EVALUATION OF A SURVEY-GUIDED DEVELOPMENT PROCESS IN GROUP HOMES FOR YOUTHS

by
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ABSTRACT

EVALUATION OF A SURVEY-GUIDED DEVELOPMENT PROCESS

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Chairperson: Cary Cherniss

Community-based residential treatment programs for youths are promising alternatives to institutional placements, but they are fraught with many organizational problems. This study evaluates a survey-guided development process designed to bring the program climates of these settings closer to the ideals defined by their members.

The development process involves four basic steps: (1) assessment of participants' perceptions of their program climate, (2) feedback of survey data in terms of discrepancies between perceptions of real and ideal states, (3) participatory problem solving and goal setting to increase the fit between real and ideal, and (4) reassessment to monitor progress.

The intervention process is based on theories of participatory decision making and goal setting. It incorporates features of two previous models of survey guided development: in the work climates of large organizations as they affect staff and in the social climates of treatment programs as they affect both staff and clients.

A model of the intervention process suggests that, if participants

attain the goals they set for themselves, this should improve related areas of program climate and increase person-environment fit. Participants' active involvement in making decisions and setting goals that affect them should lead to other more general improvements in climate as well. These organizational-climate changes should in turn affect individual-level outcomes, namely satisfaction and psychological attitudes.

Examination of the development process in 12 community-based residential programs for youths, randomly assigned to treatment and control conditions, lends some support to the model. Nested analyses of variance comparing raw changes over time in staff's perceptions of their program climate show reliable differences in the predicted direction between the treatment groups. The differences do not extend to the individual-level measures, and youths are not affected. Within-home quantitative and process analyses suggest that the intervention can aid programs in setting and meeting goals, but that it is hampered by instability in the research sites.

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CHAPTER 1

INTRODUCTION

Deinstitutionalization, or the care of society's deviant and dependent members in the community, is becoming a national catchword. The National Advisory Commission on Criminal Justice Standards and Goals (1973) recommended that every correctional system develop a scheme for implementing community-based alternatives to incarceration. A General Accounting Office report to Congress (Comptroller General of the United States, 1977) states that care and treatment of the mentally ill and retarded in community settings has been a national goal since 1963, but that "government needs to do more." Indeed, federal courts have held that mentally disabled persons have a constitutional right to care in the least restrictive environment appropriate to their needs (Comptroller General, 1977). Deinstitutionalization has been advocated for other populations such as the elderly and dependent children as well.

The movement towards deinstitutionalization, at least in some areas, is beginning to reverse the trend of the last century and a half towards bigger and better institutions. In The Discovery of the Asylum, Rothman (1971) argues that American institutions were an invention of Jacksonian era reformers who saw crime and insanity as outgrowths of a diseased social order. Institutions were meant to both eradicate deviance and educate society by demonstrating regular and

rational rules of social organization.

In recent years, however, institutions have lost some of their allure. They are no longer viewed as inevitable responses to deviance or as social panaceas. Instead, their destructive potential is recognized:

> life in many institutions is at best barren and futile, at worst unspeakably brutal and degrading...the conditions in which they [inmates] live are the poorest possible preparation for their successful reentry into society and often merely reinforce in them a pattern of manipulation or destructiveness. (President's Commission on Law Enforcement and Administration of Justice, 1968, p. 385)

For youths, residential treatment centers, which provide care and guidance in community settings, have emerged as a promising alternative to institutionalization and incarceration. In 1973, a national census of units in the juvenile justice system alone identified 456 group homes, half-way houses, and community residential facilities for youths (Rust-Minder, Note 1). There are many other programs not a part of the juvenile justice system, and the numbers have probably increased in the last five years.

At the same time, there is evidence that residential treatment centers, while performing a vital role, have not escaped many of the organizational problems which have afflicted both industrial and human service organizations. Established programs, particularly those dealing with youth, often find that staff "burn out quickly," that they lose their sense of mission and commitment, and that turnover rates are high. Such organizational problems may, in turn, have adverse effects on a program's treatment climate as it affects residents.

The current research represents an attempt to counteract problems in the work environments and social climates of residential treatment

programs for youths. We employed a program of survey feedback and participatory problem solving designed to bring program climates closer to the ideals defined by their members. We hypothesized that ameliorative organizational changes would, in turn, affect individual attitudes of both staff and residents.

Participation and the Potential of Survey Feedback Methods

One antidote to problems in performance and morale is the participatory involvement of program members in decisions which affect them. Several studies in residential treatment programs have shown that involving staff members in the creation of new settings (Goldenberg, 1971) or the reorganization of old ones (Sarason, 1974; Colarelli & Siegel, 1966) increases their enthusiasm and commitment. The increased sense of mission among staff in turn benefits clients. Research in organizational settings has similarly shown that participation, namely having a say in goal setting and in the way work is organized, can increase workers' motivation and performance (e.g., Coch & French, 1948; French, Israel, & Aas, 1960; French, Kay, & Meyer, 1966; Likert, 1961), although the evidence is not uniform (c.f. Redding, 1972).

Participation does not necessarily imply giving workers power at the expense of their supervisors. Particularly, in residential treatment programs and other small human service agencies, Tannenbaum and Cooke's (1974) model of the "expanding influence pie" seems more appropriate. In this model, all members of an organization, from supervisors to staff to clients, can gain control in a climate of open interaction, communication and mutual influence attempts.

Survey feedback is a particularly successful participatory prob-

lem solving technique "using data as a springboard to development" (Bowers, 1973, p. 23). It is based on the systematic collection of attitudinal data which are fed back to program members for analysis, interpretation, and the design of corrective action steps (French & Bell, 1973). The ultimate goal of this development process

> is to facilitate interventions or changes in organizational functioning which will lead to increased organizational effectiveness by providing accurate and useful information about how an organization actually functions, how it might ideally function, and how to make the actual functioning more like the ideal (Hausser, Pecorella, & Wissler, 1975, p. 7).

The presentation of survey data to participants is analogous to the first or "unfreezing" state in Lewin's (1951) model of attitude change (Bennis, Berlew, Schein, & Steele, 1973). Before change can occur, the previous stable configuration of beliefs must be made less rigid and more malleable. Data that show the organization falling short of its goals may produce "motivation by disconfirmation" (Nadler, 1977). If participants view the data as valid, and if they have appropriate skills or guidance, they may move through a participatory problem solving process toward a resolution of the inconsistencies in the data. The group decision regarding actions to improve organizational functioning can be seen as the final or "refreezing" step in the change process.

Survey feedback has been shown to be an effective means of improving organizational functioning over a wide range of institutional settings. Bowers (1973), for example, compared six different organizational development programs including survey feedback, interpersonal process consultation, task process consultation, laboratory training, data handback and no treatment in an ambitious five-year study of

twenty-three organizations with a combined total of nearly 15,000 employees. He found survey feedback to be the most effective of the six treatments: it was associated with significant positive changes on nine out of twelve organizational climate variables, and on fourteen of twenty other variables dealing with leadership and satisfaction. There were no negative changes on any variable included in his comprehensive organizational survey.

Although this study provides impressive evidence of the effectiveness of survey feedback, it can be criticized methodologically on three grounds. First, organizations were not randomly assigned to treatments (rather, change agents who used their customary technique were assigned to organizations on the basis of availability), and there were significant differences among the groups on nearly all of the pretest measures. This is probably not a crucial problem since a regression hypothesis would, in most cases, predict changes opposite in direction to those that actually occurred. Second, the questionnaire used for evaluating change was the same as that used for data feedback. This raises the possibility of confounding actual improvement in the setting with artifactual changes induced by group discussion of the measures and experimenter expectations demonstrated during the feedback meetings. Bowers alludes to "chronicled events in the project's history,...reports of change agents and top managers..., and performance measures from the operating records of the firm[s]" (p. 40) that support the construct validity of the measured changes, but he does not report these systematically. Finally, Bowers uses individual questionnaire respondents as his units of analysis without regard to the organization from which they came, although organizations,

not individuals, were assigned to treatments. More appropriate analysis strategies are discussed in the next chapter.

Survey feedback has most often been used in large private sector organizations, but smaller settings and human service agencies can benefit as well. Schools were the setting for one well-controlled study of survey feedback as part of a structural intervention (Coughlan and Cooke, Note 2). The intervention was designed to promote decentralization and delegation of authority, job enlargement, participation, horizontal and vertical communication, and creative problem solving in elementary and junior high schools by setting up collective decision-making structures to complement the existing authority structures. In a modification of a Solomon four-group design, twenty-four schools were divided into a full experimental survey feedback group, a data handback group[1], a pretest-posttest control group, and a posttest only control group. Coughlan and Cooke provide descriptive evidence that the organizational health of the experimental schools improved and quantitative data showing that teachers perceived their school's group problem solving more favorably in the experimental than in the control schools. Changes in teachers' attitudes toward their work environment were significantly more positive on each of fifteen measures than changes in the pretest-posttest control group, and experimental group posttest scores were significantly higher than posttest only group scores on eleven of the same fifteen measures.

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[1]I have changed Coughlan and Cooke's terminology for consistency. They use "survey feedback" to refer to just the first data presentation phase of their intervention. Following Bowers (1973) I have called this "data handback," reserving the term "survey feedback" for the entire feedback, problem solving, and change planning process.

Coughlan and Cooke's methodology is sounder than Bowers' in that they assigned schools randomly to treatment conditions and used schools, not individuals, as the units of their data analysis. However, since they fed all of their pretest data back to the participants, they too may have confounded actual improvements with artifacts created by group discussion of the questionnaire items.

Miles and his associates (McElvaney & Miles, 1969; Miles, Hornstein, Callahan, Calder, & Schiavo, 1969) also studied survey feedback in a school setting. Their case study is notable in that not all assessment data were fed back to the teachers and principals who participated in the intervention. Thus the measurement of change was not contaminated by the attention focused on the data during feedback meetings. Miles, et al. present observational evidence that "from discussion of these data there evolved vigorous interaction, responsibility-taking by the group, problem-solving efforts, and action plans--all accompanied by increased process analysis among the participants" (1969, p. 464). However, the quantitative data do not show more than chance fluctuation between the pre- and posttests, perhaps because the instruments used were somewhat insensitive to change.

Ellsworth (1973) improved treatment effectiveness in psychiatric hospital wards with a survey feedback intervention, and Brown (1972) found increased student involvement in a school setting. Both used cross-over designs in which three groups took turns at the development process, with the inactive groups serving as controls for the active one.

The studies I have described thus far were all based on a model of organizational development requiring feedback of survey data. A

parallel survey feedback process has been designed independently by another researcher working in a quite different framework.

Moos (1974) set out to develop a series of instruments to assess the social climates of a variety of settings including hospital psychiatric wards, community-based programs, families, schools, and correctional programs. His interests included studying the impact environments have on people, developing typologies of settings, and comparing actual social climates with the ideals expressed by setting members. When he and his associates fed back social climate data to settings in the sample, however, they found that the data, particularly the discrepancies between real and ideal perceptions, had motivating properties. Eighty-two percent of staff in ten programs that received feedback from the Community Oriented Programs Environment Scale (COPES), for example, felt that important changes were implied by the evaluation (1974).

In one program described in a case study (Moos, 1973), participants, aided by a change facilitator, discussed their data and the reasons for the discrepancies it showed. After identifying problems in their setting, they designed and implemented plans to make their program's actual environment more like their ideal. Six months after the initial testing, a reassessment using the COPES showed that their program had moved significantly closer to this ideal.

Pierce, Trickett, and Moos (1972) achieved similar results with another social climate scale in a small, in-patient psychiatric ward. These two cases suggest that social climate measures can be used effectively in survey feedback interventions to change the social environments of a variety of treatment settings. Unfortunately, the feed-

back instruments once again served as the only assessment tools, and no control groups were used.

These two cases differ in two important ways from the others I have described. First, the assessment data concerned the programs' social climates, as they affected program clients rather than the work environments, as they affected staff. Second, participants compared their actual environments with their own ideals, as assessed by a second form of the social climate measures, rather than with norms for effective organizations or with mean scores for a number of settings (c.f. Bowers, 1973; Coughlan & Cooke, 1974).

These discrepancies between actual and ideal environments can be seen as a form of subjective person-environment fit, with real questions assessing members' perceptions of the actual environment and ideal questions measuring individual desires along commensurate dimensions. Pervin (1968) reviews literature suggesting that a fit "between an individual and the social climate created by a group of individuals" leads to high levels of performance and satisfaction (1968, p. 57). French, Rodgers, & Cobb (1974) cite evidence that lack of fit may lead to both psychological and physiological strain as well.

While survey feedback techniques have great potential for improving organizational health and increasing person-environment fit, their application has not been uniformly successful. Nadler (1977), in an extensive review of data-based strategies for organizational change, argues that the key to successful efforts lies in the way data are used to move toward organizational change:

> One condition is critical: the performer must have some way of beginning search routines and testing and/or evaluating alternative solutions. Frequently this is provided

> by group problem solving meetings. In the absence of conditions which facilitate (or at least permit) search behavior, feedback will only lead to frustration and perhaps defensive behavior as the performer confronts an indication of poor performance with no idea of how to correct it. (p. 78)

Similarly, Ellsworth suggests that "feedback becomes a liability when staff efforts do not show results and performance does not improve" (1973, p. 391). McElvaney and Miles (1969) also report that a violation of staff members' expectations that survey feedback sessions would make staff more open resulted in anger.

All four of the studies cited above that used control groups (Bowers, 1973; Brown, 1972; Coughlan & Cooke, 1974; Ellsworth, 1973) found detrimental changes for groups not engaged in purposive problem solving, although the authors rarely call attention to this fact. In Bowers' study, for example, subjects in the no-treatment control condition, in which the survey "data were tabulated and returned to the appropriate top or staff manager but were not shared by him with relevant managers and supervisors" (p. 26), showed declines on 25 of 28 measures. Fourteen of these negative changes between pretest and posttest were significant at the .05 level (Table 2, p. 32).

Goal setting, or the "refreezing" stage in the change process may also be crucial. Simply setting a goal can have important motivational consequences, a phenomenon Davis (1973) calls target tropism. In Lewin's (1951) terminology, a goal is a force field with all the forces, or tendencies to locomotion, directed toward a single outcome or region in the life space. A number of studies have demonstrated the importance of specificity in setting goals (French, et al., 1966; Kiresuk & Sherman, 1968; Locke, 1967) and the value of explicit con-

tracts for performance (Kanfer, Cox, Greiner, & Karoly, 1974).

The survey feedback development process evaluated here incorporates the concepts of participatory problem solving and goal setting in an attempt to increase person-environment fit in residential treatment centers for youths. Drawing on the work of both Bowers (1973) and Moos (1973, 1974), we used survey methods to scan a broad range of social and work climate dimensions. We assessed person-environment fit with participants' perceptions of discrepancies between real and ideal states for these dimensions. Data feedback led to the identification of specific problems and a participatory problem solving procedure.

Both staff and residents dealt with problems in the social environment, while staff alone participated in discussion of work climate issues. Program members set specific goals for the resolution of each problem and specified ameliorative action steps. Finally, a reassessment measured organizational and individual changes resulting from the survey feedback process. The Youth Home Development process and the procedures used to evaluate it are described more fully in the next two chapters.

Models of Survey Feedback Processes

The precise mechanisms by which survey guided development efforts improve organizational effectiveness are not entirely understood. Miles, Hornstein, Calder, Callahan and Schiavo (1971) have presented one rationale. They propose three fundamental components of the survey feedback process (Figure 1).

First, data presentation may confirm or disconfirm the clients'

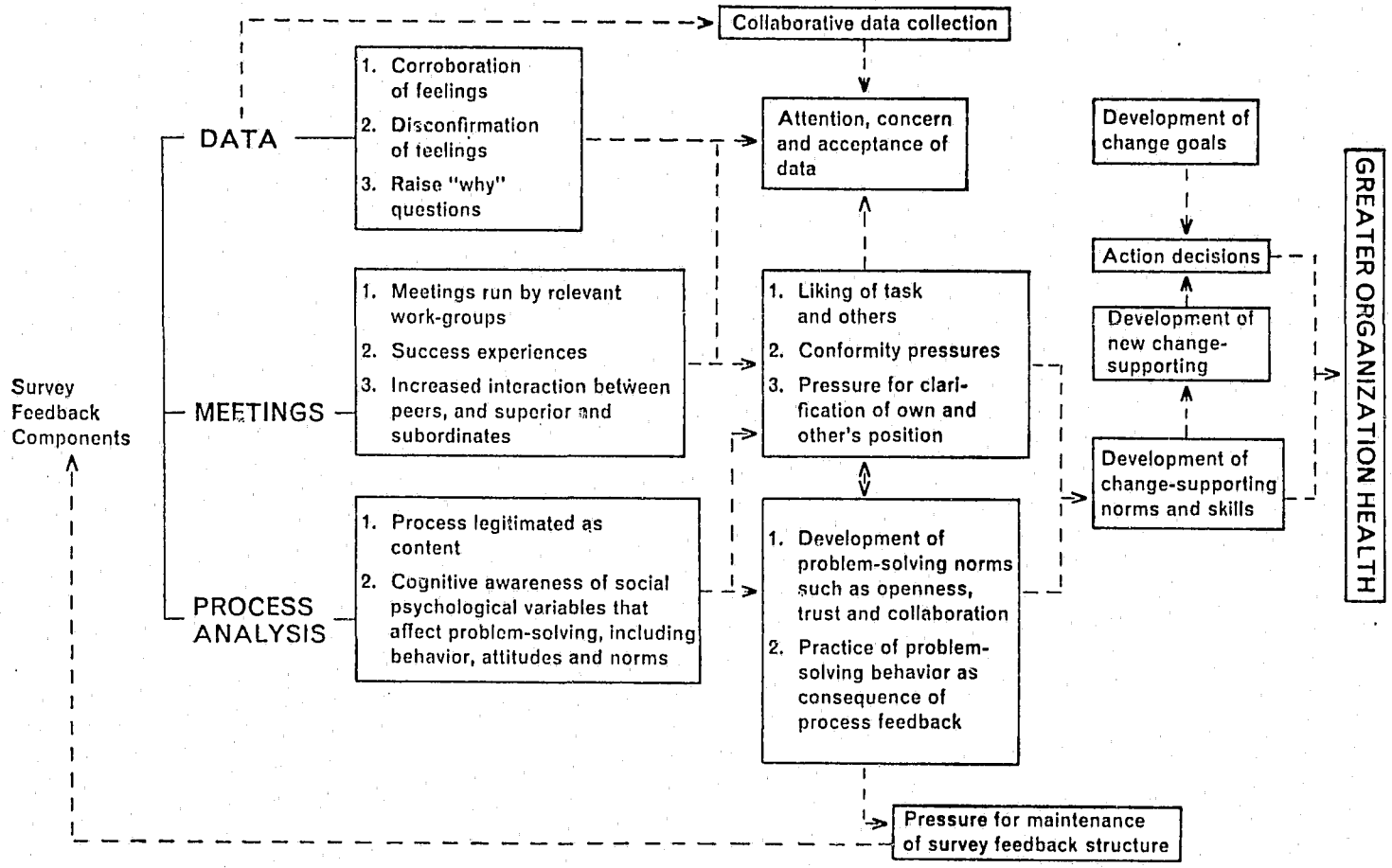

Figure 1. Factors Hypothesized To Account For Effects Of Survey Feedback In Organizations (Miles, et al., 1971).

feelings. In either case, it usually leads to further inquiry. These effects make the data more meaningful and encourage clients' acceptance of the survey results. Second, problem solving meetings promote increased interaction both horizontally, between peers, and vertically, between superiors and subordinates. If these interactions are successful, they should increase group members' liking of each other and of the meetings themselves, and create pressures for clarifying positions and arriving at consensus. Third, process analysis of norms, interpersonal interaction, and problem solving procedures should lead to greater awareness of variables that affect problem solving and more effective group process.

These three components of the survey feedback process in turn lead to development of change supporting norms, skills, and structures. The new norms, in concert with action decisions based on agreed upon goals, should lead to greater organizational health.

To the extent that these effects occur, group members should find the survey feedback procedure rewarding. This then creates pressures to incorporate the development process into the existing organizational structure.

The Miles, et al. model makes interesting theoretical connections, but it has never been put to a thorough empirical test. Any such hypothetical model is necessarily somewhat arbitrary. Other models of survey feedback might give greater weight to the actual changes resulting from the problem solving procedure as well as to participation in the process. Increasing the fit between person and environment might be a goal of the intervention, and changes in perceived fit might be expected to affect participants' attitudes and behavior.

These ideas are incorporated in the model used in this study to evaluate the Youth Home Development process, as shown in Figure 2. The model includes three general sets of variables: independent variables associated with the development process, perceived organizational-level changes in the social and work climates of the target programs, including changes in fit, and individual-level outcomes. The arrows show hypothesized causal linkages among variables. Measured variables are represented by the boxes in boldface, while the other boxes and arrows show potentially important relationships that we were unable to measure.

According to the model, the development process creates organizational change in two ways: through achievement of goals selected by program members to bring their program closer to their ideals, and through participatory problem solving. Since goal attainment and participatory problem solving are the active ingredients in the intervention, failure to achieve them should preclude changes in other variables later in the causal chain. Arrows A and B can thus be seen as manipulation checks.

Distinguishing goal attainment and the problem solving process as separate active ingredients in the experimental treatment helps to clarify another issue. Survey feedback procedures to increase person-environment fit are sometimes described as value-free techniques for organizational change. This is true in that participants choose goals and action steps according to their own ideals. These may vary greatly among programs. A group home for older youths preparing to live independently may want to increase skill training for survival in the community; a program for preteens might emphasize support. Middle

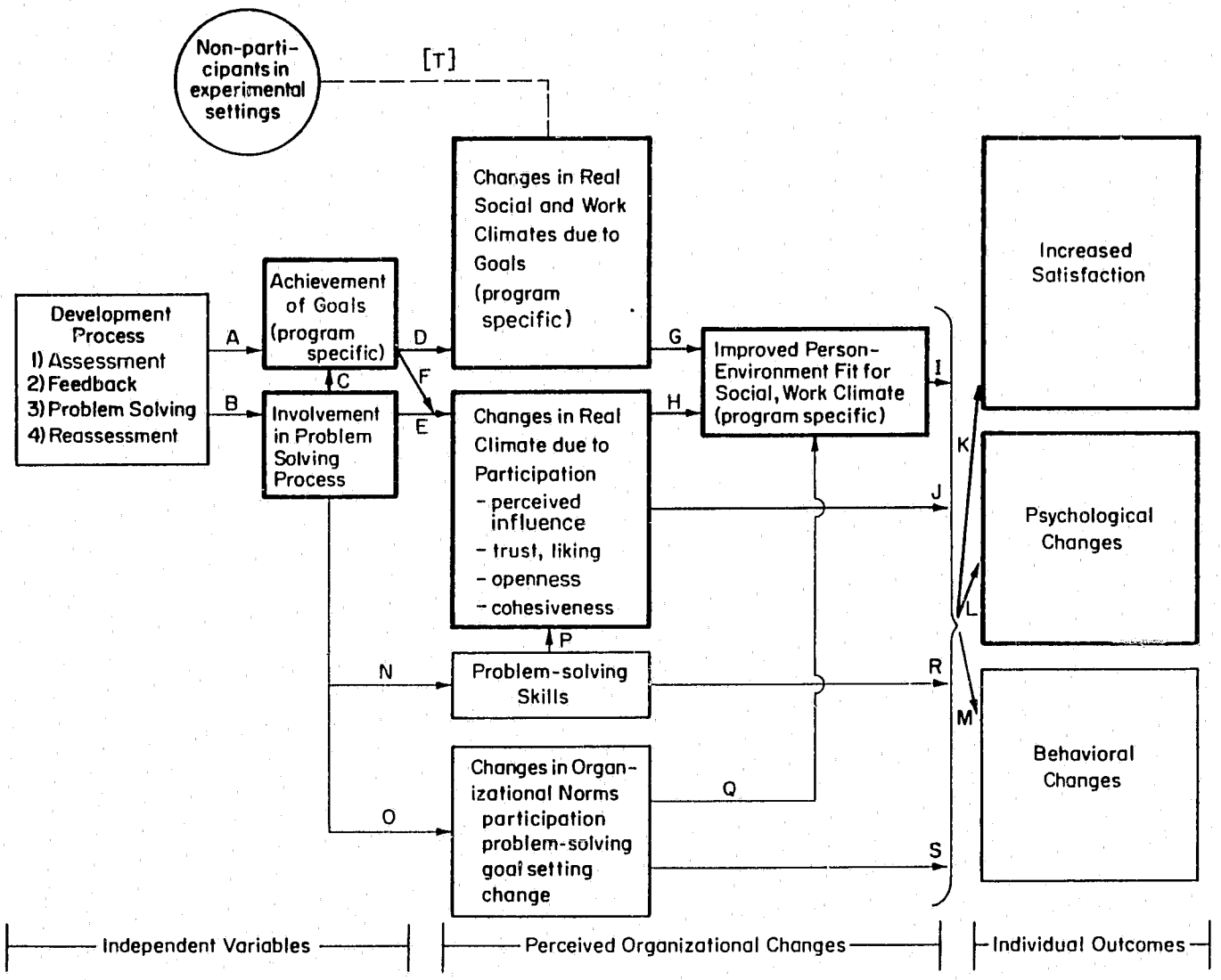

Figure 2. Hypothesized Model of Intervention Effects.

aged parents who take state wards into their home to replace their own children may want very different rewards and opportunities from their job than a twenty-two year old working in a group home as a first job after college. The survey feedback process is mute with respect to these goals. It is not mute with respect to means for attaining goals, however. Survey feedback implies an open, participatory form of problem solving involving subordinates along with supervisors and, in our case, program clients along with staff.

The independent variables, goal attainment and participatory problem solving, should lead to perceived organizational changes in the social and work climates of the program (Arrows D and E). Changes brought about by goal attainment are specific to the program and the problem areas participants choose to work on. Involvement in problem solving, on the other hand, should bring about more uniform changes in perceived influence, trust and liking for other program members, openness, and cohesiveness.

These two processes are not independent. If problem solving does not lead to change because the procedure is ineffective or because change is blocked by some other force, it is not likely to lead to increased trust, openness, or perceived influence. Goal attainment thus has a moderating effect (Arrow F) on the relationship between the problem solving process and program climate change.

The extent of individual involvement in problem solving is likely to influence goal attainment (Arrow C), but achievement of goals may produce changes in real climate (Arrow D) with or without participation. Even non-participants in the development process (such as night staff who cannot attend problem solving meetings during the day) may

benefit from program-wide changes (such as a log book to improve communication among staff). The dotted line, (T), shows the entry of non-participants at this point in the model of the development process.

Perceived changes in the real climate produced by goal attainment should lead to greater subjective person-environment fit (Arrow G), as assessed by reductions in discrepancies between real and ideal program climates. (This effect may be weak or even reversed for non-participants if they do not share other program members' ideals, or if they feel excluded from the decision making process.)

Changes induced by participation will also increase subjective fit to the extent that setting members desire a more open, trusting climate (Arrow H). These changes may have direct impact (Arrow J) on individual outcome variables such as satisfaction and other behaviors and attitudes. Or, changes associated with participation, along with changes produced by attaining goals, may act on individual outcomes by way of increased person-environment fit (Arrow I).

Psychological outcomes (Arrow L) for individuals include reduced strain, increased self esteem, and openness to change for staff, increased self esteem, internal locus of control, and trust for youths. Residents' and staff's satisfaction with various facets of the program should also increase (Arrow K). We had hoped to measure the impact of organizational change on individual behaviors, such as absenteeism and turnover for staff and behavioral infractions for residents (Arrow M), but inadequate program records and limited research project resources prevented this.

The light boxes and arrows show other hypothesized but unmeasured relationships in the survey guided development process. First, par-

ticipation in problem solving may increase program members' skills in this area (Arrow N). More effective problem solving procedures may in turn alter the organizational climate (Arrow P). Problem solving meetings may also alter organizational norms regarding participation, goal setting, and change (Arrow O), and these unmeasured changes in ideal climate may lead to increased person-environment fit (Arrow Q). Finally, both increases in process skills and changes in organizational norms may have direct consequences for individual outcomes (Arrows R and S).

According to the model, the effects of the development process should become attenuated as we move from goal attainment and involvement in problem solving to changes in subjective program climate to individual outcomes. Changes at each stage are dependent on outcomes of the previous ones. I will not attempt to apply the techniques of structural equation modeling to this process. Inclusion of both individual and group effects and both program specific and across-program changes in the same model, as well as the small number of degrees of freedom, precludes this. Rather, Figure 2 should be seen as a guide for discussion and analysis of how far the ripple caused by the development process may spread.

In the remaining chapters, I will examine the effects of the development process within individual group homes, using a pretest-posttest design, and across homes in a quasi-experimental design. The latter compares six homes that participated in the development process with an equal number of control programs. Chapter Two describes the methodology of our study, including the research design, measures, and analysis strategy. It also includes a more detailed description

of the experimental intervention. Chapter Three presents a case study and process analysis of the effects of the intervention in a single experimental home. Chapter Four describes the results of the development process across the entire sample. The final chapter speculates about where the development process was useful to community-based residential programs for youths and why it was not as helpful as we had hoped it would be.

CHAPTER II

METHOD

In designing this field experiment, we followed French's (1953) admonition to "start strong," that is, we attempted to create a powerful experimental manipulation to increase person-environment fit in community-based residential programs for youths on the assumption that further analysis and refinement could isolate the active ingredients, if any, in our treatment. We also chose to cast a wide net in measuring treatment outcomes, assessing not only the organizational changes we expected to ensue from the development process, but also individual variables we hoped the organizational changes might affect. Particularly because of the detrimental effects associated with survey feedback control groups in previous research, we felt an ethical obligation to search for untoward effects of the intervention in both experimental and control homes. The result is a complex and flexible experimental treatment accompanied by a morass of empirical measures. In this chapter I will describe the research design, including the experimental design, sample, and measures; the analysis strategy; and the development process itself.

Research Design

The Youth Home Development project was a team research effort carried out by a faculty member and two graduate students over a four year period. We designed the development process and measurement in-

struments and pilot tested them in three homes during the first two years. We then carried out the experiment described here in 16 more homes during the last two years. A second faculty member worked with us in the early stages of our planning, eight additional graduate students served as consultants, and approximately 34 undergraduates carried out behavior observations.

All consultants and observers were trained by the initial team. Each new consultant was paired with an experienced change agent in implementing the intervention. Group training and individual supervision were also provided by the core research group.

In spite of our training efforts, the large numbers of personnel and research sites involved in the project doubtless add to the error variance of the results. On the other hand, findings that do emerge from this "blooming buzzing confusion" are likely to be fairly robust.

Experimental Design

Following Campbell's (Note 3) call for more rigorous evaluation of ameliorative social programs, we examined the Youth Home Development process with an experimental design. From a sample of 16 community-based residential treatment programs, eight were randomly assigned to receive the experimental intervention and eight were designated as control sites. The assignment of homes to groups took place over a two year period. When more than two homes were ready to begin at one time, they were blocked into similar pairs on the basis of parent agency and size before random assignment.

Control programs initially participated in only the pretest and posttest. Following the experimental phase of the YHD process, how-

ever, they were offered the opportunity to participate fully in the development program. Four homes, two experimental and two control, closed during the course of the experiment, and thus failed to complete the posttest.

These four homes and three others involved in the pilot studies are used to investigate the psychometric properties of measures, bringing the total sample for this purpose to 19 programs, 102 staff and 149 residents. Results are reported only for the 12 programs that completed the experiment. A total of 72 staff and 118 residents in these 12 programs participated in the pretest; 58 staff and 106 residents responded at the posttest. Complete pretest-posttest data were obtained for only 49 staff and 64 youths, however. An administrative oversight, which resulted in failure to collect posttest data from staff in one experimental home, accounts for some of the attrition, but most is due to the rapid turnover of both staff and youths in these settings. The experimental design and cell N's are shown in Figure 3.

The Sample

The twelve residential programs that participated in the study were located in southern Michigan and northern Ohio. All were open settings and, with one exception, housed a maximum of 16 residents. Residents typically attended public schools or worked in the community. Half of the homes (3 experimental and 3 control programs) employed a "parent" staffing model. A married couple, with or without children, took charge of three to eight other children in their own home or an agency home. All parents had some relief help, but the amount of free time and professional support available varied from home to home.

