PREDICTORS OF SUBSTANCE ABUSE TREATMENT ORGANIZATION RESPONSIVENESS TO AN ORGANIZATIONAL CHANGE WORKSHOP

by

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PREDICTORS OF SUBSTANCE ABUSE TREATMENT ORGANIZATION RESPONSIVENESS TO AN ORGANIZATIONAL CHANGE WORKSHOP

Understanding how organizations change and how to best facilitate change is an important area of study, both for the people within the organization as well as for those they serve. One important aspect of this type of organizational research is understanding and improving organizational functioning. An organization's functioning is dependent on the sum of individual behavior within the organization, as well as the organization's resources, physical space, and environment.

The organizational functioning of substance abuse treatment programs impacts many things, from the adoption of new treatment innovations (Simpson & Dansereau in press; Simpson, 2002), to client engagement and counselor rapport (Lehman, Greener, & Simpson, 2002; Simpson, 2004). Without healthy organizational functioning in terms of organizational climate and resources, making improvements such as adoption of new clinical tools becomes much more difficult if not impossible (Simpson & Dansereau, in press). Assuring that organizations are functioning at optimal levels and determining how best to encourage organizations to improve their functioning is an important step in understanding and advancing the drug treatment process for the clients as well as for the service providers. Improving organizational functioning helps ensure that clients get the best treatment possible, and that resources (which are often limited in this field) are allocated effectively both within the organization, as well as on a larger scale.

The current study examined organizations that participated in a workshop designed to enhance organizational functioning and encourage positive organizational change. The specific goal of the current study was to determine characteristics of

organizations that are predictive of responsiveness to the workshop, answering the question, which organizations are likely to pursue the change process initiated in the workshop?

Importance of Organizations to Substance Abuse Treatment

Organizations are systems of interacting components. These components include people, tasks, technology, and structure (Nelson & Quick, 1994). Organizations have been distinguished from other social groups in that they usually have a goal of continued existence, possess more definite boundaries, and often have a formal relationship with the state that recognizes their existence as separate social entities (Pfeffer, 1998). Organizations can do many things, including manufacture products (e.g. automobiles), sell things (e.g. groceries), and they can also provide services, such as insurance protection, or as in the current study, treatment of substance abuse. Before delving into past research on organizational change, first an overview on why organizational functioning is important to substance abuse treatment will be presented.

The TCU Treatment Process Model

One area where the functioning of substance abuse treatment organizations plays an important role is within the drug treatment process, as described by the TCU Treatment Process Model (Simpson, 2004). Decades of treatment evaluation research and large-scale real world studies of treatment effectiveness led to a classification of research findings into a conceptual treatment process model, which summarizes how treatment works (see Figure 1). The TCU Treatment Process Model identifies components associated with effective treatment process and outcomes, focusing attention on

sequential periods of the recovery process, and illustrating how therapeutic interventions link together over time to help sustain treatment engagement and retention, which improves client functioning during and after treatment (Simpson, 2004).

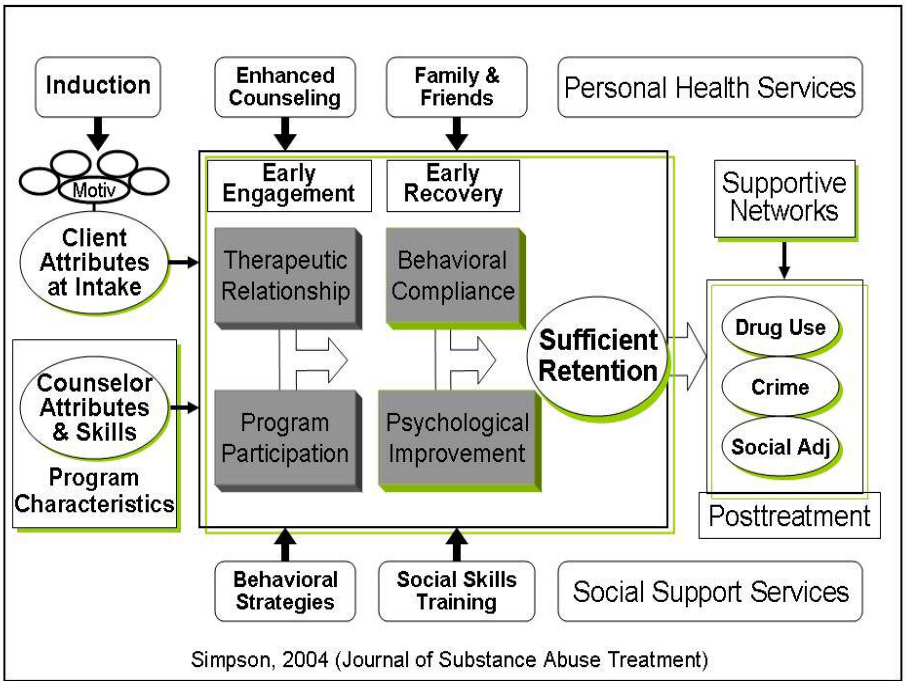

Figure 1. The TCU Treatment Process Model

Included in the TCU Treatment Process Model is the impact of characteristics of the treatment program on the treatment process and outcomes. By no means are all substance abuse treatment programs created equally. Different treatment modalities (e.g. long-term residential, outpatient drug free, outpatient agonist substitution treatment) differ greatly from one another. Furthermore, programs within a particular modality can differ significantly in their retention of clients (Simpson, Joe, Broome, Hiller, et al., 1997). Treatment organizations with large numbers of high severity clients typically face greater challenges and often have poorer client outcomes (Broome, Simpson, & Joe, 1999). However, program factors also influence the treatment process and outcomes

independent of client factors. When client differences are controlled for, programs within the same treatment modalities nevertheless show differential effectiveness (Broome et al., 1999). As seen in the TCU Treatment Process Model (Simpson, 2004), attributes specific to the treatment agency, such as staff attributes and organizational climate, impact the treatment process for the client. In his 2004 paper on the TCU Treatment Process Model, Simpson called for more research on staff functioning, organizational climate, and agency resources. It was also pointed out that the need for this type of research is gaining attention in the wake of the growing call for studies on getting research into practice, also known as technology transfer. As seen in the next section, technology transfer is another area in which organizations play an important role in substance abuse treatment research.

Organizations and Technology Transfer

Technology transfer involves deliberate efforts to spread information about research findings into the field in the hopes of creating change in the real world (Backer, 2000). Historically, a common failure in the research community has been the assumption that simply producing research and publishing it in journals is enough to create technology transfer (Backer, 2000). It is now clear that this is not enough, and that real change will only come about if several factors are taken into consideration (Backer, 2000; Simpson, 2002). For example, there is increasing agreement that organizational factors (e.g. stress, communication, financial pressures) may be more important in transferring research to practice than how the materials are distributed (Backer, David, & Soucy, 1995; Simpson, 2002). Thus, in order to effectively transfer new technology, it is first important to understand how the receiving organizations function.

The TCU Program Change Model

Simpson (2002) introduced a Program Change Model, incorporating major factors thought to be involved in the transfer of research into elements in an integrated framework. At the center of the Program Change Model are four stages typically involved in technology transfer: exposure, adoption, implementation, and practice. The first stage, exposure, as the name implies consists of being exposed to a new type of technology, usually through training lectures or workshops. The next stage, adoption represents the decision to try an innovation. Next, implementation is a stage of trial usage of the new innovation, and finally practice, the fourth stage, reflects the incorporation of the innovation into regular use.

Within the framework of the TCU Program Change Model, each stage of transfer is theorized to be impacted by organizational factors such as needs and pressures, resources, staff attributes, and organizational climate. These organizational factors are thought to impact each stage differentially, and ultimately to help determine how much transfer takes place (see Figure 2). For example, in terms of the exposure stage, in order for innovations to be considered realistically, the model shows that there must be adequate readiness for change as indicated by motivation within the organization (e.g. perceived pressures for change, need for change). Additionally, sufficient institutional resources (e.g. facilities, training and equipment) must also be present. To put it simply, organizations that are not functioning well are unlikely to attain successful technology transfer.

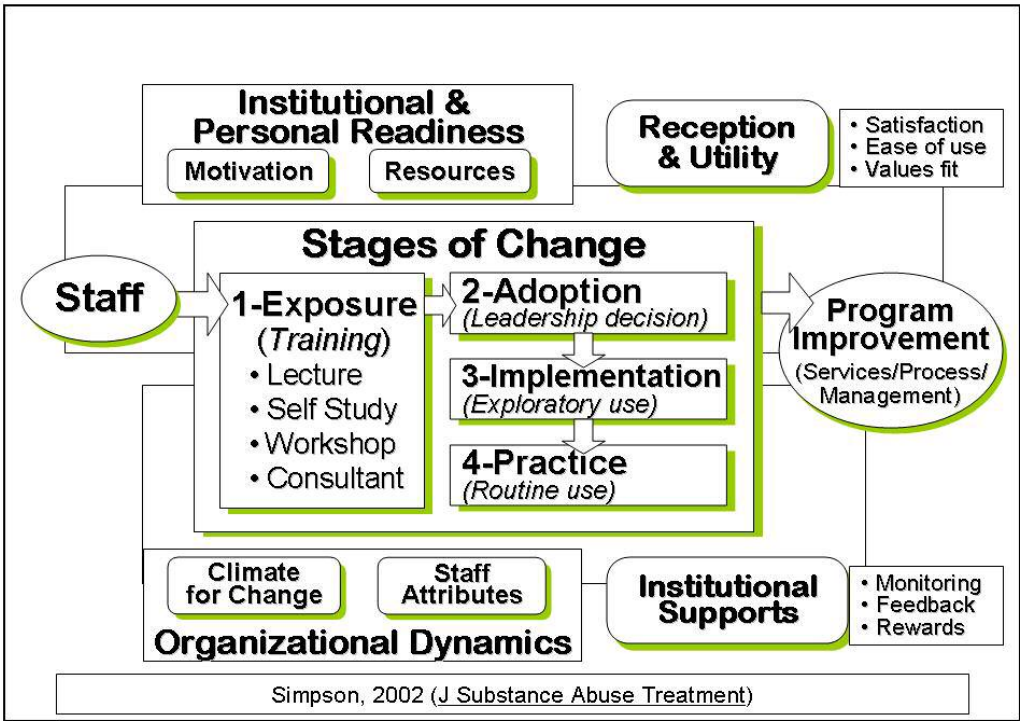

Figure 2. The TCU Program Change Model

In order to help organizations become successful in change attempts, it is becoming clear that it is helpful to first evaluate the organizations, and then help guide them in making the necessary improvements to their functioning, so that they may then begin the transfer process with a higher likelihood of success (Simpson & Dansereau, in press). It is with this goal in mind that the workshop in the current study was designed. In the current study, program directors from substance abuse treatment organizations attended a workshop that was designed to improve organizational functioning. While this is not precisely the same thing as technology transfer, the stages of change presented in the TCU Program Change Model nevertheless serve as a useful framework for the current study, and will be discussed again in the Rationale section. One way that the workshop in

the current study was designed to initiate change was through feedback. A discussion of the relationship between feedback and organizational change follows.

Feedback and Change

The concept of feedback originally stemmed from a concept for machine systems, in which data are fed back to a machine and based on this feedback information, changes are made (Hinrichs, 1996; Nadler, 1977). For example, a thermostat receives information about the current temperature and in response it determines whether or not it needs to come on at a given time. Feedback about organizational functioning has a similar goal. The underlying idea behind providing feedback is that the individuals in the organization will respond to it by making needed adjustments toward their goals.

Feedback information, if it is seen as valid, accurate, and unbiased, and if it presents a new picture of an organization, can be a strongly motivating catalyst for change (Nadler, 1977), and can help focus energy on solving specific problems (Born & Mathieu, 1996). Feedback is thought to influence organizational functioning by performing two functions (Nadler, 1977; Kraut, 1996). The first type of function it serves is a motivating one. Feedback can generate energy and a desire to change. One way that feedback can create motivation is disconfirmation of beliefs. If feedback is inconsistent with previously held notions of the organization's functioning, this can create motivation toward resolution of the inaccuracy (Nadler, 1977). In order for this type of motivation to occur, it is important that the data received are perceived as accurate by the receiving parties. If the information is not seen as true, it is likely that the feedback will be disregarded and that no action will take place (Nadler, 1977; Nadler, 1996). Feedback can

create what McGrath (1976) in his paradigm for the analysis of the stress cycle referred to as a stress situation. Once a stress situation is perceived, individuals choose some kind of response alternative, which can include taking steps toward resolving the problem, and can also include inaction or escape (McGrath, 1976).

The second function that feedback can serve is a directing function (Nadler, 1977; Kraut, 1996). Feedback can help direct change behavior in two ways; cueing and learning. Change behavior is directed through cueing by calling attention to errors or obstacles which can be fixed through established routines. Cuing highlights problems that the organization already has a protocol to fix (Nadler, 1977). Another directing function of feedback is learning (Nadler, 1977; Kraut, 1996). This directing function is similar to cuing, in that problem areas are highlighted through feedback. However in learning, the necessary steps for correction are not known, and the feedback initiates a search for solutions to the problem (Nadler, 1977).

A feedback process commonly used with organizations is survey feedback whereby employee attitudes and opinions are measured with a survey, and the results are fed-back to members of the organization (Born & Mathieu, 1996; Nelson & Quick, 1994; Nicholas, 1982). The goal of this type of feedback is usually to initiate a discussion of problem areas, as well as to generate possible solutions and to stimulate motivation for change (Nicholas, 1982). In order for this type of feedback to be effective, there are certain guidelines that should be used. Survey responses must be anonymous and confidential, feedback should be reported in a group format, no individual responses should be identified, there should be no negative repercussions to the staff based on their responses, and staff should be informed of the purpose of the study (Nelson & Quick,

1994). Additionally, for this process to be effective, directors and managers must follow-up on the results. For example, if some things cannot be changed because of a lack of resources, employees should be informed of the reasons why (Nelson & Quick, 1994).

When presenting feedback, it is helpful to include comparisons or norms for similar organizations (Nadler, 1996). Providing comparisons in the form of norms can be extremely useful in helping recipients understand what the feedback data means. Viewing their own feedback in comparison to other organizations can assist in the directing function of feedback by highlighting problem areas (Nadler, 1996). Comparison to others can also encourage the motivating function of feedback if scores on some items are lower than expected compared to other organizations (Nadler, 1977).

Often, recipients of negative information discount the information and do not accept these results as true (Born & Mathieu, 1996). The fundamental attribution error, which suggests that people internalize the causes of success and externalize the reasons for failure, is one possible explanation for why poorly functioning organizations do not believe their feedback (Gilbert, 1998; Nelson & Quick, 1996). Because this feedback is not taken seriously, often these organizations do not set goals to change, and therefore do not change (Born & Mathieu, 1996).

The tendency of some recipients of negative feedback to discount the information again highlights the importance that the recipients of feedback data believe that it is accurate and that the source of the feedback is trustworthy (Nadler, 1977). It is also important that the methods of collection and analysis are clearly understood by the recipients. This will help recipients to make judgments on the validity of the data they receive (Nadler, 1977; Kraut, 1996). A process similar to survey feedback as described

above was used in the current study. Participating organizations completed an organizational survey, and the results along norms for other organizations were received at a workshop.

In order for change through feedback to be effective, it is often not enough for the feedback to simply be presented. In many cases, feedback should be used in conjunction with other change tools (Nadler, 1977). One such change tool that was used in the current study is *The Change Book.* A discussion of *The Change Book* follows.

The Change Book

With the goal of facilitating organizational change, the Addiction Technology Transfer Center (ATTC) published *The Change Book* (2004), which is a tool for those in substance abuse organizations to use for help in implementing change initiatives within their organizations in order to improve treatment outcomes. Use of *The Change Book* has been found to be useful in previous studies of technology transfer (McCarty, Rieckmann, Green, Gallon, & Knudsen, 2004), and the steps laid out in *The Change Book* are a useful framework for improving organizational functioning as well.

In *The Change Book*, ten steps for effective change are outlined. These include identifying the problem, organizing a team for addressing the problem, identifying desired outcomes, assessing the organization, assessing the audience to be targeted, identifying the approach most likely to achieve the desired outcome, designing action and maintenance plans for the change initiative, implementing the action and maintenance plans for the change initiative, evaluating the progress of the change initiative, and revising action and maintenance plans based on evaluation results. Although the

sequencing of the steps suggests a linear process, in practice the process is often iterative. Several steps can occur at the same time, and can be revisited when necessary (McCarty et al., 2004).

In the current study, elements from *The Change Book* were presented to participants in a workshop that was designed to help treatment organizations improve aspects of their functioning. Workshop participants also received a copy of the book. The participants in the workshop were encouraged to use this as a blueprint for change, and to use *The Change Book* to help guide their change process. As explained above, the feedback received by the agencies served motivating and directing functions. *The Change Book* was presented to help enhance these functions, and to help steer the agencies through the change process.

As stated earlier, the goal of the proposed study was to examine responsiveness of organizations following a workshop in which agency representatives received feedback about their organizations. In order to assess organizational functioning, it is necessary to use an assessment instrument that measures the factors relevant to organizational functioning, and that also has acceptable psychometric properties. An instrument that meets these criteria that was used in the proposed study is the TCU Organizational Readiness for Change (ORC) (Lehman et al., 2002).

The TCU Organizational Readiness for Change Measure

The TCU Organizational Readiness for Change (ORC) was designed to measure the most relevant variables for studying change efforts in substance abuse treatment organizations. These include program needs and pressures, attributes of organization

leaders and staff, as well as institutional resources and organizational climate (see Lehman et al., 2002 for a detailed description of the TCU ORC). The ORC consists of 115 Likert-type items (5-point agree-disagree response scales) to represent 18 scales of interest. These scales fit into four major areas, which are important to organizational functioning. These areas are: Needs and pressures, institutional resources, staff attributes, and organizational climate (see figure 3). Following is a brief description of each of these organizational domains, including a review of relevant literature. A detailed description of the ORC scales, along with alpha values for each scale can be found in the method section.

