

RELATIONSHIPS AMONG LEADERSHIP SKILLS AND PROGRAM  
EFFECTIVENESS IN THE IMPLEMENTATION OF CLUBHOUSE  
REHABILITATION PROGRAMS

by

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## Abstract

The purpose of this study is to examine the relationships among leadership skills and program effectiveness in the implementation of Clubhouse Rehabilitation programs. In light of the insufficient research in nonprofit organizations regarding leadership and its correlation to program effectiveness, this study seeks to understand relationships among leadership skills and program effectiveness in Clubhouse rehabilitation programs. The population was drawn from the 197 Clubhouses located in the United States. Leadership data was gathered using “The Competing Values Managerial Behavioral Instrument and Effectiveness Measures” developed by Lawrence, Lenk, and Quinn (in press) and adapted for use with this sample. Skills were correlated to program outcomes and effectiveness indicators. Biserial and Pearson correlations were used to examine relationships among leadership skills and program effectiveness. The leadership skill of motivator positively correlated to supported employment ratios. A one-way multivariate analysis of variance (MANOVA) was conducted to determine the outcome of effectiveness measures on the high and low complex leadership skills. A positive relationship between leadership skills and effectiveness were found in the following areas: (a) performance as a role model, (b) conceiving change efforts, (c) leading change, and (d) having an impact on the organization.

## Dedication

To the members, staff, and board members of Breakthrough who work to enhance the lives of people with mental illness. I am inspired by each member of Breakthrough who overcomes the symptoms of their mental illness. I have learned from many members to set my goals and move towards them one day at a time. I am blessed with a staff that provided encouragement in my educational journey. The support of the Board of Directors empowered me to focus on issues of leadership and organizational performance during my educational process. I am thankful for the Breakthrough community's contribution in my personal and educational growth.

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## CHAPTER 1. INTRODUCTION

### Introduction to the Problem

The nonprofit sector is an economic force, accounting for a significant share of national expenditures and employment in the United States. The Internal Revenue Service acknowledged that over \$1.4 trillion in income was generated in 2004 from this sector; the largest portion of this funding is spent on health care (The National Center for Charitable Statistics, in press). In 2000, the United States spent \$71 billion on mental health care, 57% of the cost was funded by public money (New Freedom Commission on Mental Health, 2003). With the dramatic growth of the nonprofit sector, and more specifically in the delivery of mental health services, the challenge of effective leadership is critical. Effective leadership is essential for the success of all organizations (Bass, 1999; Jackson, 2001). The influx of funding to mental health programs has created an environment of conflicting opportunities and challenges. Managers of mental health programs are able to expand services as financial resources become available. This program expansion brings added demands on the organization's management, accounting procedures and program outcomes (Griggs, 2003; Van Slyke, 2002).

Mental health systems struggle with providing effective services. The New Freedom Commission (2003) reported that Americans with mental illness are not receiving the care that they deserve. The report goes on to say that improvements in service delivery are necessary to meet the growing need of people with mental illnesses. The problems of effectiveness of mental health services were explored as it relates to leadership of nonprofit organizations.

Little research has been conducted that correlates the leadership skills and management training of mental health providers with effective service delivery. Extensive research has identified vital leadership skills demonstrated throughout business organizations worldwide (Whetten & Cameron, 2005). While leadership studies in the business world have correlated participatory leadership and productivity (Manz & Neck, 1995; Wheatley, 1997), very little has been done to explore the relationship between leadership behavior and organizational efficiency in public and nonprofit organizations (Garske, 1999; Hooijberg & Choi, 2001).

The study of leadership skills and performance outcomes of nonprofit organizations was accomplished through the study of mental health programs identified as Clubhouse rehabilitation programs. Clubhouse programs have experienced extensive growth over the past 35 years (Mandiberg, 2001; Propst, 1997). These programs serve over 55,000 members, who have a mental illness, in 400 locations, in 30 countries around the world (International Center of Clubhouse Development, 2003). Although the Clubhouse model is an internationally replicated program, this study's focus is on the Clubhouse programs in the United States.