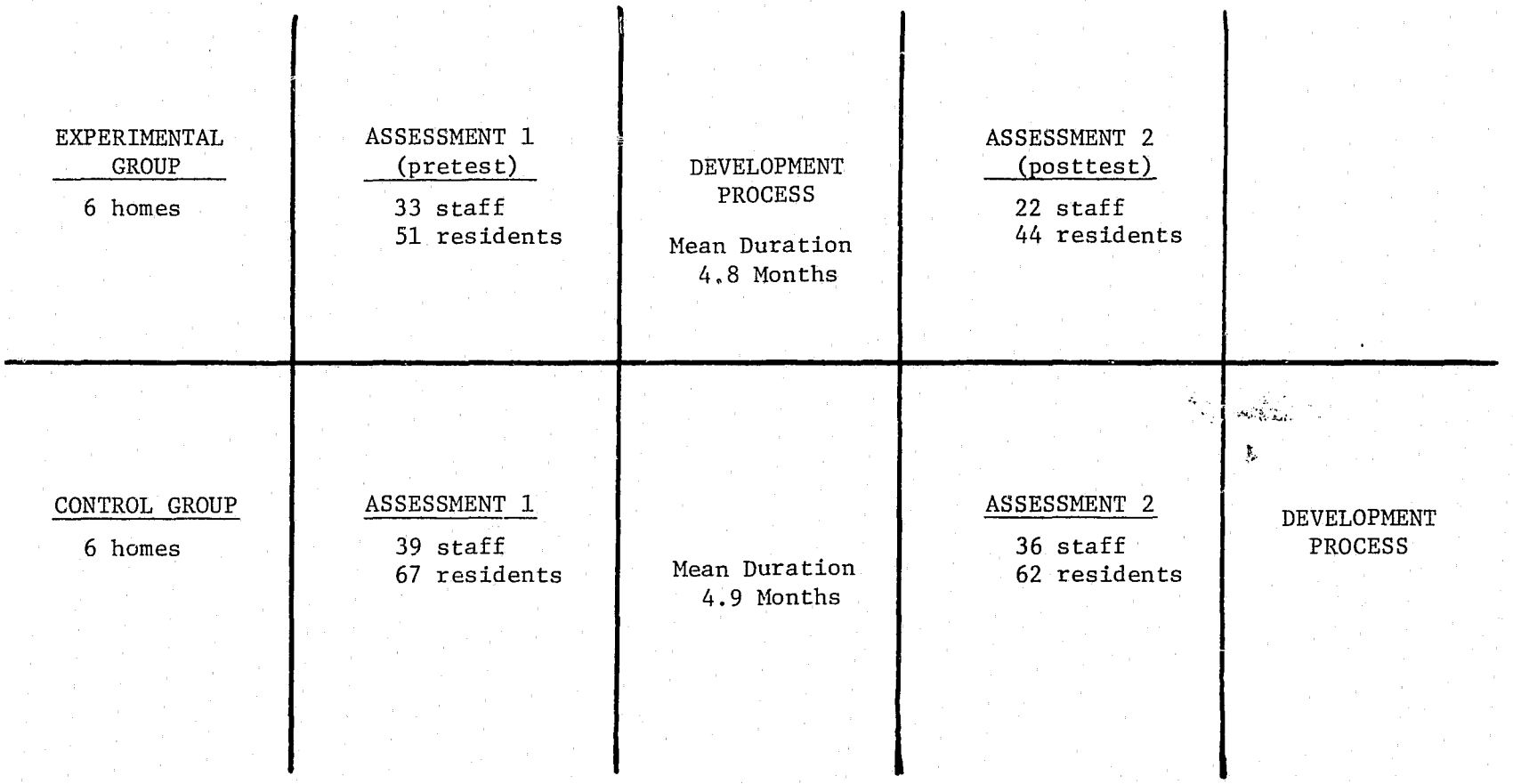

Figure 3. Experimental Design.

"Staff-model" programs (3 experimental and 2 control) housed 7 to 16 youths and employed 8 to 20 full time staff on rotating shifts. The staff typically included a house director, a social worker, a number of childcare workers, and sometimes additional professional or service staff. The final control program was a residential drug treatment center with 35 young adult clients and a staff of 10.

Five of the research sites (three experimental and two control) were state or county programs recruited with impassioned pleas to the Department of Social Services or the Association of Juvenile Court Judges. The remaining seven were run by private or church-related agencies, although most of their funding came from the state on a per diem basis. Two of these (one experimental and one control) were recruited through personal contacts, the remainder through a letter sent to all open settings of the appropriate size within a fixed radius of Ann Arbor as determined by a state directory and phone book yellow pages. This letter is shown in Appendix A. A program description, sent with it, can be found in Appendix B. The process was offered to programs without charge. Approximately half of the homes we approached invited us to meet with them and discuss the project, and 80 percent of those we met with agreed to participate.

Residents in the programs ranged in age from 5 to 18 (30 in the drug program) with a mean of 14.5 and a median of 15. Twenty-nine percent were black and 32 percent female. Their median grade level was nine but school had been a failure experience for most, and many were unable to read. Youths might be labeled delinquents, status offenders, neglect and abuse cases, retarded, or emotionally disturbed, but we found the categories blurred. Most youths would have qualified for

more than one such label.

Staff in programs ranged in age from 20 to 63 with a median of 30. Twenty percent were black and 66 percent female. Their educational attainment ranged from some high school to a graduate degree with the median having some college or technical training beyond high school. Staff had worked in their programs just over a year on the average, while youths had lived there a median of four to six months.

In many ways group homes like these are chaotic places to live, work, or do research. The fact that a quarter of the programs in our initial sample closed within four months of our contact with them is only one reflection of this. During our involvement with the programs, one youth assaulted a group home parent and another set fire to the building (these were two of the homes that closed). Innumerable youths ran away for brief or long periods, several were involved in felonies, many were suspended from school. Not all programs were continually on the brink of diaster but "minor" crises, such as a youth's getting pregnant or stealing and joy riding in the program's van were common. The turbulence of these settings inevitably affected both the development process and our attempts to study it. As one consultant put it, after competing with a staff member's two year old child for the attention of a meeting, "It's sure not General Motors."

Measures

We used two types of measures in the course of our research: intervention instruments, whose results were fed back to program members as a part of the development process, and independent evaluation instruments, whose results were not shared with subjects until after the

posttest. Appendix C shows sample pages and instructions for both types of questionnaires.

The intervention instruments assessed two aspects of program environment. The Work Climate Scale (WCS), based on the Survey of Organizations (Taylor & Bowers, 1972), evaluated work climate as it affected staff; the Community Oriented Programs Environment Scale (COPES), adapted from the short form of Moos's instrument of the same name (1974), evaluated social climate as it affected both staff and residents.

Both feedback instruments asked respondents for their perceptions of the actual program environment ("the way it is now") and the environment they would find ideal ("the way I would like it to be"). Real and ideal versions of the same item were juxtaposed to make the fit between actual and ideal, or between person and environment, salient.

We revised both instruments, but particularly the COPES, to make them more comprehensible to our population. We reversed all negatively worded items in the COPES, although this made it more susceptible to response bias, because youths in our pilot studies got confused when asked to respond yes or no to a negative sentence. We simplified the wording and the grammar in both instruments. Occasionally we substituted an item from the long form of the COPES for a particularly difficult item from the same dimension on the short form. We retained Moos's dichotomous scoring system (Yes/No) because youths found it simpler than the Likert scales used in other instruments, but we scored unsolicited "maybe" responses midway between the two extremes. Unfortunately, the resulting three point response scale led to ceiling effects

and low internal consistency reliability (Cronbach's α) for the COPES.[2]

We determined the format for feeding back program climate results to participants before sufficient data were available to examine the psychometric properties of the indices. Since the COPES had been standardized on populations similar to ours, we retained Moos's ten dimensions: Pride and Group Spirit, Support, Openness of Feelings, Independence, Jobs and Planning, Sharing Personal Problems, Anger and Arguing, Organization and Neatness, Understanding the Program, and Staff Control. Because we fed data back to participants in terms of these ten dimensions and discussed them as units, we retained the indices for analysis. Program members typically felt that the dimensions described their program accurately, in spite of their less than stellar psychometric properties. The reliabilities and item content of the COPES indices are shown in Appendix D.

For the WCS, we followed a different strategy. Since the Survey of Organizations was standardized on workers in large organizations, we could not be certain of the factor structure of the questions for our population. Thus, in the feedback sessions, we presented data on individual questionnaire items rather than a priori indices. In constructing indices for analysis, we generally followed the a priori factor structure from the standardization samples, since this led to high internal consistency reliability and since our own sample was too small to show a very stable structure of its own. However, when correlograms,

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[2] Moos (1974) does not report reliabilities for the short form of the COPES; however, an estimate for the average reliability of the four-item scales can be calculated from the actual average of .78 for the ten-item scales (Nunnally, 1967, p. 223). This figure, .59, is higher than the observed reliabilities for most of our COPES scales.

factor analyses, and multidimensional scaling all suggested a less differentiated structure than the a priori one, we adopted the simpler version. We combined the four original Supervisory Leadership indices into a single one, for example. The Peer Support index survived, but we condensed the other four a priori Peer Leadership indices (Team Building, Goal Emphasis, Work Facilitation, and Group Process) into two (Peer Competence and Teamwork). Items were omitted when their average correlation with other items in their index fell below .2. One index, Conflict Resolution, was omitted because its internal consistency reliability was less than .5, the minimum that Nunnally (1967) considers adequate for the early stages of research.

This left us with nine work climate indices in a real-ideal format, each composed of two to eight items, and a tenth index of Performance Contingencies. We retained this last index on a priori grounds. Each potential reward for good performance should increase the overall availability of contingent rewards, whether or not these rewards are intercorrelated. We assigned an index score (an unweighted average of the item scores) to all individuals who answered at least two-thirds of the component items. The reliabilities and item content for the WCS indices are shown in Appendix E.

In addition to the feedback questionnaires, we administered an independent evaluation survey to both staff and youths. The Program Assessment Survey (PAS) included demographic questions, shown in Appendix C, and indices measuring Real Climate, Satisfaction, and Psychological Attitudes, shown in Figure 4. This figure is a reduced form of the model presented in Chapter One, with unmeasured constructs eliminated.

Supervision, and the eight role characteristics listed under

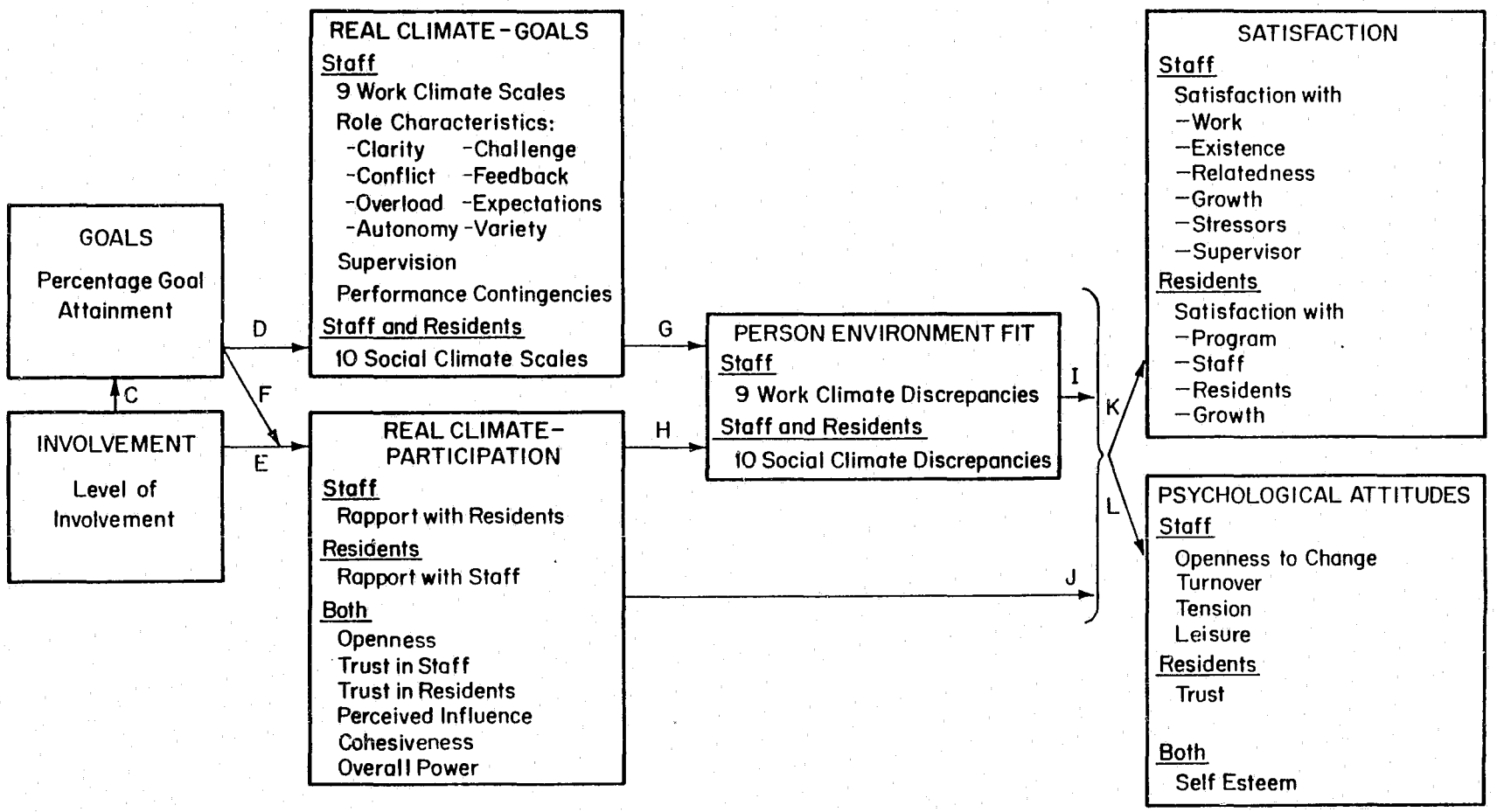

Figure 4. Measures of Intervention Effects.

Changes in Real Climate Due to Goals, were taken from the Michigan Organizational Assessment Package (1975). Changes in these indices, as in the COPES and WCS, are predicted only when program members achieve a directly related goal.

Changes in Real Climate Due to Participation are predicted to be more general. We took these indices from the Michigan Organizational Assessment Package (Openness, Perceived Influence, Cohesiveness, Power) or created them ourselves (Rapport and Trust). The ideal version of the Power scale, which is not shown in Figure 4, is our only measure of Change in Organizational Norms Due to Participation.

The six staff satisfaction indices, and the psychological indices Turnover, Tension, and Leisure, were again taken from the Michigan Organizational Assessment Package. Other personality indices included Self Esteem (Rosenberg, 1965) and Trust (Gould, 1969; Survey Research Center, cited in Robins & Shaver, 1973). We created the resident Satisfaction indices and staff Openness to Change for this study.

In constructing the indices, we followed the same rules of thumb as for the WCS. The collapse of all 29 Supervision items into a single index was the only dramatic change from previous factor structures. We eliminated a personal Locus of Control index (Gurin, Gurin, Lao, & Beattie, 1969) due to low internal consistency reliability. Power and Ideal Power were constructed independent of inter-item correlations. Research in organizational settings (Likert, 1961; Tannenbaum & Cooke, 1974) and in group homes like ours (Hersey & Garvin, Note 4) has shown that participants' perceptions of the total power exercised by all members of the setting is more important than the amount associated with any individual, including themselves. Appendix F shows the reliabili-

ties and item content of the PAS indices.

We created alternate forms of all questionnaires for parent-model homes. Most of the changes involved trivial alterations of wording (e.g., "parents" for "staff"), but occasionally changes were more extensive. We left out some scales entirely because they were inappropriate (Supervisory Leadership) or particularly intrusive. Peer Leadership in parent-model homes, for example, is indistinguishable from marital relations. We probed the relationships between parents and relief parents or social worker in an interview, where that seemed appropriate. All questionnaire changes are noted in the appropriate appendix.

The psychometric properties of the WCS and PAS indices were in general quite adequate. Cronbach's α's ranged from .52 to .94 and was above .7 for two-thirds of the measures. Ironically, the COPES indices, which were the only ones standardized on a population similar to ours, were far less adequate. Cronbach's α's for discrepancy scores ranged from .07 to .65 for residents and from .19 to .64 for staff with only 35% as high as .5.

Altogether, there are 23 independent outcome measures for residents and 47 for staff in Figure 4. This counts either real or discrepancy measures for the COPES and WCS, but not both. In reporting the results of multiple independent analyses, I omit real scores rather than discrepancies, since the value associated with either end of the real scales depends upon participants' ideals. These ideals are incorporated in the discrepancy scores.

In experimental homes, we asked participants to rate the inputs as well as the outcomes of the intervention. Staff members rated the extent of their involvement in the development process on a five-point

scale ranging from "extremely involved--I participated in all the meetings and discussions" to "not involved at all--I participated in few or none of the meetings." Consultants in each home, by consensus, also rated involvement for both staff and residents on the same five-point scale. The two ratings correlated .78, so we combined them into a single involvement scale (α = .88).

To rate the extent of a home's progress towards its goals, consultants constructed goal attainment scales for each solution agreed to in the problem solving meetings. Following the model developed by Kiresuk & Sherman (1968) and Kiresuk (1973), each five-point scale ranged from the most favorable to the least favorable outcome with specific anchors at both ends and in the middle. An example is shown in the next chapter. Goal attainment, as rated by consensus among program members, measures the extent to which proposed solutions were actually put into effect.

There are several conceptual and measurement problems with the goal attainment procedure. First, different individuals may have different expectations about intervention outcomes. The assignment of anchors to scale points is necessarily arbitrary. Second, in spite of Kirusek and Sherman's (1968) claim that level three can be scaled to represent average outcome with levels two and four each one standard deviation away from the mean, there is no guarantee that different consultants working in different group homes can be trained to use this common metric. One program's attainment of level four is not necessarily superior to another program's progress to level three. The scales, as we used them, also failed to take the relative importance of different goals into account. Nevertheless, the goal attainment pro-

cedure provides some indication of different homes' progress towards different goals, a process that would be difficult to quantify in other ways.

We initially hoped to use yet another type of measure to evaluate the effects of the experimental intervention. Observers, who were blind to the questionnaire results and to the particular goals a home was working on, assessed each program's climate with graphic rating scales (Guilford, 1954). They based their assessments on a minimum of ten hours of observations spread over at least three visits, so that they would not be unduly influenced by day to day fluctuations in subjects' moods. The multiple assessment methods were intended to minimize the effects of any method bias that might distort outcomes (Webb, Campbell, Schwartz, & Sechrest, 1966).

Unfortunately, interrater reliability, as assessed by Cohen's weighted kappa (Cohen, 1968) was quite low. Reliabilities exceeded .5 for only 5 of 29 rating scales. Thus, there would be little point in attempting to analyze the ratings. Anchors and kappas for individual rating scales are shown in Appendix G.

There are several reasons the reliability of observer ratings may have been so low. Observers received only eight hours of training including a two hour orientation, four hours of practice observations, and a two hour discussion of the practice ratings. The practice site, a day care center, differed in important ways from the group homes where the actual observations occurred. Since no appropriate practice site would tolerate large numbers of observers at a single time, they never had the opportunity of rating and discussing a single standard stimulus situation.

The rating scales the observers used may have been poorly defined. We created the scales to parallel the real climate dimensions in the assessment instruments, and modified them based on the comments of observers in five of the homes in the standardization sample. More trials and further revisions would doubtless have improved the scales, but no suitable sites were available.

The volatility of the group homes themselves may have also contributed to the low interrater reliability. Observers frequently commented that a single home could vary greatly from visit to visit. The low internal consistency of program members' perceptions of their homes on the COPES may reflect this same unevenness in program climate over time. Thus, even with better training and more refined instruments, it might have been difficult to obtain a high degree of consensus among observers.

Analysis Strategy

The small N in our sample, the high rate of turnover between pretest and posttest, and the turbulence of our research sites all pose practical problems in analyzing the results of the intervention. So does the fact that some of our measures are appropriate only for homes with a particular staffing model or a particular set of goals. There are two conceptual problems in the data analysis as well. One has to do with selecting the appropriate unit for analysis, the second with strategies for assessing change over time.

Unit of Analysis

Campbell and Stanley (1966) argue that, when intact units such as group homes are assigned to treatments, homes, and not individuals, are the appropriate units of analysis. Statistics based on individuals

"provide too small an error term because the randomization procedure has been more 'lumpy' and fewer chance events have been employed" (Campbell & Stanley, 1966, p. 23). More formally, the use of individuals rather than homes in analysis of variance or unweighted least squares regression violates the assumption of uncorrelated errors. On the other hand, analysis based on intact homes of widely varying sizes violates the assumption of homoscedasticity, since the variance associated with each home's mean is inversely related to home size. Also, home-level analysis permits inference only about home-level effects of the treatment. Group-level analysis, under most circumstances, overestimates individual-level effects because of aggregation bias (Langbein & Lichtman, 1978).

There are at least two complementary solutions to this dilemma. One is to do a series of within-home analyses of change between pretest and posttest, that is, to take a multiple case study approach. The other is to compare treatment and control groups in a nested analysis of variance design, with homes nested within treatments and individuals nested within homes. Whereas effects due to homes can be tested exactly with an ordinary F ratio, exact tests of treatment effects are possible only if the cell sizes are equal at each stage of nesting. When cell sizes are unequal, as in the present study, synthetic mean squares can be used to form a ratio that is approximately distributed as F (Ostle, 1963).

In the statistic, known as Satterwaite's approximate F, numerator and denominator mean squares are synthesized from all three components of variance (due to treatments, homes, and individuals). They are constructed so as to have the same expected value (i.e., a ratio of expec-

tations of 1) if the null hypothesis of no treatment effect is true (Ostle, 1963, p. 302). The degrees of freedom for Satterwaite's F are based on the relative weights of each of the component mean squares. Where F is large, the degrees of freedom will be close to those used for testing hypotheses at the home level of analysis. That is, for six homes in each of two treatments, there will be approximately one and 2(N-1) or ten degrees of freedom. Unfortunately, the small number of degrees of freedom means that this is not a very powerful test.

Ignoring group differences when intact groups are assigned to treatments also affects correlational analyses among dependent measures. A partial and inexact correction is to adjust the degrees of freedom for significance tests to account for the clustering of individuals within groups (c.f., Tannenbaum, Kavčič, Rosner, Vianello & Wieser, 1974). Most investigators simply report correlations as though all subjects came from a single population, as indeed I have done in calculating reliabilities.

Ignoring group differences can affect the magnitude of correlations as well as the degrees of freedom, however. This becomes apparent when a person's score on each variable in the analysis is broken down into an effect due to group membership, an effect due to the individual, and a disturbance term. Within a single group, group-level effects are constants that play no role in correlations. Group-level effects do play a role in correlations across groups, however. The average correlation between two variables within groups and the correlation between the same two variables across groups will differ whenever the group-level components of the variables are themselves correlated. Such effects can be dramatic. It is even possible to obtain a negative

correlation between two variables in every group in the population and a positive correlation between the same two variables over all individuals when groups are ignored, a fact known as Simpson's paradox (Simpson, 1951).

The problem can be serious whenever the between group variance in either variable to be correlated is large. This is the case in our data. Three factor-nested-analyses of variance[3] show large differences between group homes at the pretest. Home effects are significant at the .05 level for 70% of the 23 independent outcome variables for youths and 53% of the 47 independent outcome variables for staff. Examination of home means shows that these differences are not accounted for by just one or two unusual homes. Homes differ reliably in their selection procedures for both youths and staff, their unique group histories before the pretest, or both. These differences call unstratified correlational analyses across homes into question. Theoretically, it is possible to perform multiple within-home correlations, but this solution is not a very practical one when the homes are as small as ours.

Because of the large differences between homes at the pretest and the small number of homes in each treatment, it would not be surprising if random assignment failed to achieve equality of treatment and control groups at the pretest. This is in fact the case. There is a greater proportion of blacks among both residents and staff in the experimental group than in the control group, $\chi^2(1) = 20.9$, $p < .001$ for

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[3] Analyses were performed with the SP5 statistical program written by the Goddard Computer Science Institute and revised by the Statistical Research Laboratory at the University of Michigan.

both staff and residents. There are also relatively more male residents, but not staff, in the experimental group, $\chi^2(1) = 7.7$, $p < .01$). A significant age difference between residents in the two groups disappears when the adult drug treatment home is dropped from the analysis, but the race and sex differences remain.

The differences between the experimental and control groups extend to the questionnaire measures. T tests between experimental and control treatments at the pretest, ignoring homes, yield significant differences at the .05 level over half the time. Every one of the 37 significant tests favors the control group.

Using the more appropriate three-factor-nested analysis of variance test yields only four significant differences between treatment groups out of 70, or about the level that would be expected by chance. However, 42 of 47 differences for staff and 18 of 23 differences for residents favor the control group. A two-tailed sign test with correction for continuity (Siegel, 1956) shows that results this extreme should occur by chance fewer than one time in ten thousand, $z = 5.86$, $p < .0001$ for both staff and residents combined. The superiority of the control group at the pretest has important implications for the measurement of change.

Strategies for Assessing Change

Much has been written about appropriate methods for analyzing change over time when groups differ at the pretest, but little consensus has emerged (e.g., Campbell & Erlebacher, 1970; Cook & Reichardt, 1976; Cronbach & Furby, 1970; Kenny, 1975; Lord, 1960, 1967, 1969; Richards, 1975). Lord argues that "there is simply no logical or sta-

tistical procedure that can be counted on to make proper allowances for uncontrolled preexisting differences between groups" (1967, p. 305). Campbell and Erlebacher (1970) note that the direction of bias introduced by a particular analysis strategy can at least be predicted. Where the control group is initially superior to the experimental group, as in the present case, analysis of covariance will undercorrect for preexisting differences and may lead to the erroneous conclusion that the experimental treatment was harmful.

Kenny (1975) argues convincingly that the choice of analysis strategy in the non-equivalent control group design should be guided by the reason for the pretest differences. He divides the causes of the pretest into group membership (e.g., sex, race, classroom, or, in our case, group home), individual differences within groups, and error. Analysis of covariance is appropriate when the treatment is confounded with both group membership and individual differences within groups. Some form of change score analysis is appropriate when the treatment is confounded only with group differences, not with individual differences within groups, as when treatments are administered to members of one organization with another organization serving as a control. Since, in our case, homes were assigned to treatments as intact units, individual differences within homes are not confounded with the treatment, and change score analysis is appropriate.

Kenny further advocates raw change score analysis when variances are relatively stable over time. If variances differ across occasions, then some sort of variance-stabilizing transformation should be applied. In particular, standardized change scores should be used when group differences at the pretest are due to differential growth rates that may be

expected to continue over the course of the study (the "fan spread" hypothesis). Fan spread, Kenny points out, is only a hypothesis, and must be verified empirically. Examination of means and variances for our group homes across time provides no evidence for it. This is not surprising. There is no particular reason to predict that most of our measures, in contrast to Kenny's example of verbal achievement, would follow a pattern of increasing means and variances between tests.

The practical differences between these analyses strategies may be exaggerated. Richards (1975) argues, on the basis of a simulation study, that the import of the theoretical distinctions is usually small. He found raw gain scores to be as accurate in assessing true school impact as any other measure that incorporated pretest scores. He warns, however, that true relationships must be substantial before any analysis of change will demonstrate them.

In summary, it appears that raw gain score analysis is as appropriate a means of evaluating treatment effects in our data as any of the major alternatives. Correlational analyses between variables, on the other hand, are problematic because of the large amount of variance between homes and the small N within them. Consequently, I will examine gain scores from pretest to posttest both within homes, using paired-comparison t tests, and between treatment groups, using three-factor-nested analyses of variance.

Before proceeding to the data analysis, it seems important to describe the experimental treatment more fully. The next section outlines the steps in the survey guided intervention. Also, because quantitative analyses capture only a part of participants' experience of the development process, Chapter Three provides a detailed case study

and process analysis of an intervention in one experimental home.

Steps in the Youth Home Development Process

The survey feedback intervention that served as the experimental manipulation in our study consists of four basic phases, as shown in Figure 5. These are assessment, information feedback and identification of strengths and weaknesses, problem solving and goal setting, and reassessment.

Assessment

After orienting staff and residents in the target program to the Youth Home Development process, consultants interview the program director to obtain background information about the setting and its members. The interview schedule (Appendix H) covers such topics as the history and ideology of the home, day to day activities, organizational structure, recruitment of staff and youths, relationship with the external environment, and any foreseeable events that might affect the development process. (This last question was included after one home began the development process without anyone mentioning that the administrator and most of the staff had been asked to resign.)

During the assessment, staff fill out the WCS and both staff and residents complete the COPES to assess their present environment and the environment they would find ideal. Participants respond to the evaluation questionnaire (PAS) at the same time. Observers complete the evaluation by responding to rating scales based on ten or more hours of observations in the program, spread over at least three visits.

The consultants typically leave questionnaires with the staff to fill out at their convenience. A double envelope system preserves indi-

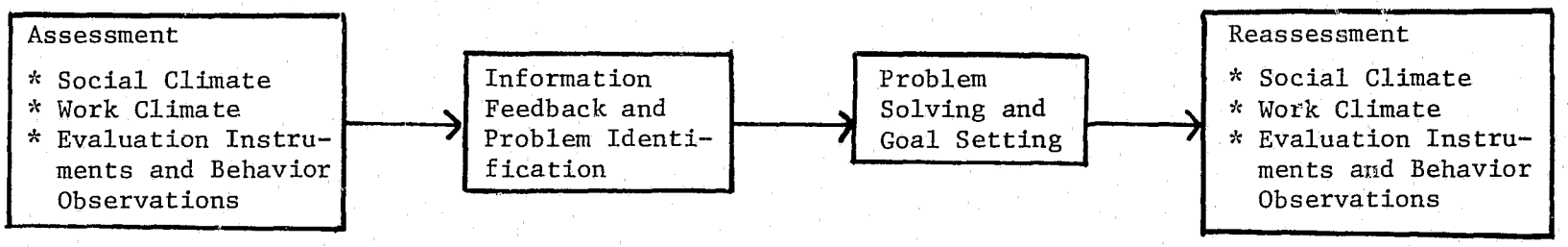

Figure 5. Phases of the Development Process.

vidual confidentiality. Only the outer envelopes, which respondents discard, are marked with their names. Staff return completed questionnaires, which are identified by number, in the inner, unmarked envelopes. The confidentiality of individual responses is emphasized by the questionnaire cover sheets and by consultants in the orientation meeting as well.

In rare instances where all residents in a program can read adequately, the consultants administer their questionnaires to them in a group. More often, they employ a card sort technique that even illiterate youngsters can understand. A consultant sits down with each youth individually and reads him or her the questions, which are printed on computer cards. The consultant then hands the youth the card to place on a posterboard marked with the response scales. The response categories are illustrated with line drawings, e.g., a smiling face for "strongly agree," a frowning face for "strongly disagree." To avoid singling out and embarrassing youths, this procedure is used for all residents in the programs where any youth is unable to read. Although time consuming, the process allows consultants to get to know residents individually, orient them to the process, and begin to develop rapport.

The consultants try to keep these assessment sessions friendly and informal. They are frequently punctuated with small talk. Consultants explain difficult words and encourage youths to ask questions and elaborate on their replies. We feel that it is more important for youths to feel comfortable with the consultants and to understand the questions than to keep the test administrations perfectly standardized.

Participation in the assessment is strictly voluntary, and resi-

dents may leave at any point. Since the assessment is usually spread over two days, consultants can postpone testing any youth who is having a particularly bad day or who has been in residence for less than five days. As with staff, confidentiality is emphasized.

Information Feedback and Identification of Strengths and Weaknesses

The consultants report the results of the assessment, but not the evaluation, instruments to setting members to help them identify the strengths of their program and areas where it is not meeting their goals. Work climate information is fed back to staff alone, whereas both staff and youths receive feedback about social climate. For each index, the consultants report only the mean discrepancy scores for staff and for youth to avoid information overload. The consultants should also note real scores, ideal scores, variances, and unusual individual patterns of response. These all facilitate interpretation of the data, although nothing that would identify an individual's response may be reported to the group.

In presenting the data, consultants separate the dimensions into two groups based on the size of the discrepancies. Areas with small discrepancies are labeled "program strengths;" others are "areas for further discussion." The dividing point between strengths and weaknesses is specific to each program, but is guided by two rules of thumb: (1) no more than a third of the COPES dimensions or WCS items should be labeled problems, since this would be demoralizing and would lead to diffusion of effort, and (2) average discrepancies of less than one unit on a scale ranging from zero to plus or minus four should always be called strengths. Our experience has shown that smaller dis-

crepancies are insufficient to motivate problem solving. On the COPES, with its yes-no response scale, a one unit discrepancy indicates that participants answered "real" questions differently from "ideal" questions for one of the four items in an index. On the WCS, with five point scales, a one unit discrepancy is the difference between adjacent response categories, such as "to a great extent" and "to a very great extent."

The consultants attempt to both augment the assessment process and increase participants' acceptance and ownership of the data by asking them whether the data provide an accurate description of the setting. Where discrepancies are relatively large, they probe for the underlying causes. This is important because a particular discrepancy may represent different problems in different programs. In one group home, for example, a large real-ideal discrepancy in Pride and Group Spirit occurred because youths had no role in planning group activities, and thus found them boring. In another program, some youths were embarrassed by other youths' behavior outside the home and did not want to be identified as "group home kids." This too led to a large discrepancy in Pride and Group Spirit. By asking program members to evaluate the quality of the data and expand on it if necessary, and by probing for underlying causes of the discrepancies, we follow Nadler's (1977) recommendation to use feedback meetings as an extension of the assessment process.

Because data feedback can be anxiety provoking, the consultants attempt to be supportive throughout this process. The goal is to "unfreeze" setting members' perceptions of their program in order to motivate change, not to be so threatening as to provoke defensiveness.

The data feedback phase ends with setting members' selection of a small number of problems on which they wish to work. In setting priorities, participants are asked to use as criteria the importance of the problem, the extent to which it is a core problem and not simply a symptom of a deeper issue, and the extent to which it is under participants' own control.

Problem Solving and Goal Setting

In the next phase, the consultants help program members plan and implement changes designed to bring the environment closer to their own ideals. Nadler's (1977) review suggests that this phase is critical.

As we gained experience in working in community based programs for youths, we found that many of them had no systematic routines for generating or implementing solutions to problems. Consequently, providing them with a problem solving strategy became a more central focus of the development process. The strategy we evolved is based on Delbecq and Van de Ven's (1971) nominal group technique, Hausser, Pecorella, and Wissler's (1975) survey guided development procedure, Maier's (1963) problem solving principles, and Kirusek and Sherman's (1968) method of goal attainment scaling. It involves three steps.

First, the consultants ask participants to write down as many solutions as they can think of for the problem at hand. Van de Ven and Delbecq (1971) review literature suggesting that this results in higher quality solutions and more different kinds of solutions than traditional "brainstorming" techniques. These solutions are then listed centrally without discussion. As Maier (1963) points out, "the idea getting pro-

cess should be separated from the idea-evaluation process because the latter inhibits the former" (p. 247).

Second, participants select one or at most two solutions to implement. Sometimes this can be done simply by voting, without discussion. At other times, more discussion is required. A preliminary vote is still useful in such cases for focusing attention on the most promising solutions. Limiting the number of solutions is critical, in order to keep the task manageable. Voting increases the probability that the chosen solution will be widely accepted.

In generating and selecting solutions, consultants typically play only a facilitative role, since ideas suggested by group leaders are often improperly evaluated (Maier, 1963). Consultants occasionally offer suggestions surreptitiously, as in compiling the results of two separate problem solving meetings. If they suggest a solution directly, they make appropriate disclaimers about its potential applicability in the program.