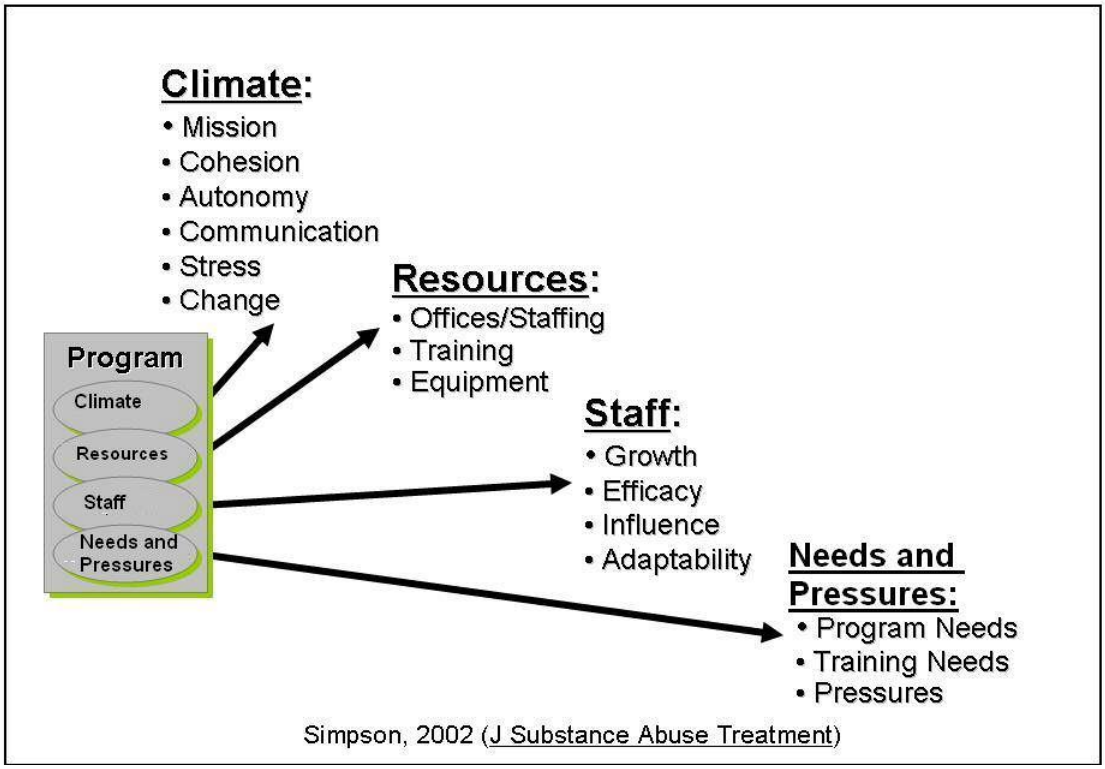

Figure 3. The TCU Organizational Readiness for Change (ORC).

Needs and Pressures for Change

In the treatment of substance use disorders, it has been repeatedly demonstrated that unless a client is motivated to change their drug use behavior, change is very unlikely to take place (e.g. Simpson, 2004; Yahne & Miller, 1999). The importance of motivation is similar in the context of organizational change as well. Unless ample motivation exists, and there is recognition of a need for change, change is unlikely to occur (Backer, 1995, 2000; Backer et al., 1995; Lehman et al., 2002). Research suggests that feedback can play an important role in motivating unhealthy organizations. For example, within organizations, feedback to employees about performance has been shown to increase performance (Andrezjewski, Kirby, & Morral, 2001), and has been found to increase motivation to apply new skills following training (Baldwin & Ford, 1988). As such, organizations with a needs and pressures for improvement may become more motivated to change after receiving feedback indicating these needs, creating a stress situation necessitating some action to resolve that stress (McGrath, 1976).

Institutional Resources

An organization's resources can impact organizational functioning and attempts at organizational change. Institutional resources include physical resources such as offices and computer equipment, the number and quality of staff, and monetary resources available for new innovations and changes (Burrington, 1987; Lehman et al., 2002). The difference between organizational change in terms of technology transfer and organizational change in terms of improving organizational functioning must be kept in mind for the current study (e.g. Simpson & Dansereau, in press). In terms of technology transfer, it is important for an organization to have adequate resources. Individuals in an

organization may be highly motivated to make changes that improve the organization, but without adequate resources, such as money or necessary equipment, changes are unlikely to take place (Backer, 1988; Lehman et al., 2002). Environmental constraints, such as lack of necessary equipment, can serve as a strong barrier to improvement (Fishbein, 1995). Additionally, Joe, Simpson, & Greener (in preparation) found that organizational resources were a consistent predictor of successful adoption of training following workshops, indicating that organizations with more resources were more likely to use ideas and materials from a technology transfer workshop.

While the literature is clear that institutional resources are important for technology transfer, the role of institutional resources in terms of improving organizational functioning is less apparent. In terms of improving organizational functioning, the role of institutional resources is likely different than that of technology transfer. Specifically, receiving feedback that demonstrates staff perceptions of inadequate resources is likely to cause concern about this situation, creating a stress situation, and increasing motivation for improvement (McGrath, 1976). This is especially likely if the feedback is received in the context of a workshop which is designed to highlight areas where improvement is needed (Simpson & Dansereau, in press).

Staff Attributes

Related to institutional resources are staff attributes. Characteristics of the staff add to the overall climate and functioning of organizations. For example, the amount of influence substance abuse treatment staff members perceived themselves to have was related to higher client scores on treatment satisfaction, participation, counselor rapport, and peer support (Lehman et al., 2002). Staff attributes can also be a barrier to change.

For example, if the staff is not motivated to change or to participate in any change initiatives, changes in the organization are unlikely to take place (Simpson, 2002). Similar to institutional resources, the role of staff attributes in terms of organizational improvement may serve a motivating function if feedback shows these to be in need of improvement (McGrath, 1976; Nadler, 1977).

The amount of time at their current job, and involvement of the staff has also been related to organizational change. Previous research has shown that older organizations, in terms of the length of time that administrators were at their current job were more likely to adopt a new technology (Roman et al., 2002). Previous research has also found that employees with high job involvement were more motivated to learn and transfer new skills (Noe & Schmitt, 1986).

Organizational Climate

Organizational climate consists of employees' perceptions of events, routines, and methods, as well as the types of actions that are rewarded, supported and expected within an organization (Klein & Sorra, 1996; Schneider & Bowen, 1995). Through the integration of experiences over time, employees develop a sense of the climate of their organizations (Klein, Conn, & Sorra, 2001). Climate is concerned with how circumstances are interpreted by individuals within an organization. For example, measures of climate would examine how equitable pay is perceived to be rather than just how much people get paid (James & McIntyre, 1996). Several dimensions of climate are generally recognized. These dimensions include role stress and lack of harmony, job challenge and autonomy, leadership facilitation and support, and work group cooperation, friendliness, and warmth (James & James, 1989; James & McIntyre, 1995; James &

Sells, 1981; Lehman et al., 2002). These dimensions have been found to be the same in several different types of work environments (James et al., 1990; James & Sells, 1981).

Climate is also related to organization change. Managers of organizations with favorable climates are more likely to apply new knowledge than are managers of organizations with poor climates (Baldwin & Ford, 1988). Another study found that employees who gave favorable ratings of their organizations on measures of climate (e.g. openness to change, cooperation, communication) were also likely to rate their organizations as ready and willing to make changes that would improve the organization (Fox et al., 1988).

Again, it is important to keep in mind the difference between change in terms of technology transfer and change in terms of improving organizational functioning. In technology transfer, organizations with favorable climates are more likely to accomplish successful technology transfer (e.g. Baldwin &Ford, 1988; Fox et al., 1988). However, in terms of organizational improvement, the role of climate is likely different. As the goal in this type of organizational change is to improve various aspects of the organization, it is likely that those receiving feedback that highlights poor organizational climate would become motivated to change this (McGrath, 1976; Nadler, 1977). As organizations with already favorable climates do not have a need for improvement, it is unlikely that receiving feedback about this would create motivation to change.

Previous Research Using the ORC

Several ORC climate scales are related to important measures of client treatment engagement, including treatment satisfaction and counselor rapport (Lehman et al., 2002). Specifically, clients in treatment organizations with higher levels of staff

autonomy, communication, and openness to change reported higher levels of treatment satisfaction. Additionally, clients in organizations with higher staff scores on mission, cohesion, autonomy, communication, and openness to change, reported higher levels of counselor rapport. Besides climate, other areas of the ORC were related to client functioning. Treatment units with higher levels of staff influence had higher client scores on treatment satisfaction, participation, counselor rapport, and peer support. The staffing scale was also positively associated with client treatment satisfaction (Lehman et al., 2002).

Organizational climate as measured by an index of the ORC climate scales, the Organizational Climate Index (OCI) was found to be predictive of client treatment satisfaction and counselor rapport (Greener, Joe, Simpson, Rowan-Szal, & Lehman, 2005). Better climate predicted more treatment satisfaction and better counselor rapport. Additionally, the OCI predicted client treatment outcomes about as well as the strongest individual climate factors (mission, autonomy, and communication).

Rationale and Framework

The TCU Program Change Model was used as a theoretical framework for the current study. While this model was designed to systematically examine technology transfer, the stages presented in the model serve as a useful framework for changes in organizational functioning as well. As discussed above, the TCU Program Change Model summarizes findings for the technology transfer literature, incorporating aspects of program change into a systematic model (Simpson, 2002). This model suggests that there are four stages of organizational change: Exposure, adoption, implementation, and

practice (see figure 2). When changing organizational functioning, organizations may not be "adopting" a new technology per se, but there is a decision step involved, in which it is determined that change will be pursued, similar to the adoption stage.

The current study examined predictors of organizational responsiveness following a workshop designed to encourage positive changes in organizational functioning. Organizational responsiveness represented the move from the exposure stage to the adoption stage. It was hypothesized that after the exposure stage, some organizations take action and begin moving toward adoption. This is also similar to the preparation stage in the Transtheoretical model of change, in which it is clear that change is needed, and a commitment to change is beginning to develop, although no action has yet taken place (Prochaska & DiClemente, 1986; Yahne & Miller, 1999). Additionally Fishbein (1995) listed three factors that must be present in order for change to occur. Among these factors was the intention or commitment to perform a behavior. In the Program Change Model adoption can take the form of a formal decision by program leaders. It can also take the form of subtle levels of commitment (Simpson, 2002). It is these subtle levels of commitment that were examined in the current study. For example, volunteering for a follow-up interview may not represent a formal level of adoption, but it likely represents a subtle commitment to continue along the path toward adoption, and eventually to follow-through with the change process. Put another way, the focus of the current study was on the arrow between exposure and adoption in the TCU Program Change Model.

Goals

The central goal of the current study was to identify predictors of organizational responsiveness, or the initial move toward adoption and making changes suggested in the workshop. The primary research question was: What are characteristics of responsive organizations? Determining characteristics of responsive organizations is useful information, not only as an addition to the organizational change literature, but also in an applied sense. If workshop organizers know which organizations are likely to examine the change process seriously, and continue through the change process, those who are unlikely to do so can receive extra encouragement and attention before and during the workshop.

The specific goals of the current study were as follows: to find a good indicator of responsiveness, to find predictors of responsiveness, and secondarily to determine if these measures of responsiveness were related to changes in organizational functioning following the workshop. The current study examined the relationship of scale means and standard deviations from the ORC, as well as some demographic characteristics of organizations as predictors of the responsiveness stage. Additionally, the relationship between responsiveness and change was examined.

Hypotheses

There were five main hypotheses. The first four were related to predictors of responsiveness. First, as previous research has repeatedly shown the importance of motivation in change processes of all types, and the relationship of the need to change and motivation (Backer, 1995, 2000; Lehman et al., 2002; Simpson, 2004; Yahne & Miller, 1999), it was hypothesized that mean scores on the ORC needs and pressures

scales would be associated with responsiveness. Because the ORC needs and pressures scales measure program needs, training needs, and pressure for change (see below for a detailed description of ORC scales), it was hypothesized that organizations with higher scores on these scales would be more responsive since these organizations have a greater need for change and are thus more motivated to do so.

Second, it was hypothesized that adequacy of scores on the three remaining ORC domains would be associated with responsiveness. Specifically, that lower scores on the ORC measures of staff attributes, institutional resources, and climate would be associated with a higher rate of responsiveness. Because of the motivating and directing functions of feedback (Nadler, 1977; Kraut, 1996), it was hypothesized that those with less adequate functioning on the climate scales would be more responsive to change. Receiving feedback that indicates poor organizational functioning is likely to create a stress situation which causes the recipient of the information to make a decision regarding what to do about the situation (McGrath, 1976). In the case of the current study, one such decision would be to pursue the change process by being responsive. Specifically, it was thought that when representatives from organizations with inadequate organizational functioning were presented with feedback that highlighted this, it would serve as a motivating function, and that these organizations would thus be more responsive.

Third, it was hypothesized that organizations with smaller standard deviations on the ORC climate scales would be more responsive than those with large standard deviations. Past research has shown that agreement measures, or the amount of consensus among organization members' regarding ratings of climate and organizational functioning, are important to take into consideration when assessing organizational

culture or climate, and they are effective predictors of organizational effectiveness (Hause, 2001; Malamut, 2002). Standard deviations provide one such measure. Specifically, small standard deviations on ORC scales indicate a similarity and uniformity of ratings from the staff members, and signify agreement about the state of the organization. As such, it was hypothesized that organizations with staff that was in agreement about the state of their functioning (as indicated by standard deviations on the ORC scales) would be more likely to be responsive.

Fourth, it was hypothesized that some demographic indicators would be associated with responsiveness. Organizational age has previously been found to be associated with adoption of new technologies (Roman & Johnson, 2002). Additionally, employees with more job involvement were more motivated to learn and transfer new skills (Noe & Schmitt, 1986). As such, it was hypothesized that more established organizations, as indicated by the experience of the staff, as well as by the tenure of the staff (time at current job) would be more likely to be responsive.

Finally, it was hypothesized that responsiveness is the first step towards adoption. As seen in the TCU Program Change Model, adoption leads to implementation and practice. It was thus hypothesized that responsive organizations would change more than non-responsive organizations following the workshop.

Method

Participants

Participants were staff members from community based substance abuse treatment organizations in Texas. Many participating organizations had several units,

different treatment sites under the oversight of the same parent organization (see Figure 4). Nevertheless, even though several treatment units may have been under the oversight of the same parent organization, each unit has its own unique organizational attributes and climate. In the current study, individuals were matched into their respective treatment units and data were analyzed at the treatment unit level.

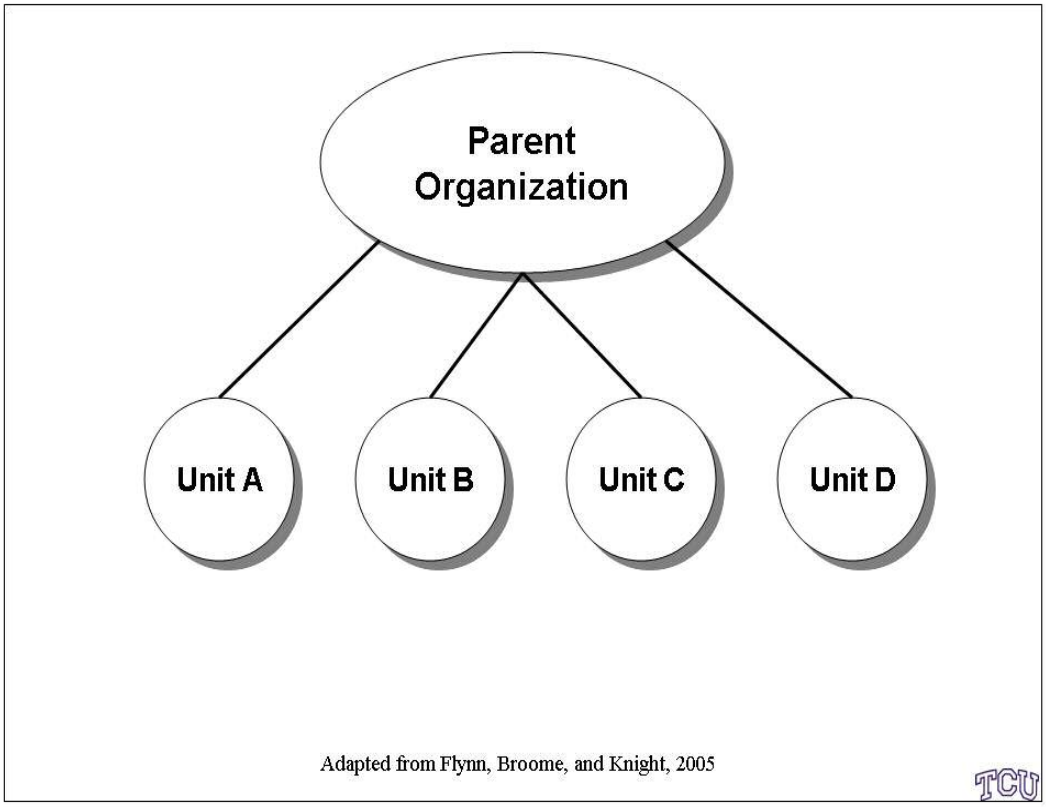

Figure 4: Structure of Treatment Organizations.

For the feedback information provided to the workshop attendees, the ORC measures were completed by staff from participating organizations one month before the workshop. A total of 53 units from 24 parent organizations participated in this part of the study. Three hundred and nine individual participants completed the pre-workshop ORC. Participants were matched into treatment units using address and treatment type. For the pre-workshop ORC, because there was some missing information for address or

treatment type for some individuals, it was not possible to classify 25 of the individuals into treatment units. As such, these cases were not incorporated into the dataset used in the analyses. Therefore, there were 284 individual pre-workshop ORCs representing 53 units from 24 parent organizations included in the current analyses. Two hundred and four individuals completed the post-workshop ORC. Because of missing data, 23 of these individuals could not be classified into treatment units. Therefore, 181 post-workshop ORCs representing 28 units from 15 parent organizations were included in the current analyses. Table 1 presents responsiveness, along with sample size for the pre and post workshop ORCs for each treatment unit.

In addition to the 309 staff members who completed the ORC, participants also included 55 program directors and clinical supervisors who participated in the workshop. It is these participants who made the decisions relating to responsiveness. As seen in Figure 5, each organization had two groups of participants, the staff members who completed the pre and post workshop ORCs, and the program directors and clinical supervisors who participated in the workshop and made the responsiveness decisions.

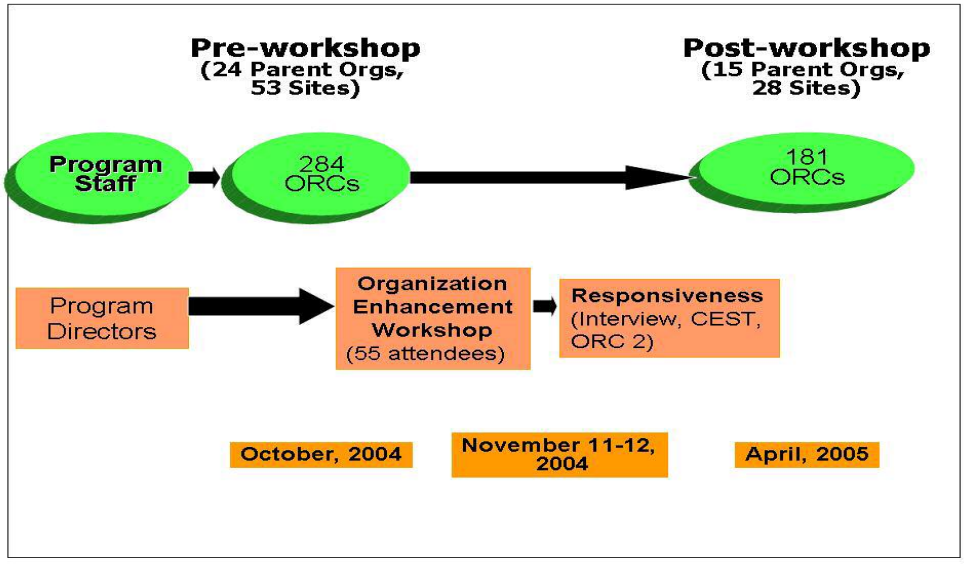

Figure 5: Time Frame, Participants, and Procedure for Current Study.