Leadership is a key issue for the development of strong and effective mental health services. Clubhouse programs, like many mental health organizations, generally receive funding through government backing (Johnson, McKay, Corcoran, & Lidz, 2002). Government funding is allocated with expectations of program monitoring that meet predetermined outcomes (Ryan, 1999; Van Slyke, 2002). Nonprofit leadership, including Clubhouse directors, is expected to meet stringent, governmental, accountability expectations while providing mission driven services to clients (Edwards,

Yankey, & Altpeter, 1998). A majority of executive directors of nonprofit mental health agencies are not educated for this role. Plas and Lewis (2001) stated that 75% of rehabilitation administrators have no education or training in the area of management. Little research has occurred that correlates the leadership skills and management training of mental health providers with effective organizational outcomes.

### Background of the Study

The New Freedom Commission (2003) reported that Americans with mental illnesses are not receiving the care that they deserve. The report goes on to say that improvements in service delivery are necessary to meet the growing needs of people with mental illnesses. According to Linhorst, Eckert, and Hamilton (2005) progress has been made in the provision of community services. A look at the recent historical perspective of mental health treatment in the United States demonstrates how much mental health services have changed in the past 50 years. Mental health consumers endured being treated like animals in the 1950's and 60's (Leupo, 2001). They broke away from institutional settings in the 70's and 80's (Ockocka, Nelson & Janzen, 2005), and have stepped into the realm of recovery in the 90's (Fisher, 2005). Transformation of the mental health system involved changing values and principles of mental health treatment. These values include social inclusion and social justice (Ockocka et al., 2005; Russell & Lloyd, 2004). Continual improvement in mental health treatment and consumer empowerment necessitates developing innovative ways of providing mental health services (Fisher, 2005). Assessing and changing mental health service delivery will require embracing new values of participation and empowerment of mental health

consumers. Linhorst et al. (2005) suggest that change occurs when organizational leadership develops new leadership skills. Cameron and Quinn (2006) state that modifying organizational culture is the key to success in implementing major improvement strategies and adapting to external environmental pressures.

The Clubhouse model was established sixty years ago during the same historic time frame of the mental health system change (Propst, 1997; Jackson, 2001). The Federal Government provided funding to Fountain House to implement a training program for Community Mental Health Centers to replicate the model in local communities. Additional funding from the Robert Wood Johnson Foundation expanded the training program to five additional training bases in the United States and assisted with the development of Clubhouse standards that provided quality insurance in program implementation (Jackson, 2001; Propst, 1997). In 1994, the International Center of Clubhouse Development was established; it coordinated ten international training bases offering Clubhouse program training curriculum (Macias, Propst, Rodican & Boyd, 2001). The number of Clubhouse programs has grown substantially over the past six decades.

Clubhouse programs are based on the belief that a person who has a severe and persistent mental illness can contribute meaningfully to society through community support (Vorspan, 1988). Robert Jackson (2001, p.40) describes how this is accomplished: “To obtain these objectives, respect and a collaborative spirit are fostered among members and staff with a focus on strengths and competencies, rather than illness. Shared purpose is the cornerstone of Clubhouse community-building”. The practice of Clubhouse leadership corresponds with the characteristics of participatory leadership.

The participatory leadership model focuses on the leader's relationship with their followers, the tasks that the followers need to accomplish, and the amount of legitimate power a leader has to influence followers (Jones, George, & Hill, 2000). It is a people-oriented approach that focuses on empowering the follower to work towards their highest performance levels. Stakeholders are involved in empowering their peers to assist with vision spinning and developing plans (Lipman-Bluemen, 2000; Plas & Lewis, 2001). The development of a strong Clubhouse program and a participatory organizational culture are critical to program effectiveness. Developing a better understanding of how the organizational culture of a Clubhouse impacts leadership and researching the relationship between leadership and program outcomes are needed to enhance organizational effectiveness.

An increasing body of evidence supports a linkage between an organization's culture and its business performance (Cameron & Quinn, 2006). Companies that emphasize key cultural characteristics that include customer interaction, employee management, and leadership style, outperform those that do not (Wagner & Spencer, 1996). Strong effective leadership styles are needed to lead a mental health organization through the uncertainties of limited funding and the challenge of meeting program outcomes (Garske, 1999). Both published and unpublished literature, including conference papers, describes how leadership and management are perceived by Clubhouse colleagues. A variety of authors discuss several important attributes of Clubhouse leadership. They are, facilitator, collaborator, delegator, problem solver, negotiator, visionary, community builder, good listener, supporter, humble, motivator, empowering, optimistic, and inspire personal growth in self and others (Bradley, 1995;

Demers, 1999; Glickman, 1992a; Jackson, 2001; Vorspan, 1988). Although some leadership characteristics have been discussed, no studies have correlated leadership skills and Clubhouse program performance. The growth and maturity of the Clubhouse system necessitates a need for study and understanding of leadership issues as they relate to quality program performance.

