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FACILITATIVE LEADERSHIP

SCDSS OPPORTUNITY FOR AN
ORGANIZATIONAL CULTURE SHIFT

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January 21, 2003

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STATE DOCUMENTS

When the current administration of the South Carolina Department of Social Services came in 1999, there were a host of changes that would soon be taking place. Initially, there was a shift in the focus at DSS from economic services and welfare reform to human services and child welfare. In the spring, the shift to performance management began with the development of outcomes for each agency program. The message was that we are trying to move away from conform, control, comply and having the numbers look good to that of growth, learning and what the numbers are telling us about our programs and how to use this data to make continuous improvements. Shortly after this the upper management structure would change with the elimination of the seven regional offices. The regional offices served as a link between the county offices and the state office with each region supporting about six counties. The county offices would now be guided by the deputy director of county operations through one of three directors of management support. As a member of the management support team, the mission is to provide professional and technical consultative services to the county directors and their management staff. The goal is to enhance program performance, to assist with problem identification and resolution, to promote continuous quality improvement and to reflect the facilitative leadership style of management.

The shift in the above mentioned focus, message and structure were to be the beginnings of an organizational culture change for DSS. *Organizational culture:* patterns of beliefs, values, rituals, myths and sentiments shared by the members of the organization. It influences behavior of all individuals and groups within the organization.¹

The strategy for this culture shift is to come through a leadership model known as Facilitative Leadership. *Facilitative Leadership:* a values-based, systemic leadership philosophy founded on the core values and assumptions, principles, and methods of the skilled facilitator approach.² Facilitative leadership is also a way to develop structures, policies and procedures, and programs that contribute to, rather than undermine, the goal of DSS, which is to help people live better lives. The facilitative leader helps groups and individuals become more effective through building their capacity to reflect on and improve the way they work.

To move this process forward, the agency contracted with Roger Schwarz and Associates to provide training on Facilitative Leadership. In May of 2001, the three-day training sessions began and are ongoing twice a year. Staff Development and Training at DSS also provides facilitation skills and theory as part of their management track. The Schwarz training is directed toward the county directors and their upper management.

¹ Harrison, R., & Stokes H. (1992). *Diagnosing Organizational Culture*, San Francisco: Jossey-Bass, p.1

² Schwarz, R. (2002). *The Skilled Facilitator*, San Francisco: Jossey-Bass, p.327

The goal of this project is to determine to what degree those participants are using the model and principals of Facilitative Leadership. Specifically a level three evaluation of the Schwarz training. *Level three evaluation:* to discern if there has been a change in the job behavior as a result of a training endeavor.³

The data utilized in this project originates from three sources, observation, surveys and interviews.

I conducted an interview with Mr. John M. Bond, Deputy Director of County Operations as an initial point in this research. There were two basic questions. What brought DSS to seek training on Facilitative Leadership and what are the expectations for participants in this training? Mr. Bonds response: *Facilitative Leadership is part of a minimum skill and knowledge set that a County Director should posses or acquire in order to perform in accordance with the agency's strategic development. Facilitative Leadership fits well with performance management and the initiatives this administration is trying to implement. It is the technique with which we will use to change the way we do business.* In response to the second question, *to begin to engage with their management staff using the model as a leadership style. Recognizing that there are different levels of expertise and subject knowledge among the counties, but never the less, to begin use of this model.*

³ Kirkpatrick, D. (1996). Evaluating Training Programs, San Francisco: Berrett-Koehler, p.23