The final step in the problem solving phase is setting a specific goal and planning for its implementation. Participants outline "what it would look like" if they are able to achieve their goals in specific terms, and consultants incorporate their statement into a five point goal attainment scale (Kirusek, 1973; Kirusek & Sherman, 1968). In addition to providing a manipulation check, the scale, with its specific attainment levels, can have motivating properties. Consultants ask program members to outline the process by which they will reach their goal. They also request a volunteer to oversee the process and set a date by which attainment should be complete. If a goal is complex, it is made more manageable by breaking it down into subgoals (Miller, Galanter,

& Pribram, 1960).

The problem solving process is repeated for each problem area chosen by participants, with care not to set an unreasonable number of goals. To capitalize on the motivating properties of assessing progress towards goals, the consultants return to all previous goals in each problem solving meeting and ask participants to rate their progress or discuss any difficulties they are having.

In large programs, consultants sometimes break participants up into two or more groups for generating solutions to problems. Staff and residents frequently talk more freely when they are separated from one another. However, everyone involved in implementing a particular goal should participate jointly in its selection.

In addition to leading problem solving meetings for the target program, consultants attempt to foster participants' own problem solving skills. Where possible, one or more program staff members are involved in the process as "in-house consultants" working with the external change agents. The in-house consultants frequently lead problem identification and problem solving meetings for residents.

Reassessment

The final phase of the development process is a reassessment, identical to the initial assessment, to determine whether the change efforts were successful. At the same time, new areas for program development can be identified.

Although the development process would probably be most effective if it were cyclical, with each assessment leading to new problem identification and goal setting, we did not carry through more than one

cycle in any program. One reason for training in-house consultants was the hope that they might continue the organizational development procedures after we left.

These four phases of the intervention process are invariant, but, in implementation, each is adapted to the particular setting. Although Cook and Campbell (1975) list lack of standardization of treatments among their threats to statistical conclusion validity, it is not clear that standardization could be attained, even if it were desirable. As Bowers, Franklin, and Pecorella (1975) point out:

> Change design is not a simple matter of treatment selection--a choice of treatments whose impact is uniform whenever used. It is instead one of interaction between the treatment and the existing multidimensional conditions within the organization. Stated more simply, a particular intervention behavior or action is one thing under one set of organizational conditions and a completely different thing under others.... The change agent or designer may delude himself into believing that by using a single intervention or treatment he or she has in some sense "controlled" for extraneous factors by conducting one specific set of activities, when, in fact, precisely the opposite has occurred. (p. 393)

In implementing the intervention, we tried to be true to the general process I have outlined and to the underlying rationale for each step, but not necessarily to procedural minutiae. The case study in the following chapter shows a fairly typical degree of deviation from the intervention plan.

CHAPTER III

CASE STUDY OF THE DEVELOPMENT PROCESS

A Rationale for Guidelines for Case Studies

The outline of the survey feedback process in the last chapter gives the illusion of describing in some detail what actually goes on when Youth Home Development program consultants go to work in a residential treatment setting. I say illusion, not because of any intentional chicanery, but because we have found that staff in settings who have agreed to participate in our process on the basis of this sort of explanation often have very little idea of what they have agreed to. Similarly, in our own planning efforts, we read a number of case studies or descriptions of similar processes which left out so many crucial details about the setting, the consultants, or the interaction between the two, that we could never hope to replicate their work.

One author of such a case study (Moos, 1973) was generous enough to spend nearly six hours on the phone with us describing the background and circumstances of the intervention (Moos, Note 5). The case study had not mentioned how the research site had been recruited. When we inquired about this he readily told us that his research team had initially contracted with the setting to fill out an assessment instrument in exchange for a report of the results. Of fifty sites approached with the goal of test validation, one or two might continue into a development process such as ours. The selection of inter-

vention sites did not occur until after several assessment and data feedback meetings. By this procedure, the researchers recruited sites that were exceptionally motivated and receptive to organizational change. Such preselection of research sites doubtless affects the generalizability of results.

Clearly authors and editors need guidelines for what should be included in a case study to avoid either leaving out critical material or including unnecessary and excruciating detail. In this chapter, I propose some preliminary guidelines for case studies of consultation or organizational development. In the next section, I will apply them to a relatively successful Youth Home Development intervention in one residential treatment program for youths.

Guidelines for Case Study

A case study of a consultation process should include background information--namely descriptions of the setting, the consultants, the entry of the consultants into the setting--and a description of the intervention process in sufficient detail to allow a reasonably trained and knowledgeable consultant to replicate the spirit of the intervention in other settings.

The case study's description of the intervention process is analogous to establishing the internal and construct validity of a more controlled experiment. The central questions are what is actually causing observed changes (internal validity) and whether this corresponds to what the investigator claims to be manipulating (construct validity). The description should indicate how the process was carried out, the extent to which it was modified or adapted to

the needs of the particular setting and the intrusion of any techniques other than those specified in the intervention model. Is the consultant really introducing laboratory T-group training in the guise of survey guided development, for example? The author should also indicate any other events, unrelated to the intervention, that might be associated with observed changes.

French and Bell's (1973) division of organizational development programs into diagnosis, action, and process-maintenance components provides a useful frame for describing the intervention. The diagnosis should include the procedure and results for both formal organizational assessment and informal information gathering, to the extent that these occurred.

The description of the action phase should include the use to which diagnostic information was put, the roles and activities of the consultant, and the roles and activities of setting members in relationship to the development effort. If persons at different levels of the organizational hierarchy played different roles, these should be outlined. Any attempts by the consultant to institutionalize the action process or develop internal organizational development resources are also important.

By process-maintenance, French and Bell (1973) mean the self-conscious efforts of the consultants to monitor and correct or maintain the organizational development effort. The description should include ongoing formative evaluation procedures, problems encountered by the consultants and their responses to them. Any deviations from the initial consultation plan should be explained. The plan and results of any summative evaluation should also be reported. Specifi-

cation of the time frame for the entire process and the amount of time required of consultants and setting members puts the development effort into perspective.

The description of background information provides a context for the intervention. It is analogous to establishing the external validity of a traditional experiment. Of course, no one can claim on the basis of a single case study that the results of a particular consultation process will generalize to similar settings. However, knowledge of the conditions under which the results were obtained gives the reader some basis for judgment about the likelihood of similar results in other settings.

A description of the intervention setting should include its function and history, staff and clients, organizational structure, and external environment. Lines of authority and internal and external sources of influence or control are particularly important. This description should, of course, respect the confidentiality of both the setting and the individuals in it, unless such rights have been waived by all concerned.

The consultants and their relevant training and experience should also be described, since generalizability to other change agents is as important as generalizability to other settings. The consultants' goals in the intervention, including any secondary goals, such as research, should be specified and any previous relationship to the setting mentioned.

The final element of background information is the entry of the consultants into the setting. This should include how the consultants initially made contact with the intervention site (including the "pre-

senting problem" if the setting initiated the contact), negotiation of entry, the contract or plan for the consultation. The extent to which key setting members were or were not committed to the intervention process and the consultants' efforts to build rapport and involvement with setting members are also important.

These guidelines for describing the context and process of an intervention are tentative and are meant to be applied flexibly. The point is to include enough information, particularly about any unusual features of the intervention, to allow readers to judge the internal, construct, and external validity of the results and to replicate the process in other settings.

The case study that follows represents a fairly successful application of the Youth Home Development process. Despite some minor problems at entry, we soon got staff involved in effective problem solving around a number of issues identified in the assessment. Our initial plans to train in-house consultants to take over and maintain the development process failed. A second attempt to shift the focus of the intervention from specific problems to the problem solving process and to involve a number of different staff in leading the meetings was more successful. Staff ultimately made the problem solving process their own, using it in ways we had not anticipated.

Residents participated much less than usual in this intervention because of their limited cognitive skills, but appeared to benefit nonetheless. Staff also clearly benefited in the areas where they met their goals. Problem areas we identified but failed to work on, on the other hand, remained problematic at the posttest.

The Youth Home Development Process at the Home

The Setting

"The Home" is a residential treatment program for retarded and emotionally disturbed adolescents. It is part of a large, church-affiliated organization which runs three such residential programs in different parts of the state. The Home is located in a residential area of a large city on a street peppered with group homes, convalescent homes, and other residential care facilities.

The Home was founded four years prior to our involvement with it to provide a community-based residential placement for youths with exceptionally difficult problems. Residents are state or court wards with a history of emotional disturbance and with IQ's ranging from 45 to 75. Most come from unstable families and many have had several other unsuccessful placements before coming to the Home. They are typically 14 or 15 at entry and stay for six months to two years. The Home can accommodate up to fourteen youths, nine boys and five girls, and is usually fairly close to capacity.

Residents are referred to the Home by their state social service workers. If their backgrounds seem appropriate they are invited for a two day trial visit. The subsequent decision to accept a resident is made by Home staff in consultation with the state worker, the youth, and the family, if any.

The Home organizational chart lists 19 full time staff: 4 professional staff, 12 childcare workers, a cook, a maintenance person, and a secretary. During our involvement with the Home, however, there were only 14 to 17 full time staff; the remaining positions were filled by part-time and on-call workers, or not filled at all.

The House administrator, Jay, and the residential supervisor, Sue, share administrative responsibility for the home.[4] Jay has overall responsibility for the functioning of the home and supervises other professional and support staff. Sue supervises the childcare staff and takes day to day responsibility for the treatment program. Both of these individuals have been in their current positions since the Home was founded. A third professional staff member, the social worker, joined the home shortly after its inception. Bonnie counsels the youths, maintains liaisons with their families, handles referrals to the Home and placements for residents who are leaving, and arranges medical or psychological treatment for residents who need it. A social work student, Pat, assists her in these tasks. The fourth professional staff member, who was replaced during our contact with the Home, is the educational coordinator. He arranges school placements for youths and provides educational programming for residents who are temporarily suspended from school or awaiting placements.

The childcare staff have a somewhat shorter tenure in the program. At the time of the post-test they had worked in the Home for one to two years on the average, with a range of two months to four years. Their median age was 32. Most had attended some college or technical training but only a few had bachelor's degrees. According to their job description, in addition to minimal age and education requirements, they are hired for their "mature judgment, sense of humor, ability to relate positively to children and adults, individually and in groups, patience, tact, flexibility, understanding, exceptional emotional con-

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[4] Names have been changed to protect the innocent.

trol, ability to handle authority in a fair, firm, and nurturant manner, ability to function as a team member, desire to continuously upgrade their skills and genuine interest in the welfare of the children." As a group they are somewhat older and more experienced than the average staff member in our sample. The childcare staff and all residents but one are black. The professional staff, except for the administrator, are white. Although the one white youth says that the racial imbalance makes him uncomfortable in the home, the staff does not regard race as an issue. It did not appear to affect their relations with the white consultants. A majority of both the childcare and the professional staff are female.

The Home childcare staff are divided into morning and evening shifts supervised by the residential supervisor and an afternoon shift supervised by a senior childcare worker. Although specific duties vary somewhat with the shift, all staff, including the support staff, have continual contact with the youths. All, with the exception of the maintenance man, are supposed to attend staff meetings where problems are discussed and major decisions made, although the night shift, part time workers, and some other childcare workers rarely show up.

Jay reports that he is in almost daily contact with his own supervisor, the parent agency director of professional services. However, day to day program decisions including acceptance of new residents and hiring of staff are made within the program. Major long term policy decisions and budgetary matters are handled by the parent agency's executive director and board of directors.

The Consultants

Greg Hilliker and I, both graduate students, served as consultants

at the Home. I had worked as a consultant implementing the survey-guided development procedures in approximately ten other homes prior to this intervention. Hilliker was new to the Youth Home Development process but had worked with several group homes as part of another organization devoted to staff training and development in similar settings. He had also played a major role in writing the curricula for the other process. I took the lead in all phone contacts with the Home and participated in all meetings. Hilliker participated in about 3/4 of the meetings at the Home. Our goals were to implement the development process at the Home and to evaluate it as part of the research project described here. My primary interest was the research. Hilliker's was the comparison of this consultation process with the other to which he was more committed. Neither of us had had any previous contact with the setting.

Entry

We initiated contact with the Home through a form letter, including a description of the development process (Appendices A, B) from the Youth Home Development Project director. At that time, another consultant was working with the home on team building and peer relationships, so the administrator suggested that we call back the following fall. (We later discovered that this other consultant belonged to the other organization with which Hilliker worked.)

We called back in September, and sent the Home another copy of our descriptive literature. After consulting with his supervisor, Jay allowed us to pay an orientation visit to the Home, without obligation, on December 1. Hilliker and I attended a staff meeting where we ex-

plained the development process and the experimental design, met several of the residents who were not in school, and talked with the administrator, residential supervisor, and social worker. We distributed our descriptive handout, which served as our implicit contract with research sites, to everyone.

The childcare staff said little when we presented the process to them. Probably they understood very little of what was to come. McIntyre (1969) discusses the difficulty of explaining consultation services to potential clients:

> How does one describe a service to be offered when the specific nature of that service can be determined only through a changing and evolving relationship with an as yet unfamiliar setting? (p. 25)

Discussions, "based on deceptively general utterances of similar words, at which we all nod our heads in agreement" may lead to a "counterfeit" acquiescence, with potential costs at later stages in the process (p. 26). In an attempt to be as explicit as possible, we laced our initial presentation to staff with examples of the sorts of problems and solutions that had come up in other homes. At the same time we noted that their problems would be unique, and that we could not know what course the development process would take at the Home. Throughout the intervention we attempted to clarify the development process by beginning each meeting with a statement of our goals for the day and how these fit into the overall effort.

The professional staff probably understood little more than the childcare workers, but they were more talkative. They seemed favorably predisposed to the process, probably because of their previous positive experience with the other consultant. However, they were

concerned that the process might not be appropriate for their program because of the unique nature of their residents.

We confirmed their feeling that their residents were an unusually difficult group to work with and suggested that they, not we, should judge whether the process would be useful to them. At the same time, we emphasized the flexibility of the intervention. We were developing the process specifically for community-based residential settings such as theirs. If it should prove lacking, then it should be changed. We described how our card sort assessment techniques allowed us to work with illiterate youths, but acknowledged that we might not be able to involve their residents fully in problem solving.

We avoided the "hard sell" because we did not want them to undertake the development process unless they were committed to it. Successful survey feedback, like successful psychotherapy, requires a high level of motivation on the part of clients. For the same reason, we were reluctant to accept their agreement to participate in the process at the end of the afternoon. Instead, we asked them to think about it over the weekend. We wanted their decision to be free of any situational pressures (or demand characteristics) of our presence.

Our caution grew out of earlier experiences in other homes that agreed to participate in our process too hastily. Lack of motivation showed up later in the form of broken appointments, late starts at meetings, and lack of enthusiasm over setting and meeting goals. We were not able to identify these homes by their initial skepticism about the process. Some of the most active homes had good gatekeepers in charge, who carefully scrutinized and limited outside influences on their programs. Instead, we allowed programs to select whether or not

to participate with as little pressure from us (or from parent agencies) as possible. This reduced the percentage of homes that agreed to participate from 100% of the first seven we met with to 70% of the remainder, but it also drastically reduced the incidence of missed meetings.

When we called on Monday, Jay was ready to schedule the first assessment meeting with youths. The ten month delay from our first written contact with the Home to the start of the assessment is not atypical. Administrators naturally want to consult their staff and their superiors, whether a parent agency or a board of directors, before allowing outsiders to enter their program. Governing bodies meet only periodically, and their agendas may be full of more pressing matters. We have never been able to reduce the time required to negotiate entry to a program below three months. Usually, however, much of the negotiation process follows, rather than precedes, the orientation meeting.

We soon became aware of two mistakes we had made during the entry phase. The afternoon shift supervisor had not attended the orientation meeting and had no role in the decision to begin the development process. This was probably more a symptom of Mary's declining status in the organization than a result of our actions. Still, it was unfortunate, since we asked the afternoon staff to answer the supervision items in the questionnaire with respect to her.

Mary naturally regarded us with some suspicion. We tried to orient her separately to the process during the first day of questionnaire administration, but never developed really good rapport with her.

Our second mistake was neglecting to mention the observers during the orientation meeting. Their role is mentioned in passing in the descriptive handout, but since we did not alert setting members to this aspect of the evaluation process, they failed to pick it up. Our requesting them during the assessment to allow us to send in observers appeared to be "upping the ante" unexpectedly. Jay and Sue took several days to discuss this issue before allowing us to proceed.

After the orientation we gradually built up rapport with both staff and youths. Throughout the "action" phase we attended the regular staff meeting before the portion devoted to the development process and frequently stayed to lunch afterwards. We chatted informally with staff on duty for a few minutes during our visits to the Home.

At one point when I attended a meeting alone, I foolishly locked my car keys in the car. The maintenance man rescued them for me, amidst a good deal of joking. While I never purposely staged such mishaps in research sites (I did not need to), in the Home as in other settings, they served to increase joking and good humor. As academics and presumed experts on whatever topic arose, we were sometimes treated with a mixture of respect and distance at first. We tried to avoid this image, and an occasional pratfall helped make us more human and likable, as work by Aronson, Willerman, and Floyd (1966) would predict.

Diagnosis

We began the assessment less than a week after the orientation meeting. One of the consultants sat down with each youth on two occasions to go through the questionnaires using the card sort technique.

We took care to explain the purpose of the assessment to each resident individually and tried to keep the sessions friendly and informal. The residents rewarded our efforts by concentrating very hard on the task and carefully considering their answers to an extent that amazed their own staff. Still, many clearly had difficulty with the questions. Ten of eleven youths then in residence completed at least one questionnaire.

We held the interview with the director in between the two assessment meetings with youths. Because the Home had several layers of administration, we suggested to Jay that he, Sue, and Mary all attend, but Mary was never invited. The interview, which was the source of most of the information about the setting reported above, went smoothly. Jay and Sue took the opportunity to express some concern about the observers. They worried that, because of their inexperience, the observers might misinterpret what they were seeing. (In fact, both observers had worked extensively with emotionally disturbed youths or adults in other settings.) Jay and Sue also warned us not to take everything the youths might say at face value.

We suspect that their concern was largely evaluation apprehension, since neither of them voiced any reservations about the adequacy of our assessment at the posttest. Doubtless it was augmented by our clumsiness in introducing this aspect of the assessment.

We left the staff questionnaires, with cover letters, with Sue to distribute. The cover letter described the double envelope system to safeguard individual confidentiality, thanked staff for their cooperation, and listed whom we regarded as each person's supervisor. This was Jay for professional and service staff, Mary for afternoon staff,

and Sue for other childcare staff.

We asked staff to turn in their questionnaires within two weeks. In fact, it took that long for them to be distributed and even longer to have them filled out. Eleven staff returned questionnaires by the end of January.

The overall response rate of 69% of the full time staff is somewhat misleading. Ten of twelve professional, service, and childcare staff on the morning and night shifts, but only one of the four afternoon shift workers, turned in their forms. Mary's questionnaires were among the missing, and she had clearly not impressed her subordinates with the importance of completing theirs.

Mary also showed some hostility to the observers, professing amazement that they should get college credit for their work. We watched this situation carefully. I took Mary aside for fifteen minutes during one of the assessment meetings with youths and explained what we were trying to do. She said that the development process seemed like a good idea, but her manner suggested otherwise. We also resolved to work at establishing better rapport with her during the feedback and problem solving meetings.

Altogether the orientation and formal assessment of the Home took us four visits, totalling about ten hours. The observers spent an additional ten hours in the setting, spread over three visits. We supplemented our formal assessment of the Home's program climate with informal observations and discussions with residents and staff during our visits. Regular attendance at staff meetings allowed us to keep abreast of events affecting participants' week-to-week mood and to get to know the staff with whom we were working.

Data

From this wealth of data we compiled two summary reports. The first, from the COPES, described the Home's social climate as perceived by both youths and staff; the second, based on the WCS, covered staff's perceptions of their work environment. As usual, we reserved data from the other instruments and the observer ratings for evaluation purposes.

The COPES "real profile" showing participants' views of their actual social climate is shown in Figure 6 along with the "real-ideal discrepancy profile." The discrepancy profile shows that Home members felt that their actual social climate fell short of their ideals most clearly in the areas of Organization and Neatness and Jobs and Planning. The actual amount of Anger and Arguing, on the other hand, greatly exceeded the ideal. We labeled these three dimensions as "areas for further discussion."

The fact that youths' perceptions of discrepancies were generally less extreme than the staff's is an unusual feature of these data. The youths' difficulty in understanding our questions because of their low verbal facility apparently increased the noise in their responses and moderated the size of their discrepancy scores.

Because the COPES profiles are saturated with information which many people find difficult to absorb, we use a simpler format in presenting data to residential youth programs. Figure 7 shows such a feedback chart modeled after a car's speedometer for one of the ten COPES dimensions, Organization and Neatness. The chart contains discrepancy information only, showing that the staff and, to some extent, the residents felt that the Home had "not enough" of this dimension.

Table 1 shows the division of work climate items into strengths

Figure 6

Social Climate Profiles--The Home

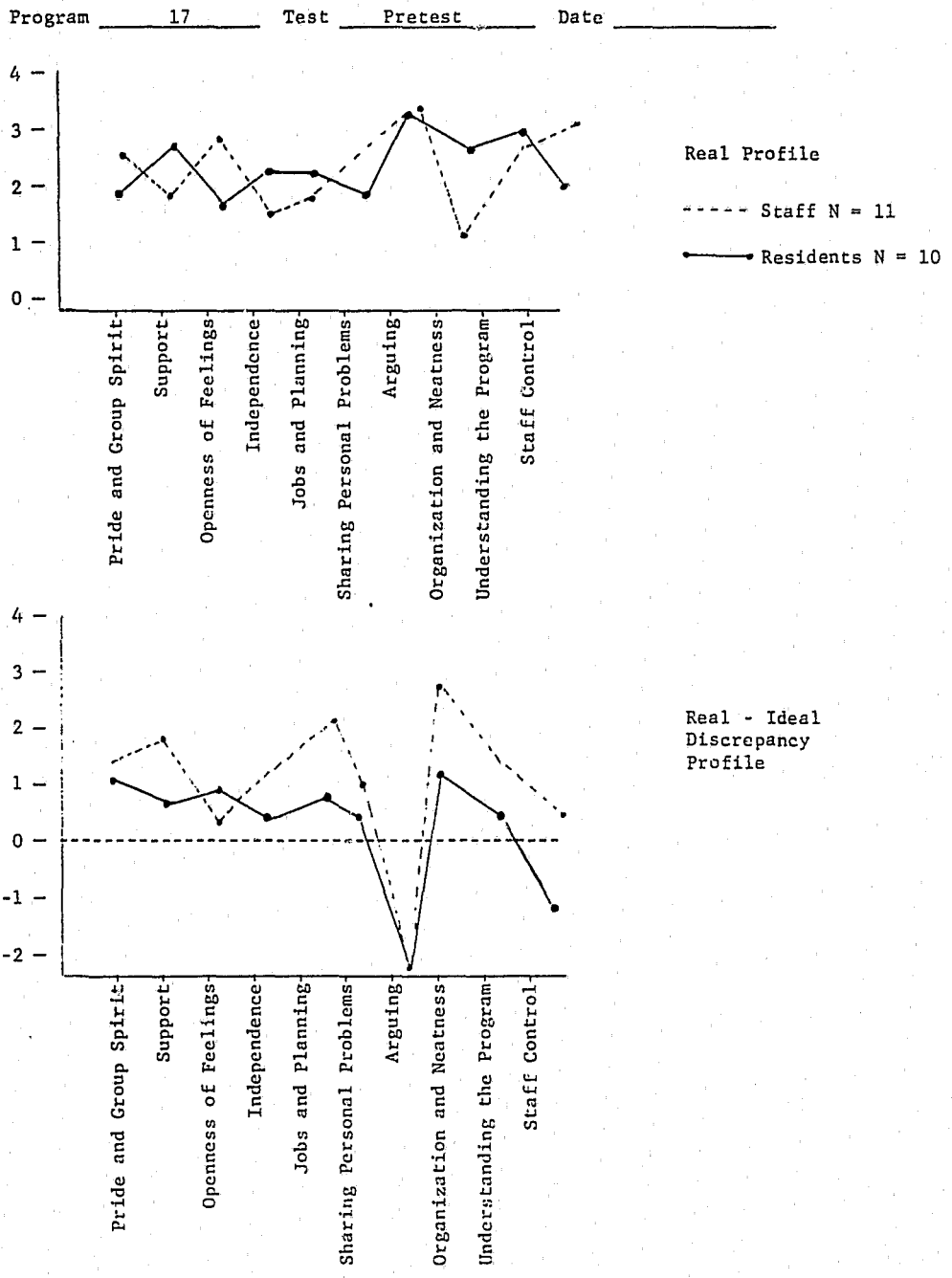
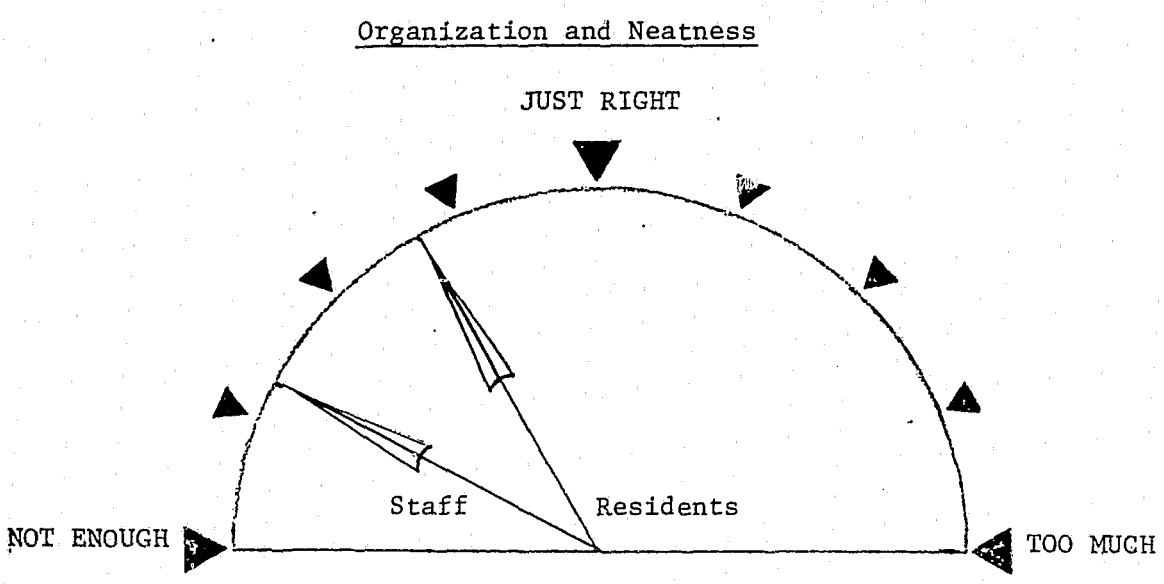


Figure 7

Speedometer Feedback Chart—The Home



These are questions about "Organization and Neatness":

(1) Are residents' activities carefully planned?

(2) Is this a very well organized program?

(3) Do the staff make sure that this place is always neat?

(4) Do staff make sure that residents are neat and orderly?

Notes:

Table 1

Real-Ideal Discrepancy Scores for Work Climate--The Home

A. Program strengths: Areas with little or no difference between real and ideal (N = 11).

* How much freedom do you have to decide how you do your job? (1.1)

* To what extent do the different things you have to do on your job conflict with one another? (1.3)

* To what extent does your job give you a chance to use your special skills and abilities (the things you do best)? (1.3)

* To what extent does the program do a good job of meeting your needs as an individual? (1.4)

* To what extent do people expect too much from you on your job? (-.2)

* To what extent do you have confidence and trust in the other staff members in your program? (1.2)

* To what extent do you have a lot of work to do? (-.8)

* To what extent are you clear about what people expect you to do on your job? (1.0)

* How much paperwork and administrative activity are involved in your job? (0)

* To what extent does your job give you a chance to take a break between activities? (1.1)

B. Program strengths: Areas with small differences between real and ideal (N = 11).

* To what extent are disagreements avoided in your program? (-1.7)

* To what extent do other staff members help you to find ways to do a better job? (1.7)

* To what extent does this program have a real interest in the welfare of staff who work here? (1.7)

* To what extent do staff members in your program know what their jobs are and how to do them well? (1.6)

Table 1--Continued

* To what extent do staff members in your program exchange ideas and opinions? (1.6)

* To what extent are problems discussed openly in your program? (1.5)

* To what extent are disagreements suppressed in your program? (-1.6)

* To what extent does this program try to improve the ways in which work is done? (1.5)

C. Supervisory leadership: Areas with little or no difference between real and ideal.

1. Professional staff - Jay (N = 4).

* How friendly and easy to approach is your supervisor? (.2)

* To what extent is your supervisor willing to listen to your problems? (0)

* To what extent does your supervisor encourage staff to work as a team? (.8)

* To what extent does your supervisor encourage staff to exchange ideas and opinions? (.3)

* How much does your supervisor encourage staff to give their best effort? (.7)

* To what extent does your supervisor maintain high standards of performance? (0)

* To what extent does your supervisor show you how to do a better job? (.8)

* To what extent does your supervisor offer new ideas for solving job-related problems?

2. Childcare staff - Sue (N = 5).

* How friendly and easy to approach is your supervisor? (.5)

* To what extent is your supervisor willing to listen to your problems? (.5)

* To what extent does your supervisor encourage staff to exchange

Table 1--Continued

ideas and opinions? (1.0)

* How much does your supervisor encourage staff to give their best effort? (1.5)

* To what extent does your supervisor show you how to do a better job? (1.5)

* To what extent does your supervisor offer new ideas for solving job-related problems? (1.5)

D. Areas for further discussion.

1. Peer leadership (N = 11).

* To what extent do staff members encourage each other to work as a team? (1.90)

* How much do staff members encourage each other to give their best effort? (2.2)

* To what extent do other staff members maintain high standards of performance? (2.0)

* To what extent do staff members offer each other new ideas for solving job-related problems? (1.90)

2. Training (N = 11).

* To what extent does your job give you the opportunity to learn new things? (1.8)

* To what extent were you given orientation and training prior to beginning your job? (2.0)

* To what extent does your job provide opportunities for in-service training and professional development? (2.1)

3. Work organization (N = 11).

* To what extent is work well-organized in this program? (1.8)

4. Supervisory leadership - Childcare workers - Sue (N = 5).

* To what extent does your supervisor encourage staff to work as a team? (2.0)

Table 1--Continued

* To what extent does your supervisor maintain high standards of performance? (2.2)

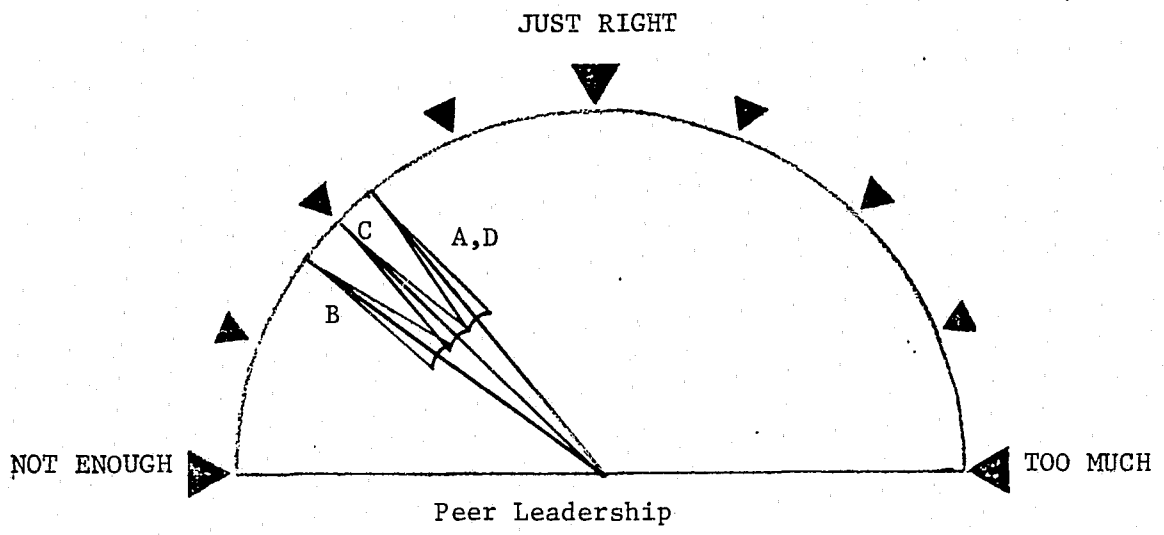
and areas for further discussion. Mean discrepancies for each item are given in parentheses. We listed all items with low discrepancies together in two groups, based on the size of the discrepancy. Items with larger real-ideal differences were broken out into several "speedometer" charts according to topic. Figure 8 shows the chart for Peer Leadership problem items. The major work climate discrepancies were in the areas of Work Organization, Training (both Orientation and In-Service) and Peer Leadership.

The final section of the feedback report concerned Performance Contingencies, or the extent to which staff felt that good performance would lead to various intrinsic and extrinsic rewards. These data are shown in Table 2 with mean scores on a five point scale in parentheses.

The questions regarding Supervision presented a special dilemma. We compiled these separately for staff reporting to Jay and to Sue. (Since only one afternoon shift member turned in her questionnaires, we could not compile data for Mary.) As can be seen in Table 1, staff reporting to Jay (primarily professional staff) were substantially more satisfied with his leadership than childcare staff reporting to Sue were with hers. Because previous research has shown that persons at high levels in organizational hierarchies tend to view all aspects of their work more favorably than persons at lower levels (Tannenbaum, Kavčič, Rosner, Vianello, & Wiesner, 1974), we examined the differential responses of childcare and professional staff to other work climate variables as well. When we found that the childcare staff's greater dissatisfaction extended to Peer Leadership, Organizational Climate, and Job Design, we interpreted the supervisory results as more indicative of the respondents' place in the organizational struc-

Figure 8

Peer Leadership Speedometer Feedback Chart--The Home



A. To what extent do staff members encourage each other to work as a team?

B. How much do staff members encourage each other to give their best effort?

C. To what extent do other staff members maintain high standards of performance?

D. To what extent do staff members offer each other new ideas for solving job-related problems?

Table 2

Performance Contingencies--The Home (N = 11)

What will happen if I do my job especially well.