### Statement of the Problem

Effective leadership is essential for the success of a Clubhouse program (Jackson, 2001). As such, assessing a leader's performance is considered to be the most significant yardstick for determining the quality of services provided by an organization (Edwards et al., 1998). There is, however, insufficient research regarding leadership and its correlation to program performance. Therefore the problem is the lack of research in Clubhouse model rehabilitation programs that have examined the relationships among leadership skills and program performance.

### Purpose of the Study

The purpose of this descriptive, correlation study is to determine the relationship among leadership skills and organizational effectiveness in Clubhouse rehabilitation programs. Specific attention to the leadership skills of mentor, facilitator, empathizer, innovator, visionary, and motivator will be studied.

## Rationale

The purpose of this study is to examine the relationships among leadership skills and organizational effectiveness in the implementation of Clubhouse Rehabilitation programs. The framework of participatory leadership and competing values framework of organizational management are the two theories that guided this research.

Participatory leadership theory is based on the premise that all people in an organization can provide leadership (Laurie, 2000; Plas & Lewis, 2001). This theory was utilized as a frame of reference in the explanation of Clubhouse leadership. The standards of behavior that were developed for the implementation of the Clubhouse model include themes surrounding teamwork, empowerment, and decision making (Prospt, 1997; Vorspan, 1988). The use of participatory leadership theory assists with the exploration of leadership skills and provides a set of behaviors that explains the Clubhouse leadership style. The competing values framework (CVF) is the only leadership framework that is distinctively designed in terms of opposing behaviors, and specifies that effectiveness requires meeting and integrating competing leadership skills (Lawrence, Lenk & Quinn, in press). The CVF integrates leadership roles and behaviors to explain how a complexity of leadership behaviors impacts organizational effectiveness (Hart & Quinn, 1993). The utilization of a tool developed by Lawrence et al. (in press) examines twelve leadership behaviors spanning the four quadrants of the CVF that associate high complexity leadership scores with overall performance. The participatory leadership characteristics that are mentioned in Clubhouse literature are reflected in the two CVF quadrants that are categorized by a flexible structure that spans internal and external dimensions. Using this tool to identify leadership skills and associating this data to

Clubhouse performance indicators provides information on how different challenges may need to emphasize certain sets of behaviors. This study will contribute additional information to a body of research knowledge on nonprofit leadership. Previous studies using the CVF have focused on for-profit organizations (Cameron & Quinn, 2006) and to a lesser degree on public organizations (Hooijberg & Choi, 2001) and educational institutions (Berrio, 2003). The intent of this study is to expand the leadership knowledge base to include nonprofit organizations.

The CVF is a multidimensional model of organizational management that can assist with the assessment of organizational performance and the various skills leaders perform. Edwards et al. (1998) state that this framework uses two main criteria for assessing organizational outcomes; which are the quality of service provided and the stability of the organization. For an organization to perform well, leaders must use different and sometimes conflicting sets of leadership skills. These include boundary spanning skills, human relation skills, coordinating skills, and directing skills. In a recent book, Cameron, Quinn, DeGraff, and Thakor (2006) simplified the labels of the four quadrants so that they work over all applications of the framework from organizational levels to individual skills levels. Boundary spanning skills become creative skills, human relation skills become collaborative skills, coordinating skills become competing skills, and directing skills become controlling skills. This study looked at the participatory leadership skills defined by Cameron, et al. (2006); they are (a) the collaborator skills of mentor, empathizer and facilitator, and (b) the creative skills of innovator, visionary, and motivator. The use of the CVF assists with analyzing leadership skills and putting them into a context of organizational stability and performance. This framework provides a

base of comparing leadership behavior to organizational performance (Wagner & Spencer, 1996).

### Research Questions

What is the relationship among leadership skills in Clubhouse directors and program effectiveness in Clubhouse rehabilitation organizations?

### *Corollary Questions*

1. What are commonly applied leadership skills of Clubhouse directors?
2. Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance?
3. Is there a relationship among the innovator, visionary, and motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?
4. Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

### *Hypotheses*

H-1: Is there statistically significant and commonly applied leadership skills identified among Clubhouse directors?

