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TEAM BUILDING: AN APPLICATION OF GROUP LEADERSHIP SKILLS
TO CASE MANAGEMENT IN CHILD PROTECTIVE SERVICES

City University of New York

D.S.W. 1983

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TEAM BUILDING

AN APPLICATION OF GROUP LEADERSHIP SKILLS
TO CASE MANAGEMENT
IN
CHILD PROTECTIVE SERVICES

BY

DAVID P. WEGENAST

A dissertation submitted to the Graduate Faculty in Social
Work in partial fulfillment of the requirements for the
degree of Doctor of Social Welfare, The City University
of New York

1983

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DAVID P. WEGENAST

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This manuscript has been read and accepted by the Graduate Faculty in Social Work in satisfaction of the dissertation requirement for the degree of Doctor of Social Welfare.

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ABSTRACT

Team Building: An Application of Group Leadership Skills To Case Management in Child Protective Services

by

David P. Wegenast

Advisor: Professor Irving Weisman

This project discusses an in-service training program on team building which presented group leadership concepts to child protective service workers as a means of developing more effective team interaction while conducting case management functions. The design of the training program focused on the application of group leadership skills to work-related needs of the worker's own choice regarding case management. The setting in which the training program was conducted was a large metropolitan Department of Social Services.

Team building was defined as the collaborative use of group leadership skills by members of work teams. Group leadership was defined as behavior patterns (as opposed to formal role assignments) used by individuals within a work group to influence others in task functions and maintenance functions. Group leadership skills taught in the training program included the use of collaboration, inclusion, problem-solving, conflict resolution, contracting, feedback and termination.

Employee oriented leadership at the team level was viewed as a means of integrating the needs of individuals and of formal organizations as these two sub-systems interacted in pursuit of organizational goal attainment and individual need satisfaction. The ultimate goal or purpose of the training project was to increase the work unit's ability to perform case management functions by utilizing group problem solving techniques and through individual employee partnership in and responsibility for the affairs of the organization.

Outcomes of the training program are discussed in light of conditions necessary for organizational development as a strategy to build effective work teams. Conditions discussed include the need for a sense of ownership of the program and a mandate for team building by both participants and managers, active involvement of staff and management in diagnosis of needs prior to training, structured linkage between administration and employee work groups as a part of the training program, and relevance of the content of the program to agency procedure.

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CHAPTER ONE: STATEMENT OF NEED

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I. BACKGROUND:

A. Content of the Project

This project describes a staff development training program on team building and the application of group leadership skills to work groups. The purpose of the project was to increase the effectiveness of work teams by involving participants in applying group leadership and problem solving skills to work related problems of the participants' own choice regarding case management/monitoring functions in the delivery of child protective services. Participants in the in-service training program were exposed to theoretical and experiential material on group leadership skills, while working in small problem solving groups. The setting for the study and training program was the Child Protective Service Division of the Erie County Department of Social Services, Buffalo, New York¹

This in-service training project originated with the re-design, staffing, and implementation of a child protective service delivery system. The project focused on the interaction of organizational needs during program implementation and the leadership needs of individual staff charged with carrying out program implementation.

Preceding this team building training program, three other in-service training programs were conducted by the author and a team of child protection staff development specialists supported by a Title XX training contract awarded to the accredited undergraduate social work program at State University College at Buffalo by the New York State Department of Social Services.

The first training program consisted of a comprehensive ninety-six (96) hour child protection basic curriculum organized as three modules: "Investigative Planning," "Assessment of Child Abuse and Neglect" and "Goal Planning: The Development of Service Plans." This in-service training program was delivered in 1978-79 following implementation of the reorganized and staffed child protection division. During that same year two other staff development programs were delivered by the training team to augment implementation of the new delivery system; a program on supervision and involvement of these supervisors in work groups to develop performance standards for the new civil service position of Child Protection Caseworker. The work group met for thirty-six (36) hours over the course of five months while the supervision training program consisted of eighteen (18) hours. Following these three staff development programs the team building training program was designed and delivered during the Spring of 1980.

B. Goals and Objectives of the Team Building Training Program

The six-week (eighteen hours) in-service training program on team building was designed in response to service delivery needs associated with coordination of services for clients. It was also designed based on propositions about collaborative, employee-centered leadership as an organizational target of change (see Chapter Two).

Since the enactment of the NYS Child Protection Services Act of 1973 which encouraged reporting of suspected child abuse and neglect, the need for comprehensive services for children and families regarding child abuse and maltreatment issues has become

increasingly more evident. The Department's Division of Services, through its telephone hotline, has collected several years of data that documents the increased awareness of state residents concerning child abuse/neglect issues and reports of incidents of actual abuse and neglect. The Department also has determined that child abuse/neglect is occurring statewide at an alarming rate.

The coordination of client services is critical in the provision of protective services to abusing and neglecting families since these clients usually receive services from several different areas of expertise and different orientations. The coordination or management of these services is necessary to safeguard and ensure the child's well being and development and to prepare and stabilize family life wherever appropriate.

In responding to needs to further refine caseworker's knowledge and skills in case management this training program was directed by the following goals:

- 1) To assemble and guide group discussions and decision-making sessions among relevant professional and program representatives, the client and his or her family and significant others to formulate goals and design integrated intervention plans.
- 2) To monitor adherence to the plan and to manage the flow of accurate information within the action system to maintain goal orientation and coordination.
- 3) To provide "follow-along" counseling and information to help the client and his or her family in situations of crisis and conflict with service providers.

- 4) To complete necessary paperwork to maintain documentation of client progress and adherence to the plan by all concerned.
- 5) To perform effectively and as a "good bureaucrat" within the organization to be in a position to develop and modify policies and procedures affecting clients and the effectiveness of the service delivery system.
- 6) To involve participants in problem solving task groups on target problems of the participant's own choice regarding case management/monitoring functions of child protective service delivery.
- 7) To present theoretical and practical material on case management and monitoring.
- 8) To present didactic and experiential concepts and skill building exercises on group leadership.

The specific objectives of the training program were:

1. to list and differentiate case management and monitoring functions; duties, tasks, knowledge and skills;
2. to apply seven group knowledge skills in small problem-solving groups on a target problem of the groups' own choice regarding case management/monitoring;
3. to apply group leadership skills in carrying out case management/monitoring functions on the job;
4. to identify behavioral examples of seven group leadership skills within a videotaped case study of a case conference, in which workers carry out case management/monitoring functions; and
5. to demonstrate increased positive attitudes toward:
 - a. one's own team;
 - b. case management/monitoring functions;

c. group leader;

d. supervisors.

II. SOCIAL PROBLEMS AND STRATEGIES TO MODIFY SERVICE DELIVERY SYSTEMS

Social problems, such as child abuse and neglect, may be conceptualized in two forms: substantive and "processual."² Substantive social problems are those which are manifest by populations and which are recognized as threatening conditions, e.g., poverty, mental illness, child abuse and neglect, etc. Today, there is a sufficient recognition in our society of child abuse and neglect as a threatening condition to warrant community concern and social program development. Increased recognition of this problem has led to support of the role of the state and community to intervene in the lives of families to protect children and families at risk of abuse or abuse potential.³

"Processual" problems, that is, those conditions which permit the existence of or block solution of substantive problems, include aspects of organizational dysfunctions, defects in the competitive position of population groups, and inter-organizational conflict.⁴ The "processual" problems which concerned this project were problems or organizational dysfunction (i.e., ability to manage cases systematically). These problems were viewed as blocking the organization's capacity to impact on the substantive problem of child abuse and neglect by impeding the agency's capacity to respond in a timely, appropriate and coordinated manner to mobilize necessary and helpful community resources on behalf of abusing and neglecting families.

From a broader perspective, the series of in-service training programs preceding and including this program were conceived as

organized strategies to impact ultimately on the social problem of child abuse and neglect. In-service training was viewed as a strategy to enhance the effectiveness of workers (knowledge, skill and attitudes) and as a strategy to enhance aspects of organizational functioning such as team work and program effectiveness. The effectiveness of training was targeted to a) impact on trainees; b) impact on trainee's on-the-job behavior; c) impact upon the work unit; and d) impact upon the program. The training program was based on the assumption that these four dimensions are linked; that is, that impact upon trainees leads to application of new learning on the job, which leads to better output, which leads to desired societal ends.

"It is, in fact, the basic rationale for training: If (a) training changes employees, and (b) employees incorporate these changes in their behavior, then (c) work will be improved, and (d) the program will have a better impact upon the situation it was designed to deal with."⁵

While the objectives of the in-services training program were to affect individual staff, unit climate or ability, and program effectiveness, the primary purpose for stimulating these changes was to enhance the organization's capacity to meet its goals of impacting on the larger social problem of child abuse. Social problem resolution was viewed as occurring through modification of organizational practice and individual behavior through in-service training.⁶

A. CPS Organizational Reform Strategies as Background for this Project

The in-service training program identified above were only several of the organizational change strategies designed to enhance the Child Protection Division's ability to improve its

performance to respond to the needs of abusing and neglecting families and children. Other organizational reforms which were implemented over a three year period included a major CPS program re-design, the implementation of an ongoing in-service training program, the development of job incentives, and the development of managerial tools.

A child protection service re-design was initiated in January 1978, within the Department of Social Services in response to a sharp increase in the incidence of reports of alleged child abuse and neglect and awakened community concern. In September 1978, a re-organized and staffed Child Protective Service Division was implemented to improve the agency's capacity to respond to reports of suspected child abuse and neglect in a timely and systematic fashion, and to improve its ability to mobilize appropriate resources and services within the agency itself and the community at large (informal, and societal resource systems) to aid families at risk to overcome barriers to improved functioning. Outputs of the program design phase included:

1. a single organizational structure for the delivery of Child Protective Services, with planned interfaces with other service divisions of the agency (Foster Care and General Service Teams);
2. a re-organized service delivery system, consisting of eight service delivery teams;
3. a clearly articulated delivery system (functional output chart) with identified client pathways, decision points, and staff responsibilities, job duties and tasks;

4. a specialized child protective career ladder, and;
5. a comprehensive 36 week (96 hour) competency based training program.

As part of the overall service delivery re-design, the Department implemented a new Child Protective Service career ladder together with an organizational structure consisting of eight service delivery teams, the composition of which included a team leader, and eight child protective workers. The CPS staffing plan required staff entering at lower levels to complete one year of on-the-job training and formal in-service training prior to permanent appointment as a child protective service caseworker, a new and specialized civil service position.

In initiating this re-design, the Department sought to improve the delivery of services and organizational work climate of the division by providing job incentives aimed at maximizing job security and role status in the form of protected civil service titles and caseworker positions which were one civil service job group higher than comparable caseworker titles in other divisions of the agency.

To further facilitate modification of organizational problems the Department implemented managerial tools such as case monitoring panels, and case management day sheets. It also designed a weighted caseload system, developed performance standards, and implemented an on-going in-service training program organized to meet the certification needs of new workers entering the system, as well as to build on the strengths and experiences of the more senior staff members continuing with the

system.

B. The Scope of the Substantive Problem of Child Abuse and Neglect:
Incidence of Abuse and Neglect

The scope of the problem of child abuse and neglect as it presented itself at the time of the project, and organizational reforms undertaken in response to these needs are described in organizational planning documents and papers written by the author and others during this three year span of time.⁸

Currently the Federal government estimates that over one million children are abused or neglected each year in the United States; 200,000-300,000 are physically abused; 60,000-100,000 are sexually abused; 700,000-800,000 are neglected; and more than 2,000 children die each year in situations where abuse is suspected or proven. In New York State, 75,000 children have received child protective services annually since the passage of the New York State Child Protective Services Act of 1973. Since that time, 333,172 (one-third million) children received child protective services in New York State.⁹ In 1966, only 416 cases of child abuse were reported. By 1974, 4,050 were reported - an overall increase of 1000%.¹⁰

In Erie County (Buffalo), New York alone, the number of reports in 1972 were 208. Following the implementation of the New York State Child Protective Services Act in 1973, which mandated the reporting of suspected cases of child abuse to a central registry, 310 children were reported during the first 30 days of the new regulation. In 1977, the CPS program in Erie County investigated 2,600 reports of suspected abuse/neglect.

In 1978, 4,000 cases were investigated. Following the death of an abused infant in January 1978, the local reporting rate increased by 50%. This high intake level has continued since that date. In 1979, 4,171 cases were reported.¹¹

Nationally, Gil (1970)¹² conducted a survey to determine public awareness of abuse. Gil assumed that members of the community knew of cases of child abuse even though these cases were never reported to professional authorities. Gil surveyed a sample of 1,520 persons representing the total noninstitutionalized population of the United States over 21 years or under 21 and married. They were asked whether they personally knew of families involved in incidents of child abuse resulting in physical injury during the previous 12 months. Three percent (3%) of the sample reported such knowledge. Extrapolating from this outcome to the total United States population, at that time 110 million, Gil estimated there were between 2.53 and 4.07 million adults throughout the United States who personally knew families involved in incidents of child abuse during the preceding year.

Other national studies and/or estimates which provide data on the incidents of child abuse as a social problem include those by Kempe and Fontana. Kempe's (1971)¹³ estimate of the incidence of child abuse in the early 1970's was six incidents of abuse per 1,000 births in the United States. Fontana (1973)¹⁴ more recently suggested that the annual rate was closer to 1.5 million cases annually.

C. The Nature of Processual Problems Confronting the Child Protection Division

As defined earlier, processual problems are those which sustain substantive problems or are barriers to altering substantive problems. Zweig identifies three types of processual problems at the community level which can be empirically identified: 1) defects in the competitive position of a population, 2) service mis-, dis-, or malfunction, and 3) interorganizational conflict.¹⁵ All three of these could be taken as a focus for intervention regarding child abuse and neglect. For example, the powerless position of families at risk has been the focus of interventive strategies which seek to reduce the sense of personal inadequacy or internalized inferiority of neglecting and abusing populations through advocacy groups and/or parents anonymous organizations.

Interorganizational conflict has also been the focus of change strategies aimed at reducing fragmentation of services through strategies of coordination reaching across organizational boundaries. Examples include human service coordination projects such as the Comprehensive Emergency Service Program, and administrative unification efforts, such as the efforts to develop an integrated, free standing Personal Social Service system featuring CPS as a baseline service in integration with other essential core services.¹⁶

In Erie County a number of service delivery reform strategies were undertaken to attempt to reduce problems of service delivery in the CPS division. These included strategies to alter the composition of units of the delivery system, strat-

egies to coordinate services, and finally, strategies to restructure authority and control over decision making. The focus of program planning, organizational change strategies and in-service training programs described in this chapter were directed at reducing organizational dysfunction through modification of social policy directed at agency practice, organizational climate and worker knowledge, skill, motivation and power.

In January 1978, the Child Protective Service program of the Erie County Department of Social Services was described as in the midst of a visible "crisis." A well publicized death of a child who had been reported to the CPS program as in need of protective service, but for whom an inadequate and incomplete investigation was mounted, raised a storm of outcry and concern in the community and local press. Workers and supervisors in the CPS program, working under perhaps the largest protective caseload per worker in the State (average caseload of 70 families per worker compared to State recommended caseloads of 15 families per worker), were dismayed and disheartened by the death of the child. This death reinforced their apprehension and concern over the deteriorating state, and insecure status, of the Child Protective Service. To compound the situation, professionals and citizens in the county, themselves awakened to the plight of abused and neglected children, began to report cases as never before. The Child Protective caseload increased by 50% within a few weeks time, an increase for which the already over-burdened staff was not prepared.

On February 8, 1978, the Commissioner of the Erie County

Department of Social Services created a Staff Planning Committee of workers and supervisors from the Department's Child Protective Service Program. The mandate of the committee was to freely and openly examine the functioning of the CPS service delivery system and to report its findings to the Commissioner by March 17, 1978. The Commissioner pledged to respond to these findings and recommendations within a week. Simultaneously, the County Executive and Legislature created a Community Task Force on Child Abuse and Neglect.

On July 17, 1978, the County experienced yet another tragic event. A mother age 26, slowly slew and dismembered her four children between the ages of two and eight. The family had been reunited just eight days before the incident. These children were returned to their natural mother from foster care at the request of the mother. The incident escalated the county's awareness of the scope of the problem, revealing the fact that organizational reforms limited to CPS services alone were inadequate as a response to the problem, and that changes were needed in the foster care delivery system as well, particularly at points where foster care and CPS services interface. This need was recognized in the February 27, 1978 report of the Commissioner. "The Child Protective Service is only one program of the Department. The organization and operation of every program must be examined and redesigned, where necessary, to further goal attainment in our responsibility to the public," he said.

Over the past several years, the incidence of reports . . .

increased and consequently the workload of the CPS program increased. In addition, the staffing pattern and CPS program were further eroded by several significant events. Severe staff cut-backs in the Erie Count Budget forced lay-offs in the Department of Social Services. Because all Department caseworkers operated under the same job descriptions, regardless of program assignment including assignment within the Financial Assistance Division, workers laid off in one division "bumped" less senior workers in other divisions. The result was that workers were assigned to CPS who had no interest or training in CPS. At the same time, junior level CPS staff were denied promotions to senior level positions which were filed by workers from outside the CPS system. As the caseload continued to increase, middle level management began to request additional staff; however, under the 15% staff lay-offs no additional staff lines were assigned to the CPS program.

During this same period of time there were significant changes in the family court system with the introduction of new judges, increasing the amount of time workers were devoting to court work. The State Department also began to increase its monitoring and during this period tripled its State Registry staff. The increase in State monitoring resulted in an increase of local reports which were rejected at the State level as incomplete and returned to the local Department for additional documentation or work. The tendency of staff was to ignore these "rejected reports" instead of correcting them.

Data on compliance with State regulation provides a basis

for further assessment of the adequacy of performance of the CPS program in Erie County at that time. In January 1978 the Erie County Department of Social Services conducted a Child Protection Compliance Analyses Scan¹⁷ to determine the extent to which program effort met State regulations. A total of 1,439 cases were included in the scan. This total did not represent the total CPS caseload at that time; instead it represented only those cases for which workers had been able to complete the initial paper work to enter the case into the reporting system. It is estimated that at the time of the study the agency had an additional 600 cases not yet in the reporting system. Findings of the study included:

1. Delinquency in Initiating Investigation

New York State Department of Social Service Regulation 460.3

(h) states that CPS workers must commence an appropriate investigation on all reports of suspected child abuse and maltreatment within 24 hours. Erie County Department of Social Service analysis showed that in 77% of the reports this investigation did not occur within that time frame. In fact, 69% occurred after the 11th day from the date of notification. From this one might conclude that staff were reacting promptly to only those situations in which there was a most obvious possibility of abuse. This skimming may have created a high potential for possible tragedies in those cases which have subtle yet severe symptoms.

2. Delinquency in Processing Cases and Assessing Risk

NYSDSS Regulation 406.3 (i) states that "upon receipt of a

report of suspected abuse and after seeing to the safety of the child or children named in the report, but in no event later than seven days after the receipt of the oral report, the department shall mail or deliver to the subject or subjects of the report a written notification in such form as required by the department informing them of the existence of the report and of their rights with regard to amendment or expungement." NYSDSS Regulation 460.3c (2) "requires the Child Protective Service, not later than seven days after the initial report, to send a preliminary report of the initial investigation to the State Central Register." ECDSS's analysis showed that at the time fo the scan, the Department was in substantial non-compliance with both these regulations. Of those cases where a letter was sent to the parent as required in 460.3 (i), 86% were sent after the seventh day. Of the 86%, the majority or 73% were sent in a time lapse greater than 15 days. The Department's non-compliance with 460.3c (2) was slightly greater, 87% of the reports were not on time.¹⁸

The Department considered the second non-compliance to have severe implications which related to the risk situation of the child. "It is at this point the worker makes a preliminary assessment of the degree of risk to the child. Failure to make this preliminary assessment increases the probability of leaving the child in a risk situation."¹⁹

Department Regulation 460.3 (j) states that the Department shall "determine within 90 days whether the

report is 'indicated' or 'unfounded,' and if 'indicated' shall mail or deliver to the subject or subjects of this report, a written notification in such form as required by the Department, informing them of rights in regard to requesting that the report be amended, sealed or expunged and their right to a fair hearing."

ECDSS's analysis again showed the Department to be in substantial con-compliance with the regulation. Eighty-two percent of the reports were completed after the 90th day. Of those completed after the 90th day, 20% were completed in a time span twice that of the regulation, i.e., 180 days or more. Notification to the parent as required was not performed within the required time frame in 73% of the cases.²⁰ The Department noted that non-compliance with this portion of the regulations again had a dual effect. Non notification to the parent, especially in a non founded determination, could result in a lawsuit. Secondly, failure to prepare a case plan within 90 days, could place the child in a continued "risk" situation.

D. Outcome of Assessment of Service Delivery Problems in CPS

The findings of the Department's Compliance Analysis Scan and the findings of a Staff Planning Committee lead to the implementation of a number of organizational reform strategies initiated in 1979-80. The findings and subsequent actions included:

<u>Findings</u>	<u>Actions</u>
1. No single CPS structure as mandated by law.	1. A single CPS Division was created consisting of eight teams.
2. No one Administrative individual is responsible for child protection.	2. A position of Director of CPS was established.
3. CPS staff perform non-CPS functions.	3. A specialized CPS career ladder and civil service position was established.
4. No clear delineation of CPS functions, duties, tasks.	4. A rational functional output chart was established.
	5. A formal comprehensive in-service training program was established.
	6. Performance standards were developed.

III. ASSESSMENT OF NEED LEADING TO THE TEAM BUILDING INTERVENTION

Based on the accomplishments and limitations of the first year of organizational reform efforts, the Department's administration and management core directed their assessment of organizational and staff needs to the service unit level of organization identifying the need to promote the integration of work teams as productive and supportive groups, thereby enhancing the climate and effectiveness of the unit work environment as workers performed case management and monitoring functions.

A. Case Coordination and Team Building as Goals for In-Service Training

The need for training to address work units as a group, and case management functions as tasks were identified in a memorandum from the Director of Child Protective Services to the Director of Staff Development of Erie County Department of

Social Services addressing training needs for the second year of program implementation.

It might be desirable for training to work with staff by teams in order to promote systematic practice and team building. With this approach, perhaps training could include a case approach based on cases active in units in either a case management or monitoring stage. Training thus would also include staff at all levels, workers and supervisors as members of teams.²¹

These needs were also observed at three other organizational levels; by "A" Administrative Supervisors, by Team Leaders ("B" Supervisors) and by staff trainers. The "A" Supervisors identified the need to integrate staff (junior workers, senior workers, and team leaders) in training activities focused on "team building." In supervisory training sessions, team leaders identified the desirability of addressing some organizational needs as units rather than through individual worker assignments; such as, holding formal team meetings, convening team case conference sessions, and addressing workload backlog as a team. Team leaders also expressed the need for supportive team climates, in order to sustain worker motivation and job satisfaction, and to reduce worker burnout. Team leaders expressed frustration in feeling immobilized in making recommendations "up the chain of command" while Administrative Supervisors felt that team leaders "don't know how to involve administration in solving problems at the unit level." These observations were based on the "participant observer" role the author performed while leading a team leader workshop which sought to develop performance standards for CPS staff.

Staff trainers observed that the critical link of transfer of learning from formal in-service training to the job was team leader support and encouragement in utilizing new knowledge and skill on the job.

In early December, 1978, staff trainers expressed the need to organize training by units, in order to promote relationships among members of teams, to engage the total team in pursuit of common objectives, and to enhance the transference of training to job performance. From a training perspective, the training team identified the need to build on the accomplishments of the first year training program, by concentrating follow-up training effort focused on developing supportive, functional work relationships among members of service delivery teams, in order to enhance the maintenance and generalization of learning from the first year in-service training program to on-going job performance, and to facilitate further development of case management functions.

The Department's desire to enhance organizational work climate was further expressed by its desire to see the tasks of case management managed at the unit level by case management teams drawn from across divisional and organizational boundaries, rather than vested with individual workers or caseloads. Literature from the field of protective services for children and families suggests some evidence that a team approach to service delivery and decision-making regarding vulnerable families reduces worker burnout, enhances decision-making, and improves the effectiveness of service outputs (organizational

productivity). These conclusions are drawn primarily from the experiences of multi-disciplinary hospital based team approaches to service delivery.²² "By looking at case management decisions as a group, interdecision consistence is more closely achieved."²³ It was felt that a case management service design resembling that of multidisciplinary teams would bring about similar effects of team decision-making, especially with regard to decisions on cases when various team members were involved in carrying out different tasks regarding the same case.

Individual needs which were identified by trainees at various staff levels following completion of the first year training experience included desires by workers and supervisors to increase their ability to collaborate with each other; to increase skills in establishing goal plans with clients and to use contracts as a tool of casework; and to increase skills in working with collateral agencies. Formal organization needs which were expressed included the need to improve communication within the Division, working as a team, establishment of workable case management and case monitoring systems at the unit level, case conferencing and planning across service divisions of the agency, reducing the rate and number of delinquent follow-up investigation reports, and devising means of sharing workload management as a team. At times, the list of formal organization development needs and the needs of individual workers seemed endless. Individual needs and formal organization needs also differed unit by unit, as each unit had developed its own style or organization, work climate, needs

and priorities. It seemed reasonable, therefore to individually tailor a training design to be responsive to needs and priorities as identified by a team (unit of workers) and to incorporate within the design, a responsiveness to individual needs, as well as formal organization needs regarding case management/monitoring tasks and team work. The focus on case management/monitoring emerged as a training mandate as the agency was seeking to introduce a newly devised case management/monitoring system.

In summary then, formal organizational needs identified in the initial needs assessment focused on enhancing the capacity of the Division to perform case management and monitoring functions and to enhance the development of work teams. Team work was defined as the collaboration of individual staff members around the goals of the formal organization (work unit).

B. Assessment of Case Management/Monitoring Needs as a Target for Training

From this general needs assessment and planning process, the training staff next conducted a more specific needs assessment to identify needs related to implementation of case management/monitoring functions. In order to identify case management and case monitoring tasks which were viewed as priority needs of participants, the staff of the Child Protective Services Division (ECDSS) were asked to each list five problems they were encountering in carrying out case management/monitoring functions. A composite list of needs was generated through this needs assessment process by the training

staff, based on raw data from participants. Needs not related to case management and case monitoring functions were eliminated from the list. The final list of needs included 20 items. These items or needs, selected by the trainees, were typed individually on 3 by 5 cards for use in a Q-sort activity. Through this Q-sort activity, small groups of participants were asked at the outset of training to reach consensus on one or two tasks on which the group wished to work during the course of the six week group leadership-team building training program.

The needs identified by workers regarding case management/monitoring included:

CASE MANAGEMENT/MONITORING NEEDS

1. CLARIFY TASKS AND FUNCTIONS OF HOW TO MANAGE A CASE.
2. DETERMINE HOW TO MANAGE TIME MORE EFFECTIVELY AS A CPS WORKER.
3. CLARIFY TASKS AND FUNCTIONS OF HOW TO MONITOR CASES.
4. DETERMINE HOW BEST TO TRANSFER CASES.
5. HOW TO WRITE CLEAR, CONCISE TREATMENT PLANS.
6. DEVELOP A RESOURCE BOOKLET FOR CPS WORKERS.
7. DEFINE WHEN TO PLAY ACTIVE OR PASSIVE ROLE AS A CASE MONITOR.
8. DETERMINE HOW TO WORK EFFECTIVELY WITH OTHERS WHO ARE IMPLEMENTING THE SERVICE PLAN.
9. DETERMINE HOW TO INVOLVE CLIENTS COOPERATIVELY IN DEVELOPING SERVICE PLANS.
10. CLARIFY AGENCY POLICY ABOUT WHAT NEEDS TO BE INCLUDED IN CASE RECORDS AT THE POINT OF TRANSFER INCLUDING NECESSARY DICTATION.
11. DETERMINE HOW TO USE AUTHORITY EFFECTIVELY.
12. DECIDE HOW TO RECORD CASE CONFERENCE FOR CASE RECORDS.
13. DETERMINE WHAT WOULD HELP REDUCE CONFLICT BETWEEN PPU, GENERAL SERVICE WITH CPS.
14. DETERMINE HOW TO PRESENT A SERVICE PLAN TO A RECEIVING WORKER, SO THAT THE WORKER WILL ACCEPT THIS WITHOUT FEELING THREATENED OR OVERPOWERED AS A CPS WORKER.
15. DETERMINE HOW TO RESOLVE CONFLICT AROUND CHANGES IN SERVICE PLANS.
16. DEVELOP CRITERIA FOR DECIDING WHEN TO TERMINATE MARGINAL CASES.
17. HOW TO ESTABLISH POSITIVE RELATIONS WITH COMMUNITY AGENCIES,

- I.E., LEGAL, MEDICAL, MENTAL HEALTH, SCHOOL, MEDIA, FAMILY, TO GAIN THEIR COOPERATION.
18. DETERMINE HOW TO INFORM COLLATERAL AGENCIES AS TO CPS FUNCTIONS.
 19. DETERMINE HOW TO EXPEDITE CACE TRANSFER SO CLIENTS ARE NOT IN LIMBO WITH EITHER NO WORKER OR TOO MANY WORKERS.
 20. DETERMINE STRATEGIES ON HOW TO DEAL WITH FRICTION BETWEEN NATURAL PARENTS AND FOSTER PARENTS.

C. Conclusion: Emergence of the Team Building/Case Management Training Program

The training program thus developed with two general purposes: team building or working effectively as a member of a group (unit workers, member of a service delivery team, etc.) and a case management/monitoring. Team building was defined as the collaborative use of group leadership skills by members of work teams. Group leadership was defined as the behavior patterns (as opposed to formal role assignments) used by individuals within a group, to influence others in task functions and maintenance functions in relationship to work unit goals. Task functions were defined as the extent to which group members organized and defined roles of each other in a collaborative process; explained who was to do what and when; and formalized channels of communication.. Maintenance functions were defined as the extent to which group members engaged each other in showing emotional support and helping others.²⁴ Effective team work or employee oriented leadership was viewed as a means of integrating the needs of individuals and the formal organization as these two systems interacted in pursuit of goal attainment and need satisfaction.

The ultimate goal or purpose of the training project then was to enhance the development of functionally integrated work

teams around case management and case monitoring functions. Individual employee involvement or partnership in, and responsibility for, the affairs of the organization (work group), by means of collaborative employee leadership was viewed as a means of integrating the relationship between the needs of individuals and the needs of formal organizations, leading to enhanced job satisfaction on the part of employees and enhanced effectiveness of the formal organization, or the effectiveness of the work team in accomplishing group production tasks and goals related to case management and case monitoring, and/or the group maintenance goals regarding the interaction of group members. Underlying the conception of this project was the hypothesis that if individuals were involved in the affairs of the work group (formal organization) by assessing needs, setting group objectives, and working together to achieve those objectives; and if the group members utilized group leadership skills, then the work team would be more productive as a unit on group tasks, and members would express more positive attitudes regarding team work, group leadership skills and target problems addressed as a group.

Seven group leadership skills were identified for the purpose of the training program. Behaviorally defined, these were:

1. Feedback

- Expresses feeling and ideas directly.
- Describes specific behavior of others.
- Requests others to react to your behavior.
- Uses "I" rather than "you" when expressing feelings and ideas.

Expresses feelings and emotions about self and what others say

2. Conflict-Resolution

Paraphrases ideas.
Summarizes points of agreement as against points of disagreement.
Restates primary goals.
Seeks alternative solutions.
Re-defines conflict in terms of a problem.
Initiates problem-solving steps.
Re-defines roles and expectations.

3. Collaboration

Presents ideas considerately.
Expresses ideas clearly and concisely.
Shares information.
Shares decision-making.
Shares responsibility.
Demonstrates willingness and ability to compromise.

4. Problem-Solving

Defines problem.
Limits the scope of problem.
Analyzes the problem.
Recommends suggestions.
Establishes the criteria for judging solutions.
Selects a solution.
Offers alternatives.
Expresses pleas clearly and concisely.

5. Contracting

Shares information.
Negotiates expectations.
Defines each member's role.
Knows each member's personal role.
Makes a commitment to role expectations

6. Inclusion

Exhibits interest in other people.
Feels that others are satisfactorily interested in oneself.
Exhibits warm and friendly behavior to co-workers.
Listens empathetically to the ideas and feelings expressed by others.
Responds to the ideas and feelings expressed by others.
Tries to help when others become angry or upset.

7. Termination

Assesses accomplished task.
Assesses group perception of data used within the work process.
Summarizes accomplishments of the meetings.
Restates follow-up tasks.
Clarifies follow-up tasks.
Evaluate the process of the meeting.

Case management and monitoring was defined as:

...a direct service that is provided by a professional, based on a written plan, designed to mobilize and coordinate all significant resources, formal and informal, needed and desired by the individual and his or her family to deal with a specific problem or a set of interrelated problems 25

The specifics of the training program are discussed in detail in Chapter Three.