Table 1
Responsiveness of Participating Organizations

	Unit	ORC1 Sample	ORC 2 Sample	CEST	Volunteer	Interview
	A1	2	0	1	0	0
	A2	6	0	1	0	0
	B1	5	0	0	1	1
	B2	17	0	0	1	1
	B3	1	0	0	1	1
	C1	7	8	0	0	0
	D1	5	0	1	0	0
	E1	6	3	0	1	0
	F1	6	5	1	1	0
	G1	1	0	1	1	1
	G2	6	0	1	1	1
	G3	5	3	1	1	1
	G4	5	5	1	1	1
	G5	4	0	1	1	1
	G6	3	2	1	1	1
	G7	2	2	1	1	1
	H1	3	0	1	1	0
	H2	7	0	1	1	0
	H3	3	0	1	1	0
	H4	3	0	1	1	0
	I1	23	26	0	0	0
	I2	2	0	0	0	0
	J1	8	10	1	1	1
	J2	4	2	1	1	1
	J3	4	3	1	1	1
	J4	8	23	1	1	1
	K1	20	16	1	1	1
	L1	20	16	0	1	1
	L2	5	4	0	1	1
	M1	10	2	0	0	0
	M2	8	11	1	1	1
	N1	6	0	0	0	0
	O1	2	2	1	1	1
	O2	1	4	1	1	1
	O3	3	2	1	1	1
	O4	1	1	1	1	1
	P1	1	0	1	1	0
	P2	1	0	1	1	0
	P3	2	2	1	1	0
	P4	7	11	1	1	0
	Q1	3	5	1	1	1
	Q2	1	2	1	1	1
	Q3	4	2	1	1	1
	Q4	1	0	1	1	1
	R1	5	0	1	1	0
	R2	3	0	1	1	0
	R3	4	0	1	1	0
	S1	11	0	0	1	0
	T1	3	0	0	0	0
	T2	1	0	0	0	0
	U1	11	8	0	1	1
	V1	2	0	0	1	1
	W1	4	1	0	0	0
Totals	53 Units	284 Individuals	181 Individuals	35 units	42 Units	28 Units

Procedure

In October, 2004, Organizational Readiness for Change (ORC) measures were collected via the internet using *PsychData* (an online survey collection tool). Program directors and clinical supervisors representing the participating organizations attended the "TCU Model Training- Making it Real" workshop on November 11-12, 2004 in Fort Worth, Texas. The workshop was presented by the Association of Substance Abuse Programs (ASAP), the Gulf Coast Addiction Technology Transfer Center (GCATTC), and the TCU Institute of Behavioral Research (IBR). The goal of the workshop was to allow the participants to work with their own assessment information (feedback from the ORCs) to develop treatment quality improvement plans for their respective organizations.

On the first day of the 2-day workshop, participants viewed presentations that included overviews of the TCU Treatment Process Model and the TCU Program Change Model. These talks also included information about how the organizations' ORC data were collected and analyzed. As discussed above in the Feedback section, this is an important aspect of organizational feedback. In order to assure recipients of the accuracy, and validity of the feedback they are receiving, as well as of the trustworthiness of the source, it is important that they understand how and why the data were collected. A presentation was also made describing *The Change Book* (Addiction Technology Transfer Center, 2000). Participants were given feedback on the ORC scores for their agencies, and were presented with graphical representations of 25th and 75th percentile scores based on 1,089 ORC scores from previous IBR studies. Participants were then encouraged to chart their organization's data on these graphs in order to compare themselves with other agencies. Members of IBR staff were on site to answer questions

and assist in this process. Again, this process fits into the recommended procedure for feedback (Nadler, 1996), in that comparisons and norms were provided.

On the second day of the workshop, participants worked in groups of 7-9 people to develop quality improvement plans, using the ten steps presented in *The Change Book* as a guide. Each group came up with a list of problem areas, and from those chose one specific target area to focus on (e.g. stress, communication). Next, the groups discussed possible ways to improve the target area, and discussed positive and negative influences on the target problem. Additionally, following the completion of this stage of the workshop, participants were asked if they would be willing to continue the change process by completing a follow-up telephone interview in which they would be asked in depth about their change plans and goals for their organizations. Volunteering for the follow-up interview was a decision made by an individual representing a single unit or a parent organization. An individual may have volunteered as a representative for the overall organization, which in some cases included several separate treatment units.

Six months following the workshop, in April, 2005, participating organizations received an email encouraging directors to ask staff to complete post-workshop ORCs. Staff from participating organizations completed second ORCs online using *PsychData.* Additionally, as part of a separate but related project, directors of the participating organizations received a phone call inviting them to have their counselors administer the TCU Client Evaluation of Self and Treatment (CEST) to their clients. Each of these participation opportunities were used as additional indicators of responsiveness.

Measures

The TCU Organization Readiness for Change. Pre and post workshop ORCs were collected online. As described above, the ORC contains 18 scales measuring needs and pressures, institutional resources, staff attributes, and organizational climate. Unit ORC mean scale scores were used as predictors of responsiveness in the current study. In addition, unit ORC scale standard deviations were also used as predictors of responsiveness. Standard deviations were used as measures of similarity of ratings on the ORC scales, or the amount of agreement within an organization on a given scale. The ORC survey also contained demographic measures including staff certification, experience in the field, client load, time at current job (tenure), and service area (e.g. rural, suburban, urban). In order to assess these measures at the unit level, for staff certification, the proportion of staff that was currently certified was calculated and this proportion was used to predict responsiveness. For client load, job tenure, and service area, each staff member who completed the ORC indicted their appropriate answer on a five point scale (see Appendix A). The mean staff response for each of these measures was calculated for each treatment unit. For example, a mean unit score of 4.5 on the job tenure measure indicated that for that unit, job tenure of the staff was high.

The 18 ORC scales contain an average of 6.4 items each (see appendices A and B). Reliability and validity of the ORC scales was studied by Lehman et al. (2002) using a national sample of over 500 staff members from over 100 organizations. The ORC scales had acceptable reliabilities and were generally unidimensional, thus displaying adequate psychometric properties. Following is a detailed description of the ORC

domains and scales. The scale alphas for the current sample were similar to those found by Lehman et al. (see Table 2).

The ORC contains three scales measuring needs and pressures. The first scale is p*rogram needs.* This is an indication of appraisal of program strength and weaknesses. Sample items include "your program needs additional guidance in raising overall quality of counseling". *Training needs* assesses perception of needs for training in several areas. Items include "you need more training for increasing client participation in treatment". The *pressures for change* scale looks at internal and external sources of pressure. Higher levels of pressure for change are likely to result in action being taken to initiate change (Lehman et al., 2002). Sample items are, "current pressures to make program changes come from clients in the program" and "current pressures to make program changes come from funding and oversight agencies".

There are five areas of institutional resources covered in the ORC. The *offices* scale refers to the sufficiency of physical spaces and offices available. Sample items include, "your offices and equipment are adequate," and "offices allow the privacy needed for individual counseling". The *staffing* scale measures the number and quality of the staff members in the organization. A sample item is, "there are enough counselors here to meet current client needs." The *training resources* scale is concerned with financial support and management support for counselor training and development. A sample item is, "staff training and continuing education are priorities in this program". The *computers* scale deals with computer use within the agency. Items include, "staff here feel comfortable using computers", and "most client records are computerized". *E-communications* refers to the use of the internet and email for professional

communications, networking, and information access. A sample question from the e-communications scale is, "you used the internet to communicate with other treatment professionals (e.g. list serves, bulletin boards, chat rooms) in the past month."

Table 2
ORC Scale Alpha Values

ORC Scale	Current Sample Alpha (n=309)	Lehman et al. (2002) Alpha (n=458)
Needs and Pressures		
Program Needs	0.89	0.84
Training Needs	0.89	0.88
Pressure for Change	0.61	0.68
Institutional Resources		
Offices	0.70	0.79
Staffing	0.77	0.78
Training	0.69	0.64
Computers	0.68	0.66
E-Communications	0.63	0.84
Staff Attributes		
Growth	0.73	0.72
Efficacy	0.67	0.68
Influence	0.80	0.79
Adaptability	0.62	0.76
Climate		
Mission	0.78	0.75
Cohesion	0.90	0.92
Autonomy	0.52	0.56
Communication	0.85	0.82
Stress	0.84	0.90
Openness to Change	0.76	0.76

The ORC contains four scales relating to staff attributes. The *growth* scale measures how much counselors value and perceive opportunities for professional growth. A sample item from the growth scale is, "you do a good job of regularly updating and improving your skills". The *efficacy* scale measures staff confidence in their individual counseling skills. A sample item is, "you have the skills needed to conduct effective

group counseling". The *influence* scale measures the willingness and ability of an individual counselor to influence coworkers. A sample item is, "you are viewed as a leader by other staff here". The *adaptability* scale measures the ability of staff to adapt to a changing environment. A sample item from the adaptability scale is, "you are able to adapt quickly when you have to shift focus".

The ORC includes six scales that measure dimensions of organizational climate. The *mission* scale assesses staff awareness of the agency's mission, and its emphasis on goals. Sample items include, "your duties are clearly related to the goals of this program," and "management has a clear plan for this program". The *staff cohesiveness* scale focuses on trust and cooperation between coworkers. Sample items include, "staff here all get along very well," and "the staff here always work together as a team". The *staff autonomy* scale addresses how much freedom counselors are allowed in working with their clients. Sample items include, "management here fully trusts your professional judgment," and "counselors here are given broad authority in treating their own clients". The *communication* scale focuses on adequacy of information networks to keep everyone informed as well as management receptivity to suggestions from staff. Sample items include, "program staff are always kept well informed," and "the formal and informal communication channels here work very well". The *stress* scale measures perceived strain, stress, and role overload among staff. Sample items include, "the heavy workload here reduces program effectiveness," and "staff frustration is common here." The *openness to change* scale concerns management's interest and efforts in keeping up with change. Sample items include, "it is easy to change procedures here to meet new conditions," and "you are encouraged here to try new and different techniques."

The Organizational Climate Index (OCI). In addition to the individual scales on the ORC, a composite measure of organizational climate, the organizational climate index (OCI) has been used in previous research (e.g. Greener et al., 2005). The OCI is the mean of the scores on the six scales (mission, staff cohesiveness, staff autonomy, communication, stress, and openness to change) measuring climate in the ORC with the stress scale reverse scored (α= .66).

Needs and pressures, institutional resources, and staff attribute indices. For the purpose of the current study, composite indices of the other domains found in the ORC were created. The Needs and Pressures Index (NPI) consisted of the mean of the scores on the three needs and pressures scales (training needs, program needs, and pressures for change, α= .61). The Institutional Resources Index (IRI) consisted of the mean of scores of the five institutional resources scales (offices, staffing, training resources, computers, and e-communications, α= .64). Finally, the Staff Attributes Index (SAI) consisted of the mean of the scores on the four staff attribute scales in the ORC (growth, efficacy, influence, and adaptability, α= .53)

Responsiveness. There were four measures of responsiveness used in the current study. The measures were as follows:

1. Whether or not a follow-up interview was agreed to. During the workshop, attendees were asked whether or not they would be willing to volunteer for an additional follow-up telephone interview, in which they would be asked depth about the organization's change goals and progress toward those goals.

2. Whether or not the follow-up telephone interview was actually conducted. Not all organizations that volunteered actually went through with the interview when contacted again. Whether or not the interview was completed was another measure of responsiveness. Additionally, the telephone follow-up interview provided qualitative data about the participating organization's change strategies, as well as feedback on the usefulness of the workshop and suggestions for future workshops.
3. Whether or not organizations completed a second ORC 6 months following the workshop.
4. Whether or not the organization participated in a study involving the TCU Client Evaluation of Self and Treatment (CEST).

The responsiveness variables were organization level measures. The decision to participate in each of the follow-up activities was made by clinical directors who represented the parent organizations. As seen in figure 4, one parent organization can be comprised of several separate treatment units. When completing the ORC, staff members reported on the functioning of their individual treatment unit, and the organizational functioning between each treatment unit can differ greatly within the same parent organization. As ORC scale score are reflective of functioning of individual treatment units, data were analyzed at the treatment unit level. What follows in the analysis and results sections is discussed at the treatment unit level.

Analysis Rationale

An aspect commonly complicating organizational research, making it both a challenging and intriguing area of research, is the fact that organizations are inherently multilevel systems. Organizations are units composed of individual people, often with these units making up larger agencies. Although there are several analytic options now available to organizational researchers, some of which allow the simultaneous examination of multiple levels in an organization, such as Hierarchical Linear Modeling (HLM), the research questions and data available should dictate the level of analysis appropriate for the study. For the present study it is important to revisit the goals and data limitations.

The goal of the current study was to gain a clearer picture of characteristics that are associated with responsiveness at the organization level. The variables to be predicted were organization level variables (e.g. whether or not an agency representative volunteered to participate in a telephone follow-up interview, whether an interview was completed). While multilevel analysis techniques such as HLM and other methods are rather useful tools for organizational research, these types of analysis are primarily for examining different levels of data in the same analysis (Hoffman et al., 2000; Klein & Kozlowski, 2000). Because there was no variation on these measures within organizations, it was not possible to examine the research question using a multilevel approach. Additionally, the ORC scales were designed primarily for use as organizational level indicators, not as individual level measures (Lehman et al., 2002).

In an attempt to obtain the most relevant information about each organization, data were analyzed at the treatment unit level. One parent agency may have several units

in different locations treating different clientele, and the most relevant information about change in organizational functioning is at the unit level. When staff members complete the ORC, they are reporting on their particular treatment unit, and are likely unaware of how the organization functions in the other units.

Analysis

Analyses were performed for all units. Because some units had only one completed ORC, a second set of analyses included only organizations with at least 2 ORC respondents. The results of these analyses were almost identical, and as such the results reported here are for the entire available sample. Logistic regressions were used to predict measures of responsiveness from each pre-workshop ORC scale treatment unit mean and standard deviation, as well as from organization demographic variables. In order to account for the varying sizes of the treatment units, each mean was weighted by the number of individuals in the agency who completed the ORC. Analysis of Covariance was used to determine if there were any differences between responsive organizations and non-responsive organizations on time two ORC scores.

Results

Demographics

Table 3 presents demographic information such as gender, race, education level, job experience and tenure, certification status, and program information about the sample completing the ORC. Table 4 presents the correlations between each ORC scale mean, and its standard deviation.

Table 3
Demographic Information for Participating Organizations

Demographic	Pre-workshop N= 284	Post-workshop N=181	Demographic	Pre-workshop N=284	Post-workshop N=181
Gender			**Experience**		
Female	185 (65%)	113 (64%)	0-6 months	12 (4%)	18 (11%)
			6-11 months	10 (4%)	6 (4%)
Race/Ethnicity			1-3 years	39(14%)	23 (14%)
Hispanic	42(15%	30(17%)			
African American	59 (22%)	30 (18%)	3-5 years	36(13%)	22 (13%)
American Indian	4 (1%)	0 (0%)	5 or more years	186 (64%)	100 (59%)
More than 1 Race	12 (4%)	9 (5%)			
White	176 (65%)	120 (71%)	**Time at Present Job**		
Other	16 (6%)	11 (6%)	0-6 months	45 (16%)	28(16%)
Highest Degree			1-3 years	100 (36%)	52 (30%)
High School	17 (6%)	11 (6%)	3-5 years	42 (15%)	27 (16%)
Some College	88 (31%)	48 (27%)	5 or more years	78 (28%)	42 (24%)
Associate's	44 (16%)	25 (14%)			
Bachelors	50 (18%)	38 (21%)	**Client Load**		
Master's	68 (24%)	46 (26%)	1-10	128 (50%)	86 (52%)
Doctoral	7 (2%)	4(2%)	11-20	51 (20%)	39 (24%)
Other	7 (2%)	6 (3%)	21-30	33 (13%)	15(9%)
			31-40	19 (7%)	6 (4%)
Certification			>40	25 (10%)	16 (10%)
Not certified	40 (14%)	37(21%)			
Currently Cert	193 (68%)	118(66%)	**Service area**		
Intern	47 (17%)	21 (12%)	Rural	52 (19%)	32(18%)
Program Type			Suburban	56 (20%)	27 (15%)
Intensive OP	57 (20%)	33 (18%)	Urban	170 (61%)	117 (66%)
Outpatient	36 (13%)	18 (10%)			
TC	23 (8%)	11 (6%)	**Problems treated**		
Inpatient	129 (46%)	92 (52%)	Drugs only	4 (1%)	0
Other	34 (12%)	23 (13%)	Alcohol and Drug	278 (99%)	179 (99%)*
Part of a larger parent organization	150(54%)	101 (59%)			

***** Because of missing data not all frequencies add to 100%

Predicting Responsiveness

Determining an indicator of responsiveness. The first goal of the study was to determine an appropriate indicator of responsiveness. As described above, there were four possible indicators. Measures of responsiveness were: Volunteering to participate in

a telephone follow-up interview, actual participation in the follow-up interview, completion of the post-workshop ORC, and participation in the CEST project. Table 5 displays the number of units that participated in each measure of responsiveness. ORC scale means and standard deviations for each participating unit can be found in Appendix C.

Table 4
Correlations between ORC scale Means and Standard Deviations

ORC Scale (n=55 unites)	Correlation (mean & SD)
Program Needs	-0.008
Training Needs	0.068
Pressure for Change	-0.084
Offices	-0.396*
Staffing	-0.301*
Training	-0.457*
Computers	-0.409*
E-Communications	-0.274
Growth	-0.534*
Efficacy	-0.417*
Influence	-0.156
Adaptability	-0.464*
Mission	-0.360*
Cohesion	-0.451*
Autonomy	-0.479*
Communication	-0.304*
Stress	0.262
Change	0.026

*p<.05

Table 5
Frequency of Organizations Participating in Each Measure of Responsiveness

Measures of Responsiveness	**Number of Units (Total 53 Units)**
Volunteer for Interview	42
Participate in interview	28
Complete ORC2	28
Complete CEST	35

In order to determine the most appropriate indicator of responsiveness, separate logistic regressions were performed predicting each indicator of responsiveness from each ORC scale mean and standard deviation, as well as from organization demographic characteristics. Table 6 shows the patterns of significance for ORC scale means and standard deviations, and the four indicators of responsiveness. Table 7 shows the patterns of significance for organization demographic variables and the four indicators of responsiveness. A plus sign indicates a positive relationship, that is higher scores on that particular measure indicate a greater likelihood of response. A minus sign indicates that lower scores on that measure were associated with a greater likelihood of response.