Null-1: There is no statistically significant and commonly applied leadership skills identified among Clubhouse directors.

H-2: Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance?

Null-2: There is no relationship among the mentor, empathizer, and facilitator

skills of Clubhouse directors and the rate of Clubhouse member attendance.

H-3: Is there a relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?

Null-3: There is no relationship among the innovator, visionary, and motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members.

H-4: Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

Null-4: There is no relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures.

#### Nature of the Study

This quantitative, descriptive, correlation study explored the relationships among leadership skills and program effectiveness in Clubhouse rehabilitation programs. A quantitative survey study was chosen for several reasons. First, quantitative data is more suitable for comparison and testing of existing theories (Neuman, 2006). This study is utilizing the CVF that has demonstrated valid research results in hundreds of organizational situations (Cameron & Quinn, 2006). Second, quantitative research provides valid and repeatable results that can be used by other researchers (Creswell, 2003). This study can be compared to other leadership research that was developed in other business sectors. Third, the study will be useful in generalizing leadership information throughout the Clubhouse sector. Surveys allow for larger numbers of participants to be involved in the research and can be designed for greater generalization of the results (Babbie, 2001; Creswell, 2003; Neuman, 2006).

The leadership skills survey was utilized to identify leadership skills that were correlated to performance effectiveness. Program effectiveness was analyzed using several measures. According to Brown (2005) a single measure of nonprofit performance does not effectively capture the picture of effectiveness. Using various measures and perceptions from different sources helps to address organizational performance. This study utilized an Effective Measurement Scale developed by Lawrence et al. (in press); the scale measures perceived effectiveness of overall organizational performance. In addition, this study utilized two program outcome measures. The program outcome measures are derived from performance indicators that evaluate Clubhouse programs for effectiveness; these outcomes include the number of members who attend the Clubhouse programs and the ratio of active members who are employed at least ten hours a week (Macias et al., 2001). Member attendance was associated to the collaborative skill area that includes behaviors of (a) encouraging participation, (b) acknowledging personal needs, and (c) mentoring (Lawrence et al., in press). Employment outcomes were associated to the creative skill area that includes behaviors that focus on (a) initiating significant change, (b) inspiration of followers, and (c) anticipating customers needs (Lawrence et al. in press). A combined mean total of all twelve skill sets were analyzed to determine if greater complexity of leadership skills is associated with overall organizational performance.

The competing values framework (Quinn, 1988) is the theoretical basis for developing a research hypothesis about leadership skills and program outcomes in the Clubhouse environment. Leadership data was gathered using the CVF Managerial Behavior Instrument and Effectiveness of Overall Organizational Performance

Instrument (Lawrence et al., in press). Surveys were administered through the use of the Internet and/or by mail. Clubhouse program outcome information was gathered about Clubhouse organization by obtaining program outcome data from each participating organization. Perceptions on leadership were gathered from three representatives from each Clubhouse: (a) the director, (b) a staff person, and (c) a member. Collecting data from other sources reduces common method biases and offers useful comparisons between the perspectives of different evaluators. In the development of the CVF Managerial Behavior Instrument, it was found that a person's self evaluation of overall ability does not correlate highly with other raters opinions. However, all groups of evaluators do agree about a person's standing in each quadrant (Lawrence et al., in press).

### Significance of the Study

Understanding relationships among leadership skills and program outcomes in Clubhouse organizations provides insight into improving mental health service delivery. The New Freedom Commission (2003) states that the mental health system needs to improve its services by (a) focusing on prevention, (b) promotion of good mental health services, (c) addressing stigma and discrimination, (d) launching an accessible mental health information system. Improvements in service delivery are necessary to meet the growing need of people who have mental illnesses. This leadership study provides descriptive information on leadership skills and program outcomes. After identification of dominant leadership skills, the research study investigated how leadership skills impact Clubhouse program effectiveness. This study provides information that will enhance leadership training which will ultimately improve program effectiveness of

Clubhouse mental health programming.

Clubhouse board of directors may potentially use this research to assist in the selection of qualified directors. Leaders who have skills that match an organizational culture tend to be more effective (Cameron & Quinn, 2006). The Board of Directors can utilize the information from this study in conjunction to Cameron and Quinn (2006) organizational profile on their own Clubhouse program, to help guide the process of hiring a leader that will best suit their organization.