F O O T N O T E S

- 1 The training program was delivered by a team consisting of Robert Spaner, Penny Elliot, Judy Shipengrover and David Wegenast under the auspices of a Title XX training contract of the New York State Department of Social Services. The setting for the training program was the Child Protective Services Division of the Erie County Department of Social Services.
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- 3 Select Committee on Child Abuse, The Status of Child Protection: The Implementation of the Child Protective Services Act of 1973, New York State Legislature, September 1, 1978; and Neglect in This Country, Report to the Joint Commission on Mental Health for Children. (February, 1968), in D. C. Gil, Violence Against Children, (Cambridge, Mass: Harvard University Press), 1970, pp. 43-47; and David P. Wegenast, The Redesign of Child Protective Services: Erie County Department of Social Services (unpublished paper) August, 1978.
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- 5 Ellen Doree Rosen, Penelope Haile, Jesse Smith, Barbara Pine, Mark Zober, "Job Performance-Training Effectiveness: Position Paper Developed for the New York State Department of Social Service Office of Human Resource Development," Task Force on Job Performance-Training Effectiveness of the Training Evaluation Advisory Committee, January 1981.
- 6 Social policy, both formal and informal, is used here to mean that body of laws, procedures, and practices or organizations, at various levels, which regulate the interaction among individuals and their relationship to the organization of which they are a part. Social policy includes both formal rules, regulations, and procedures, and informal codes and practices adhered to by workers in going about their jobs, which has attained the status of a regular pattern of action. See for example, Zweig, op. cit., 1966.
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CHAPTER TWO: PHILOSOPHICAL AND THEORETICAL UNDERPINNINGS

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These days the air is filled with new buzz words ... Theory Z ... quality of work life (QWL) ... mentoring ... quality circles (QC) ... employee involvement ... and many others. They are based on a common theme: greater participation by employees in the day-to-day process of goal setting, problem solving, and decision making will lead to improved productivity and greater job satisfaction. Organizations are moving away from the more autocratic styles of management that have dominated the work scene for centuries toward more participative techniques that give the work group more say in matters directly affecting their input and output. By any name it spells team building. By assessing needs, setting group objectives, and working together to achieve those objectives; and if the group members utilized group leadership skills, the work team would be more productive as a unit on group task, and members would express more positive attitudes regarding work tasks (case management) addressed by the training program.

Guidelines for designing a program in response to these needs were drawn from theoretical propositions about the needs for integrating individuals and formal organizations, conceptualizations of training from a system perspective, from small group theory, androgogy, and systems theory.

I. Assessment of Organizational Behavior: The Need of Individuals and Formal Organizations

In Personality and Organization,¹ and Integrating the Formal Organization,² Chris Argyris develops the proposition that organizational behavior develops from the interaction of two subsystems: the individual and the formal organization. Argyris suggests that the need is to "integrate the relationship between the two."

We are interested in developing neither an over powering manipulative organization, nor³ organizations that will keep people happy.

Individual competence, commitment, self-responsibility, fully functioning individuals, and active, vital, viable organizations are the kind of criteria that we (need to) keep foremost in our minds.⁴

Argyris' analysis of organizational behavior, or organizational life, centers on the interconnections of individuals and formal organizations. In considering each, he identifies variables which fall within the boundaries of these two subsystems; that is, the need to understand individual needs, abilities, levels of aspiration and self-concepts, as they arise in and influence organizations; and, task specification, chain of command, unit of direction and rationality, technology, managerial controls and patterns of leadership, as they arise in formal organizations and influence individuals. Argyris hypothesizes that there is an inherent incongruency between the self actualization of individuals and formal organizations.

The basic incongruency creates a situation of conflict, frustration, and failure for the participants. The conflict, frustration, and failure is hypothesized to increase as the individual increases in degree of maturity or as he becomes increasingly subordinated along the chain of command . . . The individual may adapt to the conflict, frustration and failure by leaving, climbing the organizational ladder, becoming apathetic, disinterested and non-involved, by creating informal groups . . .⁵ by accepting dissatisfaction as inevitable...

Argyris further postulates that management, as agents of formal organization, react to these adaptive activities of staff by increasing the degree of directive leadership, clarifying,

re-defining and unintentionally rigidifying formal structure and by increasing management controls, or by developing "pseudo human relations" (education, communication) programs. Argyris describes these responses as reactions which tend to compound the "felony" of the formal organizational structure. "Instead of reducing the basic cause of the human relations problems they tend to perpetuate the original ones and create new ones. 6

The need then, according to this school of thought, is to integrate the needs of the individual and the need of the formal organization, in order to reduce negative behaviors so that:

...employees experience more activity than passivity, greater relative independence than dependence, use more rather than less of his/her important, rather than skin surface, abilities, has a longer, rather than a shorter time perspective . . .

II. Collaborative, Employee-Centered Leadership as a Target of Change

If, as Argyris points out, formal organizational structure, directive leadership, management controls and pseudo human relations programs are causes of the basic conflict, then these become targets of change. Strategies to make people feel less dependent and submissive (thereby decreasing apathy, disinterest, low involvement and low productivity) become the vehicles of enhancing the relationship between formal organizations and individuals.

If directive leadership compounds the "felony" of formal organization, then changing the directive, authoritarian

leadership into a more democratic, participative, collaborative, employee-centered one, may enhance individual feelings of competence and organizational effectiveness. Collaborative, employee centered leadership or group participation may increase the control which subordinates have over their work environment, encourage them to use their knowledge, feelings and abilities, decrease the feelings of dependence upon the leader, and increase the subordinates' time perspective in relationship to their job and duties. Collaborative employee centered leadership is one of several strategies identified by Argyris for intergrating the needs of the individual and the formal organization.⁸

Leadership, however, is a set of functions which may be seen as the property of groups.⁹ Ideally, leadership functions are spread according to the abilities of group members. The formal organizational leader does not always have to lead. The group, according to Argyris, will tend to maximize its adjustive behavior if each member is free to take on some leadership functions.¹⁰ In this sense, group centered leadership or participation differs from formal organizational leadership. Democratic leadership according to Clyde Campbell's review of the literature tends to create within a group:

1. greater feelings of cohesiveness,
2. greater group productivity,
3. increased job satisfaction and morale,
4. relatively broader time perspectives and
5. greater flexibility in behavior.

At the same time, democratic leadership decreases:

1. the amount of inter-personal hostility, frustration-aggression,
2. the number of gripes,

3. the degree of dependence and submissiveness toward the leader, and ¹²
4. the necessity of scapegoats.

In focusing on the interface of the needs of the formal organization sub-system and the individual employee subsystems of the organization, it is important to note that democratic leadership cannot be substituted for formal organizational leadership. Democratic leadership fulfills individual needs but formal organizations also require leadership that tries to fulfill the demands of the organization. ¹³

This focus on employee centered participative leadership as a strategy for enhancing the integration of individual needs and formal organizational needs is supported by the theoretical propositions for other schools of thought, including organic models of organization v. mechanistic organizations, ¹⁴ organizational development strategies, and models of management by objectives. ¹⁵ Drawing upon the latter for the moment, management by objectives is viewed as:

...promoting a sense of partnership in and responsibility for the affairs of the organization. In short, it allows self determination instead of lockstep conformity to the whims of a central authority.

The participative process in MBO is seen as having two benefits: (1) participants can increase the degree to which group members feel they "own" their work practices, and (2) therefore, the likelihood that the group will develop a norm of support for these practices. ¹⁶

In my view, employee centered leadership or participation provides a basis for developing collaborative work teams around formal organization needs at the front line unit level

of service delivery and postulates the basis for development of a training strategy focused on integrating the needs of individuals and formal organizations. Functionally integrated work groups are viewed here as the collaborative integration of the needs of individual staff members and the needs of the formal organization. Functional integration suggests that the needs of both are met, that there is a sense of "participation in, partnership in, and responsibility for the affairs of the organization" or work groups. ¹⁷

III. A Systems Approach to Training: Strategies to Enhance Organizational Change or Program Implementation

In developing a training program responsive to the concept of collaborative, productive and supportive work groups around the tasks of case management/monitoring, it may be useful to delineate some observations about the nature of training programs as strategies to promote program or organizational development.

Training programs which address program development goals need to address the needs of staff, both as individuals and as groups, at the skill acquisition level derived from delineated job duties and tasks, as well as with the needs of that developing service program derived from the goals of the formal organization to enhance its service delivery.

Training programs are limited in their effectiveness as organizational change strategies to the extent that the focus of such programs is more or less limited to the individual skill acquisition needs of trainees (individual subsystem need only).

This more limited approach has the tendency of losing sight of the organizational needs which gave rise to the training program resulting in an overemphasis on the "training program" per se. Training programs which are designed to build generic knowledge and skill without basing their objectives in concrete job duties and tasks of staff and/or program goals may have a tendency to lead to estrangement of the individual and formal organization by failing to include within the training design planned formal means for transference of learning from the training program to the job or as a strategy for connecting the investments in individuals to the needs of the organization. To be effective, training programs, by design, need to promote individual competencies within the role positions of staff and/or within their interactive work patterns (work groups and role relationships). An overemphasis on the "training program" can, for some, provide comfort that once training programs are implemented, that organizational problems will be solved. The emphasis on generating training programs but losing sight of the organizational needs or losing sight of the function which formal organization/training program interfaces can perform in the change process, produces training program designs which are not necessarily effective in altering either individual performance or organizational goal attainment. Such training programs are, in my estimate, based on (1) needs assessment data which are prematurely organized; (2) objectives which are stated in general unmeasurable terms regarding job or formal organizational performance outcomes; and (3) training designs

which are only minimally related to real life job circumstances faced by trainees.

It is unlikely that all such training programs suffer from these deficiencies, but, in general, these are viewed as shortcomings of many more traditional approaches to in-service training. Under these conditions, training programs may have a negative effect on the motivation, involvement and learning of trainees and may result in limited value to the formal organization.

These training shortcomings may be overcome through the application of systems theory. William Schwartz and Lawrence Shulman ¹⁸ draw upon systems theory in developing a mediating model for social work practice which is similar to this view of training from systems perspective. In recent years, the impact of dynamic systems theory has been profound on the way helping professionals view clients. One central idea has been the emphasis on viewing a client in interaction with others. Instead of a client (or individual trainee) being the object of analysis, concentration is on the way in which the client and the client's important systems are interacting. In fact, according to this view, it is impossible to understand the movements of others (other subsystems of organizations). ¹⁹ Schwartz's functional definition of social work practice is "to mediate the process through which the individual and his society reach out for each other through a mutual need for self-fulfillment." ²⁰ Schwartz views the individual-social interaction as:

. . . a relationship between the individual and his nurturing group which we would describe as 'symbiotic' - each needing the other for its own life and growth, and each reaching out to the other with all the strength it can command at a given moment. 21

The term 'symbiotic' is used to describe the mutual need of individuals and the systems that matter to them. Adapting this concept to a systems perspective on training, one needs to recognize the symbiotic relationship between individuals and formal organizations, each needs the other for its own life and growth. Thus, from a systems perspective, training needs, goals and designs are derived from the symbiotic need between individuals and formal organizations; from needs which arise from the interaction at the interface of the individual (role performance, job duties and tasks) and the formal organization (program purpose, goals and developmental needs). This requires then:

1. An effective job, task analysis within the job structure, mission, purpose, goals and objectives of the organization.
2. An assessment of the formal organization needs and priorities.
3. An assessment of individual staff member needs and priorities.
4. An assessment of the interaction patterns of staff as they interface with the formal organization in carrying out its goals and objectives.
5. An assessment of the interface or common ground between the needs of the individuals and the needs of the formal organization subsystems.

A system approach to training also provides a basis for identifying what is involved in the training process itself as

one seeks to mediate between the needs of individuals and formal organizations. Returning to Schwartz's mediation practice theory, as it applies to individual-group interaction, the function of the worker (here the trainer) is to mediate the engagement between two client systems, the individual and the group (here the formal organization). The process of mediation (training) has two functions, helping the individual and the group (formal organization) relate effectively to each other and helping the organism, called the group (here the formal organization) become more sophisticated about the way it is working, so that it releases potential for mutual aid. A systems approach to training thus seeks to mediate on the common ground between the needs of the individual and the formal organization.

Systems theory has utility in its application to the design of training by:

1. Providing a means for identifying a target system for training which is inclusive of the needs of individuals and formal organizations and which directs one to identify a subsystem with which one is chiefly concerned; and
2. Providing a means for assessing the symbiotic need of the individual and formal organization, thus leading to objectives which are responsive to the needs of both (the common ground).

IV. The Training Program - Formal Organization Interface

In further developing the theoretical underpinnings of this project, it is useful to discuss briefly the interface of yet a third subsystem of the training process, that of the training program itself. It is important to assess how the

training program staff and training program interact with the organization (both individuals and formal organization).

The author has found two theoretical propositions from the literature on planning and organizational consultation to be highly congruent with the previously developed propositions on needs of organizational subsystems (individual and formal organization) and the design of training programs focused on integrating individual and organizational development needs and goals. The focus here, however, is on the nature of the relationship between the change agent subsystem (training program) and the client subsystem (individual and formal organization). Edgar Schein and John Friedman ²² provide models for delineating the nature of the change agent relationship with the client system. Each of these models is briefly described below along with "Goal Planning" as a strategy of intervention developed by Houts and Scott in order to further explore the theoretical underpinnings of this project.

Training programs are frequently cast in the role of organizational consultants. The traditional role and expectation of consultants has been that of providing expertise or solutions. This role is seriously questioned in both consultation and planning literature in terms of effectiveness in contributing to organizational development.

Edgar Schein's approach to consultation differs from the prevalent model of consultation in which organizations purchase expert information or expert service. The traditional model assumes that the manager of the formal organization has

correctly diagnosed his own needs, correctly communicated these needs to the consultant, accurately assessed the capability of the consultant to provide the right kind of information or service, and has thought through the implications of implementing changes which the consultant may recommend.²³ In contrast to this orientation of consultation, Schein focuses on the process of consultation.

Process consultation does not assume that the manager or the organization knows what is wrong, or what is needed,²⁴ or what the consultant should do.

Managers often sense that all is not well or that things could be better, but do not have the tools with which to translate their vague feelings into concrete action steps.²⁵

Process consultation, in contrast to the purchase consultant model, engages the manager/participant or organization in a process of joint diagnosis. The process consultant would not urge managers to move into new action programs until the organization itself has done a thorough diagnosis or assessment of the strengths and needs of their present structure and process.

Process consultation emphasizes joint diagnosis and decision-making and in doing so, accepts the fact that the consultant can seldom learn enough about the organization. The function of process consultation is to enable the participant to become a sufficiently good diagnostician himself, to see the problem for himself, to share in diagnosis, and be actively involved in generating a remedy. The consultant can provide alternative views or help define them, but the focus is on

enabling participants to solve problems. The role of the consultant is teaching diagnostic skills and problem-solving skills. "Problems will stay solved longer and be solved more effectively if the organization solves its own problems." ²⁶ The emphasis on the process as well as on the content of consultation is a useful model for designing training programs, which address the need to maximize opportunities for organizational development and maximize individual and group effectiveness.

John Friedman's transactive planning model also views the essence of planning as a collaborative relationship and process. His model suggests principles for linking the efforts of the training program subsystems with those subsystems of the focal system of the organization.

In Retracting America: A Theory of Transactive Planning, ²⁷

Friedman addresses the question of what can be done to overcome the barriers to effective communication and relationship between planners and clients (here trainers and client focal systems). He describes the traditional means of communication, an exchange of formal documents, as leading to a communication gap between planners and clients. Barriers to effective communication are traced to the differing knowledge base of the planner and the client (the trainer and organizational role actors).

Each has a different method of knowing. The planner works chiefly with processed knowledge abstracted from the world and manipulated according to certain postulates of theory and scientific method; his client works primarily from the personal knowledge he draws directly from experience. Although personal knowledge

is much richer in content and its ability to differentiate among the minutiae of daily life, it is less systematized and orderly than processed knowledge . . . Processed knowledge, on the other hand, implies a theory about some aspect of the world. Limited in scope, it offers a general explanation for the behavior of a small number of variables operational under a specified set of constraints. 28

Trainers and practitioners likewise have a different way of viewing the world. Each is valuable and both must be valued in the training process. Both are essential in designing effective developmental training strategies focused on the needs of individuals and formal organizations. Each party must uniquely contribute to the consultation and planning process. In assessing needs, establishing organizational goals, identifying training objectives and strategies of organizational development, trainers are perhaps best equipped to contribute concepts, theory, analysis, new perspectives and the possibility of engaging the other (agency) in a systematic search procedure (problem-solving or goal planning). Practice (organizational role actors) on the other hand, contributes an equally valuable knowledge base, consisting of intimate knowledge of the context of problems or needs of client systems, realism about alternatives, norms of the organization, priorities, feasibility judgements, and operational detail.

The communication barrier between planner and client, according to Friedman, resides not only in different focuses of attention and degrees of practical relevance, but also in language; the planner's language is conceptual. It is intended to present results of the planner's research. The language of

clients (organizational role actors) may lack formality and employ experience rather than concept jargon. The language of agencies may be less precise, even though meaningful in terms of practice. It may be unrelated to theory, but based on observation and gut level responses. The language of agencies is likely to be specific to operational contexts Friedman addresses himself to what can be done to overcome these barriers to effective communication between planners and clients. Friedman identifies two types of communication essential to planning, one focuses on process and the other on content. He distinguishes two levels of communication; first, a person-centered communication (which presumes a relationship), and the second, subject matter-related communication, sustained by the primary relation of person-centered dialogue.

The person-centered dialogue of the planner is characterized by relationship authenticity, acceptance of conflict, shared interests and commitments, reciprocity, etc. Friedman's discussion of communication and relationship is familiar to social work and consistent with Carkhuff's ²⁹ characterization of the helping person (empathy, genuineness, and positive regard).

The consultant or trainer who is interested in helping the organization achieve change goals or organizational effectiveness must give attention to the processes by which the new plans are developed, introduced, and made a part of the organization. Linking the training program to organizational development requires a much greater degree of participation on the part of

the agency in all phases of the training process. This administrative link is essential. Such participation, if it is not to become bogged down, will have to be based on effective inter-personal and group relationships. In order to succeed in modifying organizational behavior and integrating the individual and organizational needs, trainers must be attentive to the processes or means of development (the training program) as well as the ends. The trainer must strive to create a process for change.

Goal Planning, ³⁰ as an interventive strategy, is viewed by this author as a means of creating a process for change. Goal planning was first developed as a case management technique at Hershey Medical Center for work in the field of mental health. The principles have since been adapted to a wide variety of human services, including children and youth services, as well as a strategy for team building within organizations. Goal planning developed from work in achievement motivation which found that very successful people had certain things in common. High achievers were committed to accomplishing goals, set short-term reasonable objectives for themselves, established deadlines and constantly re-evaluated the plans they had made.

Goal planning has been used in Mental Health and Retardation Services, Probation and Parole and Children and Youth Services. Studies done in Mental Health settings found that in groups using goal planning techniques, 92 percent of the patient goals were met or surpassed, as compared to a goal control group achieving only three percent of the patient goals.

Used in child welfare services, goal planning has been effective in lowering foster care caseloads by increasing the number of permanent plans achieved for children. In one agency, use of this method led to a 50 percent reduction in the foster care caseload in less than five years, a reduction in worker turnover and a reduction in the length and number of placements of children in care. ³¹

Scott and Hout's goal planning model draws upon the work of David McClelland, Richard Stuart, and Thomas Kiresuk. ³² David McClelland's research on achievement motivation points out how important goal setting and planning is in motivating behavior. His research demonstrated that individual images of achievement correlated with levels of achievement. He notes that persons with high achievement motivation tend to have unique characteristics. They tend to set moderate goals for themselves and to work harder when the chances of succeeding are only moderately great. The reason seems to be that they are trying to maximize their achievement satisfaction, since obviously if the task is very easy, they can feel no sense of accomplishment from succeeding at it, whereas if the task is very difficult, they are unlikely to succeed at it. Persons with high achievement prefer work situations in which they can take personal responsibility for the performance necessary to achieve the goal. Preferences for moderate goal setting applies only to achievement situations in which they are responsible for producing the outcomes. Persons with high achievement like to get feedback as to how well they are doing, and are responsive to the

concrete feedback. Persons with high achievement typically show more initiative in their environment. They search for new opportunities to try out their achievement skills, or to find ways of realizing the goals they have already set for themselves. Richard Stuart, whose research on "Teaching Basic Values" to clients, reflects the necessity for accelerating positive behavior rather than decelerating negative behavior. His work in juvenile delinquency and obesity clearly demonstrates the therapeutic effectiveness of searching for and quantifying positive alternatives. Thomas Kiresuk's, "Goal Attainment Scaling" techniques, demonstrates the usefulness of describing different levels of psycho-therapy outcomes. This premise also underlies the goal planning model. ³³

Goal planning has also been found effective for engaging groups in assessing strengths and needs, in setting group goals, and in groups achieving goals. ³⁴ Goal planning involves five steps: ³⁵

1. Actively involve the client (system) from the beginning. Initiate an assessment of the system strengths and needs.
2. Select a reasonable, achievable goal.
 - 2.1 Initial goals should be meaningful to the system and achievable in two to four weeks.
 - 2.2 With the system, select several needs which appear to be meaningful and explain the consequences of each need, including achievement and non-achievement of the goal.
 - 2.3 Help the system select any one need to work on. The system is more likely to be committed to the goal if involved in making the choice.
 - 2.4 State a behavioral goal for this need.

3. Use the person's strengths and resources to plan the goal.
 - 3.1 Review each strength and list all the ideas which might be helpful in achieving the goal.
 - 3.2 Review the ideas selected and agree on which ones are most likely to help reach the goal.
4. Spell out the steps necessary to reach each goal.
 - 4.1 Start where the system is now and select steps which can realistically be achieved in the amount of time given.
 - 4.2 The first goal should be achieved in about two to four weeks. Break it down into small, meaningful steps about a week apart.
 - 4.3 Be sure to include continuing plans.
5. Document who will do what and when.
 - 5.1 Describe what the client system will do.
 - 5.2 Describe what the training staff or others will do.
 - 5.3 Spell out clearly what is to be done so that a new person could read the plan, if necessary, and know what to do.
 - 5.4 List all the things that must be done to achieve each step. Include contingency suggestions, when necessary.
 - 5.5 Include strategies for assuring that someone pays attention to each achievement made. (This avoids pre-occupation with problems.)

V. Summary of Philosophical and Theoretical Propositions

In summary, philosophical or theoretical propositions underlying this project on team building are:

1. Supervisory and administrative strategies which make subordinates feel less dependent and submissive and provide opportunities for greater participation in decision making are vehicles for enhancing the integration of needs of individuals and formal organizations.

2. Democratic, participative, collaborative, employee-centered leadership enhances individual feelings of competence and organizational effectiveness.
3. Leadership is a set of functions which are the property of groups and these functions should be spread according to the abilities of group members.
4. Employee-centered leadership or participation provides a basis for developing collaborative work teams to address formal organization needs at the front line unit of service delivery.
5. In-service training programs can and should incorporate the needs of individuals (knowledge, skills and attitudes) and the needs of formal organizations (policy, practice, procedures, duties, tasks) in order to be effective.
6. Training programs, by design, should promote individual competencies within the role positions of staff and/or within their interactive work patterns (work groups and role relationships).
7. The function of the trainer and/or training program is to mediate the engagement between the individual and group (formal organization).
8. The trainer/consultant and/or training program should engage participants or organizations in a process of joint diagnosis of problems and strengths.
9. A consultant can seldom learn enough about an organization or know what a better course of action should be for a particular organization than the participant or organization can for themselves.
10. The function of training/consultation is to enable participants to become sufficiently good diagnosticians themselves, to see problems for themselves, to share in diagnosis, and to be actively involved in generating remedies.
11. Problems will stay solved longer and be solved more effectively if organizations solve their own problems.
12. The knowledge base of the trainer/planner and client/worker/organization are equally valuable and essential in designing effective training strategies. Each party must contribute to the planning, training and consultation process.

13. Consultants/trainers who are interested in helping organizations achieve change goals must give attention to the process by which new plans are delivered and introduced, and not only to the substance of ideas, plans or proposals.
14. The following six steps of goal planning provide a structure for designing a training program which creates a process for change to occur:
 - (1) Involve the client system from the beginning
 - (2) Assess strengths as well as needs
 - (3) Select reasonable, achievable goals
 - (4) Use personal and collective strengths and resources to plan on how to reach goals
 - (5) Spell out the steps necessary to reach goals
 - (6) Document who will do what, when

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CHAPTER THREE: TRAINING PROGRAM DESCRIPTION

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This chapter describes in detail the in-service training program on team building which sought to increase the effective use of work groups within a child protective service division of a large urban Department of Social Services. Participants in the training program applied group leadership skills while working on problems encountered in performing case management and case monitoring functions encountered in the course of delivering child protective services.

Team building is defined here as the collaborative use of group leadership skills by members of work teams. Group leadership was defined as the behavior patterns (as opposed to formal role assignments) used by individuals within a work group to influence others in task functions and maintenance functions. Group leadership skills taught in the training program included the use of collaboration, inclusion, problem-solving, conflict resolution, contracting, feedback and termination.

I. Training Program Goals and Objectives

The six week (eighteen hours) in-service training program was designed based on needs of casework staff to improve their ability to perform case management functions. Goals which directed the training program were:

- 1) To assemble and guide group discussions and decision-making sessions among relevant professional and program representatives, the client and his or her family and significant others to formulate goals and design integrated intervention plans.

- 2) To monitor adherence to the plan and to manage the flow of accurate information within the action system to maintain goal orientation and coordination,
- 3) To provide "follow-along" counseling and information to help the client and his or her family in situations of crisis and conflict with service providers.
- 4) To complete necessary paperwork to maintain documentation of client progress and adherence to the plan by all concerned.
- 5) To perform effectively and as a "good bureaucrat" within the organization to be in a position to develop and modify policies and procedures affecting clients and the effectiveness of the service delivery system.
- 6) To involve participants in problem solving task groups on target problems of the participants own choice regarding case management/monitoring functions of child protective service delivery.
- 7) To present theoretical and practical material on case management and monitoring.
- 8) To present didactic and experiential concepts and skill building exercises on group leadership.

The special objectives of the training program were:

1. to list and differentiate case management and monitoring functions, duties, tasks, knowledge and skills;
2. to apply seven group leadership skills in small problem-solving groups on a target problem of the group's own choice regarding case management/monitoring;
3. to apply group leadership skills in carrying out case management/monitoring functions on the job;

4. to identify behavioral examples of seven group leadership skills within a videotaped case study of a case conference, in which workers carry out case management/monitoring functions; and
5. to demonstrate increased positive attitudes toward:
 - a. one's own team;
 - b. case management/monitoring functions;
 - c. group leader;
 - d. supervisors.

II. Training Design Assumptions

The training program was built on the following set of assumptions:

1. Trainees bring a wealth of experiences (useful and not useful) which should be taken into account in both design and delivery of training.
2. Trainees expect and should have input into the content and form of their training within the constraints of mandated objectives.
3. Changes in customary modes of work provoke uncertainty and discomfort and, thus, are likely to affect the motivation of the learner.
4. Authority and power, and how these are exercised, are issues for child protective service workers with client families, as well as with colleagues.
5. Degree of commitment and involvement of trainees is increased by the extent of administration commitment to training.
6. Trainees expect to receive job specific training and materials that they can easily apply on-the-job.

III. Definition of Group Leadership Skills

Seven group leadership skills were identified for the purpose of the training program. Behaviorally defined, these are:

1. Feedback

Expresses feeling and ideas directly.

Describes specific behavior of others.
Requests others to react to your behavior.
Uses "I" rather than "you" when expressing feelings and ideas.
Expresses feelings and emotions about self and what others say.

2. Conflict-Resolution

Paraphrases ideas.
Summarizes points of agreement as against points of disagreement.
Restates primary goals.
Seeks alternative solutions.
Re-defines conflict in terms of a problem.
Initiates problem-solving steps.
Re-defines roles and expectations.

3. Collaboration

Presents ideas considerately.
Expresses ideas clearly and concisely.
Shares information.
Shares decision-making.
Shares responsibility.
Demonstrates willingness and ability to compromise.

4. Problem-Solving

Defines problem.
Limits the scope of problem.
Analyzes the problem.
Recommends suggestions.
Establishes the criteria for judging solutions.
Selects a solution.
Offers alternatives.
Expresses pleas clearly and concisely.

5. Contracting

Shares information.
Negotiates expectations.
Defines each member's role.
Knows each member's personal role.
Makes a commitment to role expectations.

6. Inclusion

Exhibits interest in other people.
Feels that others are satisfactorily interested in oneself.
Exhibits warm and friendly behavior to co-workers.

Listens empathetically to the ideas and feelings expressed by others.
Responds to the ideas and feelings expressed by others.
Tries to help when others become angry or upset.

7. Termination

Assesses accomplished task.
Assesses group perception of data used within the work process.
Summarizes accomplishments of the meetings.
Restates follow-up tasks.
Clarifies follow-up tasks.
Evaluates the process of the meeting.

IV. Synopsis of Training Program

Prior to the initiation of the training program, participants were asked to identify five problems they were encountering in carrying out case management and case monitoring functions. A composite list of needs was generated through this needs assessment process by the training staff. The final list of non-duplicative needs included 25 items. These items, drawn from the trainees, were typed individually on 3 by 5 cards for use in a Q-sort activity in the training program. (see pages 77-78 for Q-sort instructions)

At the outset of the training program, trainees were asked to participate in this Q-Sort activity in small work groups. This activity consisted of each member sorting the above described cards into priority piles until each member had identified three priority issues. Participants were then asked as small work groups to achieve consensus on three issues as a group. Later in the training program, each group was asked to pick one issue and to work on as a group. Later in the training program, each group was asked to pick one issue and to work on as a group in applying problem-solving techniques on that issue as a group. (This procedure is described further in the training program description on page 72).

The training program consisted of three major activities; group problem-solving task work, presentation of didactic and experiential exercises related to the seven group leadership skills defined earlier and presentation of material on case management. In the first session after administration of evaluation instruments, members were asked to reflect on the group process which occurred while prioritizing target problems and were introduced to concepts related to "inclusion" as a group leadership skill. In the second session, group members worked to reach consensus on one target problem and were introduced to the concepts and skills of "agenda setting" and "conflict resolution." This session also was devoted to differentiating case management from case monitoring and to identifying the functions, duties, tasks, knowledge and skills of each. In each session, participants were asked to reflect on the process of their task group as they were exposed to each of the seven group leadership skills.

In session three, participants were exposed to a problem-solving model and asked to apply that model in their small work groups. Problem-solving work continued in session four, and members were introduced to the group leadership skill of "feedback." In session five, members were exposed to leadership theory and asked to assess their task and maintenance leadership styles. Alternative leadership styles were applied to various group process situations and case management situations.

In the final session, participants were asked to begin finalizing work on their target problem and were exposed to skills related to "termination." In this final session, participants watched a

videotape of a case conference in which group members performed the functions of case management and monitoring. Two versions of the same case conference were presented, one in which group members used a minimum of group leadership skills, and a second version in which members displayed more use of group leadership skills. Through this activity, participants were able to identify and critique the use of group leadership skills in relationship to the work related need of coping with problems related to functions and tasks of case management and case monitoring. This final activity served to integrate the seven group leadership skills and to summarize the training program. The session ended with administration of evaluation instruments.

V. General Organizing Information

A. Training Schedule

Program Title: Team Building: Case Management/Monitoring

<u>Trainee Group</u>	<u>Dates</u>	<u>Time</u>	<u>Place</u>
Group A	April 2, 8, 16, 23, 30 May 7	9 - 12:00	Statler
Group C	April 2, 8, 16, 23, 30 May 7	1 - 4:00	Statler
Management	April 8, 16, 30 May 7, 14, 21	9 - 12:00	Ellicott Square
Group B	May 14, 21, 28 June 4, 11, 18	9 - 12:00	Rath Building
Group D	May 14, 21, 28 June 4, 11, 18	1 - 4:00	Rath Building

B. Overall Goals

The major goal of the Team Building: Case Management and

Monitoring training program was to identify and incorporate elements of group process and group leadership theory (knowledge and skills) to the tasks associated with the functions of case management and monitoring and to the processes involved affecting staff working together as members of teams. Issues of inclusion, contracting, problem-solving, collaboration, conflict resolution, feedback and termination were addressed as they related to the process of case management and monitoring in the delivery of child protective services. The overriding goal of the training project was to enhance staff effectiveness in performing case management/monitoring functions and in working together as members of teams in order to impact positively on the outcome of the delivery of services to abusing and neglecting families in the community.

C. Trainee Population

There were a total of 39 participants in this training:

7 "B" Supervisors, and 32 CPS caseworkers.

D. Research Design for Training Program

The training program consisted of one standard six week, 18 hour training program delivered four times by the same training team. The training schedule was, however, of two types, training by team and training by randomly assigned groups. This organization of the training program resulted in an evaluation design which represented two quasiexperimental studies. Training was scheduled to accommodate this design in order to meet an agency administrative mandate to accommodate all caseworkers in the division in a three month time period.

Ideally it was felt that all seven units of the division should be exposed to the training program as intact units. It was not feasible to "pull" more than one intact unit from line operations at any one time. These constraints limited the study to only two intact units. Staff from the remaining five units were randomly assigned to two groups for group training. This design displayed in Table 1 below.

1. Training by Team

Group A and B each contained six people. The members of each were co-workers in the field and were trained together as a team. This design exposed an intact work unit to the training program. Two units were selected by matching two comparison units from the CPS Division. Details on procedures used to select comparison teams are discussed in Chapter IV.

2. Training by Randomly Assigned Group

Group C contained 15 people and Group D contained 11 people. These participants were randomly selected to form two groups for group training. This design exposed participants drawn together randomly from across the remaining five units of the CPS Division. Procedures used to assign staff to groups is discussed in Chapter IV.

The complete design for all groups is given in Table 1.

Table 1
Research Design for Training Program

		Experimental Group	Comparison Group	
Groups	Time 1	Time 2	Time 3	
A (team) N=6	O_1 X	O_2	-----	
B (team) N=6	O_1	O_2	X O_3	
C (random) N=15	O_1 X	O_2	-----	
D (random) N=11	O_1	O_2	X O_3	

where O_1 = observations at Time 1
 O_2 = observations at Time 2
 O_3 = observations at Time 3
X = treatment (training)

VI. TRAINING CURRICULUM BY SESSIONS

SESSION ONE:

A. Session Title: Inclusion

B. Session Goals:

1. To involve trainees in establishing the goals and objectives of the training program.
2. To identify when group process and group leadership skills are required in performing the functions of case management and monitoring.
3. To select a target problem in small groups related to implementing case management/monitoring functions on the job.