The survey instrument was formulated by a focus group comprised of a diverse group of individuals from across the agency that were knowledgeable on the content of facilitative leadership. Information was received that Clemson University was a sponsor of the training and would be required to survey the participants. After conversations with Kinley Sturkie of Clemson University, it was mutually agreed upon that we would work together on this effort. The instrument was provided to Clemson University and some open-ended questions and additional demographics were added. The questions in the instrument are grouped into categories. The categories are the key elements to *the skilled facilitator approach*.⁴ The categories in the survey are; Core Values and Ground Rules, Group Effectiveness Model, Model I and II Behavior, Diagnosis Intervention Cycle. There is also a section on the Facilitative Leadership model as a whole along with open-ended questions and demographics. The scale used in this survey is a ten-point degree of time scale. A copy of the survey is included in the appendix. (See Appendix A) The survey was administered by mail to all 86 participants of the training. Of the 86 participants 33 were County Directors. The survey data was received in an SPSS format from Clemson University and entered into the agency's survey software. There were a total of 42 responses received from the survey of which 15 identified themselves as County Directors. The reports for the data analysis were produced from the

⁴ Schwarz, R. (2002). The Skilled Facilitator (2nd ed.) San Francisco: Jossey-Bass, p7.

responses of County Directors. The analysis utilizes a full frequency distribution report, and a favorable unfavorable report showing the five highest and lowest scoring items. Copies of these reports are included in the appendix. (See Appendix B and C respectively)

For the purposes of reporting on the survey data a *favorable indication* is one in which a respondent answered an item in the 80 to 90 percent of time or in the 90 to 100 percent of the time range. Likewise, an *unfavorable indication* is one in which a respondent answered an item in the 0 to 10 percent of time or 10 to 20 percent of the time range.

Of the four categories, group effectiveness model had a favorable indication of 21.4%. The others were diagnosis intervention cycle 34.2%, core values and ground rules 34.4% and model I and II behavior 35.8%. The group effectiveness model is useful as a tool in that it enables you to identify when groups are having problems, identify the causes that generate the problems, and begin to identify where to intervene to address them. In creating new groups, the model helps identify the elements and relationships among them that must be in place to ensure an effective group.⁵ In the category of core values and ground rules, questions 5 and 6 had the highest favorable indication with 60. % and 57.1% respectively. These questions are related and deal directly with effective communication. The lowest favorable indication, 14.3%, in this category was question 2. To what degree do you use the core

⁵ Schwarz, R. (2002). The Skilled Facilitator, (2nd ed.). San Francisco: Jossey-Bass, p.7

values and ground rules outside of the workplace. In the category of model I and II behavior, question 14 is reversed scoring and 0% indicated that they achieve their goal through unilateral control. This is a most favorable response and would suggest that the strategies of model II behavior which are the ground rules are in play. The lowest favorable indication in this category was question 17 with 28.5%. The question, to what degree do you reflect on your theory in use in order to improve your problem resolution skills. The category of diagnosis intervention cycle consisted of 2 questions. Question 19 should have been placed in the model I and II behavior category. The diagnosis intervention cycle is a tool with which one would use to diagnosis someone's or a groups behavior, infer the meaning of the behavior, and decide whether to intervene with the intent of making the group more effective. Both of the questions in this category had a relatively low favorable indication. Question 18, to what degree do you use the steps in the cycle, received 30.8% and question 20, to what degree do you use the cycle to test assumptions, received 28.5%. In the Facilitative Leadership Model category 69.2% indicated that the model is useful in their style of leadership and 50.0% encourage the use of the model, questions 22 and 23 respectively. However only 7.7% indicate that they get together with their colleagues to practice the model, question 24. The response for question 26 was also low at 7.1%; to what degree have you consulted the training manual to improve the quality of your leadership knowledge and skills.

As part of this research project I have had the opportunity to speak informally with several County Directors about the Facilitative Leader approach. Of the six Directors I spoke with four are enthusiastic and have shared stories of how the model is working in their counties. Some of these Directors have started to send their staff to the DSS training of Applied Facilitation which is based on the Schwarz model. One Director expressed that they see how it could be good and uses some aspects of the model but that it is giving up too much power. Another Director expressed no interest at all in the use of the model.