Identifying and describing leadership and corresponding organizational culture of Clubhouse programs provides insight into effective organizational change (Edwards et al., 1998). Developing correlations between leadership and program performance provides needed information on how leaders can positively impact program outcomes. This information can then be used in designing leadership curriculum for Clubhouse organizations. This study provides important information to improve mental health services and positively impact thousands of mentally ill people that are served by Clubhouse programs.

#### Definition of Terms

The following definitions guided this study:

*Clubhouse model.* Is a rehabilitation program for adults who have a mental illness? The mission of each Clubhouse is intended to provide an empowering environment where supportive relationships and work opportunities help members “recover” their lives and go on to better ones (Wang, Macias & Jackson, 1999).

*Clubhouse member.* Is a person who has been accepted into the Clubhouse community through an intake process and actively participates in the Clubhouse program.

*Clubhouse Director:* a person responsible for the day to day program operations of the Clubhouse.

*Leadership.* “ A process by which a person exerts influence over people and inspires, motivates, and directs their activities to help achieve group or organizational growth” (Jones, George, & Hill, 2000, p. 463).

*Leadership skills.* Defined by Cameron and Quinn (2006) and Lawrence et al. (in press) in an operational manner by separating leadership skills into four sets of different and sometimes conflicting skill sets. These include: collaborative, creative, controlling, and competing skills. These are further defined into twelve categories that include (a) mentor, (b) empathizer, (c) facilitator, (d) innovator, (e) visionary, (f) motivator, (g) coordinator, (h) monitor, (i) regulator, (j) competitor, (k) driver, and (l) producer.

*Organizational Culture.* According to Cameron and Quinn (2006, p.16) organizational culture “encompasses the taken-for-granted values, underlying assumptions, expectations, collective memories, and definitions present in an organization.”

### Assumptions and Limitations

Nonprofit leaders use a complex and changing set of behaviors that help meet the needs of the organization’s stakeholders (Edwards et al., 1998). In the Clubhouse community a participatory leadership style influences both the business and program aspects of the organization (Jackson, 2001). The impact of empowerment in the

development of the Clubhouse model has influenced this system to develop a participatory approach of leadership. To better understand leadership it is important to look at the organizational culture of a Clubhouse program. Cameron and Quinn (2006) state that many organizational experts recognize that organizational culture has an enormous effect on the effectiveness of organization. To understand the connection between leadership and organizational culture, this project utilized the CVF to describe leadership and organizational culture.

Nonprofit organizations feel the pressure of increasing accountability demands as they interact with the federal government and other large funding organizations. These pressures are a result of complying with bureaucratic paperwork and achieving performance outcomes (Griggs, 2003; Van Slyke, 2002). Clubhouse directors are expected to lead their organizations using participatory leadership skills and yet comply with stringent government regulations (Jackson, 2001; Mandiberg, 2001). The conflicting leadership skills required to accommodate the two sets of expectations will influence the ongoing development of the Clubhouse organization.

There are limitations that impact this study. Correlation studies are designed to determine relationships between two variables. The researcher acknowledges that the correlation does not signify a cause and effect relationship. Limitations are due to the inability to manipulate the independent variable (Creswell, 2003). The researcher assumes that other variables that are not being studied will have an impact on the study outcome.

Although the Clubhouse model is an internationally replicated model (Mandiberg, 2001), the researcher surveyed Clubhouses located in the United States.

This study did not focus on all areas of leadership characteristics, thus, generalization is limited to leadership characteristics that are measured through the use of the competing values practice survey. The survey instrument relies on self reporting by the participants. According to Creswell (2003) self reporting reduces the time and cost of data collection and increases the number of potential participants; the reliability of this approach will depend on the honesty and self awareness of the people taking the survey.

The researcher conducting this study has been a director of a Clubhouse program and is a member of the International Advisory Council of Clubhouse Development. Consideration of cognitive processes that could bias the research was considered to develop safeguards against research bias. According to Loosemore and Tan (2000), two steps to prevent findings that are self-fulfilling or over simplistic are (a) avoid data collection methods which rely on close interaction with subjects, (b) employing a single-blind or double-blind research method that ensures respondent and or researcher anonymity. The researcher chose to do a survey method to limit interaction with subjects. In addition, the researcher separated Clubhouse names from research data before the data was analyzed. These safeguards, plus the peer review process of the research, diminished the possibility of research bias.