C. Session Objectives:

By the end of this session, worker will:

1. identify case management and case monitoring decision points within a "functional output chart" describing the work flow of protective services.
2. identify when group process and leadership skills are involved in performing case management/monitoring functions on the job.
3. complete a process of selecting a target problem related to case management/monitoring through a "Q-Sort" exercise.
4. share expectations with the trainers and each other regarding the nature of the training program.
5. identify the importance of the process of inclusion as a skill in developing a relationship with individuals and groups.
6. describe behavior that facilitates individual involvement in task groups.
7. describe behavior that impedes individual involvement in task groups.

D. Learning Activities:

1.1 Content: Overview of Training Program

Trainers and trainees shared their expectations of the training program. A brief overview of group leadership skills

applied to case management/monitoring was presented and management and monitoring functions involving group process and leadership skills were identified (such as case conferences) required at mandated points during the delivery of services.

It was suggested that an awareness and use of group leadership skills could contribute to the effective sharing of information between group members and to the accomplishment of service goals. The goals of the training program were described as addressing the knowledge and skills involved in carrying out case management/monitoring functions and to provide opportunities for participants to work collectively on work-related problems of their own choice as members of problem solving teams.

The session agenda included:

1. Sharing expectations regarding the objectives of the training program.
2. Definition of case management/monitoring.
3. Review of an article entitled "Coordination of Client Services".
4. Identifying myths and notions about CPS and training programs.
5. Karpman Triangle.
6. "Q-Sort" exercise.
7. Mini-Lecture on Inclusion.
8. Personal learning summary.

An outline of the objectives, session by session for the six week training program was distributed and discussed. Trainers responded to questions regarding the relevance of group process skills to case management and monitoring by providing additional work related examples such as working with families as groups, working as a member of a community team, or working as a member of a line unit in solving case management/monitoring problems as a unit. Trainees were also provided an article entitled "Coordination of Client Services" in which authors Bertsche and Horejsi identify group process skills as a basic necessity for effective case management.

Other expectations of trainees regarding the training program were elicited by asking "What is one thing you hope to gain from the training program?" A list of these expectations was developed. The trainers identified which of those could be addressed within the training. Expectations which could not

be met by the training program were also identified as well as resources trainees might utilize to meet their needs.

1.2 Methodology: Mini-lecture, large group discussion.

1.3 Resources:

Flip chart, markers, handout - "Training Objectives: Team Building/Case Management/Monitoring."

1.4 Trainer Evaluation:

Distribution of a written description of the training program prior to the first session may have facilitated introduction of the training. By eliciting trainees' expectations about training, the function of inclusion as a necessary process in relationship building was modeled.

2.1 Content: Definition of Case Management: (objectives 1 and 2)

A needs assessment and on-site observation conducted by the training team prior to training identified an unevenness in the conceptualization of case management/monitoring within the agency. To some, the two functions were taken as one. To others, the terms were synonymous with casework. In order to establish a common understanding of the meaning of these functions, an article by Bertsche and Horejsi, "Coordination of Client Services," Social Work Journal (Washington, D.C.: National Association of Social Workers, 1980), pp. 94-98, was distributed and discussed.²

The following definition of case management was discussed with particular emphasis on the underlined words:

Case Management can be defined as a direct service that is provided by a professional, based on a written plan, designed to mobilize and coordinate all significant resources, formal and informal, needed and desired by the individual and his or her family to deal with a specific problem or a set of interrelated problems.

Participants in general agreed that this definition accurately reflected their perceptions of the process of case management. For the purpose of clarity, trainers pointed out that a distinction should be made between the concept of a written service plan (the focus of a prior training program) and the coordination of the activities and individuals related to the implementation of that plan. It was clarified that this training program would focus on the skills of coordinating activities by working effectively with others.

Copies of the article were distributed to the trainees for

their perusal during the next week, Trainers highlighted the following items from the article which provided linkage between group leadership skills and case management/monitoring.

- A. Basically the case manager must manage the flow of information within systems in such a way that everyone is kept up to date...all activities are goal oriented...and all digressions redirected toward the goal. Therefore, an understanding of basic behavior theory as it applies to keeping everyone on task and maintaining motivation is essential.
- B. The case manager must have a grasp of the human service dynamics in the community...fallout of previous conflicts and skirmishes among agencies and professional groups and between individual service providers must be anticipated and counteracted with diplomacy...personality conflicts must be managed...so that they do not distract or disrupt service delivery (managing intra and inter-group conflict).
- C. The case manager must be creative in finding methods to enlist and reward the cooperative behavior of others and to demonstrate that the time invested in collaboration is well spent and necessary.

2.2 Methodology: Lecture, large group discussion

2.3 Resources:

Handout: Bertsche and Horejsi, "Coordination of Client Services", Social Work Journal, (Washington, D.C.: National Association of Social Workers, 1980), pp. 94-98.

2.4 Trainer Evaluation:

This content area was important in establishing a rationale for the training format and in gaining a mutual understanding/expectation of the application of group leadership skills to case management. Since the article was too lengthy for reading during the training session, it was important that the information was summarized. It is important to remember that not all trainees will follow-through on assigned readings. By providing a summary, trainers were able to assure that at the least a basic definition of case management was covered.

3.1 Content:

Myths and Notions of Child Protection Services and Training (Objective 4)

Trainees were asked to work in groups of five and list ten myths that clients, community, and the media have about Child Protective Services. Each group then reported their

lists to the large group. The following composite list was generated:

MYTHS AND NOTIONS

1. CPS workers know all the answers.
2. CPS workers only work with one client at a time.
3. CPS workers can only change client's behavior overnight by edict.
4. CPS workers can change things that other agencies can't.
5. That CPS is adequately staffed.
6. Clients feel we have unlimited amount of time.
7. Child should be placed if there are any problems in the family.
8. We are the guardian angels for teen population of Erie County.
9. That there is a lot of abuse (rather than neglect).
10. That CPS is only agency-others not involved.
11. CPS has total control over clients.
12. That the system works.
13. That there is justice in family court.
14. CPS workers are well paid.
15. CPS workers are adequately trained, especially in the beginning.
16. That CPS offers preventive services.
17. Foster parents are special people who can change a child's life.
18. There are adequate resources around (support systems).
19. That we have the authority to enter a person's home.
20. That we have expert knowledge, legal, medical and psychiatric.
21. Training makes us more skilled CPS workers.
22. That we have more authority than we actually do.
23. That we make weekly home calls.
24. CPS is responsible when a child is hurt.
25. All we do is take children from parents.
26. That we are allowed to function as social workers.

Trainers identified these myths as unrealistic expectations of CPS workers. The majority of expectations were labelled as "Rescue" demands. The "Karpman Triangle" was drawn as a model for understanding the predictable consequences of attempting to meet these unrealistic demands.

The "Karpman Triangle" defines three roles that persons or organizations can assume: (1) the Rescuer, trying to help those (s)he believes to be helpless and hopeless; (2) the Victim, who invites others to take care of them, and; (3) the Persecutor, who blames others for not fulfilling their demands. The model states that the roles are interchangeable. When a rescuer fails to meet the demands of the Victim, the Rescuer switches

to the Victim role and when the Victim becomes angry, becoming the Persecutor.

The myths were then labelled as either being representative of either Rescuer (CPS workers know all the answers) or a Persecutor (all we do is take children from their parents).

Trainers then re-titled this list as "Myths and Notions About Training" by substituting the word "trainer or training" for "CPS Workers" or for the pronoun "we" in each statement. Trainees were asked to assess their expectations of training in light of the list. The importance of sharing expectations and the consequences of trainers attempting to meet unrealistic demands of training was discussed in terms of the "Karpman Triangle". The objectives of the training program were once again briefly reviewed.

3.2 Methodology:

Lecture, small work groups and large group discussion.

3.3 Resources:

Flipchart

3.4 Trainer Evaluation:

By using content generated from the trainees, discussion was lively. It was important that items identified by each small discussion group were shared with everyone to re-establish inclusion within the larger group.

4.1 Content:

"Q-Sort" Exercise: Selecting a Target Problem Regarding Case Management/Monitoring (Objective 3)

As a result of the needs assessment completed prior to training, a list of 20 problem statements were generated as representatives of significant problems trainees were experiencing in performing case management and monitoring functions. These twenty statements were used in a "Q-Sort" activity to prioritize target problems. Prioritizing target problems occurred in three phases: on an individual level, in small task groups, and in the larger group.

After prioritizing target problems, group members were asked to reflect on their feelings about their priority choices being accepted or rejected by the group. Questions posed for discussion were: (1) Did feelings of loss of commitment occur during the agenda setting task of the small group; and (2) Did feelings of inclusion occur during the agenda setting process. The importance of inclusion and

its relationship to the process of establishing an agenda in a group was discussed,

4.2 Methodology:

Individual, small and large target group discussion.

4.3 Resources:

Q-Sort directions, Q-Sort cards, Q-Sort summary sheets, blackboard.

4.4 Trainer Evaluation:

This activity successfully involved everyone. The fact problems on the Q-Sort cards were generated by the trainees was positive. Trainees felt respected and recognized by the use of their ideas.

Each group had to decide how they would reach an agreement. Only one group had a great deal of difficulty in narrowing the selection to three target problems.

5.1 Content: Inclusion (Objectives 5, 6, and 7)

The importance of inclusion was identified as a primary skill in avoiding entrapment in the Karpman Triangle. The inclusionary behaviors that were built into the day's training agenda were itemized (presenting an agenda, exchanging information about expectations, having name tags, the "Q-Sort" exercise and consensus decision-making).

The consequences of the lack of responding to inclusionary needs were identified (blocking resources within the group, lack of commitment to follow through on the task selected, and triggering non-acceptance behaviors which impede task accomplishment).

5.2 Methodology: Mini-Lecture

5.3 Resources: Handout: "Typical Ways of Gaining Acceptance" (see resources following narrative discussion of Session One)

5.4 Trainer Evaluation:

Many trainees stated this concept as simplistic when presented. In fact, awareness of how inclusion take place was heightened as evidenced by the fact that throughout the remainder of the training, many humorous comments were made about inclusion amongst trainees and directly to the trainers.

6.1 Content: Personal Learning Summary (Objectives 1-6)

At the end of this and every session, trainees were asked to complete a personal learning summary which asked "What was the most important learning of the session for you?", "Identify one brand new idea for you" and "Identify how you plan to use this knowledge of the job in the following week".

Trainees were asked to keep these summaries and refer to them throughout the coming week.

6.2 Methodology: Individual reflection and entry into workbooks.

6.3 Resources: Handout: "Personal Learning Summary" (see example following narrative discussion of Section One)

6.4 Trainer Evaluation:

The purpose of this summary was to encourage application of the material covered in both job and personal arenas. Because it was defined as personal and confidential there was no opportunity to assess the value of this tool other than to note that participants participated willingly.

E. Appendix: Handouts

1. Bertsche A. and Horejsi, C., "Coordination of Client Services," Social Work Journal (Washington, D.C.: National Association of Social Workers, 1980) pp. 94-98.
2. Typical Ways Of Gaining Acceptance
3. Recognizing Verbal, Non-verbal, Behavioral Cues for Acceptance In a Group
4. Q-Sort Exercise
5. List of Case Management/Monitoring Items Used In Q-Sort Exercise

SOME TYPICAL WAYS OF GAINING ACCEPTANCE IN A GROUP*

*Refers to the need to feel excluded or included, acknowledged, recognized, distinguishable from other people, understood, attracts attention, and interest -- i.e. "Someone is interested enough in me to find out something about me."

<u>WHO</u>	<u>LEVEL OF NEED FOR ACCEPTANCE</u>	<u>DIFFICULTIES</u> (for group's functioning)
"The Joker"	high need to be accepted; low need to give orders, or dominate	pre-occupied with being prominent ("I'll make people pay attention to me in any way I can")
"The Arguer"	high need to participate; deepest anxiety is feeling worthless if no one gives him attention	would prefer to lose the argument and participate to non-participation
"Undersocial" (introverted, withdrawn)	wants to maintain distance between self and others. Insists (s)he doesn't want to "get involved" yet biggest fear is that people will ignore him/her and leave behind	never makes a decision if someone else can; shirks responsibility
"Oversocial"	seeks people incessantly; can't stand being alone	forces him/herself on the group. All activities must be done "together" and designed to focus attention on him/herself
"Ms./Mr. OK"	not pre-occupied with fears of helplessness, stupidity, incompetence; feels others respect his/her competence and trust his/her decisions	none - can be a high or low participant, capable of high or low involvement, feels worthwhile and significant, comfortable with people or alone
1.	ADD YOUR OWN	
2.		
3.		
4.		

RECOGNIZING VERBAL, NONVERBAL, BEHAVIORAL CUES FOR ACCEPTANCE IN A GROUP

ACCEPTANCE

- Looking directly at another person; undivided attention
- Offering cigarette, cup of coffee, another favor
- Engaging in friendly humor
- Using first names
- Relaxed posture, not appearing tense or stressed, no nervous mannerisms
- Smiling
- Sitting close, no barriers
- Leaning toward another as an expression of interest
- Showing consideration for the physical comfort of another person (taking coat, offer more comfortable chair, adjust window, ask permission before smoking)
- Confiding "personal information"
- Making encouraging, reassuring remarks
- Praising or complimenting something another has said or done
- Expressing an interest in seeing and talking again with another
- Using the "lingo" of another
- Open and receptive facial expressions
- Talking enthusiastically about another's interests
- Extending cordial greeting
- Smiling when another makes humorous remark
- Stating sympathy
- Responding openly to another's requests to know an opinion, attitude, or feeling

NON-ACCEPTANCE

- Greeting in a cold, formal manner (refuse to shake hands, not using another person's name, etc.)
- Glaring at another person
- Speaking in harsh tone
- Yawning, showing other signs of boredom
- Depreciating another's statements, accomplishments, background, etc.
- Laying verbal traps for any other person (e.g. "A minute ago you said...now you're contradicting yourself")
- Interrupting repeatedly
- Sitting relatively far away
- Reducing another's remarks to the absurd
- Attempting to "snow" others by using overly intellectual or unfamiliar vocabulary
- Making biting, sarcastic remarks ("that stupid remark is about what I would expect from you")
- Ignoring others (looking away out the window, glancing at watch, busying self with papers)
- Mocking or teasing
- Cold, non-receptive facial expression (set jaw; noninvolved, blank look)
- Rebuffs or hedges when asked a "personal" question; does not risk personal involvement

Q-SORT EXERCISE

This Activity will enable you to practice prioritizing a set of tasks related to case management/monitoring. You will do this, first, on an individual basis. This will take about 15 minutes. When you have completed your sorting, please record your ratings on the attached "summary sheet" and check the box labeled, "individual rating." When this is done you will meet with your unit or team to reach a group consensus. The group's ratings should be recorded on the second attached "summary sheet." The box labeled "consensus rating" should be checked.

All cards and summary sheets should be returned to the training staff. Please follow these directions.

1. Read each card carefully.
2. After reading all the cards, select 5 or 6 objectives which you feel are most important and place them in a pile on the left.
3. From those remaining, select 5 or 6 objectives which you feel are LEAST important and place them in a pile on the right.
4. Leave the remaining cards in a middle pile.
5. After sorting the objectives into three piles, form five stacks, using the following categories:

1. most important	2 cards
2. next important	4 cards
3. average importance	8 cards
4. next important	4 cards
5. least important	2 cards
6. Cards may be moved from one pile to another during the sorting. Blank cards have been included if you wish to add any work competencies. After the sorting is completed, record the number from the back of the card in the spaces provided on the individual summary sheet so the list will match the piles.
7. After completing this phase, individual staff members will meet with task group to discuss their choices. The unit should reach a consensus on the 3 most important tasks included in these piles.
8. The number for these objectives should be entered on the consensus summary sheet.
9. Each participant should return the cards and summary sheets to the evaluation staff.

SUMMARY SHEET

NAME (Individual or Group Leader) _____

Record the number of each objective in the appropriate space.

COLUMN 1 (2) MOST IMPORTANT	COLUMN 2 (4) NEXT IMPORTANT	COLUMN 3 (8) AVERAGE IMPORTANCE	COLUMN 4 (4) NEXT IMPORTANT	COLUMN 5 (2) NEXT IMPORTANT
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Please Check one:

_____ **INDIVIDUAL RATING**

_____ **CONSENSUS RATING**

CASE MANAGEMENT/MONITORING

ITEMS FROM Q-SORT CARDS

1. CLARIFY TASKS AND FUNCTIONS OF HOW TO MANAGE A CASE.
2. DETERMINE HOW TO MANAGE TIME MORE EFFECTIVELY AS A CPS WORKER.
3. CLARIFY TASKS AND FUNCTIONS OF HOW TO MONITOR CASES.
4. DETERMINE HOW BEST TO TRANSFER CASES.
5. HOW TO WRITE CLEAR, CONCISE TREATMENT PLANS.
6. DEVELOP A RESOURCE BOOKLET FOR CPS WORKERS.
7. DEFINE WHEN TO PLAY ACTIVE OR PASSIVE ROLE AS A CASE MONITOR.
8. DETERMINE HOW TO WORK EFFECTIVELY WITH OTHERS WHO ARE IMPLEMENTING THE SERVICE PLAN.
9. DETERMINE HOW TO INVOLVE CLIENTS COOPERATIVELY IN DEVELOPING SERVICE PLANS.
10. CLARIFY AGENCY POLICY ABOUT WHAT NEEDS TO BE INCLUDED IN CASE RECORDS AT THE POINT OF TRANSFER INCLUDING NECESSARY DICTATION.
11. DETERMINE HOW TO USE AUTHORITY EFFECTIVELY.
12. DECIDE HOW TO RECORD CASE CONFERENCE FOR CASE RECORDS.
13. DETERMINE WHAT WOULD HELP REDUCE CONFLICT BETWEEN PPU, GENERAL SERVICE WITH CPS.
14. DETERMINE HOW TO PRESENT A SERVICE PLAN TO A RECEIVING WORKER, SO THAT THE WORKER WILL ACCEPT THIS WITHOUT FEELING THREATENED OR OVER-POWERED CPS WORKER.
15. DETERMINE HOW TO RESOLVE CONFLICT AROUND CHANGES IN SERVICE PLANS.
16. DEVELOP CRITERIA FOR DECIDING WHEN TO TERMINATE MARGINAL CASES.
17. HOW TO ESTABLISH POSITIVE RELATIONS WITH COMMUNITY AGENCIES, I.E., LEGAL, MEDICAL, MENTAL HEALTH, SCHOOL, MEDIA, FAMILY, TO GAIN THEIR COOPERATION.
18. DETERMINE HOW TO INFORM COLLATERAL AGENCIES AS TO CPS FUNCTIONS.
19. DETERMINE HOW TO EXPEDITE CASE TRANSFER SO CLIENTS ARE NOT IN LIMBO WITH EITHER NO WORKER OR TOO MANY WORKERS.
20. DETERMINE STRATEGIES OF HOW TO DEAL WITH FRICTION BETWEEN NATURAL PARENTS AND FOSTER PARENTS.

VI. TRAINING CURRICULUM BY SESSIONS, Continued

SESSION TWO:

A. Session Title:

Group Process: Agenda Setting and Conflict Resolution.

B. Session Goals:

1. To reinforce material covered in Session One.
2. To introduce participants to group process.

C. Session Objectives:

At the end of this session, the participants will:

1. identify the steps of setting an agenda.
2. apply steps of agenda-setting within their task group.
3. reach a decision regarding a task on which their group will work,
4. understand a method of negotiation and conflict resolution.
5. apply #4 by analyzing what happens in groups.

D. Learning Activities:

1.1 Content: Review of Session One:

Session Two was begun by reviewing the content presented in the first session via a discussion of participant's observations and experiences during the past weeks with regard to:

- a. "Coordination of Client Services"
- b. "Myths and Notions About CPS"
- c. The Karpman Triangle
- d. Problem Selection Exercise

- (1) "Coordination of Client Services," by Bertsche and Horejsi, which was assigned as homework in the first session, was reviewed.

A handout summarizing the major points relevant to case management and monitoring was circulated and discussed with emphasis on the lengthy list of skills necessary for interpersonal teamwork in case manage-

ment. Trainers focused the discussion by pointing out those skills which the training program was designed to reinforce and/or develop:

group process
problem solving
organizational structure
styles of leadership
conflict-resolution
communication skills

- (2) Myths and Notions that clients and the community have regarding CPS were reviewed. A handout summarizing the myths and notions generated in the first session was circulated. Participants were impressed with "seeing them in print" and agreed that although the list was not exhaustive it reflected the misperceptions they have to deal with on the job and noted the importance of sharing expectations regarding protective services with clients and the community.
- (3) The Karpman Triangle was reviewed. It was noted that when CPS workers are perceived by others as either rescuers or persecutors, that in turn, they feel victimized and "locked-in" to roles in which "nobody wins."
- (4) Problem Solving Exercise: A handout was distributed summarizing the target problem choices of each task group.

1.2 Methodology: lecture, large group discussion.

1.3 Resources: Handouts: Summary of "Coordination of Client Services", Summary of Myths and Notions, Summary of task selection, newsprint, easel, markers.

1.4 Trainer Evaluation: The review was important for refocusing. Participants liked having their work printed and distributed. This procedure assisted in gaining their involvement in the session.

2.1 Content: Finalize Task Selection/Agenda Setting: (Objective #1 - #3)

Trainees finalized their task section as directed by instruction sheets. Each small group that chose a task became a work group. The task chosen by most of the groups was "How to Terminate Marginal Cases." The process by which groups established an agenda was discussed. Consensus was reached on steps involved in setting an agenda. A summary sheet of typical steps involved in agenda setting was distributed.

2.2 Methodology: Small Group

2.3 Resources: Q-Sort summaries - agenda setting

2.4 Trainer Evaluation: It was helpful to ask the groups what criteria they were using to make their final task selection. When criteria weren't shared, decision making was hindered. When groups chose problems over which they felt they had no power, less commitment was evident. The majority of task groups were able to reach consensus and tackled the exercise with interest.

3.1 Content: Negotiation and Conflict Resolution (Objective #4)

A model for planned renegotiation was presented as a means of working with teams and families in the course of case management and monitoring.

The model commonly referred to as "pinch theory"³ is cyclical in nature and includes four phases:

Phase I Sharing Information and Negotiating Expectations

Information is exchanged to reduce uncertainty to an acceptable level. Expectations are negotiated (explicitly and implicitly) and a commitment is made to the work at hand.

Phase II Role Clarity and Commitment

Role Clarity (who is to do what, when) is defined by the expectations and the level of commitment is established based upon agreed expectations.

Phase III Stability and Productivity

Role clarity and commitment paved the way for stability and productivity. Although these factors do not guarantee productivity, clarity, commitment and the resulting stability are necessary for productivity to occur.

Phase IV Disruption

Disruption is inevitable and occurs as a consequence of the impossibility of incorporating all information and changes internal and external to the system. When changes and/or new information occur, renegotiation must take place in order to re-establish role clarity, commitment, and stability.

The model defines two levels of disruption:

1. "Pinch" - when one person or segment of the system experiences that an expectation has not been met. This is a hint that a disruption may occur; the question arises whether previously established roles and commitment are still operative.

A choice presents itself of recycling through Phases I, II, or III or ignoring the "pinch" and returning to the way things were.

2. A "Crunch" occurs when both persons, or groups in the system are experiencing a discrepancy between expectations and reality. At this point, uncertainty is high and a felt risk of open conflict and/or termination is high.

The model predicts that without planned renegotiation, disruptions occur with increasing frequency and intensity. The previous relationship is therefore in danger of resentful termination.

This model was presented as a means of avoiding the traps of the victim, rescuer, persecutor cycle (Karpman Triangle).

A list of "Killer Phrases" was introduced as examples of statements which keep a team or work group from proceeding with the task. Items were identified as being either a victim or persecutor stance. The statements often precipitate disruptions which require a renegotiation process.

These models were then applied/generalized to case conference situations.

- 3.2 Methodology: Lecture, large group discussion.

- 3.3 Resources: Handouts-Pinch Diagram, Pinch Theory, Killer Phrases, newsprint, markers, easel.

- 3.4 Trainer Evaluation: Trainees responded more noticeably to the theory presentation when personal examples were used rather than when job related situations were used. Comments were made about the inability to control families or the D.S.S. structure, indicating perhaps a sense of powerlessness or resistance to the suggestion that participants could take responsibility to stay out of the Karpman Triangle on the job.

- 4.1 Content: Personal Learning Summary (Objectives 1-6)

Trainees were asked to complete a personal learning summary. Trainees were asked to keep the summaries and refer to them in the coming week.

4.2 Methodology: Individual Work

4.3 Resources: Handout: Personal Learning Summary

4.4 Trainer Evaluation: The purpose of this summary was to make specific application of the material covered in both job and personal arenas.

E. Appendix: Handouts

1. Summary of "Coordination of Client Services", article.
2. Sherwood J. and Glidwell J., "Planned Renegotiation: A Norm-Setting OD Intervention," in Warner Burke (Ed.) Contemporary Organizational Development: Approaches and Interventions, (Washington, D.C.: NTL Learning Resources Corporation, 1972).

Sherwood J. and Scherer J., "A Model for Couples: How Two Can Grow Together," Small Group Behavior, Vol. 6 No. 1, February 1975, Sage Publications, Inc.
3. Agenda Setting Handout.
4. Killer Phrases: Summary.

SUMMARY OF COORDINATION OF CLIENT SERVICES

1. Three functions central to case coordination: (1) establish initial linkages between people and resource systems, (2) facilitate interaction and modify and build new relationships between people and societal resource systems, and (3) facilitate interaction and modify and build relationships among people working in resource systems.
2. Case coordination is a direct rather than an indirect service... it is a professional activity which extends beyond the boundaries of a particular agency and involves interorganizational as well as intraorganizational and interpersonal factors.
3. Central to the latest approach to case coordination is the use of a detailed written plan...a distinction should be made between the written intervention plan and the coordination of the activities related to the development and implementation of the plan. Much more has been written about the content of a good plan than about the process or skills involved in developing and managing the plan.
4. ...being a coordinator is a complex job requiring a finely tuned balance between diplomacy, sensitivity to professional turf, and advocacy.
5. ...case coordination can be defined as a direct service that is provided by a professional based on a written plan, and designed to mobilize and coordinate all significant resources, formal and informal, needed and desired by the individual and his or her family to deal with a specific problem or a set of interrelated problems.
6. The social worker must understand system boundaries, know the formal and informal channels that permit access to those systems, and understand the many variables of ideology, procedure, policy, and protocol that affect how one system interacts with another.
7. Manages the flow of information in a way that everyone is kept up to date on the actions of others, all activities are goal oriented, and digressions are redirected toward the overall intervention plan.
8. An understanding of basic behavioral theory is essential to case coordination.
9. The coordinator must be able to work cooperatively with diverse professional groups with conflicting ideas and ideals. The case coordinator must have a grasp of the human service dynamics in the community.

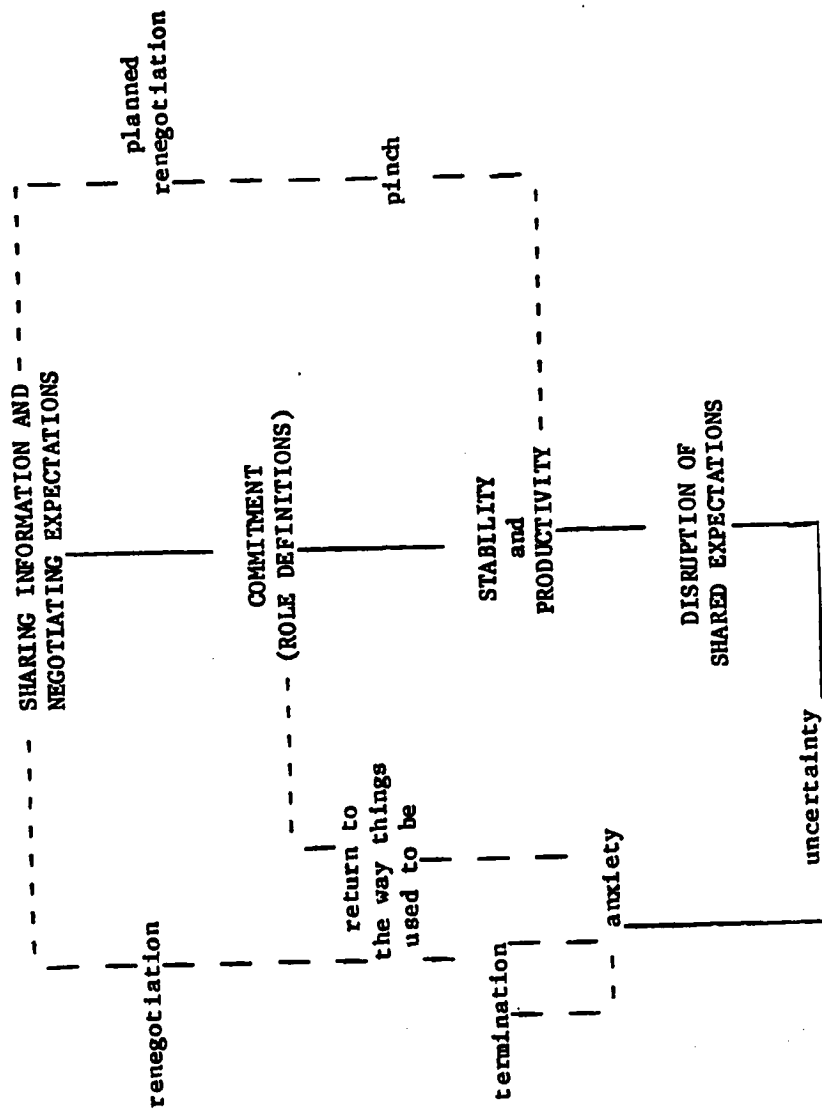
10. Effective coordination is time consuming, and ways must be found to conserve valuable time. The coordinator must be creative in finding methods of reinforcing the cooperative behaviors of others.
11. (1) Complete the initial interviews, (2) Gather relevant and useful data, (3) Assemble and guide group discussions and decision-making sessions. (4) Monitor adherence to the plan, (5) Provide "follow-along" to the client, (6) Provide counseling and information, (7) Provide ongoing emotional support, (8) Complete the necessary paperwork, (9) Act as a liaison between the client and his or her family and all relevant professionals, (10) Act as a liaison between programs, (11) Establish and maintain credibility and good public relations, (12) Perform effectively and as a "good bureaucrat" within the organization, and (13) Secure and maintain the respect and support of those in positions of authority.
12. Areas of knowledge and skills that pertain to the process of case management and monitoring.
 1. Group Process
 2. Problem-Solving
 3. Organizational Structure
 4. Team Work Dynamics
 5. Verbal and Written Communication Skills
 6. Self-Confidence
 7. Self-Respect
 8. Respect and Confidence in Others
 9. Willingness to Share and to Trust
 10. Tolerance of Disagreement
 11. Personal Flexibility
 12. Advocacy Principals
 13. Broken Role
 14. Mediation Model
 15. Crisis Intervention
 16. System of Record Keeping

17. Government Regulations
18. Consultation Process
19. Informed Community Resource System
20. Public Relations
21. Principles of Organizational Change and Behavior
22. Help the Client to Communicate with Professional and Assert Wants and Needs
23. Preparing Written Reports
24. Summarizes Data Drawn from Diverse Sources
25. Uses Consultation Effectively
26. Verbal Transmission of Information
27. Maintains a Degree of Autonomy

AGENCY SETTING

1. How much time do we have?
2. Where do we want to be when we are done?
3. List of what has to be accomplished.
4. Approximate the amount of time necessary for each item.
5. Is there enough time to accomplish this?
6. Prioritize your list.
7. Decide on procedure -
quickies first, usually can get meeting off with a sense
of accomplishment. Lengthy items getting straight may
assist in clarifying the quickies.
8. Keep a checklist and have a timekeeper.
Having a timekeeper does not mean the group must stick to
a rigid schedule.
9. Summarize what has been done and what happens next.

FIGURE 1



"KILLER" PHRASES - TO STOP IDEAS

Part of your job
Well maybe
Notify you later
Don't call, we'll call you
When I have time I'll listen
Darn good idea - but
Break precedent
Tried it before - didn't
It won't work
It might work some places
Too big a project
Impractical
Why didn't I think of it
Haven't time to think about it now
"They" won't like it
What's wrong with our own (present) way
We're already doing it the best way
Don't have the equipment
Would take too much manpower
Don't have time to change (train)
Shortage of employees
Not enough people to do it
Don't bother me I'm too busy
Look who's trying to tell me
Stick to your own job
We'll consider it
I'm not going to tell my boss how to
run things
Where did you get such an idea
Why did you dream up such thing
Aren't we doing that now
Talk about it later
People won't like it
We've always done it this way
Old way is better
We'll lose our jobs
Don't have enough money
Contrary to regulations
Not our policy
Write it up
I'll refer it to a committee
We haven't the authority
Front office won't go along with it
Front office won't stand for it
Washington orders us to do it this way
"Why?"
Put it in Writing

Why did you do it
See you tomorrow
Whose idea is it
Too much time
No
What happens to me
When
I don't know
Let's see
Wait till tomorrow
Let's get together
Develop it first
Try it our first
Impossible
Can't be done
Would reduce manpower
What purpose
Doubt it
Too much work now
Silliest idea I ever heard
Done it this way 30 years
Let well enough alone
Budget won't allow it
Just do as told
What about the quality
How much will it cost
Never heard of it
Haven't time to try it
Who says so
Who said you could think
Maybe you can do it, we can't
They pay us to work not think
Life is too short
That's somebody else's job,
not ours
I've got a better idea
Let's give it a try
A good idea. We'll appoint
you chairman of committee to
develop it
A good idea, but let's put it
off
I thought we were doing that
now
But ---
Silence
How about this

"KILLER" PHRASES - TO STOP IDEAS (Cont.)