Table 6
Significant ORC Scale Means and Standard Deviation Predictors of Responsiveness

ORC Scale Means	Volunteer for Interview 42 Orgs	Participate in Interview 28 Orgs	ORC 2 28 Orgs	CEST 35 Orgs
Pressure for Change	NS	+	NS	+
Program Needs	+	+	+	+
Training Needs	+	NS	NS	NS
Staffing	-	NS	-	-
Training	-	NS	-	-
Computers	-	NS	NS	NS
E-communication	-	-	NS	-
Growth	-	NS	NS	-
Efficacy	NS	NS	+	-
Influence	-	NS	+	NS
Cohesion	-	NS	NS	NS
Mission	-	+	NS	-
Communication	-	NS	NS	NS
Change	-	NS	NS	NS
Stress	+	+	+	+
ORC Indices				
Needs and Pressures Index (NPI)	+	+	+	+
Inst. Resources Index (IRI)	-	NS	-	-
Staff Attributes index (SAI)	-	NS	+	-
Climate Index (OCI)	-	NS	NS	NS
ORC Scale Standard Deviations				
Program Needs	+	+	NS	-
Training Needs	NS	NS	NS	-
Pres for Change	-	NS	+	-
Staff	-	NS	+	-
Offices	NS	NS	NS	-
Computer	NS	NS	+	-
Training	+	+	+	NS
Growth	NS	+	+	NS
Efficacy	NS	+	NS	-
Influence	+	+	NS	-
Adaptability	NS	NS	NS	NS
Mission	NS	-	+	-
Cohesion	-	-	+	-
Autonomy	-	-	NS	-
Communication	NS	NS	+	-
Change	-	NS	NS	-
Stress	-	-	-	-

Table 7
Significant Demographic Predictors of Responsiveness

Demographics	Volunteer for interview 42 Orgs	Participate in Interview 28 Orgs	ORC 2 28 Orgs	CEST 35 Orgs
Certification	+	NS	+	+
Experience	+	NS	+	+
Job Tenure	+	+	NS	+
Client Load	+	NS	NS	+
Service Area				
Rural	NS	-	NS	+
Suburban	-	-	-	+
Urban	+	+	+	-

Based on the information presented in Tables 6 and 7, it was determined that volunteering for the follow-up interview was an appropriate representation of responsiveness. This measure represented a large portion of the sample, as there were 42 sites that represented organizations that volunteered for the interview, thus giving a larger sample to predict than the other indicators, as shown in Table 5. Furthermore, volunteering for the follow-up interview occurred during the workshop, and was chronologically the first measure of responsiveness, therefore giving an indication of initial or immediate responsiveness.

Whether volunteering for the follow-up interview was related to other measures of responsiveness was also investigated. Volunteering for the follow-up interview was not related to completing the post-workshop ORCs (χ^2=1.55, df=1, p=.221) (see Table 8). However, organizations that volunteered for the follow-up interview were statistically significantly more likely to also volunteer for the CEST project (χ^2=7.37, df=1, p=.006) (see Table 9). Table 10 displays the means and standard deviations on the ORC scales by responsiveness.

Table 8
Frequency and Percentage of Volunteer and Non-Volunteer Organizations that Participated in ORC 2

	Volunteer Orgs (42 Sites)	**Non-Volunteer Org (11 Sites)**
ORC 2	30 (71.4%)	5 (45.4%)
No ORC 2	12 (28.5%)	6 (54.5%)

Table 9
Frequency and Percentage of Volunteer and Non-Volunteer Organizations that Participated in CEST

	Volunteer Orgs (42 Sites)	**Non-Volunteer Org (11 Sites)**
CEST *	33 (78.5%)	4 (36.3%)
No CEST*	9 (21.4%)	7 (63.6%)

*<.05

Predictors of responsiveness. Whether or not an agency representative agreed to participate in the follow-up interview was used as an indicator of responsiveness. Organizations were coded as either responsive or non-responsive organizations, with a 1 and a 0 respectively. Logistic regressions were then performed predicting responsiveness from each ORC scale mean and standard deviation as well as from demographic characteristics.

Table 10
Weighted Means for Responsive and Non-Responsive Organizations

	Pre-Workshop				**Post-Workshop**			
	Responsive (42 organizations)		Non-Responsive (11 organizations)		Responsive (24 organizations)		Non-Responsive (4 organizations)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Needs and Pressures								
(NPI)	28.77	6.64	27.78	3.82	28.07	1.58	26.27	6.29
Program Needs	27.59	7.67	26.13	6.37	26.13	6.37	25.63	7.93
Training Needs	26.37	7.11	26.90	6.85	26.90	6.85	23.75	8.18
Pressure for Change	30.60	5.13	31.08	6.28	31.08	6.28	29.19	6.89
Institutional Resources								
Institutional Resources Index (IRI)	34.42	6.18	36.29	6.16	34.31	6.36	36.70	6.22
Offices	35.45	6.91	33.90	7.50	33.90	7.50	37.30	5.96
Staff	29.59	5.93	33.80	6.43	33.80	6.43	33.80	6.31
Training Resources	33.32	6.50	35.76	5.40	35.76	5.40	36.91	4.90
Computers	36.05	4.98	36.44	4.48	36.44	4.48	36.65	5.38
E-communication	36.76	6.59	37.29	7.01	37.29	7.01	39.14	8.56
Staff Attributes								
(SAI)	37.81	5.44	38.32	4.93	37.97	5.30	39.84	4.94
Growth	35.74	6.17	37.50	5.63	37.50	5.63	38.68	5.35
Efficacy	39.66	4.78	40.46	4.32	40.46	4.32	41.65	3.99
Influence	36.71	6.11	37.72	5.30	37.72	5.30	39.03	5.68
Adaptability	38.54	4.68	39.02	4.48	39.02	4.48	39.77	4.76
Climate								
(OCI)	32.68	6.50	35.09	7.04	33.19	6.64	37.84	6.22
Mission	35.63	6.22	36.78	6.21	36.78	6.21	39.17	5.99
Cohesion	34.47	6.95	36.01	8.43	36.01	8.43	38.92	7.52
Autonomy	34.87	4.70	35.58	5.18	35.58	5.18	38.81	4.96
Communication	31.45	7.30	34.35	7.32	34.35	7.32	37.68	5.75
Stress	34.66	7.97	28.64	8.59	28.64	8.59	25.74	8.03
Openness to change	33.36	5.87	35.21	6.52	35.21	6.52	38.49	5.04

The first hypothesis was that the ORC needs and pressures scales would be positively associated with responsiveness. The needs and pressures index (NPI) was positively related (χ^2=6.39, p=0.01) indicating that for each unit of increase on the NPI, the odds of responsiveness increased 12%. In searching for the important scales of this domain, the program needs scale was positively related to responsiveness (χ^2=10.90, p=.001), meaning that for each unit of increase on program needs, the odds of responding were increased by 11% (see Table 11 for odds ratios for predictors).

Table 11
Results of Logistic Regressions Predicting Responsiveness from ORC Means

ORC Scale	Intercept	B weight	Odds ratio	*p*
Needs and Pressures				
Needs and Pressures Index (NPI)	-2.14	0.12	1.12	0.01
Program Needs	-1.69	0.10	1.11	0.001
Institutional Resources				
Inst Resources Index (IRI)	7.93	-0.19	0.83	<0.0001
Staffing	9.35	-0.25	0.78	<.0001
Training	3.20	-0.06	0.94	0.0039
Computers	5.27	-0.11	0.89	0.003
e-communication	6.64	-0.14	0.87	0.0001
Staff Attributes				
Staff Attribute Index (SAI)	9.07	-0.21	0.81	0.007
Growth	6.39	-0.14	0.87	0.0003
Influence	7.12	-0.16	0.85	0.002
Climate				
Climate Index (OCI)	10.54	-0.27	0.76	<.0001
Cohesion	3.84	-0.08	0.93	0.01
Communication	7.48	-0.19	0.83	<.0001
Stress	-9.30	0.34	1.41	<.0001
Openness to change	9.07	-0.23	0.80	<.0001

It was also hypothesized that responsive organizations would have less adequate functioning in the ORC domains of institutional resources, staff attributes, and organizational climate. The Institutional Resources Index (IRI) was negatively related to responsiveness (χ^2=16.55, p<.0001). Lower mean scores on the IRI was associated with a higher likelihood of responsiveness, indicating that overall, lower institutional resources was associated with responsiveness. For example, for every unit increase in IRI, the odds of responsiveness decreased by 17%. Also within the institutional resources domain, training resources (χ^2=4.26, p=.039), staffing resources (χ^2=41.54 p<0.0001), computers (χ^2=8.60, p=0.003), and e-communication (χ^2=10.02, p=0.001) were all negatively related to responsiveness. See Table 11 for odds ratios for each significantly related scale.

It was also hypothesized that lower scores on the staff attributes scales would be related to responsiveness. The Staff Attributes Index (SAI) was negatively related to responsiveness (χ^2=7.21 p=0.007). For every unit of increase on the SAI, the odds of responsiveness decreased by 19%. Additionally, within the staff attributes domain two scale means were individually negatively related to responsiveness: growth (χ^2=8.51, p=0.003) and influence (χ^2= 9.06, p=0.002). Within this domain lower scores on growth, influence, and SAI increased the odds of responsiveness.

It was hypothesized that poorer functioning in the climate domain would be associated with a higher likelihood of responsiveness. Supporting this hypothesis, the Organizational Climate Index (OCI) was significantly negatively related to responsiveness (χ^2=26.07, p<0.0001). For every unit increase on the OCI, the odds of responsiveness decreased by 24%. Overall, these results indicate that poorer organizational climate was associated with a higher likelihood of responsiveness. In the

climate domain, four individual scales were significantly related to responsiveness. Cohesion (χ^2=5.97, p=0.01), communication (χ^2=25.37 p<0.0001), and openness to change (χ^2=22.07, p<0.0001) were all negatively related to responsiveness. Lower scores on cohesion, communication, and openness to change were associated with a higher likelihood of responsiveness. Stress was positively related to responsiveness (χ^2=73.37, p<0.0001), indicating that higher levels of stress increased the odds of responsiveness. For every unit of increase on the stress scale, odds of responsiveness increased 41%.

It was hypothesized that standard deviations on ORC scale scores would be associated with responsiveness such that smaller standard deviations would increase the likelihood of responsiveness. Several ORC scale standard deviations were statistically significantly related to responsiveness (see table 12). From the needs and pressures area, the standard deviations of program needs (χ^2=16.60, p<0.0001) was positively related to responsiveness, and the standard deviation of pressures for change was negatively related to responsiveness (χ^2=36.42, p<0.0001). Larger standard deviations on the program needs scale increased the likelihood of responsiveness, while smaller standard deviations on the pressures for change scale increased the likelihood of responsiveness.

Table 12
Results of Logistic Regressions Predicting Responsiveness from ORC Standard Deviations

ORC Scale	Intercept	B weight	Odds ratio	*P*
Needs and pressures				
SD Program Needs	-0.88	0.27	1.31	0.0001
SD Press for Change	4.33	-0.56	0.57	<.0001
Institutional Resources				
SD Staffing	2.08	-0.15	0.86	0.01
Staff Attributes				
SD influence	-0.25	0.24	1.27	0.004
Climate				
SD cohesion	2.75	-0.21	0.81	<.0001
SD autonomy	1.74	-0.12	0.89	0.05
SD stress	2.33	-0.15	0.87	0.01
SD openness to change	1.77	-0.10	0.90	0.006

In the institutional resources area, smaller standard deviations on the staffing scale increased the odds of responsiveness (χ^2=6.23, p=0.01). In the staff attributes domain, larger standard deviations on the influence scale increased the likelihood of responsiveness (χ^2=8.27,p=0.004).

Supporting the hypothesis, in the climate domain, four scale standard deviations were negatively associated with responsiveness: cohesion (χ^2=18.67, p<.0001), autonomy (χ^2=3.95, p=0.05), stress (χ^2=5.95, p=0.01), and openness to change (χ^2= 7.40, p=0.006). Explicitly, smaller standard deviations on cohesion, autonomy, stress, and openness to change increased the likelihood of responsiveness. For example, for each unit increase on the standard deviation of stress, the odds of responsiveness decreased by 13%.

It was hypothesized that some demographic characteristics of the organizations would be predictive of responsiveness. Specifically, it was thought that characteristics of

organizations that were associated with the establishment or age of the organization, for example that experience and tenure of employees, would be predictive of responsiveness. Several organizational demographic variables were statistically related to responsiveness (see Table 13). Certification status was positively related to responsiveness (χ^2=5.86, p=0.01). For every unit of increase in certification status, the odds of responsiveness increased 465%.

Table 13
Results of Logistic Regressions Predicting Responsiveness from Demographics

Demographics	**Intercept**	**B weight**	**Odds ratio**	***P***
Certification	0.12	1.54	4.65	0.01
Experience	5.96	5.96	0.28	<.0001
Job Tenure	3.24	0.58	0.44	<.0001
Client Load	2.64	1.01	2.76	<.0001
Service Area				
Suburban	1.57	-1.90	0.15	0.002
Urban	0.54	1.04	2.83	0.008

Experience of the staff in the substance abuse treatment field was also significantly related to responsiveness. Specifically, higher mean staff experience in the field was positively related to responsiveness (χ^2=31.37, p<.0001). The tenure of staff at their current job was also significantly related to responsiveness. Higher mean staff tenure was positively related to responsiveness (χ^2=15.94 p=<.0001). That is, the longer a unit's staff had been at their current jobs, the more likely the organization was to be responsive. Client load was also significantly related to responsiveness. A larger client load was associated with a higher likelihood of responsiveness (χ^2=41.06, p<0.0001).

The service area of organizations was also significantly related to responsiveness. Suburban organizations were less likely to be responsive (χ^2=9.25, p=0.002), and urban

organizations were more likely to be responsive (χ^2= 7.13 p=0.008). Specifically, urban organizations were 283% more likely to be responsive.

Model of responsiveness. In order to get a clearer understanding of what organizations that are likely to be responsive look like, a model was tested predicting responsiveness from several factors. The strongest predictors of responsiveness were selected based on the results of the logistic regressions described above, and used together to create a model of responsiveness. Predictor variables were chosen based on the information in Tables 6, 7, 11, 12, and 13. The variables that were the strongest predictors of responsiveness, as well as that were predictive of the most indicators of responsiveness were included in the model. The strongest model that was found included the Needs and Pressures Index, e-communications, cohesion, stress, the standard deviation of stress, staff experience and urban (see table 14). The overall model was significant (χ^2= 232.96 p=<.0001, -2 log L= 55.05). All of the predictors, except for cohesion were related to responsiveness in the same direction both when used alone and in the model. Cohesion was negatively predictive of responsiveness alone and positively predictive of responsiveness in the model. This indicates that when other variables are controlled for, the cohesiveness scale is positively related to responsiveness. This model shows that organizations that were likely to be responsive had high needs and pressures, were low in e-communications, cohesive, had high levels of stress, agreed about their levels of stress, had experienced staff, and were in urban settings.

Table 14
Model Predicting Responsiveness

Predictor	Estimate	Standard error	χ^2	p
Intercept	-185.8	73.98	6.31	<.0001
Needs and pressures Index (NPI)	1.76	0.64	7.56	0.006
e-communications	-1.02	0.34	9.15	0.0025
Stress	3.72	1.41	6.90	0.0086
Cohesion	1.76	0.72	5.96	0.014
SD Stress	-2.45	0.10	6.01	0.014
Experience	4.38	1.86	5.55	0.02
Urban	10.56	2.97	12.65	0.0004

Testing for a Relationship between Responsiveness and Change

To determine if responsive agencies changed more than non-responsive agencies, several analyses were used. Change scores on ORC climate scales, as well as residuals were examined using general linear models to look for differences between responsive and non-responsive groups. No significant differences were found on these analyses. Additionally, Analyses of Covariance (ANCOVA) were performed with time 2 ORC scores as the dependent variable, responsiveness as the independent variable, and time 1 ORC scores as the covariate. Again, there were no significant differences. The absence of significant differences found in these analyses is likely due to lack of power, as there was a small overall sample, and there were only 4 organizations that did not volunteer for the follow-up interview but that also completed the second ORC.

Discussion

Discovering how to best encourage and facilitate healthy organizational environments is an important aspect of substance abuse treatment research. Without

healthy organizational environments it is difficult, if not impossible for organizations to improve in terms of adopting new clinical tools (Simpson & Dansereau, in press). Functioning of substance abuse treatment organization is also important in terms of client engagement and outcomes (Broome et al., 1999; Simpson, 2004). Thus, in order to better serve the clients, it is important for organizations to improve themselves.

The current study examined the process of organizational improvement following a workshop designed to encourage positive changes in organizational functioning. Using the TCU Program Change Model as a framework, the current study examined predictors of responsiveness, which is the first step towards making the move from the exposure to the adoption stage, or from feedback about organizational functioning problems to attempting to remedy the problems.

Characteristics of Responsive Organizations

The first stage of the current study was to find a good indicator of responsiveness. Several possible indicators were predicted from time one ORC means and standard deviations. Because it had the largest sample, and because it was chronologically the first measure of responsiveness, whether or not an organization representative volunteered for a follow-up telephone interview was used as an indicator of organizational responsiveness.

The central goal of the study was to determine which characteristics of organizations are predictive of responsiveness. The first hypothesis was that the ORC scale means would be associated with responsiveness such that high needs and pressures would increase the likelihood of responsiveness. This hypothesis was supported. From the needs and pressures domain, the NPI, an index of the ORC needs and pressures scales

was positively predictive of responsiveness. Within this domain, the program needs scale was positively related to responsiveness. These results indicate that higher organization needs and pressures increased the likelihood of responsiveness. This fits in with the literature which has demonstrated the importance of motivation, and the importance of recognizing a need for improvement in the change process (e.g. Backer, 1995, 2000; Lehman et al., 2002).

The second hypothesis was that a lower adequacy of functioning as indicated in the ORC domains of institutional resources, staff attributes, and organizational climate, would be associated with responsiveness. Specifically it was hypothesized that lower scores in these domains would increase the likelihood of responsiveness. This hypothesis was supported. In the institutional resources domain, the IRI, an index of the institutional resources scales, was significantly negatively associated with responsiveness. Within this domain, the scales measuring training resources, staffing resources, computers, e-communications were also significantly negatively associated with responsiveness. The results indicate that lower institutional resources increased the odds of responsiveness. In the staff attributes domain, the SAI, an index of the ORC staff attributes scales, was significantly related, and within this domain, the growth and influence scales were negatively related to responsiveness. Lower scores on these staff attributes scales increased the likelihood of responsiveness. In the climate domain, the OCI, an index of the organizational climate scales, was significantly related to responsiveness, and within this domain, the cohesion, communication, and openness to change scales were negatively related to responsiveness. Lower scores on these measures increased the odds of responsiveness. Higher scores on the stress scale also increased the odds of

responsiveness. These results indicate that organizations with lower ratings of climate, and thus a less adequate organizational climate area, are more likely to be responsive.