## CHAPTER 2. LITERATURE REVIEW

### Introduction

Nonprofit leadership skills are a complex and changing set of behaviors that help program directors meet the needs of their organization's stakeholders (Edwards et al., 1998). As the nonprofit industry grows, so does the need for quality leadership. According to (Witz, 2006) there was 1.4 million nonprofit organizations operating in the United States in 2006; of these, 950,000 are registered as 501(c)3 organizations by the government. A subgroup of the nonprofit industry is characterized as a public charity, increases in this subgroup in the past decade was 58.7%. The nonprofit industry's growth is due to the privatization of social services for needy people in the United States; the process of privatization has allowed millions of dollars to flow into the nonprofit economy (DiNitto, 2003). A successful nonprofit must balance the mission of the organization with accountability. Several authors discuss the importance of strategically preserving the quality of a nonprofit's key services while positioning the organization to meet future needs of customers (Campbell & Haley, 2006; Light, 2005; Salamon & O'Sullivan, 2004). The development of strong leadership throughout a nonprofit creates an environment where quality services can be provided (Fairholm, 2001; Gale, 2002).

The American public has a tremendous commitment to the principles of nonprofit organizations and philanthropic giving (Harris Interactive, 2006), but they also want nonprofits to be accountable, mission driven, effective, and efficient. To meet public expectations, nonprofit leaders must seek out business management innovations to stabilize their organizations. Light (2005) stated that nonprofits must make a commitment to strengthening the organization's management and operations. Salamon

and O'Sullivan (2004) suggest that nonprofit leaders take a business-like approach to handling financial crisis and program outcomes. Other observers of the nonprofit world worry that nonprofits will be driven to think in business terms and forget about serving the most vulnerable members of our society (Eisenberg, 2004). Nonprofits struggle with the issues of effective organizational management and providing mission driven services with very few resources. Many nonprofit organizations are looking for leadership skills that will enhance organizational management and service provision. This can be accomplished by studying the best practices in for-profit leadership literature and combining this knowledge with the rich tradition of the participatory culture found in many nonprofit organizations.

This study centered on a sub-sector of the nonprofit community identified as mental health organizations. At the beginning of the new millennium, over 4,546 mental health organizations were providing a continuum of care for people who are afflicted with mental illness (Center for Mental Health Services, 2004). Many facilities are public or non profit organizations that are often crowded and poorly staffed; quality of care varies depending on the funding and management of the organization (DiNitto, 2003). The focus of this study is on a group of nonprofit organizations that serve people who have a severe and persistent mental illness. The organizations are called Clubhouse model Rehabilitation programs and serve over 55,000 people, in 400 programs, in 30 countries around the world (International Center of Clubhouse Development: Annual Report, 2003). This study has a focus on Clubhouse programs that are located in the United States; there are approximately 197 Clubhouses operating in the United States (International Center for Clubhouse Development: Website, 2007).

## Leadership Theory

Although participatory leadership was developed and first studied in the for-profit business world (Bass, 1999, Greenleaf, 1991), many organizations in the nonprofit world have embraced the same concepts. Participatory leadership was developed in the nonprofit social service sector to (a) improve client functioning, (b) provide a quick response to community needs, (c) promote strong community reputation, and (d) have a commitment to quality services (Plas & Lewis, 2001). Nonprofit organizations see participatory leadership as a way to empower both staff and clients to meet social challenges and solve problems (Deering, Dilts & Russel, 2003; Laurie, 2000). Leaders can use power effectively by addressing human rewards and emotional needs; people who are empowered will be encouraged to combine their talents and skills to find better ways to improve performance or to initiate change (Blue, 2003; Heresy, Blanchard & Johnson, 2001; Thompson & Strickland, 2003). Empowerment is a key ingredient to participatory leadership.

The study of modern leadership and management theory sought new ways to increase organizational efficiency and effectiveness (Jones et al., 2000). Edwards et al. (1998) has specifically written about how changes in for-profit management have impacted the nonprofit sector. The authors state that leadership has placed greater emphasis on excellence, leadership, accountability, and human relation skills; nonprofit leaders must acquire the same skills. Edwards et al. have adapted the training material of the for-profit sector to fit the specific needs of nonprofit leaders; they explain how difficult it is to focus on human relations skills in an organization while balancing the demands of program effectiveness and accountability. These authors have utilized the

work of the competing values framework (Quinn, 1988) to explain the conflicting skills that are needed to manage an organization.