Bring in fifty examples to prove it's as good as old one	: Will have to coordinate Later
Is it necessary	I'll think it over
We don't have time to try	Let's make a survey first
I'm (too) busy	Let's put a committee on it
We'll see about that later	We can't do that
How will this affect other divisions	I'll have to check with Mr. X

II. TRAINING CURRICULUM BY SESSIONS; Continued

SESSION THREE

A. Session Title:

Problem-Solving

B. Session Goals:

1. To review all preceding materials.
2. To introduce a problem-solving model.
3. To apply Pinch Theory in task groups.

C. Session Objectives:

At the end of this session, participants will:

1. understand a problem-solving model,
2. apply a problem-solving model in their task group.
3. apply a negotiation process in their task group.
4. analyze the four dimensions of group process as they occur in their own task group.

D. Learning Activities:

1.1 Content: Review

Session 3 was begun by reviewing the Pinch Theory of planned renegotiation which was presented in Session 2, by "Walking Through" a problem from the original Q-Sort Activity which was not selected by a task group for work in training.

1.2 Methodology: Lecture, large group discussion

1.3 Resources: newsprint, easel, markers

1.4 Trainer Evaluation: Review was again helpful in focusing the session. It also provided opportunity for trainees to question and/or discuss application of Pinch Theory. When a trainee questioned the validity of the model, another participant reported how he/she had used the model to clarify a personal relationship during the intervening week.

2.1 Content: Application of Pinch Theory in Tasks Groups (Objective #3).

Within task groups, participants discussed how to relate, redefine, and re-state the problem they had chosen to work on in terms of the steps in the PINCH theory by answering the question: "How did this issue become a problem?"

1. What expectations and information have or have not been shared related to this problem?
2. How do role clarity and commitment need to be redefined?
3. What needs to happen in order to increase productivity and stability regarding this problem?
4. What are the disruptions that are created and will continue if this problem continues?
5. In what ways has the effort to "return to the way things used to be" contributed to more disruption related to this problem?
6. In what ways are the behaviors of "renegotiation under distress" and/or "resentful termination" being played out related to this problem?
7. How can this problem be addressed through "planned renegotiation?"

2.2 Methodology: small group discussion

2.3 Resources: newsprint and markers.

2.4 Trainer Evaluation: Use of the above guideline questions kept the small groups focused on the tasks. When three guidelines were not used, work groups were unable to follow through on the tasks. Trainees required consistent structure in order to pursue each task or exercise.

3.1 Content: Large Group Discussion of Task Accomplishment (Objective 3).

Task groups re-stated their problem to the total group, reviewed their agenda for problem-solving in light of a redefinition of the problem, and were interviewed by other groups and/or the trainers with regard to the process they used in accomplishing the task.

Group discussion of this task also included the ways in which the process of inclusion was used to include new group members and/or participants who were absent the previous session as well as personal stories by several participants who had successfully applied the Pinch Theory to resolve conflicts in interpersonal relationships.

3.2 Methodology: large group discussion

3.3 Resources: none

3.4 Trainer Evaluation: Structure again was found to be the factor which produced task accomplishment.

Material covered in prior sessions was repeatedly integrated by the trainers in the discussions.

4.1 Content: Theory Presentation: Six Steps in the Problem-Solving Process (Objective #1).

The process of problem-solving was introduced by outlining the following three key criteria necessary to the process of problem-solving and by noting that a knowledge of problem-solving techniques is a skill necessary as a component of "planned re-negotiation" in the Pinch Theory:

1. Questions - Problem-solving involves asking the "right" questions. A problem often remains a problem because someone has not asked the "right" question - i.e., questions which will help re-define the problem.
2. Distancing - Problem-solving involves "stepping away" from the problem and looking at it in a different way. Once again, the problem may then be re-defined as a result.
3. Resources - Problem-solving involves an awareness of and then tapping all the resources available for solving the problem including the internal resources of individuals which may be overlooked.

A six-step method of problem-solving was presented in graph form. It outlined a method which met the above criteria and which served as a way of systemizing the process...

1. Problem-Identification
2. Fact-Finding
3. Problem Definition
4. Generating Ideas
5. Evaluating and Testing
6. Implementation

On a chart specific questions were listed to "spark" ideas at each stage of the process. The questions also provided a way of tapping and identifying individual resources.

It was suggested that in the previous task (i.e., relating their problem to the Pinch Theory) the process of problem-solving had begun through completion of the stage of restating and re-defining the problem.

4.2 Methodology: lecture

4.3 Resources: Problem-solving Chart, Newsprint, Easel, Markers, Problem-Solving Handouts.

4.4 Trainer Evaluation: This area included much new material for the trainees to absorb. By breaking down the problem solving process into steps and illustrating each step, discussion was more lively than when an attempt was made to cover the entire process at one time.

5.1 Content: Task Group Application of Problem-Solving Theory (Objective #2)

Using a handout summarizing the process of problem-solving, task groups were asked to assess the stage they were at in the problem-solving process and to use the remaining stages of the model to continue working on their target problem. Trainers circulated among the task groups to assist and answer questions regarding the application of the problem-solving model. It was observed that most groups were at the stage of generating ideas and had difficulty deferring judgement. The tendency was to judge ideas before listing, which not only blocked the flow of energy and ideas but also stopped the discovery of individual resources.

Trainers intervened by suggesting that a time limit be set for "brainstorming" ideas without evaluation and judgement so that group members could freely express "wayout" ideas and resources. At the end of the specified time, ideas could then be evaluated. Following this suggestion, the energy level of the groups was much higher and free flowing.

5.2 Methodology: small groups

5.3 Resources: Problem-Solving Handouts

5.4 Trainer Evaluation: Here it was valuable to have trainers available to facilitate the task groups since deferring judgement was difficult for them. In some instances, trainees were identifying judgements being made as "killer phrases", a content area previously discussed.

This process was aided by the suggestion that ideas be written down as expressed to keep the ideas recognized as belonging to the group rather than to any individual.

6.1 Content: Task Group Exercise: What To Look For In Groups
(Objective #4)

At the end of 30 minutes task groups were asked to stop where they were in the task of problem-solving and re-focus their attention on the process of what was happening between and to group members while working. A handout of observation guidelines was distributed to help them become aware of process issues:

- a. differences in amount of participation among members
- b. levels and styles of influence exhibited by members
- c. task-oriented behaviors vs. relationship-oriented behaviors
- d. differentiating patterns of interaction
- e. willingness to deal with feeling

The energy level was high during this exercise with much new personal information being shared among group members.

6.2 Methodology: lecture, small groups

6.3 Resources: Observation Guideline to Group Process Handout
(see above a - e).

6.4 Trainer Evaluation:

Although comments were made that the change of focus in group discussion was disruptive to getting the task accomplished, more maintenance of relationships occurred. Personal sharing aided rather than hindered getting the job done in the long run.

7.1 Content: Summary (Objectives #1.- #4).

Following a reminder that task groups would continue the problem-solving process in the next session, ten minutes was allotted for participants to complete personal learning summaries.

7.2 Methodology: Individual work.

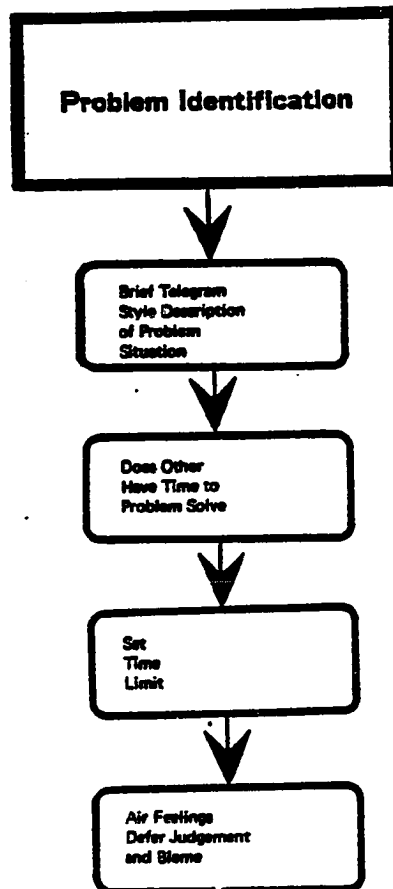
7.3 Resources: Personal Learning Summary.

7.4 Trainer Evaluation: The purpose of this summary was to make specific application of the material covered in both job and personal arenas.

E. Appendix: Handouts

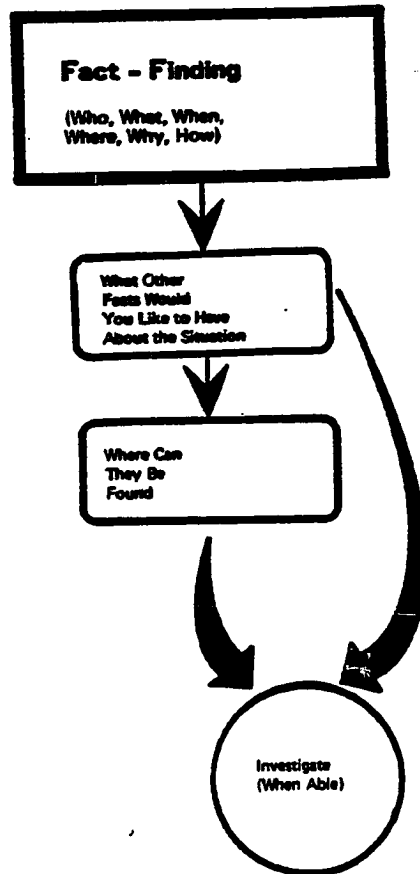
- 1. Problem Solving Handouts
- 2. What To Look For In Groups

1



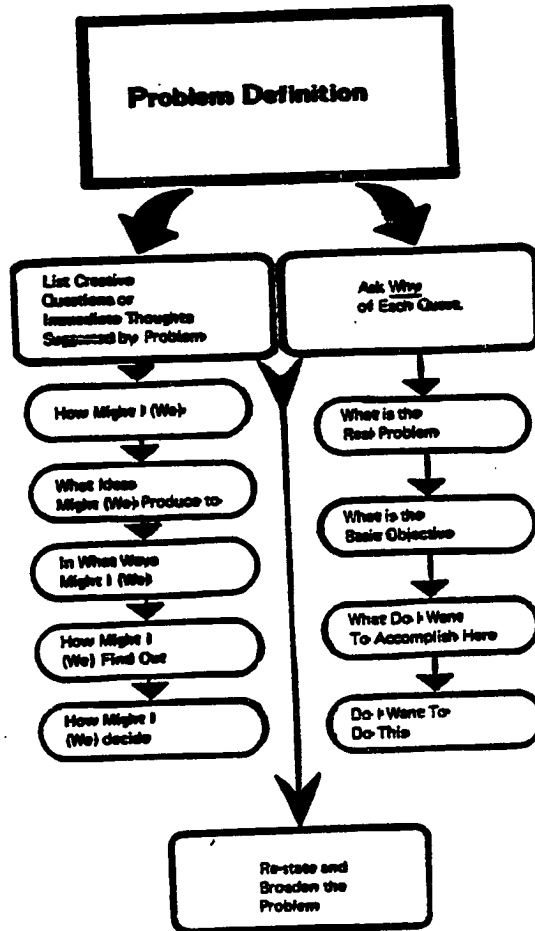
The Process of Problem Solving

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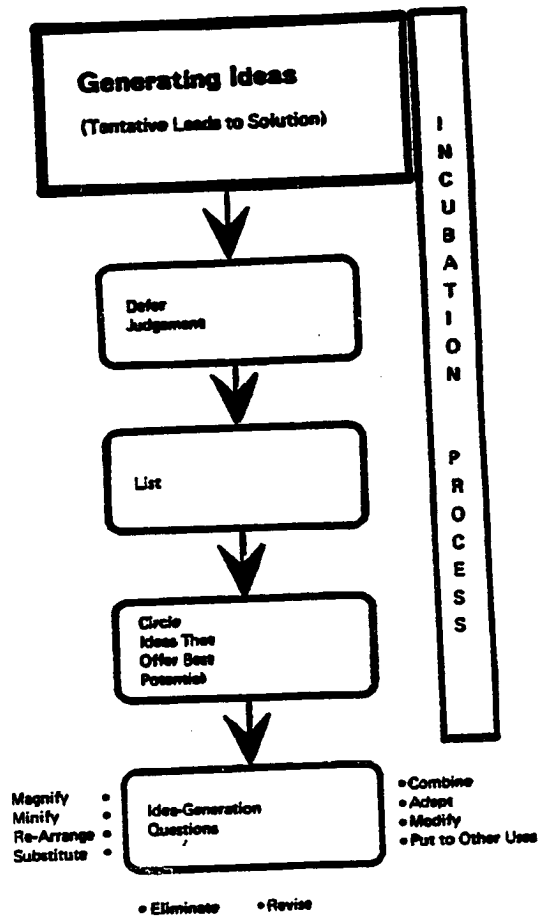
The Process of Problem Solving

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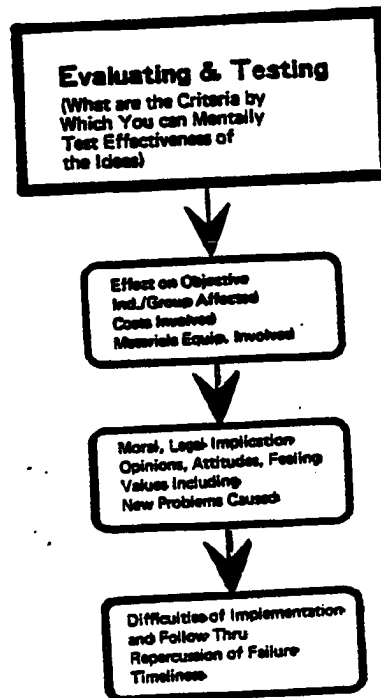
The Process of Problem Solving

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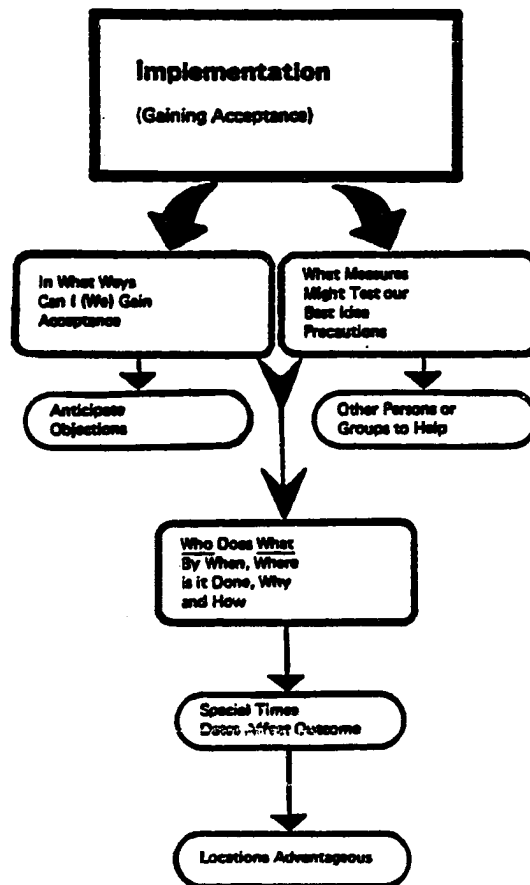
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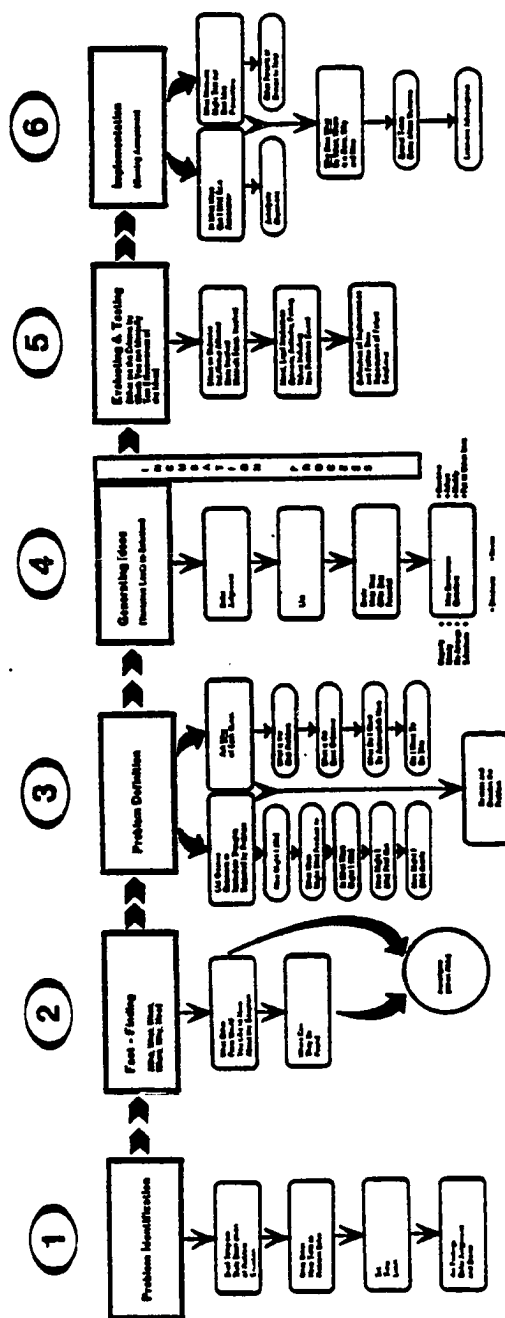


The Process of Problem Solving

6



The Process of Problem Solving



WHAT TO LOOK FOR IN GROUPS

CONTENT: is the subject of discussion; what is said.

PROCESS: What is happening between and to group members while working.

Below are some observation guidelines to help you become aware of process.

PARTICIPATION - One indication of involvement is verbal participation. Look for differences in the amount of participation among members.

1. Who are the high participators?
2. Who are the low participators?
3. Does anyone shift their level of participation suddenly?
4. How are silent people treated?
5. Who talks to whom?
6. Who keeps the ball rolling?

INFLUENCE - Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by others.

1. Who seems to be listened to?
2. Who seems to be ignored?
3. Is there any rivalry?
4. Who supports whom?
5. Is there any shifting in influence?

STYLES OF INFLUENCE

Autocratic:

Does anyone try to impose his/her will or opinion on other group members?

Does anyone evaluate or pass judgement on others?

Peacemaker:

Does anyone consistently try to avoid conflict or disagreements from being expressed?

Is any member always agreeing with others?

Laissez faire:

Does anyone gain attention by avoiding any involvement in the group?

Does anyone go along with any discussion?

Democratic:

- Does anyone try to include everyone in the group discussion?
- Who openly expresses feelings and opinions?
- Does anyone attempt to deal with differences in a problem-solving way?

TASK FUNCTIONS - These functions illustrate behaviors that are concerned with getting the job done, or accomplishing the task that the group has before them.

1. Does anyone ask for or make suggestions as to the best way to proceed?
2. Does anyone attempt to summarize what has been covered?
3. Is there any giving or asking for facts, ideas, opinions, feelings, alternatives.
4. Does anyone keep the group on target?
Keeping the group from jumping from topic to topic or going off on tangents?

MAINTENANCE FUNCTIONS - These functions are important to the morale of the group. They maintain good and harmonious working relationships among the members and create a group atmosphere which enables each member to contribute maximally. They insure smooth and effective team work within the group.

1. Who helps others get into the discussion?
2. Who cuts off others or interrupts them?
3. Are there any attempts by group members to help others clarify their ideas?
4. How are ideas rejected? Does anyone attempt to support others when they reject their ideas?

MEMBERSHIP - A major concern for the group members is the degree of acceptance or inclusion in the group. Different patterns of interaction may develop in the group giving clues of the degree and kind of relationship.

1. Is there any sub-grouping? Sometimes two or three members may always agree or always disagree.
2. Do some people seem to be "outside" the group? Do some members seem to be "in"?
3. Do some members move in and out of the group? Under what conditions do they come in or move out?

FEELINGS - During any group discussion feelings are frequently generated between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures and many other forms of non-verbal cues.

1. What signs of feelings do you observe in group members?
Anger, irritation, warmth, boredom, competitiveness?
2. Do you see any attempts by group members to block expressions of feelings? especially negative feelings? How is this done?

II. TRAINING CURRICULUM BY SESSIONS: Continued
SESSION FOUR

A. Session Title

Feedback

B. Session Goals:

1. To provide participants with elements of the process of feedback.
2. To provide participants with the opportunity to practice skills of giving and receiving feedback.

C. Session Objectives:

At the end of this session, the participants will:

1. identify how to give and receive feedback.
2. apply the process of giving and receiving feedback through written and interactional exercises.

D. Learning Activities:

1.1 Content: Review.

Session 4 began with a review of all previous content:

- a. Myths and Notions
- b. The Rescue Trap
- c. Conflict Resolution and Planned Re-negotiation (Pinch Theory)
- d. The Process of Problem-Solving

1.2 Methodology: lecture, large group discussion.

1.3 Resources: newsprint, easel, markers.

1.4 Trainer Evaluation:

By this time, the process of training was familiar to the trainees. Interest ranged from high levels of involvement to passive engagement. The intent of the review was to demonstrate the process of feedback skills.

2.1 Content: Theory Presentation: Feedback (objective 1).

Feedback was defined as sending and receiving verbal and non-verbal messages.

Feedback was introduced as a skill necessary to the process of conflict resolution and re-negotiation. Communication was linked to the process of clear unambiguous messages, problem-solving, and conflict resolution. Feedback was described as a process of controlling distortion of messages and assessing how messages are received and understood.

The process of feedback, captured in the following two quotations, was discussed. From the discussion, six key criteria for good feedback were elicited from the group:

"I know you believe you think you understand what I said, but I'm sure you realize that what you heard is not what I meant."

"Everyone at CPS is expected to be hard-working: loyalty to the unit is really important to the morale of the work team."

Each quotation was discussed in light of the question: "What does it really mean?" Discussion resulted in a list of problems associated with each message:

- a. The words used are too abstract.
- b. Too many inferences and conclusions can be drawn from each statement.
- c. Each statement confuses rather than clarifies.
- d. One tends to not want to really "listen" to each message.
- e. Too much jargon is used particularly in the latter message.

From the list of errors in the two messages a list of criteria for good feedback was generated and compared with a handout on feedback developed for this session.

1. Direct vs. Indirect
2. Descriptive vs. Interpretive
3. Nonevaluative vs. Evaluative
4. Specific vs. General
5. Allows the other the freedom to choose to change

Specific examples for each criterion were elicited from the group or offered by the trainers.

A formula for constructing good feedback messages which, if followed correctly, incorporates all of the above criteria was distributed. A discussion ensued focusing on the importance and consequences of each component of the formula.

FORMULA FOR GOOD FEEDBACK MESSAGES

I + feeling + non-blameful description of behavior + consequences of that behavior (now or future).

2.2 Methodology: Small group, large group discussion.

2.3 Resources: Handouts "Formula for sending feedback messages," Johari Window, Guidelines for Feedback.

2.4 Trainer Evaluation: Initially trainees were reluctant to volunteer feedback messages for discussion. As statements were clarified more trainees responded.

3.1 Content: Application of Theory of Feedback (objective 1 and 2)

- (1) Using the "Formula for Sending Feedback Messages," a handout, participants were asked to write several feedback messages of their own to be sent to someone they had in mind; a co-worker, a supervisor, an administrator, a client, etc.
- (2) Participants were asked to volunteer their messages for group discussion. Discussion centered on suggestions for making the message more clear, less abstract, and more specific. This resulted in re-writing most messages almost entirely.

Example: In task groups participants were given the choice of 1) developing a feedback message related to the problem they had been working on, or 2) developing a message to be delivered to a State Department auditing team. (At the time the CPS Division was undergoing an audit by State DSS officials.)

All groups chose to deliver a message to the auditing team; therefore, a role play was developed consisting of one volunteer from each task group constituting a panel of auditors, to receive the message. Each group then delivered its message verbally to the "panel of auditors." The "auditors" were asked to react not only to the content of the message but also to assess the message according to the criteria for good feedback:

Is it clear?
Is it specific?
Is it direct?
Is it non-evaluative?

Does it describe rather than interpret?
Does it allow you the freedom to choose?

All messages were analyzed and re-worked according to the formula for good feedback.

Discussion continued for the remainder of the session on the importance of clarity and specificity, with examples provided by volunteers from the group.

EXAMPLE FEEDBACK MESSAGES

(1) Original:

"I'm concerned about the house being dirty because it is unhealthy for the child."

Revised and Reworked:

"I'm concerned about this house being strewn with garbage in the kitchen, and smelling strongly of urine because of your child, who is just learning to walk, who could fall, get cut, and get infected."

(2) Original:

"I want your kids. When we last talked we both agreed that a change was necessary. We can work out a plan that involves all of us." (worker, parent and child)

Revised and Reworked:

"I'm frustrated because nothing has changed for the past six months -- the kids are still running away, you and your husband are still fighting and angrily accusing one another making no effort to make a home a place where children want to stay. I have to act. You may choose to voluntarily surrender custody of the children and work with me in counseling in order to re-unite the family."

(3) Original:

"How can you live in this pigsty?!!"

Revised and Reworked:

"I'm concerned about the health and safety of your children, living in these rat infested rooms."

3.2 Methodology: Small group, large group discussion.

3.3 Resources: Handouts "Formula for Sending Feedback Messages", Johari Window, Guidelines for Feedback.

3.4 Trainer Evaluation:

Trainees were initially hesitant to volunteer feedback messages for discussion. As sentences were clarified more trainees responded.

It may have been more appropriate to draw feedback message examples from content related to task group work on problems associated with case management/monitoring in order to remain consistent with the focus of the training program.

4.1 Content: Personal Learning Summary (objectives 1-6)

At the end of this and every session, trainees were asked to complete a personal learning summary.

Trainees were asked to keep the summaries and refer back to them in the upcoming week.

4.2 Methodology: Individual.

4.3 Resources: Personal Learning Summary.

4.4 Trainer Evaluation: The purpose of this summary was to make specific application of the material covered in both job and personal arenas.

E. Appendix: Handouts.

1. Hanson P., "Giving Feedback: An Interpersonal Skill," The 1975 Annual Handbook for Group Facilitators, J. William Pfeiffer and J.E. Jones, Editors, La Jolla, California: University Associates, Inc., 1975, pp. 147-154.
2. Feedback and the Johari Window
3. Johari Window
4. Key Words for Good Feedback
5. Formula for Sending Feedback Messages
6. List of Feelings that Persons Have But Often Fail to Identify
7. Criticism: Giving and Coping

FEEDBACK
and the
JOHARI WINDOW

There are two ways to expanding the free area: self-disclosure and feedback. Below are listed the guidelines that increase the effectiveness of both methods.

SELF-DISCLOSURE

- 1...be a part of an ongoing relationship.
- 2...have some degree of reciprocity, give and take.
- 3...be timid to fit what is happening now.
- 4...have to do with the relationship in the present.
- 5...be given in small doses.
- 6...be confirmable by others.
- 7...account to be taken of the effect on the other person.
- 8...create a reasonable risk.
- 9...in an area that people share.

FEEDBACK

- 1...be descriptive, not judgemental.
- 2...be specific, not general.
- 3...takes care of needs of both giver and receiver.
- 4...be directed to behavior that the receiver can do something about
- 5...asked for, not forced.
- 6...checked for understanding repeated or restated.
- 7...when and where accuracy.
- 8...well-timed, as soon as possible.
- 9...from trusted source.

JOHARI WINDOW

Person A		
UNKNOWN	BLIND	FEEDBACK
HIDDEN	FREE AREA	BLIND
Self - Disclosure	HIDDEN	UNKNOWN
Person B		

SELF-DISCLOSURE:

When a Person A tells Person B something personal, there is an implicit pressure for B to disclose something personal in return.

FEEDBACK:

When A tells B something about him/her self as an act of caring, B is empowered by the information.

CRITICISM:

When B tells A something about him/her self as an act of hostility, A is disempowered.

KEY WORDS FOR GOOD FEEDBACK

1. Solicited vs. Imposed
 2. Direct vs. Indirect
 3. Descriptive vs. Interpretive
 4. Nonevaluative vs. Evaluative
 5. Specific vs. General
 6. Allows the other the freedom to choose to change
-

Sample Feedback Message (related to this exercise)

1. "I liked it when I heard you follow your criticism of John's idea by a specific alternative."
2. "You indicate as a need on your strengths and needs list that you talk more than you listen; therefore, I was pleasantly surprised to notice you really listening to Mary by making eye contact, turning toward her when she talked, and shaking your head in agreement."
3. "You listed as a need (on your strengths and needs sheet) that you wanted to exert your influence in a group more positively, therefore I was disappointed to hear you repeatedly state that "the problem can't be solved until the system changes" because that minimizes the tremendous resources of the group in solving problems and may contribute to the group's never testing its limits and finding out exactly what its resources are."
4. "I really appreciate the way you used your sense of humor to include yourself and others like Hal, who I think might have been feeling the same way but unwilling to say so. By using the hand signal for time out and a facial expression indicating total confusion and lostness, followed by a request for clarity, you made me feel like I would like to work in a group with you--not only would it be fun, with a lot of laughing, it would also be productive and creative."

FORMULA FOR SENDING FEEDBACK MESSAGES

(FEELING)	+ WHEN (NON-BLAMEFUL DESCRIPTION OF OTHER'S BEHAVIOR)	+ BECAUSE (CONSEQUENCE TO YOU NOW OR IN THE FUTURE)
Examples: "GOT A MINUTE?"	"I WANT YOUR HELP WITH A PROBLEM."	
I'm concerned	that this service plan was not followed in a way that we agreed to the last time, we met.	and I need to know what happened in order to offer advice on when this child can go home.
I'm confused	at our last meeting I asked you to call me if the child received any further injury.	and I don't know how to help you see the importance of getting me this information quickly.
I'm unclear	about how to tell you about changes that I feel are necessary to make in the service plan without getting you angry.	I'll do it anyway you tell me but I need to know you prefer to receive information like this.
	ADD YOUR OWN	

LIST OF FEELINGS THAT PERSONS HAVE BUT OFTEN FAIL TO IDENTIFY

Abandoned	Diffident	Honored	Overwhelmed	Stunned
Adequate	Diminished	Horrible		Stupefied
Adamant	Discontented	Hurt	Pain Panicked	Suffering
Affectionate	Distracted	Hysterical	Parsimonious	Sure
Agony	Distraught		Peaceful	Sympathetic
Almighty	Disturbed	Ignored	Persecuted	
Ambivalent	Dominated	Immortal	Petrified	Talkative
Angry	Divided	Imposed Upon	Pity	Tempted
Annoyed	Dubious	Impressed	Pleasant	Tenacious
Anxious		Infatuated	Pleased	Tenuous
Apathetic	Eager	Infuriated	Precarious	Tense
Astounded	Ecstatic	Inspired	Pressured	Tentative
Awed	Electrified	Intimidated	Pretty	Terrible
	Empty	Isolated	Prim	Terrified
Bad	Enchanted		Prissy	Threatened
Beautiful	Energetic	Jealousy	Proud	Tired
Betrayed	Energized	Joyous		Thwarted
Bitter	Enjoy	Jumpy	Quarrelsome	Trapped
Blissful	Envious		Queer	Troubled
Bold	Excited	Kicky		
Bored	Evil	Kind	Rage	Ugly
Brave	Exasperated	Keen	Rapture	Uneasy
Burdened	Exhausted		Refreshed	Unsettled
		Laconic	Rejected	
Calm	Fascinated	Lazy	Relaxed	Violent
Capable	Faunting	Lecherous	Relieved	Vehement
Captivated	Fearful	Left out	Remorse	Vital/
Challenged	Flustered	Licentious	Restless	Vitality
Charmed	Foolish	Lonely	Reverent	Vulnerable
Cheated	Frantic	Longing	Rewarded	Vivacious
Cheerful	Frustrated	Loving (love)	Righteous	
Childish	Frightened	Low		Wicked
Clever	Free	Lustful	Sad	Wonderful
Combative	Full		Satiated	Weepy
Competitive	Fury	Mad	Satisfied	Worry (ied)
Condemned		Maudlin	Scared	
Confused	Gay	Mean	Screwed Up	Zany
Conspicuous	Glad	Melancholy	Servile	
Contented	Good	Miserable	Settled	
Contrite	Gratified	Mystical	Sexy	
Cruel	Greedy		Shocked	
Crushed	Grief	Naughty	Silly	
Culpable	Groovy	Nervous	Skeptical	
	Gullible	Nice	Sneaky	
Deceitful		Niggardly	Solemn	
Defeated	Happy	Nutty	Sorrowful	
Delighted	Hate		Spiteful	
Desirous	Heavenly	Obnoxious	Startled	
Despair	Helpful	Obsessed	Stingy	
Destructive	Helpless	Odd	Stranged	
Determined	High	Opposed	Stuffed	
Different	Homesick	Outrageous	Stupid	

CRITICISM: GIVING AND COPING

How well you handle conflict is predicted by your attitude before it occurs. See it as routine and good for you.