Overall, the second hypothesis, that inadequate organizational functioning as indicated by scores in the domains of institutional resources, staff attributes, and organizational climates would be associated with responsiveness, was supported. Results indicate that organizations that are not functioning well in terms of these domains are more likely to be responsive. Based on these relationships, it appears that lower adequacy of organizational functioning is associated with responsiveness. Additionally, the NPI, and the program needs scale were positively related to responsiveness, perhaps reflecting recognition of the need for organizational improvement. To put it simply, based on these results, responsive organizations had needs and pressures for change, as well as lower adequacy of institutional resources, staff attributes, and organizational climate, which likely contributed to the motivation to be responsive to continuing with the change process initiated in the workshop.

These findings fit in with the feedback literature which indicates that those who receive feedback indicating inadequate functioning are likely to become motivated to make necessary changes (Nadler, 1977). These findings also fit in with the stress paradigm proposed by McGrath (1976) in which a stress situation is created (in this case from the feedback presented showing inadequacy of functioning), and as a result, a decision must be made as to how to resolve this situation. In this instance, one such response is to be responsive.

The third hypothesis was that smaller standard deviations on the ORC climate scales would increase the likelihood of responsiveness. This hypothesis was supported by

the results. Standard deviations on several climate scales (cohesion, autonomy, stress, and openness to change) were negatively related to responsiveness. What these standard deviations likely indicate is consensus or agreement within the organization. Small standard deviations on ORC climate scales conceivably reflect the staff's agreement about the climate of their organization. This does not necessarily signify that the organization is in a good or bad condition. However, if the staff generally agrees, for example that stress is high, this may reflect the recognition of a problem and a readiness within the organization to make improvements. If, on the other hand, there is a very large standard deviation on stress reflecting a wide array of beliefs about the state of stress in the organization, there may not be agreement about the situation, and responsiveness may be less likely. These findings are congruent with previous research which has found that level of staff agreement on organizational functioning measures is predictive of organizational effectiveness (Hause, 2001). Based on the results of the current study, it appears that standard deviations, or level of agreement on ORC climate scales are an important area to examine when assessing organizational functioning and change.

The fourth hypothesis was that demographic characteristics that are indicative of older or more established organizations would increase the likelihood of responsiveness. This hypothesis was supported by the results. Demographically it appears that more established programs are responsive. Results showed that organizations with a large proportion of staff who are certified, and organizations with longer staff tenure and staff experience were more responsive. The experience and tenure of the staff at an organization may be an indicator that the organization is more established. These findings support previous findings (Roman et al., 2002) that older, more established organizations

show a higher likelihood of adoption of new technologies. Organizations with staff that are experienced and that have been at their jobs for some time may have more time and resources to spend on improving their organization. Treatment programs with experienced staff may also be more attuned to the functioning of the organization, and therefore more aware of areas of inadequate functioning. Whereas organizations with high turnover rate, and staff with little experience are likely concentrating on just getting by, and thus have less time to worry about organizational functioning although their organization may require improvements. Additionally, programs with large proportions of counselors who are new and inexperienced are less likely to be attached to their organization, and therefore may care less about the functioning and improvement of the organization, while programs with established staff may be more likely to care more about their organization, and are more comfortable with change. This fits with the previous finding that employees who are more involved with their job are more motivated to learn and transfer new skills (Noe & Schmitt, 1986).

Client load likely impacts the level of stress in an organization. In the present study, client load was positively associated with responsiveness. Organizations with lighter client loads may have had perceived lower stress and may not have needed much improvement in terms of their overall climate. Conversely, heavier client loads may be related to a poor organizational climate. This finding fits in with the overall results which indicate that organizations that are responsive have inadequate organizational functioning.

Another demographic variable that was strongly related to responsiveness was service area. Specifically, organizations in urban settings were more likely to be

responsive than those in either rural or suburban settings. Additionally, the service area of the organization may be related to the finding that established programs with experienced staff members who have been at their jobs for some time are likely to be responsive. Rural and suburban programs have a smaller employee pool to choose from, and may be more likely to have staff who are less experienced and also may be more likely to have a higher turnover rate. Taken as a whole, demographically it appears that more established organizations, with heavier client loads in urban settings were more likely to be responsive.

The overall model that best predicted responsiveness included as positive predictors the NPI, cohesion, stress, staff experience, and urban service area, and as negative predictors e-communications, and the standard deviation of stress. Based on this model, an organization that is likely to be responsive is located in a city, has high needs and pressures, is cohesive, has experienced staff, has low e-communication resources, high stress, and agreement about that stress.

Given the limitations of an overall model, especially when too many factors are included, it may be more useful to examine results of the individual logistic regressions. All things considered, it appears that more established organizations (i.e. organizations whose staff is experienced and has been at their current job for some time) with large client loads in urban settings, who receive feedback about high needs and pressures, inadequacy of functioning in the domains of institutional resources, staff attributes, and organizational functioning, and that have low standard deviations in the climate area, are the most likely to be responsive.

The Relationship of Responsiveness to Change

A secondary goal of the current study was to determine if responsiveness was related to change. It was hypothesized that responsive organizations would change more than non-responsive organizations following the workshop. Several different analyses were used to test for a difference between responsive and non-responsive organizations in terms of change, however none of these proved to be significant. This is likely to be an issue of power, as the overall sample size was quite small, and a very small number of organizations were available for comparison to the responsive groups.

There is other evidence, however, that responsiveness as conceptualized in the current study is related to change. Organizations that volunteered for the follow-up interview were statistically significantly more likely to volunteer to participate in the CEST project, indicating a desire to continue monitoring the functioning of the organization and its clients. Additionally, based upon examination of the feedback reports provided to organizations following their second ORC, it appears that the agencies with the highest level of responsiveness, those who agreed to and followed through with the interview and completed the post-workshop ORC, improved on their ORC scale means overall.

An example of an ideal organization response to the workshop can be found in Agency A. Agency A was a strong responder, completing the follow-up interview as well as the post-workshop ORC. Agency A's target change area was stress. In their follow-up interview, Agency A reported that in response to the workshop a staff retreat was held in which needs and staff ideas for improvement were discussed, and that many of these staff ideas were implemented. The post-workshop ORC scores revealed that the stress scores

for Agency A dropped from 37.3 to 30.0 from time one to time two. Additionally, Agency A's mean scores improved on all ORC scales, in that there were higher ratings on all the measures of institutional resources, staff attributes and organizational climate, with the exception of stress.

Limitations

One limitation of the current study is sample size. While the findings are useful and shed light on predictors of responsiveness, there was not enough power in the sample to adequately test for changes between time one and time two. Without a larger sample it is difficult to draw any concrete conclusions about how responsiveness relates to organizational changes over time. Additionally, a future study with a larger sample should examine interactions between standard deviations and mean scores on the ORC scales. That is, are the relationships of ORC scale means to responsiveness different among organizations with large vs. small standard deviations?

Another limitation is the time frame of the study. The post-workshop ORCs were collected 6 months following the workshop. While this may be enough time for change to begin taking place, data on organizational functioning further down the line would be useful, to assess whether or not the organizations proceeded to the implementation and practice stages of the Program Change Model.

Another limitation of the current study is that it is impossible to compare responsive organizations to completely unresponsive organizations in the available sample. Since completion of the post-workshop ORC is voluntary, all longitudinal data are for organizations with at least some level of responsiveness. Furthermore, this sample consists of what is known in the organizational change literature as early adopters

(Rogers, 1995; Simpson, 2002). Simply by participating in the workshop, all organizations displayed initiative and desire to improve. Additionally, the organizations in the current study were functioning reasonably well overall to begin with, and the need for change in these organizations may not be as great as the need in other organizations that did not participate. Determining predictors of responsiveness, or who will follow through with the initiative to change is a useful contribution of this study. However, in future studies it would be useful to have comparisons to organizations that are not early adopters and who may not be as motivated to change as those in this study, but that have a high need for change.

General Conclusions and Future Directions

Fishbein (1995) lists three factors that must be present for change in an organization to occur: a strong intention or commitment to perform a behavior, an absence of environmental constraints preventing the behavior, and the necessary skills to perform the behavior. The responsiveness measure used in the current study is similar to the first criterion listed by Fishbein. It is also theorized that responsiveness represents the path from the exposure stage to the adoption stage in Simpson's Program Change Model (2002). As put forth by Fishbein (1995), responsiveness, or commitment is a necessary criteria for change, however on its own, it is not sufficient. Also necessary is the absence of environmental constraints and necessary skills. Although uncontrollable environmental constraints, for example funding issues, may hinder the change process, responsiveness to the workshop is an important first step in getting the ball of the change process rolling, and predicting those who are likely to be responsive is an important contribution of the current study.

The results of the current study fit in with and support some of the concepts espoused in the TCU Program Change Model (Figure 2). The TCU Program Change Model theorizes that motivation is a critical element needed to proceed from the exposure to the adoption stage. Indeed, in the current study, program needs and pressures were found to be important predictors of responsiveness, as organizations with high scores on the ORC needs and pressures scales were more likely to be responsive. Additionally, the move toward adoption does seem to lead to implementation and change (based on qualitative data).

There were also some differences between the findings of the current study and the TCU Program Change Model, for example in the current study, organizations with lower resources, lower staff attributes, and poorer functioning climates were more likely to be responsive. This is the opposite of what is seen in the TCU Program Change Model, in which higher resources and better organizational climate lead to change. This is likely due to differences in the type of organization change being studied. In the current study, the type of change being studied is improvement in organizational functioning. In the TCU Program Change Model the type of change being examined is technology transfer. The type of change examined in the current study is designed to precede technology transfer (Simpson & Dansereau, in press). In the future, it may be beneficial to develop a model of organization improvement, which contains the stages of change from the TCU Program Change Model, but that also incorporates the differences between program improvement and technology transfer. For example, in organizational improvement, lower resources and poorer climate seem to be important predictors. Additionally a model of organizational improvement would include the importance of similarity of staff ratings

of organizational climate (i.e. small standard deviations) and demographic characteristics of the organization.

In sum, results of the current study revealed several characteristics of organizations that were responsive to an organizational change workshop. Organizations that received feedback about high needs and pressures for change, as well as inadequacies in the areas of institutional resources, staff attributes and organizational climate scales are likely to be responsive. Additionally, organizations with small standard deviation scores on climate scales, large client load, more experienced staff, more certified staff, longer staff tenure, and urban settings are more likely to be responsive. Additionally, there is evidence that responsiveness is related at the very least to follow through on the change process. Responsive organizations are more likely to continue monitoring their organizational functioning, and to express an interest in improving it. It also appears, based on qualitative data, that responsive organizations did indeed often generate detailed change plans and did make improvements in their target areas.

More research is needed in this area, particularly with larger samples, and over a longer period of time in order to more effectively examine differences in the change process between responsive and non responsive organizations, as well as to examine the later stages of the change process in responsive organizations.

This study has demonstrated that some organizations are more likely than others to be responsive to organization enhancement workshops, and it identified characteristics that are associated with such responsiveness. Additionally, results indicate that along with assessing organizational functioning, it is also important to examine the level of staff agreement about organizational functioning, as well as demographic information about

the organization when examining the organizational change process. The process of organization change is not an easy one, but it is a necessary one if an organization is to remain successful in today's world. Identifying organizations that are likely to be responsive is an important first step in understanding the change process, and the current study has identified characteristics of organizations likely to be responsive. In doing so this study has shed some light on the change process in substance abuse treatment organizations.

Appendix A

TCU Survey of Organizational Functioning
(Program Staff Version)
Instruction Page

This survey asks questions about how you see yourself as a counselor and how you see your program. It begins on the next page with a short demographic section that is for descriptive purposes only. The *Anonymous Linkage Code* is requested so that information you give now can be "linked" to your responses to similar questions you may be asked later.

To complete the form, please mark your answers by completely filling in the appropriate circles. If you do not feel comfortable giving an answer to a particular statement, you may skip it and move on to the next statement. If an item does not apply to you or your workplace, leave it blank. PLEASE DO NOT FOLD FORMS. The examples below show how to mark the circles –

For Example – ●

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
Person 1. I like chocolate ice cream.	○	●	○	○	○
This person disagrees so she probably doesn't like chocolate ice cream.					
Person 2. I like chocolate ice cream.	○	○	○	○	●
This person likes chocolate ice cream a lot.					

FOR ADMINISTRATIVE PURPOSES

TCU Survey of Organizational Functioning

(Program Staff Version)

The anonymous linkage code below will be used to match data from different evaluation forms without using your name or information that can identify you.

Please complete the following items for your anonymous code:

First letter in mother's first name: |___| First letter in father's first name: |___|

First digit in your social security number: |___| Last digit in your social security number: |___|

Today's Date: |___|___||___|___||___|___| **Are you:** ○ *Male* ○ *Female*
MO DAY YR

Your Birth Year: 19|___|___| **Are you Hispanic or Latino?** ○ *No* ○ *Yes*

Are you: [MARK ONE]

○ *American Indian/Alaska Native*
○ *Asian*
○ *Native Hawaiian or Other Pacific Islander*
○ *Black or African American*
○ *White*
○ *More than one race*
○ *Other (specify):* _____

Highest Degree Status: [MARK ONE]

○ *No high school diploma or equivalent*
○ *High school diploma or equivalent*
○ *Some college, but no degree*
○ *Associate's degree*
○ *Bachelor's degree*
○ *Master's degree*
○ *Doctoral degree or equivalent*
○ *Other (medical assistant, RN, post-doctorate)*

Discipline/Profession: [MARK ALL THAT APPLY]

○ *Addictions Counseling*
○ *Other Counseling*
○ *Education*
○ *Vocational Rehabilitation*
○ *Criminal Justice*
○ *Psychology*
○ *Social Work/Human Services*
○ *Physician Assistant*
○ *Medicine: Primary Care*
○ *Medicine: Psychiatry*
○ *Medicine: Other*
○ *Nurse*
○ *Nurse Practitioner*
○ *Administration*
○ *None, unemployed*
○ *None, student*
○ *Other (specify)* _____

Certification Status in Addictions Field: [MARK ONE]

○ *Not certified or licensed in addiction*
○ *Previously certified or licensed, not now*
○ *Currently certified or licensed*
○ *Intern*

How many <u>years of experience</u> do you have in drug abuse counseling?

○ *0-6 months* ○ *6-11 months* ○ *1 to 3 years* ○ *3 to 5 years* ○ *over 5 years*

How long have you been in your <u>present job</u>?

○ *0-6 months* ○ *6-11 months* ○ *1 to 3 years* ○ *3 to 5 years* ○ *over 5 years*

<u>How many clients</u> are you currently treating (i.e., <u>your caseload</u>)?

○ *1-10* ○ *11-20* ○ *21-30* ○ *31-40* ○ *> 40*

FOR ADMINISTRATIVE PURPOSES

DRUG TREATMENT UNIT INFORMATION

Is your drug treatment unit – [MARK ONE]

- O *Independent (not part of a parent organization)*
- O *One of several drug treatment units under a parent organization*

What is the zip code for your treatment unit? .....|___|___|___|___|___|

Which of the following best describes this treatment unit? [MARK ONE]

- O *Intensive outpatient – 9 or more hours of structured programming per week (non-methadone)*
- O *Outpatient services – less than 9 hours of structured programming per week (non-methadone)*
- O *Outpatient methadone*
- O *Therapeutic community*
- O *Inpatient/residential*
- O *Halfway house/work release*
- O *Other (please specify)* _____

Which one category best describes the primary setting of this treatment unit? [MARK ONE]

- O *Health Maintenance Organization or Integrated Health Plan Facility*
- O *Hospital or university*
- O *Psychiatric or other specialized hospital*
- O *Health center (including primary care setting)*
- O *Mental health service setting or community mental health clinic*
- O *Free-standing substance abuse services*
- O *Family/children service agency*
- O *Social services agency*
- O *Other multi-service agency*
- O *Jail or prison*
- O *Juvenile detention*
- O *Private or group practice*
- O *Other (please specify)* _____

Primary service area for treatment unit? [MARK ONE]

O *Rural* O *Suburban* O *Urban*

Type of substance abuse problems treated? [MARK ONE]

- O *Alcohol problems only*
- O *Drug problems only*
- O *Both alcohol and drug problems*

Does your treatment unit primarily serve –

Adults?	O *No*	O *Yes*
Adolescents?	O *No*	O *Yes*
Criminal justice referrals?	O *No*	O *Yes*
Women only?	O *No*	O *Yes*
Pregnant women?	O *No*	O *Yes*
Women with children?	O *No*	O *Yes*
Dual diagnosis clients (e.g., mental health and substance abuse)?	O *No*	O *Yes*

FOR ADMINISTRATIVE PURPOSES

TCU Survey of Organizational Functioning

(Program Staff Version)

PLEASE FILL IN THE CIRCLE THAT SHOWS YOUR ANSWER TO EACH ITEM.