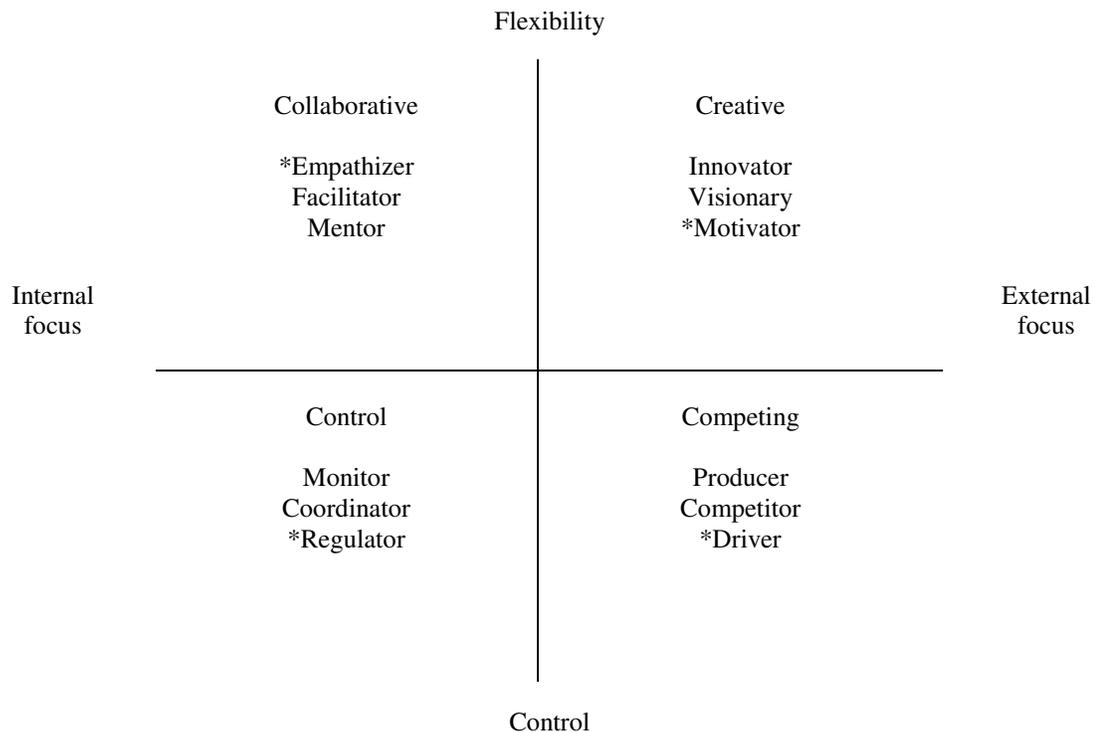
### *Competing Values Framework (CVF)*

#### *Leadership Skills*

The use of the CVF assists with analyzing leadership styles and sets them into a context of organizational performance (Edwards et al., 1998). Research conducted on the major indicators of organizational development led to the development of the CVF (Cameron & Quinn, 2006). This framework recognizes the paradoxical demands for utilizing both flexibility and control in leadership behavior, as internal and external pressures are placed on an organization (Hooijberg & Choi, 2001; Quinn, Faerman, Thompson & McGrath, 2003). For an organization to perform well leaders must use different and sometimes conflicting sets of leadership skills.

The CVF is continually studied and adapted; in a new book by Cameron et al. (2006) the CVF has been updated and refined. The new titles and definitions of the four distinct leadership functions are (a) collaborative leadership, (b) creative leadership, (c) control leadership, and (d) competitive leadership (Cameron & Quinn, 2006; Cameron et al.). The leadership skills have been increased from eight to twelve skills; these include (a) mentor, (b) empathizer (c) facilitator, (d) innovator, (e) visionary, (f) motivator, (g) coordinator, (h) monitor, (i) regulator, (j) competitor, (k) driver, and (l) producer. New skills defined by Cameron et al. include empathizer, motivator, regulator, and coordinator. Leadership functions and skills are shown in Figure 1. Leaders who utilize multiple leadership skills have a positive impact on organizations. The highest

performing leaders, those who were rated by the people that they work with, have developed capacities that allow them to exceed in many skill areas (Cameron & Quinn, 2006; Denison, Hooijberg & Quinn, 1995). Executives with high scores on all four leadership roles achieved high levels of performance regardless of the size or competitive environment of the organization (Hart & Quinn, 1993).