WHEN GIVEN TO ANOTHER:

- 1) Choose place best suited for criticism (feedback).
- 2) Make certain it is intended to help.
- 3) Give information directly - don't lead up with 6 or 7 sentences.
- 4) Be careful that criticism is descriptive, not evaluative.
- 5) Be specific and provide examples - but not as clubs. For instance...., for example.....
- 6) Offer information when the receiver is receptive.
- 7) Double check for accuracy of understanding (but not, "is that clear?")
- 8) Include only items recipient can do something about.
- 9) Don't provide more than the recipient can handle.

WHEN RECEIVED FROM ANOTHER:

- 1) Check and monitor personal defensiveness.
- 2) If inappropriate time and place, reschedule when possible. It's best not to talk about the problem when you're experiencing it.
- 3) Seek specific examples.
- 4) Check for accuracy of understanding.
- 5) Share feelings about information.
- 6) Consider the input.

*The KEY to successfully facing criticism and negative feedback is to discipline yourself to look at the truth of criticism before you look at the fault even if you don't believe it at all.

PRAISE AND CRITICISM

INEFFECTIVE

Praise

1. General
2. Unmerited
3. Used as sandwich
4. Only to get employee to do even more in future
5. For show

Criticism

1. Personal "you" centered
2. Unanalyzed
3. No help for getting better
4. Public
5. In the interest of boss or organization only

Praise

1. Specific
2. Honest
3. By itself
4. To recognize and give positive feedback
5. Genuine, sincere

Criticism

1. Performance (situation) centered
2. Analyzed-show/cause/effect
3. Guides for improvement
4. Private
5. In employee's interests

II. TRAINING CURRICULUM BY SESSIONS
SESSION FIVE

A. Session Title:

Styles of Leadership

B. Session Goals:

1. To review all materials previously covered.
2. To present trainees with a theory of leadership.
3. To provide trainees with exercises to analyze their own leadership style.

C. Session Objectives:

At the end of this session, participants will:

1. assess what has been accomplished within their task groups.
2. practice the skill of giving and receiving feedback.
3. identify four leadership styles.
4. identify individual dominant leadership styles.
5. evaluate when each leadership style is effective as applied to situations within CPS (case management/monitoring).

D. Learning Activities:

1.1 Content: Review.

An overview of the entire training program was presented by the trainers in the form of a pie-shaped graph, illustrating the areas of the training program covered to date.

1.2 Methodology: Lecture.

1.3 Resources: Flipchart and markers.

1.4 Trainer Evaluation: None.

2.1 Content: Progress Reports.

Task groups were provided an outline for assessing the work that had been accomplished on selecting target problems. Each group was asked to develop a progress report to be delivered orally to the total group.

PROGRESS REPORT OUTLINE

1. Re-state the problem chosen.
2. Explain why you think the problem occurs.
3. Describe the circumstances under which the problem most often and least often occurs.
4. Discuss which resources from training have been used to look at the problem.
5. Outline what has been accomplished to date and what needs to be accomplished in order for the task to be finalized.
6. Discuss how you will proceed from here.

Each task group orally presented their report to the entire group for feedback and discussion. The total group was asked to consider the following questions and, in offering suggestions and comments, to utilize good feedback skills:

1. Is it clear what has been accomplished?
2. If goals or tentative solutions are alluded to in the report, are they reasonable and achievable?
3. Could you pick up this report and know what to do as a member of the task group?
4. If you were to appear before a Review Team with this report could you identify the group's achievement?

2.2 Methodology: Small group.

2.3 Resources: Progress Report. Outline. (See above 1-5).

2.4 Trainer Evaluation: The above questions might have been more specifically focused on the function of case management/monitoring.

3.1 Content: Theory of Situational Leadership

In lecture format trainers summarized the LEAD Theory⁴ as follows:

Leadership Style

Leadership style is represented by the patterns of behavior which one uses as one attempts to include others. This pattern generally includes task behavior or relationship behavior, or some combination of both. Others learn to expect specific behavior patterns.

Task Behavior: Task behavior is represented by the extent to which a leader organizes and defines the roles of individuals and members of his/her group by explaining what activities each is to do as well as when, where and how tasks are to be accomplished. It is further characterized by the extent to which a leader defines patterns of organization, formalized channels of communication, and specific ways of getting jobs accomplished.

Relationship Behavior: Relationship behavior is represented by the extent to which a leader engages in personal relationships with individuals or members of his/her group. The amount of social-emotional support and psychological strokes provided by the leader as well as the extent to which the leader engages in interpersonal communications and helping behaviors also represents relationship behavior.

Effective Leadership: In the past, leadership behavior was viewed on a two-dimensional basis ranging from very authoritarian (task-oriented) to very democratic (relationship-oriented). Recently, studies of actual leadership behaviors, in a wide variety of situations, indicate that effective leadership depends upon the needs of a particular situation rather than on a dominant style. Findings suggest that both adaptability in leadership styles, and sensitivity to the requirements of the particular situation, characterize the effective leader.

The LEAD theory and diagnostic instrument was presented to the group as a means of assessing self-perceptions of one's leadership styles and style range.

Leadership Adaptability: Leadership adaptability was described as the degree to which leadership behavior is appropriate to the demands of a given situation. Individuals with a narrow style range are effective over a long period of time if the leader remains in situations in which his/her style has a high probability of success. Conversely, a person with a wide range of styles may be ineffective if these behaviors are not consistent with the demands of the situation. Thus style range is not as relevant to effectiveness as is style adaptability. A wide style range does not guarantee effectiveness.

Application of Theory: Following a discussion of the theory, task groups were given the following set of statements relating leadership theory to case management. They were asked to discuss the reasons they agreed or disagreed with each statement:

AGREE/DISAGREE

1. As a case manager you attempt to influence the activities of clients and other service providers -- i.e., you are a leader.
 2. As a case manager your clients and other service providers can expect or predict certain kinds of behavior from you -- i.e., you have a style of leadership.
 3. As a case manager you participate with clients and other service providers in organizing and defining their roles in accomplishing a service plan by outlining who is to do what, when, where, how.
 4. As a case manager you also provide strokes and emotional support to clients and/or other service providers as you facilitate the goals of the service plan.
 5. The way you influence the accomplishment of the service plan varies according to your relationship with the client and/or other service providers or according to the tasks outlined in the service plan.
 6. Successful case managers are those who can adapt their behavior to meet the needs of a particular situation rather than adopting one management style that fits most situations.
 7. The difference between effective and ineffective case management styles is not the actual behavior of the manager but the appropriateness of the behavior to the situation in which it is used.
 8. Clients and/or other service providers determine the actual personal power of the case manager.
 9. As a case manager there is a relationship between the amount of support you provide a client and/or other service providers and their level of commitment to the service plan.
- 3.2 Methodology: Lecture and small group discussion.
- 3.3 Resources: Agree/Disagree statements (see above).
- 3.4 Trainer Evaluation: The session attempted to cover too much material.

4.1 Content: Participants Assess Their Leadership Style

Hershey and Blanchard's Leader Effectiveness and Adaptability Description, a self-scoring instrument for determining one's dominant and supportive leadership style was administered, scored and discussed. The LEAD instrument identifies four basic leadership styles:

1. High Task - Low Relationship
2. High Task - High Relationship
3. Low Task - High Relationship
4. Low Task - Low Relationship

The Life-Cycle Theory of Leadership was used as an analytical tool. The theory states that as the level of maturity of followers continues to increase in terms of accomplishing specific tasks leaders should begin to reduce their task behavior and increase their relationship behavior until the group is sufficiently mature for leaders to decrease their relationship behavior as well. Thus, this theory focuses on the appropriateness or effectiveness of leadership styles according to the task-relevant maturity of the followers (Situational Leadership).

4.2 Methodology: Independent work using LEAD Instruments.

4.3 Resources: LEAD Instrument and Interpretation Workbook.

4.4 Trainer Evaluation: Allow sufficient time for self-scoring.

5.1 Content: Application of Leadership Theory to CPS and Case Management

In order to facilitate the transfer of learning from LEAD theory to situations within CPS, participants were asked to discuss the following hypothetical situations in task groups and agree or disagree on the application of Situational Leadership theory to these situations.

Application of Lead Theory to CPS

1. The variables that a case manager should consider in defining the client's level of commitment to the service plan should include: the capacity to set attainable goals, willingness and ability to take responsibility, and education and/or life experience -- only in relationship to the tasks described in the service plan. Example: Client may be responsible by spending more time with child, helping with homework, etc., but very lax about housework.
2. As the level of commitment of a client and/or other service providers increases in terms of accomplishing the tasks in the service plan, the case manager should

reduce the amount of direction and structure provided and increase emotional support.

3. With clients and/or other service providers who are low in commitment to the Service Plan, a style of influence that provides more structure and direction than emotional support has the highest probability of success.
4. If, in attempting to improve the client's and/or other service provider's level of commitment to the Service Plan (i.e., encouraging them to take more and more responsibility), a manager delegates responsibility and/or increases emotional support too rapidly, the client and/or other service providers will view the manager as a "soft touch."

SITUATION A:

A case manager wants a client to assume significantly more responsibility for accomplishing tasks in the service plan. If the client is normally very dependent on the case manager, the manager's best bet initially is to reduce some of the structure and close supervision by creating opportunities for the client to assume increased responsibility, such as.....

If the responsibility is well handled, the manager should reinforce the behavior with increases in emotional support such as.....

SITUATION B:

When clients and/or other service providers begin to demonstrate behaviors reflecting a reduced level of commitment to the Service Plan for whatever reason, (such as family or work crisis) it is appropriate for the case manager to increase supervision and direction and emotional support, by.....

- 5.2 Methodology: Small group exercises.
- 5.3 Resources: Application of LEAD Theory to CPS (see above).
- 5.4 Trainer Evaluation: Two major issues were raised during this session: 1) CPS workers had difficulty accepting that they were indeed leaders, 2) CPS workers wanted to establish high relationships with their clients.

After trainees took the LEAD test and discussed the results, it was evident from the average scores that there was a general preference for high relationship-high task interaction with clients. This indicates the necessity to spend more time on two areas of skill-building: 1) assertive

feedback in order to be able to remain in high task-low relationship behavior, and 2) leadership adaptability.

E. Appendix: Handouts

Hersey P. and Blanchard K., "Leader Effectiveness and Adaptability Description (LEAD)," The 1976 Annual Handbook for Group Facilitators, T. William Pfeiffer and J.E. James, Editors (La Jolla, California, University Associates, Inc., 1976), pp. 87-106.

II. TRAINING CURRICULUM BY SESSIONS

SESSION SIX

A. Session Title:

Termination

B. Session Goals:

1. To review all materials previously covered.
2. To integrate the knowledge and skills presented in training by analysis of a video-tape of a CPS Case Conference in which worker performs case management/monitoring functions.

C. Session Objectives:

By the end of this session, participants will be able to:

1. Analyze how group leadership skills demonstrated in a video-tape example impeded and/or facilitated task accomplishment.
2. Identify how specific components of this training could be related to on-the-job activities.

D. Learning Activities:

1.1 Content: Video-tape: CPS Case Conference

A video-tape was shown to the group which demonstrated the dynamics encountered in two case conference situations. The first role play demonstrated a case conference in which workers and two supervisors did not employ any of the behavioral techniques of group leadership skills described in training programs. Trainees were asked to view this tape with particular attention to the conflict generated, the style of leadership employed, control vs. collaboration issues presented, and to analyze the problems presented. After the viewing of the video-tape, discussion centered on the realism of the case situation and on an analysis of the problems within the case conference, using concepts and theories presented in training. After this discussion the second part of the video was presented.

This segment differed from the opening video by portraying the same case conference except that the CPS supervisor employed group leadership skills emphasized during the training program. Trainees were asked to view this video-tape and discuss the various skills employed (use of agenda setting, clarifying issues, leadership style, renegotiation of expectations) and to discuss the differences between the two case conferences.

1.2 Methodology: Video-tape, large group discussion.

1.3 Resources: The Case Conference - video-tape recorder, TV monitor. Video Case Summary. Observation Checklist for Leadership Behavior.

1.4 Trainer Evaluation:

The video-tape was a highly successful means of integrating all of the content covered related to use of group leadership skills to case management/monitoring. Workers were able to identify specific behavioral examples of such skills as collaboration, agenda setting, conflict resolution, inclusion, problem-solving, feedback and termination.

2.1 Content: Termination.

Termination was summarized as an important group leadership skill which includes such behavior as summarizing, assessing, sharing impressions and feelings, being clear on accomplishments and needs, and clarifying next steps.

2.2 Methodology: Mini-lecture.

2.3 Resources: None.

2.4 Trainer Evaluation: Had time permitted, it would have been effective to demonstrate this skill or process with CPS Case Management/Monitoring examples. An effective approach might have been to utilize the products of work groups on "How to Terminate Marginal Cases". This would have integrated the task work portion of the training program with the focus on group leadership skills.

3.1 Content: Evaluation Instruments.

The evaluation instruments discussed in the evaluation section were administered to the group.

3.2 Methodology: Administration of Evaluation Instruments.

3.3 Resources: Evaluation instruments, pencils.

3.4 Trainer Evaluation: Not applicable.

4.1 Content: Training Outline for 1980-81.

The training staff reviewed the training outlines for 1980-81 which would include advanced seminars on Child Protection and basic and advanced training programs offered through the Child Protection Training Institute, a consortium project involving State University College at Buffalo, SUNY/Albany and Cornell University.

4.2 Methodology: Lecture, discussion.

4.3 Resources: None.

4.4 Trainer Evaluation: It would have been effective to again review work group task accomplishments and to identify plans for next steps. Plans for work group progress reports should have been developed for presentation to agency administrative staff.

E. Appendix: Handouts

1. Video-tape Summary

VIDEO CASE SUMMARY

Family Name: Wilson
Child: Cindy
Age on Referral: 3 months

This case was received from Children's Hospital in October 1979 when Cindy, an only child, was admitted as a failure to thrive. Child was also found to have a detached retina in the right eye which has resulted in blindness in that eye. Child was also found to have several old bruises. Both parents denied causing injuries.

Case was taken to Family Court on an abuse petition but after a lengthy trial child was adjudged neglected. Child was placed with the Commissioner and continued placement in the foster home was ordered. The court ordered weekly visitation and recommended DSS to arrange for counseling for parents. Child was to be seen monthly at Children's Hospital Protection Clinic.

As you view the video tape, record your comments and reactions in the space below. Look specifically for behaviors that demonstrate the following five issues covered in training so far:

INCLUSION:

CONTROL/INFLUENCE:

PROBLEM-SOLVING:

CONFLICT RESOLUTION:

FEEDBACK:

VII. Trainer Comments:

Prior to the beginning of training, a brief meeting was held with the trainees, for the purpose of providing all trainees with basic information about the training prior to participation. This activity would have been more effective had information been distributed in writing at the meeting or prior to the meeting.

At the same time, trainers asked that the workers write down three sources of problems that they were experiencing on the job related to case management/monitoring. Their responses were used as the basis for the "Q-Sort Exercise" and the group problem solving portion of the training. Trainees were surprised and pleased that their ideas were used within the training. This initial meeting may have been more useful had participants been given an opportunity to ask questions and to state concerns about training prior to the first session.

Distributing the results of the trainees' work each week was consistently effective. Participants appreciated that their efforts and ideas were taken seriously by the trainers.

When trainees were given task group assignments, more was accomplished when they provided specific written guidelines. Verbal instructions, alone, repeatedly feel short.

Generally, work groups consisting of an entire work unit gained more from the training than work groups randomly assigned. Familiarity with each other lessened anxiety about experiential learning.

The training program was too ambitious in the amount of material covered. More time was required to effectively cover, experience and apply the material. Longer sessions would have been helpful along with more sessions over a longer time span. It also was difficult to maintain a balance between the two aspects of the training program, that is, the group task work and that portion devoted to group leadership theory and skill. At the beginning of the training more time was allocated to group task work. As the training progressed, more time was spent covering theory (both didactically and experientially) than was spent working on target problems. The reduction of direct application of group leadership skills to task group problems was in part a response to a declining willingness on the part of participants directly in task work. It also may have been a function of trainer's desire to cover material. This is not to say however that the sessions became merely didactic, abstract, or generic in nature. Content was constantly exercised and applied within the context of CPS case management/monitoring.

As the training program progressed the trainers became increasingly aware that effective organizational team building requires "willing" participants. For some trainees, training was perceived as required or imposed. In addition, since public bureaucracy is role oriented with regulation primary, and not based on democratic participative values, the team building function of the training program may have been at odds with the organizational setting.

The three purposes of the training program, team building, enhancing group leadership skills, and enhancing case management/monitoring functions complicated the training design and established expectations too ambitious for a six week, eighteen hour training program.

F O O T N O T E S

- ¹ Participants used a Q-Sort activity to prioritize a set of items by sorting a specified number of items into categories of most important (2 items), next important (4 items), average importance (8 items), next important (4 items), and least important (2 items).
- ² Bertsche A. and Horejsi C., "Coordination of Client Services", Social Work, (Washington, D.C., National Association Social Workers, 1980), pp. 94-98.
- ³ Sherwood J. and Glidwell J., "Planned Renegotiation: A Norm-Setting OD Intervention", in Warner Burke (Ed.) Contemporary Organizational Development: Approaches and Interventions, (Washington, D.C.: NTL Learning Resources Corporation, 1972).
- ⁴ Hersey P. and Blanchard K., "Leader Effectiveness and Adaptability Description (LEAD)," The 1976 Annual Handbook for Group Facilitators, J. William Pfeiffer and J.E. Jones, Editors, (La Jolla, California: University Associates, Inc., 1976), pp. 87-106.

CHAPTER FOUR: EVALUATION DESIGN

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I. EVALUATION DESIGN:

A. Background Description:

The study evaluated the effects of team building - problem-solving - case management training on Child Protective Service workers in a large metropolitan agency. The workers were trained to apply group leadership skills to solve problems related to case management functions and to work as members of a team.

The following definitions were used in the study:

1. Team Building: the collaborative use of group leadership skills by members of work teams.
2. Group Leadership: behavior patterns (rather than role assignments) used by individuals within a work group to influence others in task and maintenance functions.
3. Group Leadership Skills: the use of collaboration, inclusion, problem solving, conflict resolution, contracting, feedback and termination.
4. Case Management: direct service provided by a professional, based on a written plan, designed to coordinate significant formal, informal and societal resources, for individuals and their families to deal with specific or interrelated problems.

The specific objectives of the training program were to:

1. identify behavioral examples of seven group leadership skills within a video-taped case study of a case conference, in which workers conduct case management/monitoring functions;
2. demonstrate increased positive attitudes toward the following:
 - a. one's own team
 - b. case management/monitoring functions
 - c. group leader
 - d. supervisors
3. differentiate case management and monitoring functions, duties, tasks, knowledge and skills;
4. apply seven group leadership skills in small problem-solving groups on a target problem of the groups' own choice regarding case management/monitoring;
5. apply group leadership skills in carrying out case/management/monitoring functions on the job.

B. Hypotheses Underlying the Evaluation Design:

Three hypotheses based on objectives one and two were tested. One hypothesis concerned the ability of participants to recognize group leadership skills in a simulated case study. The second dealt with participant's attitudes on aspects of team functioning; attitudes toward "my team," attitudes towards work problems addressed by the participants in training "case management functions," and attitudes toward the concept "group leader." The third hypothesis concerned

subordinate's attitude toward their immediate supervisor as a manager in group and interpersonal situations on dimensions of leadership competencies (task and maintenance functions). Taken separately, these hypotheses are:

Hypothesis One: Participants who complete didactic and experiential training on team building will rate group leadership skills as occurring more frequently during a video tape case study they observe.

This hypothesis was based on the first objective of the training program which was to identify behavioral examples of seven group leadership skills within a video tape case study in which workers conduct case management functions.

An original instrument, the Group Leadership Scale, was constructed by the author and training team, derived from the operational definition of the seven group leadership skills which made up the training program (feedback, conflict resolution, collaboration, problem-solving, contracting, inclusion and termination). See pages 154-158 for a listing of items on the Group Leadership Scale for each of the seven skill areas. In pretest settings, participants observed a simulated video taped case conference and rated their perception of the presence of group leadership skills among people in the case conference. Participants were given the following instructions: "On questions 1 through 36, use the following scale to evaluate the extent to which these behaviors are observed during a case conference such as the video tape case example you just observed." It was anticipated that

participant ratings of the seven group leadership skills would increase as a result of exposure to didactic and experiential material on the use of these skills in the training program.

Relationship of Video Tape Case Study to Group Leadership Scale:

Members of the training team first operationally defined the seven group leadership skills (see pages 59-61). Based on these definitions the group leadership instrument was developed for assessing these behaviors. (See pages 157-163 for a description of instrument development procedures.) Finally, the training team developed a video tape case conference illustrating the use of these seven group leadership skills based on the operational definitions of the competencies and the item on the group leadership scale. Two case studies were developed for use in the training program (see pages 137-141), one in which the presence of group leadership skills is evident and one in which the absence of group leadership skills is obvious. Each case study portrays the same case conference and participants, however the utilization of group leadership skills is obvious only in one. The case example demonstrating the use of group leadership skills was shown to participants at pre and post test intervals prior to completion of the Group Leadership instrument. The other case study was only used in the training program to illustrate clearly the presence and absence of group leadership skills in a case conference and the potential effectiveness of the use of group leadership skills. A description of the case conference video tape containing group

leadership skills follows.

THE CASE CONFERENCE: A video tape vignette

This video tape portrays a case conference between a child protective service worker, his supervisor, a foster care worker, and his supervisor. The purpose of the conference is to transfer a case from the protection division to the foster care division. The case in question regards a family whose three year old daughter has been placed in a foster family home under court order. The case has been active for four months. Conditions which led to the removal of the child included failure to thrive and injury to an eye. A service plan is presented by the protection worker. The group as a whole discussed this plan, as well as the social history of the family, and the concerns of the protection worker regarding tasks to be completed as the case is transferred, and identified. Resources which can be utilized to facilitate completion of tasks associated with the plan are also identified, and decisions are reached regarding who will do what in the future.

Components of the Service Plan

1. Child must be seen at a hospital in the child abuse clinic on a monthly basis. Transportation must be arranged.
2. Biological parents are to visit the child weekly. Visitation in the foster home is disruptive and visitation is to occur at the agency. Transportation must be arranged.

3. Biological parents are to participate in court-ordered counseling. An appropriate service must be found as the CPS worker's efforts to engage the parents with a counseling resource have failed.
4. A six month court report is due.

Issues Raised During the Case Conference:

The foster care worker expresses feelings that he is being "dumped on" and that a lot of time-consuming work is being transferred to him with expectations that he can accomplish the impossible with hostile, resistant biological parents. He feels the case record appears to be incomplete: dictation is not up to date, signed release forms and medical records are missing. He questions whether the service plan is realistic, whether it has been made without the biological parents' involvement and questions whether some of the work shouldn't have been completed in CPS prior to transfer. The CPS worker expresses his concern for the safety of the child, notes that he feels that his role prevents him from overcoming the biological parents' hostility toward him and services, and he states that he feels that CPS has done all they can do.

Group Leadership Skills Demonstrated in the Video:

At the out-set of the conference, the CPS supervisor interrupts the initial presentation of the case, stating

she hasn't had an opportunity to previously meet the foster care worker. They introduce themselves. She asks to clarify the correct spelling of his last name. She visibly writes the name down (inclusion). The conference proceeds with the CPS worker beginning to give social history data. The CPS supervisor again interrupts and recalls that the CPS worker has prepared an agenda for the conference. She produces copies and offers to distribute them. The group agrees to review the agenda and they agree upon the amount of time they want to devote to the conference and to the items on the agenda (contracting). The CPS supervisor suggests that they identify where they want to be at the end of the conference (30 minutes, the agreed upon time). Two goals are set, one by the CPS worker and one by the foster care worker (collaboration). The goals are to discuss the service plan and issues of safety of the child and the abuse potential of the mother; and, to list the concerns of members of the group and to agree on who is going to do what regarding identified concerns (contracting). The conference proceeds with presentation of case history and review of the service plan. Reacting to this information, the foster care worker expresses feelings of being overloaded and dumped on. The CPS worker suggests that they prioritize the issues and tasks under discussion (problem solving) and share information about each others roles and their expectations of each other regarding the case (conflict resolution).

Overlap of job functions is clarified (feedback) as the workers offer and elicit comments from each other.

As the conference proceeds the CPS supervisor offers the opinion that the case does require a lot of coordination but that members present can collaborate on tasks. The CPS worker offers to complete a 90 day mandated report due on the case (collaboration). Other resources are identified in discussion between the CPS worker and Foster Care worker such as the reliability of the foster parents (problem solving) and plans are made for the CPS worker to introduce the Foster Care worker to the foster parents (collaboration). Difficulty in coordinating schedules is worked out when they agree to meet at the foster parents' home thus allowing each to coordinate other activities around this field visit (problem solving). Later it is determined that the CPS worker will not introduce the foster care workers to the biological family (problem solving) and the CPS supervisor offers the opinion that this might lessen the hostility of the parents to the new worker (feedback). Resources in the court record are identified by the CPS worker for the reference regarding the six month court report which must be completed (collaboration).

At the end of the conference it is clear who will do what as the case is transferred (termination). A collaborative working relationship has been established between the two workers and their supervisors (termination).

Summary:

The four member training team determined that a clear correlation existed between the operational definitions of the seven group leadership skills, the measuring instrument and the video tape case study based on the sequential development of these items. This observation was subsequently substantiated by assessing the initial ratings of the training program participants on the group leadership scale. An examination of pre-test scores revealed that only one of the seven group leadership skills, "contracting," was rated at a level below 3.0 (on a 5 point scale) on two items, numbers 23 and 31. A rating of 3 on the scale indicates "occasionally," while a rating of 2 indicated "seldom" and a rating of 4 indicates "often". The training team however maintained their confidence that the video tape clearly demonstrated behavioral evidence of the presence of "contracting" skills. Low ratings of this skill on two items were determined to more likely represent a lower level of awareness of this skill among participants rather than absence of this skill in the case example. The video tape was thus judged to have the properties of content validity.

Hypothesis Two: Participants who receive training as a team will express more positive attitudes toward the concept (a) my team, (b) case management functions, and (c) group leader.

A semantic differential rating scale was used to rate participants' attitudes toward concepts. This instrument is

described in detail later in this chapter under "Description of Instruments." The semantic differential was utilized to obtain ratings for the concepts "my team," "case management/monitoring functions," and "group leader."

It was hypothesized that team training would have a greater impact on participants' attitudes toward these concepts than training of participants in randomly assigned groups because of the exposure to group or team problem solving work sessions designed to address commonly agreed upon group needs. It was anticipated that the participants would feel more inclusive and be more cohesive as a team.

Attitudes toward the concept "case management/monitoring functions" were expected to increase as a result of exposure to didactic and experiential activities designed to increase awareness of these functions, and by exposure to problem solving work sessions in which participants as a group sought to resolve problems of their own choice regarding case management.

Finally, it was hypothesized that attitudes toward the concept "group leader" would increase positively when participants were given an opportunity to practice group leadership skills, thus viewing the concept "group leader" as more democratic and less autocratic.

Hypothesis Three: Subordinates who complete team building training involving participation in problem solving groups with their own supervisors will rate supervisors more positively on task and maintenance behavior.

It was hypothesized that the training program would

change the way participants observed supervisory behavior. Participants were asked to rate their immediate supervisor at work on the "Organizational Behavior Descriptor Survey" which assesses the behavior of managers in group and interpersonal situations arising during the course of work. The instrument assesses four dimensions of managerial behavior including:

1. technical competence required by one's position;
2. ability to express oneself effectively;
3. ability to manifest feeling or emotions;
- and 4. consideration or the conscious attempt to support or encourage others.

The first two behaviors relate to task functions of leadership, while the last two relate to maintenance functions of leadership. It was expected that supervisors exposed to the team building training program with the members of their team would be viewed more positively on the dimensions of task and maintenance behavior. It was anticipated that team members would view supervisors more as group members and not only as hierarchial, autocratic leaders and thus as more effective managers.

C. Sample:

A total of 38 Child Protective Services workers completed the training program. Participants were divided into four groups: A, B, C, D. Data describing this population are presented later in this chapter in the appendix.

D. Evaluation Design and Training Program:

The program consisted of 18 hours of training during a six week period. It was delivered four times by the same training team. The evaluation design included two quasi-

experimental studies. This design is presented in Table 1 on page . The following treatments were used in the study.

1. Training by Team

Groups A and B each contained six people.

The members of each were co-workers in the field and were trained together as a team. Details concerning the demographic characteristics of these two groups is contained in the appendix to this chapter. This design exposed an intact work unit to the training program. Two units were selected by matching two comparison units from the CPS Division. During a needs assessment planning meeting a group of five administrators of the CPS Division (Director, two Administrative Supervisors, and two Clinical Specialists) were asked to assess each of the eight units of the Division on the following characteristics:

- a. Unit Leadership Style: Authoritarian, laissez-faire, participatory.
- b. Membership: Length of time of unit members in the group.
- c. Group Cohesiveness: Perception of the extent to which members feel a part of a group.
- d. Team Work: Extent to which unit members work together, the unit attempts to solve problems as a unit or meets as a group for formal meetings.

Of the eight supervisors, three were assessed as more participative in their leadership style, two as a laissez-faire, and three as more authoritarian.

All units had been formed at approximately the same time with the reorganization of the Division, however, two were understaffed and carrying high caseloads. It was felt that these two units could not be released for training at the same time. Both of these represented more authoritarian type leaders. One of the three supervisors described as more participative was eliminated from consideration because that unit was conducting a work load management study. Finally, one unit whose supervisor was described as laissez-faire declined to participate in the training program with the understanding that the unit would complete the team building training at a later date. This left only two units whose supervisors were rated as similar. The administrative planning group also felt that these two units were fairly cohesive and had experience in meeting together as a unit. On this basis two units were selected for team training with one of these units being designated as a comparison group for the other. Table 2 compares the characteristics of the units and the reasons for elimination.

TABLE 2
Selection of Units for Team Training

<u>Leadership Style</u>		<u>Reason for Eliminating</u>
Unit One	Authoritarian	
Unit Two	Laissez-faire	allowed to postpone training
Unit Three	Authoritarian	understaffed
Unit Four	Laissez-faire	
Unit Five	Authoritarian	understaffed
Unit Six	Participatory	due to other assignment
Unit Seven	Participatory	
Unit Eight	Participatory	

2. Training of Randomly Assigned Groups

Group C contained 15 individuals and Group D contained 11. These participants were randomly selected from units not selected for team training. A table of random numbers was used to assign members to Group C and D. Demographics concerning the characteristics of these two groups may be found in the appendix to this chapter. Initially, both groups were equal in number, but Group D was reduced in size by four due to employee terminations and self-screening, prior to the beginning of Group D training. Two of these were supervisors.

II. DATA COLLECTION PLAN:

A. Instruments:

The following instruments were used to collect data. They

are described later in this chapter under Description of Instruments.

1. Semantic Differential (SD)
2. Organizational Behavior Descriptor Survey (OBDS)
3. Group Leadership Scale (GLS)

B. Data Collected

Data were gathered according to plan with two exceptions. At Time 2 Group D expressed a reluctance to do further testing because of the frustration and anger concerning a report from the New York State Department of Social Services. The report was a one year study of the performance of the CPS Division which was made public by the Buffalo Evening News. The findings indicated that "the overall quality and provision of services rendered to child and their families under Child Protective Services suffers by virtually all the indicators measured" and that "Erie County's Child Protection Division is a badly disorganized, mismanaged unit that is unable to assure the safety of abused and neglected children." Staff attending Group D training expressed frustration and anger toward state investigators and were reluctant to participate in any further study. The training team decided not to administer the Semantic Differential and Organizational Behavior Descriptor Survey, but did administer the Group Leadership Scale after showing the videotape simulated case conference using these two activities as a means of introducing the participants to the content of the training program. Participants were generally interested in the videotape and completed the

Group Leadership Scale.

At Time 3 in mid-June, two months after Groups A and C completed training, it no longer seemed feasible to reconvene these groups for retesting, since it would have strained the relationship between the training staff and the agency.

Posttest data were collected on Groups B and D at Time 3 during the final session.

Because of these field problems, Groups A and C could not be retested as a follow up at Time 3 and Group D could not fully be used as a comparison group for Group C for between group comparisons.

TABLE 3
Data Collected by Group

Groups				Time 3	
A (team)	SD OBDS	X	SD OBDS GLS		
B (team)	SD OBDS		SD OBDS GLS	X	SD OBDS GLS
C (random)	SD OBDS	X	SD OBDS GLS		
D (random)	SD OBDS		GLS	X	SD OBDS GLS

X = Training
SD = Semantic Differential
OBDS = Organizational Behavior Describer Survey
GLS = Group Leadership Scale

III. DESCRIPTION OF EVALUATION INSTRUMENTS

A. Organizational Behavior Descriptor Survey (OBDS):

1. Variables Measured

The Organizational Behavior Descriptor Survey (OBDS)¹ assesses the behavior of managers in group and interpersonal situations, arising during the course of work. The instrument assesses rational-technical competence, or the command of intellectual and technical "know-how" required by one's position in an organization; verbal dominance, or the exercise of ability to express oneself effectively; emotional expressiveness, or voluntary or involuntary manifestations of feelings and emotions; and, consideration, or the conscious attempt to give support or encouragement to the efforts of others in an organization.

2. Description

The OBDS is a 25-item Likert-scaled inventory. The rational-technical competence and verbal dominance scales contain six items each; emotional expressiveness, five; consideration, eight. It is self-administering in about 15 minutes.