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
Your <u>program needs additional guidance</u> in –					
1. assessing client needs.	○	○	○	○	○
2. matching needs with services.	○	○	○	○	○
3. increasing program participation by clients.	○	○	○	○	○
4. measuring client performance.	○	○	○	○	○
5. developing more effective group sessions.	○	○	○	○	○
6. raising overall quality of counseling.	○	○	○	○	○
7. using client assessments to guide clinical and program decisions.	○	○	○	○	○
8. using client assessments to document program effectiveness.	○	○	○	○	○
<u>You</u> need more training for –					
9. assessing client problems and needs.	○	○	○	○	○
10. increasing client participation in treatment.	○	○	○	○	○
11. monitoring client progress.	○	○	○	○	○
12. improving rapport with clients.	○	○	○	○	○
13. improving client thinking and problem solving skills.	○	○	○	○	○
14. improving behavioral management of clients.	○	○	○	○	○
15. improving cognitive focus of clients during group counseling.	○	○	○	○	○
16. using computerized client assessments.	○	○	○	○	○

FOR ADMINISTRATIVE PURPOSES

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
Current pressures to make program changes come from –					
17. clients in the program.	O	O	O	O	O
18. program staff members.	O	O	O	O	O
19. program supervisors or managers.	O	O	O	O	O
20. agency board members.	O	O	O	O	O
21. community action groups.	O	O	O	O	O
22. funding and oversight agencies.	O	O	O	O	O
23. accreditation or licensing authorities.	O	O	O	O	O
How strongly do you agree or disagree with each of the following statements?					
24. You prefer training content that is based on scientific evidence.	O	O	O	O	O
25. Your offices and equipment are adequate.	O	O	O	O	O
26. You have the skills needed to conduct effective group counseling.	O	O	O	O	O
27. Some staff get confused about the main goals for this program.	O	O	O	O	O
28. Staff here all get along very well.	O	O	O	O	O
29. Psychodynamic theory is commonly used in your counseling here.	O	O	O	O	O
30. You often have trouble implementing concepts learned at conferences.	O	O	O	O	O
31. Program staff understand how this program fits as part of the treatment system in your community.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
32. Treatment planning decisions for clients here often have to be revised by a counselor supervisor.	O	O	O	O	O
33. Staff training and continuing education are priorities at this program.	O	O	O	O	O
34. Facilities here are adequate for conducting group counseling.	O	O	O	O	O
35. You frequently share your knowledge of new counseling ideas with other staff.	O	O	O	O	O
36. You were satisfied with the training offered at workshops available to you last year.	O	O	O	O	O
37. You used the Internet (World Wide Web) to communicate with other treatment professionals (e.g., list serves, bulletin boards, chat rooms) in the past month.	O	O	O	O	O
38. Management here fully trusts your professional judgment.	O	O	O	O	O
39. Pharmacotherapy and medications are important parts of this program.	O	O	O	O	O
40. There is too much friction among staff members.	O	O	O	O	O
41. Some staff members here resist any type of change.	O	O	O	O	O
42. Ideas and suggestions from staff get fair consideration by program management.	O	O	O	O	O
43. Staff generally regard you as a valuable source of information.	O	O	O	O	O
44. You have easy access for using the Internet at work.	O	O	O	O	O
45. The staff here always work together as a team.	O	O	O	O	O
46. Client assessments here are usually conducted using a computer.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
47. Your duties are clearly related to the goals of this program.	O	O	O	O	O
48. You learned new skills or techniques at a professional conference in the past year.	O	O	O	O	O
49. You consistently plan ahead and carry out your plans.	O	O	O	O	O
50. You are under too many pressures to do your job effectively.	O	O	O	O	O
51. Counselors here are given broad authority in treating their own clients.	O	O	O	O	O
52. This program encourages and supports professional growth.	O	O	O	O	O
53. Behavior modification (contingency management) is used with many of your clients here.	O	O	O	O	O
54. You read about new techniques and treatment information each month.	O	O	O	O	O
55. Staff here are always quick to help one another when needed.	O	O	O	O	O
56. Computer problems are usually repaired promptly at this program.	O	O	O	O	O
57. Novel treatment ideas by staff are discouraged.	O	O	O	O	O
58. There are enough counselors here to meet current client needs.	O	O	O	O	O
59. The budget here allows staff to attend professional conferences each year.	O	O	O	O	O
60. You have enough opportunities to keep your counseling skills up-to-date.	O	O	O	O	O
61. Mutual trust and cooperation among staff in this program are strong.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
62. Most client records here are computerized.	O	O	O	O	O
63. You are willing to try new ideas even if some staff members are reluctant.	O	O	O	O	O
64. Learning and using new procedures are easy for you.	O	O	O	O	O
65. This program operates with clear goals and objectives.	O	O	O	O	O
66. Staff members often show signs of stress and strain.	O	O	O	O	O
67. You have staff meetings weekly.	O	O	O	O	O
68. You usually accomplish whatever you set your mind on.	O	O	O	O	O
69. It is easy to change procedures here to meet new conditions.	O	O	O	O	O
70. Counselors here often try out different techniques to improve their effectiveness.	O	O	O	O	O
71. You used the Internet (World Wide Web) to access drug treatment information in the past month.	O	O	O	O	O
72. The formal and informal communication channels here work very well.	O	O	O	O	O
73. Program policies here limit staff access to the Internet and use of e-mail.	O	O	O	O	O
74. Offices here allow the privacy needed for individual counseling.	O	O	O	O	O
75. You are sometimes too cautious or slow to make changes.	O	O	O	O	O
76. Staff members are given too many rules here.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

	Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
77. You feel a lot of stress here.	O	O	O	O	O
78. 12-step theory (AA/NA) is followed by many of the counselors here.	O	O	O	O	O
79. Program staff are always kept well informed.	O	O	O	O	O
80. The heavy workload here reduces program effectiveness.	O	O	O	O	O
81. You regularly read professional journal articles or books on drug abuse treatment.	O	O	O	O	O
82. Communications with other programs that have similar interests would help.	O	O	O	O	O
83. Other staff often ask your advice about program procedures.	O	O	O	O	O
84. More open discussions about program issues are needed here.	O	O	O	O	O
85. This program holds regular inservice training.	O	O	O	O	O
86. You learned new clinical skills or techniques from manuals or other self-education materials in the past year.	O	O	O	O	O
87. You frequently hear good staff ideas for improving treatment.	O	O	O	O	O
88. Other staff often ask for your opinions about counseling and treatment issues.	O	O	O	O	O
89. You are effective and confident in doing your job.	O	O	O	O	O
90. You have a computer to use in your personal office space at work.	O	O	O	O	O
91. Some staff here do not do their fair share of work.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

		Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
92.	A larger support staff is needed to help meet program needs.	O	O	O	O	O
93.	The general attitude here is to use new and changing technology.	O	O	O	O	O
94.	You do a good job of regularly updating and improving your skills.	O	O	O	O	O
95.	Staff members always feel free to ask questions and express concerns in this program.	O	O	O	O	O
96.	You have the skills needed to conduct effective individual counseling.	O	O	O	O	O
97.	Staff frustration is common here.	O	O	O	O	O
98.	You need better access while at work to counseling resources on the Internet.	O	O	O	O	O
99.	Management here has a clear plan for this program.	O	O	O	O	O
100.	You often influence the decisions of other staff here.	O	O	O	O	O
101.	You have easy access to specialized medical or psychiatric advice for clients when needed.	O	O	O	O	O
102.	You have convenient access to e-mail at work.	O	O	O	O	O
103.	You are encouraged here to try new and different techniques.	O	O	O	O	O
104.	You are able to adapt quickly when you have to shift focus.	O	O	O	O	O
105.	Cognitive theory (RET, RBT, Gorski) guides much of your counseling here.	O	O	O	O	O
106.	You are viewed as a leader by other staff here.	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

		Disagree Strongly (1)	*Disagree (2)*	*Uncertain (3)*	*Agree (4)*	*Agree Strongly (5)*
107.	Computer equipment at this program is mostly old and outdated.	O	O	O	O	O
108.	This program provides a comfortable reception/waiting area for clients.	O	O	O	O	O
109.	Staff here feel comfortable using computers.	O	O	O	O	O
110.	Frequent staff turnover is a problem for this program.	O	O	O	O	O
111.	Counselors here are able to spend enough time with clients.	O	O	O	O	O
112.	Support staff here have the skills they need to do their jobs.	O	O	O	O	O
113.	Clinical staff here are well-trained.	O	O	O	O	O
114.	The workload and pressures at your program keep motivation for new training low.	O	O	O	O	O
115.	More computers are needed in this program for staff to use.	O	O	O	O	O
116.	You were satisfied with the training opportunities available to you last year.	O	O	O	O	O
117.	The instruction methods you prefer for learning about new counseling strategies or materials are:					
	a. Lectures	O	O	O	O	O
	b. Self-study	O	O	O	O	O
	c. Workshops	O	O	O	O	O
	d. Consultants	O	O	O	O	O
	e. In-services	O	O	O	O	O
	f. Supervision/feedback	O	O	O	O	O

FOR ADMINISTRATIVE PURPOSES

	None	1	2	3	4 or more
118. In the last year, how often did you attend training workshops held within 50 miles of your agency?	O	O	O	O	O
119. In the last year, how often did you attend training workshops held more than 50 miles from your agency?	O	O	O	O	O
120. How many workshops do you expect to attend in the next 12 months?	O	O	O	O	O
121. In the last year, how many times did outside trainers come to your agency to give workshops?	O	O	O	O	O
122. In the last year, how many times did your agency offer special, in-house training?	O	O	O	O	O

	Never	Rarely	Sometimes	A lot	Almost Always
123. When you attend workshops, how often do you try out the new interventions or techniques learned?	O	O	O	O	O
124. Are your clients interested or responsive to new ideas or counseling materials when you try them?	O	O	O	O	O
125. In recent years, how often have you adopted (for regular use) new counseling interventions or techniques from a workshop?	O	O	O	O	O
126. When you have adopted new ideas into your counseling, how often have you encouraged other staff to try using them?	O	O	O	O	O
127. How often do new interventions or techniques that the staff from your program learn at workshops get adopted for general use?	O	O	O	O	O
128. How often do new ideas learned from workshops get discussed or presented at your staff meetings?	O	O	O	O	O
129. How often does the management at your program recommend or support new ideas or techniques for use by all counselors?	O	O	O	O	O

Appendix B

TCU Survey of Organizational Functioning (Program Staff Version)

Scales and Item Scoring Guide for Program Staff Survey of ORGANIZATIONAL READINESS FOR CHANGE

MOTIVATION FOR CHANGE (Needs/Pressure)

Program Needs

Your program needs additional guidance in –

1. assessing client needs.
2. matching needs with services.
3. increasing program participation by clients.
4. measuring client performance.
5. developing more effective group sessions.
6. raising overall quality of counseling.
7. using client assessments to guide clinical and program decisions.
8. using client assessments to document program effectiveness.

Training Needs

You need more training for –

9. assessing client problems and needs.
10. increasing client participation in treatment.
11. monitoring client progress.
12. improving rapport with clients.
13. improving client thinking and problem solving skills.
14. improving behavioral management of clients.
15. improving cognitive focus of clients during group counseling.
16. using computerized client assessments.

Pressures for Change

Current pressures to make program changes come from –

17. clients in the program.
18. program staff members.
19. program supervisors or managers.
20. agency board members.
21. community action groups.
22. funding and oversight agencies.
23. accreditation or licensing authorities.

Scoring Instructions. Numbers for each item indicate its location in the administration version, in which response categories are 1=Strongly Disagree to 5=Strongly Agree; ® designates items with reflected scoring. Scores for each scale are obtained by summing responses to its set of items (after reversing scores on reflected items by subtracting the item response from "6"), dividing the sum by number of items included (yielding an average) and multiplying by 10 in order to rescale final scores so they range from 10 to 50 (e.g., an average response of 2.6 for a scale becomes a score of "26").

Note. Special items (Numbers 24, 30, 41, 67, 73, 77, 82, 86, 98, 101, 114, 117) are not listed because they do not currently load on any single scale. Some capture special information, however, and others are being tested for future additions to scales.

RESOURCES

Offices

25. Your offices and equipment are adequate.
34. Facilities here are adequate for conducting group counseling.
74. Offices here allow the privacy needed for individual counseling.
108. This program provides a comfortable reception/waiting area for clients.

Staffing

58. There are enough counselors here to meet current client needs.
92. A larger support staff is needed to help meet program needs. ®
110. Frequent staff turnover is a problem for this program. ®
111. Counselors here are able to spend enough time with clients.
112. Support staff here have the skills they need to do their jobs.
113. Clinical staff here are well-trained.

Training

33. Staff training and continuing education are priorities at this program.
48. You learned new skills or techniques at a professional conference in the past year.
59. The budget here allows staff to attend professional conferences each year.
85. This program holds regular inservice training.

Computer Access

46. Client assessments here are usually conducted using a computer.
56. Computer problems are usually repaired promptly at this program.
62. Most client records here are computerized.
90. You have a computer to use in your personal office space at work.
107. Computer equipment at this program is mostly old and outdated. ®
109. Staff here feel comfortable using computers.
115. More computers are needed in this program for staff to use. ®

e-Communications

37. You used the Internet (World Wide Web) to communicate with other treatment professionals (e.g., list serves, bulletin boards, chat rooms) in the past month.
44. You have easy access for using the Internet at work.
71. You used the Internet (World Wide Web) to access drug treatment information in the past month.
102. You have convenient access to e-mail at work.

STAFF ATTRIBUTES

Growth

52. This program encourages and supports professional growth.
54. You read about new techniques and treatment information each month.
60. You have enough opportunities to keep your counseling skills up-to-date.
81. You regularly read professional journal articles or books on drug abuse treatment.
94. You do a good job of regularly updating and improving your skills.

Efficacy

26. You have the skills needed to conduct effective group counseling.
49. You consistently plan ahead and carry out your plans.
68. You usually accomplish whatever you set your mind on.
89. You are effective and confident in doing your job.
96. You have the skills needed to conduct effective individual counseling.

Influence

35. You frequently share your knowledge of new counseling ideas with other staff.
43. Staff generally regard you as a valuable source of information.
83. Other staff often ask your advice about program procedures.
88. Other staff often ask for your opinions about counseling and treatment issues.
100. You often influence the decisions of other staff here.
106. You are viewed as a leader by other staff here.

Orientation (scale not computed)

29. Psychodynamic theory is commonly used in your counseling here.
39. Pharmacotherapy and medications are important parts of this program.
53. Behavior modification (contingency management) is used with many of your clients here.
78. 12-step theory (AA/NA) is followed by many of the counselors here.
105. Cognitive theory (RET, RBT, Gorski) guides much of your counseling here.

Adaptability

63. You are willing to try new ideas even if some staff members are reluctant.
64. Learning and using new procedures are easy for you.
75. You are sometimes too cautious or slow to make changes. ®
104. You are able to adapt quickly when you have to shift focus.

ORGANIZATIONAL CLIMATE

Mission

27. Some staff get confused about the main goals for this program. ®
31. Program staff understand how this program fits as part of the treatment system in your community.
47. Your duties are clearly related to the goals of this program.
65. This program operates with clear goals and objectives.
99. Management here has a clear plan for this program.

Cohesion

28. Staff here all get along very well.
40. There is too much friction among staff members. ®
45. The staff here always work together as a team.
55. Staff here are always quick to help one another when needed.
61. Mutual trust and cooperation among staff in this program are strong.
91. Some staff here do not do their fair share of work. ®

Autonomy

32. Treatment planning decisions for clients here often have to be revised by a counselor supervisor. ®
38. Management here fully trusts your professional judgment.
51. Counselors here are given broad authority in treating their own clients.
70. Counselors here often try out different techniques to improve their effectiveness.
76. Staff members are given too many rules here. ®

Communication

42. Ideas and suggestions from staff get fair consideration by program management.
72. The formal and informal communication channels here work very well.
79. Program staff are always kept well informed.
84. More open discussions about program issues are needed here. ®
95. Staff members always feel free to ask questions and express concerns in this program.

Stress

50. You are under too many pressures to do your job effectively.
66. Staff members often show signs of stress and strain.
80. The heavy workload here reduces program effectiveness.
97. Staff frustration is common here.

Change

57. Novel treatment ideas by staff are discouraged. ®
69. It is easy to change procedures here to meet new conditions.
87. You frequently hear good staff ideas for improving treatment.
93. The general attitude here is to use new and changing technology.
103. You are encouraged here to try new and different techniques.

The TCU Survey of Organizational Functioning (Program Staff Version) was developed as part of NIDA Grant R37 DA13093, *Transferring Drug Abuse Treatment and Assessment Resources*.

For more information on the TCU Survey of Organizational Functioning (Program Staff Version), please contact:

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TCU FORMS/ORC-S sg (5/03)

Appendix C

ORC Scale Means and Standard Deviations for Participating Units by Responsiveness

---------- Non-Responsive ----------

Obs	Unitkey	PN	sdpn	tn	sdtn	pc	sdpc	off	sdoff
1	50202	40.0000	0.00000	39.3750	0.88388	37.1429	4.0406	41.2500	1.76777
2	50203	23.9583	4.36009	24.5833	6.00347	31.9048	5.7617	35.8333	9.57427
3	50904	26.0714	7.44524	25.1786	9.66708	28.9116	7.2308	40.0000	6.29153
4	51301	27.5000	5.79601	30.0000	6.84653	30.0000	5.3452	38.3333	6.64057
5	53801	24.7050	7.10065	25.1553	7.00068	30.5797	6.2455	34.1304	8.93819
6	53802	20.6250	0.88388	23.1250	4.41942	28.0000	11.3137	37.5000	3.53553
7	56001	22.3393	9.41547	22.7143	6.68620	30.7143	8.1996	33.2500	8.08376
8	56301	26.8750	8.65123	26.9345	8.91171	30.7143	5.6964	40.8333	5.16398
9	59101	26.4881	3.19605	26.8750	0.88388	35.2381	5.0170	23.3333	8.03638
10	59102	35.0000	.	41.2500	.	40.0000	.	42.5000	.
11	59401	38.3333	7.32433	38.7500	8.19680	21.4286	5.1508	37.5000	2.50000

Obs	stf	sdstf	trn	sdtrn	cmp	sdcmp	ecom	sdecom	gro	sdgro
1	36.6667	4.7140	36.2500	1.7678	36.4286	5.05076	38.7500	1.7678	39.0000	1.4142
2	36.8333	6.3727	32.9167	5.7915	38.5714	2.55551	37.0833	7.1443	38.3333	3.4448
3	36.1905	5.5872	39.2857	5.7217	41.6327	3.44328	39.2857	6.2440	37.7143	6.3696
4	36.6667	5.2705	39.0000	2.8504	37.5714	3.09707	38.0000	4.8088	34.8000	8.4380
5	32.7273	6.7366	34.7826	5.6921	37.0909	4.67205	36.8478	8.3672	38.1364	5.8578
6	40.8333	3.5355	25.0000	3.5355	26.4286	7.07107	30.0000	7.0711	38.0000	2.8284
7	35.8333	7.5051	35.2500	6.5032	38.2857	4.79985	41.7500	3.5453	40.4000	6.3805
8	32.7778	5.4433	39.1667	6.4550	39.2857	5.17056	40.0000	10.0000	36.0000	6.0663
9	28.1111	10.5216	39.7222	2.9266	27.1429	6.22700	39.1667	1.4434	35.0000	1.4142
10	35.0000	.	42.5000	.	37.1429	.	37.5000	.	30.0000	.
11	32.2222	12.0570	38.0556	15.6421	39.6190	9.60584	45.8333	3.8188	39.0000	15.5563

Obs	eff	sdeff	inf	sdinf	adp	sdadp	mis	sdmis	coh	sdcoh
1	42.0000	2.82843	39.1667	3.53553	38.7500	5.3033	39.0000	4.2426	38.3333	2.3570
2	39.6667	3.88158	35.0000	4.47214	39.5833	3.6799	34.6667	6.1536	30.8333	8.0104
3	38.2857	3.54562	35.2381	6.11832	35.3571	4.6611	36.2857	4.6803	39.5238	5.5037
4	35.6000	7.66812	38.0000	2.98142	33.0000	7.7862	39.2000	2.2804	36.6667	5.4006
5	42.0000	4.67099	39.5455	5.89103	39.6429	3.5607	35.6304	7.0939	34.7826	10.7814
6	39.0000	1.41421	35.0000	4.71405	37.5000	3.5355	33.0000	9.8995	35.0000	7.0711
7	43.8000	4.26354	43.1667	5.17890	41.2500	4.6022	38.0000	7.8316	38.1667	8.5509
8	37.0000	3.28634	33.6111	3.86101	38.3333	7.5277	39.0000	7.0143	37.7778	8.8611
9	38.6667	4.16333	35.0000	7.26483	40.0000	0.0000	37.8333	2.0207	42.2222	1.9245
10	38.0000	.	26.6667	.	42.5000	.	38.0000	.	43.3333	.
11	40.6667	3.05505	40.5556	7.51542	39.1667	10.1036	28.0000	16.3707	34.4444	19.7437

---------- Non Responsive (continued) ----------

Obs	aut	sdaut	com	sdcom	str	sdstr	chg	sdchg	PN2	sdpn2
1	38.0000	5.6569	36.0000	0.0000	23.7500	8.8388	39.0000	1.4142	.	.
2	32.6667	6.7725	34.0000	5.0596	27.9167	7.8129	35.3333	4.5019	.	.
3	36.2857	3.5456	37.4286	4.8599	26.4286	3.7796	37.7143	3.3523	29.8438	8.03001
4	36.4000	3.5777	37.6000	4.3359	28.5000	8.7678	37.2000	4.3818	.	.
5	35.9565	5.4291	33.3636	9.2456	28.0435	10.7121	35.2045	8.2356	24.8558	7.97909
6	33.0000	4.2426	30.0000	11.3137	23.7500	1.7678	29.0000	9.8995	.	.
7	39.0000	5.5176	37.8000	8.1894	29.2500	8.5837	39.4000	5.5817	16.2500	7.07107
8	36.0000	5.0596	37.3333	6.8896	30.0000	7.5829	35.6667	6.1210	.	.
9	34.0000	5.2915	34.0000	5.2915	30.0000	9.0139	32.0000	3.4641	.	.
10	28.0000	.	40.0000	.	30.0000	.	34.0000	.	.	.
11	36.3333	11.0604	31.7778	18.8719	34.1667	13.7689	31.0000	26.8701	37.5000	.