Not Very Likely

I will be promoted. (1.9)

Moderately Likely

I will be given more freedom to do things my way. (3.0)

I will have less pressure to work under. (3.4)

I will have more job security. (3.2)

My good performance will be recognized by the organization. (3.0)

I will get a bonus or pay increase. (3.3)

Quite Likely

I will feel that I have accomplished something worthwhile. (4.0)

ture than of major differences in the two supervisors' leadership styles.

Our dilemma was whether to share this interpretation with program members. The question was an important one, because we have generally found that participants in the development process will accept whatever attributions we make about their data. We rely on this fact when, for reasons of morale, we label some areas as strengths in every program, no matter how far below the norm. Similarly, we consciously limit the number of "problems" we identify to a manageable number. We sometimes give respondents some perspective on their data, pointing out where their problems are typical of group homes (e.g., in Pride and Group Spirit or Work Organization) or where residents' opinions tend to differ from those of staff (e.g., in Staff Control). But we avoid forcing our own substantive interpretations on the data. Rather, we encourage participants to explain the patterns in the context of their greater knowledge of their own program.

In this case we deviated from our usual nondirective approach for three reasons. First, we had access that the staff did not to literature predicting the differential perceptions of professional and childcare staff. Second, focusing on Sue's leadership, when the same people who were dissatisfied with it were more dissatisfied with other areas, might have been counterproductive. Finally, we did not want to alienate Sue unnecessarily by inflating her leadership problems.

Action

Feedback. —This next phase in the development process was delayed

considerably by the holidays, the difficulty staff had in finding time to fill out the questionnaires, and some events in our personal lives. Although a still longer delay might have allowed us to increase the response rate among afternoon staff, we decided that the costs would be too great. The data were already somewhat stale, and we were worried that the development process might collapse through inertia. We scheduled a meeting for February 22 to present the results of our assessment to Jay and Sue.

When we arrived at the Home, only Sue was there, for Jay had been called away to a special meeting. He returned towards the end of our discussion. We discussed the data with Sue, emphasizing Home strengths as well as weaknesses and offering our explanation for the fact that her supervisory ratings were lower than her boss's. Throughout, we asked her impressions of the data.

Sue took our information very well. She agreed that the report described the Home fairly accurately and said she was pleased that it had come out so positively. Although she understandably was a bit anxious at first, she readily admitted problems in her supervision of the workers and in training. She felt that, although peer leadership might be a problem, it had improved considerably over the preceeding year. Only in the area of Organization and Neatness did she seem a bit defensive. She described the Home's extensive housekeeping efforts and attributed any lack of organization to the afternoon shift supervisor. She doubted that anything could be done about excessive Anger and Arguing and suggested that the special problems of the Home's youths might preclude extensive practical skill training (as in Jobs and Planning).

We pointed out that scores in the last two areas, as in all others, were based not on any absolute standards inappropriate to the Home, but on discrepancies between the actual and ideal climates envisioned for the setting by its own staff and youths. In general, however, we felt that her perceptions of the Home and the areas where there might or might not be room for change were quite realistic.

When Jay returned we went over the data again very quickly, leaving most for Sue to explain to him. Both Jay and Sue expressed concern about the afternoon shift supervisor's work of late. Sue in particular was eager to see the afternoon shift's responses regarding Mary, since she clearly felt her own ratings would compare favorably. They suggested talking to Mary about the fact that she and her shift had not turned in their questionnaire. Although we would have liked to obtain the data, we tried to head off their criticism for fear of further alienating Mary.

We also discussed selecting one or two staff members to serve as in-house consultants working with us to implement the development process. We had mentioned this at every previous meeting in the Home but had not come to any conclusions. Jay decided to appoint Pat, the social work student, and Linda, an afternoon shift worker whom he was grooming for additional responsibility, to this role. The choice of individuals proved somewhat unfortunate, as was the decision to appoint rather than elect them.

We met with Pat and Linda the next day to orient them to the in-house consultant's role in the development process. We went over the work climate feedback report and left copies of the social climate report for them to look over. Both seemed interested in the process,

and asked for copies of our consultant's manual. They preferred not to take an active role in the development process immediately, so we decided to turn over more responsibility to them gradually, as they felt comfortable with it.

After all these briefings and preparations, we met with the entire staff during their weekly meeting March 2 to discuss the work climate report and identify areas for problem solving. As would become the pattern over the next two and a half months, we observed the first half of the two hour meeting while they conducted their usual business, participating only in the consumption of their donuts. The meeting typically consisted of a social work report, school report, discussion of any problems that had arisen over the past week, and unusual upcoming events. At first, Jay ran these meetings, but, during our contact with the Home, a new system, in which different staff members presided each week on a rotating basis, was instituted.

In our portion of the meeting, we reintroduced the development process, which was only a vague memory to most of the staff by now, and presented the work climate report. As usual, we began by emphasizing program strengths. Then, as we went through the report, we asked the staff to identify particular problem areas they might like to work on. We listed their comments on newsprint for all to see. In listing problems, we stuck closely to their terminology. If a comment seemed repetitive to us, we asked the person who proposed it whether it could be incorporated under another, already posted, problem. Otherwise we limited our editorial discretion to shortening and organizing their remarks. We also discouraged staff from offering solutions to problems at this point, noting that we would come to that

later, and generally tried to keep things moving. The list of problems they generated is shown in Figure 9.

The staff were intrigued by the data and generally found them to be an accurate portrayal of the Home, with the exception of the Peer Leadership items. These, they said, were not a problem. They were quite forthright in their discussion, which included some criticism of Sue's Supervisory Leadership. Sue did not seem particularly defensive about this. Since Jay was not present, they postponed discussion of his leadership until the next meeting. They also suggested that it would be useful to have similar data for Mary, who herself said little. No additional questionnaires were ever turned in.

After the staff meeting we conferred with the in-house consultants. We tried to call their attention to process issues involved in running the meeting, but Linda continued to focus on substantive issues, namely additional problems she perceived in the Home's work environment. Nevertheless, Linda agreed to take over from us in the next meeting. This would be designed to discuss Jay's Supervisory Leadership items and identify any additional problems beyond those covered by the survey.

This second problem identification meeting was chaotic. We had clearly failed to communicate to Linda what was involved in leading the group, and she was unsure of herself. Jay seemed uncomfortable when she spent twenty minutes talking about his supervisory items. Since he had missed the previous meeting, he had no sense of the context for the discussion. When Linda asked for new problems, the staff rehashed ones they had mentioned the week before. We vascillated between trying not to be too directive, coaching Linda, and intervening

CONTINUED

1 OF 3

Figure 9

Work Climate Problem Identification--The Home

A. No chance for breaks

- Can't get away from kids
- With kids during meals

B. In-service training

- Need to get away to learn
- No time to go for training
- Downhill from the beginning

C. Orientation

- New staff put alone in adjoining building
- Don't know if you're learning the right things
- Need to digest, discuss
- New people need more time w/out responsibility

D. Work organization

- Specific job assignments
- Expectations for workers (tardiness)
- Consistency
- Time for planning organization
- Shift plans
- Small groups or teams not used
- Reporting between shifts -- day to day
- Division of work between 2 houses unfair

E. Feedback from supervisor

- Not enough praise or criticism
- Need encouragement for better efforts
- Keep high standards

F. Bonus schedule

- Bonuses infrequent
- Other incentives lacking

G. Hubbub in office

- No privacy
- Need separate space for separate people

H. Care of house; materials

directly to keep the meeting on track.

Towards the end, we took charge and asked staff to vote to set priorities for problem solving according to the criteria of importance, centrality, and tractability of the problem. Each person voted for three problems in writing. A quick tally of the scores showed a clear consensus that work organization, in-service training, orientation for new workers, and keeping the house and equipment in order, were of highest priority.

The first three of these problems corresponded closely to the areas of largest real-ideal discrepancies in the assessment. The last, which was brought up spontaneously by one of the staff, corresponded to the largest discrepancy in the social climate report that we had not yet discussed. This was in the area of Organization and Neatness. Of the large work climate discrepancies, the staff failed to single out only Peer Leadership for further discussion and problem solving. As we had suspected, Sue's Supervisory Leadership had not emerged as a major issue.

As we moved on to problem solving, it became clear that our initial assessment of problems in Peer Leadership was more accurate than the staff cared to admit. There was some sort of argument or accusation of poor performance at almost every staff meeting, although the antagonists varied from week to week. Mary was involved in more than her share of the altercations. The new education coordinator, Paul, challenged the social worker, Bonnie, on a number of issues. Sometimes these discussions succeeded in bringing underlying conflicts to the surface and resolving them, but often they generated more heat than light.

We followed the arguments closely, but decided not to intervene or to focus attention on them unless they began to interfere with problem solving. They never seemed to, in part because we took care to ensure that everyone had a chance to speak in our portion of the meeting. Usually, any tensions had surfaced and been more or less resolved in the preceeding hour. A process consultant might have focused more directly on the conflicts among staff. We, on the other hand, stuck closely to the priorities participants had set, on the assumption that these were the problems they were most motivated to resolve.

Before moving on to problem solving, we met again with Linda. (Pat, who works only part time, had not attended the last staff meeting and could not make the consultants' meeting either.) We encouraged Linda for the work she had done, and assumed the blame for not having gone over the process with her in more depth. We talked briefly about where the last meeting had gone astray. Then, with detailed references to the consultant's manual, we discussed the goals of the next problem solving meeting and the steps in the process. We tried to anticipate any problems that might arise and asked her advice on how to handle them. We also asked her what role she would feel comfortable assuming in the problem solving. She suggested that she might handle the voting, a rather trivial part of the process.

Problem Solving and Goal Setting. Unfortunately, Hilliker was able to attend only half of the remaining meetings at the Home. The next problem solving meeting was the first he was forced to miss. Nevertheless, it went quite smoothly. We focused on the problem of work organization. I asked the staff to take five minutes to write down as many solutions to the problem as they could think of. Then I

went around the room and asked each person in turn to suggest a solution, which I posted on newsprint. The list of solutions is shown in Figure 10. During this period I discouraged staff from commenting on each other's ideas. When someone repeated an idea that had already been mentioned, I called their attention to the posted version and asked whether their idea could be subsumed under it. They quickly began to edit their own solutions.

When everyone had run out of ideas, Linda asked them to vote for their favorite solutions. Without any discussion, a consensus emerged around the ideas of scheduling overlap meetings between shifts, so that each shift could keep the next informed about important events, and producing a "policies and procedures" manual. This would describe Home policies, have job descriptions for every position in the organization, and contain copies of all the forms staff members were called upon to fill out.

The first idea was fairly straightforward, and Jay agreed to see that he and Sue would implement it. Sue and two childcare workers volunteered to compile the manual. Since this task seemed more complex, we took a few minutes to specify the manual's contents, how staff input would be obtained, and a production schedule. For both solutions, I asked staff to specify "what it would look like" if the solution were achieved.

After the meeting, Linda, Pat, and I caucused. Both in-house consultants said that they felt somewhat uncomfortable with their roles. They would prefer not to be singled out from the other staff; Pat because she felt new, parttime, temporary, and inexperienced, and Linda because Jay frequently singled her out for extra responsibili-

Figure 10

Work Organization Solutions--The Home

A. Spell out job descriptions

B. Have shifts overlap each other 15 minutes for briefing

C. Packet describing policies, procedures, forms, etc.

D. Enforce and report tardiness, penalties

E. Week orientation for new staff including psych and social reports on kids

F. Rules and regulations sheet for new residents

G. General job description for each shift

H. Accountability for tasks from each shift to next

I. Accountability for particular kids

J. Divide up staff between houses more equally

K. Planning time for extended (two week) periods for major activities

L. Recreation and arts and crafts equipment and place for it to be kept

M. Teamwork, discuss problems openly

N. Don't discuss kids' problems with other kids

O. Administrative staff read logs, reports daily

P. Time for Sue and Mary to get together, plan and formally dissimulate their decisions

Q. All staff initial minutes from staff meetings

R. Enforce attendance at staff meetings

S. Enforce sign-in sign-out procedure; clarify overtime policy

ties, and she felt resentment from other staff with more seniority. Linda said she would be happy to lead the social climate problem solving meetings with youths, but did not want to serve as a consultant for the staff. I agreed that each could return to being "just another group member" if she chose to. Unfortunately, Linda was not even able to assume the consultant's role with youths because of an injury that kept her away from the Home during the social climate problem solving period.

Selection as an in-house consultant had increased role strain for both these staff members. They were uncomfortable with the ambiguity in their roles, did not perceive their own authority as legitimate, and feared that other staff would resent their special status. Election, rather than appointment, of the consultants would have enhanced the legitimacy of their roles and might have given us incumbants who would have been happier or more suited to the job. Election, or the selection of an obvious consultant, such as the professional case worker in a parent model group home, has worked in other Youth Home Development Program interventions. Additional formal training might also make the role less ambiguous and authority more legitimate. Coughlan and Cooke (1974) successfully involved elected "program leaders," whom they trained for a full week, as both consultants within their schools and representatives to higher levels. In any case, our first attempt at getting staff to take over the problem solving process at the Home had failed, and we would have to devise a new one.

Meanwhile, we continued with the problem solving. Between this meeting and the next, I made up goal attainment scales for the two work climate solutions staff had decided on. I arbitrarily divided

the policies and procedures manual goal into two subgoals of more manageable size. These were obtaining staff input for the manual and the actual production. The attainment scale for holding brief meetings between shifts in order to improve staff coordination is shown in Figure 11. Table 3 shows all goals for the entire development process along with initial and final attainment levels.

We presented these scales at the next staff meeting. Everyone agreed that the goals and attainment levels were reasonable and that the initial levels we had checked were accurate. (Whenever we had a doubt about these levels, we set them by consensus at a staff meeting.) The Home had not yet made any progress toward any of their goals, however.

Next we turned to problem solving around the issue of orientation and training for new staff. Again the process went smoothly. Individual staff members generated a great many ideas in writing, which we then posted centrally. In voting, they showed considerable consensus about two. The first was developing an orientation workbook that would parallel the policies and procedures manual but would contain questions for new staff to answer. Each current staff member would be assigned to make up questions based on a particular section of the manual. Sue and a childcare worker volunteered to coordinate production, scheduling work to begin upon completion of the manual. Sue and Mary also agreed to implement the second goal of assigning specific experienced staff to work with and orient new staff during each shift for their first two weeks on the job.

We may have made a mistake in not rejecting the workbook solution out of hand. Maier (1960) argues that any solution transferred from

Figure 11

Goal Attainment Scale for Staff Coordination--The Home

GOAL: Staff coordination through shift overlap

COORDINATOR: Jay and Sue

By April 2, 1978

GOAL ATTAINMENT LEVEL	DESCRIPTION	INITIAL LEVEL	FOLLOW-UP LEVEL
5	15 minute meetings between staff take place at 95% of shift changes. Exchange of information improves staff coordination.		✓
4			
3	Overlap meetings take place 50% of the time. Moderate improvement in staff coordination.		
2			
1	Overlap meetings do not occur. No other mechanism is developed to improve staff coordination.	✓	

Table 3

Goal Attainment Levels--The Home

Goal	Attainment Levels		Initial Level	Final Level
Table Manners	5	List of table manners rules proposed by residents is written on window shades at both houses and is pulled down at all meals.	1	5
	3	Meeting is held with residents to discuss table manners and compose list of rules.		
	1	Table manners receive no special attention.		
Neatness	5	Useless articles are thrown out in bedrooms, living and dining rooms, and rec room. Sign about trash is posted in van.	1	4
	3	Some effort is made to clean useless articles out of houses.		
	1	No effort is made to clean out useless articles.		
Assignment of new employees to work with experienced staff	5	New employees are assigned to work with specific experienced staff or supervisors 95% of the time during the first two weeks on the job. Experienced staff make a special effort to explain rules, answer questions.	4	N/A
	3	New workers are assigned to work with experienced personnel or supervisors 50% of the time, and some effort is made to allow discussion of experience.		
	1	Assignment of new employees is haphazard, with no attempt to allow new workers to benefit from interacting with experienced workers or supervisors.		

Table 3--Continued

Goal	Attainment Levels		Initial Level	Final Level
Getting staff input for policies and procedures manual	5	Suggestions for policies and procedures manual obtained from 95% of staff.	1	5
	3	Suggestions obtained from 50% of staff.		
	1	No suggestions obtained from staff.		
Production of policies and procedures manual	5	Manual containing House policies, job descriptions, procedures, and forms written up and distributed to all staff members.	1	4
	3	Manual has some information in all these areas but detailed information in only one or two; or manual half completed.		
	1	No manual or other compilation of information produced.		
Getting staff input on orientation workbook	5	The policy manual has been divided into categories assigned to staff members. Work is in progress for all categories, and 50% of the workbook questions are complete.	1	1
	3	The policy manual has been divided into categories. Work is in progress for 50% of the categories.		
	1	Material from the policy manual has not been divided into categories. No work has begun.		
Production of orientation workbook for new workers	5	The completed workbook is ready for new workers with all sections collected, integrated, polished, and typed. Procedures for its use have been worked out.	1	1
	3	50% of the workbook material has been collected but has not been edited or polished for typing.		

Table 3--Continued

Goal	Attainment Levels	Initial Level	Final Level
	1 None of the material to be included in the workbook has been collected.		
Staff coordination through shift overlap	5 15 minute meetings between staff take place at 95% of shift changes. Exchange of information improves staff coordination.	1	5
	3 Overlap meetings take place 50% of the time. Moderate improvement in staff coordination.		
	1 Overlap meetings do not occur. No other mechanism is developed to improve staff coordination.		

another problem should be rejected because it is insufficiently tailored to the specific case. Certainly the orientation workbook bore a striking resemblance to the policies and procedures manual that had been designed to promote work organization. The workbook would require more effort of the same type that was going into the manual, and we worried that staff might get bogged down. Postponing work on the workbook until the manual was completed meant that staff would not have to cope with both tasks at once, but also that the problems they had identified in orienting new workers were likely to linger.

We decided not to challenge the priorities the staff had set since they, particularly Sue, seemed enthusiastic about the workbook idea and since their schedule would allow us to revise this goal later if it no longer seemed appropriate. Had we been more directive and pushed staff to select a more easily attainable goal, we might have gained some momentum.

Since the work staff members were taking on was increasing at an alarming rate, and since the youths would be out of school for Easter vacation, we decided to give the Home two weeks off before adding new goals. We told them we were particularly concerned that Sue, who had accepted some role in every goal selected thus far, was trying to do too much on top of an already demanding job. We repeated this concern in a letter to Jay in which we sent the goal attainment scales for the workbook and orientation assignments.

Our next meeting at the Home on April 13 never really got off the ground, because the regular staff meeting lasted too long. I had time only to go over past goal attainment charts. Some progress had been made toward collecting materials for the manual, although staff as a

whole had not contributed much. The shift overlap meetings were not working well. Mary had been assigned the task of meeting with the morning shift and had adjusted her hours accordingly, but she was using the time to perform errands, not to gather information. This may have been due to some residual resentment towards us, although by now she was participating as actively (or as lethargically) in our portion of the staff meeting as in the first half. She suggested taking another week to "shake down" the shift overlap meetings, and I agreed.

I took the lack of progress on goals as an indication that we should not further overload the staff with new work climate concerns but should move on to social climate problems instead. Since the first social climate meeting would be devoted to feedback, this would give staff additional time to work on existing goals, to which they still expressed a high degree of commitment. When we turned to social climate, we would begin working with residents as well as staff.

Only Bonnie expressed some reservations about this plan. She hoped we would return to the in-service training problem because, she said, while staff had a number of good ideas, they were not good at setting or implementing goals.

Bonnie's comment was astute. We had succeeded in getting staff to follow our problem solving process, so long as we directed it, to set specific goals, and to make some progress towards them. However, we had not helped them to develop their own problem solving resources. This was clear whenever someone raised an issue suitable for problem solving during the staff meeting. Typically staff would discuss the problem and propose a number of solutions but never agree on any. More often than not, the issue would be dropped, unresolved. Bonnie's

comment emphasized the importance of our devising a strategy to transfer problem solving skills to staff.

On April 20, we worked on identification of social climate problems with both staff and residents in turn. As usual, we began the staff meeting by monitoring progress towards past goals. By now, this was considerable. Seventy-five percent of the materials for the policies and procedures manual were in hand, and shift overlap meetings were occurring regularly. No new staff had been hired, so the orientation plans could not be put into effect.

The rest of the meeting followed the same format as the identification of work climate problems. The staff's perceptions of social climate problems are shown in Figure 12. Of these, they voted that developing youths' sense of responsibility for the home, cursing, activity planning, and anger and arguing were the most important.

The meeting with youths (and those staff who were on duty) in the afternoon was our first contact with them as a group. In fact, the idea of a weekly group meeting where residents could discuss their dissatisfactions originated shortly after we began our involvement with the Home, although it is not clear that we had any influence on it. Our goals for the meeting were to help the residents to understand the data, to further assess and update their view of Home problems, and to judge whether they could handle the more difficult task of problem solving.

We presented the social climate data to youths with colorful speedometer charts on large pieces of posterboard. Since we expected the residents to be less easily threatened than staff by large real-ideal discrepancies, and more easily bored, we showed them only the

Figure 12

Staff's Social Climate Problem Identification--The Home

A. Upkeep of recreational equipment

B. Sense of responsibility for property

C. Not enough positive help and support

D. Cursing

E. Little talk about feelings

F. Messiness

G. Activity planning

H. Arguing and negative rather than positive expression of anger

I. Little discussion of youths' goals

areas of largest discrepancy, with one small one for contrast. We and the staff who were present took a great deal of trouble to make sure the youths understood both the point of the meeting and the data. The feedback report seemed consonant with their current perceptions of the Home, even though we had collected the data four months earlier. (This is an unusually long time lag between assessment and feedback but, in this case, it did not appear to affect participants' acceptance of the data.)

To further define the problems identified in the feedback report, we asked the youths to give us examples of each. Their responses are shown in Figure 13. Although we did not ask them to vote formally, the youths clearly felt that neatness and anger and arguing were more serious issues than the organization of activities. Since the youths appeared interested in the data and able to work with it, we decided to continue to problem solving the following week.

In between these meetings, we talked with Jay about our own agenda of getting staff to take leadership in the problem solving process. This led to a thorough discussion of what survey guided development was and was not designed to do. Jay indicated that he expected us to identify strengths and problems at the Home and to tell him how to solve them. We replied that we were doing that, but in a collaborative fashion, and that he and his staff had far more expertise than we did about what the Home's problems were and what sorts of solutions would work there. He agreed with our concern that the staff might be becoming too dependent on us rather than building up their own resources.

Jay also said that he felt a need for team building exercises to

Figure 13

Youths' Social Climate Problem Identification--The Home

A. Neatness

- Bedrooms and bathrooms worst
- Office and kitchen best

B. Activities

- Don't always follow through on plans
- Sometimes arrive too late

C. Arguing and Anger

- Arguments over pool table
- Cussing
- Doing what staff say
- Making too much noise
- Breaking things

increase rapport among staff. We acknowledged the value of such exercises, but pointed out that our efforts had a different focus, namely to help the staff work to resolve problems they had identified and to teach them a method of going about problem solving. Within our framework, team building exercises had the status of a solution to a problem in Peer Leadership, a problem whose seriousness staff had downplayed. If the problem was becoming more grave, we could help staff to set a goal to resolve it. The goal might or might not involve turning to outside consultants to lead team building exercises, but in any case, this was not our role.

This discussion served to clarify the contract for the development process once again, and pointed out its limitations as well as its strengths. Jay appeared satisfied, so we turned to the problem of developing internal problem solving resources at the Home. Since singling out Pat and Linda as in-house consultants had made them uncomfortable, we suggested two alternative strategies. Someone with legitimate authority, either he or Sue, could step into the breech, or we could extend the rotating leadership structure of staff meetings to problem solving. Both Jay and we preferred the latter option. We decided that we would lead the problem solving meeting the following week, but we would announce our intention to turn this function over to staff thereafter. We would also call attention to process issues involved in problem solving in order to prepare staff to take over the procedure. We agreed to limit our involvement in the Home to four additional staff meetings, and to announce this immediately, so that staff would rely less on us and begin to take on more responsibility.

I described this plan to staff at our next meeting. In an at-

tempt to model the problem solving process, I noted that we had come into the Home with two goals of our own: to help them identify and solve some problems in the climate of their organization and to give them a problem solving method they could use to bring the Home closer to their ideals in the future. We felt we had gone a long way towards attaining our first goal but had made little progress towards the second. When we had applied the problem solving procedures to our own dilemma, we had come up with the options we had discussed with Jay. Our ultimate goal was for the staff to be able to use the problem solving procedures without our help by the time we left the program.

The staff agreed that the goal, our plan for meeting it, and the time frame were all reasonable. I suggested, and they concurred, that we apply the problem solving procedure to an issue they had raised, without resolving, in their last two staff meetings: the youths' poor table manners. I hoped this would be a simple, unemotional issue that would leave staff free to focus on the process as well as the content of the resolution. A quick, successful solution might have propaganda value as well, since it would form a striking contrast with the staff's unstructured and unsuccessful efforts to date. This assessment proved a bit too optimistic.

I then unveiled a chart (Figure 14) listing the steps in the problem solving process. We discussed the rationale for each step with examples from previous meetings, then started in at the beginning.

In going over past goals, we found that Bonnie had not written up a portion of the policies and procedures manual assigned to her. While she recalled the assignment, she wasn't certain what the manual coordinators intended her to do, and the task had slipped her mind.

Figure 14

Problem Solving Steps

A. Go over past goals.

B. Identify new problem.

C. Write down individual ideas.

D. Share ideas -- go around room, list ideas on newsprint (no criticism).

E. Vote for best ideas.

F. Set specific goal -- what will it look like?

G. Plan to implement -- who, how, when?

I made a process comment about the importance of goal clarity. Jay said that the most important thing about reaching goals was motivation. I agreed that motivation was crucial, but argued that it was not sufficient. The whole problem-solving process was one of turning motivation into successful action, and we needed to look at things other than motivation that might impede progress. Goal clarity was one of these. We went on to make a specific list of everything that was still needed for the manual.

Time was running short, so we skipped over problem identification on the grounds that table manners had been discussed twice before. Staff wrote down individual solutions without incident. When we posted solutions, a majority voted for ideas that would single out residents with poor manners for special help.

Some staff, led by Paul, argued against this strategy. Youths at the Home were continually being divided into good and bad on various dimensions, and Paul felt that this constant evaluation was harmful. He won people over to his point of view, but suggested that the solution was simply to pay more attention to everyone's table manners at all times. I worried aloud that this goal might get lost if it were not made more specific. After all, bringing the issue to staff's attention in the last two meetings had not accomplished anything.

Since the time for the staff meeting had run out without our reaching a solution, we decided to return to the problem next week. Ralph, who would be chairing the meeting, agreed to take charge of the problem solving.

Both Jay and Paul approached me privately after the meeting to say that this session had been very valuable. Although we had not

come up with any solutions, they felt much more attuned to the process of solving problems and setting goals than they had previously.

This meeting was a turning point in the development process for several reasons. First, we had challenged Jay by rejecting his definition of the intervention contract and his motivational explanation for Bonnie's failure to work on a goal. These confrontations, although gentle, probably unfroze Jay's ideas about the intervention and about problem solving and goal setting and left him particularly receptive to what followed. Second, we clarified, in our own minds and in theirs, the goal of transferring problem solving skills to staff. We emphasized this by shifting our focus from problem to process. Finally, by choosing a problem that a staff member had raised, rather than plucking one from our feedback charts, we widened the scope of the process. We were no longer working on a particular problem or even teaching staff how to resolve real-ideal discrepancies in other areas. We were demonstrating a process that could be used for any problem at any time, with or without an elaborate assessment. The staff soon carried this lesson further than we had anticipated.

It is not clear whether we could have changed the focus of the meetings from problems to process at any earlier point. Certainly we had offered rationales for our methods before, but we had done so in passing. Participants were too busy thinking about substantive problems and mechanics (e.g., whether they should hold on to their written solutions or pass them in to us) to pay much attention to the reasons for each step. By now the mechanics were familiar and the problem less than engrossing. Staff now had some faith that the method was a useful one, which had already produced results in other areas. Also,

since we had seen them at work on this very problem previously, I could draw specific contrasts between our method and their less structured approach. Thus the time seemed to be particularly opportune for the change in focus, but with more effort, we might have been able to accomplish it earlier.

The problem-solving meeting with youths that afternoon centered on the issue of neatness. I selected this rather than arguing, because I felt they might be able to make more progress on this topic. As I had expected, the staff who were present took the opportunity to lecture youths on doing chores, and some of the residents leaped onto the bandwagon. Most of the suggestions, such as picking up clothes, were of the form "do what you're supposed to do."

Two new specific problems and solutions were raised, however. These concerned trash disposal in the Home's van and the accumulation throughout the buildings of items not belonging to anyone. The staff suggested putting a trash bag in the van and two youths agreed to make a sign about using it.

Other youths volunteered, or in some cases "got volunteered" to go through specific areas of the Home with staff supervision to throw out things no one wanted. This they voted to do during the next Tuesday's routine housecleaning.

May 4 was the first day that staff, led by Ralph, took charge of the problem solving. Jay's boss, the director of professional services for the Home's parent agency, also attended. This was somewhat awkward, since Mr. Big was not familiar with the problem solving procedure. He had a number of good ideas, but he also diverted the process, which staff were just beginning to learn. Understandably,

neither Ralph nor anyone else showed any inclination to challenge him. Otherwise, Ralph led the meeting with authority, while I coached from the sidelines.

I attributed the divergence of opinion on solutions to the table manners problem the previous week to the fact that the issue was more complex than we had originally thought. To clarify the issue more fully, we returned to the problem identification step we had originally skipped. Staff members drew the moral, perhaps unnecessarily, that the steps in the problem solving process should be invariate.

Ralph directed staff in writing down and posting solutions. The voting showed less consensus than usual, but the idea of holding some sort of meeting with youths to discuss the problem got substantial support. Time had run out again, so we decided to continue with goal setting the following week.

With an inexperienced skipper at the helm, our headway had been slow. Still, everyone was more aware of every tack we had taken than they would have been, had the sailing been smoother. I complimented Ralph both publicly and privately for doing a difficult job well.

I did not stay for the residents' meeting, since a speaker from the Fire Department was scheduled. When he failed to appear, Sue improvised a problem solving agenda concerning table manners. The youths came up with a list of thirteen rules of etiquette, such as "chew with mouth shut," "don't eat sloppy," and "no begging food." They asked to have these posted in the dining room.

Sue reported the residents' progress at the next staff meeting. The staff decided that, rather than simply typing up the list in small print that youths might overlook, they would write it on a window

shade. The shade could be raised during the day and pulled down at mealtimes to display the rules. The staff assigned the tasks of buying the shade and printing up the list. Jay volunteered to coordinate the process, since neither the maintenance man nor the caligraphy expert was present. They added the task of pulling down the shade to the table setting detail, and set a one week deadline. All this they did with great gusto and good humor.

We were quite pleased. Although we had spent three weeks on an admittedly trivial problem and the staff still required some coaching to stay on the topic, they had clearly incorporated elements of the problem solving process. The window shade, which was hanging in the dining room for our next and final staff meeting, was a tangible symbol for both residents and staff that they could get things done.

Bonnie suggested that, at our final staff meeting, they apply the problem solving process to a particular resident whom many staff had trouble dealing with. In fact, a brief discussion of this youth had aroused so much emotion earlier in the meeting that we had debated the appropriateness of returning to the table manners issue with this more pressing one unresolved. We applauded this attempt to adapt the process to the Home's needs but warned that it might prove more difficult to come up with specific goals and tangible evidence of progress in this application. Bonnie agreed to take charge of the meeting.

Our last staff meeting at the Home was May 18. We sat back and watched while Bonnie ably, if self-consciously led the problem solving regarding the difficult resident. In problem identification, staff initially focussed on the boy's problems (low self image, dislike of authority, learning disability, bullying). But with Jay's urging they

soon switched away from "blaming the victim" (Ryan, 1971) to focusing on their own actions with an impressive degree of sophistication. When they turned to generating solutions, several staff joked that the situation was hopeless. After two or three minutes of silence, however, everyone began to write out ideas. The most popular were to simplify demands on the resident by being concrete, giving explanations, and breaking down tasks into one step at a time; avoid giving direct orders, since this only created a power struggle; and retain a sense of humor.

Time had run out once again and they decided to go on to goal setting the following week. We applauded their efforts and noted that they had thought out a range of options for working with this youth and had overcome their feelings of helplessness and frustration and anger. We suggested that they remain flexible in applying the solutions and monitor their progress so that they could adopt new strategies if that seemed useful.

We accomplished three additional tasks at this final meeting. First, we passed out a handout reviewing the steps in the problem solving process (Appendix I). Next, we went over past goals attainment scales, as we had at each previous meeting. This time we asked the staff to rate their attainment level for each scale numerically by consensus. These ratings are shown along with the initial levels in Table 3. Participants felt that they had made maximum progress on table manners and facilitation of communication through shift overlap meetings. They had also acquired all the information needed for the policies and procedures manual, although not in the manner they had planned. Considerable progress had been made toward production of

the manual and disposal of useless articles around the home. The orientation workbook had not gotten off the ground, since it was to be based on the manual, and the new employee assignment plan had not been implemented since no new employees had been hired.

The staff also requested feedback from us about how the Home compared with other residential youth programs with which we had worked. We gave them our honest impressions of their strengths and weaknesses and pointed out that the posttest would give them a chance to assess the Home against their own goals once again.

Reassessment

The posttest was identical to the pretest with the addition of a two page questionnaire for staff to evaluate the development process. We again assessed youths individually on two different occasions, left questionnaires for staff to fill out, and sent in observers. Getting staff to complete their assessment instruments still took a certain amount of persistence and cajoling. Nine of ten youths and eleven of seventeen full time staff had completed their questionnaires by the end of June. This time two of the four afternoon staff turned in responses. Mary was helpful in setting up the assessment with residents and promised me that she would drop her questionnaire in the mail, but we never received it.