3. Instrument Development

The OBDS was developed out of Argyris's (1962)² theory of interpersonal behavior in organizations. In Interpersonal Competence and Organizational Effectiveness, Argyris postulated two kinds of administrative competence including rational-technical competence and interpersonal competence. Rational-technical competence is the ability

to meet intellectual knowledge and technical skill requirements of the job. Interpersonal competence is the individual's willingness and ability to deal directly and openly with the emotional aspects of interpersonal relationships in organizations.

The first form of the OBDS contained 20 items, 10 for each of Argyris's factors. A factor analysis of the responses of 321 middle-level managers in a technical manufacturing concern produced three, not two factors. In addition to the sought Rational-Technical Competence (24% of the variance) and Interpersonal Competence (22%), a third factor titled Emotional Expressiveness emerged to account for 11% of total variance. The authors interpreted this as indicating an important distinction between receptivity to other's ideas and feelings, and expression of one's own ideas and feelings. These three scales were correlated with Fleishman's Supervisory Behavior Questionnaire, which also delineates two factors, Initiating Structure and Consideration. The OBDS Interpersonal Competence scale had a median r of .62 with Fleishman's Consideration scale; the Rational-Technical and Emotional Expressiveness scales had a median r of .47 with Fleishman's Initiating Structure. In addition, the OBDS Emotional Expressiveness scale did not correlate with Fleishman's Consideration, and its correlations with its sister Interpersonal Competence scale was lower than the Rational-Technical scale. From these results, a 36 item form was constructed and tested on a sample of 189 subordinates of middle-level managers. The same factor structure resulted. The current 25 item form retains the three factors, plus the Verbal Dominance items.³

4. Critique

In Measuring Human Behavior⁴ Lake, Miles and Earle commented that the OBDS is substantial enough to recommend itself for experimentation, provided present validity weaknesses are kept in mind. The chief validity study of the OBDS consisted of comparing OBDS scores by self, supervisors, subordinates, and peers before T-group experiences with post T-group participant ratings. The mean correlations in the study even though depressed by low relationships between the views of different samples (peers, self, superiors, and subordinates), were not encouraging. (See Harrison and Oshry⁵ for a description of the validity study methodology.)

"The corrected Spearman-Brown split-half reliabilities of the scale are: Rational-Technical Competence, .83; Verbal Dominance, .84; Consideration, .92; and Emotional Expressiveness, .89. These r 's are based on four samples with a median N of 80."⁶

The authors recommend it for use in studies or organizational behavior, evaluation of training, and the analysis of interpersonal behavior in groups.

5. Modifications for Use in Study

The OBDS was modified to remove the bias such as "he" to read "he/she" and the direction of items such as "You can tell quickly when he likes or dislikes what others do or say," were changed to a form similar to "It is difficult to tell when the person likes or dislikes what

others do or say." The OBDS items are labeled from 61-85, and items designated "*" were changed from the original (see appendix). Instructions given to participants are also appended. The instrument was used to assess participant perception of the management behavior of their supervisor.

B. Group Leadership Scale:

1. Variables Measured

The Group Leadership Scale assesses group leadership behaviors used by individuals in group and interpersonal situations such as task oriented meetings (committees), which arise in the course of work. Examples of work related group or interpersonal situations which were the focus of the team building training program included committee meetings, case conferences, case management meetings. Group leadership was defined as the behavior patterns (as opposed to formal role assignments) used by individuals within a work group to influence others in task functions and maintenance functions. The instrument assesses the following group leadership behaviors:

a. Feedback

Expresses feelings and ideas directly.
Describes specific behavior of others.
Requests others to react to your behavior.
Uses "I" rather than "you" when expressing feelings and idea.
Expresses feelings and emotions about self and what others say.

b. Conflict-Resolution

Paraphrases idea.
Summarizes points of agreement as against
points of disagreement.
Restates primary goals.
Re-defines conflict in terms of a problem.
Initiates problem-solving steps.
Re-defines roles and expectations.

c. Collaboration

Presents ideas concerningly.
Expresses ideas clearly and concisely.
Shares information.
Shares decision-making.
Shares responsibility.
Demonstrates willingness and ability to com-
promise.

d. Problem-Solving

Defines problem.
Limits the scope of problems.
Analyzes the problem.
Recommends suggestions.
Establishes the criteria for judging solutions.
Selects a solution.
Offers alternatives.

e. Contracting

Shares information.
Negotiates expectations.
Defines each member's role.
Knows each member's personal role.
Makes a commitment to role expectations.

f. Inclusion

Exhibits interest in other people.
Feels that others are satisfactorily in-
terested in oneself.
Exhibits warm and friendly behavior to co-
workers.
Listens empathetically to the ideas and feel-
ings expressed by others.
Responds to the ideas and feelings expressed
by others.
Tries to help when others become angry or
upset.

g. Termination

Assesses accomplished task.
Assesses group perception of data used within the work process,
Summarizes accomplishments of the meetings.
Restates follow-up tasks.
Clarifies follow-up tasks.
Evaluates the process of the meeting.

2. Description

The GLS consists of a thirty six (36) Likert-scaled inventory. The response choices are: (1) never, (2) seldom, (3) occasionally, (4) often, (5) always. The GLS is self-administering in about ten minutes. The items contained in the GLS form seven scales as follows:

Feedback: Six items, numbers 12, 15, 22, 26, 33, 35

12. People often ask for clarifications: i.e., "Charlie, I didn't understand your last point. Could you clear up my confusion?"
15. People often give clarifications: i.e., "I think Sam's position would be clarified if"
22. People often ask for opinions: i.e., "How do the rest of you feel about"
26. People often give opinions: i.e., "In my opinion, the most appropriate action"
33. Most participants offer comments as well as elicit comments from others.
35. Usually members seek feedback for self-initiated comments.

Conflict Resolution: Six items, numbers 10, 18, 21, 27, 29, 36

- *10. Often people get upset and angry and become part of the conflict they are trying to solve. (* = Item Reversed)
- 18. Conflicts are settled when they occur.
- 21. Conflict is used productively.
- 27. Disagreements are used productively.
- 29. The leader is attuned to the presence of conflict, monitors its severity, and intervenes when necessary.
- 36. Conflict is accepted.

Collaboration: Three items, numbers 2, 11, 16

- 2. Information is freely given.
- *11. Competing with other groups, unit, or agencies is stressed. (* = Item Reversed)
- *16. Resources of those in attendance are well-used. (* = Item Reversed)

Problem-Solving: Four items, numbers 5, 7, 14, 17

- 5. Members have learned and can apply appropriate strategies for solving problems in a meeting.
- 7. An opportunity is provided to increase the number of ideas and suggestions related to a given problem.
- 14. Alternatives are always considered.
- 17. It is evident that some, or most, members have knowledge of group problem solving (i.e., problem is defined, limited, analyzed; suggestions are recommended, criteria established for judging solutions, solution is selected).

Contracting: Six items, numbers 1, 9, 13, 23, 31, 32

1. The meeting has a stated purpose and goal.
9. People are given enough information to do their jobs at the meetings.
13. Overlap of job functions are clarified.
23. A schedule for the meeting is outlined.
31. Everyone knows what happens next as the meeting proceeds.
32. Any confusion about who is to do what is clarified.

Inclusion: Six items, numbers 3, 4, 19, 20, 25, 34

3. Meetings in general, are relaxed, not strained.
4. People seek one another out for task-related information.
19. No one suffers from putting up a strong argument.
20. People often ask for suggestions: i.e., "How do you think we should go about"
25. An atmosphere usually exists in which group members do not feel threatened by one another or by the leader.
- *34. People seem "uncomfortable" in the meeting. (* = Item Reversed)

Termination: Six items, numbers 6, 8, 24, 28, 30

6. People's assignments are clear by the end of training.
8. People seem confused, uncertain, or doubtful after the meeting ends. (* = Item Reversed)

24. Members leave the meeting feeling that something has been accomplished or completed.
28. At the end of the meeting, people feel they have had an impact on the outcome.
30. After you have walked out of a meeting, you feel personally satisfied.

3. Instrument Development

a. Design of Instrument

Prior to implementing training, an 81 item list⁸ was constructed. The list described aspects of group meetings that are part of work activities related to working as a unit or aspects of case management best pursued by a group or team. The 81 items were derived from the following descriptors of group behavior:

1. Leadership
2. Control
3. Inclusion
4. Problem-solving
5. Termination
6. Conflict-resolution
7. Contracting
8. Feedback

These descriptors were based on a review of literature conducted by trainers prior to training. Initially, items reflected more than one descriptor. For example, item #5 "People are given enough in-

formation to do their jobs by the end of the meeting" was classified as problem-solving and termination.

The second phase of instrument development involved a discussion of the behavioral definitions by the training team and evaluation consultant. During this discussion, it was determined that one major category (i.e., leadership) subsumed the others. Thus, it was eliminated. Following additional discussion, "control" was redefined as "collaboration." Each of the remaining seven categories were defined in behavioral terms. For example, the following definition was developed for the concept of "Feedback."

Expresses feelings and ideas directly.

Describes specific behavior of others.

Requests others to react to your behavior.

Uses "I" rather than "you" when expressing feelings and ideas.

Expresses feelings, ideas, and emotions about self and what others say.

b. Field-Test Instruments

After the training team and evaluation consultant concurred the behavioral definitions of the subdomains of group leadership behaviors, these definitions became the categories used in a Q-sort procedure to examine the original 81 items. Participants were volunteers who were knowledgeable about group leadership skills, in general, as well as the use of group skills by social service agencies.

Data were analyzed by examining the frequency distribution of each item. The criterion for item retention was a .60 percent interrater reliability coefficient. Items not meeting this standard were examined for possible revision and made part of an ongoing system of item refinement via Q-sort and statistical item analysis.

The retained 45 items⁹ were further tested by piloting the instrument with 30 college students enrolled in a course of social welfare policy. The results were examined using both item and factor analysis, to examine how items functioned within a pool of items. The information produced from the item analysis included data on the total inter-item correlation and the correlation of each item with the set of total correct responses. This information was used in evaluating item difficulty and the power of the discrimination ability of an item. For example, an item missed by 40 percent of the participants (.6 item difficulty) might still be rejected if participants who missed it did better on the entire test, since the item did not discriminate appropriately within this test. Before rejecting this item, its location in a factor matrix was also examined. Such an item might reflect an important concept and could be retained and/or revised. Retained items were then used as part of the instrument.

The final 36 item instrument¹⁰ contained seven scales: problem-solving, feedback, collaboration, conflict resolution, inclusion, contracting and termination. For each scale, a coefficient for internal consistency was determined. Factor patterns were also available for discussion. Members of the training team and the evaluation consultant using all the computer print-outs and summary information, reduced the retained items to 37. Items which performed poorly, or seemed misclassified, were eliminated. These retained items were, then, analyzed using ITEMAN and FACTOR (MAPS program), and one more item was eliminated as a result of this analysis. The remaining 36 items were used in May and June, 1980, to assess the team building training program.

Table 4 presents the information used in the discussion of items. In addition to that summary, the scales were examined.

Table 5 and 6 reflect the changes in the scales, as a result of the elimination of eight items. Generally, the longer a test, the higher the internal reliability, but the quality of the scales was improved by the elimination of items. In termination, two items were dropped and the consistency rose from .429 to .703. Later, one additional item was dropped because the secondary analysis showed it was unclear.

TABLE 4
SUMMARY INFORMATION ABOUT THE 45 ITEM GROUP LEADERSHIP SCALE

NEW ORIGINAL	ORIGINAL	REVISED Q-SORT	MEAN	STANDARD DEVIATION	PERCENT RESPONDING HIGHEST POSITION	FACTOR LOADINGS			
						1st	2nd	3rd	4th
1 49	Prob Solv/Cont	L, I	3.9	1.15	33	.21	-.51	-.06	-.18
2 22	Feedback	I, L, Con	3.2	.76	3	.30	.48	-.04	.45
3 26	Collaboration	L, P/S	3.8	.80	20	.55	.47	.10	.12
4 38	Contracting	L, I	3.2	1.15	13	.43	-.66	.01	.31
5 54	Inclusion	ALL	3.1	.91	3	.55	.02	.31	.17
6 25	Inclusion	I, L, Control, P/S	3.7	.79	13	.61	.42	-.10	-.10
7 43	Inclusion	I, L, Control	2.5	.85	0	-.14	.43	.61	-.18
8 23	Feedback	I, P/S, C/R	3.1	1.11	10	.57	-.74	-.34	.32
9 28	Collaboration	I, P/S	3.7	.91	17	.67	-.14	-.33	.09
10 65	Prob Solving	P/S	3.1	.81	3	.52	-.33	-.20	.02
11 36	Termination	T, Contract	3.6	.80	10	.52	-.25	.13	-.34
12 50	Prob Solving	P/S	3.8	.64	13	.06	.26	-.37	.24
13 21	Termination	I, L	3.1	.91	7	.06	.41	.32	.11
14 5	Contracting	I, P/S, T	3.4	.92	13	.46	.25	.37	.02
15 47	Conf Resolution	L, Control C/R	2.8	.96	0	.32	.09	.13	.28

TABLE 4 (continued)

NEW ORIGINAL CLASSIFICATION	REVISED Q-SORT	ORIGINAL	MEAN	STANDARD DEVIATION	PERCENT RESPONDING HIGHEST POSITIVE	FACTOR LOADING			
						1st	2nd	3rd	4th
16	31	Collaboration	2.5	.99	8	.23	-.42	-.39	-.24
17	19	Contract ing C/R Contract	3.2	1.05	13	.57	-.20	.16	-.17
18	20	Contract ing	2.8	.93	3	.45	-.37	-.32	.08
19	12	Prob Solving	3.6	.88	13	.74	.20	.17	.13
20	56	Feedback	3.1	.96	3	.12	.40	.24	.36
21	4	Collaboration	3.5	.92	10	.83	.18	.12	-.14
22	81	Prob Solving	3.0	1.02	3	.47	-.03	-.23	-.26
23	31	Conf Resolution	3.2	1.00	10	.42	.59	-.15	-.35
24	11	Inclusion	3.0	1.14	17	.31	-.08	-.63	-.04
25	8	Conf Resolution	3.3	.87	16	.42	.49	-.01	.22
26	9	Conf Resolution	3.1	.99	10	.69	.43	-.12	-.14
27	79	Termination	3.0	.91	7	.73	.02	.20	.07
28	77	Inclusion	3.7	.68	3	.66	.40	-.00	-.13
29	3	Conf Resolution	3.2	.98	10	.80	.21	-.23	-.18
30	52	Termination	3.10	.70	3	.48	-.05	.18	.14

TABLE 4 (continued)

NEW ORIGINAL CLASSIFICATION	REVISED Q-SORT	ORIGINAL	MEAN	STANDARD DEVIATION	PERCENT RESPONDING HIGHEST POSITION	FACTOR LOADINGS			
						1st	2nd	3rd	4th
31	78	Conf Resolution	L,C/R	3.4	.84	.70	-.19	-.22	.31
32	46	Termination	ALL	3.0	.68	.81	.09	.14	.12
33	44	Termination	T	2.7	1.12	-.20	.15	-.47	.61
34	61	Contracting	P/S,I,Control	2.9	.94	-.37	.04	.03	.35
35	68	Feedback		3.7	.79	.56	-.11	.16	.08
36	80	Termination	T,Contract	3.6	1.02	.68	-.26	.26	-.29
37	71	Feedback		3.5	1.23	.62	.08	.11	-.16
38	6	Contracting	T	2.8	.84	.45	-.26	-.23	-.14
39	70	Inclusion		3.5	.92	.75	-.01	-.21	-.04
40	7	Contracting	L,I,C/R	3.5	.81	-.03	.13	.51	.43
41	66	Feedback	I,P/S	3.3	.94	.26	-.35	.54	-.01
42	24	Inclusion	I,L,Control	3.5	1.06	.22	-.12	.64	-.48
43	72	Feedback		3.4	1.02	.35	-.67	.33	-.18
44	69	Feedback		2.9	1.14	.35	-.50	.34	.53
45	57	Feedback	ALL	3.2	1.25	.18	-.40	.50	.61

TABLE 5

ANALYSIS OF INTERNAL CONSISTENCY:
45 Item Instrument

45 items analyzed in 7 scales.
Alpha coefficient measure internal consistency

<u>SCALE</u>	<u># OF ITEMS</u>	<u>MEAN</u>	<u>STANDARD DEVIATION</u>	<u>ALPHA COEFFICIENT</u>
PROBLEM SOLVING	5	17.433	2.552	.447
FEEDBACK	9	29.400	5.064	.703
COLLABORATION	4	13.267	2.421	.604
CONFLICT RESOLUTION	6	18.967	3.928	.787
INCLUSION	7	23.033	3.136	.468
CONTRACTING	7	25.733	3.812	.538
TERMINATION	7	22.033	2.961	.429

TABLE 6

ANALYSIS OF INTERNAL CONSISTENCY:
36 Item Instrument

The retained 36 items were reanalyzed.

<u>SCALE</u>	<u># OF ITEMS</u>	<u>MEAN</u>	<u>STANDARD DEVIATION</u>	<u>ALPHA COEFFICIENT</u>
PROBLEM SOLVING	5	17.433	2.552	.447
FEEDBACK	6	20.067	4.242	.734
COLLABORATION	4	13.267	2.421	.604
CONFLICT RESOLUTION	6	18.967	3.928	.787
INCLUSION	5	17.400	2.740	.526
CONTRACTING	7	22.833	3.967	.663
TERMINATION	5	15.667	2.724	.703

C. Semantic Differential Attitude Survey:

1. Variables Measured

Semantic differential scales were constructed to assess the connotative meaning of the following concepts to participants in the Team Building: Case Management/Monitoring Training Program.¹¹

- a. My Team in the Division
- b. This Training
- c. Natural Parents
- d. Myself
- e. Case Conference
- f. Case Management
- g. Group Leader
- h. Case Monitoring

2. Description

This Semantic Differential Attitude Survey consists of scales for each of the above concepts. Each scale consists of a series of seven point bipolar rating scales with each pole defined by an adjective. The scales may be used to assess the connotative meaning of the above concepts to an individual or groups of individuals. An example of seven point bipolar rating scales, with each pole defined by an adjective for the concept My Team is:

Successful	1	2	3	4	5	6	7	Unsuccessful
Competitive	1	2	3	4	5	6	7	Cooperative
Productive	1	2	3	4	5	6	7	Unproductive
Authoritarian	1	2	3	4	5	6	7	Permissive

The instrument contains ten bipolar rating scales for

the concepts My Team, This Training and Natural Parents; and six bipolar rating scales for Myself, Case Conference, Case Management, Case Monitoring, and Group Leader.

3. Instrument Development

The concepts to be rated were chosen by the training team based on the training program objectives. The training team and evaluation consultant then chose appropriate scales for each domain with bipolar adjectives defining each pole.

IV. DATA COLLECTION AND ANALYSIS

A. Data Collection Procedures

Before the training program was begun, all participants were pre-tested on two measures: (1) a 40 item Semantic Differential Attitude Survey, which assessed participants' attitudes toward their team, group leader and casework functions (case conference, case management, case monitoring) and (2) the 25 item "Organizational Behavior Describer Survey" developed by Harrison and Oshry (1976) to assess participants' ratings of their supervisor.

After the pre-tests were administered, Groups A and C underwent the training program, with Groups B and D acting as their respective comparison groups. At the end of the first training period, all the groups were administered the same measures, with the addition of the Group Leadership Scale, a 36 item test developed by the author to assess participants' ratings of behaviors observed during a case conference meeting. Because of field problems, no data on the Semantic Differential or OBDS, were collected for Group D at Time 2.

Following the first training period, Groups B and D underwent the training program. However, again because of field problems, Groups A and C could not act as their own control group (i.e., they could not be measured again). In the second training period, Groups B and D acted as their own control groups, i.e., after their training was completed, these two groups were again given all the tests.

B. Analysis

For purposes of analysis the two dimensions of supervisory competency contained with the OBDS instrument (rational-technical competence and interpersonal competence) are grouped together to obtain one score of attitudes toward supervisors. Likewise three measures or individual rating scales contained within the Semantic Differential instrument (case conference, case management and case monitoring) are grouped together to obtain one rating of these concepts labeled "case management" functions. The scales for the concepts "my team" and "group leader" are utilized as they exist in the instrument for the purpose of analysis. Three scales contained within the Semantic Differential instrument measuring the concepts "this training," "natural parents," and "myself" were dropped from the study for purposes of analysis because they were no longer deemed as central to the focus of the study.

Finally, the seven concepts measured by the Group Leadership Scale are grouped together for purposes of analysis to obtain a single rating of awareness of group leadership skills in a case conference.

To test the differences between groups a two factor analysis of variance model was used with repeated measures on one factor. This model was necessary since both groups were measured twice.

For within group comparisons and between group comparisons at one time paired t-tests were used.

Significance was determined at the .05 level on a two tail test.

C. Comparisons

The meaningful comparisons which can be made based on a post test only design for between group comparisons for pre-post test between group comparisons and for within group comparisons based on pre-post test measurements include:

Hypothesis One

Participants who complete didactic and experiential training on team building will rate group leadership skills as occurring more frequently during a videotape case study they observe.

Post Test Only Between Group Comparisions:

- 1.a. Group A Time 2 - Group B Time 2
- 1.b. Group C Time 2 - Group D Time 2

Pre-Post Test Within Group Comparisions:

- 1.c. Group B Time 2 - Time 3
- 1.d. Group D Time 2 - Time 3

Hypothesis Two

Participants who receive training as a team will express more positive attitudes toward the concepts (a) my team, (b) case management functions, and (c) group leader.

Pre Test Post Test Between Group Comparisions:

- 2.a. My Team, Group A Time 1 - Time 2 -
Group B Time 1 - Time 2
- 2.b. Case Functions, Group A Time 1 - Time 2 -
Group B Time 1 - Time 2
- 2.c. Group Leader, Group A Time 1 - Time 2 -
Group B Time 1 - Time 2

Pre-Post Test Within Group Comparisons:

- 2.d. My Team, Group A Time 1 - Group A Time 2
- 2.e. Case Functions, Group A Time 1 - Group A
Time 2
- 2.f. Group Leader, Group A Time 1 - Group A
Time 2
- 2.g. My Team, Group B Time 2 - Group B Time 3
- 2.h. Case Functions, Group B Time 2 - Group B
Time 3
- 2.i. Group Leader, Group B Time 2 - Group B
Time 3
- 2.j. My Team, Group C Time 1 - Group C Time 2
- 2.k. Case Functions, Group C Time 1 - Group C
Time 2
- 2.l. Group Leader, Group C Time 1 - Group C
Time 2

Hypothesis Three

Subordinates who complete team building training involving participation in problem solving groups with their own supervisors will rate supervisors more positively on task and maintenance behavior.

Pre Test - Post Test Between Group Comparisons:

- 3.a. Group A Time 1 - Time 2 - Group B Time 1 -
Time 2

Pre-Post Test Within Group Comparisons:

- 3.b. Group A Time 1 - Time 2
- 3.c. Group B Time 2 - Time 3
- 3.d. Group C Time 1 - Time 2

V APPENDIX

A. "Organizational Behavior Describer Survey"

B. Group Leadership Scale

1. Group Leadership Behaviors: 81 Item List
2. Group Leadership Scale: 45 Item Instrument
3. Group Leadership Scale: 36 Item Instrument

C. Semantic Differential

D. Demographic Data on Training Groups

ORGANIZATIONAL BEHAVIOR DESCRIBER SURVEY

Instructions: On questions 61 through 85 include descriptions of ways people behave in staff and problem-solving meetings. On a scale of 1 = never to 5 = always, choose the rating which most closely describes the behavior of your immediate supervisor at work by darkening the appropriate space on the answer sheet. Mark only one alternative for each item and be sure to mark each item. Limit yourself to a description of how that person behaves in work-oriented meetings, such as a case conference.

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = often
- 5 = always

61. Tries to understand feelings (anger, impatience, rejection) by others in the group.
62. Shows intelligence.
- *63. Lacks sympathy for others when they have difficulties.
64. Expresses ideas clearly and concisely.
65. Expresses feelings (e.g., anger, impatience, being ignored).
66. Tolerates and accepts other people's feelings.
67. Thinks quickly.
68. Becomes angry or upset when things do not go his/her way.
69. Is persuasive, a "seller of ideas."
- *70. It is difficult to tell when the person likes or dislikes what others do or say.
71. Listens and tries to use ideas raised by others in the group.
72. Demonstrates high technical or professional competence..."knows their stuff."
- *73. Cool and aloof with others in the group.
- *74. Has difficulty attracting the attention of others.
75. Feelings are transparent "does not have a 'poker face.'"
76. Comes up with good ideas.
77. Encourages others to express their ideas before taking action.
78. Tries to help when others become angry or upset.
- *79. Resists appropriate new ideas.
80. Is competitive ... likes to win and hates to lose.
81. Presents ideas convincingly.
82. If others in the group become angry or upset, the person listens with understanding.
83. Offers effective solutions to problems.
84. Tends to be emotional.
85. When the person talks, others listen.

GROUP LEADERSHIP BEHAVIORS
81 ITEM LIST

1. MEETINGS ARE PRODUCTIVE.
2. DISAGREEMENTS ARE EXPRESSED OPENLY.
3. DISAGREEMENTS ARE USED PRODUCTIVELY.
4. RESOURCES OF THOSE IN ATTENDANCE ARE WELL-USED.
5. PEOPLE ARE GIVEN ENOUGH INFORMATION TO DO THEIR JOBS BY THE END OF THE MEETING.
6. EVERYONE KNOWS WHAT HAPPENS NEXT AS THE MEETING PROCEEDS.
7. ANY CONFUSION ABOUT WHO IS TO DO WHAT IS CLARIFIED.
8. CONFLICT IS ACCEPTED.
9. CONFLICT IS USED PRODUCTIVELY.
10. EVERYONES' IDEAS ARE GIVEN A FAIR HEARING
11. NO ONE SUFFERS FROM PUTTING UP A STRONG ARGUMENT.
12. ALTERNATIVES ARE ALWAYS CONSIDERED.
13. MANY DECISIONS ARE POSTPONED IF EVERYONE CONCERNED DOES NOT AGREE.
14. WORKERS MAY DISAGREE WITH SUPERVISORS WITHOUT BEING PENALIZED.
15. MEETINGS ARE HELD WHEN NEEDED.
16. PEOPLE DON'T TRY TO "WIN" ARGUMENTS: THEY WORK FOR THE BEST SOLUTION.
17. A CREATIVE PERSON FITS INTO THE MEETINGS EASILY.
18. A CONSCIENTIOUS ATTEMPT IS MADE TO CONSIDER EVERYONE'S VIEW BEFORE A DECISION IS MADE.
19. CLEAR OBJECTIVES FOR THE MEETING ARE TESTED.
20. OVERLAP OF JOB FUNCTIONS ARE CLARIFIED.
21. PEOPLE SEEM CONFUSED, UNCERTAIN, OR DOUBTFUL AFTER THE MEETING ENDS.
22. PEOPLE SAY ONLY WHAT THEY THINK SOMEONE WANTS TO HEAR.
23. IT IS NOT UNCOMMON FOR PEOPLE TO EXPRESS THEIR WEAKNESSES, FEARS, OR APPREHENSIONS ABOUT (A GIVEN ISSUE).

24. PEOPLE SEEM UNCOMFORTABLE IN THE MEETING.
25. MEETINGS, IN GENERAL, ARE RELAXED, NOT STRAINED.
26. INFORMATION IS FREELY GIVEN.
27. PEOPLE ARE OFTEN ASKED TO AMPLIFY, CLARIFY, OR SIMPLIFY INFORMATION THEY ARE GIVEN.
28. PEOPLE SEEK ONE ANOTHER OUT FOR TASK-RELATED INFORMATION.
29. THE SPOKESPERSON IN MEETING IS USUALLY ABLE TO KEEP CONTROL WITHOUT BEING OVERBEARING.
30. IT IS ACCEPTABLE FOR MEMBERS TO USE THEIR OWN JUDGEMENT IN SOLVING PROBLEMS.
31. COMPETING WITH OTHER GROUPS, UNIT, OR AGENCIES IS STRESSED.
32. MEETINGS ARE KEPT MOVING AT A PRODUCTIVE PACE.
33. CONFLICTS ARE SETTLED WHEN THEY OCCUR.
34. MEETINGS OFTEN GET BOGGED DOWN IN DETAILS.
35. THINGS USUALLY TURN OUT PREDICTABLY.
36. PEOPLE'S ASSIGNMENTS ARE CLEAR BY THE END OF THE MEETING.
37. GROUP MEMBERS ARE TRUSTED TO USE GOOD JUDGEMENT.
38. A SCHEDULE FOR THE MEETING IS OUTLINED.
39. PEOPLE WHO ARE GOOD AT PERSUADING USUALLY TAKE OVER THE MEETING.
40. THE GROUP SETS ITS OWN PACE.
41. ASSIGNMENTS OF PARTICULAR TASKS ARE MADE AS A GROUP EFFORT.
42. WHAT SHOULD BE DONE AND HOW IT SHOULD BE DONE IS CLEAR TO EVERYONE.
43. SOMETIMES IT FEELS THAT SOME PEOPLE IN THE MEETING HAVE MORE INFORMATION TO GIVE BUT THEY ARE NOT GETTING A CHANCE TO DO SO.
44. WHEN AND HOW TO END THE MEETING IS NEVER REALLY CLEAR.
45. IT IS EVIDENT THAT PEOPLE HAVE PREPARED OR "DONE THEIR HOMEWORK" FOR THE MEETING.
46. AFTER YOU HAVE WALKED OUT OF A MEETING, YOU FEEL PERSONALLY SATISFIED.
47. OFTEN PEOPLE GET UPSET AND ANGRY AND BECOME PART OF THE CONFLICT THEY ARE TRYING TO SOLVE.

48. PEOPLE TRY TO BE ABSENT WHENEVER THEY CAN.
49. THE MEETING HAS A STATED PURPOSE AND GOAL.
50. AN OPPORTUNITY IS PROVIDED TO INCREASE THE NUMBER OF IDEAS AND SUGGESTIONS RELATED TO A GIVEN PROBLEM.
51. A RANGE OF OPINIONS AND VIEWPOINTS ARE BROUGHT TO BEAR ON THE PROBLEM.
52. AT THE END OF A MEETING, PEOPLE FEEL THEY HAVE HAD AN IMPACT ON THE OUTCOME.
53. AS A RESULT OF THE MEETING, VIEWS OR PERSPECTIVES ARE BROADENED.
54. USUALLY MEMBERS TALK BUT FAIL TO LISTEN.
55. USUALLY PERSONS CREATE DEFENSIVENESS RATHER THAN SUPPORTIVENESS.
56. USUALLY MEMBERS FAIL TO PROVIDE FEEDBACK FOR OTHERS' COMMENTS.
57. USUALLY MEMBERS SEEK FEEDBACK FOR SELF-INITIATED COMMENTS.
58. THE LEADER IS OFTEN MORE OF A HINDERANCE THAN A HELP IN PROBLEM SOLVING.
59. MOST MEMBERS CAN COPE WITH AN INEFFECTIVE LEADER.
60. THE PERSONAL GOALS OF INDIVIDUAL MEMBERS OFTEN INTERFERE WITH THE COMMON GOAL.
61. GOALS FOR THE MEETING ARE OFTEN EITHER AMBIGUOUSLY STATED OR NOT UNDERSTOOD BY ALL MEMBERS.
62. INDIVIDUALS USUALLY ACQUIESCE TO THE WISHES OF THE GROUP.
63. IDEAS THAT SEEM TO BE DEVIANT ARE USUALLY SQUELCHED.
64. HIDDEN AGENDAS (ULTERIOR MOTIVES PEOPLE HAVE FOR ATTENDING MEETINGS) FREQUENTLY INTERFERE WITH THE "REAL" AGENDA.
65. MEMBERS HAVE LEARNED AND CAN APPLY APPROPRIATE STRATEGIES FOR SOLVING PROBLEMS IN A MEETING.
66. MOST PARTICIPANTS OFFER COMMENTS AS WELL AS ELICIT COMMENTS FROM OTHERS.
67. ONE OFTEN OBSERVES PEOPLE GIVING SUGGESTIONS: i.e., "I THINK WE MIGHT WANT TO CONSIDER."
68. ONE OFTEN OBSERVES PEOPLE GIVING OPINIONS: i.e., "IN MY OPINION, THE MOST APPROPRIATE ACTION....."