I also had the opportunity to observe Facilitative Leadership in practice in the field. I was asked by Beaufort County to facilitate their process improvement project. Mr. Fred Washington, Beaufort County Director, stepped forward early when the agency started talking about DSS Program Redesign. He chose to undertake this effort using the Facilitative Leadership Approach. First he announced to his staff the program redesign concept and the flexibility that counties were given to implement it. He opened participation of this effort to all staff. At the initial meeting with those who showed interest in the project, Mr. Washington shared the concept of redesign, advised the group of his role as a participant, and described the boundaries of this groups charge. He also shared the core values and assumptions of the Facilitative Leadership model and stated that this would be the basis from which he would operate. From here the meetings were turned over to the facilitator and the work began. The

outcome from this experience were astounding. The product was built by the people who would be using it. It created bonds among the subcommittees and fostered teamwork at a level that I had not experienced. Trust was established and increased. Conflict was reduced and the quality of work life increased. This was a change that was going to come; Mr. Washington chose not to force this upon them but to let them create it themselves through a structured process.

Based on the above data sources; survey, interviews, and observation, I would surmise that the Facilitative Leadership Model has begun to be employed at the South Carolina Department of Social Services. I have seen through direct observation the model in practice and a shift in how one County Director has chosen to lead his county office. The interviews overall were positive and the majority have bought in that this is an effective leadership style. They are at various stages but nonetheless have begun implementation. There is harmony in the survey results. The category of Model I and II behavior, which is the basis of Facilitative Leadership ranked the highest. It was followed by Core Values and Ground Rules which are the strategies for the model. The tools, Diagnosis Intervention Cycle and the Group Effectiveness Model came in third and fourth respectively. Lastly there is a commitment at the executive level that this effort is worthwhile and would like to see a shift from control and compliance to one of mutual learning and growth. This is evident in the way they have introduced new initiatives. The core concept of the initiative is given,

boundaries are established with great latitude and best practices are made available. The County Directors are charged with implementation in a way that will work best with their county dynamics, and support is available through a management support division at the state level. There is also a follow up version of Facilitative Leadership that is provided through the staff development and training division of DSS that is open to all levels of management.

Full implementation of the model will most likely be a slow process for a couple of reasons. One, there are still about 13 County Directors that need to receive the training and it is being offered about twice a year. Two, the model has to be accepted by the participant, it is a choice for them to use or not. It cannot be forced or required, for that would be in direct conflict with the model itself. Three, it must be modeled at the executive level and with the likely change of leadership, due to the results of the most recent election, this style of leadership may or may not be supported and nurtured.

The survey data will be kept in the Corporate Pulse database. This will be used as baseline data and the survey process will be repeated as new participants complete the Facilitative Leadership training from both Schwarz and Staff Development and Training at DSS. This will allow trend analysis and continue to identify where the strengths and opportunities are. A 360-degree survey is also being considered for the participants.

BIBLIOGRAPHY

- Harrison, R. & Stokes, H. (1992). Diagnosing Organizational Culture; San Francisco: Jossey-Bass.
- Kirkpatrick, D. (1996). Evaluating Training Programs; San Francisco: Berrett-Koehler
- Schwarz, R. (2002). The Skilled Facilitator; San Francisco: Jossey-Bass

Appendix A

**S.C. Department of Social Services
Training Evaluation Survey
August, 2002**

CLEMSON

UNIVERSITY

August 6, 2002

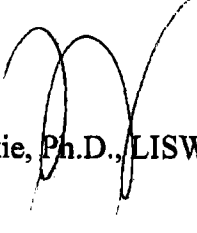
Dear Professional Colleague:

As you are aware from your participation in the Facilitative Leadership training with Roger Schwarz and Associates, D.S.S. has made a significant temporal and financial investment in introducing this model to its management personnel. We are now surveying the training participants to understand, in part, what elements of the Facilitative Leadership model are regarded as most and least beneficial, the degree to which these elements are currently being employed, and what, if any, additional Facilitative Leadership training would be appropriate.

