frame of 2 to 3 weeks would be greatly appreciated.

This study is qualitative in nature which measures narrative responses rather than number responses associated with quantitative research.

If you have any questions about this study you may reach me at extension 8198, or (908) 689-8083, or any problems in conjunction with this study may be reported to Ruth Tallman, in the Office of Research and Sponsored Programs, at (610) 758-3024.

After reading the above information, please remove this letter from the questionnaire prior to returning it. Removal of this sheet indicates that you have read and understand this information and you consent to participate in this study.

Thank you for your help. I would be happy to share the results of this research when it is complete.

Sincerely,

Carolyn Coyle

Appendix D

CRITICAL INCIDENT QUESTIONNAIRE

The *linear publishing process* can be compared to the "relay race model" in which one runner hands a baton to the next, or when the author or authorship team writes the books and editors, copywriters, and design used the original manuscript of the authors to make the finished book.

In a *collaborative publishing process*, product is developed through a collaborative process as a central philosophy: editorial, production, marketing, management, authors, art and design, image research, and sales staff become a team in the creation of a textbook from the project's conception through delivery of finished products to customers.

Until the last decade, managers traditionally approached a complex problem like product development by breaking it into smaller individual parts and then later recombined the individual efforts into a whole. That process is now shifting. Today there is major input into the product and a collaborative team collectively makes the finished book.

The following questions are designed to investigate the influence of project teams on the educational publishing process. Please respond based on your experience(s) working with a project team(s). It is a reality that this study may

obtain negative as well as positive feedback. You are free to refrain from responding to any of these questions.

Critical incidents make a difference in the success or failure of a particular work situation.

A positive incident: This is a specific incident which was an effective activity of the project team, contributing to success of team performance.

A negative incident: This is a specific incident which was an ineffective activity of the project team which could contribute to a failure of team performance.

Either a positive or negative incident: This is another incident which can be a positive or negative influence on team performance.

1. What major factors could be attributed to the success of the collaborative publishing process?

2. What major factors could be attributed to the failure of the collaborative publishing process?

3. Do you feel that the collaborative publishing process has a positive or a negative effect(s) on product development? Please explain your response.

4. What do you consider to be the basic requirements (team basics) for project teams?

Appendix E

Personal Communications

P. Deguilo, Senior Editor, Silver Burdett Ginn, March 11, 1998.

B. T. Howell, Editor in Chief (Ret.), Silver Burdett Ginn, March 3, 1998.

J. Jenkin, Senior Editor (Ret.), Silver Burdett Ginn, March 6, 1998.

W. Oldsey, current President of Silver Burdett Ginn, December, 1977.

VITA

Carolyn Teresa Coyle was born April 28, 1955 in Passaic, New Jersey, the second of five children of Janet T., and the late Edward F. Coyle, and was raised, within an extended family, one of eight children of Janet T., and Frederic M. Fogg.