In all, our involvement with the Home comprised four meetings at entry, ten meetings with staff and two with youths for problem solving, three meetings with in-house consultants and one with the director for process maintenance purposes, two posttest sessions, and perhaps a half dozen lunches. The 22 meetings involved 18 separate

visits to the Home from December to June, although we were active during only about three and a half months of this period. Observers made an additional three visits to the Home at both pretest and posttest. Two of our assessment visits and all six of the observers' were for research purposes. The other sixteen were central to the development process.

Outcomes

Both the events we observed at the Home and the quantitative results of the assessments are useful in evaluating the effect of the intervention.

The simplest method of examining changes in the assessment instruments from pretest to posttest is with paired-comparison t tests, in which each subject serves as his or her own control. Table 4 shows the result of 47 independent t tests for staff and 23 for residents. Favorable changes (e.g., an increase in role clarity, a decrease in role conflict, or a reduction in absolute value of a real-ideal discrepancy) are noted with a plus sign (+), unfavorable changes with a minus (-). All discrepancy scores are shown in absolute value units.

Although we must remain skeptical of any single "significant finding" culled from so many t tests, the patterns of change between pretest and posttest are suggestive. Thirty-seven of these changes for staff and twenty for residents were favorable; only seven for staff and three for youths were in the opposite direction. Eight of seventy t tests, all in the favorable direction, were significant at the .05 level (two-tailed non-simultaneous tests).

A Wilcoxon signed ranks test (Siegel, 1956) summarizes these data

Table 4

Paired-Comparison T Tests for Changes from Pretest to Posttest at the Home

Dimension	Staff N = 7 Mean Pre	Post	Direction of Change	t
Real Climate - Goals				
Role Clarity	2.96	4.14	+	-4.10**
Role Conflict	3.67	3.48	+	.83
Role Overload	3.48	3.24	+	2.50*
Autonomy	3.38	3.67	+	-.70
Challenge	3.38	3.52	+	-.48
Feedback	2.57	3.29	+	-3.87**
Job Expectations	3.00	3.00	0	0
Variety	3.43	3.14	-	1.35
Supervision	2.83	2.93	+	-.91
Performance Contingencies	3.00	3.03	+	-.17
Real Climate - Participation				
Rapport with Residents	3.67	3.90	+	-1.70
Openness	3.05	3.33	+	-.89
Trust in Staff	2.39	2.50	+	-.79
Trust in Residents	1.95	2.43	+	-1.83
Perceived Influence	3.21	3.86	+	-2.52*
Cohesiveness	2.86	2.96	+	-.60
Overall Power	3.14	3.39	+	-1.45
Real-Ideal Discrepancies - WCS				
Staff Welfare	1.71	1.36	+	1.11
Work Structure	1.79	1.21	+	1.92
Supervisory Leadership	.78	.53	+	2.39
Peer Support	1.00	1.14	-	-.68
Teamwork	2.09	1.34	+	1.29
Peer Competence	1.76	1.52	+	1.26
Work Overload	1.33	1.00	+	2.71*
Work Clarity	.96	.64	+	1.03
Growth Opportunities	1.75	1.25	+	1.58

Table 4--Continued

Dimension	Staff N = 7 Mean Pre	Post	Direction of Change	t
Real-Ideal Discrepancies - COPES				
Pride and Group Spirit	.73	.38	+	2.32
Support	.71	.49	+	1.32
Openness of Feelings	.50	.14	+	3.87**
Independence	.64	.36	+	1.92
Jobs and Planning	1.00	.84	+	.55
Sharing Personal Problems	.29	.38	-	-.66
Anger and Arguing	1.38	1.39	-	-.05
Organizational Neatness	1.43	1.36	+	.40
Program Clarity	.42	.25	+	1.08
Staff Control	.17	.17	0	0
Satisfaction				
Work	3.14	3.38	+	-1.11
Existence	3.18	2.86	-	1.72
Relatedness	3.67	3.43	-	1.51
Growth	3.06	3.11	+	-1.00
Stressors	2.71	2.86	+	-.68
Supervisor	2.57	2.57	0	0
Psychological Attitudes				
Openness to Change	3.63	4.08	+	-1.85
Turnover	3.57	3.14	+	3.06
Tension	2.86	3.19	-	-1.32
Leisure	2.95	3.14	+	-1.08
Self Esteem	4.00	4.11	+	-.66

* $p < .05$ (non-simultaneous two-tailed tests)
** $p < .01$ (non-simultaneous two-tailed tests)

Table 4--Continued

(RESIDENTS)

Dimension	Residents			
	Mean		Direction of Change	t
	Pre	Post		
Real Climate - Participation			(N = 3)	
Rapport with Staff	2.44	3.00	+	-.76
Openness	2.78	3.33	+	-1.89
Trust in Staff	2.78	3.56	+	-1.15
Trust in Residents	2.11	2.78	+	-2.00
Perceived Influence	1.58	3.42	+	-2.48
Cohesiveness	2.83	3.58	+	-3.00
Overall Power	3.17	4.00	+	-3.78
Real-Ideal Discrepancies - COPES			(N = 6)	
Pride and Group Spirit	.67	.33	+	3.16*
Support	.83	.54	+	1.56
Openness of Feelings	.42	.67	-	-.53
Independence	.41	.71	-	-1.56
Jobs and Planning	.58	.33	+	.88
Sharing Personal Problems	.25	.33	-	-1.00
Anger and Arguing	1.17	1.13	+	.08
Organizational Neatness	.42	.28	+	.88
Program Clarity	.58	.50	+	.54
Staff Control	1.00	.75	+	.65
Satisfaction			(N = 3)	
Program	2.67	3.56	+	-1.60
Staff	2.33	3.67	+	-2.22
Residents	2.00	3.17	+	-1.00
Growth	3.11	3.56	+	-2.00
Psychological Attitudes			(N = 3)	
Self Esteem	2.58	3.92	+	-2.87
Trust	2.61	3.44	+	-8.66*

* $p < .05$ (non-simultaneous two-tailed tests)

by testing the null hypothesis that the changes are symmetrically distributed about a mean of zero. The test, which takes into account the magnitude (in standard deviation units) as well as the direction of all changes, shows that the overall improvement from pretest to posttest was highly reliable for both youths, $z = 3.60$, $p < .001$, and staff, $z = 4.30$, $p < .001$.

We can examine the changes from pretest to posttest in more detail using the model from Chapter One as a guide. Figure 15 shows 90% confidence intervals for changes from pretest to posttest on measured variables. Changes in real-ideal discrepancies are reversed in the figure to provide a measure of change in person-environment fit (i.e., reduced discrepancies become increased fit), and the COPES response scale is recalibrated (Yes = 5, No = 1), so that all changes are measured on five-point scales. The person-environment fit variables refer to the two feedback instruments (COPES and WCS); perceptions of real climate are taken from the independent evaluation questionnaire (PAS). The confidence intervals are not simultaneous, and should be regarded as descriptive rather than inferential.

Staff and youths made substantial progress (attainment levels four to five) towards 70% of the goals they set for themselves in response to both social and work climate problems. There was little variance in participants' degree of involvement in the development process. Six of the seven staff who responded to both the pretest and posttest were highly involved in the intervention (average ratings of at least four on a five point scale), according to both self reports and consultants' ratings. None of the six youths played a major role in the process.

According to the model, goal attainment should lead to changes in

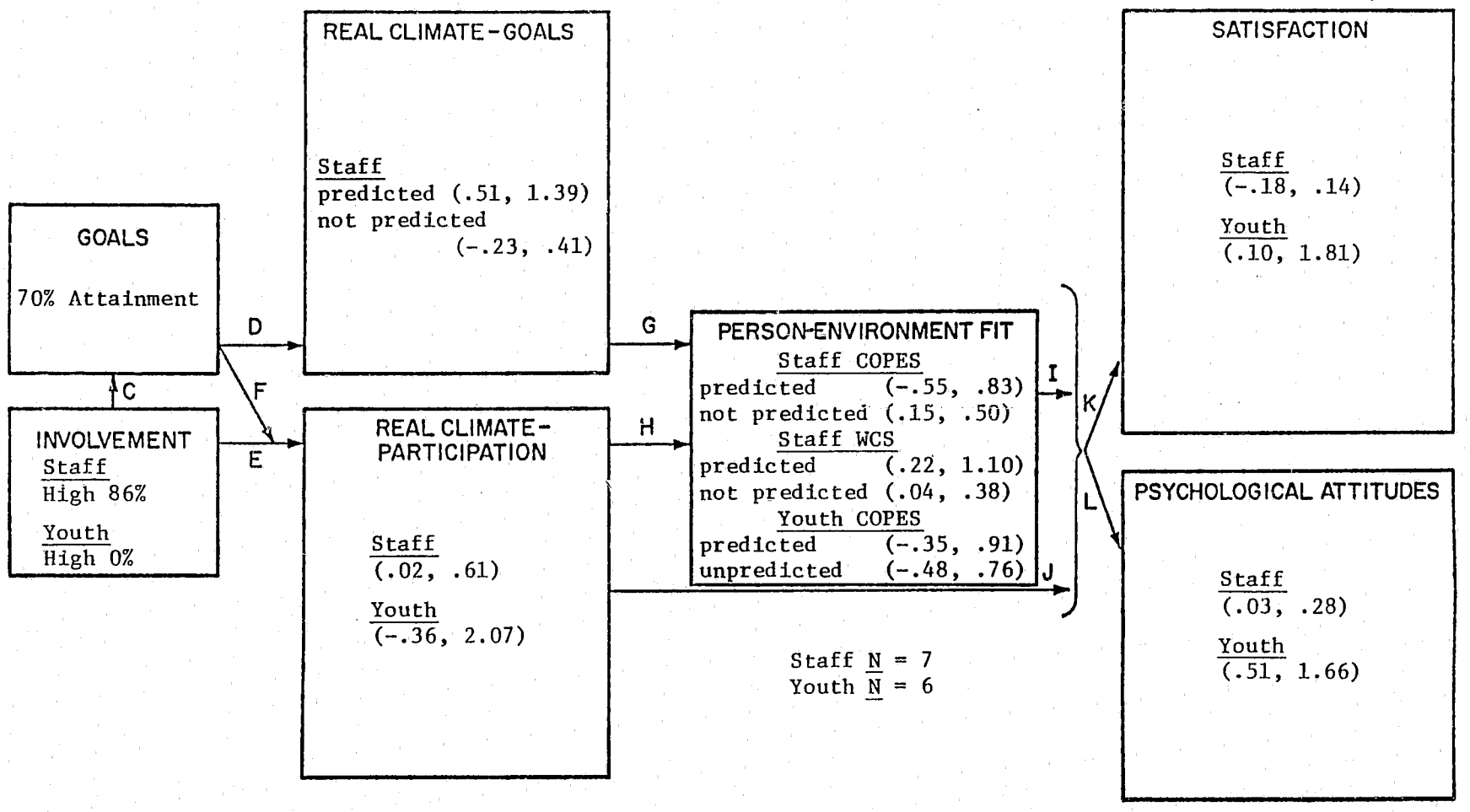


Figure 15. 90% Confidence Intervals for Changes from Pretest to Posttest--The Home. Confidence bounds are computed for mean scores on five-point scales within each category and are non-simultaneous.

real climate and in person-environment fit only on dimensions related to the goals. The Home's table manners and neatness goals correspond most closely to social climate fit in the area of Organization and Neatness. Production of a policies and procedures manual and improving staff coordination through shift overlap meetings might be expected to produce real climate changes in Role Clarity and Feedback as well as increasing fit on the work climate dimensions Work Structure, Teamwork, and Work Clarity.

These changes, which are labeled "Predicted" in Figure 15, were all in the expected direction. The increase in fit in the social climate area of Organization and Neatness was small and not significantly different from changes on other COPES dimensions for either youths or staff. In fact, the change for staff was trivial. But the predicted changes in real work climate and in fit were more substantial, and the real changes were reliably larger than other unpredicted changes in the same box of the figure, t (6) = -4.14, $p < .01$. The data are not inconsistent with the notion that intervention effects become attenuated as we move from left to right in the model; neither do they provide strong evidence.

The data from the assessment instruments suggest that the Home's program climate changed in the predicted direction from pretest to posttest. The process description provides circumstantial evidence of changes in other areas for which we have no numerical data. Figure 1 predicts that involvement in the problem solving process should lead to increased problem-solving skills among participants. By the end of our contact with the Home, staff members had certainly begun to both use our problem solving methods and adapt them to new situations, such as their

difficulty with a particular resident. Their adoption of the technique suggests that organizational norms regarding systematic problem solving and goal setting may have changed as well. Sue's spontaneous decision to take up problem solving with the residents when a scheduled speaker failed to appear points in the same direction.

Two other events that occurred during our contact with the Home suggest that it was moving towards a more participatory organizational structure. These were the institution of resident meetings and the adoption of a rotating chair for staff meetings. We have no evidence that we influenced either change. It is possible that they were motivated by the same forces that led Jay and Sue to invite us to try our participatory problem solving technique at the Home in the first place. Again, the changes are at least consistent with the model.

Thus far I have reported data for only the 13 staff and residents who completed both the pretest and the posttest. A comparison of the entire pretest sample (11 adults and 9 youths) with the entire posttest sample (11 adults and 8 youths) yields very similar results. For staff, 32 of 47 changes favored the posttest; 11 favored the pretest. Four indices had identical means at the two assessments. For residents, 21 of 23 changes favored the posttest.

A few areas still stood out as problems on the posttest program climate reports. These were Anger and Arguing on the COPES, and two of Sue's Supervisory Leadership items, one Peer Leadership item, and the Orientation and Training item on the WCS. In-Service Training and three other Peer Leadership items figured as "near problems," although they showed some improvement from the pretest. These were precisely the areas that we identified as problems at the pretest but for which we

failed to set or to reach goals.

The Peer Leadership discrepancies in particular are ones that the staff had downplayed at the original data feedback meeting but that Jay had reemphasized in our discussions. The interpersonal problems they reflect are mirrored in the supervision and arguing discrepancies as well. Interestingly, we were able to make progress on other problems at the Home without dealing directly with these interpersonal issues. The improvements in group process dimensions (listed in Figure 15 as real climate changes due to participation) suggest that we may have made inroads in affective areas by working on more task-oriented goals.

On the other hand, interpersonal problems did not disappear between pretest and posttest. If we had used the reassessment to begin a new cycle of problem solving and goal setting, we would probably have tried to deal with them. Perhaps by then staff would have trusted us and the problem solving process enough to acknowledge these problems and attempt to resolve them directly.

This case study suggests that at least one group home was able to use the Youth Home Development process to make progress towards its goals. I do not make this claim based only on the overall positive change on measured variables from pretest to posttest. Many events that impinged on the Home during the intervention could have improved its program climate. But internal evidence, especially the focused changes in the work climate areas where we devoted most of our efforts and the lack of change in areas we ignored, suggests that it was the development process that catalyzed change. The more diffuse improvement in social climate is consistent with the smaller amount of effort we invested there.

The extent of change in residents, with whom we had little contact, is more surprising. Perhaps improvements in work climate "trickled down" to the residents. Or perhaps, by having group meetings of their own and by working with Sue on problem solving, they reaped many of the benefits of participatory problem solving without much input on our part. In either case, it is not clear that we precipitated the social climate changes.

Although the case study suggests that the survey-guided development process can promote constructive change in the climates of residential programs, it says nothing of the generalizability of the results. The Home may have been a particularly fertile setting for problem solving and goal setting or may have brought resources to the process that other group homes lack. The descriptive information and internal analysis provide some support for the internal and construct validity of the intervention outcomes, but not for their external validity.

The next chapter addresses this issue by examining the effects of the intervention in the entire sample of six experimental and six control homes and in other individual experimental homes. The results are far from uniform. In the final chapter, I discuss some possible reasons for the differential outcomes of the intervention in different homes.

CHAPTER IV

RESULTS

As I noted in Chapter Two, we can examine the results of the survey-guided intervention process in two ways. One is to study within-home changes over time for each of the six experimental sites; the case study in the last chapter is an extended example. The other is to compare gain scores for the treatment and control groups in a nested analysis of variance design. Let us begin here, since the comparison between treatment and control groups puts within-home changes into perspective.

Comparison of Treatment and Control Groups

Table 5 presents the results of three-factor nested analyses of variance on raw gain scores for each of the 70 outcome variables in the measured portion of the intervention model. Separate F statistics reflect effects due to treatments and to homes within treatments. Some indices have been recalibrated so that all employ five-point response scales and all favorable changes are positive. For simplicity, F statistics below 1.0 are omitted.

A quick count shows that 35 of 47 treatment-control comparisons for staff favor the experimental group, $z = 3.21$, $p < .01$. Six of the 47 comparisons, all but one favoring the experimental group, are reliable at the .05 level. For staff, the treatment-control differences are almost entirely due to improvements within the experimental group,

Table 5

Treatment and Home Effects for Pretest-Posttest Change Scores (Nested Analysis of Variance Design)

Dimension	Staff: Mean Change Experimental	Staff: Mean Change Control	Staff: Test Favors	Staff: F-Tests[a] Treatment (d.f.)	Staff: F-Tests[a] Group Homes
Real Climate - Goals	(N=11 Homes, 37 Staff)				d.f.=(9,26)
Role Clarity	.82	-.04	Ex	7.21* (1,9)	1.44
Role Conflict (R)	.19	.20	Con		1.73
Role Overload (R)	.42	-.20	Ex	4.04 (1,9)	1.84
Autonomy	.33	-.02	Ex	2.33 (2,9)	
Challenge	.07	.07	Con		
Feedback	.29	.15	Ex		2.98*
Job Expectations	.0	.30	Con	1.15 (3,9)	
Variety	-.02	.03	Con		1.33
Supervision	.03	-.11	Ex		4.76**
Performance Contingencies	.21	-.02	Ex		1.58
Real Climate - Participation	(N=11 Homes, 43 Staff)				d.f.=(9,32)
Rapport with Residents	.16	-.01	Ex		1.00
Openness	.32	-.01	Ex	2.39 (1,9)	
Trust in Staff	.43	.31	Ex		2.77*
Trust in Residents	.60	-.05	Ex	9.72* (1,9)	1.00
Perceived Influence	.10	-.02	Ex		1.43
Cohesiveness	.21	.10	Ex	1.32 (4,9)	
Overall Power	.29	.0	Ex	4.87* (2,9)	3.86**
Person-Environment Fit (WCS)	(N=10 Homes, 36 Staff)				d.f.=(8,26)
Staff Welfare	.25	-.08	Ex		2.60*
Growth	.31	.13	Ex		1.47
Overload	.25	-.03	Ex	5.72* (2,8)	
Clarity	.23	.23	Con		1.67
Person-Environment Fit (WCS)	(Staff Model Homes Only: N = 4 Homes, 26 Staff)				d.f.=(2,22)
Work Structure	.57	-.14	Ex	2.05 (1,2)	1.95
Supervisory Leadership	.25	-.15	Ex		15.97***
Peer Support	-.14	.16	Con	18.30* (1,2)	
Teamwork	.75	.03	Ex	4.73 (1,2)	
Peer Competence	.24	-.17	Ex	3.00 (1,2)	

Table 5--Continued

Dimension	Staff: Mean Change Experimental	Staff: Mean Change Control	Staff: Test Favor	Staff: F-Tests[a] Treatment (d.f.)	Staff: F-Tests[a] Group Homes
Person-Environment Fit (COPES)	(N=10 Homes, 52 Staff)				d.f.=(8,42)
Pride and Group Spirit	.60	.34	Ex		2.46*
Support	.72	-.02	Ex	6.54* (1,8)	
Openness of Feelings	.64	.18	Ex	3.50 (1,8)	
Independence	.72	.18	Ex	5.17 (1,8)	
Jobs and Planning	.52	-.36	Ex	3.62 (1,8)	1.34
Sharing Personal Problems	-.04	-.04	Ex		
Anger and Arguing	.52	.12	Ex		3.68**
Organization and Neatness	.22	.08	Ex		
Program Clarity	.38	.04	Ex	2.12 (1,8)	1.13
Staff Control	.08	-.06	Ex	2.61 (2,8)	
Satisfaction	(N=11 Homes, 49 Staff)				d.f.=(9,38)
Work	.07	-.01	Ex		1.64
Existence (3 Homes)	-.25	.0	Con		1.43 (3,22)
Relatedness	-.10	-.07	Con		
Growth	.16	-.01	Ex		3.17**
Stressors	-.04	.01	Con		1.02
Supervisor	-.18	-.35	Ex		5.07**
Psychological Attitudes	(N=11 Homes, 38 Staff)				d.f.=(9,27)
Turnover (R)	.02	.13	Con		1.56
Tension (R)	-.26	.07	Con	2.20 (1,9)	1.77
Leisure	.12	-.07	Ex		1.68
Openness to Change	.26	.07	Ex	1.12 (2,9)	1.19
Self Esteem	.09	.11	Con		1.67

Table 5--Continued

Dimension	Residents: Mean Change Experimental	Residents: Mean Change Control	Test Favors	F-Tests[a]: Treatment (d.f.)	F-Tests[a]: Group Homes
Real Climate - Participation	(N=12 Homes, 56 Residents)				d.f.=(10,44)
Rapport with Staff	.0	-.09	Ex		1.45
Openness	-.08	-.10	Ex		1.68
Trust in Staff	.16	-.29	Ex	2.87 (1,10)	1.11
Trust in Residents	.08	.03	Ex		1.75
Perceived Influence	.10	-.10	Ex		
Cohesiveness	-.21	-.27	Ex		1.56
Overall Power	-.04	-.05	Ex		1.07
Person-Environment Fit (COPES)	(N=11 Homes, 57 Residents)				d.f.=(9,46)
Pride and Group Spirit	.06	-.14	Ex		2.75*
Support	.26	.04	Ex		
Openness of Feelings	-.28	.02	Con	1.61 (2,9)	
Independence	-.28	-.12	Con		1.74
Jobs and Planning	-.18	-.18	Ex		1.95
Sharing Personal Problems	.10	-.24	Ex	5.20* (1,9)	
Anger and Arguing	-.06	-.12	Ex		2.05
Organization and Neatness	-.06	-.18	Ex		1.13
Program Clarity	-.06	-.16	Ex		1.14
Staff Control	.40	.24	Ex		
Satisfaction	(N=12 Homes, 57 Residents)				d.f.=(10,45)
Program	-.28	-.25	Con		1.42
Staff	-.18	-.02	Ex		1.71
Residents	.23	-.06	Ex	1.53 (1,10)	
Growth	-.25	.09	Con	2.63 (1,10)	
Psychological Attitudes	(N=12 Homes, 51 Residents)				d.f.=(10,39)
Self Esteem	.09	-.13	Ex		1.90
Trust	.01	-.10	Ex		1.68

* $p < .05$
** $p < .01$ (non-simultaneous test)

[a] F statistics below 1.0 are omitted.

where 38 of 47 pretest-posttest changes were in the expected direction. Staff in the control group did not change systematically from pretest to posttest. They gained ground on 22 measures, but lost on 23 others. Thus far, the results support our predictions.

For residents, the picture is somewhat different. Nineteen of 23 treatment-control comparisons favor the experimental group, $z = 2.92$, $p < .01$, although only one of these is significant. However, this treatment effect is not due to improvements within the experimental group over time. These changes were balanced, with improvements on 11 measures and declines on 12. Rather, the treatment effect reflects a control group decline on 18 of 23 measures. The detrimental changes within the control group lead to treatment-control differences in the predicted direction, but they are hardly evidence of the success of the intervention process.

We can examine the size and pattern of these changes more readily with reference to the intervention model. Figure 16 shows non-simultaneous 90% confidence intervals for average changes within each box of the model. The confidence intervals describe changes between pretest and posttest separately for the experimental and control groups and for staff and youths, ignoring homes. They do not permit between-group inferences. The probability levels do reflect treatment differences for the summary measures, as assessed with nested analyses of variance (F tests for the summary measures are presented in Table 6.) The summary measure Real Climate Changes Due to Goals incorporates all dimensions in this category, not just the ones participants selected to work on, since these varied from home to home.

The confidence intervals suggest that the declines among residents

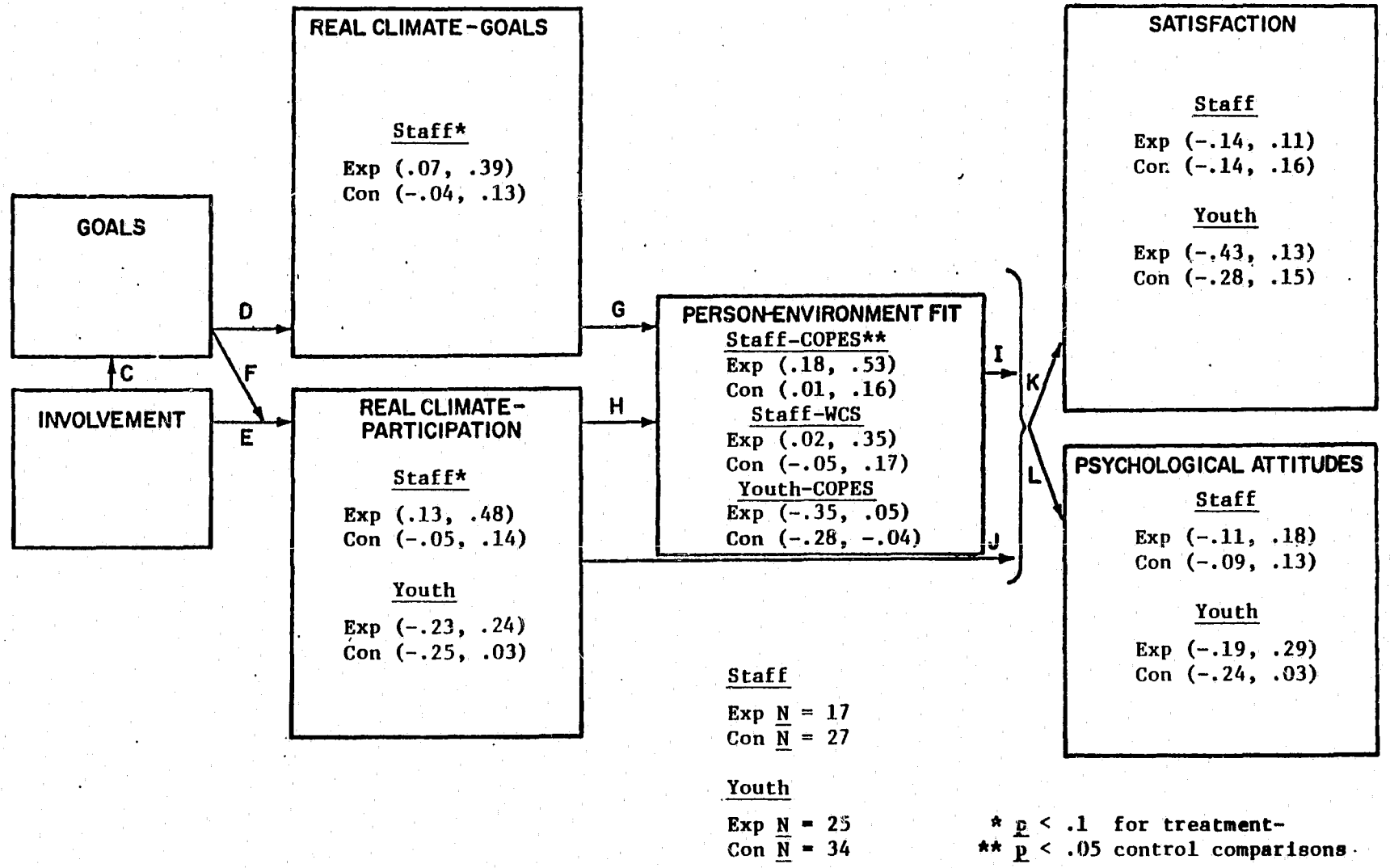


Figure 16. 90% Confidence Intervals for Change from Pretest to Posttest in Experimental and Control Groups. Confidence bounds are computed for mean change scores on five-point scales within each group and are non-simultaneous.

Table 6

Treatment and Home Effects for Summary Measures of Pretest-Posttest Change (Nested Analysis of Variance Design)

Dimension	Mean Change		Test Favors	F-Tests[a]	
	Experimental	Control		Treatment (d.f.)[b]	Group Homes (d.f.)
			Staff		
Real Climate - Goals	.23	.04	Ex	3.49* (1.4,9)	
Real Climate - Participation	.30	.04	Ex	3.27* (1.2,9)	1.39 (9,32)
Person-Environment Fit (WCS)	.18	.06	Ex		3.13** (8,26)
Person-Environment Fit (COPES)	.35	.08	Ex	6.41** (1.1,8)	
Satisfaction	-.02	.01	Con		3.75*** (9,27)
Psychological Attitudes	.04	.02	Ex		3.22** (9,27)
			Residents		
Real Climate - Participation	.00	-.11	Ex		1.61 (10,45)
Person-Environment Fit (COPES)	-.15	-.14	Con		3.88*** (9,46)
Satisfaction	-.15	-.06	Con		1.26 (10,45)
Psychological Attitudes	.05	-.12	Ex		3.21***(10,39)

* $p < .1$
** $p < .05$
*** $p < .01$

[a] F statistics below 1.0 are omitted.

[b] Numerator degrees of freedom for the synthesized F's are not necessarily whole numbers because they are weighted combinations of degrees of freedom for the component mean squares.

in the control group are not very serious. Only one of the four declines, in social-climate fit, is reliable even at the .1 level, $t(33) = -1.74$, $p < .1$, and they average only a tenth of a scale point. Experimental and control residents do not differ significantly on any of the summary measures of program climate or individual outcomes. Apparently, on the average, participating in the development process was not very useful, and failing to participate not very harmful to residents in our group homes.

For staff, the patterns of change in Figure 16 are more hopeful. Staff in experimental homes show clear gains between pretest and posttest on all four summary measures of program climate (Real Climate Changes Due to Goals, Real Climate Changes Due to Participation, and Social and Work Climate Fit). Staff in control homes show lesser improvements in all these measures, thus attenuating treatment control differences. Still, nested analyses of variance (Table 6) show significant or near significant differences between staff in the experimental and control groups on all four of the climate measures except work climate fit. Neither experimental nor control staff changed reliably on the individual-level outcome measures.

The results for staff generally support our model of intervention effects. On the average, staff in experimental programs perceived their program climates more favorably at the posttest than at the pretest. The improvements were small, averaging only a quarter unit on a five-point response scale, but they were reliable. Changes in the experimental group were also more positive than changes in the control sample, which remained relatively stable. The changes in perceptions of program climate did not extend to individual-level satisfaction or psy-

chological measures.

This comparison of treatment and control groups suggests that, in general, the survey-guided intervention worked better for staff than for residents in the group homes. We must interpret these results cautiously, however, since the nested analyses of variance show a great deal of between-home variance in the amount and direction of change. Homes-within-treatments effects are significant at the .05 level for a seventh of the outcome measures in Table 5 and half of the summary measures in Table 6. The between-home variance points to the need for a closer examination of the treatment effects within homes. Within-home analyses also permit us to examine the effects of involvement and goal attainment in particular areas.

Pretest-Posttest Changes Within Homes

Table 7 shows mean changes from pretest to posttest on the summary measures for each of the experimental homes. Table 8 presents the same data for homes in the control group. Wilcoxon matched-pairs signed-ranks tests summarize the changes for staff and residents in each home. These data must be interpreted with extreme caution, since the within-home N is usually quite small.

The staff of three experimental homes (D, E, and F) show statistically reliable improvements ($p < .001$) from pretest to posttest across all measures as assessed by Wilcoxon tests. Two of these were the homes highest in goal attainment. Staff levels of involvement were also high for both, but there is no overall relationship between staff involvement and either goal attainment or attitude change. Staff at the two remaining homes for which we have posttest data did not

Table 7

Mean Pretest-Posttest Changes on Summary Measures

Within Experimental Homes

	Home A	B	C	D	E	F
Staffing Model	Parent	Staff	Staff	Parent	Staff	Parent
Goal Attainment	--	57%	22%	--	70%	100%
			Staff			
N	2	0	2	3	7	3
Involvement	4.25		3.50	1.83	3.93	4.50
Mean Change Scores						
Real Climate-Goals	.05		-.02	.44	.26	.26
Real Climate-Participation	-.16		.13	.67	.31	.34
P-E Fit COPES	.15			.52	.38*	.32
P-E Fit WCS	-.24			.20	.29	.0
Satisfaction	-.02		-.33	-.10	.04	.19*
Psychological Attitudes	-.55		-.02	-.16	.15	.14
Wilcoxon Test[a]	-.59		-.05	4.10***	4.30***	3.47***
			Residents			
N	3	6	5	4	6	6
Involvement	2.67	3.17	3.40	1.00	1.17	2.33
Mean Change Scores						
Real Climate-Participation	-.48	-.36	.01	.22*	.85	.09
P-E Fit COPES	.50	-.95*	--	.05	.05	-.04
Satisfaction	-.69	-.54	-.10	-.18	.96	-.02
Psychological Attitudes	-.52	-.32	-.04	-.26	1.08*	.24
Wilcoxon Test[a]	-2.97**	-2.49*	-.51	1.27	3.60***	2.02*

* $p < .05$
** $p < .01$
*** $p < .001$

[a]Wilcoxon tests are performed on changes measured in standard deviation units except for staff in home A. There, because missing data often reduced the N to 1, the tests are performed on raw change scores (adjusted for equal scale length). Positive z scores reflect positive changes.