Enclosed you will find a survey instrument that was developed in conjunction with your agency, including persons who attended the training. We are requesting that you fully complete the survey by August 15th and return it in the enclosed, self-addressed, stamped envelope, or by faxing it back to us at (864) 656-1252. The findings will be shared with you and your agency, though in aggregate form. The anonymity of individual respondents will be maintained.

We greatly appreciate your participation. If you have questions about this study, please call me at (864) 656-3820, or email me at dkstr@clemson.edu.

Thank you and best wishes.


Kinly Sturkie, Ph.D., LISW
Professor



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**S.C. Department of Social Services
Training Evaluation Survey
August, 2002**

Thank you for helping us evaluate *The Facilitative Leader Workshop*. Please answer the following questions as honestly as possible. Be assured your anonymity will be protected and your responses will only be reported to your agency in aggregate form.

For each of the following questions, please indicate your response by any sign (X, ☑, ☒, ■) for the alternative answers provided for each item.

The scale has been set up in percentages of time in ten-degree increments. Please mark the box that reflects the amount of time you devote to each item.

0-10%
 11-20%
 21-30%
 31-40%
 41-50%
 51-60%
 61-70%
 71-80%
 81-90%
 91-100%

Core Values and Ground Rules

- | | | | | | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | To what degree do you use the Core Values and Ground Rules in your staffing and meetings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | To what degree do you use the Core Values and Ground Rules outside of the work place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | To what degree are you aware of your own behaviors as a result of Core Values and Ground Rules use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | To what degree do you test assumptions and inferences? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | To what degree do you share all relevant information? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | To what degree do you focus on interests and not positions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | To what degree do you balance advocacy with inquiry? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | To what degree are next steps and ways to test disagreements jointly designed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | To what degree are decisions made and supported by all group members? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Group Effectiveness Model

- | | | | | | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. | To what degree do you use the Group Effectiveness Model (GEM) to diagnose problems your group may be facing? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | To what degree do you use GEM to form new groups or teams? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Continued.

0-10%
11-20%
21-30%
31-40%
41-50%
51-60%
61-70%
71-80%
81-90%
91-100%

Model I and II Behavior

- 12. To what degree do you minimize the expression on negative feelings?
- 13. To what degree do you examine possible consequences of acting directive?
- 14. To what degree do you achieve your goal through unilateral control?
- 15. To what degree do the core values of Facilitative Leadership align with your own values?
- 16. To what degree do you explain your reasoning for decisions to others?
- 17. To what degree do you reflect on your Theory-in Use in order to improve your problem resolution skills?

Diagnosis Intervention Cycle

- 18. To what degree do you use the steps in the cycle?
- 19. To what degree do you reflect on the values and beliefs that guide your leadership behavior?
- 20. To what degree do you use the cycle to test assumptions?

Facilitative Leadership Model

- 21. To what degree do you use the model as a whole?
- 22. To what degree is the model useful in your style of leadership?
- 23. To what degree do you encourage the use of the model?
- 24. To what degree your colleges and you get together to practice the model?
- 25. When you have found yourself in difficult personal situations, to what degree has the model helped you to make your interaction more effective?
- 26. To what degree have you consulted the training manual to improve the quality of your leadership knowledge and skills.
- 27. To what degree do you act consistently with the principles that guide the facilitative leader's role?
- 28. To what degree do you use facilitation tools and techniques in order to reflect on your organizational behavior?



Continued.

For each of the following questions, please indicate your response by any sign (X, ☑, ☒, ■) for the five alternative answers provided for each item.