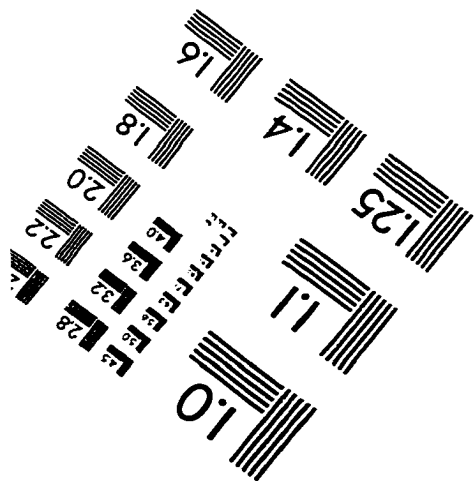
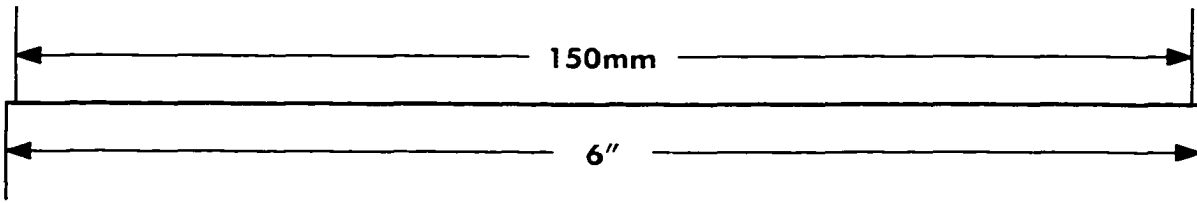
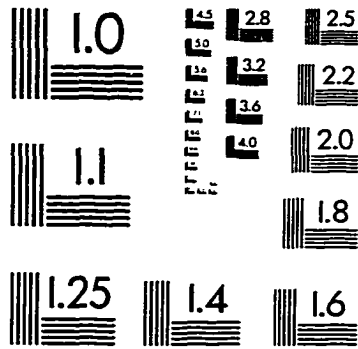
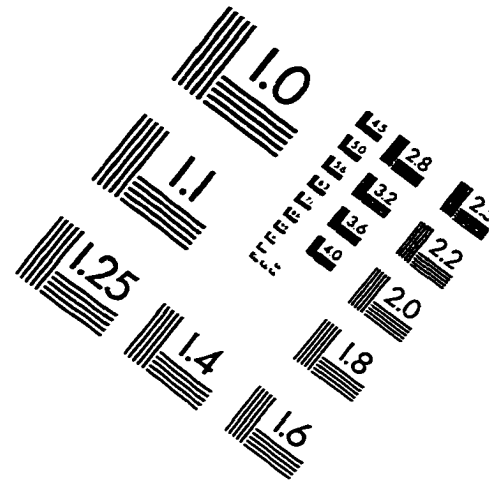
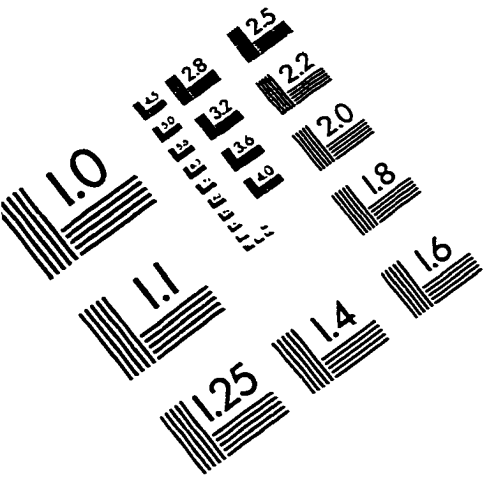
Carolyn graduated from the University of Dayton in 1977 with a Bachelor of Arts degree in Elementary Education. She obtained Kdg.-8th grade teaching certifications in Florida and New Jersey and for 8 years taught grades 2-5 on Marco Island, Florida, then spent 10 years teaching mathematics, grades 6-8, in Summit, New Jersey.

In 1986 and 1992 respectively, Carolyn was awarded Master of Education degrees in Elementary Education and Leadership from William Paterson University. She began doctoral studies at Lehigh University in 1992 in the area of Foundations of Education with a focus on mathematics.

Still within the field of education, Carolyn accepted the position of Mathematics Editor at Silver Burdett Ginn in 1994. Recent assignments have included: editor for the 1998 text series--grade 5, presentation of the algebra strand for the new text series--National Sales Conference 1997, editor for 1999 text series revision--grade 6, editor for CD-ROM Test Generator component grades 3--6, and editor for development of the 2001 text series revision--grade 5.

Currently, Carolyn is a member of Phi Delta Kappa and the National Council of Teachers of Mathematics.

IMAGE EVALUATION TEST TARGET (QA-3)



APPLIED IMAGE, Inc
1653 East Main Street
Rochester, NY 14609 USA
Phone: 716/482-0300
Fax: 716/288-5989

© 1993, Applied Image, Inc., All Rights Reserved