69. ONE OFTEN OBSERVES PEOPLE GIVING CLARIFICATION. FOR EXAMPLE, "I THINK SAM'S POSITION WOULD BE CLARIFIED IF....."
70. ONE OFTEN HEARS OTHERS ASK FOR SUGGESTIONS: i.e., "HOW DO YOU THINK WE SHOULD GO ABOUT....."
71. ONE OFTEN OBSERVES PEOPLE ASKING FOR OPINIONS, FOR EXAMPLE "HOW DO THE REST OF YOU FEEL ABOUT.....?"
72. ONE OFTEN OBSERVES PEOPLE ASKING FOR CLARIFICATIONS: FOR EXAMPLE: "CHARLIE, I DIDN'T UNDERSTAND YOUR LAST POINT. COULD YOU CLEAR UP MY CONFUSION?"
73. THE GROUP ALWAYS HAS ENOUGH IDEAS TO MAKE A QUALITY DECISION.
74. EVERYONE IN MEETING KNOWS WHERE THE OTHER STANDS ON THE ISSUES INVOLVED IN THE PROBLEM.
75. EVERYONE USUALLY UNDERSTANDS THE PROBLEM, THE PROCESS OF PROBLEM-SOLVING, THE SOLUTION TO THE PROBLEM AND HOW THE SOLUTION IS TO BE IMPLEMENTED, BECAUSE MISUNDERSTANDINGS HAVE BEEN CLARIFIED.
76. AN AGENDA IS PROVIDED (LISTING TOPICS TO BE COVERED AND THE PROPOSED ORDER IN WHICH THEY WILL BE COVERED) PRIOR TO THE MEETING, INCREASING THE PROBABILITY THAT MEMBERS WILL COME PREPARED TO DISCUSS THE TOPICS.
77. AN ATMOSPHERE USUALLY EXISTS IN WHICH GROUP MEMBERS DO NOT FEEL THREATENED BY ONE ANOTHER OR BY THE LEADER.
78. THE LEADER IS ATTUNED TO THE PRESENCE OF CONFLICT, MONITORS ITS SEVERITY, AND INTERVENES WHEN NECESSARY.
79. MEMBERS LEAVE THE MEETING FEELING THAT SOMETHING HAS BEEN ACCOMPLISHED OR COMPLETED AND THAT DIVERSE VIEWPOINTS HAVE BEEN INTEGRATED.
80. THE LEADER (OR SOMEONE) SUMMARIZES WHAT HAS HAPPENED, INDICATING WHAT THE NEXT STEPS WILL BE.
81. IT IS EVIDENT THAT SOME OR MOST, MEMBERS HAVE KNOWLEDGE OF GROUP PROBLEM-SOLVING (i.e., PROBLEM IS DEFINED, LIMITED, ANALYZED: SUGGESTIONS ARE RECOMMENDED, CRITERIA ESTABLISHED FOR JUDGING SOLUTIONS, SOLUTION IS SELECTED).

GROUP LEADERSHIP SCALE
45 ITEM INSTRUMENT

GROUP LEADERSHIP SCALE OF BEHAVIOR

INSTRUCTIONS: Questions 1 through 45 are aspects of group and/or meeting behavior. On a scale of 1 = never to 5 = always, choose the rating which most closely describes the extent to which you observed these behaviors in the videotaped case conference you just viewed by darkening the appropriate space on the answer sheet. Mark only one alternative for each item and be sure to mark each item.

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = often
- 5 = always

1. The meeting has a stated purpose and goal.
2. People say only what they think someone wants to hear.
3. Information is freely given.
4. A schedule for the meeting is outlined.
5. Usually members talk but fail to listen.
6. Meetings, in general, are relaxed, not strained.
7. Sometimes it feels that some people in the meeting have more information to give but they are not getting a chance to do so.
8. It is not uncommon for people to express their weaknesses, fears, or apprehensions about (a given issue).
9. People seek one another out for task-related information.
10. Members have learned and can apply appropriate strategies for solving problems in a meeting.
11. People's assignments are clear by the end of the meeting.
12. An opportunity is provided to increase the number of ideas and suggestions related to a given problem.
13. People seem confused, uncertain, or doubtful after the meeting ends.
14. People are given enough information to do their jobs by the end of the meeting.
15. Often people get upset and angry and become part of the conflict they are trying to solve.
16. Competing with other groups, units, or agencies is stressed.
17. Clear objectives for the meeting are tested.
18. Overlap of job functions are clarified.
19. Alternatives are always considered.
20. Usually members fail to provide feedback for other's comments.
21. Resources of those in attendance are well-used.
22. It is evident that some, or most, members have knowledge of group problem-solving (i.e., problem is defined, limited, analyzed; suggestions are recommended, criteria established for judging solutions, solution is selected).

23. Conflicts are settled when they occur.
24. No one suffers from putting up a strong argument.
25. Conflict is accepted.
26. Conflict is used productively.
27. Members leave the meeting feeling that something has been accomplished or completed and that diverse viewpoints have been integrated.
28. An atmosphere usually exists in which group members do not feel threatened by one another or by the leader.
29. Disagreements are used productively.
30. At the end of a meeting, people feel they have had an impact on the outcome.
31. The leader is attuned to the presence of conflict, monitors its severity, and intervenes when necessary.
32. After you have walked out of a meeting, you feel personally satisfied.
33. When and how to end the meeting is never really clear.
34. Goals for the meeting are often either ambiguously stated or not understood by all members.
35. One often observes people giving opinions: i.e., "in my opinion, the most appropriate action....."
36. The leader (or someone) summarizes what has happened, indicating what the next steps will be.
37. One often observes people asking for opinions, for example, "how do the rest of you feel about...."
38. Everyone knows what happens next as the meeting proceeds.
39. One often hears others ask for suggestions: i.e., "how do you think we should go about....."
40. Any confusion about who is to do what is clarified.
41. Most participants offer comments as well as elicit comments from others.
42. People seem "uncomfortable" in the meeting.

43. One often observes people asking for clarifications: i.e., "Charlie, I didn't understand your last point. Could you clear up my confusion?"
44. One often observes people giving clarification: i.e., "I think Sam's position would be clarified if....."
45. Usually members seek feedback for self-initiated comments.

GROUP LEADERSHIP SCALE

This scale measures your feelings about group leadership behaviors. On questions 1 through 36, use the following scale to evaluate the extent to which you observed these behaviors in the videotaped case conference you just viewed.

- 1 = never
- 2 = seldom
- 3 = occasionally
- 4 = often
- 5 = always

Use a #2 pencil to darken the appropriate circle.

1. The meeting has a stated purpose and goal.
2. Information is freely given.
3. Meetings, in general, are relaxed, not strained.
4. People seek one another out for task-related information.
5. Members have learned and can apply appropriate strategies for solving problems in a meeting.
6. People's assignments are clear by the end of the meeting.
7. An opportunity is provided to increase the number of ideas and suggestions related to a given problem.
8. People seem confused, uncertain, or doubtful after the meeting ends.
9. People are given enough information to do their jobs at the meeting.
10. Often people get upset and angry and become part of the conflict they are trying to solve.
11. Competing with other groups, units, or agencies is stressed.
12. People often ask for clarifications: i.e., "Charlie, I didn't understand your last point. Could you clear up my confusion?"
13. Overlap of job functions are clarified.
14. Alternatives are always considered.
15. People often give clarifications: i.e., "I think Sam's position would be clarified if....."

16. Resources of those in attendance are well-used.
17. It is evident that some, or most, members have knowledge of group problem solving (i.e., problem is defined, limited, analyzed; suggestions are recommended, criteria established for judging solutions, solution is selected).
18. Conflicts are settled when they occur.
19. No one suffers from putting up a strong argument.
20. People often ask for suggestions: i.e., "How do you think we should go about....."
21. Conflict is used productively.
22. People often ask for opinions: i.e., "How do the rest of you feel about....."
23. A schedule for the meeting is outlined.
24. Members leave the meeting feeling that something has been accomplished or completed.
25. An atmosphere usually exists in which group members do not feel threatened by one another or by the leader.
26. People often give opinions: i.e., "In my opinion, the most appropriate action....."
27. Disagreements are used productively.
28. At the end of the meeting, people feel they have had an impact on the outcome.
29. The leader is attuned to the presence of conflict, monitors its severity, and intervenes when necessary.
30. After you have walked out of a meeting, you feel personally satisfied.
31. Everyone knows what happens next as the meeting proceeds.
32. Any confusion about who is to do what is clarified.
33. Most participants offer comments as well as elicit comments from others.
34. People seem "uncomfortable" in the meeting.
35. Usually members seek feedback for self-initiated comments.
36. Conflict is accepted.

SEMANTIC DIFFERENTIAL
ATTITUDE SURVEY

Directions:

These questions are designed to measure some of your feelings about a number of specific concepts, such as "THIS TRAINING," "YOUR TEAM," AND "CLIENTS."

If you feel that the concept being evaluated is very closely related to one end of the scale, circle the number 1 or number 7 on the test form. Then, darken the corresponding number 1 or number 7 on the answer sheet, as follows:

FAIR	☒	2	3	4	5	6	7	UNFAIR
FAIR	1	2	3	4	5	6	☒	UNFAIR

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), circle the number 2 or number 6 on the test form. Then, darken the corresponding number 2 or number 6 on the answer sheet, as follows:

FAIR	1	☒	3	4	5	6	7	UNFAIR
FAIR	1	2	3	4	5	☒	7	UNFAIR

If the concept seems only slightly related to one side, as opposed to the other side (but not really neutral), then you should circle number 3 or number 5 on the test form. Then, darken the corresponding number 3 or number 5 on the answer sheet, as follows:

FAIR	1	2	☒	4	5	6	7	UNFAIR
FAIR	1	2	3	4	☒	6	7	UNFAIR

If you consider the concept to be neutral or completely irrelevant and unrelated to the concept, circle the number 4. Then darken the corresponding number 4 on the answer sheet.

FAIR	1	2	3	☒	5	6	7	UNFAIR
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It is important that you only use the circles numbered "1" through "7". Do not darken numbers "8", "9", and "10". Do you have any questions? If not, turn to the next page where the concepts that you are evaluating are listed and begin.

Attitude Concepts

MY TEAM IN THE DIVISION

1.	SUCCESSFUL	1	2	3	4	5	6	7	UNSUCCESSFUL
2.	COMPETITIVE	1	2	3	4	5	6	7	COOPERATIVE
3.	SOCIABLE	1	2	3	4	5	6	7	UNSOCIABLE
4.	TENSE	1	2	3	4	5	6	7	RELAX
5.	PLEASURABLE	1	2	3	4	5	6	7	PAINFUL
6.	MEANINGFUL	1	2	3	4	5	6	7	MEANINGLESS
7.	DISSONANT	1	2	3	4	5	6	7	HARMONIOUS
8.	ACTIVE	1	2	3	4	5	6	7	PASSIVE
9.	PRODUCTIVE	1	2	3	4	5	6	7	UNPRODUCTIVE
10.	AUTHORITARIAN	1	2	3	4	5	6	7	PERMISSIVE

THIS TRAINING

11.	INTERESTING	1	2	3	4	5	6	7	BORING
12.	TIMELY	1	2	3	4	5	6	7	UNTIMELY
13.	UNIMPORTANT	1	2	3	4	5	6	7	IMPORTANT
14.	VALUABLE	1	2	3	4	5	6	7	WORTHLESS
15.	RELEVANT	1	2	3	4	5	6	7	IRRELEVANT
16.	COMPLETE	1	2	3	4	5	6	7	INCOMPLETE
17.	SIMPLISTIC	1	2	3	4	5	6	7	COMPLICATED
18.	PLEASURABLE	1	2	3	4	5	6	7	PAINFUL
19.	INSENSITIVE	1	2	3	4	5	6	7	SENSITIVE
20.	PESSIMISTIC	1	2	3	4	5	6	7	OPTIMISTIC

Attitude Concepts

NATURAL PARENTS

21.	DEPENDENT	1	2	3	4	5	6	7	INDEPENDENT
22.	CLEAN	1	2	3	4	5	6	7	DIRTY
23.	GRATEFUL	1	2	3	4	5	6	7	UNGRATEFUL
24.	SICK	1	2	3	4	5	6	7	HEALTHY
25.	MATURE	1	2	3	4	5	6	7	IMMATURE
26.	COOPERATIVE	1	2	3	4	5	6	7	UNCOOPERATIVE
27.	LYING	1	2	3	4	5	6	7	HONEST
28.	MANIPULATIVE	1	2	3	4	5	6	7	UNMANIPULATIVE
29.	BAD	1	2	3	4	5	6	7	GOOD
30.	WISE	1	2	3	4	5	6	7	FOOLISH

MYSELF

31.	EFFECTIVE	1	2	3	4	5	6	7	INEFFECTIVE
32.	ALOOF	1	2	3	4	5	6	7	COMPASSIONATE
33.	SUBJECTIVE	1	2	3	4	5	6	7	OBJECTIVE
34.	INFLUENTIAL	1	2	3	4	5	6	7	UNINFLUENTIAL
35.	OPTIMISTIC	1	2	3	4	5	6	7	PESSIMISTIC
36.	SKEPTICAL	1	2	3	4	5	6	7	BELIEVING

CASE CONFERENCE

37.	IMPORTANT	1	2	3	4	5	6	7	UNIMPORTANT
38.	EFFECTIVE	1	2	3	4	5	6	7	INEFFECTIVE
39.	TENSE	1	2	3	4	5	6	7	RELAX
40.	MEANINGFUL	1	2	3	4	5	6	7	MEANINGLESS
41.	NEGATIVE	1	2	3	4	5	6	7	POSITIVE
42.	PLEASURABLE	1	2	3	4	5	6	7	PAINFUL

Attitude Concepts

CASE MANAGEMENT

43.	IMPORTANT	1	2	3	4	5	6	7	UNIMPORTANT
44.	EFFECTIVE	1	2	3	4	5	6	7	INEFFECTIVE
45.	TENSE	1	2	3	4	5	6	7	RELAX
46.	MEANINGLESS	1	2	3	4	5	6	7	MEANINGFUL
47.	NEGATIVE	1	2	3	4	5	6	7	POSITIVE
48.	PLEASURABLE	1	2	3	4	5	6	7	PAINFUL

GROUP LEADER

49.	COMPETENT	1	2	3	4	5	6	7	INCOMPETENT
50.	OBSTRUCTIVE	1	2	3	4	5	6	7	HELPFUL
51.	SKILLFUL	1	2	3	4	5	6	7	BUNGLING
52.	CANDID	1	2	3	4	5	6	7	DECEITFUL
53.	WEAK	1	2	3	4	5	6	7	STRONG
54.	EXCITABLE	1	2	3	4	5	6	7	CALM

CASE MONITORING

55.	IMPORTANT	1	2	3	4	5	6	7	UNIMPORTANT
56.	EFFECTIVE	1	2	3	4	5	6	7	INEFFECTIVE
57.	TENSE	1	2	3	4	5	6	7	RELAX
58.	MEANINGLESS	1	2	3	4	5	6	7	MEANINGFUL
59.	NEGATIVE	1	2	3	4	5	6	7	POSITIVE
60.	PLEASURABLE	1	2	3	4	5	6	7	PAINFUL

D. Demographic Data on Training Groups

TABLE 7

Demographic Data Group A

		N	%			N	%
AGE	20-30	2	33.3	YRS.JOB	0-6 mo.	0	0
	30-40	2	33.3		7 mo.-1 yr.	1	16.6
	40-50	2	33.3		2-5 yrs.	3	50.3
			6-10 yrs.		0	0	
			11+		0	0	
RACE	White	6	100.0	NR	2	33.3	
SEX	Male	4	66.6	YRS.PRO	0-6 mo.	0	0
	Female	2	33.3		7 mo.-1 yr.	0	0
			2-5 yrs.		4	66.6	
			6-10 yrs.		0	0	
			11+		0	0	
EDUC.	BS/BA	2	33.3	NR	2	33.3	
	MS/MA	2	33.3				
	MSW	1	26.6				
	NR	1	16.6				
				YRS.AGY	0-6 mo.	0	0
					7 mo.-1 yr.	1	16.6
					2-5 yrs.	1	16.6
					6-10 yrs.	1	16.6
					11+	2	33.3
				NR	1	16.6	
				YRS.TOT	0-6 mo.	0	0
					7 mo.-1 yr.	0	0
					2-5 yrs.	1	16.6
					6-10 yrs.	2	33.3
					11+	2	33.3
					NR	1	16.6

TABLE 8
Demographic Data Group B

		N	%			N	%
AGE	20-30	3	50.0	YRS.JOB	0-6 mo.	0	0
	30-40	3	50.0		7 mo.-1 yr.	2	33.3
	40-50	0	0		2-5 yrs.	2	33.3
	50+	0	0		6-10 yrs.	0	0
RACE	White	4	66.6	YRS.PRO	11+	0	0
	Black	2	33.3		NR	2	33.3
SEX	Male	4	66.6		0-6 mo.	0	0
	Female	2	33.3		7 mo.-1 yr.	1	16.6
EDUC.	BS/BA	4	66.6	YRS.AGY	2-5 yrs.	1	16.6
	MS/MA	1	16.6		6-10 yrs.	2	33.3
	MSW	1	16.6		11+	0	0
					NR	2	33.3
				YRS.TOT	0-6 mo.	0	0
					7 mo.-1 yr.	1	16.6
					2-5 yrs.	1	16.6
					6-10 yrs.	0	0
				YRS.TOT	11+	2	33.3
					NR	2	33.3

TABLE 9
Demographic Data Group C

		N	Z			N	Z
AGE	20-30	3	20.0	YRS.JOB	0-6 mo.	0	0
	30-40	11	73.3		7 mo.-1 yr.	2	13.3
	40-50	1	6.66		2-5 yrs.	11	73.3
	50+	0	0		6-10 yrs.	0	0
RACE				YRS.PRO	11+	0	0
	White	10	66.6		NR	2	13.3
	Black	3	20.0				
	NR	2	13.3		0-6 mo.	0	0
SEX				YRS.AGY	7 mo.-1 yr.	2	13.3
	Male	2	13.3		2-5 yrs.	10	66.6
	Female	12	80.0		6-10 yrs.	2	13.3
	NR	1	6.66		11+	0	0
EDUC.				YRS.TOT	NR	1	6.66
	BS/BA	12	80.0				
	MS/MA	1	6.66		0-6 mo.	0	0
	Other	1	6.66		7 mo.-1 yr.	1	6.66
	NR	1	6.66		2-5 yrs.	7	46.5
					6-10 yrs.	5	33.3
					11+	1	6.66
					NR	1	6.66
					0-6 mo.	0	0
					7 mo.-1 yr.	1	6.66
					2-5 yrs.	5	33.3
					6-10 yrs.	5	33.3
					11+	3	20.0
					NR	1	6.66

TABLE 10
Demographic Data Group D

		N	%			N	%
AGE	20-30	3	33.3	YRS.JOB	0-6 mo.	0	0
	30-40	3	33.3		7 mo.-1 yr.	3	33.3
	40-50	3	33.3		2-5 yrs.	5	55.5
	50+	0	0		6-10 yrs.	0	0
RACE	White	8	88.8	YRS.PRO	11+	0	0
	Black	1	11.1		NR	1	11.1
SEX	Male	6	66.6	YRS.AGY	0-6 mo.	0	0
	Female	3	33.3		7 mo.-1 yr.	3	33.3
EDUC.	BS/BA	8	88.8		2-5 yrs.	3	33.3
	MSW	1	11.1		6-10 yrs.	2	22.2
		N	%	YRS.TOT	11+	1	11.1
		8	88.8		0-6 mo.	0	0
		1	11.1		7 mo.-1 yr.	0	0
					2-5 yrs.	4	44.4
					6-10 yrs.	3	33.3
					11+	2	22.2

F O O T N O T E S

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- ² C. Argyris, Interpersonal Competence and Organizational Effectiveness, (New York, New York: John Wiley, 1962).
- ³ Dales G. Lake, Matthew B. Miles, and Ralph B. Earle, Jr., editors, Measuring Human Behavior, (New York, New York: Teachers College Press, 1978), pp. 205-206.
- ⁴ Ibid., p. 206.
- ⁵ Harrison and Oshry, op. cit., pp. 101-104.
- ⁶ Lake, Miles, and Earle, op. cit., p. 206.
- ⁷ Harrison and Oshry, op. cit., p. 102.
- ⁸ Group Leadership Behaviors: 81 Item List, see Appendix.
- ⁹ Group Leadership Scale: 45 Item Instrument, see Appendix.
- ¹⁰ Group Leadership Scale: 36 Item Instrument, see Appendix.
- ¹¹ Semantic Differential Attitude Survey, see Appendix.

CHAPTER FIVE: RESULTS

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- I. HYPOTHESIS ONE
- II. HYPOTHESIS TWO
- III. HYPOTHESIS THREE

I. Hypothesis One

Participants who complete didactic and experiential training on team building will rate group leadership skills as occurring more frequently during a video tape case study they observe.

Post Test Only Between Group Comparisons

1.a. Group A Time 2 - Group B Time 2

TABLE 11

Hypothesis One: Post Test Comparisons: Groups A and B
Test of Significance on Mean Differences

Awareness of Group
Leadership Skills in
a Case Conference

	Time 2		
	X	SD	N
Group A	115.5	11.5	6
Group B	129.3	19.0	6
t-value = 1.56			
t			
10 = 1.56, p > .05			

The mean score for Group A at Time 2 was less than the mean score for Group B at Time 2. The mean score for Group A at Time 2 was less than the mean score from Group B at Time. Time 2 was after training for Group A but before training for Group B. However, the difference was not significant. Hypothesis One is not supported by this finding.

1.b. Group C Time 2 - Group D Time 2

TABLE 12

Hypothesis One: Post Test Comparisons: Groups C and D
Test of Significance on Mean Differences

		Time 2		
		X	SD	N
Awareness of Group Leadership Skills in a Case Conference	Group C	119.4	15.1	15
	Group D	110.0	15.0	9
		t-value 1.48		

$$t_{22} = 1.48, p > .05$$

Group C's mean score was higher at Time 2 following Group C's training than Group D's mean score at Time 2 preceding their training. However, this difference was not significant and Hypothesis One is not substantiated.

Pre-Post Test Within Group Comparisons:

2.a. Group B Time 2 - Time 3

TABLE 13

Hypothesis One: Pre-Post Test Comparisons: Group B
Test of Significant on Mean Differences

		Time 2			Time 3		
		X	SD	N	X	SD	N
Awareness of Group Leadership Skills in a Case Conference	Group B	129.3	19.0	6	119.3	16.0	6
		t-value -2.05					

$$t_5 = -2.05, p > .05$$

The mean score of Group B decreased from Time 2 before training to Time 3 after training indicating less measured awareness of group leadership skills after training. This change was not significant.

2.b. Group D Time 2 - Time 3

TABLE 14

Hypothesis One: Pre-Post Test Comparisons: Group C
Test of Significance on Mean Differences

Awareness of Group Leadership Skills in a Case Con- ference	Time 2			Time 3		
	-		N	-		N
	X	SD		X	SD	
Group D	110.0	15.0	9	116.8	19.0	9

t-value 1.10

$$t_{8} = 1.10, p. >.05$$

Group D's mean score changed in a positive direction from Time 2 to Time 3 indicating an increased awareness of group leadership skills after training. This increase was not significant.

II. Hypothesis Two

Participants who receive training as a team will express more positive attitudes toward the concepts (a) my team, (b) case management functions, and (c) group leader.

TABLE 15

Means and Standard Deviations for Group A and Group B
on Attitudinal Items

Attitudes		Time 1		Time 2	
		$\bar{X}$	SD	$\bar{X}$	SD
My Team	A	52.3	5.6	58.2	5.0
	B	58.5	5.9	58.0	6.4
Case Functions	A	80.0	9.0	85.3	8.0
	B	89.0	4.7	85.3	5.4
Group Leader	A	28.0	2.3	26.0	7.0
	B	29.1	2.3	29.0	2.7

1. Pretest - Posttest Between Group Comparisons:

1.a. My Team, Group A Time 1 - Time 2 - Group B Time 1 - Time 2

TABLE 16

Hypothesis Two: Between Group Comparisons:
Analysis of Variance for Group A and Group B
on Attitudes toward My Team

Source of Variance	SS	df	MS	F
<u>Between Subjects</u>	608.62	11		
G (Training Groups)	45.37	1	45.37	.81
Subjects within groups	563.25	10	56.33	
<u>Within Subjects</u>	230	12		
T (Time)	35.04	1	35.04	2.44
GT	51.04	1	51.04	3.54*
TX Subjects within Groups	143.92	10	14.39	

* $P < .10$

There was significant interaction between Group A and Group B over time, $F(1,10) = 3.54$, $p < .10$. This interaction is understandable when the means of Group A and Group B at Time 1 and Time 2 are studied (See Table 15). Although Group A improved over time this change was not great enough to offset pre-existing differences between Group A and Group B.

1.b. Case Functions, Group A Time 1 - Time 2 - Group B
Time 1 - Time 2

TABLE 17

Hypothesis Two: Between Group Comparisons:
Analysis of Variance for Group A and Group B
on Attitudes toward Case Functions

Source of Variance	SS	df	MS	F
<u>Between Subjects</u>	908.84			
G (Training Groups)	121.5	1	121.5	1.54
Subjects within groups	787.34	10	78.73	
<u>Within Subjects</u>	317			
T (Time)	4.17	1	4.17	.218
GT	121.5	1	121.5	6.35*
TX Subjects within Groups	191.33	10	19.13	

* $P < .05$

There was significant interaction between Group A and Group B over time, $F(1,10) = 6.35$, $p < .05$. By examining the means, the improvement occurs only for Group A. However, the gain exhibited by Group A does not equal the initial score by Group B. There were no main effect differences.

- 1.c. Group Leader, Group A Time 1 - Time 2 - Group B Time 1 - Time 2

TABLE 18

Hypothesis Two: Between Group Comparisons:
Analysis of Variance for Group A and Group B
on Attitudes toward Group Leader

Source of Variance	SS	df	MS	F
<u>Between Subjects</u>	153.45			
G (Training Groups)	26.04	1	26.04	2.05
Subjects within groups	127.42	10	12.74	
<u>Within Subjects</u>	199.3			
T (Time)	7.042	1	7.04	.38
GT	5.041	1	5.04	.27
TX Subjects within Groups	187.417	10	18.74	

Group A appeared to decrease in their attitude toward the concept group leader from Time 1 to Time 2 while Group B did not change. There were no significant differences between groups over time $F = (1,10) = p > .05$, and no interaction effects.

Pre-Post Test Within Group Comparisons:

- 2.a. My Team, Group A Time 1 - Time 2

TABLE 19

Hypothesis Two: Pre-Post Test Comparisons: Group A
Test of Significance on Mean Differences

Attitudes Toward My Team	Time 1			Time 2		
	$\bar{x}$	SD	N	$\bar{x}$	SD	N
	52.3	5.6	6	58.2	5.0	6

t - value 3.37

$$t_5 = 3.37, p < .05$$

The mean score for Group A increased significantly from Time 1 to Time 2. This finding lends support for the hypothesis, however this finding requires further contrasts with a comparison group or a group not trained as a team in order to fully test the hypothesis.

2.b. Case Functions, Group A Time 1 - Time 2

TABLE 20

Hypothesis Two: Pre-Post Test Comparisons: Group A
Test of Significance on Mean Differences

Attitude Toward
Case Functions

Time 1			Time 2		
$\bar{x}$	SD	N	$\bar{x}$	SD	N
80.0	9.0	6	85.3	8.0	6

t - value 1.71

$t_5 = 1.17, p. >.05$

Group A increased positively in attitude toward the concept case functions between Time 1 and Time 2, however this change is not significant.

2.c. Group Leader, Group A Time 1 - Time 2

TABLE 21

Hypothesis Two: Pre-Post Test Comparisons: Group A
Test of Significance on Mean Differences

Attitude Toward
Group Leader

Time 1			Time 2		
$\bar{x}$	SD	N	$\bar{x}$	SD	N
28.0	2.3	6	26.0	7.0	6

t - value 0.60

$t_5 = 0.60, p. >.05$

The mean score for Group A decreased from Time 1 to Time 2, however the difference was not significant.

2.d. My Team, Group B Time 2- Time 3

TABLE 22

Hypothesis Two: Pre-Post Test Comparisons: Group B
Test of Significance on Mean Differences

Attitudes Toward My Team	Time 2			Time 3		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group B	58.0	6.4	6	53.6	8.3	6
t - value -1.40						
t						
$5 = -1.40, p > .05$						

The mean score for Group B decreased from Time 2 before training to Time 3 following training. This difference is not significant.

2.e. Case Functions, Group B Time 2 - Group B Time 3

TABLE 23

Hypothesis Two: Pre-Post Comparisions: Group B
Test of Significance on Mean Differences

Attitude Toward Case Functions	Time 2			Time 3		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group B	85.3	5.4	6	79.0	10.4	6
t - value -2.53						
t						
$5 = 2.53, p > .05$						

The mean score for Group B on attitudes toward case functions decreased between Time 2 and Time 3. This change is not significant.

2.f. Group Leader, Group B Time 2 - Group B Time 3

TABLE 24

Hypothesis Two: Pre-Post Test Comparisons: Group B
Test of Significance on Mean Differences

Attitude Toward Group Leader	Time 2			Time 3		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group B	29.0	2.7	6	28.8	2.8	6
t - value 0.15						
t						
5 = 0.15, $p > .05$						

There was no significant changes between Time 2 and Time 3 in Group B's mean score on attitude toward Group Leader. This finding does not substantiate hypothesis two.

2.g. My Team, Group C Time 1 - Time 2

TABLE 25

Hypothesis Two: Pre-Post Comparison: Group C
Test of Significance on Mean Differences

Attitude Toward My Team	Time 1			Time 2		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group C	52.1	6.2	15	47.6	7.2	15
t - value -2.47						
t						
14 = -2.47, $p < .05$						

Group C decreased in attitude toward the concept My Team from Time 1 before training to Time 2 after training. This change was statistically significant. The change however was in a negative direction.

2.h. Case Functions, Group C Time 1 - Group C Time 2

TABLE 26

Hypothesis Two: Pre-Post Comparisons: Group C
Test of Significance on Mean Differences

Attitude Toward Case Functions	Time 1			Time 2		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group C	80.3	17.0	15	75.2	9.8	15
t - value -1.48						
$t_{14} = -1.48, p > .05$						

Group C decreased in mean score on attitude toward case functions. This difference was not significant.

2.1. Group Leader, Group C Time 1 - Group C Time 2

TABLE 27

Hypothesis Two: Pre-Post Comparisons: Group C
Test of Significance on Mean Differences

Attitude Toward Group Leader	Time 1			Time 2		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group C	25.0	7.8	15	26.1	3.6	15
t - value 0.75						
$t_{14} = 0.75, p > .05$						

Group C increased in attitudes toward the concept group leader between Time 1 and Time 2. This change was not significant.

III. Hypothesis Three

Subordinates who complete team building training involving participation in problem solving groups with supervisors will rate their own supervisors more positively on task and maintenance behavior.

TABLE 28

Hypothesis Three: Means and Standard Deviations
Group A and Group B on Attitudes toward Supervisors

Attitudes Supervisor		Time 1		Time 2	
		$\bar{X}$	SD	$\bar{X}$	SD
Supervisor	A	88.8	7.4	89.5	4.5
	B	88.5	7.4	91.7	11.0

1. Post Test, Post Test Between Group Comparisons: Mean Scores for Group A and Group B Over Time

1.a. Group A Time 1 - Time 2 - Time 1 - Time 2

TABLE 29

Hypothesis Three: Between Group Comparisons:
Analysis of Variance for Group A and Group B
on Attitudes toward Supervisor

Source of Variance	SS	df	MS	F
<u>Between Subjects</u>	938.13			
G (Training Groups)	5.04	1	5.04	.054
Subjects within groups	933.09	10	93.31	
<u>Within Subjects</u>	357.5			
T (Time)	22.04	1	22.04	2.35
GT	9.38	1	9.38	.68
TX Subjects within Groups	326.08	10	32.61	

Groups A and B changed slightly in a positive direction, between Time 1 and Time 2, although not significantly ($F(1,10) =$ Group A did not change differentially from to Group B at Time 2. While the means for these two groups were the same at Time 1, Group A, the experimental group, changed only slightly after training. Group B, the comparison group, changed more than Group A at Time 2, but this difference was not significant. Hypothesis Three is not substantiated by this training.

2. Pre-Post Test Within Group Comparison

2.a. Group A Time 1 - Time 2

TABLE 30

Hypothesis Three: Pre-Post Test within Group Comparison: Group A
Test of Significance on Mean Differences

Attitude Toward
Supervisor

	Time 1			Time 2		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group A	88.8	7.4	6	89.5	4.5	6
t - value 0.21						
t						
5 = 0.21, $p > .05$						

Group A moved slightly in a positive direction in attitude toward supervisors between Time 1 and Time 2. This change however was not significant.

2.b. Group B Time 2 - Time 3

TABLE 31

Hypothesis Three: Pre-Post Test Comparisons: Group B
Test of Significance on Mean Difference

Attitude Toward
Supervisors

	Time 2			Time 3		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group B	91.6	11.0	6	75.3	8.1	6
t - value -3.10						
t						
5 = -3.10, $p < .05$						

Group B became more negative in attitude toward the concept supervisor between Time 2 and Time 3. This change is significant but in the direction opposite that of the hypothesis $t_5 = 3.10$, $p < .05$. This finding does not support Hypothesis Three.

2.c. Group C Time 1 - Time 2

TABLE 32

Hypothesis Three: Pre-Post Test Comparisons: Group C
Test of Significance on Mean Differences

Attitude Toward
Supervisor

	Time 1			Time 2		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Group C	79.7	25.5	14	84.9	13.3	14

t - value 0.075

t

13 = .075, $p > .05$

The mean score on attitude toward supervisor increased in a positive direction for Group C from Time 1 to Time 2. This increase was not significant and this finding does not substantiate Hypothesis Three.

CHAPTER SIX: IMPLICATIONS

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The results of this study are discussed here in terms of implications for the theoretical propositions and training and evaluation methodologies underlying this team building in-service training project.

I. SUMMARY OF THE STUDY

This study sought to introduce team building concepts and effects through an in-service training program. The ultimate goal or purpose of the training project was to increase the work unit's ability to manage case management/monitoring functions as a team. The means to achieve increased management of this work related problem was seen as group problem solving and individual employee involvement or partnership in, and responsibility for, the affairs of the work group (organization) as well as technical information about coordinating client services. Collaborative employee leadership, or the use of group leadership skills by all members of the work group, was viewed as a means of relating the needs of individuals to the needs of the formal organization, thus increasing the work group's accomplishment of or attitude toward group tasks (i.e., case management functions) and towards group participation (attitudes toward the concept "my team" and "group leader"). It was anticipated that as work groups worked together to solve organizational problems they would depend less on directives from the formal organization or formal group leader and would express more positive attitudes towards their supervisor as an effective manager who is also a member of the team. The underlying philosophical

premise of the training program was that if individuals are involved in the affairs of the work group (formal organization) by assessing needs, setting group objectives, and working together to achieve those objectives; and, that if group members increased their awareness of group leadership skills, that the work team would be more effective and members would express more positive attitudes toward work related problems.