Table 8

Mean Pretest-Posttest Changes on Summary Measures

Within Control Homes

Staffing Model	Home G Parent	H Parent	I Staff	J Staff	K Staff	L Parent
			Staff			
N	2	2	4	4	12	2
Mean Change Scores						
Real Climate-Goals	.24	.22	-.04	-.11	.08	-.03
Real Climate-Participation	-.03	.32	.14	-.18	.07	.03
P-E Fit COPES	.08	-.10	-.05	.02	.13	.32
P-E Fit WCS	.43*	.83	.12	-.27	.03	.00
Satisfaction	.64	.26	-.16	-.54*	.14	-.25
Psychological Attitudes	.40	-.10	.07	-.45*	.13	.02
Wilcoxon Test[a]	2.78**	3.42***	.68	-3.16**	3.76***	-.14
			Residents			
N	6	1	11	4	9	3
Mean Change Scores						
Real Climate-Participation	.02	.64	-.20	-.21	-.05	-.36
P-E Fit COPES	-.32**	-1.20	-.06	-.02	-.17	.18
Satisfaction	-.03	.75	-.02	-.01	-.12	-.46
Psychological Attitudes	.17	.25	-.20	-.38	-.11	-.19
Wilcoxon Test[a]	-.69	.36	-2.37*	-1.58	.36	-2.41*

* $p < .05$
** $p < .01$
*** $p < .001$

[a]Wilcoxon tests are performed on changes measured in standard deviation units except for staff and residents in home H. There, because missing data often reduced the N to 1, the tests are performed on raw change scores (adjusted for equal scale length). Positive z scores reflect positive changes.

change reliably from pretest to posttest. Changes for residents were invariably a bit more negative than for staff. Where staff scores improved over time, residents' changes were also positive, although less marked. Where staff scores remained constant over time, residents' scores declined.

Staff in three control homes (G, H, and K) also show improvements from pretest to posttest that are only a little less reliable than those for staff in the experimental homes. Two other control homes remained relatively constant and one showed a reliable decline. Again, in every home, residents' perceptions were more negative than staffs'. No control home showed substantial gains for residents and two showed a reliable loss.

The change scores and Wilcoxon tests are based only on the panel of subjects who completed both the pretest and the posttest. Sign tests for changes in the mean scores between the two cross-sectional samples of subjects at the pretest and the posttest yield a similar pattern of results except in three cases: the significant positive changes in the longitudinal study for staff in control homes G and K become nonsignificantly negative in the cross-sectional test ($z = -1.2$ for home G, $z = -1.17$ for home K), and the nonsignificant positive changes for youths in home K become much more reliable, $z = 3.34$, $p < .001$. Thus in the cross-sectional tests, changes for control staff appear more neutral, changes for control residents less negative. The pattern of change is still strongly positive for experimental staff (the two nonsignificant negative tests vanish) and neutral for experimental residents.

The within-home summary tests confirm our impressions that resi-

dential programs for youths are unstable settings. Either staff or residents, often both, change reliably on questionnaire measures from pretest to posttest in almost every home. It is possible that the development process augments the positive changes and curtails the negative ones, but the ordinal Wilcoxon tests are weaker evidence of intervention effects than the analysis of variance comparisons between experimental and control groups.

We can learn more about the development process by examining the course of events within each of the experimental homes. I will describe them in the order we worked in them.

Home A was a parent-model home run by a single mother with the aid of a social worker. Since there were no work climate problems to speak of, consultants and participants focused on the social climate problems of aggression and bickering among the residents. The consultants felt that the problem solving process was moving effectively towards selection of solutions when two of the six residents ran away from the home. One of these youths had played a particularly central role in the intervention. Although exogenous events in this youth's family seemed to be at the root of the incident, both the mother and the caseworker were demoralized. The consultants felt it would be pointless to continue with the formal development process. Instead they adopted a more supportive role to help the adults weather the crisis. Although there is no empirical evidence of positive changes from the intervention, the consultants felt that their support may have prevented a serious decline in the staff's attitudes at the posttest.

Home B was a larger staff-model home. The consultants engaged

both staff and residents in problem solving around a number of social and work climate issues, recruited an active in-house consultant, and made some progress towards goal attainment. They were able to involve residents in a committee for planning activities, set up large group problem solving meetings and small group counseling sessions for youths, and clarify staff responsibilities with a checklist of tasks for each shift. Staff turnover was high, however, and the changes were short-lived. When both the director and the in-house consultant left about the time of the posttest, progress towards goals was disrupted.

There was some confusion over scheduling the posttest. The day staff failed to inform the night staff and residents that the consultants would be coming to administer the questionnaires and the youths, rather disgruntled, were forced to break up a football game for the occasion. The staff never returned their questionnaires, and the consultants, who by then had withdrawn much of their investment in the setting, failed to follow up on them. There is no empirical evidence of positive changes from the intervention. Residents' perceptions of the social climate areas most closely related to their goals were significantly more negative at the posttest than at the pretest, t (4) = 3.42, $p < .05$.

Home C was one of three cottages of a residential program for youths. (Control Home J was part of the same unit.) The homes were more institutional than most of our sample, but the setting was an open one and residents attended local schools. The consultants established good rapport with the staff and helped them and youths to set a number of social and work climate goals. The home made virtually no progress towards meeting these goals, however. Most actual de-

cision-making power for the organization rested with the central administrators who did not become involved in the development process. In fact many of the home's problems stemmed from lack of trust and communication with the administrators. The intervention was thus directed at too low a level in the organizational hierarchy to be effective.

Neither youths nor staff in Home C changed their perceptions of home climate substantially from pretest to posttest. Interestingly, staff in this experimental cottage did not show the same pattern of decline from pretest to posttest as staff in the control cottage, J, next door. Due to missing data, we cannot examine changes in areas specifically targeted as goals.

Home D was a parent-model home in a working class community. The group home mother ran the household with nominal assistance from her husband, other relatives, and a social worker. Because other small homes had sometimes seemed overwhelmed by the technology of the development process (feedback charts and attainment scales), the consultant decided to try a more informal approach. Research on data-based techniques in family therapy (Love, Kaswan, & Bugental, 1974) also influenced her decision. This study suggests that feedback of information is an effective therapeutic tool in families of high socioeconomic status but that less detached, less formal counseling is more effective with families of lower socioeconomic background. Since the development process in this home differed somewhat from the others, I will describe it in more detail.

The consultant collected data as usual, but fed it back to the mother and youths informally. She presented the usual feedback charts

to the social worker at his office.

The major problems concerned activities and jobs for youths and social support from the social worker for the mother. A previous social worker had played a much more active role in counseling the mother and in organizing activities for the residents. The current social worker invested very little time and energy in the home, and the mother turned to the consultant for the support she lacked. The consultant was glad to be supportive, but emphasized the time-limited nature of her involvement. Together, she and the mother developed strategies for securing other sources of help. They sought to involve the social worker more actively in the home and to enlist the services of a volunteer from a local university. The first effort was unsuccessful, the second postponed until the start of the academic year. The social worker, the mother's sister, and residents all discussed social climate issues. They agreed to plan more activities and to attempt to find a summer job for each youth. Only the latter effort was totally successful. The social worker short-circuited attempts to organize training in independent living skills such as repairing cars or opening bank accounts by telling the youths they should simply come to him if they had any problems.

All these discussions were quite informal. The consultant made no attempt to list solutions on newsprint, call for a vote on ideas, or write up goal attainment scales. Neither she nor participants even described the procedure as problem solving. The low involvement ratings for both staff and residents reflect the consultant's feeling that home members never really participated in the development process. She was surprised at the positive changes in their attitudes from pre-

test to posttest.

Pretest-posttest changes in the social climate dimensions related to activities and jobs were favorable for both staff and youths, but were no more positive than changes on other social climate dimensions. The diffuse nature of the changes in participants' perceptions of their program is consistent with the diffuse nature of the intervention; however, there is little internal evidence to suggest that the development process caused the improvements over time.

Home E was "the Home" described in detail in the case study. To recapitulate, the consultants involved staff in effective problem solving around a number of work climate goals and helped them develop their own problem solving skills. Residents played a less active role in the development process. Changes from pretest to posttest were positive for both groups and were more positive in areas where participants successfully attained the goals they set for themselves than in other areas.

Home F was a relatively large parent-model home. Both parents and the social worker played an active role in the home and in the development process. There were no major problems in work climate, so participants focused their efforts on increasing levels of trust among residents and between staff and residents. Specifically, youths agreed to handle problems among themselves rather than "telling on" one another to the parents; adults agreed not to divulge personal information about youths outside the home. Both groups succeeded in correcting past abuses in these areas. The participatory problem solving meetings themselves probably also served to increase levels of trust.

Both adults' and youths' scores on the summary measures improved from pretest to posttest. None of the COPES or WCS dimensions deal specifically with trust. Residents' improvements on the PAS Trust dimensions (under Real Climate Changes Due to Participation and Psychological Attitudes) were larger than other changes in the same categories, but not significantly so. Staff also felt that Trust increased from pretest to posttest, but no more so than other Real Climate variables.

In summary, the development process went according to plan in three of six homes. Homes E and F made considerable progress towards goal attainment, and both staff and youths showed favorable changes on program climate measures from pretest to posttest. In Home D, the consultant approached problem solving more informally, and made less progress towards goal attainment. Both adults and youths perceived program climate more positively at the posttest than the pretest, but results were reliable only for staff.

In two other homes, successful starts to the development process were disrupted by staff turnover in one case and youths' running away in the other. Changes for residents, but not staff, were reliably negative in these homes. In the last home, C, the development process never showed much promise. Staff and youths were unable to attain the goals they set for themselves, at least in part because administrators who did not participate in the process controlled important decisions. Neither staff nor youths' perceptions of the home changed systematically over time.

The comparisons between experimental and control groups show that climate changes perceived by staff in the experimental programs were reliably more favorable than changes perceived by staff in the control

programs. There were no reliable differences in experimental and control group residents' perceptions of change. Both within-home and between-treatments analyses suggest that the changes in staff perceptions were confined to program climate variables. They did not extend to individual-level satisfaction or psychological measures. The positive changes seem dependent on successful completion of the development process, although changes in perceptions are not confined to the specific areas of goal attainment. Degree of involvement in the process at the home level, at least as we assessed it, is unrelated to goal attainment or attitude change.

The results support the broad outlines of the model of intervention effects described in Chapter One, if not the specific causal paths. For staff, goal attainment is related to changes in real climate and in person-environment fit, but does not account for all of the variance in perceived outcomes at the organizational level. That is, the development process also seems to have effects on program climate that are not mediated by progress towards specific goals. According to the model, these effects should be mediated by involvement, but this variable, at least as we have operationalized it, is unrelated to climate change.[5] The effects of the intervention do not extend to individual-level outcomes, although they might if the intermediate effects

[5]Involvement is an average of self ratings and consultant ratings of participation in development process meetings. Because consultants sometimes neglected to pass out this questionnaire to staff and almost never gave it to residents, however, most of the data reflect only the consultants' view. Since consultants varied from home to home, the between-home variance in involvement may largely reflect response-bias on the part of consultants. This makes between-home analyses of involvement problematic. The small sample size and low within-home variance also make within-home analyses inappropriate. In other words, our measure provides an inadequate assessment of the theoretical construct.

on program climate were stronger. More refined tests of the links in the model are problematic because of the small sample size and the questionable nature of correlations across individuals where between-home variance is large. Such tests should await a larger sample of observations in group homes or other settings. The results for residents, unlike those for staff, lend little support to the model.

The effects of the intervention process, although statistically reliable, are neither as powerful nor as consistent as we had hoped. Staff appear to benefit more than youths, but even staff do not change greatly. The process affects perceptions of program climate, but has no impact on individual-level outcomes. In the next chapter I will speculate about why the development process did not have more impact, why it was more successful in some settings than in others, and what other strategies for planned change might be useful to community-based residential programs for youth.

CHAPTER V

DISCUSSION

The survey-guided development process helped some group homes in our sample to solve problems, set goals, and bring their program climates closer to their own ideals. Other homes received little lasting benefit. Examining the differences between the interventions in these homes is a useful starting point for judging the strengths and weaknesses of the Youth Home Development process. We can then compare our process with other strategies for organizational change in community-based residential programs for youths.

This discussion must be speculative. Our sample of homes is a tiny one, and with each subdivision it grows still smaller. We have many more variables to consider than cases and only post hoc hypotheses. I will draw on my experience as a consultant as well as a researcher to select what appear to me to be the central issues. Another observer might focus on a very different set.

More and Less Successful Interventions

Both the setting and the consultants contributed to the success or failure of a particular intervention effort. At least two features of homes that can impede problem solving and goal attainment stand out in our sample. One is lack of stability. The departure of key staff members, as in home B, is invariably disruptive to a group home. It is particularly disruptive to proactive efforts such as selecting problem

areas for work or following up on goals, because these require continuity over time. The three homes that showed the most progress on our questionnaire measures over time were also the most stable. There was no staff turnover between pretest and posttest in homes D and F, and the staff who left in home E did so before problem solving began. Both staff and youths at homes B and C, by contrast, had the shortest average tenure in their programs at the pretest of all the experimental homes (three months for youths and six months for staff at home B, seven months for youths and six months for staff at home C).

The staff at home A did not change between pretest and posttest, but two residents introduced instability by running away. At a larger home, the departure of two youths might not have had much impact. Such incidents were frequent in our sample. But in a small parent-model home any unusual event in any youth's life can affect the climate of the entire program. Houseparents who live with youths 24 hours a day also have less distance on events at their home than staff who work eight hour shifts. They are more likely to hold themselves personally responsible and to be demoralized by crises than childcare workers whose sources of support and accomplishment are more varied. Thus, while small homes are not necessarily less stable than large ones, they are more vulnerable to disruption. They may not be the best candidates for this type of development effort.

Another feature of homes that can interfere with problem solving is lack of control over decision making. No organization ever has complete control over its environment, and community-based programs must contend with more than their share of external events. But if problem-solving is to be meaningful, participants must have some control over

events within the organization and its responses to the environment. At home B, the central administrators made most important decisions, so that problem solving at the cottage level was either trivial or ineffective. In survey feedback interventions in organizations with several levels of hierarchy, it seems crucial to include all levels of the organization or at least enough so that participants can exercise meaningful control over important features of program climate. Survey-feedback interventions in larger organizations typically proceed this way (Nadler, 1977).

The consultants' procedures as well as home characteristics varied from intervention to intervention, and these doubtless contributed to the relative success of the process in different homes. Interestingly, the three most successful interventions in terms of change on outcome measures were the last three conducted. We made several changes in the development process over time that probably contributed to these outcomes. First, we lengthened it. Early interventions lasted only 12 to 14 sessions; later ones involved as many as 22 meetings. We devoted the extra time to additional problem solving and goal setting. It is possible that earlier interventions were simply too brief to have much impact. Still longer development programs might have accomplished more.

It is not simply that more is better. Extending the intervention allowed two other qualitative changes. First, it made the process less vulnerable to day-to-day vagaries in the homes. It is possible that with a longer investment in homes A and B, consultants might have gotten the development process back on the track after its derailment. Second, devoting more time allowed us to shift our focus somewhat from helping homes solve problems to transferring problem-solving skills. Initially

we assumed that participants would simply pick up these skills during problem-solving meetings. But as Bonnie put it at the Home, "Staff here have lots of good ideas, but we aren't very good at setting or meeting goals."

In finding systematic problem solving difficult, the Home was hardly unique among the programs in our sample. But why should community-based treatment programs for youths be deficient in this area? One answer has to do with the people who work in these settings and another with their organizational environment. Childcare workers tend, first and foremost, to be people who have good rapport with and enjoy working with youths. Directors and supervisors in group homes frequently start out as especially skilled childcare workers. Their formal training, if any, is more likely to be in psychology or education than in accounting or management. And they rarely receive any on-the-job training for the administrative aspects of their work. Yet the environment they must cope with, involving youths, staff, parents, caseworkers, teachers, principals, police, judges, neighbors, and even an occasional researcher, is inordinately complex and unpredictable.

Because these programs are community-based there is little to buffer them from environmental perturbations. Daily emergencies make it difficult to be proactive, and time for planning is time redirected from other pressing concerns. Because the environment is so turbulent, it is likely that first attempts at problem solving and goal setting will go awry and that only more persistent efforts will be rewarded.

It takes time to change organizational norms in the direction of more systematic problem solving. It may only be possible after participants have had a chance to see the benefits of learning this new ap-

proach. Extending the intervention allowed us both to demonstrate problem-solving and to teach it.

Another factor that may have contributed to the success of later interventions was an increase in the skill levels of consultants over time. Although new consultants continually joined the project, more experienced consultants also stayed and the fund of knowledge and experience that we all could draw on grew. Specifically, we learned how to keep discussions focussed, when to be directive, when to intervene to maintain the process. We probably made the most progress during our pilot interventions, before we began randomly assigning homes to treatments. It is hard to know how much more we gained over the two years of the experiment.

Finally, as time went by, we grew more careful to allow homes to select themselves out of the sample, as described in Chapter Three. This may have increased the stability and motivational levels of homes over time, although again, these changes were nearly complete before we began any of the work reported here. Of course, no selection occurred after homes were assigned to treatment conditions. However, to the extent that all homes were more motivated at later stages in the experiment, they probably made better use of the development process.

Strengths and Weaknesses of the Development Process

The discussion of factors affecting the success of the development process points up several interesting features of this approach to organizational change in group homes. The first is something of a paradox. I began in Chapter One by citing instability in community-based residential programs for youths as a problem we hoped the development

process might correct. Now I am suggesting that the process is unlikely to work in homes that lack a basic level of stability. Both propositions may be true. But if the development process can only help the rich get richer, we must think of alternative strategies for more troubled programs.

I have also argued that increasing the length of the development process may make it a stabilizing factor for group homes. If consultants can help participants through difficult times and foster proactive problem solving when staff are less harrassed, the development process should increase participants' skills in coping with the turbulent environment. This in turn would make the homes more stable. But this strategy raises the issue of cost-effectiveness. How long should a pair of consultants work with a houseparent and four youths to develop problem solving skills?

We may question whether the consultants should work with youths at all. There is little evidence that residents in our group homes benefited from the intervention. The reliable negative changes among youths in homes where problem solving faltered after a strong beginning and the hint of negative changes among residents in the control group are causes for concern. Neither change was clearly related to the development process. The first could easily have been caused by the same factors that disrupted the intervention. The second was unreliable. But, coupled with the evidence of detrimental changes for control groups in other research on survey feedback cited in Chapter One, these findings indicate that we should approach interventions with residents cautiously.

It is possible that administering questionnaires or beginning prob-

lem solving raises expectations among residents that the consultants cannot always meet. Youths, even more than staff, may need continuity of involvement over time. I am not suggesting that consultants abandon attempts to help youths in developing their problem solving skills and setting goals to improve program climates. It may simply be more efficient to use an indirect strategy. Youths may benefit most if consultants work with staff, who can then transfer their skills to residents. Sue's work with youths on the table manners problem at the Home is a good example.

Clearly our survey-guided development process is not a panacea for residential youth programs. The questions of effectiveness in unstable settings, benefits for youths, and cost effectiveness overall are serious ones. But it is also important to recognize the strengths of the process.

The questionnaire assessment provides a quick survey of program strengths and weaknesses in terms of participants' own goals for their homes. During problem solving, participants generate far more ideas for improving their settings than they can implement. Where the process works effectively, they both solve pressing problems and learn techniques for dealing with other problems in the future.

The process has considerable face validity to staff in community-based settings: they are willing to give it a try. The presentation of survey data in terms of discrepancies between real and ideal program climate also has face validity. Although the psychometric properties of the COPES leave something to be desired, participants in our homes felt that both it and the WCS accurately portrayed their settings and clearly indicated areas for further work. The survey feedback proce-

dure thus minimizes the motivational problems inherent in some other forms of organizational development.

It may be useful to compare the Youth Home Development process with other change strategies we might have tried in community-based residential programs for youths. Since I have no data or experience with any of these strategies, this discussion must be still more speculative than the last.

Other Organizational Development Strategies for Residential Youth Programs

At least four alternative techniques for aiding community-based residential programs for youths come readily to mind. I will call them informal counseling, interpersonal process consultation, problem-solving training, and offering material support. In contrast to survey-guided development procedures, none of these techniques involve systematic collection and feedback of survey data to program members. The success of any but the last would probably depend greatly on the skills of the particular change agent involved. But even if we hold skill level constant, there are some important differences among the approaches.

By informal counseling, I mean a consultant's offering support, interpretations, suggestions, and advice to group home members, based on informal observations and discussions in the setting. This is somewhat akin to the counseling approach that Love, et al. (1974) found effective with lower class families. It is also akin to what ordinarily goes on between social workers and members of parent-model group homes. Informal counseling is probably superior to survey feedback in providing sorely needed social support to adults dealing with troubled and trou-

bling youths. It is also more flexible than survey feedback and requires fewer of the trappings of data-based procedures. These are advantages for small homes attempting to create a family atmosphere.

Informal counseling may be less successful than survey feedback in catalyzing change, however. We, like Moos (1974) and Bennis, et al. (1973) have found survey data useful in unfreezing participants' attitudes about their program and focusing efforts towards change. The feedback reports and problem identification meetings help home members organize inchoate discomforts with program climate into well-defined problems. The dimensions in the survey (e.g., Anger and Arguing) are sufficiently removed from particular incidents (e.g. John's beating up Ralph) to allow cool reflection and problem solving. An informal counselor must find some other strategy for confronting program members with problems in a way that motivates and facilitates change.

Interpersonal process consultation is the only organizational development technique besides survey feedback that Bowers (1973) found effective in improving the climates of large organizations. The consultant attempts to heighten group members' awareness of individual attitudes, feelings, and needs, sources of conflict between group members, and other interpersonal issues that may affect group functioning. A process consultant would have found a great deal of material to work with in most of the staff-model homes in our sample. We observed problems in interpersonal communication, particularly between members of different shifts or between supervisors and subordinates, in almost all of them.

The survey-guided development process was not very effective in helping homes deal with these problems. Home F, where participants

focused on increasing trust, is the major exception. On the other hand, interpersonal problems did not seriously interfere with changes on other fronts. The Home's progress in clarifying staff roles and improving communication between shifts despite continuing problems in Peer and Supervisory Leadership is an example. Thus interpersonal process consultation and survey-guided development may be seen as complementary approaches.

In the third strategy, problem solving training, consultants would attempt to teach participants the skills of systematically generating ideas, selecting solutions, setting goals, and planning action steps to meet them. If the training were divorced from the context of a particular home's problems, then a large number of staff from many different homes could be taught simultaneously. Consultants could organize a week-long conference on the theory and practice of problem solving with little more effort than we now invest in a single home.

This idea has promise, but it is not clear that out-of-home training, even if it were more extensive than that provided by the Youth Home Development process, would enable participants to do problem solving on their own. Particularly if only a few staff from a home participated in the training, the fledgling problem solvers might find it difficult to convince their colleagues of their approach. Changing organizational norms to support problem solving may be as important as developing skills.

Out-of-home training in problem solving for social workers, in-house consultants, program directors, or other key staff might profitably be combined with survey-guided development in the homes, as Coughlan and Cooke (Note 2) did in schools. External consultants could

aid program members in problem solving efforts until they were ready to work independently. A group of in-house consultants from different homes might even work together to provide each other with ongoing guidance and support.

These first three strategies for organizational development presume increasing degrees of stability in group homes. Supportive counseling can be useful in relatively volatile situations; training individual staff members to coordinate problem solving efforts in their homes requires much more stability. This last strategy would probably not work in homes where the average staff member stays on the job for only six months.

Yet another strategy would attack one source of instability, staff burnout, more directly. Over and over in the homes in our sample, staff members complained of working conditions that neither problem solving nor process consultation could affect. Hours were long and pay too low. There was too little relief help, vacation time, or other opportunity to get away. There were few benefits, no career ladder, and no bonuses. Staff members at group homes worked harder and earned less than they would have at other jobs. Parents who took youths into their own homes took even greater financial risks, since fire and damage insurance was difficult to obtain.

Staff turnover in these programs would doubtless be high, even if the working conditions were improved. The jobs are psychologically demanding to the point that many staff members dream about the youths at night. But turnover would probably be lowered and stability increased if some of the financial disincentives to working in group homes were reduced. Offering additional material support to staff is not, properly

speaking, an organizational development strategy. But it might have some of the same beneficial effects as more sophisticated development techniques.

These four alternative strategies presume different mechanisms of change in group homes. Informal counseling is more an individual than an organizational change strategy. By providing social support and technical assistance, it increases staff's ability to cope with the program's internal and external environment. The other three strategies suggest a hierarchy of organizational change parallel to Maslow's hierarchy of individual needs. Material support for staff's existence needs increases organizational stability, which may be a sine qua non of other development efforts. Interpersonal process consultation facilitates organizational functioning by meeting staff's relationship needs. Problem-solving training, like survey-guided development, meets individual and organizational needs for growth.

The model in Chapter One is appropriate for this last type of organizational change. Problem-solving training alone corresponds to the lower, unmeasured portion of the model, namely, increasing skills and changing organizational norms. Survey-guided development, without specific training in problem solving, may correspond only to the upper half, where participation and goal attainment lead to changes in program climate and individual outcomes.

This model receives some support from the current research. It might have received stronger support had we incorporated a more formal training component into the development process earlier. But a full test of the model may require a setting where individual and organizational needs lower in the hierarchy are better met.

APPENDICES

APPENDIX A

Recruitment Letter for Research Sites

Dear :

Enclosed is a brief description of a new service which we are offering to group homes and similar facilities for youth. Because we've received some financial support from the federal government and the University, we currently can offer this service at no cost to participating programs.

The purpose of this letter is to inquire about your interest in receiving our service now, or in the future. We realize that the enclosed description may leave some important questions unanswered. Also, we don't expect you to agree to participate without an opportunity for further discussion with us in person. Thus, if a reading of our description leads you to believe that your group home might benefit from our service, then the next step would be for us to meet at a time and place convenient to you.

After reading the description, you may call me collect at the number listed below to indicate whether you are interested in finding out more about us. If I have not heard from you in a couple of weeks, I'll call you.

Looking forward to hearing from you soon.

Sincerely,

Cary Cherniss, Ph.D.
Assistant Professor and
Project Director, Youth
Home Development Program
(313) 763-0264

Enclosure

APPENDIX B

Description of the Youth Home Development Program Distributed to Research Sites

YOUTH HOME DEVELOPMENT PROJECT

The University of Michigan

1. What is the Youth Home Development Project?

The project is designed to help residents and staff of a group home or other residential treatment program for youth to set goals for their program, identify strengths and weaknesses, and solve some problems which impede goal attainment. Specifically, it asks youth and staff to describe the program climate of their home both as it is and as they would like it to be, and then helps them to bring their home closer to their ideal.

2. What is "program climate" and how is it measured?

Program climate is the general atmosphere of the home. It is composed of the social climate of the program as it affects youth and the work climate as it affects staff.

To assess the program's social climate, staff fill out a yes-no questionnaire called the Community Oriented Programs Environment Scale (COPES) developed by Rudolph Moos. Alternate questions ask about the social climate of the home as it exists, and as the members would like it to be. The consultants will sit down with each youth individually to go through the same questions.

The COPES measures ten dimensions including Pride and Group Spirit, Support, Openness of Feelings, Independence, Jobs and Planning, Sharing Personal Problems, Anger and Arguing, Organization and Neatness, Program Understanding, and Staff Control. Sample questions include "Do residents put a lot of energy into what they do around here?" (Pride and Group Spirit), "Do staff encourage suggestions from youth?" (Independence), and "Are resident's activities carefully planned?" (Organization and Neatness).

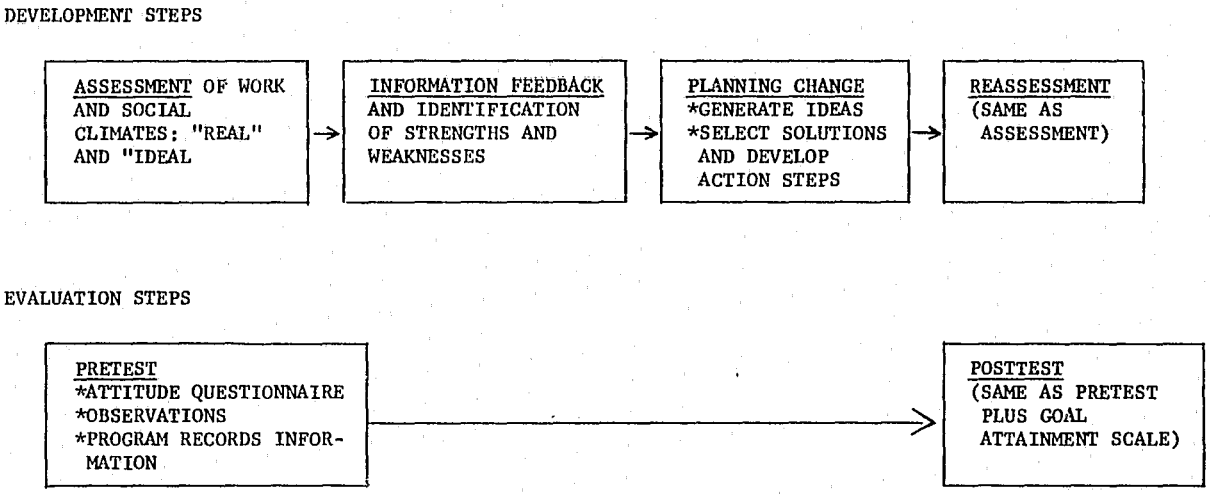
In addition to filling out the COPES, staff members are asked to respond to the Work Climate Scale (WCS) which assesses Organizational Climate, Supervisory Leadership, Peer Leadership, and Job Design in the program. Sample questions include, "To what extent are problems discussed openly in your program?" (Organizational Climate), "How friendly and easy to approach is your supervisor?" (Supervisory Leadership), "To what extent do staff members encourage each other to work as a team?" (Peer Leadership), and "To what extent does your job give you the chance to do a lot of different things?" (Job Design). As in the COPES, staff members are asked both "the way it is now" and "the way they would like it to be".

3. Exactly what is involved in the YHD project?

The development process involves four basic steps as shown in the top half of Figure 1:

1) Assessment. Staff members fill out the WCS, and both residents and staff fill out the COPES to assess their present environment and the environment they would find ideal. The program members may add questions to the questionnaires to measure other areas they are especially interested in.

Figure 1. The Youth Home Development Process



2) Information Feedback. The project staff feed back this information to the setting members to help them identify the strengths of their program and the areas in which it is not meeting their own goals. Work climate information is fed back to the staff alone while both youth and staff receive feedback about the social climate. All information is presented in the form of average scores, not individual scores, so that no individual's responses can be identified.

Figure 2 shows a sample "speedometer" feedback chart for a community program. For each dimension, the score is the difference between the program's "real" score and the "ideal" desired by its members. Scores are reported separately for staff and youth, but both groups are frequently surprised by the extent to which they agree about their ideals for the program. In this example both staff and youth want greater levels of support than they now have.

After presenting this information to the staff and youth in the community program, the project staff will help participants to identify program strengths and to identify areas for program development.

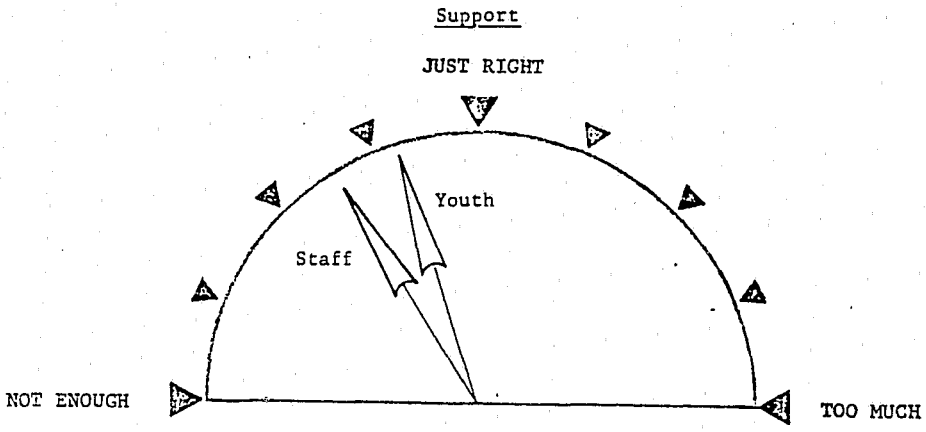
3) Program Development. The project staff help program members plan and implement changes designed to bring the program closer to the ideals of its members. For example, a program which wanted to increase residents' Pride and Group Spirit might plan more recreational activities or encourage youths to participate in planning activities. Program members will set specific goals and select volunteers to take primary responsibility for each.

4) Reassessment. A reassessment is conducted to determine whether the change efforts were successful. At the same time, new areas for program development can be identified. There will be a follow-up assessment three months later to determine how stable improvements are. The reassessments will include the same questionnaires as the initial assessment plus a goal attainment scale to assess progress on specific house goals.

4. How will the project be evaluated?

The youth home development process will be continually evaluated and improved to make it more valuable to residential treatment programs for youth. To aid in this evaluation, we will collect several additional types of information at the pretest and at the posttest, as shown in the bottom half of figure 1: First, questionnaire information is gathered about issues such as resident self-esteem and staff job satisfaction. Second, information is collected from informal observations and discussions with staff and youth in the program. These observations will generally be conducted by undergraduate observers while the program carries on its usual activities. Third, information from program records -- such as runaway rates and the number and types of disciplinary infractions -- may be collected. Finally, during the reassessment, program members will fill out a goal attainment scale indicating the extent to which the program has attained each of the goals members set for it.

Figure 2. Sample "Speedometer" Feedback Chart



These are the questions about "Support":

(1) Do residents who have been here the longest help new residents?
(2) Do staff have a lot of time to encourage residents?
(3) Do residents help one another?
(4) Do staff follow up residents once they leave the program?

Notes:

To further aid in evaluation, each program participating in the development process will be paired with another program. First one home in each pair will complete the development process while the other participates only in the assessment. Then the second home will follow the development procedures while the first is assessed. In this way, each home in turn acts as a "control" for the other, and each participates fully in the development process. The scheduling for paired homes is explained in Figure 3.

5. How much time will it take?

The development process will last about three months from beginning to end in each program. After an initial interview with the house head and an orientation meeting for staff program members will fill out the assessment questionnaires. This will involve two-one hour sessions for the consultants to go through the questionnaires with the youth. Staff may fill out their questionnaires individually or in a group meeting. Observers will observe and interact with program members for a couple of hours on three or four occassions.

Shortly after the assessment, the consultants will meet for an hour or two with the house head to discuss the information collected and the feedback procedures. Two meetings with the staff alone, one meeting with youth, and two or three meetings with both staff and youth will be needed during the next three weeks to feed back the information, identify and prioritize areas for development, and set concrete goals. These meetings should each last about two hours. All formal meetings should be completed during the first five to six weeks of the project.