	To a very great extent	To a great extent	To a moderate great extent	To a small great extent	Never/Rarely	Not applicable
29. I left the training feeling competent to employ the model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I have previously used similar techniques I gained in other leadership & group process trainings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I actively choose when to serve as a facilitator, facilitative consultant, facilitative leader, or facilitative leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I consciously stay in my selected role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I believe my personal style is consistent with the model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The model has logical appeal to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The model changed the way I approach difficult situation and relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A lot of Improvement	Much Improvement	Some Improvement	Little Improvement	No Improvement	Not applicable
36. How has using the model affected the process of conversation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. How has using the model affected the outcome of conversation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. How has use of the model affected your group effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Which element of the Facilitative Leadership model has contributed the most to your effectiveness?

40. Please provide a brief example of a difficult interaction when you applied the model and found it effective.



Continued.

Finally, we would like to ask you a few questions about yourself for comparison purposes.

46. What is your gender?
 Male Female
47. How old are you?
 18 – 25 46 – 55
 26 – 35 56 – 65
 36 – 45 66 – 75
48. How many years have you been employed by DSS? _____
49. What is your position in the Department of Social Service?
 County Director Line Supervisor
 Program Director Other _____
 Program Coordinator
50. How many years have you been in a leadership position? _____
51. How many employees are in your county/division for whom you have some “chain-of-command” administrative responsibility? _____
52. With which of the following ethnic groups do you identify?
 African or Black Anglo or White
 Asian Hispanic or Mexican
 Other
53. Which year did you attend the Schwarz Training?
 2001 2002 Other _____



Appendix B

Survey Title:
FACILITATIVE LEADERSHIP

Administered To:
County Directors
Aug 10, 2002

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Category Summary

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Core Values and Ground Rules	3.1	3.8	6.1	7.6	4.6	6.1	10.7	23.7	19.1	15.3
n = 15	Mean: 7.08/10SD: 2.53					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Group effectiveness Model	14.3	7.1	7.1	7.1	0.0	0.0	3.6	39.3	14.3	7.1
n = 14	Mean: 6.18/10SD: 3.16					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Model I and II Behavior	1.2	8.3	10.7	3.6	7.1	2.4	7.1	23.8	29.8	6.0
n = 14	Mean: 6.82/10SD: 2.62					Mode: 9/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Diagnosis Intervention Cycle	4.9	7.3	14.6	2.4	2.4	0.0	4.9	29.3	24.4	9.8
n = 14	Mean: 6.71/10SD: 2.92					Mode: 8/10				

Facilitative Leadership Model	Inconsistent scales in category. No upper stats available.									
n = 15										

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Core Values and Ground Rules	3.1	3.8	6.1	7.6	4.6	6.1	10.7	23.7	19.1	15.3
	n = 15		Mean: 7.08/10SD: 2.53			Mode: 8/10				
1. To what degree do you use the Core Values and Ground Rules in your staffings and meetings?	7.1	7.1	7.1	7.1	0.0	0.0	28.6	21.4	14.3	7.1
	n = 14		Mean: 6.43/10SD: 2.79			Mode: 7/10				
2. To what degree do you use the Core Values and Ground Rules outside of the workplace?	7.1	14.3	0.0	7.1	7.1	7.1	21.4	21.4	14.3	0.0
	n = 14		Mean: 5.93/10SD: 2.70			Mode: */10				
3. To what degree are you aware of your own behaviors as a result of Core Value and Ground Rule use?	7.1	0.0	0.0	7.1	7.1	7.1	14.3	7.1	28.6	21.4
	n = 14		Mean: 7.43/10SD: 2.65			Mode: 9/10				
4. To what degree do you test assumptions and inferences?	6.7	6.7	0.0	13.3	0.0	6.7	6.7	33.3	13.3	13.3
	n = 15		Mean: 6.80/10SD: 2.81			Mode: 8/10				
5. To what degree do you share all relevant information?	0.0	0.0	0.0	13.3	6.7	0.0	0.0	20.0	20.0	40.0
	n = 15		Mean: 8.27/10SD: 2.19			Mode: 10/10				

