

ABSTRACT

AN EMPIRICAL INVESTIGATION OF THE CHANGE AGENTS AND PREFORMANCE MEASUREMENTS EFFECTIVE IN THE DIFFUSION OF THE THEORY OF CONSTRAINTS FOR EDUCATION (TOCFE) AND IMPLICATIONS FOR BUSINESS ENTITIES

by

AUDREY GELLERT TAYLOR

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Advisor: Dr. Leslie Monplaisir
Major: Industrial Engineering, Wayne State University
Degree: Doctor of Philosophy

This dissertation investigates what fosters successful change in educational systems and makes a proposal for a new change model for both education and business.

Why are questions about the spread of change in educational systems important? In the last decade, there has been a great deal of dissatisfaction with the education provided by the public school system in the United States. Frustrated parents and educators have been trying to raise the quality of public education in a variety of ways. The teacher's unions traditionally point to an alleged lack of funds. Others point to continuing increases in dollars allotted per student while educational test scores decline. Parents in many regions are either home-schooling their children or are opting for private schools even though the financial requirements sometimes make this option difficult. In the last few years, several states have successfully enacted vouchers allowing parents to choose a private school with payment vouchers provided by the state.

Everyone seems to agree that schools need to change. The disagreement is on how and what to change. What this research hopes to answer is how to initiate and maintain meaningful change in educational systems.

The research focuses on one specific change method in education, The Theory of Constraints, (TOC). By analyzing how TOC has spread in the educational system, lessons can be learned about how to spread any change methodology. This research also focused on the impact that performance measurements have on the spread of change and how to use the measurements as a tool for communication and dissemination of beneficial change.