If possible we would like to involve one or two staff members from the home as in-house consultants for the development process. The in-house consultant (who could be the house head) would work with us in planning and directing the social climate feedback meetings for the staff and youth. This provides a special opportunity for staff members to learn to use the youth home development process without the aid of outside consultants.

During the eighth or ninth week, the consultants will meet with the house director and in-house consultant to discuss progress and any problems which have been encountered in meeting program goals. The last two weeks will again be devoted to assessment. At a convenient time after this posttest, the consultants would like to meet with the house head, and interested staff and youth, to discuss the project and their reactions to it.

All meetings will be scheduled at some time which is agreeable to the program. Timing is flexible within the general constraints just described.

6. What will the program gain from the project?

We hope that the YHD project will have positive effects on staff and youth attitudes towards the program and on their behavior. It should improve the relationships between youth and staff. The opportunity to participate in setting program goals and in planning and implementing changes designed to meet those goals should increase members' commitment to the program and their satisfaction with it. In concrete terms this may mean lower runaway rates and more constructive behavior on the part of youth and less "burnout" for the staff.

Figure 3. Schedule for Paired Homes

Weeks	Home 1	Home 2
1	Orientation	Orientation
2-3	Assessment	Assessment
3-5	Development Process: * information feedback and problem identification * planning and implementation of change	
12-13	Reassessment	Reassessment
13-15		Development Process
23-24	Follow-up Assessment	Follow-up Assessment

In addition, staff members in the program can learn to use this assessment and change technique on an ongoing basis to keep the program responsive to the changing needs of its members. We will remain available to advise programs which wish to continue using the assessment and change procedures.

7. Who is in charge of the project? Does it have authorization from The University of Michigan?

The project is being conducted by a group of faculty and graduate students from the University of Michigan, Department of Psychology under the direction of Dr. Cary Cherniss, Assistant Professor in the Community Psychology Area. Dr. Richard Price, Professor and Chairman of the Community Psychology Area serves as co-director. The graduate students involved are Dennis Perkins and Beth Shinn. Other graduate and undergraduate students will participate as consultants and observers.

The project has been approved by the Human Subjects Review Committee of the College of Literature, Science, and the Arts.

8. Who will see the data? How will confidentiality be maintained?

All data collected from the home will be kept strictly confidential. At the individual level this means that each resident and staff member will be assigned an identification number known only to the research project staff. All questionnaires and coded data for computer analysis will be identified by these numbers, not by names. Only average scores will be fed back to participants so that no individual's responses will ever be made known to anyone in the program.

The home will also be assigned an identification number to distinguish it from other programs. Data from the home will never be associated with the program's name or other identifying characteristics.

Data collected from the program may be used in funding proposals, Ph.D. dissertations, and publications. In all cases, the identity of the program and the individuals involved will be carefully concealed.

9. How will the rights of program members be protected?

Participation in the intervention project is strictly voluntary. We expect that most youth and staff will want to participate in setting program goals and planning ways to meet them, but no one will be forced to do so.

APPENDIX C

INSTRUCTIONS AND SAMPLE PAGES FROM QUESTIONNAIRES

A. Cover Sheet - Program Assessment Survey (Residents)

THE UNIVERSITY OF MICHIGAN

YOUTH HOME DEVELOPMENT PROGRAM

PROGRAM ASSESSMENT SURVEY (RESIDENTS)

These questions are designed to help us at The University of Michigan to better understand your program.

This is not a test, and there are no right or wrong answers. For the information to help improve your program, it is important that you answer each question as carefully and honestly as possible.

NO ONE IN YOUR PROGRAM OR AGENCY WILL EVER SEE YOUR INDIVIDUAL ANSWERS. All questionnaires will be taken to The University of Michigan for safe keeping.

To make sure that your answers will be known only by The University of Michigan staff, we have not put your name on the questionnaire. Instead, we have given a personal identification number to each program resident. YOUR "SECRET" NUMBER IS ON THE NEXT PAGE. It will not be told to anyone else in your program.

If there are any questions you don't understand, or if you need help filling out the questionnaire, just let us know. And, if you need to explain your answers, or would like to say something about a question, please write in the comment space that has been left on each page.

Thanks for your help!

Beth Shinn
Beth Shinn
Assistant Study Director

Dennis Perkins
Dennis Perkins
Assistant Study Director

Cary Cherniss
Cary Cherniss
Assistant Professor of Psychology
Study Director

Richard H Price
Richard Price
Professor of Psychology
Co-Study Director

B. Instructions - Program Assessment Survey (Residents)

GENERAL INSTRUCTIONS

Most of the questions ask you to circle one of the numbers at the right. Please choose the one number that best tells how you feel about the question. Here is an example: If you were asked how much you agree with the statement, "I like chocolate ice cream," and you feel that you NEITHER AGREE NOR DISAGREE, you would circle number [3] like this:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I like chocolate ice cream.	[1]	[2]	(3)	[4]	[5]

The numbers you circle mean different things in different parts of the questionnaire. For example, the question may ask whether you AGREE or DISAGREE, whether you are SATISFIED or DISSATISFIED.

Don't worry about the numbers on the right hand side of the page – they are for the computer.

This is your Secret Identification Number:

I.D. Number	(1:01-06)
Deck Number	(1:07)
Constant 99	(1:08-09)

C. Demographic Questions - Program Assessment Survey (Residents)

2

SECTION I

In this section we ask some questions about your background. All of your answers will be kept secret. No staff member or anyone else in your program will ever see your answers.

1. Are you (circle one)? 1:10
   [1] Female
   [2] Male

2. Do you go to school? 1:11
   [1] Yes
   [2] No

3. If you are in school, what grade are you in? (If you no longer go to school, what was the last grade you completed?) 1:12-13

   _____

4. How old were you on your last birthday? 1:14-15

   _____

5. How long have you been a resident at this program? 1:16
   [1] Less than 30 days
   [2] 1-3 months
   [3] 4-6 months
   [4] 7-11 months
   [5] 1-2 years
   [6] More than 2 years

6. Are you: 1:17
   [1] Black
   [2] Oriental
   [3] American Indian
   [4] Spanish surnamed
   [5] White
   [6] Other _____

7. How big is the community where you grew up? (Think of the place where you have spent the most time up until now.) 1:18
   [1] A farm, ranch, or home in the country (rural area)
   [2] A small town in the country (rural area)
   [3] A suburb of a large city
   [4] A small city (less than 100,000 people)
   [5] A large city (more than 100,000 people)

8. How far is this program from your home (where your parents live, or, if you have no parents, where you lived before coming here)? 1:19
   [1] Less than 10 miles
   [2] Between 10 and 50 miles
   [3] More than 50 miles

Comments:

D. Sample Page - Program Assessment Survey (Residents)

SECTION II

The following statements describe the way people in your program may feel and act toward one another. How much do you AGREE or DISAGREE with each as a description of your own program?

		Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
9.	Everyone gets listened to in this program.	[1]	[2]	[3]	[4]	[5]	1:20
10.	Staff here will do things behind your back.	[1]	[2]	[3]	[4]	[5]	1:21
11.	My opinions are considered when decisions have to be made. ..	[1]	[2]	[3]	[4]	[5]	1:22
12.	People in my program stick together.	[1]	[2]	[3]	[4]	[5]	1:23
13.	When youth say something, you can really believe it.	[1]	[2]	[3]	[4]	[5]	1:24
14.	People in this program are afraid to say what they really feel.	[1]	[2]	[3]	[4]	[5]	1:25
15.	I feel I can really trust the staff in this program.	[1]	[2]	[3]	[4]	[5]	1:26
16.	I don't have much to say about the way decisions are made. ..	[1]	[2]	[3]	[4]	[5]	1:27
17.	People in my program don't get along very well.	[1]	[2]	[3]	[4]	[5]	1:28
18.	People in this program talk about things openly.	[1]	[2]	[3]	[4]	[5]	1:29
19.	I really don't like my program.....	[1]	[2]	[3]	[4]	[5]	1:30
20.	When staff say something, you can really believe it.	[1]	[2]	[3]	[4]	[5]	1:31
21.	I can usually change the way things are done around here.	[1]	[2]	[3]	[4]	[5]	1:32
22.	People in my program go out of their way to help each other.	[1]	[2]	[3]	[4]	[5]	1:33
23.	Residents here will do things behind your back.	[1]	[2]	[3]	[4]	[5]	1:34
24.	I'm usually asked when changes have to be made.	[1]	[2]	[3]	[4]	[5]	1:35
25.	I feel I'm really a part of my program.	[1]	[2]	[3]	[4]	[5]	1:36
26.	I feel I can really trust the youth in this program.	[1]	[2]	[3]	[4]	[5]	1:37
27.	All in all, I like living in my program.	[1]	[2]	[3]	[4]	[5]	1:38

Comments:

E. Corresponding Page for Parent Model Homes (Home Assessment Survey - Residents)

3

SECTION II

The following statements describe the way people in your group home may feel and act toward one another. How much do you AGREE or DISAGREE with each as a description of the home.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	
9. Everyone gets listened to in this home.....	[1]	[2]	[3]	[4]	[5]	1:20
10. Parents will do things behind your back.....	[1]	[2]	[3]	[4]	[5]	1:21
11. My opinions are considered when decisions have to be made.....	[1]	[2]	[3]	[4]	[5]	1:22
12. The kids in my home stick together.....	[1]	[2]	[3]	[4]	[5]	1:23
13. When kids say something, you can really believe it...	[1]	[2]	[3]	[4]	[5]	1:24
14. People in this house are afraid to say what they really feel.....	[1]	[2]	[3]	[4]	[5]	1:25
15. I feel I can really trust the house parents.....	[1]	[2]	[3]	[4]	[5]	1:26
16. I don't have much to say about the way decisions are made.....	[1]	[2]	[3]	[4]	[5]	1:27
17. People in my house don't get along very well.....	[1]	[2]	[3]	[4]	[5]	1:28
18. People in this house talk about things openly.....	[1]	[2]	[3]	[4]	[5]	1:29
19. I really don't like it here.....	[1]	[2]	[3]	[4]	[5]	1:30
20. When parents say something, you can really believe it.....	[1]	[2]	[3]	[4]	[5]	1:31
21. I can usually change the way things are done around here.....	[1]	[2]	[3]	[4]	[5]	1:32
22. People in my home go out of their way to help each other.....	[1]	[2]	[3]	[4]	[5]	1:33
23. Kids here will do things behind your back.....	[1]	[2]	[3]	[4]	[5]	1:34
24. I'm usually asked when changes have to be made.....	[1]	[2]	[3]	[4]	[5]	1:35
25. I feel I'm really a part of my house.....	[1]	[2]	[3]	[4]	[5]	1:36
26. I feel I can really trust the kids in this home.....	[1]	[2]	[3]	[4]	[5]	1:37
27. All in all, I like living here.....	[1]	[2]	[3]	[4]	[5]	1:38
					[9]	1:39

Comments:

F. Cover Sheet - Program Assessment Survey (Staff)

THE UNIVERSITY OF MICHIGAN

YOUTH HOME DEVELOPMENT PROGRAM

PROGRAM ASSESSMENT SURVEY (STAFF)

This questionnaire is designed to help the research staff at The University of Michigan better understand your program. Some of the questions ask for factual information, while others ask for your personal views and opinions.

For the survey to be useful, it is essential that you answer each question as carefully and frankly as possible. Your answers will be COMPLETELY CONFIDENTIAL, AND NO ONE IN YOUR PROGRAM OR AGENCY WILL EVER SEE YOUR INDIVIDUAL ANSWERS. All questionnaires will be taken to The University of Michigan for analysis and safekeeping, and only statistical summaries will be reported.

To help ensure privacy, we prefer not to have your name or any easily identifiable information on your questionnaire. For research purposes, however, we will need to match your answers on this survey with future responses. To accomplish this, we have provided a personal identification number for each program member. Your confidential number, which is known only to the research staff, can be found on the following page.

Although we have tried to design the survey as thoughtfully as possible, you may have questions or problems with the items we have included. Since we value your opinions, we have included a space for comments on each page of the questionnaire. If you would like to suggest revisions to the questionnaire, or to clarify your answers, please feel free to do so.

Thank you for your cooperation. Your participation is essential to the success of our study, and we genuinely appreciate your help.

Beth Shinn
Beth Shinn
Assistant Study Director

Dennis Perkins
Dennis Perkins
Assistant Study Director

Cary Cherniss
Cary Cherniss
Assistant Professor of Psychology
Study Director

Richard H Price
Richard Price
Professor of Psychology
Co-study Director

G. Instructions - Program Assessment Survey (Staff)

5/76

GENERAL INSTRUCTIONS

Most of the questions ask you to circle one of the numbers at the right. Please choose the one number that best tells how you feel about the question. Here is an example: If you were asked how much you agree with the statement, "I like chocolate ice cream," and you feel that you NEITHER AGREE NOR DISAGREE, you would circle number [3] like this:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I like chocolate ice cream.	[1]	[2]	(3)	[4]	[5]

The numbers you circle mean different things in different parts of the questionnaire. For example, the question may ask whether you AGREE or DISAGREE, or whether you are SATISFIED or DISSATISFIED.

Please disregard the numbers at the right hand side of the page; they are keypunch numbers intended for use in computer processing.

This is your Michigan Identification Number:

I.D. Number	(1:01-06)
Deck Number	(1:07)
Constant 99	(1:08-09)

H. Demographic Questions - Program Assessment Survey (Staff)

2

SECTION I

In this section we ask a number of questions about your background. All of your responses are strictly confidential; and your individual answers will not be seen by anyone associated with your program. We appreciate your help in providing this information.

1. Are you (circle one): 1:10
   - [1] Female
   - [2] Male

2. What is your educational level? 1:11
   - [1] Some elementary school (grades 1-7)
   - [2] Completed grade school. (grade 8)
   - [3] Some high school (grades 9-11)
   - [4] Graduated from high school or GED
   - [5] Some college or technical training beyond high school (1-3 years)
   - [6] Graduated from college (B.A., B.S., or other bachelors degree)
   - [7] Some graduate school
   - [8] Graduate degree (Masters, Ph.D., M.D., etc.)

3. What is your marital status? 1:12
   - [1] Married
   - [2] Widowed
   - [3] Separated
   - [4] Divorced
   - [5] Single (never married)

4. What was the size of the community in which you spent the largest portion of your life up to the time you finished high school? 1:13
   - [1] A farm, ranch, or home in the country (rural area)
   - [2] A small town in the country (rural area)
   - [3] A suburb of a large city
   - [4] A small city (less than 100,000 people)
   - [5] A large city (more than 100,000 people)

5. How old were you on your last birthday? 1:14-15

   _____ years

6. How long have you worked in your present program? 1:16
   - [1] Less than 30 days
   - [2] 1-3 months
   - [3] 4-11 months
   - [4] 1-2 years
   - [5] 3-5 years
   - [6] 6-10 years
   - [7] 11-19 years
   - [8] 20 years or more

7. Are you: 1:17
   - [1] Black
   - [2] Oriental
   - [3] American Indian
   - [4] Spanish surnamed
   - [5] White
   - [6] Other _____

Comments:

I. Sample Page - Program Assessment Survey (Staff)

4

SECTION III

The next questions are about you and your job. When answering, please keep in mind the specific experiences you have had in the program in which you are now employed. Please indicate how satisfied you are with the following aspects of your job.

	Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied	
22. Your pay	[1]	[2]	[3]	[4]	[5]	1:32
23. The way other staff members treat you	[1]	[2]	[3]	[4]	[5]	1:33
24. The opportunity to develop your skills and abilities	[1]	[2]	[3]	[4]	[5]	1:34
25. The amount of pressure you work under	[1]	[2]	[3]	[4]	[5]	1:35
26. The physical surroundings on your job	[1]	[2]	[3]	[4]	[5]	1:36
27. The friendliness of the people you work with	[1]	[2]	[3]	[4]	[5]	1:37
28. The chances you have to do something that makes you feel good about yourself as a person	[1]	[2]	[3]	[4]	[5]	1:38
29. The amount of overtime you work	[1]	[2]	[3]	[4]	[5]	1:39
30. Your job security	[1]	[2]	[3]	[4]	[5]	1:40
31. The respect you receive from the people you work with	[1]	[2]	[3]	[4]	[5]	1:41
32. The chances you have to do the things you do best	[1]	[2]	[3]	[4]	[5]	1:42
33. Your fringe benefits	[1]	[2]	[3]	[4]	[5]	1:43
34. The chances you have to learn new things	[1]	[2]	[3]	[4]	[5]	1:44
35. The hours you are working	[1]	[2]	[3]	[4]	[5]	1:45
36. The chances you have to accomplish something worthwhile	[1]	[2]	[3]	[4]	[5]	1:46

Comments:

J. Corresponding Page for Parent Model Homes (Home Assessment Survey - Parents)

4

SECTION III

The next questions are about you and your work as a group home parent. When answering, please keep in mind the specific experiences you have had in this capacity. Please indicate how satisfied you are with the following aspects of your work.

		Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied	
22.	Your reimbursement.	[1]	[2]	[3]	[4]	[5]	1:32
23.	The way the caseworker treats you.	[1]	[2]	[3]	[4]	[5]	1:33
24.	The opportunity to develop your skills and abilities.	[1]	[2]	[3]	[4]	[5]	1:34
25.	The amount of pressure you work under.	[1]	[2]	[3]	[4]	[5]	1:35
26.	The friendliness of the caseworkers you work with.	[1]	[2]	[3]	[4]	[5]	1:37
27.	The chances you have to do something that makes you feel good about yourself as a person.	[1]	[2]	[3]	[4]	[5]	1:38
28.	The amount of extra time you have to work.	[1]	[2]	[3]	[4]	[5]	1:39
29.	The respect you receive from the caseworker.	[1]	[2]	[3]	[4]	[5]	1:41
30.	The chances you have to do the things you do best.	[1]	[2]	[3]	[4]	[5]	1:42
31.	The chances you have to learn new things.	[1]	[2]	[3]	[4]	[5]	1:44
32.	The chances you have to accomplish something worthwhile.	[1]	[2]	[3]	[4]	[5]	1:46

Constant 9 1:36
Constant 9 1:40
Constant 9 1:43
Constant 9 1:45

Comments:

K. Sample Page - Work Climate Scale

2

SECTION I

The following questions ask about the way your job is designed, and about the way you think it should be ideally designed.

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. To what extent does your job give you the opportunity to learn new things?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:10
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:11
2. To what extent does your job give you the chance to do a lot of different things?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:12
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:13
3. How much freedom do you have to decide how you do your job?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:14
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:15
4. How much paperwork and administrative activity are involved in your job?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:16
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:17
5. To what extent were you given orientation and training prior to beginning your job?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:18
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:19
6. To what extent are you clear about what people expect you to do on your job?						
a. This is the way it is now.	[1]	[2]	[3]	[4]	[5]	1:20
b. This is the way I would like it to be.	[1]	[2]	[3]	[4]	[5]	1:21

Comments:

L. Sample Page - Community Oriented Programs Environment Scale

2

1a.	Do residents put a lot of energy into what they do around here?	YES	NO	1:10
b.	Do you want residents to put a lot of energy into what they do around here?	YES	NO	1:11
2a.	Do residents who have been here the longest help new residents?	YES	NO	1:12
b.	Should residents who have been here the longest help new residents?	YES	NO	1:13
3a.	Do residents say what they are feeling most of the time?	YES	NO	1:14
b.	Do you want residents to say what they are feeling most of the time? ..	YES	NO	1:15
4a.	Do residents have a lot of responsibility for the program here?	YES	NO	1:16
b.	Do you want residents to have a lot of responsibility for the program here?	YES	NO	1:17
5a.	Does this program have a lot of job training?	YES	NO	1:18
b.	Do you want this program to have a lot of job training?	YES	NO	1:19
6a.	Do residents ever discuss their sexual lives?	YES	NO	1:20
b.	Do you want residents to discuss their sexual lives?	YES	NO	1:21
7a.	Do residents here get angry a lot?	YES	NO	1:22
b.	Do you want residents to get angry a lot?	YES	NO	1:23
8a.	Are residents' activities carefully planned?	YES	NO	1:24
b.	Do you want residents' activities to be carefully planned?	YES	NO	1:25
9a.	Do residents know what will happen if they break the rules?	YES	NO	1:26
b.	Do you want residents to know what will happen if they break the rules?	YES	NO	1:27
10a.	Once a schedule is arranged for a resident, does he/she have to follow it?	YES	NO	1:28
b.	Once a schedule is arranged for a resident, should he/she have to follow it?	YES	NO	1:29
11a.	Is this a lively place?	YES	NO	1:30
b.	Do you want this to be a lively place?	YES	NO	1:31
12a.	Do staff have a lot of time to encourage residents?	YES	NO	1:32
b.	Do you want staff to have a lot of time to encourage residents?	YES	NO	1:33
13a.	Can residents say anything they want to the staff?	YES	NO	1:34
b.	Do you want residents to be able to say anything they want to the staff?	YES	NO	1:35
14a.	Can residents leave any time without saying where they are going?	YES	NO	1:36
b.	Do you want residents to be able to leave any time without saying where they are going?	YES	NO	1:37
15a.	Are residents taught new skills in this program?	YES	NO	1:38
b.	Do you want residents to be taught new skills in this program?	YES	NO	1:39
16a.	Are personal problems openly talked about?	YES	NO	1:40
b.	Do you want personal problems to be openly talked about?	YES	NO	1:41

M. Sample Page - Evaluation Questionnaire

IDENTIFICATION #_____

ASSESSMENT OF THE YOUTH HOME
DEVELOPMENT PROGRAM

We are always trying to improve the effectiveness of our program, and would appreciate your answering the following questions about our work:

1. What did you like best about the Youth Home Program--what were its strengths?

2. What were its weaknesses-- what would you like to see changed?

3. What were your expectations of the program? To what extent were they met or unmet?

4. How much did you feel you were involved in the Youth Home Program?

[5] EXTREMELY INVOLVED--I participated in all the meetings and discussions

[4] QUITE INVOLVED

[3] MODERATELY INVOLVED

[2] FAIRLY INVOLVED

[1] NOT INVOLVED AT ALL--I participated in few or none of the meetings and discussions

APPENDIX D

ITEM LISTS AND RELIABILITIES FOR INDICES OF THE COMMUNITY ORIENTED PROGRAM ENVIRONMENT SCALE (COPES)

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
1. Pride and Group Spirit	.64	.63	.70	.57
a. "Real" items				
(1a) Do residents put a lot of energy into what they do around here?				
(11a) Is this a lively place?				
(21a) Are the residents proud of this program?				
(31a) Is there a lot of group spirit in this program?				
b. "Ideal" items				
(1b) Do you want residents to put a lot of energy into what they do around here?				
(11b) Do you want this to be a lively place?				
(21b) Do you want the residents to be proud of this program?				
(31b) Do you want there to be a lot of group spirit in this program?				
2. Support.	.34 [.50	.63 .40	.51 .37	.43 .53]
a. "Real" items				
(2a) Do residents who have been here the longest help new residents?				
(12a) Do staff have a lot of time to encourage residents?				

CONTINUED

2 OF 3

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
(22a) Do residents help one another?				
(32a) Do staff follow up residents once they leave the program?				
[32a* Do parents go out of their way to help new kids get acquainted here?]				
b. "Ideal" items				
(2b) Should residents who have been here the longest help new residents?				
(12b) Do you want staff to have a lot of time to encourage residents?				
(22b) Do you want residents to help one another?				
(32b) Do you want staff to follow up residents once they leave the program?				
[32b* Do you want parents to go out of their way to help new kids get acquainted here?]				
3. Openness of Feelings.	.46	.39	.55	.33
a. "Real" items				
(3a) Do residents say what they are feeling most of the time?				
(13a) Can residents say anything they want to the staff?				
(23a) Can you tell how residents are feeling around here?				
(33a) When residents disagree with one another, do they talk about it openly?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
b. "Ideal" items				
(3b) Do you want residents to say what they are feeling most of the time?				
(13b) Do you want residents to be able to say anything they want to the staff?				
(23b) Do you want to know how residents are feeling around here?				
(33b) When residents disagree with one another, do you want them to talk about it openly?				
4. Independence.	.10	.19	.17	.16
a. "Real" items				
(4a) Do residents have a lot of responsibility for the program here?				
(14a) Can residents leave any time without saying where they are going?				
(24a) Do residents take leadership here?				
(34a) Do staff encourage suggestions from residents?				
b. "Ideal" items				
(4b) Do you want residents to have a lot of responsibility for the program here?				
(14b) Do you want residents to be able to leave any time without saying where they are going?				
(24b) Do you want residents to take leadership here?				
(34b) Do you want staff to encourage suggestions from residents?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
5. Jobs and Planning	.51	.46	.48	.32
	[.55	.58	.62	.48]
a. "Real" items				
(5a) Does this program have a lot of job training?				
[5a* Kids here are expected to work on goals.]				
(15a) Are residents taught new skills in this program?				
(25a) Do residents have to make specific plans for the future?				
(35a) Is there a lot of discussion about what residents will be doing after they leave the program?				
b. "Ideal" items				
(5b) Do you want this program to have a lot of job training?				
[5b* Should kids here be expected to work on goals?]				
(15b) Do you want residents to be taught new skills in this program?				
(25b) Do you want residents to have to make specific plans for the future?				
(35b) Do you want there to be a lot of discussion about what residents will be doing after they leave the program?				
6. Sharing Personal Problems	.49	.24	.50	.07
a. "Real" items				
(6a) Do residents ever discuss their sexual lives?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
(16a) Are personal problems openly talked about?				
(26a) Are residents asked personal questions by the staff?				
(36a) Do residents share their personal problems with one another?				
b. "Ideal" items				
(6b) Do you want residents to discuss their sexual lives?				
(16b) Do you want personal problems to be openly talked about?				
(26b) Do you want staff to ask the residents personal questions?				
(36b) Do you want residents to share their personal problems with one another?				
7. Anger and Arguing	.51	.64	.08	.61
a. "Real" items				
(7a) Do residents here get angry a lot?				
(17a) Do residents often criticize or joke about the staff?				
(27a) Do residents here argue a lot?				
(37a) Do staff sometimes argue openly with one another?				
b. "Ideal" items				
(7b) Do you want residents to get angry a lot?				
(17b) Do you want residents to criticize or joke about the staff?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
(27b) Do you want residents here to argue a lot?				
(37b) Do you want staff to sometimes argue openly with one another?				
8. Organization and Neatness	.43	.56	.60	.47
a. "Real" items				
(8a) Are residents' activities carefully planned?				
(18a) Is this a very well organized program?				
(28a) Do the staff make sure that this place is always neat?				
(38a) Do staff make sure that residents are neat and orderly?				
b. "Ideal" items				
(8b) Do you want residents' activities to be carefully planned?				
(18b) Do you want this to be a very well organized program?				
(28b) Do you want the staff to make sure that this place is always neat?				
(38b) Do you want staff to make sure that residents are neat and orderly?				
9. Program Understanding	.37	.45	.47	.45
	[.43	.30	.08	.27]
a. "Real" items				
(9a) Do residents know what will happen if they break the rules?				
(19a) If a resident's program is changed, do staff always explain why?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
[19a* Kids know when they will be considered ready to leave the home.]				
(29a) Do staff often tell residents what the program is all about?				
(39a) Do residents clearly understand the program rules?				
b. "Ideal" items				
(9b) Do you want residents to know what will happen if they break the rules?				
(19b) If a resident's program is changed, do you want staff to explain why?				
[19b* Do you want kids to know when they will be considered ready to leave the home?]				
(29b) Do you want staff to often tell residents what the program is all about?				
(39b) Do you want residents to clearly understand the program rules?				
10. Staff Control	.08	.26	.37	.65
	[.00	.00	.28	.35]
a. "Real" items				
(10a) Once a schedule is arranged for a resident, does he/she have to follow it?				
[10a* Is it important for kids to follow the house rules here?]				
(20a) Do staff punish residents by taking away their privileges?				
(30a) Are residents punished for breaking the rules?				

Index	Reliability			
	Staff		Residents	
	Real	Disc	Real	Disc
(40a) If a resident gets into a fight with another resident, does he/she get into real trouble with the staff?				
b. "Ideal" items				
(10b) Once a schedule is arranged for a resident, should he/she have to follow it?				
[10b* Do you want it to be important for kids to follow the home rules here?]				
(20b) Should staff punish residents by taking away their privileges?				
(30b) Should residents be punished for breaking the rules?				
(40b) If a resident gets into a fight with another resident, should he/she get into real trouble with the staff?				

Notes

Item wording is shown for the version of the COPES used in staff model homes. In the version for parent model homes, "parents" is substituted for "staff," "kids" for "residents," and "home" for "program." Thus, "Do staff have a lot of time to encourage residents?" becomes "Do parents have a lot of time to encourage kids?" Where entire items are substituted in parent model homes, these are noted in brackets (e.g. item 32a). Numbers in parentheses are the question numbers in the questionnaire.

Reliabilities (Cronbach's α) are shown separately for staff and

residents and for indices composed of real items ("Real") and real-ideal discrepancy scores ("Disc") across all homes. Where items were substituted for parent model homes, reliabilities for this subsample are shown in brackets. All reliabilities are based on the entire standardization sample of 102 staff and 149 residents at the pretest.

A yes/no response scale was used throughout. Yes was scored 3; no was scored 1. No midpoint response category was printed on the questionnaire, however, if respondents answered "maybe," or "sometimes yes, sometimes no," or "it depends," this was scored 2. Isolated blanks were also scored 2 on the assumption that respondents could not make up their minds. Strings of two or more blanks were regarded as missing data.

APPENDIX E

ITEM LISTS AND RELIABILITIES FOR INDICES OF THE WORK CLIMATE SCALE (WCS)

Index	Reliability	
	Real	Disc
1. Staff Welfare	.85	.82
(34) To what extent does this program have a real interest in the welfare of staff who work here?		
[34 To what extent does your parent agency have a real interest in your welfare?]		
(37) To what extent does the program do a good job of meeting your needs as an individual?		
[37 To what extent does being a group home parent do a good job of meeting your needs as an individual?]		
2. Work Structure	.74	.71
*(35) To what extent does this program try to improve the way work is done?		
*(38) To what extent is work well organized in this program?		
3. Supervisory Leadership	.90	.82
*(15) How friendly and easy to approach is your supervisor?		
*(19) To what extent is your supervisor willing to listen to your problems?		
*(16) To what extent does your supervisor encourage staff to work as a team?		
*(20) To what extent does your supervisor encourage staff to exchange ideas and opinions?		
*(17) How much does your supervisor encourage staff to give their best effort?		

Index	Reliability	
	Real	Disc
*(21) To what extent does your supervisor maintain high standards of performance?		
*(18) To what extent does your supervisor show you how to do a better job?		
*(22) To what extent does your supervisor offer new ideas for solving job-related problems?		
4. Peer Support	.72	.52
*(23) How friendly and easy to approach are other staff members in your program?		
*(28) To what extent are other staff members willing to listen to your problems?		
5. Teamwork	.90	.87
*(24) To what extent do staff members encourage each other to work as a team?		
*(25) How much do staff members encourage each other to give their best effort?		
*(29) To what extent do staff members in your program exchange ideas and opinions?		
*(31) To what extent do staff members offer each other new ideas for solving job-related problems?		
*(26) To what extent do other staff members help you find ways to do a better job?		
6. Peer Competence	.82	.77
*(27) To what extent do staff members in your program know what their jobs are and how to do them well?		
*(30) To what extent do other staff members maintain high standards of performance?		
*(32) To what extent do you have confidence and trust in the other staff members in your program?		

Index	Reliability	
	Real	Disc
7. Work Overload	.76	.71
(7) To what extent do you have to go through a lot of "red tape" to get things done?		
(9) To what extent do people expect too much from you on your job?		
(10) To what extent do the different things you have to do on your job conflict with each other?		
(13) To what extent are you given a lot of work to do?		
[13 To what extent do you have a lot of work to do as a group home parent?]		
8. Work Clarity	.54	.57
(5) To what extent were you given orientation and training prior to beginning your job?		
(6) To what extent are you clear about what people expect you to do on your job?		
9. Growth Opportunities	.75	.77
(1) To what extent does your job give you the opportunity to learn new things?		
(2) To what extent does your job give you the chance to do a lot of different things?		
(3) How much freedom do you have to decide how you do your job?		
(8) To what extent does your job provide opportunities for in-service training and professional development?		
(11) To what extent does your job give you the chance to use your special skills and abilities (the things you do best)?		

Index	Reliability
10. Performance Contingencies	.71

If I do my job especially well...

(40) I will get a bonus or pay increase.

(41) I will be given more freedom to do things my way.

(42) I will have less pressure to work under.

(43) I will have more job security.

(44) Other staff members will be more friendly.

[44 Other people who work with the kids will be more friendly.]

(45) I will feel that I have accomplished something worthwhile.

*(46) I will be promoted.

(47) My good performance will be recognized by the organization.

[47 My performance will be recognized by my parent agency.]

Index	Reliability	
	Real	Disc
Index Omitted Due to Low Reliability		
Conflict Resolution	.49	.46

(33) To what extent are disagreements avoided in your program?

(36) To what extent are problems discussed openly in your program?

(39) To what extent are disagreements suppressed in your program?

Items Omitted Due to Low Item Index Correlation

Work Overload

(4) How much paperwork and administrative

activity are involved in your job?

(12) To what extent does your job give you a chance to take a break between activities?

Notes

Item wording is shown for the version of the WCS used in staff model homes. In the version for parent model homes "work as a group home parent" is substituted for "job." Where entire items are substituted in parent model homes, these are noted in brackets (e.g., item 34). Asterisks indicate items omitted in the version of the Work Climate Scale used in parent model homes. Numbers in parentheses are the question numbers in the questionnaire.

Five-point Likert response scales are used throughout. For all indices except Performance Contingencies, the anchors are: (1) To a very little extent, (2) To a little extent, (3) To some extent, (4) To a great extent, (5) To a very great extent. For Performance Contingencies, the anchors are: (1) Not at all likely--it almost never happens, (2) Not very likely--it usually doesn't happen, (3) Moderately likely--it sometimes happens, (4) Quite likely--it usually happens, (5) Extremely likely--it almost always happens.