* - more than one mode
(R) = Reversed Scoring

Results reported in a percent scale

Rank based on: Descriptive Mean

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
6. To what degree do you focus on interests and not positions?	0.0	0.0	7.1	14.3	0.0	0.0	7.1	14.3	50.0	7.1
n = 14	Mean: 7.64/10SD: 2.27					Mode: 9/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
7. To what degree do you balance advocacy with inquiry?	0.0	0.0	13.3	0.0	6.7	6.7	6.7	46.7	13.3	6.7
n = 15	Mean: 7.20/10SD: 2.08					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
8. To what degree are next steps and ways to test disagreements jointly designed?	0.0	6.7	6.7	6.7	13.3	13.3	0.0	26.7	6.7	20.0
n = 15	Mean: 6.80/10SD: 2.60					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
9. To what degree are decisions made that are supported by all group members?	0.0	0.0	20.0	0.0	0.0	13.3	13.3	20.0	13.3	20.0
n = 15	Mean: 7.13/10SD: 2.50					Mode: */10				

Group effectiveness Model

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Group effectiveness Model	14.3	7.1	7.1	7.1	0.0	0.0	3.6	39.3	14.3	7.1
n = 14	Mean: 6.18/10SD: 3.16					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
10. To what degree do you use the Group effectiveness Model (GEM) to diagnose problems your group may be facing?	14.3	7.1	7.1	7.1	0.0	0.0	0.0	50.0	7.1	7.1
n = 14	Mean: 6.14/10SD: 3.18					Mode: 8/10				

* - more than one mode
(R) = Reversed Scoring

Results reported in a percent scale

Rank based on: Descriptive Mean

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
11. To what degree do you use the GEM to form new groups or teams?	n =	14.3	7.1	7.1	7.1	0.0	0.0	7.1	28.6	21.4	7.1
	14	Mean: 6.21/10SD: 3.26					Mode: 8/10				

Model I and II Behavior

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
Model I and II Behavior	n =	1.2	8.3	10.7	3.6	7.1	2.4	7.1	23.8	29.8	6.0
	14	Mean: 6.82/10SD: 2.62					Mode: 9/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
12. To what degree do you minimize the expression of negative feelings?	n =	0.0	7.1	14.3	0.0	0.0	7.1	7.1	42.9	21.4	0.0
	14	Mean: 6.86/10SD: 2.41					Mode: 8/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
13. To what degree do you examine possible consequences of acting directive?	n =	0.0	0.0	14.3	0.0	14.3	7.1	7.1	21.4	28.6	7.1
	14	Mean: 7.07/10SD: 2.30					Mode: 9/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
14. To what degree do you achieve your goal through unilateral control?	n =	7.1	14.3	14.3	14.3	14.3	0.0	7.1	28.6	0.0	0.0
	14	Mean: 4.86/10SD: 2.54					Mode: 8/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
15. To what degree do the core values of Facilitative Leadership align with your own values?	n =	0.0	0.0	7.1	7.1	0.0	0.0	14.3	7.1	42.9	21.4
	14	Mean: 8.07/10SD: 2.16					Mode: 9/10				

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
16. To what degree do you explain your reasoning for decisions to others?	n =	0.0	14.3	0.0	0.0	7.1	0.0	0.0	14.3	64.3	0.0
	14	Mean: 7.57/10SD: 2.59					Mode: 9/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
17. To what degree do you reflect on your theory in use in order to improve your problem resolution skills?	n =	0.0	14.3	14.3	0.0	7.1	0.0	7.1	28.6	21.4	7.1
	14	Mean: 6.50/10SD: 2.88					Mode: 8/10				