A. Hypotheses

From this general philosophical orientation three specific hypotheses were developed for inquiry:

1. Participants who complete didactic and experimental training on team building will rate group leadership skills as occurring more frequently during a videotape case study they observe.
2. Participants who receive training as a team will express more positive attitudes toward the concept "my team," "case management functions" and "group leader."
3. Subordinates who complete team building training involving participation in problem solving groups with their own supervisors will rate supervisors more positively on task and maintenance behavior.

B. Philosophical Propositions

Philosophical or theoretical and methodological propositions underlying these hypotheses which are elaborated in Chapter Two include:

1. Collaborative Employee Leadership

- a. Supervisory and administrative strategies which make subordinates feel less dependent and submissive and provide opportunities for greater participation in decision making are vehicles for enhancing the integration of needs of individuals and formal organizations.
- b. Democratic, participative, collaborative, employee-centered leadership enhances individual feelings of competence and organizational effectiveness.
- c. Leadership is a set of functions which are the property of groups and these functions should be spread according to the abilities of group members.
- d. Employee-centered leadership or participation provides a basis for developing collaborative work teams to address formal organizational needs at the front line unit of service delivery.

2. Organizational Needs and Individual Staff Needs as Basis for Design of Training Programs

- a. In-service training programs can and should incorporate the needs of individuals (knowledge, skills and attitudes), and the needs of formal organizations (policy, practice procedure, duties, tasks) in order to be effective.
- b. The function of the trainer and or training program is to mediate the engagement between the individual and group (formal organization).

- d. Training programs, by design, should promote individual competencies within the role positions of staff and/or within their interactive work patterns (work groups and role relationships).

3. Role of Training vs. Program Management in Staff Development Programs

- a. The trainer/consultant and/or training program should engage participants or organizations in a process of joint diagnosis of problems and strengths.
- b. Consultants can seldom learn enough about an organization or know what a better course of action should be for a particular organization than the participant or organization can learn for themselves.
- c. The function of training/consultation is to enable participants to become sufficiently good diagnosticians themselves, to see problems for themselves, to share in diagnosis, and to be actively involved in generating remedies.
- d. The knowledge base of the trainer/planner and client/worker/organization are equally valuable and essential in designing effective training strategies. Each party must contribute to the planning, training and consultation process.

4. Process of Training Programs

- a. The following six steps of goal planning provide a structure for designing a training program which

creates a process for change to occur:

1. Involve participants, both individuals and representatives of management from the beginning,
2. Assess strengths as well as needs,
3. Select reasonable, achievable goals,
4. Use individual and collective strengths and resources of both the formal organization and individuals to plan on how to reach goals,
5. Spell out the steps necessary to reach goals,
6. Document who will do what, when.

The results of Hypotheses One and Two are discussed in terms of their implications for the first two of these broad philosophical or theoretical propositions. The results under Hypothesis Three are later discussed in terms of methodological implications for the latter two philosophical propositions addressing the function and process of in-service training programs.

II. IMPLICATIONS FOR THEORETICAL PROPOSITIONS

A. Collaborative Employee Leadership

While it is difficult to draw clear implications from the results of this limited study, some more general discussion is informative to future applications of team building strategies. The effects of employee participation on organizational effectiveness cannot directly be deduced

from the results of this study. Hypothesis One addresses awareness of group leadership skills. Do participants who complete training rate group leadership skills as occurring more frequently? In this study neither experimental group (Group A and C) increased significantly in their rating of awareness of group leadership skills in comparison to their control groups (Group A, Time 2 - Group B, Time 2, $p > .05$), (Group C, Time 2 - Group D, Time 2, $p > .05$).

Within group comparisons of pre-post test results for Group D also were not significant ($p > .05$) and a similar comparison for Group B did not produce significance ($p > .05$).

Hypothesis One was limited to one dimension; that is, awareness of group leadership skills and did not measure practice or use of group leadership skills. One might anticipate that increased awareness may lead to increased practice, however, that assumption is not made here based on this study. The hypothesis was further limited to testing one of the input goals of the program, i.e., ratings of awareness of group leadership skills in a simulated case conference before and after exposure to theoretical concepts and experiential exercises on group leadership skills. Output goals of the training program and those of greatest interest regarding the program need which gave rise to the training program were not assessed. Three output goals of the training which would have lent themselves to further measurement of the hoped for effects of the use of group

leadership skills were:

- 1) To assemble and guide group discussions and decision-making sessions among relevant professional and program representatives, the client and his or her family and significant others to formulate goals and design integrated intervention plans.
- 5) To perform effectively and as a "good bureaucrat" within the organization, to be in a position to develop and modify policies and procedures affecting clients and the effectiveness of the service delivery system.
- 6) To involve participants in problem solving task groups on target problems of the participants' own choice regarding case management/monitoring functions of child protective service delivery.

Hypothesis One was not substantiated and general implication to the theoretical statements regarding the effects of collaborative employee centered leadership on organizational effectiveness and individual feelings of competence cannot be made from this study. Evidence to support propositions regarding the effectiveness of democratic team or group centered management strategies however, abound in the literature. Two of the early writers in the area of management who began to emphasize the group team concept as an important part of organizational and management theory were Douglas McGregor¹ and Renis Likert.² Characteristics of effective work groups reported in their writings include repeated reference to aspects of collaborative employee leadership or the use of group leadership skills:

1. On Collaboration:

Most decisions are reached by a kind of consensus in which it is clear that everybody is in general agreement and willing to go along. However, there is little tendency for individuals who oppose the action to keep their opposition private and this let an apparent consensus mask real disagreement. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action. (McGregor).³

2. On Conflict Resolution:

People are free in expressing their feelings as well as their ideas both on the problem and on the group's operation. There is little pussy-footing, there are few "hidden agendas." Everybody appears to know quite well how everybody else feels about any matter under discussion. (McGregor)

3. On Leadership As a Function of the Members of Groups:

The chairman of the group does not dominate it, nor on the contrary, does the group defer unduly to him or her. In fact, as one observes the activity, it is clear that the leadership shifts from time to time, depending on the circumstances. Different members, because of their knowledge or experience, are in a position at various times to act as "resources" for the group. The members utilize them in this fashion and they occupy leadership roles while they are thus being used. There is little evidence of a struggle for power as the group operates. The issue is not who controls, but how to get the job done. (McGregor)

4. On Inclusion:

Members are skilled in all the various leadership and membership roles and functions required for interaction between leaders and members and between members and other members. (Likert)⁴

5. On Contracting:

The superior of each work group exerts a major influence in establishing the tone and atmosphere of that work group by his or her leadership principles and practices. In the highly effective group, consequently, the leader adheres to those principles of leadership which create a supportive atmosphere in

the group and a cooperative rather than a competitive relationship among the members. (Likert)

6. On Feedback:

The group is eager to help each member develop to his or her full potential. It seems, for example, that relevant technical knowledge and training in interpersonal and group skills are made available to each member. (Likert)

7. On Feedback:

The group processes of the highly effective group enable the members to exert more influence on the leader and to communicate far more information to him or her, including suggestions as to what needs to be done and how the leader could do a better job, than is possible in a one-to-one relationship. By "tossing the ball" back and forth among the members, a group can communicate information to the leader which no single person on a one-to-one basis can do. (Likert)

8. On Problem Solving:

The ability of the members of a group to influence each other contributes to the flexibility and adaptability of the group. Ideas, goals, and attitudes do not become frozen if members are able to influence each other continuously. (Likert)

B. Organization Needs and Individual Staff Needs As a Basis for Design of Training Programs

Design of Training Programs

Hypothesis Two incorporates elements of both organization needs and individual staff development needs and was based on theoretical propositions which suggest that effective in-service training programs should include both aspects of formal organization needs (policy, practice procedures, duties, tasks) and needs of individuals (knowledge, skills, attitudes, self-esteem). Hypothesis Two states that:

Participants who receive training as a team will express more positive attitudes toward the concepts (a) my team, (b) case management functions, and (c) group leader.

One of the input variables in this hypothesis was drawn from the formal organization's stated need, case management functions. The training program was by design structured to address problems in performing these functions. Individual needs represented by input variables included opportunity to work as a group, technical information regarding knowledge and skills related to performance of case management functions, and opportunity to learn about and practice group leadership skills. The output variables of the hypothesis stated that individuals would feel more positive about the target problem (case management) and feel more positive about themselves as a team and as a group leader or member.

Limited results of this study were significant and lend support to the hypothesis, however, the results of most comparisons on this hypothesis were not significant.

Group A, the experimental team did increase positively in attitude toward the concept "my team" between Time 1 and Time 2, ($p < .05$). There was significant interaction between Group A and Group B (the comparison) group over time, $F(1,10) = 3.54$, $p < .10$, however there was not a main treatment effect. Group A improved significantly over time, while there was not a corresponding improvement for Group B. It is interesting to note the similarities on

the attitudinal measure on the my team between the two groups at time two. Treatment effect was greater for one group than the other. On within group comparison, Group C changed significantly in attitude toward the concept "my team", $t_{14} = 2.47$, $p. < .05$, however, this change was in a negative direction. There was no significant change for Group B on this concept. The change for Group C lends support to the hypothesis which stated that "Participants who receive training as a team will express more positive attitudes toward the concept "my team", etc. Group C was a randomly assigned class and not an intact work team. This observation would be stronger had Group A (an intact work team) changed significantly in relation to its comparison group. Group C also was without a comparison group. Another concept rated in Hypothesis Two regarding individual attitudes was "group leader." Group A appeared to decrease in their attitude toward the concept group leader from Time 1 to Time 2 while Group B, the comparison group, did not change. This difference was not significant (see Table 18). On within group comparisons Group B did not demonstrate significant change ($p. > .05$) nor did Group C ($p. > .05$). The mean for Group B remained the same before and after training ($\bar{X} = 29.0$) while the mean for Group C changed slightly in a positive direction ($\bar{X} = 25.0$ to 26.1).

The concept group leader may have been confusing and perhaps used inappropriately in this study. A negative change in attitude toward the concept group leader may have

indicated that the group felt less dependent on a formal group leader. This possibility was not considered at the time the instrument was constructed, rather it was felt a positive change in attitude would reflect greater comfort with the role of group leader. Perhaps a more appropriate concept would have been "team member."

Finally, ratings toward the concepts "case management," "case monitoring," and "case conference" were assessed to measure attitudes toward the formal organization need of overcoming problems associated with case management functions. The score for these three concepts were grouped to form one score labeled "case functions." The mean score for Group A increased from Time 1 to Time 2 ($\bar{X} = 80.0 - 85.3$). There was significant interaction between Group A and Group B over time, $F(1,10) = 6.35$, $p. < .05$ (Table 17). However, by examining the means, the improvement occurs only for Group A. The gain exhibited by Group A does not equal the initial score by Group B. There were no main effect differences. Observations of the training team were that Group A approached the problem solving task more willingly and accomplished more than others exposed to the training program. Within group comparisons for Group B were not significant ($p. > .05$), nor were comparisons for Group C ($p. > .05$), however movement was in a negative direction for both of these groups. It may be that increased exposure to information about a difficult work related problem and the expectation of working in a problem solving task group may

have had the opposite effect than anticipated. Increased awareness of the difficulty of the problem coupled with the expectation that the participants themselves should do something about that problem within a limited period of time and without sanction or support from administration may have resulted in a negative attitudinal change toward the problem.

It is difficult to draw implications from the results of this study based on Hypothesis Two to the broader theoretical proposition regarding the effects which may accrue from training programs designed to address both formal organizational needs and individual staff needs. As the methodology of team building developed one can see a movement away from a primary focus on individual needs to focus on task work within team building efforts.⁵ Outcomes of early applications of the T-group methodology applied to the organizational development setting influenced a movement toward a problem solving group task focus. T-group experiences with "stranger groups" assumed a vacuum of past experiences; hence, they focused on what was happening within the environment and history of the T-group experience. Work groups, on the other hand, have a long history of association and activities. When organizational development theory began to be applied to "family groups" (intact work groups) T-group trainers were not sure what areas to explore and what to leave alone. Contemporary literature on designs of team building experiences, however, support the theoretical

propositions underlying this study which direct team building training programs to work oriented task focus while seeking to enhance the ability of individual staff to contribute productively from their organizational role positions. The earlier "stranger" T-groups disbanded and never met again after training while work units continue intact after training sessions and people have to be responsible through time for issues raised in the group. Thus team building training programs must take into account the realities of the organizational setting in which training takes place.⁶

An observation regarding the differences between team and randomly assigned group exposure to the training program might be made based on the historical evaluation of T-group application in team building programs. Group C, a randomly selected class as opposed to an intact work unit, changed more significantly and became more negative on Hypothesis Two toward the concept "my team" ($p < .05$). This finding while statistically significant is without a comparison group. However it is possible that this finding suggests that team building training outside the structure of one's work group is less effective. As noted above, there is evidence in the literature to support this assumption. Such evidence suggests that sending people away for team building experiences does not result in major improvements in the back home setting.

It has been noted that when a manager returns to the work setting, the unit to which he or she belongs continues in the old behavior and eventually the pressures and influences of the back home situation erase the effects of the training.

While Group C's pre-post change score on attitude toward the concept "my team" is not strong enough to confirm this implication the general view of the training team was that the training was more effective with intact work groups. This suggests that for team development to be effective that the unit in need of training is not only one member or the supervisor but the whole unit or working group. Everyone who works together needs to learn new, more effective ways of problem solving, planning, decision making, coordination, integration, sharing information and dealing with problem situations as they arise. If the total unit can be changed perhaps it is likely that new behavior will be sustained over longer time frames.

Harvey and Davis⁸ identify differences between T-Groups in laboratory "stranger group" settings and non-laboratory group settings or work units.

1. Participants in laboratories are similar in personality structure. Their value systems are essentially congruent with the values of laboratory training and laboratory trainers. Persons from non-laboratory organizations tend to have much more diverse, or at least different, personality.
2. Laboratories are temporary systems. Non-laboratory organizations tend to have continuity and long-term existence.

3. In the laboratory, the problem is to build an organization. In other organizations, the problem usually is to change existing organizational systems.
4. Laboratories are social systems. Non-laboratory organizations are sociotechnical systems.
5. Laboratories are oriented toward the individual and small groups. Non-laboratory units are oriented toward the larger organization.
6. Laboratory trainers are line managers. Organization consultants are staff persons.
7. Laboratory organizations provide rewards which are essentially intrinsic in character. Non-laboratory organizations tend to provide rewards which are extrinsic.
8. Data are more readily available in laboratory organizations than in non-laboratory organizations.
9. Feedback is more readily available and less equivocal in laboratory than in non-laboratory organizations.

William Dyer⁹ noted that as organizational development practice advanced that T-Groups shifted to take into account the difference of the new intact work group setting. It became clear that the need was not just to let people get feedback, but to help the worker unit develop into a more effective, collaborative, problem solving unit with work to get out and goals to achieve. This movement toward training a group of interdependent people in collaborative work and problem solving procedure supports the theoretical propositions about in service training programs underlying this study.

III. Implications for Training Program Methodologies

A. Role of Training vs. Program Management in Staff Development Programs:

Implications from the results of data on Hypothesis Three can be made regarding the role relationship between outside trainers or consultants and the role of program supervisors or managers. It is not uncommon in seeking solutions to organizational problems for program management to seek outside consultants (trainers) as arrangers of solutions for the organizational problems they are experiencing. Likewise, it is not uncommon for trainers (consultants) to want to take over and attempt to solve these organizational problems. Propositions underlying this study suggest that the function of training/consultants is to enable organizational participants (staff and management) to solve problems themselves rather than for consultants to generate remedies.

Ultimately the supervisor or manager (formal group leader) is responsible for the development of his/her work team. Therefore, the supervisor should lead and ultimately take responsibility for team building efforts. This does not suggest that leadership cannot be viewed as a function of the members of the work group, but rather to recognize the formal organizational role of the supervisor. Ultimately, the development of a work team that can regularly stop and critique itself and plan

for its improvement lies in the domain of management, not training or with outside consultants. It is the manager's responsibility to keep a finger on the pulse of the organization and to plan appropriate actions if the work unit shows signs of stress, ineffectiveness, or operating difficulty. Many managers however, are not adequately prepared to diagnosis and plan actions to maintain or improve their teams. The role of consultation or training thus emerges. The trainer's job is to get the process started but not to take over.

One of the shortcomings of this study on team building was that it drew heavily on the expertise of the training team and ignored the supervisor's formal organizational role and responsibility for team development. Supervisors did participate in training but not within their supervisory role. The training team inadvertently took over this role. The role of the trainers should have been one of working with the managers to the point that the managers were capable of engaging in team development activities on a regular basis. In retrospect the trainer and supervisor should have formed their own team in working through the initial team-building program insuring that the manager was vested with the responsibility for team building activities and that the end result of the trainer's job was to leave the manager capable of continuing the team-development process with the

assistance of the training team.

Hypothesis Three regarding ratings of supervisors may be interpreted within this context as a basis to explore this critical understanding of the roles and responsibilities of trainers versus supervisors or managers. Group A did not change significantly in relation to Group B, its Comparison Group on Hypothesis Three, $F(1,10) = .29, (p. > .05)$. Group C also did not change significantly ($p. > .05$). Attitudes in both of these groups did move toward the positive end of the scale but the change was small and not significant. It may be that the participants were indicating some increased awareness of leadership issues or skills in general as a result of exposure to leadership theory. Group B however changed negatively in attitude toward their supervisor after training. This change was statistically significant ($p. < .05$). One question whether this result may reflect the failure of the training program to significantly empower the role of the supervisor in responsibility for team building.

B. Process of Training

Theoretical propositions underlying this study suggest that the process of design and delivery of in-service training programs is as critical as issues related to role relationships, content and focus. While no hypotheses were generated in this study to assess this dimension of training, general observation

of two aspects, assessment of need and trainee commitment, are useful to help understand some of the implications based on this study.

1. Assessment of Need

Before any team development program begins, a systematic assessment of conditions that need improving and the appropriateness of team building as a strategy to address that need is essential. In this study, the assessment of need which produced the training program design was drawn from loosely articulated desires on the part of upper level management for increased unit level effectiveness and cohesiveness. The visionary basis on which the assessment of appropriateness was made was inadequate perhaps to justify a team building solution. While an assessment of need was made regarding problems individuals were encountering regarding case management (data gathering process of the Q-Sort Exercise) this assessment alone was inadequate to justify a team building design. A fuller assessment and engagement of intact work units would have been an appropriate precondition to design of the training program. This could have been done with Groups A and B since they were slated for team building. Ideally, all units would have been trained as teams. This however, was not possible within the constraints of this study because of limits of resources and time.

Reflecting on the motivations which gave rise to the team building training program, the interests of this investigation in introducing collaborative leadership approaches to the organization may have colored any real assessment of need or appropriateness of team building to organization problems. The motives of administration of the agency were more visionary ("if only people would work together more") and not specific. These factors may have contributed to the relatively low commitment on the part of management to the training program in spite of earlier efforts to "sell" the program to the staff.

Finally, the training team may have inadvertently allowed their "reputation" to be a selling point for the program as opposed to any sincere assessment of need at the individual team level. A clear implication which can be drawn from this experience is that the team development should begin with a strong "felt need" to improve some basic condition or process that is interfering with the achievement of organizational goals. An assessment of need at the unit level, unit by unit, may have cleared up the issue of appropriateness of the application of team building principles. It may also have provided data to suggest differences between units and thus

suggested different designs for different teams.

A clear implication from this study is that depending on need, different team-development designs may be appropriate. It makes little sense to conduct team-development designed to improve trust and communication if the problem is lack of clarity in job assignment. Certainly, that which works for one group does not necessarily work for another. This may suggest that the needs of Group A and B in this study were; in fact, quite different.

2. Nature of Trainee Commitment

In order for team building to be effective the members must be committed to the program or at least indicate a minimal commitment to participate. Commitment can be increased if people understand why the program is being proposed and if they have an opportunity to influence the decision to go ahead with the program. As noted in comments under assessment of need, inadequate attention was devoted to this critical phase at the unit level in this study. Any future application of this study should give adequate attention to the preparation phase to insure that the purpose of team building is appropriate to organizational needs, and that participants are involved in planning for team building from the beginning.

IV. IMPLICATIONS FOR EVALUATION METHODOLOGIES:

Beyond the evaluation methodologies employed in this study several others were considered but rejected because of their lack of feasibility at the time or degree of intrusion on the host agency and participants. These strategies however may suggest reasonable alternatives in future applications of team building strategies.

A. Cognitive Testing:

The objective of differentiating case management functions, duties, tasks, knowledge and skills might have been assessed by a cognitive test constructed on the basis of identified competencies based on performance of these functions.

A cognitive test was considered but determined inappropriate at the time the training program was under development because the host agency was in the process of defining policies and procedures to guide case management and monitoring functions. These procedures did not have administrative clearance for dissemination and were undergoing further modification prior to implementation. Therefore the procedure was not available to guide the construction of a knowledge test. It was determined that a general knowledge test based on professional literature could be constructed but that such a test might cause confusion within the agency on clarity of agency policy, which was in

fact not clear.

A further cause for rejecting a knowledge test was the fact that the casework staff was about to undergo a civil service exam and it was determined that a knowledge test on child protective services case management functions might be disruptive to that process of influence the staff's performance negatively on a civil service test by predisposing them with a particular bias.

This evaluation strategy however may prove beneficial in future studies.

B. Assessing Impact of Problem Solving Work Groups

The objective of applying group leadership skills in problem solving work groups or target problems could have been assessed through follow up studies based on participant self reports, by observer ratings of problem solving sessions or work processes themselves such as case conferences, or by use of goal attainment scales.

These strategies were not selected for inclusion in the design of this study because the training program design encouraged groups to select individualized problems, thereby complicating the management of evaluation procedures. Three alternatives were considered however, before these strategies were abandoned. One was to collect participant self-reports on use of group leadership skills in

problem solving meetings. However, self reports were rejected because of difficulty in determining validity. A second alternative considered but rejected was for unbiased observers to observe participants in problem solving meetings and to record the use of group leadership skills by identifying discrete behaviors of participants. It was felt that this procedure would be costly and disruptive to the training program itself. Obtaining inter-rater reliability was also considered an obstacle. Finally, the use of goal attainment scales was considered. This alternative was rejected because it was felt that the amount of time required by the participants in constructing scales and determining levels of performance behaviorally as groups would be disruptive to the training program. Administratively, this alternative would have required the development of a separate instrument for each of the six problem solving groups formed in the training program.

These strategies may be of value in future studies.

C. Assessing Impact of Use of Group Leadership Skills on the Job

The objective of applying group leadership skills in carrying out case management/monitoring functions on the job may have been assessed through observations of participants themselves in actual case conferences on the job.

Factors which ruled out this procedure included the fact that it did not seem likely that exposure to a limited six week (18 hour) training program would have an immediate effect on a generalized work activity outside the training environment, i.e., case conferences. A second factor making observation on the job impractical was the logistical difficulty of tracking participants in case conferences. Case conferences normally involved a single child protection caseworker together with his/her supervisor and three to six representatives of different agencies or division of the agency. Tracking trainees in these situations would have required extensive observations of a great many conferences in order to obtain data on sufficient numbers of trainees.

This strategy may prove feasible at some future date, however, a training program of such limited duration may not produce long-term effects without strong administrative, supervisory, and/or peer support to warrant on the job observations.

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CHAPTER SEVEN: CONCLUSION

This project discussed an in-service training program on team building which presented group leadership concepts to child protective service workers as a means of developing more effective team interaction while working to overcome problems associated with case management functions. The design of the training program focused on the application of group leadership skills to work-related needs of the worker's own choice regarding case management. The setting in which the training program was conducted was a large metropolitan Department of Social Services.

Team building was defined as the collaborative use of group leadership skills by members of work teams. Group leadership was defined as behavior patterns (as opposed to formal role assignments) used by individuals within a work group to influence others in task functions and maintenance functions. Group leadership skills taught in the training program include the use of collaboration, inclusion, problem-solving, conflict resolution, contracting, feedback and termination.

Employee oriented leadership at the team level was viewed as a means of integrating the needs of individuals and of formal organizations as these two sub-systems interacted in pursuit of goal attainment and need satisfaction. The ultimate goal or purpose of the training project was to increase the work unit's ability to perform case management functions by utilizing group problem solving techniques and through individual employee partnership in and responsibility for the affairs of organization.

Underlying the conception of this training program was the hypothesis that if individuals are involved in the affairs of the work group (formal organization) by assessing needs, setting group objectives, and working together to achieve those objectives; and if the group members utilize group leadership skills, that the work team would be more effective as a

unit on group tasks, and that members would express more satisfaction regarding work tasks addressed by the training program.

Training Program

Since the enactment of the N.Y.S. Child Protection Services Act of 1973, which encouraged reporting of suspected child abuse and neglect, the need for comprehensive services for children and families regarding child abuse and maltreatment issues has become increasingly more evident. The Department's Division of Services, through its telephone hotline, has collected several years of data that documents the increased awareness of state residents concerning child abuse/neglect issues and reports of incidents of actual abuse and neglect. The Department also has determined that child abuse/neglect is occurring statewide at an alarming rate.

The coordination of client services is critical in the provision of protective services to abusing and neglecting families since these clients usually receive services from several different agencies and programs and from professionals with different areas of expertise and different orientations. The coordination or management of these services is necessary to safeguard and ensure the child's well-being and development and to preserve and stabilize family life wherever appropriate.

In responding to needs to further refine caseworkers' knowledge and skills in case management this training program was directed by the following goals:

- 1) To assemble and guide group discussions and decision-making sessions among relevant professional and program representatives, the client and his or her family and significant others to formulate goals and design integrated intervention plans.

- 2) To monitor adherence to the plan and to manage the flow of accurate information within the action system to maintain goals orientation and coordination.
- 3) To provide "follow-along" counseling and information to help the client and his or her family in situations of crisis and conflict with service providers.
- 4) To complete necessary paperwork to maintain documentation of client progress and adherence to the plan by all concerned.
- 5) To perform effectively and as a "good bureaucrat" within the organization to be in a position to develop and modify policies and procedures affecting clients and the effectiveness of the service delivery system.
- 6) To involve participants in problem solving task groups on target problems of the participants' own choice regarding case management/monitoring functions of child protective service delivery.
- 7) To present theoretical and practical material on case management and monitoring.
- 8) To present didactic and experiential concepts and skill building exercises on group leadership.

The specific objectives of the training program were:

1. To identify behavioral examples of seven group leadership skills within a videotaped case study of a case conference, in which workers carry out case management/monitoring functions;

2. to demonstrate increased positive attitudes toward:
 - a. team work
 - b. case management/monitoring
 - c. group leader
3. to list and differentiate case management and monitoring functions, duties, tasks, knowledge and skills;
4. to apply seven group leadership skills in small problem-solving groups on a target problem of the group's own choice; and
5. to apply group leadership skills in carrying out case management/monitoring functions on the job.

Prior to the initiation of the training program, participants were asked to identify five problems they were encountering in carrying out case management and case monitoring functions. A composite list of needs was generated through this needs assessment process by the training staff, based on the raw data from participants. The final list of non-duplicative needs included 25 items. These items, drawn from the trainees, were typed individually on 3 by 5 cards for use in a Q-sort activity in the training program.

At the outset of the training program, trainees were asked to participate in this Q-sort activity in small work groups. This activity consisted of each member sorting the above described cards into priority piles until each member had identified three priority issues. Participants were then asked as small work groups to achieve consensus on three issues as a group. Later in the training program, each group was asked to pick one issue and to work as a group in applying problem-solving techniques on that issue as a group.

The training program design consisted of two major activities;

group problem-solving task work, and didactic presentations and experiential exercises related to the seven group leadership skills defined earlier. In the first session, members were asked to reflect on the group process which occurred while prioritizing target problems and were introduced to concepts related to "inclusion" as a group leadership skill. In the second session, group members worked to reach consensus on one target problem and were introduced to the concepts and skills of "agenda setting" and conflict resolution. This session was also devoted to differentiating case management from case monitoring and to identifying the functions, duties, tasks, knowledge and skills of each function. In each session, participants were asked to reflect on the process of their task group as they were exposed to each of the seven group leadership skills.

In session three, participants were exposed to a problem-solving model and asked to apply that model in their small work groups. Problem-solving work continued in session four, and members were introduced to the group leadership skill of "feedback." In session five, members were exposed to a leadership theory (LEAD) and asked to assess their task and maintenance leadership styles. Alternative leadership styles were applied to various group process situations and various combination of leadership functions were applied to a variety of case management situations.

In the final session, participants were asked to begin finalizing work on their target problem and were exposed to skills related to "termination." In this final session, participants watched a videotape of a case conference in which group members performed the functions of case management and monitoring. Two versions of the same case conference were presented, one in which group members used a minimum of group leadership skills, and a second version in which members displayed more use of

group leadership skills. Through this activity, participants were able to identify and critique the use of group leadership skills in relationship to the work related need of coping with problems related to functions and tasks of case management and case monitoring. This final activity served to integrate the seven group leadership skills and to summarize the training program.

Evaluation

During the design phase of the training program, the training team initially constructed a 79 item list describing aspects of group meetings and leadership behavior that are part of work activities. The initial 79 items were derived from the seven group leadership skills described earlier. These skills or group leadership descriptors were based on a review of literature conducted by the training team.

This initial list of items was not discrete, since some items represented three or more group leadership categories. The original items were reduced using a Q-sorting technique, after which 45 items were retained. These data were analyzed using both item analysis and factor analysis procedures. The remaining 36 items formed the seven group leadership categories described earlier.

The Group Leadership Scale, a semantic differential instrument measuring attitudes toward the concepts "case management/monitoring", "my team" and "group leader" were used as pre and post tests, along with a standardized instrument, the Organizational Behavior Descriptor Survey, to evaluate the training program. Control and experimental groups were identified in the evaluation design.

Two groups were trained as intact work units, one serving as the control for the other. Two other groups were composed of randomly

assigned individuals, one group serving as the control for the other. Three hypotheses were developed from the theoretical underpinnings to focus the evaluation. These were:

Hypothesis One:

Participants who complete didactic and experiential training on team building will rate group leadership skills as occurring more frequently during a videotape case study they observe.

Hypothesis Two:

Participants who receive training as a team will express more positive attitudes toward the concepts (a) my team, (b) case management functions, and (c) group leader.

Hypothesis Three:

Subordinates who complete team building training involving participation in problem solving groups with supervisors will rate supervisors more positively on task and maintenance behavior.

Evaluation results from this initial study did not substantiate any of the three hypotheses, and the results of this study are not considered conclusive.

Results from this study did not support hypotheses based on theoretical propositions regarding the effectiveness of employee centered leadership models, however evidence lending support to these propositions abounds in the literature. There appears to be value then in further explorations designed to introduce team building concepts and effects through in-service training programs.

Results regarding Hypothesis Two which was based on theoretical propositions supporting the desirability of addressing both formal organization needs and individual staff needs in training designs were not substantiated in this study.

Results regarding Hypothesis Three may raise the question as to whether supervisors were appropriately involved in the training program. Rather than involving supervisors from their management position, they were treated more as co-participants along with casework staff. Theoretical propositions on team building suggest that this practice may have been ineffective and undermined the supervisor's role and responsibility to lead the work unit in team development. Propositions on consultation support this concern regarding the role of supervisors in team building and state that the function of trainers/consultants is to enable organizational participants (staff and managers) to solve problems themselves rather than for consultants to generate remedies.

Implications regarding the theoretical propositions underlying this study suggest that team building is most effective when everyone who works together is engaged together in developing ways of solving problems, planning, making decisions, sharing information and dealing with problem situations.

Recommendations for future applications of team building training designs should insure:

- 1) that there is clear sanction and active support of management/administrative support for the team building activity
- 2) that the total work unit is involved from the beginning in a joint diagnosis of problems and needs
- 3) that supervisors are enhanced in their role and responsibility to lead the work group in addressing group problems

- 4) that process and content is not overemphasized at the expense of problem solving task work
- 5) that feedback loops to formal organizational decision making points are planned for from the beginning to insure that the efforts of staff to solve work problems is given serious consideration

Finally, evaluation designs of team building training program in future studies should attempt to assess all program objectives and in addition to measuring knowledge and attitude change, attempt to measure skill and program impact. Strategies which seem most productive to pursue include attempts to ensure problem solving progress, perhaps through use of goal attainment scales, or impact of problem solving outcomes on changes in organizational policy, practice or organizational climate.

While the evaluation data on the training program was somewhat limited, general implications suggest changes in the training design and evaluation strategy more than they suggest re-evaluation of the theory supporting team building. The introduction of more democratic leadership styles and group process through in-service training, did appear to have some positive effects on the functioning and productivity of some teams on group tasks. Many of the small work groups made progress in solving their target problem. The most frequent problem picked by groups was "how to close marginal cases." Work groups struggled with this issue during the process of the training program and produced definitions of marginal cases and criteria for decision-making related to that issue. These data however were not captured by the evaluation design.

In conclusion, the training team became aware that in order for team building to occur that participation must be voluntary, based on a thorough needs assessment to determine if team building is appropriate, and third, that introducing concepts of democratic participation is

difficult in a public bureaucracy given to formal authority, hierarchy
and order.

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