Obs	tn2	sdtn2	pc2	sdpc2	off2	sdoff2	stf2	sdstf2	trn2	sdtrn2
1	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.
3	27.3438	6.8282	32.3214	6.29394	40.0000	6.61438	35.9524	6.29941	40.0000	3.81881
4	.	.	.	.	.	.	.	.	.	.
5	22.5962	8.2759	27.8857	7.44732	36.4423	6.21181	33.2051	6.16303	35.8654	5.60992
6	.	.	.	.	.	.	.	.	.	.
7	18.7500	12.3744	32.8571	2.02031	35.0000	0.00000	32.5000	8.24958	37.5000	0.00000
8	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.
11	32.5000	.	35.7143	.	40.0000	.	31.6667	.	40.0000	.

Obs	cmp2	sdcmp2	ecom2	sdecom2	gro2	sdgro2	eff2	sdeff2	inf2	sdinf2
1	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.
3	38.3673	5.24428	39.6429	6.6815	38.0000	4.76095	41.8571	4.98092	39.7619	1.78174
4	.	.	.	.	.	.	.	.	.	.
5	35.8242	5.52431	38.4615	8.9743	38.5385	5.72874	41.6154	3.44182	38.0128	6.76624
6	.	.	.	.	.	.	.	.	.	.
7	35.7143	4.04061	42.5000	10.6066	40.0000	2.82843	45.0000	7.07107	45.0000	7.07107
8	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.
11	40.0000	.	45.0000	.	48.0000	.	38.0000	.	46.6667	.

---------- Non Responsive ----------
(continued)

Obs	adp2	sdadp2	mis2	sdmis2	coh2	sdcoh2	aut2	sdaut2	com2	sdcom2
1	.	.	.	.	.	.	.	.	.	.
2	.	.	.	.	.	.	.	.	.	.
3	39.6429	6.98638	42.2857	5.93617	43.8095	7.05234	38.8571	4.87950	40.0000	6.53197
4	.	.	.	.	.	.	.	.	.	.
5	39.7756	3.76060	37.8462	6.47266	37.1795	8.14820	38.3077	5.14408	36.5385	5.83939
6	.	.	.	.	.	.	.	.	.	.
7	43.7500	8.83883	42.0000	0.00000	40.8333	1.17851	42.0000	2.82843	41.0000	1.41421
8	.	.	.	.	.	.	.	.	.	.
9	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.
11	35.0000	.	42.0000	.	38.3333	.	42.0000	.	42.0000	.

Obs	str2	sdstr2	chg2	sdchg2
1	.	.	.	.
2	.	.	.	.
3	23.2143	8.62582	40.2857	4.23140
4	.	.	.	.
5	26.9231	8.19475	37.7692	5.16378
6	.	.	.	.
7	22.5000	3.53553	37.2500	6.71751
8	.	.	.	.
9	.	.	.	.
10	.	.	.	.
11	27.5000	.	48.0000	.

---------- Responsive ----------

Obs	Unitkey	PN	sdpn	tn	sdtn	pc	sdpc	off	sdoff
12	50401	23.7500	9.7628	29.0000	10.2088	27.4286	3.69777	38.0000	3.2596
13	50402	23.7500	8.9209	22.3529	6.7007	30.6723	6.02117	35.2083	8.4465
14	50403	28.7500	.	32.5000	.	34.2857	.	37.5000	.
15	51601	19.3750	8.3198	22.7083	7.4757	34.0476	4.64377	40.4167	8.1266
16	53301	31.2500	6.8465	32.5000	4.9371	29.7619	3.77063	41.6667	4.6547
17	53401	37.5000	.	31.2500	.	37.1429	.	47.5000	.
18	53402	34.5833	9.3764	30.8333	11.5289	38.3333	4.55503	27.2222	9.2896
19	53403	29.7500	8.4039	32.5000	7.2349	30.8571	3.28882	36.0000	7.4162
20	53404	31.5000	9.7388	29.0000	6.6965	35.7143	2.25877	27.5000	3.0619
21	53406	33.7500	9.1856	27.1875	11.7427	31.7857	2.70424	25.0000	8.4163
22	53407	28.7500	18.4983	22.5000	2.5000	29.5238	5.94762	34.1667	3.8188
23	53408	40.0000	3.5355	23.7500	1.7678	35.7143	6.06092	30.0000	.
24	53601	30.0000	10.6800	27.0833	11.2036	27.1429	1.42857	34.1667	3.8188
25	53603	25.8929	7.3850	30.8929	5.9387	30.2041	2.90772	41.2500	4.1079
26	53604	20.8333	3.8188	20.8333	2.6021	29.0476	4.36436	43.3333	5.7735
27	53605	20.8333	6.1661	22.5000	2.1651	29.0476	8.61102	37.5000	10.8972
28	54502	27.5000	7.4402	27.0313	8.4499	31.6071	6.49905	35.9375	3.2562
29	54504	16.5625	6.4043	15.0000	5.1031	29.2857	3.40068	42.5000	5.0000
30	54505	35.5357	4.7982	28.7500	8.4779	34.5238	8.39771	34.3750	8.9849
31	54506	27.1875	5.6596	22.0313	3.7164	31.4286	7.28431	35.1042	9.1660
32	55001	30.4375	8.0732	25.8839	7.3976	32.3571	4.91113	34.5833	8.9201
33	55701	28.3333	8.6834	27.7500	8.5513	32.1930	4.59946	27.7500	9.3506
34	55702	22.7500	9.9373	22.1071	12.3333	26.8571	5.92470	39.5000	6.2249
35	56202	31.7188	5.8986	31.4063	6.6961	28.3929	6.36304	43.7500	2.3146
36	56701	27.5000	8.8388	25.0000	5.3033	30.7143	1.01015	40.0000	0.0000
37	56702	25.0000	.	23.7500	.	32.8571	.	35.0000	.
38	56706	23.3333	2.8868	24.1667	5.2042	33.8095	6.59829	40.8333	1.4434
39	56707	37.5000	.	38.7500	.	28.5714	.	40.0000	.
40	57001	27.5000	.	27.5000	.	28.5714	.	42.5000	.
41	57002	17.5000	.	11.2500	.	18.5714	.	35.0000	.
42	57003	23.1250	13.2583	30.0000	14.1421	28.5714	6.06092	40.0000	7.0711

43	57005	28.0357	4.3215	28.3929	4.7167	29.5918	2.29081	30.3571	7.5593
44	57701	31.2500	6.6144	32.0833	12.0113	31.4286	1.42857	38.3333	7.6376
45	57703	37.5000	.	37.5000	.	25.7143	.	45.0000	.
46	57704	36.8750	6.8084	36.8750	3.3072	26.7857	3.75708	36.2500	4.3301
47	57706	30.0000	.	27.5000	.	28.5714	.	42.5000	.
48	58701	35.6250	10.4831	31.7500	10.2164	34.0000	7.31228	22.8333	5.9102
49	58702	32.0833	5.9073	31.2500	2.5000	35.7143	1.42857	15.0000	5.0000
50	58703	23.7500	6.2915	26.5625	4.0020	29.2857	6.33530	23.9583	9.5106
51	59001	25.8766	9.4947	24.3750	11.2307	29.5238	6.58539	41.8182	7.0791
52	59201	30.2273	8.0587	32.3864	6.3849	31.0000	7.06465	36.0606	8.3341
53	59301	31.2500	7.0711	32.5000	5.3033	27.1429	2.02031	45.0000	3.5355

---------- Responsive (continued) ----------

Obs	stf	sdstf	trn	sdtrn	cmp	sdcmp	ecom	sdecom	gro	sdgro
12	34.3333	4.0139	28.7500	7.7728	38.0000	4.80221	42.5000	2.0412	40.0000	7.4833
13	33.5897	3.8397	36.9271	4.7211	34.8352	4.93283	35.9896	5.4791	35.3333	5.1063
14	40.0000	.	40.0000	.	35.7143	.	47.5000	.	44.0000	.
15	32.9444	9.0072	35.0000	7.4162	37.3413	9.14536	39.5833	8.2790	38.6667	5.8878
16	30.2778	5.2086	31.2500	4.6771	40.4762	3.34013	39.5833	6.2082	36.6667	5.8878
17	38.3333	.	40.0000	.	41.4286	.	32.5000	.	40.0000	.
18	36.0000	6.9322	39.0278	3.8520	30.2857	6.25969	32.0833	7.4861	35.3333	5.1640
19	30.3333	11.0805	34.5000	7.7862	35.7143	5.53283	40.0000	5.5902	36.8000	9.6540
20	35.6667	0.9129	37.5000	6.3738	32.8571	5.24891	39.0000	6.7546	40.4000	5.8992
21	29.5833	5.9900	35.6250	7.4652	33.9286	6.83877	40.6250	7.1807	33.0000	11.6046
22	40.5556	1.9245	45.8333	3.8188	39.0476	3.59516	45.8333	2.8868	42.6667	4.6188
23	35.0000	.	32.5000	.	35.7143	.	40.0000	.	42.0000	.
24	31.6667	9.2796	38.3333	2.8868	34.1270	4.81714	37.5000	4.3301	40.0000	0.0000
25	30.5000	1.8105	40.0000	1.5811	40.1190	3.27067	41.6667	4.6547	38.8333	3.2506
26	36.1111	3.8490	40.0000	6.6144	41.4286	2.47436	38.3333	7.6376	37.3333	2.3094
27	30.0000	6.6667	35.0000	13.9194	33.8095	7.86796	34.1667	8.0364	32.6667	11.0151
28	21.6667	6.5465	25.9375	9.9047	38.2143	3.79888	35.6250	6.2321	34.7500	7.4017
29	37.7778	3.8490	34.1667	8.7797	41.4286	8.68966	35.0000	9.0139	40.0000	4.0000
30	30.0000	8.9235	36.8750	3.7500	36.0714	2.14286	38.5417	3.3593	40.0000	1.6330
31	25.8333	6.0422	30.3125	9.2038	38.2738	4.08000	36.8750	7.8774	32.0000	8.4177
32	29.6140	6.4781	33.7917	5.7575	33.0576	4.65032	34.0000	7.8807	34.4000	6.9160
33	26.3833	8.0548	32.1667	7.3170	33.2262	6.91641	37.2500	7.4295	36.8000	6.0315
34	31.6667	3.1180	32.5000	3.0619	39.1429	4.80221	36.0000	4.5415	38.0000	4.0000
35	30.6250	7.5560	41.2500	4.0089	42.1429	3.89363	38.7500	5.8248	40.2500	3.4538
36	39.1667	1.1785	27.5000	10.6066	40.0000	0.00000	30.0000	0.0000	27.0000	9.8995
37	31.6667	.	20.0000	.	34.2857	.	40.0000	.	32.0000	.
38	34.7778	1.3472	41.6667	5.2042	42.8571	3.77964	40.8333	1.4434	42.8333	1.0408
39	36.6667	.	37.5000	.	40.0000	.	37.5000	.	30.0000	.
40	30.0000	.	22.5000	.	28.5714	.	30.0000	.	32.0000	.
41	23.3333	.	12.5000	.	32.8571	.	35.0000	.	30.0000	.
42	29.1667	5.8926	18.7500	1.7678	31.4286	2.02031	37.5000	3.5355	33.0000	1.4142
43	18.0952	7.3553	19.2857	7.7344	32.6531	6.35827	36.7857	7.5986	28.8571	7.6470
44	32.2222	2.5459	38.3333	8.7797	38.0952	7.86796	35.8333	6.2915	35.3333	4.6188
45	30.0000	.	37.5000	.	38.5714	.	45.0000	.	38.0000	.
46	35.0000	5.2705	35.6250	8.9849	37.1429	4.04061	38.7500	5.2042	38.5000	4.4347
47	35.0000	.	37.5000	.	38.5714	.	30.0000	.	32.0000	.
48	15.3333	5.1908	31.8333	12.3378	22.1143	5.93365	32.0000	13.3931	33.0000	11.6046
49	32.7778	3.8490	44.1667	1.4434	41.9048	3.59516	37.5000	7.5000	41.3333	1.1547
50	26.1111	10.8440	30.6250	4.2696	28.0952	2.97381	33.9583	1.2500	35.8333	1.9149
51	34.6970	5.5186	38.8636	5.7406	41.0390	4.86935	41.5909	7.5227	40.5455	6.7582
52	32.1667	7.4556	40.9848	6.0761	35.5238	5.51779	36.8182	6.5279	38.7879	6.1667
53	39.1667	12.9636	47.5000	3.5355	32.1429	9.09137	38.7500	12.3744	34.0000	14.1421

---------- Responsive (continued) ----------

Obs	eff	sdeff	inf	sdinf	adp	sdadp	mis	sdmis	coh	sdcoh
12	37.2000	9.9599	34.1667	4.5644	40.6250	1.2500	39.0000	2.5820	43.7500	1.5957
13	40.3750	4.4819	36.3077	8.0455	39.0385	5.0558	36.5000	2.8519	31.2917	7.9739
14	42.0000	.	38.3333	.	45.0000	.	42.0000	.	21.6667	.
15	41.6667	4.8028	40.5556	4.4305	39.5000	4.4721	38.3333	6.3770	38.3333	10.6458
16	37.0000	4.6904	34.7222	5.4177	35.8333	4.0825	32.6667	7.3394	33.8889	6.1162
17	40.0000	.	40.0000	.	32.5000	.	38.0000	.	36.6667	.
18	39.3333	4.5019	38.6667	5.7009	37.0000	4.4721	36.5000	6.1237	36.3333	5.2068
19	43.2000	4.6043	36.3333	3.4157	40.0000	1.7678	35.6000	12.1984	33.0000	8.5310
20	40.8000	3.3466	36.3333	4.6248	43.0000	3.2596	38.8000	4.6043	38.3333	3.9087
21	35.5000	9.1469	32.9167	12.4257	38.1250	10.6800	33.5000	5.2599	29.5833	6.5793
22	41.6667	2.8868	40.0000	6.6667	43.3333	3.8188	38.6667	1.1547	38.8889	0.9623
23	40.0000	.	38.3333	.	30.0000	.	30.0000	.	30.0000	.
24	39.3333	1.1547	36.1111	0.9623	38.3333	2.8868	28.6667	11.0151	32.6667	6.8069
25	39.3333	1.0328	37.0556	6.5504	37.5000	1.7678	37.3333	4.6762	40.0000	3.4960
26	41.3333	2.3094	38.3333	3.3333	39.1667	1.4434	40.0000	6.0000	42.2222	1.9245
27	36.6667	11.0151	35.0000	13.0171	35.8333	12.8290	34.0000	11.1355	35.0000	8.6603
28	41.5000	4.7509	38.7500	3.9591	40.0000	4.0089	33.2500	6.6708	33.9583	6.8971

29	42.6667	4.1633	42.7778	1.9245	41.6667	5.2042	43.3333	6.4291	46.6667	5.7735
30	40.0000	0.0000	37.5000	4.4096	33.1250	6.2500	36.5000	9.0000	39.1667	4.4096
31	38.0000	7.4066	37.9167	6.3465	37.1875	4.7127	37.5000	4.9857	35.4167	4.9401
32	41.0667	3.4363	38.4035	6.7014	40.0000	4.6398	37.3000	5.6764	34.9833	7.7350
33	39.7250	5.2150	34.2917	6.1611	38.2500	4.5955	34.5000	8.7989	30.4333	9.8242
34	44.0000	3.1623	38.0000	5.4518	41.5000	4.1833	37.6000	6.5422	40.4667	4.5923
35	41.7500	3.9188	35.8333	7.1824	41.8750	2.9124	37.2500	5.8493	33.9583	10.2329
36	40.0000	0.0000	37.5000	3.5355	33.7500	1.7678	38.0000	2.8284	40.0000	0.0000
37	32.0000	.	40.0000	.	37.5000	.	34.0000	.	45.0000	.
38	42.6667	4.1633	42.7778	5.3576	40.0000	6.6144	39.3333	7.5719	37.7778	2.5459
39	38.0000	.	38.3333	.	35.0000	.	34.0000	.	40.0000	.
40	40.0000	.	40.0000	.	40.0000	.	38.0000	.	38.3333	.
41	48.0000	.	41.6667	.	40.0000	.	34.0000	.	20.0000	.
42	43.0000	4.2426	38.3333	7.0711	32.5000	10.6066	35.0000	4.2426	38.3333	14.1421
43	38.2857	4.0708	35.5714	5.0248	37.5000	3.8188	26.5714	7.0912	25.4762	11.2511
44	35.3333	4.6188	33.3333	3.3333	36.6667	5.7735	34.0000	4.0000	32.7778	2.5459
45	36.0000	.	38.3333	.	35.0000	.	36.0000	.	41.6667	.
46	39.5000	1.0000	36.6667	4.9065	35.0000	4.0825	36.5000	1.9149	36.2500	3.6956
47	44.0000	.	26.6667	.	42.5000	.	40.0000	.	40.0000	.
48	40.4000	3.8471	34.0000	6.0782	38.7500	3.2275	22.8000	7.8230	17.0000	6.7082
49	42.0000	2.0000	40.5556	5.8531	37.5000	5.0000	43.3333	4.1633	41.1111	7.8764
50	41.0000	6.2183	38.3333	4.4096	40.0000	5.0000	35.5000	9.0000	34.5833	8.7533
51	42.0000	4.6476	35.9091	7.7947	40.0000	3.7081	37.7727	10.1670	35.6061	8.9527
52	38.4000	7.2908	37.5000	6.7243	37.5000	9.2796	38.1818	6.7796	36.2121	7.4196
53	43.0000	7.0711	45.0000	7.0711	32.5000	14.1421	40.0000	5.6569	45.8333	5.8926