Diagnosis Intervention Cycle

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
	n =	4.9	7.3	14.6	2.4	2.4	0.0	4.9	29.3	24.4	9.8
	14	Mean: 6.71/10SD: 2.92					Mode: 8/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
18. To what degree do you use the steps in the cycle?	n =	7.7	7.7	15.4	0.0	0.0	0.0	7.7	30.8	23.1	7.7
	13	Mean: 6.54/10SD: 3.10					Mode: 8/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
19. To what degree do you reflect on the values and beliefs that guide your leadership Behavior?	n =	0.0	7.1	14.3	0.0	7.1	0.0	7.1	21.4	28.6	14.3
	14	Mean: 7.14/10SD: 2.74					Mode: 9/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
20. To what degree do you use the cycle to test assumptions?	n =	7.1	7.1	14.3	7.1	0.0	0.0	0.0	35.7	21.4	7.1
	14	Mean: 6.43/10SD: 3.08					Mode: 8/10				

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

Facilitative Leadership Model

n = 15	Inconsistent scales in category. No upper stats available.									
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	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
21. To what degree do you use the model as a whole?	7.7	7.7	15.4	0.0	0.0	0.0	0.0	38.5	23.1	7.7
n = 13	Mean: 6.62/10SD: 3.12					Mode: 8/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
22. To what degree is the model useful in your style of leadership?	7.7	0.0	15.4	0.0	7.7	0.0	0.0	0.0	53.8	15.4
n = 13	Mean: 7.31/10SD: 3.12					Mode: 9/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
23. To what degree do you encourage the use of the model?	7.1	0.0	21.4	0.0	0.0	0.0	7.1	14.3	42.9	7.1
n = 14	Mean: 6.93/10SD: 3.02					Mode: 9/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
24. To what degree do you and your colleagues get together to practice the model?	15.4	7.7	23.1	7.7	0.0	15.4	15.4	7.7	7.7	0.0
n = 13	Mean: 4.62/10SD: 2.69					Mode: 3/10				

	0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
25. when you have found yourself in difficult personal situations, to what degree has the model helped you to make your...	7.1	0.0	14.3	7.1	0.0	0.0	7.1	42.9	7.1	14.3
n = 14	Mean: 6.79/10SD: 2.83					Mode: 8/10				

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
26. To what degree have you consulted the training manual to improve the quality of your leadership knowledge and...	n = 14	7.1	21.4	14.3	7.1	0.0	21.4	14.3	7.1	0.0	7.1
		Mean: 4.79/10SD: 2.72					Mode: */10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
27. To what degree do you act consistently with the principles that guide the facilitative leaders role?	n = 14	0.0	0.0	14.3	0.0	14.3	7.1	21.4	14.3	28.6	0.0
		Mean: 6.79/10SD: 2.12					Mode: 9/10				

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
28. To what degree do you use facilitation tools and techniques in order to reflect on your organizational...	n = 14	7.1	0.0	14.3	7.1	7.1	0.0	14.3	14.3	28.6	7.1
		Mean: 6.57/10SD: 2.85					Mode: 9/10				

		To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
29. I left the training feeling competent to employ the model.	n = 14	0.0	7.1	42.9	28.6	21.4	0.0
		Mean: 3.64/5 SD: 0.93			Mode: 3/6		

		To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
30. I have previously used similar techniques I gained in other leadership and group process trainings.	n = 13	0.0	23.1	38.5	23.1	15.4	0.0
		Mean: 3.31/5 SD: 1.03			Mode: 3/6		

		To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
31. I actively choose when to serve as a facilitator, facilitative consultant, facilitative coach, facilitative trainer, or...	n = 14	0.0	28.6	35.7	21.4	14.3	0.0
		Mean: 3.21/5 SD: 1.05			Mode: 3/6		

* - more than one mode
(R) = Reversed Scoring

Results reported in a percent scale

Rank based on: Descriptive Mean

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

	To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
32. I consciously stay in my selected role.	0.0	21.4	42.9	28.6	7.1	0.0
n = 14	Mean: 3.21/5 SD: 0.89		Mode: 3/6			

	To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
33. I believe my personal style is consistent with the model.	0.0	6.7	46.7	20.0	26.7	0.0
n = 15	Mean: 3.67/5 SD: 0.98		Mode: 3/6			