Respondents were asked to answer each question (except the Performance Contingencies) twice, once for "the way things are now" and again for "the way I would like them to be." Reliabilities (Cronbach's α) are shown separately for indices composed of real items ("Real") and real-ideal discrepancy scores ("Disc"). All reliabilities are based on the entire standardization sample of 102 staff and 149 residents at the pretest.

APPENDIX F

ITEM LISTS AND RELIABILITIES FOR INDICES

OF THE PROGRAM ASSESSMENT SURVEY (PAS)

Index and Response Scale	Reliability	
	Staff	Residents
Role Characteristics (Agree - Disagree)		
1. Clarity	.63	NA
(37) I always know what I should be doing on my job.		
(45) I am clear about what people expect of me.		
(53) I can never predict what others expect of me on my job. (R)		
[53 I can never predict what others will expect of me tomorrow. (R)]		
(61) There are procedures for solving any problems which may arise on my job.		
2. Role Conflict	.57	NA
(38) There are times when one person wants me to do one thing and someone else wants me to do another.		
(46) There are many times when I'm expected to do two oppoiste things at once.		
(54) The needs of the residents never conflict with the policies of my program. (R)		
[54 The needs of the kids never conflict with the caseworker's ideas.]		
3. Overload	.75	NA
(39) I never seem to have enough time to get things done.		
(47) I have too much work to do it well.		
(55) The amount of work I'm asked to do is		

Index and Response Scale	Reliability	
	Staff	Residents
just about right. (R)		
4. Autonomy	.70	NA
(40) I have almost complete freedom to decide how I do my job.		
(48) There are very few things about my job that I can decide for myself. (R)		
(56) It is basically my own responsibility to decide how my job gets done.		
5. Variety	.70	NA
(41) There is a lot of variety on my job.		
(49) I get to do a number of different things on my job.		
(57) My job requires that I do the same thing over and over. (R)		
6. Challenge	.71	NA
(42) My job is very challenging.		
(50) Being successful on my job requires all my skill and ability.		
(58) On my job, I never get a chance to use my special skills and abilities. (R)		
7. Feedback	.62	NA
(43) I get almost constant "feedback" on how well I do my job.		
(51) I never really know whether I am doing my job well. (R)		
8. Job Expectations	.89	NA
(44) My job turned out to be pretty much the way I thought it would be before I began.		
(52) Working here is a lot different than I expected. (R)		

Index and Response Scale	Reliability	
	Staff	Residents
Supervision (Agree - Disagree)		
9. My Supervisor	.93	NA
(81) ...makes sure staff have clear goals to achieve.		
(88) ...makes sure staff know what has to be done.		
(95) ...keeps staff informed.		
(82) ...helps me solve work-related problems.		
(89) ...helps me discover problems before they get too bad.		
(96) ...handles the administrative parts of his/her job extremely well.		
(84) ...maintains high standards of performance.		
(90) ...demands that staff work hard.		
(97) ...demands that staff do high quality work.		
(85) ...encourages staff to participate in important decisions.		
(92) ...encourages people to speak up when they disagree with a decision.		
(98) ...lets people do things in the way they feel is best.		
(86) ...keeps informed about the work which is being done.		
(93) ...keeps close control over the things people do on their job.		
(99) ...keeps informed about how well each staff member is doing.		
(83) ...keeps informed about how staff think and feel about things.		

Index and Response Scale	Reliability	
	Staff	Residents
(87) ...helps staff develop their skills.		
(91) ...has the respect of staff.		
(94) ...is always fair with staff.		
(100) ...sticks up for staff.		
Real Climate - Participation (Agree - Disagree)		
10. Openness	.62	.56
(62) Everyone gets listened to in this program.		
(67) People in this program are afraid to say what they really feel. (R)		
(71) People in this program talk about things openly.		
11. Trust in Staff	.74	.79
(63) Staff here will do things behind your back. (R)		
[63 Other adults involved in working with kids will do things behind your back] - parent questionnaire.		
[63 Parents will do things behind your back] - resident questionnaire.		
(68) I feel I can really trust the staff in my program.		
[68 I feel I can really trust the other adults who work with the kids] - parent questionnaire.		
[68 I feel I can really trust the house parents] - resident questionnaire.		
(72) When staff say something, you can really believe it.		
[72 When adults say something you can really believe it] - parent questionnaire.		

Index and Response Scale	Reliability	
	Staff	Residents
[72 When parents say something, you can really believe it] - resident questionnaire.		
12. Trust in Residents	.79	.54
(66) When youth say something, you can really believe it.		
(75) Residents here will do things behind your back. (R)		
(78) I feel I can really trust the youth in this program.		
13. Perceived Influence	.80	.53
(64) My opinions are considered when decisions have to be made.		
(69) I don't have much to say about the way decisions are made. (R)		
(73) I can usually change the way things are done around here.		
(76) I'm usually asked when changes have to be made.		
14. Cohesiveness	.77	.70
(65) People in my program stick together.		
(70) People in my program don't get along very well. (R)		
[70 People involved with the home don't get along very well. (R)]		
(74) People in my program go out of their way to help each other.		
[74 People involved with the home go out of their way to help each other.]		
(77) I feel I'm really a part of my program.		

Index and Response Scale	Reliability	
	Staff	Residents
15. Rapport with Staff	NA	.81
(254) I get along well with the staff in this program.		
(256) I have a lot of trouble dealing with the staff around here. (R)		
(262) I have a good relationship with most of the staff in this program.		
[262 I have a good relationship with the parents in this house.]		
16. Rapport with Residents	.54	NA
(104) I really get along well with the residents in this program.		
(114) I have a good relationship with most of the residents in this program.		
(122) I have a lot of trouble dealing with the youth around here. (R)		
17. Real Power (No Power - A Great Deal of Power). In general, how much "say" or power does each of the following people actually have on what goes on in your program?	.80	.65
(131) House director or supervisor.		
(132) Staff		
[132 House parents.]		
(133) Youth.		
(134) You (as an individual).		
Satisfaction		
18. Work Satisfaction (Agree - Disagree)	.87	NA
(102) All in all, I'm really satisfied with my job.		
(111) I really don't like my job very much. (R)		

Index and Response Scale	Reliability	
	Staff	Residents
(120) All in all, I like working here.		
[120 All in all, I like being a house parent.]		
19. Satisfaction with Supervisor (Agree - Disagree)	.94	NA
(109) All in all, I'm satisfied with my supervisor.		
(118) I'm really not very satisfied with my supervisor. (R)		
20. Satisfaction with Existence (Satisfied - Dissatisfied)	.67	NA
(22) Your pay.		
[22 Your reimbursement.]		
*(30) Your job security.		
*(33) Your fringe benefits.		
*(35) The hours you are working.		
21. Satisfaction with Relatedness (Satisfied - Dissatisfied)	.81	NA
(23) The way other staff treat you.		
[23 The way the caseworker treats you.]		
(27) The friendliness of the people you work with.		
[27 The friendliness of the caseworkers you work with.]		
(31) The respect you receive from the people you work with.		
[31 The respect you receive from the caseworker.]		

Index and Response Scale	Reliability	
	Staff	Residents
22. Growth Satisfaction: Staff (Satisfied - Dissatisfied)	.86	NA
(24) The opportunity to develop your skills and abilities.		
(28) The chances you have to do something that makes you feel good about yourself as a person.		
(32) The chances you have to do the things you do best.		
(34) The chances you have to learn new things.		
(36) The chances you have to accomplish something worthwhile.		
23. Satisfaction with Stressors (Satisfied - Dissatisfied)	.55	NA
(25) The amount of pressure you work under.		
(29) The amount of overtime you work.		
[29 The amount of extra time you have to work.]		
24. Program Satisfaction (Agree - Disagree for items 219 and 227, Satisfied - Dissatisfied for item 248)	NA	.84
(219) I really don't like my program. (R)		
[219 I really don't like it here. (R)]		
(227) All in all, I like living in my program.		
[227 All in all, I like living here.]		
(248) All in all, how satisfied are you with your program?		
25. Satisfaction with Staff (Satisfied - Dissatisfied)	NA	.81
(238) ...the way staff members treat you?		

Index and Response Scale	Reliability	
	Staff	Residents
(247) ...the friendliness of staff members?		
26. Satisfaction with Residents (Satisfied - Dissatisfied)	NA	.80
(239) ...the way other residents treat you?		
(246) ...the friendliness of other residents?		
27. Growth Satisfaction: Residents (Satisfied - Dissatisfied)	NA	.68
(240) ...the activities in your program?		
[240 ...the family activities in your house?]		
(241) ...the help you get with personal problems?		
(242) ...the chances you have to learn new things?		
Psychological Attitudes (Agree - Disagree)		
28. Openness to Change	.71	NA
(101) I can usually find a better way of doing something if I look for it.		
(106) The "tried and true" way of doing something is generally the best. (R)		
(110) I am always looking for new ways to do my job.		
(119) I have definite ways of doing my job and I stick to them. (R)		
(123) You never know if something will work unless you try it.		
(125) There are a number of ways to reach most goals.		
(127) Once I have made my mind up, I seldom change it. (R)		

Index and Response Scale	Reliability	
	Staff	Residents
29. Turnover	.73	NA
(108) I will probably look for a new job in the next year.		
[108 I will probably stop being a group home parent in the next year.]		
(117) If I had a chance, I wouldn't hesitate to take another job.		
[117 If I had the chance, I would stop being a house parent.]		
(126) I seldom think about quitting. (R)		
[126 I seldom think about no longer being a house parent. (R)]		
30. Tension	.70	NA
(103) When I think about my job I get upset.		
(112) I feel relaxed about the work I have to do. (R)		
(121) Thinking about my job makes me tense.		
31. Leisure	.77	NA
(105) I never seem to have enough free time to myself. (R)		
(113) My job gets in the way of my personal life. (R)		
(135) After work, I have as much time as I can reasonably expect.		
[135 After doing my work as a house parent, I have as much time as I can reasonably expect.]		
32. Self-esteem	.59	.56
(107) I take a positive attitude toward myself.		

Index and Response Scale	Reliability	
	Staff	Residents
(116) On the whole, I am satisfied with myself.		
(124) At times I think I am no good at all. (R)		
(128) I can do things as well as most people.		
33. Trust	NA	.75
(251) It is hard to figure out whom you can really trust these days. (R)		
(253) People will do almost anything if the pay is high enough. (R)		
(255) Most of the time people try to be helpful.		
(257) Generally speaking, people try to be fair.		
(259) People are mostly just looking out for themselves. (R)		
(266) Generally speaking, most people can be trusted.		
Ideal Climate Participation		
34. Ideal Power (No Power - A Great Deal of Power). How much "say" or power <u>should</u> each of the following people have?	.70	.58
*(136) House director or supervisor.		
(137) Staff.		
[137 House parents.]		
(138) Youth.		
(139) You (as an individual).		

Index and Response Scale	Reliability	
	Staff	Residents
Index Omitted Due to Low Reliability		
Locus of Control	NA	.48
(250) Success depends mainly on luck. (R)		
(258) Many times we might just as well decide what to do by flipping a coin. (R)		
(260) What happens to me is my own doing.		
(264) I don't believe that luck is important in my life.		
Index Omitted Due to Ambiguous Factor Structure		
Treatment Philosophy		

Programs like yours meet lots of different needs for youth. Please rate the importance of the ones listed below (1 = very unimportant, 2 = unimportant, 3 = somewhat important, 4 = important, 5 = very important).

(8) Food and shelter.

(9) Warm, trusting relationships with adults.

(10) Recreation.

(11) Aid in keeping out of trouble.

(12) Firm discipline.

(13) Academic development.

(14) Insight into personal problems.

(15) Rules and boundaries.

(16) Learning to behave in ways people will accept.

(17) Psychological counseling.

(18) Warm, trusting relationships with other youth.

(19) Other (please specify). _____

(20) Other (please specify). _____

Index and Response Scale

(21) Other (please specify). _____

Items Omitted From Indices Due to Low Item-Index Correlations

Role Conflict

(60) On my job, I can never satisfy everybody at the same time.

Feedback

(59) Even if no one tells me, I can figure out how well I am doing on my job.

Satisfaction with Existence

(26) The physical surroundings on your job?

Program Facet Satisfaction

(43) The building you live in?

[43 The house you live in?]

(44) The amount of privacy you get?

(45) The help you get with work and school problems?

Openness to Change

(115) It bothers me when other people suggest new ways to do my job. (R)

(129) I often ask for suggestions about how to do my work.

Item Omitted From Indices Because Of Differential Meaning in Different Group Homes

Power and Ideal Power

(135) Case workers.

Other Items Not Included in Indices

Supervision

(79) I have no direct supervisor (check if applies).

Index and Response Scale

(80) How often do you meet with your supervisor for direction and guidance?

(1) About once a day.

(2) About twice a week.

(3) About once a week.

(4) About twice a month.

(5) About once a month.

(6) About once every few months.

(7) Almost never.

Notes

Item wording is shown for the version of the PAS used in staff model homes. In the version for parent model homes, "work as a group home parent" is substituted for "job," "caseworker" for "supervisor," "house parents" for "staff," "kids" for "residents" or "youth," and "home" for "program." Thus, "My supervisor keeps staff informed" becomes "My caseworker keeps house parents informed." Where entire items are substituted in parent model homes, these are noted in brackets (e.g., item 53). Asterisks indicate items omitted in the version of the PAS used in parent model homes.

Five-point Likert response scales are used throughout. For the Agree - Disagree response scales the anchors are: (1) Strongly Disagree, (2) Disagree, (3) Neither Agree Nor Disagree, (4) Agree, (5) Strongly Agree. For the Real Power and Ideal Power indices the anchors are: (1) Little or no power, (2), (3) Moderate powers, (4), (5) A great deal of power. For the Satisfied - Dissatisfied response scales

the anchors are: (1) Very Dissatisfied, (2) Dissatisfied, (3) Neither Satisfied Nor Dissatisfied, (4) Satisfied, (5) Very Satisfied.

Numbers below 200 in parentheses are the question numbers in the staff version of the questionnaire. Numbers above 200 indicate questions asked only of residents. Reliabilities (Cronbach's α) are calculated separately for staff and residents. All reliabilities are based on the entire standardization sample of 102 staff and 149 residents at the pretest.

APPENDIX G

DEFINITIONS, ANCHORS, AND RELIABILITIES OF OBSERVER RATING SCALES

Scale Definitions and Anchors	Reliability
Sharing Personal Problems: The extent to which youths are encouraged to be concerned with their personal problems and feelings and to seek to understand them. (Encouragement may be inferred rather than seen).	.15
1. People keep personal problems to themselves. Staff are not interested in youths' feelings.	
3. Residents talk about feelings and problems (e.g., school problems, borrowing, and health), but not sensitive or intimate problems.	
5. Residents are encouraged to and do discuss personal problems openly (e.g., contraception, families, and past experiences).	
Anger and Arguing: The extent to which youths are allowed and encouraged to argue with other youths and staff, to become openly angry, and to display other agressive behavior.	.43
1. People never argue or express their anger openly. Expressing anger is discouraged.	
3. Expressing anger is neither encouraged nor discouraged. Arguments occur, but they are not frequent or of long duration.	
5. Loud arguments are frequent and expressing anger is encouraged. People don't hesitate to criticize each other. Any minor disagreement provokes an argument.	
Liveliness: How active youths are in the day-to-day functioning of their program (spending time constructively, being enthusiastic, doing things on their own initiative). Hectic confusion is not the same as liveliness.	.55
1. Very boring. People seem to be just passing time (e.g., lying around sleeping; watching TV without much interaction).	
3. People are actively involved in things (sports, animated discussions, social activities, being busy,	

Scale, Definitions and Anchors	Reliability
etc.) about half the time. 4. Most of the time there is something going on. The house is rarely at a standstill. 5. Very exciting--something happening every minute (e.g., everyone playing basketball or partying).	
Pride: The extent to which youths are proud of their program and take satisfaction from living there. 1. Youth badmouth the home. They do not like being there. 2. Youths are negative about the home, although they may feel it is "one small step above" detention, training school, or other institutional settings. 3. Youth seem neutral about the home. They neither like nor dislike it, but feel it is better than other living situations. 4. Youth respond positively to home when asked, but do not take initiative to brag about it. 5. Youth brag about the home, discuss it in a very favorable terms (e,g., youth spontaneously show visitors around home with pride).	.54
Support: The extent to which youths are encouraged to be helpful and supportive towards other youths and the extent to which staff are supportive toward youths. 1. Everyone looks out for himself. No sharing or helping behavior. 3. Sometimes people help each other and sometimes they don't. 4. Staff but not youths are generally supportive (or vice versa). 5. Both staff and youth help youth who need it (e.g., on homework); people compliment each other for good performance.	.42

Scale, Definitions and Anchors	Reliability
Openness of Feelings: The extent to which the program encourages youths to act openly and to express their feelings openly. Feelings may be expressed through actions as well as words.	.00

1. People keep things to themselves. It is very hard to tell what people are feeling most of the time.

3. Youths sometimes speak or act out their feelings openly and sometimes are careful about what they say.

4. Youths are more open than guarded.

5. It is easy to tell how youths are feeling. They say anything they want to at any time, and openly express both positive and negative feelings.

Independence - Youth Leadership: How self-sufficient and independent youths are encouraged to be in making decisions about their personal affairs (what they wear, where they go) or program activities and their relationships with the staff. .45

1. Youths have no responsibility for the program. They must ask permission for minor or routine activities (e.g., to use the phone).

2. Youths make suggestions to the staff but have little or no decision-making power.

3. Youths make decisions about routine activities, e.g., what they wear, what activities the group goes to, but must ask permission for non-routine events.

4. Youths participate equally with staff in making most decisions about the program (e.g., allowances, vacation plans, how chores will be done) but staff make unusual or important decisions (e.g., leaving the home overnight).

5. Youth have almost total responsibility for the program and enforcing rules; they are free to come and go any time they want.

Scale, Definitions and Anchors	Reliability
Jobs and Planning: The extent to which the program is oriented towards preparing youths for independent living, e.g., job training, looking to the future, learning useful skills, and setting and working toward goals. The type of skills which are relevant will vary with the age of the youths. 1. Program has no practical goals for youths and teaches no useful skills. 3. Some goals set and taught as the need arises, but this is not systematic nor a major emphasis of the program. 4. Youths are regularly involved in learning or practicing some skills, e.g., helping to prepare dinner, regularly scheduled study hour, part-time jobs. 5. All youths workings towards concrete goals (e.g., learning to read, finding and holding a job) and learning useful "survival" skills (e.g., cooking, opening savings accounts, hygiene). Learning skills, planning for the future is a central focus of the program.	.47
Organization: The extent to which home activities are well organized and planned in advance. 1. The home is chaotic. No one seems to know what is happening when and little is planned in advance (e.g., meals, group meetings are erratic). 2. Plans are made, but activities are changed or cancelled at a moment's notice. Scheduled activities may take place after long delays. 3. Major activities (e.g., meals, group meetings) run smoothly and regularly but other activities are not planned in advance or followed up. 5. All major activities run smoothly and regularly. Most activities are regularly scheduled or planned in advance and followed up.	.07
Neatness: The extent to which the home is kept neat and orderly. 1. The program is generally very messy--the place is a shambles (e.g., beds are unmade, coats not hung up).	.45

Scale, Definitions and Anchors — Reliability

2. The program is generally messy--many articles lying around or a lot of dirt.

3. The program is average--a few articles lying around, a little dirt.

4. The program is generally neat--a couple of things lying around, but people clean up regularly.

5. The program is generally very neat--nothing out of place; the place is spotless.

Program Understanding: The extent to which youths know what to expect in the day-to-day routine of the home and the explicitness of home rules and procedures. (Note: Youths who understand the rules may at times feign the opposite in an attempt to avoid punishment.) — .01

1. Youth don't understand the rules, or rules are frequently changed. Residents are never given an explanation of what the program is about (e.g., a booklet describing rules).

3. People generally understand what's going on but not the details of program policy or rules. Rules may be enforced unevenly.

4. Rules and consequences are generally clear, although consequences may be negotiable.

5. Members understand program rules and the consequences for breaking them. Everyone knows who's in charge and what's going on. (This is not meant to imply excessive rigidity in applying rules.)

Staff Control: The extent to which staff use punishments or other measures to keep youths under necessary controls (e.g., in the formulation of roles, the scheduling of activities, and in relationships between youths and staff). — .30

1. There are few rules and they are not enforced. Staff have no sanctions to use in in controlling residents who do whatever they please.

2. Some program rules exist and are generally enforced, but the rules do not constrain every day behavior very much. Rules and punishments are not a central focus of attention or discussion.

Scale, Definitions and Anchors	Reliability
3. Important program rules are enforced, but there is room for negotiation. Staff don't order members around, although they may enforce their requests after discussion.	
4. Staff make most program rules and punish residents who fail to follow them.	
5. Staff frequently give orders to residents. There are a lot of rules and residents who break them or fail to follow orders are punished or transferred from the program.	
Role Overload: The extent to which staff members have more work than they can really do.	.76
1. Staff have almost nothing to do; there is plenty of time for reading or other personal activities.	
3. Staff have a moderate workload; they are busy most of the time, but have opportunities to take a break from time to time while on duty.	
5. Staff have an incredible amount of work to do; there is no way they can accomplish what they are supposed to do in the time available.	
Role Clarity: The extent to which staff are clear about what they are expected to do on their jobs.	.39
1. Staff have no idea what is expected of them on their jobs; tasks are unpredictable and unclear.	
3. Staff have some idea of what is expected of them in everyday activities, but there are occasional surprises and uncertainties.	
4. Events are unpredictable but job expectations are clear.	
5. Staff know exactly what is expected of them on their jobs; tasks are predictable and clearly defined.	
Role Conflict: The extent to which the different things staff members have to do on their jobs conflict with each other, the extent to which significant peers and supervisors (e.g., other staff, supervisors, caseworkers, judges) have conflicting expectations of the staff member.	-.29

Scale, Definitions and Anchors — Reliability

1. Staff are never subject to conflicting demands, (e.g., from fellow staff members and supervisor or caseworker).

3. Major parts of the job are free from conflict, minor aspects of job are subject to conflicting demands.

5. People often make conflicting demands or requests of staff.

Extent of Youth Participation in Youth-Youth Interactions: The extent of participation among youths who are present in the home (or at the activity if outside the home) in both informal and planned activities. — -.15

1. During youth-youth interactions, hardly any youths participate,

2. During youth-youth interactions a few youths (∿1/4) participate. Others remain isolated.

3. During youth-youth interactions half the youths participate.

4. During youth-youth interactions most youths (∿3/4) participate, but some are left out.

5. During youth-youth interactions all youths are involved.

Extent of Youth Participation in Staff-Youth Interactions: The extent to which youths who are present participate in informal and formal interaction with staff members. — .34

1. During meetings and other staff-youth interactions, hardly any youths participate.

2. During meetings and other staff-youth interactions, a few (∿1/4) participate.

3. During meetings and other staff-youth interactions, half the youths participate.

4. During meetings and other staff-youth interactions, most youths (∿3/4) participate.

5. During meetings and other staff-youth interactions, all youths are involved.

Scale, Definitions and Anchors	Reliability
Extent of Staff Participation in Staff-Youth Interaction: The extent to which staff members who are present participate in informal and formal interactions with youths.	.42
1. During meetings and other staff-youth interactions, hardly any staff participate.	
2. During meetings and other staff-youth interactions, a few staff (∿1/4) participate.	
3. During meetings and other staff-youth interactions, half the staff participate.	
4. During meetings and other staff-youth interactions, most staff (∿3/4) participate.	
5. During meetings and other staff-youth interactions, all staff who are present are involved.	
Cohesiveness: The extent to which youths in the home stick together and act as a group rather than as individuals.	.22
1. This program is very fragmented--youths act as individuals with no concern for others.	
2. Youths do things together only when group activities are planned. Youths may do informal things in pairs, but rarely in larger groups.	
3. This program is about average--half the time residents do things together and half the time they act as individuals.	
4. Residents frequently do things in groups with most or all other residents.	
5. This program is very cohesive--youths do almost everything together and always think of themselves as a group.	
Interaction Affect (Youth-Staff): The extent to which staff-youth interactions are warm and friendly.	.39
1. Youth-staff interactions are generally very hostile-frequent negative comments or biting sarcasm.	

Scale, Definitions and Anchors	Reliability
2. Staff-youth interactions are generally hostile--unfriendly, mild sarcasm.	
3. Youth-staff interactions are generally neutral or neither predominantly hostile or positive.	
4. Youth-staff interactions are generally positive--friendly; some teasing or friendly sarcasm.	
5. Youth-staff interactions are generally very positive--extremely warm and supportive.	
Interaction Affect (Youth-Youth): The extent to which the youth-youth interactions are warm and friendly.	.31
1. Youth-youth interactions are generally very hostile--frequent negative comments or biting sarcasm.	
2. Youth-youth interactions are generally hostile--unfriendly, mild sarcasm.	
3. Youth-youth interactions are neutral or neither predominantly hostile nor positive.	
4. Youth-youth interactions are generally positive--friendly; some teasing or friendly sarcasm.	
5. Youth-youth interactions are very positive--extremely warm and supportive.	
Interaction Affect (Staff-Staff): The extent to which staff-staff interactions are warm and friendly.	-.01
1. Staff-staff interactions are generally very hostile--frequent negative comments or biting sarcasm.	
2. Staff-staff interactions are hostile--generally unfriendly, mild sarcasm, or underlying tension.	
3. Staff-staff interactions are neutral or neither predominantly hostile nor positive.	
4. Staff-staff interactions are positive--generally friendly; some teasing or friendly sarcasm.	
5. Staff-staff interactions are very positive--extremely warm and supportive.	

Scale, Definitions and Anchors	Reliability
Supervision: Task Structuring: The extent to which the supervisor keeps staff informed and makes sure they know what has to be done.	-.39
1. In this program the house director never tells staff what is going on or what they should be doing.	
3. In this program the house director keeps staff informed of major events, lets others slide.	
5. In this program the house director keeps staff informed and makes sure they know exactly what has to be done.	
Supervision: Performance Standards: The extent to which the supervisor maintains high standards of performance and encourages staff to give their best efforts.	.61
1. In this program the house director has no standards of performance--staff can do a good or bad job.	
2. In this program the house director occasionally encourages staff to do a good job, but does not maintain consistent standards of performance.	
3. In this program the house director sometimes pushes staff to do their best, is sometimes rather lax.	
4. In this program, the house director generally insists that staff do a good job.	
5. In this program the house director consistently insists on excellence--staff are pressured to perform extremely well.	
Supervision: Staying on Top of Things: The extent to which the supervisor keeps informed about events in the home, how work is being done, and how well individual staff members are doing.	.39
1. In this program, the house director hasn't the foggiest idea what is going on.	
3. In this program, the house director generally knows what is going on, but is unaware of details.	
5. In this program, the house director is always	

Scale, Definitions and Anchors	Reliability
informed about the work being done, and how well each staff member is doing.	
Supervision: Support/Rapport: The extent to which the supervisor is friendly and easy to approach and willing to listen to staff problems.	-.01
1. The house director is very difficult to approach. Staff members do not share their problems with the supervisor, who has little idea or concern for how they think and feel.	
3. The house director is somewhat approachable. He/she has some idea about how staff think and feel; helps them with major problems.	
5. The house director is very approachable. He/she knows how staff think and feel and helps them with both personal and work-related problems.	
Staff Rapport with Youth: The extent to which staff have good relationships, work well with youths.	.66
1. In this program, staff have almost no rapport with youth; relationships are almost always strained.	
3. In this program, staff have some rapport with youth; they usually get along well with residents.	
5. In this program, staff have a great deal of rapport; they almost always get along well with residents.	
Staff Coordination: The extent to which staff members keep each other informed of events and coordinate their activities and expectations so as to provide a consistent atmosphere for youths.	-.12
1. Staff members don't seem to know what each other are doing. They frequently give conflicting messages to residents.	
3. Staff try to keep in touch with what other staff are doing, but occasionally communication breaks down (e.g., logs are not always kept so that day and night staff have trouble coordinating plans).	
5. Staff are always careful to coordinate their activities and expectations. Youth almost always	

Scale, Definitions and Anchors	Reliability
find staff consistent with each other.	
Staff Participation: The extent to which staff members participate in decisions about the home,	.13
1. All house decisions are made by the supervisor, caseworker, judge, or parent agency. Staff simply carry out these decisions.	
3. Staff members make day-to-day decisions. They have input into policy decisions and can express any disagreement, but the supervisor or parent agency has final say.	
5. Staff members make all decisions in the home jointly. The supervisor or parent agency may offer input, but the staff as a group has final say.	

Notes

Reliabilities are Cohen's weighted kappas (Cohen, 1968) with the squared differences between category ranks used as weights. Under these weights, kappa is asymptotically equivalent to the interclass correlation coefficient (Fleiss & Cohen, 1973). Kappa is ordinarily used to assess interrater reliability where two or more observers each rate a number of cases. Fleiss (1971) has extended the application of kappa to the present situation where different observers rate different cases.

APPENDIX H

DIRECTOR'S INTERVIEW SCHEDULE

1. Discuss confidentiality

2. Can you tell me something about the program*:

   a. How long has it been in existence?
   b. Who are your clients, and how do they get here?
   c. What do you try to do for them (treatment ideology)?
   d. How is funding provided for the organization? For individual clients?
   e. What is the organization structure (including relationships to other agencies, parent organization)?
   f. What is the nature of the community in which the program is located?
   g. Ask for handouts.

3. What kind of person would be likely to apply for a staff job here? What kind of person is likely to be selected?

4. What does your job as director involve?

5. If you were going to hire a person for a job like yours, what kind of person would you select?

6. How does the program get new staff started? What happened when you first started?

7. Are there training/educational opportunities offered to staff (e.g., initial, in-service)?

8. How do you find out how well you are doing? How do other staff find out?

9. What does a typical day look like (how closely are things scheduled)?

10. How much contact do you have with:

    a. central organization?
    b. schools?
    c. police?
    d. parents?
    e. caseworkers?
    f. others?

    (Probe: what do they think of the program?)

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*Questions can be tailored to include name of the individual home.

11. What outside groups does the program pay most attention to?

12. What future do you see for the organization? What would you like to see? (Probe: what are the strengths that should be preserved, and things that should be changed?)

13. Are there any foreseeable events that might affect the Youth Home Development Program? (Probe: are any staff members expected to leave in the near future?)

14. Has the home participated in any other projects like the Youth Home Development Program?

15. We have asked you a lot of questions. Are there things we left out?

16. Are there any you would like to ask us?

APPENDIX I

NOTES ON THE PROBLEM SOLVING PROCESS - YHDP

A. GO OVER PAST GOALS

Don't let them sit on the shelf. Checks on performance, even self-checks, serve to remind and motivate us. It's also encouraging to see where you have made progress instead of focusing only on the inevitable problems.

Another reason to go over goals periodically is to see whether they are still appropriate. Goals are simply ways of coping with problems. If the problem changes, if a goal seems impossible to attain, or if meeting a goal isn't solving the problem, perhaps the goal should be changed. Ignoring out-of-date goals doesn't solve the problem, and it can be demoralizing. Changing goals (or even abandoning them) to fit new problems and priorities helps maintain a sense of purpose and control.

B. IDENTIFY A NEW PROBLEM

Questionnaires measuring differences between "the way things are now" and "the way I would like them to be" are one way to do this. Other times problems may simply present themselves. In any case, be sure that:

1) everyone understands the problem and
2) everyone agrees it is important enough to warrant the effort of problem solving.

Sometimes just airing a gripe or calling attention to an issue is enough. More complicated problems which really matter to most participants are better candidates for problem solving. Voting about which of several problems should have priority is one way to eliminate the less pressing ones.

C. WRITE DOWN INDIVIDUAL IDEAS

When group members take five minutes to jot down their ideas privately, they will come up with more ideas and more original ideas than if they all "brainstorm" together.

D. SHARE IDEAS

One person should go around the room and list everyone's ideas in turn for all to see. Say only enough to make an idea clear, and jot it down in shorthand. Be brief. Repeated examples of why an idea will work and involved explanations waste time and take away from the group's momentum. Don't criticize ideas. This only makes people defensive. The best ideas will sort themselves out in the voting.

Writing down ideas centrally serves several purposes:

1) it lets people know their ideas have been heard -- they don't need to

repeat them or argue for them to get them across;
2) it makes all ideas from whatever source "group property." There is no need to repeat duplicate ideas; and
3) good ideas don't get lost in the shuffle. Ideas you choose not to implement now become part of a "bag of tricks" you can draw on later.

E. VOTE FOR THE BEST IDEA

This is a fast way to see whether there is consensus around a single idea or two. If so, go on to setting a specific goal (Step F). If not, discuss the ideas which people think are the best. A second vote may lead to more consensus.

Take the task of setting priorities seriously. Don't try to implement more than one or two goals for any problem. You have enough else to do. If you spread yourselves too thin, you may not accomplish anything.

F. SET A SPECIFIC GOAL

It's hard to work on a vague goal. Make sure everyone agrees "what it will look like" if the goal is attained. It may help to specify what it will look like if the goal is not met or only partially met as well. A "goal attainment scale" is useful in measuring progress towards goals.

Sometimes in setting a specific goal, people realize they do not have consensus about what they want to do. Someone may bring up a good reason why the goal won't work or will have harmful side effects. If this happens, discuss the problem quickly and go back to voting (Step E). If the discussion serves to redefine the problem substantially, you may want to return to writing down individual ideas (Step C). The situation has changed -- there is no reason to be bound by an old vote.

G. PLAN TO IMPLEMENT THE GOAL

Be specific. Who will do what and when? Does anything have to be done before you get to work on the ultimate goal? Even simple goals often require several steps. Different people may take responsibility for each step, but someone should coordinate the whole process. Set up a timetable, including times to check up on goal attainment (Step A).

In general, try to be brief and to the point. This is an elaborate process to deal with complex problems. It can get to be quite cumbersome if people stray too far from these steps. If a problem raises high emotions, and many will, it may help to discuss these before attempting problem solving.

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