---------- Responsive (continued) ----------

Obs	aut	sdaut	com	sdcom	str	sdstr	chg	sdchg	PN2	sdpn2
12	39.5000	2.5166	33.8667	6.1174	30.0000	11.7260	33.3333	9.9778	.	.
13	36.4063	2.6784	31.5000	6.7144	32.8646	6.7630	31.2308	5.1341	.	.
14	38.0000	.	26.0000	.	20.0000	.	36.0000	.	.	.
15	38.3333	6.6232	36.0000	7.1554	27.9167	4.3060	36.3333	6.8605	18.3333	7.6376
16	34.3333	2.9439	32.0000	7.0427	33.3333	5.1640	34.3333	1.5055	27.1429	12.1776
17	34.0000	.	44.0000	.	30.0000	.	40.0000	.	.	.
18	37.2500	2.4031	36.8000	1.7889	26.6667	4.3780	36.8000	3.6332	.	.
19	33.2000	7.8230	28.4000	11.8659	36.0000	13.4164	34.0000	7.8740	21.6667	4.7324
20	40.0000	2.4495	36.8000	3.6332	37.0000	9.5851	40.4000	4.3359	26.2500	11.2500
21	35.0000	3.4641	31.5000	7.5498	30.6250	5.5434	31.0000	10.3923	.	.
22	38.6667	5.0332	38.0000	6.0000	27.5000	5.0000	39.3333	3.0551	26.2500	8.8388
23	38.0000	.	32.0000	.	40.0000	.	18.0000	.	34.3750	11.4905
24	31.3333	10.2632	30.6667	11.3725	37.5000	9.0139	31.1667	6.7885	.	.
25	33.0000	4.5166	33.3333	5.3166	36.1111	11.3977	36.0000	2.8284	.	.
26	40.0000	4.0000	40.6667	1.1547	29.1667	6.2915	38.0000	2.0000	.	.
27	29.3333	1.1547	28.0000	3.4641	35.8333	8.0364	30.6667	6.1101	.	.
28	36.5000	3.6645	29.7500	7.5923	39.3750	5.9387	34.0000	6.1412	26.8750	11.2461
29	37.3333	2.3094	43.3333	3.0551	25.0000	4.3301	38.6667	3.0551	25.0000	7.0711
30	36.0000	5.6569	31.0000	8.4063	34.3750	8.7500	36.0000	4.3205	23.7500	7.6035
31	35.5000	3.3381	32.2500	6.3640	41.5625	8.2308	33.5000	4.3753	29.2262	9.0870
32	37.5750	5.9896	34.6579	8.3998	36.5833	9.3733	35.3947	5.2456	26.9196	9.0173
33	32.3250	7.3203	26.1000	9.1416	36.6667	8.2629	31.0000	8.2717	29.0625	6.5590
34	33.6000	9.9398	36.4000	6.9857	33.0000	7.3739	32.8000	6.7231	23.7500	4.4488
35	32.2500	4.3342	32.0000	12.9173	27.5000	5.8248	34.2500	7.8876	27.2727	11.6568
36	37.0000	1.4142	34.0000	2.8284	23.7500	5.3033	38.0000	2.8284	27.5000	7.0711
37	34.0000	.	26.0000	.	37.5000	.	38.0000	.	23.4375	9.6488
38	37.3333	2.3094	39.3333	1.1547	30.8333	5.7735	38.6667	2.3094	17.5000	10.6066
39	34.0000	.	36.0000	.	25.0000	.	32.0000	.	18.7500	.
40	38.0000	.	32.0000	.	40.0000	.	36.0000	.	.	.
41	36.0000	.	24.0000	.	45.0000	.	30.0000	.	.	.
42	37.0000	4.2426	35.0000	7.0711	27.5000	3.5355	32.5000	3.5355	18.1250	4.4194
43	26.5714	7.5467	19.1429	8.7069	42.1429	10.3510	24.2857	7.7828	28.8636	8.3564
44	34.0000	3.4641	32.0000	7.2111	30.8333	3.8188	32.0000	3.4641	26.7500	4.8894
45	38.0000	.	32.0000	.	35.0000	.	42.0000	.	31.2500	1.7678
46	36.0000	3.2660	34.5000	3.0000	28.1250	8.5086	35.0000	1.1547	35.6250	0.8839
47	34.0000	.	36.0000	.	25.0000	.	32.0000	.	.	.
48	30.2000	11.5791	17.6000	5.3666	43.5000	9.1173	27.7333	8.9269	.	.
49	36.0000	0.0000	36.0000	5.2915	33.3333	8.0364	38.6667	4.1633	.	.
50	36.8750	3.4248	29.3333	8.3267	31.8750	8.0039	32.0000	7.2111	.	.
51	35.6061	5.6309	34.5455	8.1531	31.1364	9.1079	34.7273	6.8861	.	.
52	36.3182	3.7568	35.7500	7.6712	28.5000	9.9443	35.6000	5.2324	25.7813	6.3365
53	42.0000	5.6569	38.0000	16.9706	30.0000	14.1421	34.0000	19.7990	.	.

---------- Responsive (continued) ----------

Obs	tn2	sdtn2	pc2	sdpc2	off2	sdoff2	stf2	sdstf2	trn2	sdtrn2
12	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.

15	24.1667	3.8188	30.9524	10.7222	33.7500	1.7678	33.3333	9.4281	32.5000	0.0000
16	23.0000	10.0234	22.2857	8.8410	44.5000	5.4199	36.3333	4.7726	36.0000	8.0234
17	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.
19	22.9167	8.3229	35.2381	9.7241	30.8333	6.2915	24.4444	8.5527	35.8333	2.8868
20	26.2500	14.2796	36.2857	6.0271	26.5000	3.7914	31.5333	4.2269	35.8333	3.7268
21	.	.	.	.	.	.	.	.	.	.
22	31.2500	1.7678	29.2857	3.0305	32.5000	3.5355	30.8333	3.5355	36.2500	5.3033
23	31.8750	11.4905	40.0000	0.0000	37.5000	0.0000	36.6667	0.0000	45.0000	0.0000
24	.	.	.	.	.	.	.	.	.	.
25	.	.	.	.	.	.	.	.	.	.
26	.	.	.	.	.	.	.	.	.	.
27	.	.	.	.	.	.	.	.	.	.
28	28.2813	9.2808	28.2540	7.7188	34.8333	8.6763	30.6000	6.2771	33.8889	9.5288
29	21.2500	1.7678	33.5714	1.0102	40.0000	3.5355	23.3333	2.3570	31.2500	8.8388
30	22.0635	10.3929	28.5714	0.0000	25.0000	2.5000	28.1111	6.1131	31.6667	6.2915
31	25.1458	10.4576	31.1369	5.5337	32.7652	8.7604	25.9841	7.6307	30.6579	9.0078
32	23.4375	8.0299	30.8333	6.7847	38.2813	5.1412	32.5778	5.1478	36.9271	4.9974
33	28.7500	8.5565	33.9286	5.9818	25.9375	9.5252	24.3750	7.1976	34.2188	7.2869
34	23.7500	5.9512	28.9286	3.7571	40.6250	5.1539	33.7500	1.5957	33.7500	5.9512
35	31.4773	10.0595	29.3506	9.4408	44.7727	5.0565	37.2727	6.0218	42.2727	5.8582
36	25.6250	6.1872	30.7143	7.0711	41.2500	1.7678	35.0000	4.7140	25.0000	10.6066
37	30.0000	8.4163	33.2143	10.1937	34.3750	4.2696	26.2500	4.5896	28.1250	3.7500
38	21.8750	2.6517	30.0000	8.0812	36.2500	5.3033	35.8333	1.1785	37.5000	3.5355
39	26.2500	.	24.2857	.	40.0000	.	36.6667	.	35.0000	.
40	.	.	.	.	.	.	.	.	.	.
41	.	.	.	.	.	.	.	.	.	.
42	18.7500	3.5355	23.5714	9.0914	36.2500	12.3744	25.8333	3.5355	25.0000	7.0711
43	26.7045	10.8868	32.4675	6.2300	32.5000	8.6603	22.1818	11.2757	21.8182	10.4935
44	20.5000	7.5312	30.8571	3.8598	37.5000	4.3301	29.8667	6.9186	38.0000	6.7082
45	25.6250	7.9550	25.0000	7.0711	32.5000	10.6066	31.6667	4.7140	37.5000	3.5355
46	30.0000	3.5355	27.8571	3.0305	37.5000	10.6066	35.8333	1.1785	40.0000	0.0000
47	.	.	.	.	.	.	.	.	.	.
48	.	.	.	.	.	.	.	.	.	.
49	.	.	.	.	.	.	.	.	.	.
50	.	.	.	.	.	.	.	.	.	.
51	.	.	.	.	.	.	.	.	.	.
52	28.7500	6.0134	32.3214	5.4499	34.3750	10.5855	28.1250	8.7031	36.5625	8.6538
53	.	.	.	.	.	.	.	.	.	.

---------- Responsive (continued) ----------

Obs	cmp2	sdcmp2	ecom2	sdecom2	gro2	sdgro2	eff2	sdeff2	inf2	sdinf2
12	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.
15	34.7619	2.69374	40.0000	0.0000	37.0000	1.4142	41.0000	1.41421	37.5000	5.8926
16	42.5714	5.09101	44.0000	5.1841	37.6000	3.8471	38.8000	3.89872	38.3333	3.7268
17	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.
19	32.3810	4.12393	34.1667	8.0364	34.6667	11.0151	43.3333	1.15470	41.1111	0.9623
20	36.0571	3.69445	42.0000	4.8088	39.0000	7.3937	42.2000	4.14729	37.6667	7.2265
21	.	.	.	.	.	.	.	.	.	.
22	32.8571	2.02031	40.0000	0.0000	41.0000	1.4142	40.0000	5.65685	40.8333	1.1785
23	37.8571	7.07107	42.5000	7.0711	40.0000	2.8284	40.0000	0.00000	38.3333	2.3570
24	.	.	.	.	.	.	.	.	.	.
25	.	.	.	.	.	.	.	.	.	.
26	.	.	.	.	.	.	.	.	.	.
27	.	.	.	.	.	.	.	.	.	.
28	36.2333	4.28080	40.7500	5.7795	36.5000	8.6685	38.7833	3.41389	35.7083	7.2952
29	37.1429	4.04061	42.5000	3.5355	38.0000	2.8284	41.0000	1.41421	39.6667	8.9567
30	33.3333	4.36436	33.3333	2.8868	36.6667	2.3094	40.6667	1.15470	38.3333	4.4096
31	36.2698	5.63201	34.8750	6.1492	31.7632	6.7461	36.6000	6.39408	34.6333	8.9866
32	35.2381	6.62768	38.3333	4.7920	37.3750	5.4513	42.6250	2.98608	39.5556	4.2476
33	31.6071	6.10286	35.4688	9.1842	34.8750	5.4145	38.8750	4.50000	36.2500	6.5687
34	36.0714	1.36775	34.5833	6.2915	35.0000	5.0332	42.0000	2.82843	37.5000	5.6928
35	41.1688	4.32450	40.0000	6.8007	42.9091	4.2298	42.6667	4.10961	38.4848	8.0434
36	40.1190	2.18866	32.5000	3.5355	28.3333	2.3570	40.0000	0.00000	33.3333	7.0711
37	37.8571	5.28121	37.5000	7.9057	37.5000	7.5498	42.0000	5.88784	40.8333	6.1614
38	40.7143	3.03046	38.7500	5.3033	40.0000	5.6569	41.0000	4.24264	40.8333	1.1785
39	42.8571	.	40.0000	.	36.0000	.	38.0000	.	40.0000	.
40	.	.	.	.	.	.	.	.	.	.
41	.	.	.	.	.	.	.	.	.	.
42	34.2857	8.08122	42.5000	3.5355	27.0000	7.0711	42.0000	0.00000	40.8333	1.1785
43	30.9091	8.06283	29.5455	14.1782	28.7273	5.6052	40.3636	4.36515	33.4848	10.8897
44	40.5714	4.80221	36.0000	4.1833	36.8000	3.6332	40.8000	3.63318	31.3333	10.9545
45	37.1429	2.02031	40.0000	3.5355	36.0000	5.6569	40.0000	0.00000	36.6667	4.7140
46	40.7143	1.01015	42.5000	10.6066	37.0000	4.2426	38.0000	0.00000	35.8333	12.9636
47	.	.	.	.	.	.	.	.	.	.

Obs	adp2	sdadp2	mis2	sdmis2	coh2	sdcoh2	aut2	sdaut2	com2	sdcom2
12	.	.	.	.	.	.	.	.	.	.
13	.	.	.	.	.	.	.	.	.	.
14	.	.	.	.	.	.	.	.	.	.
15	41.2500	1.76777	29.0000	7.07107	35.8333	10.6066	39.0000	1.4142	40.0000	2.8284
16	41.0000	5.18411	40.8000	5.76194	38.6667	4.3141	38.4000	3.5777	37.2000	6.5727
17	.	.	.	.	.	.	.	.	.	.
18	.	.	.	.	.	.	.	.	.	.
19	40.8333	7.21688	34.0000	6.00000	29.4444	9.1793	34.8333	6.3311	29.3333	12.0554
20	38.7500	4.33013	37.0000	5.29150	38.6667	5.5777	40.0000	1.4142	35.6000	5.3666
21	.	.	.	.	.	.	.	.	.	.
22	41.2500	1.76777	35.0000	1.41421	31.6667	0.0000	37.0000	4.2426	31.0000	1.4142
23	38.7500	5.30330	39.0000	1.41421	35.0000	0.0000	36.0000	2.8284	36.0000	0.0000
24	.	.	.	.	.	.	.	.	.	.
25	.	.	.	.	.	.	.	.	.	.
26	.	.	.	.	.	.	.	.	.	.
27	.	.	.	.	.	.	.	.	.	.
28	40.0000	4.84123	40.0667	4.93363	38.8333	5.9343	37.0556	3.7454	39.3333	5.3852
29	40.0000	7.07107	39.0000	9.89949	41.6667	4.7140	32.0000	0.0000	33.0000	7.0711
30	35.0000	6.61438	31.3333	7.02377	38.3333	1.6667	31.3333	8.0829	29.3333	1.1547
31	38.6905	4.30255	34.8250	7.13272	34.7348	9.4119	32.5556	6.4281	29.9000	7.8800
32	40.6250	3.92641	39.5313	5.53615	37.8125	6.5850	40.2500	3.4157	37.6000	6.2427
33	37.8125	5.39096	34.8750	8.16395	29.2708	9.9251	31.7500	7.4072	28.0313	8.6573
34	41.2500	5.20416	38.5000	5.97216	40.0000	7.5768	37.5000	5.2599	36.0000	5.8878
35	40.0000	4.33013	41.0909	6.02419	41.5152	8.5458	36.7273	3.0030	39.2727	7.0013
36	37.5000	3.53553	39.0000	1.41421	42.0000	2.8284	39.0000	1.4142	39.0000	4.2426
37	41.2500	6.61438	37.5000	8.22598	40.0000	7.5768	40.5000	6.6081	32.5000	11.9304
38	36.2500	1.76777	42.0000	0.00000	36.6667	4.7140	42.0000	2.8284	37.0000	1.4142
39	37.5000	.	40.0000	.	41.6667	.	42.0000	.	38.0000	.
40	.	.	.	.	.	.	.	.	.	.
41	.	.	.	.	.	.	.	.	.	.
42	35.0000	7.07107	37.0000	4.24264	40.0000	4.7140	33.0000	12.7279	33.0000	12.7279
43	40.0000	4.33013	25.0909	9.97451	23.0303	11.9447	30.1818	5.6182	18.7273	9.9709
44	36.0000	7.62398	31.6000	8.17313	30.0000	9.9303	30.4000	9.2087	28.0000	8.6023
45	32.5000	3.53553	34.0000	0.00000	38.3333	2.3570	36.0000	5.6569	31.0000	4.2426
46	38.7500	5.30330	35.0000	1.41421	35.8333	3.5355	35.0000	4.2426	37.0000	4.2426
47	.	.	.	.	.	.	.	.	.	.
48	.	.	.	.	.	.	.	.	.	.
49	.	.	.	.	.	.	.	.	.	.
50	.	.	.	.	.	.	.	.	.	.
51	.	.	.	.	.	.	.	.	.	.
52	40.9375	6.67317	38.7500	6.49725	32.7083	9.3833	36.7500	3.8452	33.2500	7.0862
53	.	.	.	.	.	.	.	.	.	.

Responsive (continued)

Obs	str2	sdstr2	chg2	sdchg2
12	.	.	.	.
13	.	.	.	.
14	.	.	.	.
15	25.0000	3.5355	40.0000	2.82843
16	28.0000	3.2596	36.8000	2.28035
17	.	.	.	.
18	.	.	.	.
19	45.0000	4.3301	32.6667	6.11010
20	36.6667	9.8072	37.3333	3.85861
21	.	.	.	.
22	38.7500	8.8388	29.2500	9.54594
23	28.7500	5.3033	35.0000	4.24264
24	.	.	.	.
25	.	.	.	.
26	.	.	.	.
27	.	.	.	.
28	32.5000	7.6376	37.4444	4.92725
29	32.5000	3.5355	32.0000	2.82843
30	38.6111	5.9122	35.1667	2.84312
31	37.1429	10.3467	32.0263	5.92657
32	30.7813	8.2522	38.8000	4.32930

33	37.9688	9.3193	31.5313	5.32124
34	31.8750	6.2500	31.5000	5.74456
35	23.1818	7.1668	40.3030	6.06164
36	30.0000	14.1421	38.2500	6.01041
37	45.0000	3.5355	38.0000	6.73300
38	31.2500	1.7678	36.0000	2.82843
39	20.0000	.	36.0000	.
40	.	.	.	.
41	.	.	.	.
42	30.0000	7.0711	27.0000	7.07107
43	40.2273	10.3956	25.8182	8.50668
44	39.5000	10.0623	32.2000	6.01664
45	30.0000	7.0711	35.0000	1.41421
46	30.0000	10.6066	38.0000	5.65685
47	.	.	.	.
48	.	.	.	.
49	.	.	.	.
50	.	.	.	.
51	.	.	.	.
52	35.3125	10.2153	32.2500	5.28475
53	.	.	.	.

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ABSTRACT

PREDICTORS OF SUBSTANCE ABUSE TREATMENT ORGANIZATION RESPONSIVENESS TO AN ORGANIZATIONAL CHANGE WORKSHOP

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The functioning of substance abuse treatment organizations is important both to the outcomes of treatment clients, as well as to the transfer of research into practice. Before new research can be transferred it is important for organizations to be functioning well. The present study examined characteristics of organizations that were responsive to a workshop designed to improve organizational functioning. Participants were program directors, clinical supervisors and staff from community based substance abuse treatment organizations in Texas, representing 53 treatment units. Logistic regressions were used to predict responsiveness, to continue participation in change in an area of organizational functioning identified in the workshop. Findings suggest that several organizational characteristics were associated with responsiveness to the workshop. Specifically, responsive organizations had more needs and pressures, and had less adequate functioning in terms of institutional resources, staff attributes and organizational climate. Results also showed that organizations with smaller standard deviations on ratings of organizational climate were more likely to be responsive. Additionally, more established organizations were more likely to be responsive, as were organizations with larger client load, and urban organizations.