	To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
34. The model has logical appeal to me.	6.7	6.7	20.0	53.3	13.3	0.0
n = 15	Mean: 3.60/5 SD: 1.06		Mode: 4/6			

	To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
35. The model changed the way I approach difficult situations and relationships.	13.3	13.3	13.3	33.3	26.7	0.0
n = 15	Mean: 3.47/5 SD: 1.41		Mode: 4/6			

	No Improvement	Little Improvement	Some Improvement	Much Improvement	A Lot of Improvement	Don't Know
36. How has using the model affected the process of conversation?	7.7	0.0	38.5	38.5	15.4	0.0
n = 13	Mean: 3.54/5 SD: 1.05		Mode: */6			

	No Improvement	Little Improvement	Some Improvement	Much Improvement	A Lot of Improvement	Don't Know
37. How has using the model affected the outcome of conversation?	7.7	0.0	46.2	30.8	15.4	0.0
n = 13	Mean: 3.46/5 SD: 1.05		Mode: 3/6			

* - more than one mode
(R) = Reversed Scoring

Results reported in a percent scale

Rank based on: Descriptive Mean

Appendix B

Administered To: County Directors

Date Administered: Aug 10, 2002

Main Report Section

38. How has use of the model affected your group effectiveness?

	No Improvement	Little Improvement	Some Improvement	Much Improvement	A Lot of Improvement	Don't Know
n = 13	7.7	0.0	53.8	23.1	15.4	0.0
	Mean: 3.38/5 SD: 1.04		Mode: 3/6			

Appendix c

Survey Title:
FACILITATIVE LEADERSHIP

Administered To:
SCDSS County Directors
Aug 10, 2002

Appendix c

Administered To: SCDSS County Directors

Date Administered: Aug 10, 2002

Main Report Section - Highest Scoring Items

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
5.	To what degree do you share all relevant information?	0.0	0.0	0.0	13.3	6.7	0.0	0.0	20.0	20.0	40.0
	n = 15	Mean: 8.27/10 Mode: 10/10									

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
15.	To what degree do the core values of Facilitative Leadership align with your own values?	0.0	0.0	7.1	7.1	0.0	0.0	14.3	7.1	42.9	21.4
	n = 14	Mean: 8.07/10 Mode: 9/10									

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
6.	To what degree do you focus on interests and not positions?	0.0	0.0	7.1	14.3	0.0	0.0	7.1	14.3	50.0	7.1
	n = 14	Mean: 7.64/10 Mode: 9/10									

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
16.	To what degree do you explain your reasoning for decisions to others?	0.0	14.3	0.0	0.0	7.1	0.0	0.0	14.3	64.3	0.0
	n = 14	Mean: 7.57/10 Mode: 9/10									

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
3.	To what degree are you aware of your own behaviors as a result of Core Value and Ground Rule use?	7.1	0.0	0.0	7.1	7.1	7.1	14.3	7.1	28.6	21.4
	n = 14	Mean: 7.43/10 Mode: 9/10									

Appendix c

Administered To: SCDSS County Directors

Date Administered: Aug 10, 2002

Main Report Section - Lowest Scoring Items

		To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
33.	I believe my personal style is consistent with the model.	0.0	6.7	46.7	20.0	26.7	0.0
	n = 15	Mean: 3.67/5 Mode: 3/6					

		0 - 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	51 - 60%	61 - 70%	71 - 80%	81 - 90%	91 - 100%
12.	To what degree do you minimize the expression of negative feelings?	0.0	7.1	14.3	0.0	0.0	7.1	7.1	42.9	21.4	0.0
	(R) n = 14	Mean: 6.86/10 Mode: 8/10									

		To a very great extent	To a great extent	To a moderate extent	To a small extent	never / rarely	Not applicable
35.	The model changed the way I approach difficult situations and relationships.	13.3	13.3	13.3	33.3	26.7	0.0
	n = 15	Mean: 3.47/5 Mode: 4/6					