*Note.* \* New skills defined from “Competing values leadership: Creating value in organizations,” by K.S. Cameron, R. Quinn, J. DeGraff, & A. V. Thakor, 2006. London. Edward Elgar. Copyright 2006 by Cameron, Quinn, DeGraff, and Thakor. Reprinted with the permission of the author.

Figure 1. Competing values framework

### *Organizational Culture*

There are four types of organizational culture defined in the CVF. The hierarchy culture was derived from the work of Weber (2001) as he developed the concept of

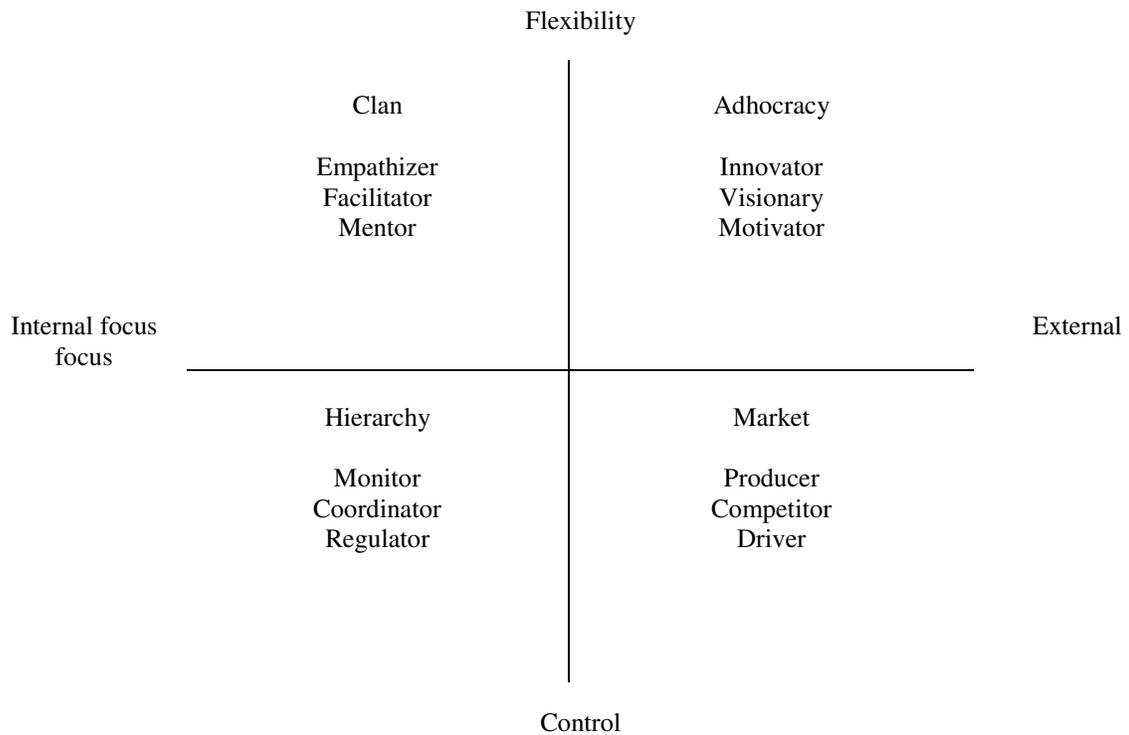
bureaucracy during the Industrial Revolution. The bureaucratic process was designed to be hierarchical in nature; it depends on the structure of fixed duties being carried out by designated authority, who give commands to subordinates for the completion of these duties. The hierarchy culture uses rules and documentation to assist with the management process. Employees are trained to carry out duties according to a specific regiment. The market culture came out of the work of Williamson (1975) and Ouchi (1981). These scholars described a culture that was oriented to outside constituencies that impacted the organization; the focus is on external positioning and control. The major tasks of management are to drive the organization's productivity and make a profit. Leaders are tough and demanding; they are focused on achieving their goals.

The clan culture was observed in Japanese business during the late 1960s and early 1970s. Ouchi (1981) describe the clan organization environment as being managed by teamwork and collaboration. The major goal of management is to empower the employee by facilitating their participation in the organization. Characteristics of the clan culture are: flattened hierarchy, informality, self management, work teams, friendly environment, and job rotation. Leaders are seen as mentors or parent figures and decisions are made by using a consensus process.

The adhocracy culture is described by Cameron and Quinn (2006) as developing from the information age where change is the norm and organizations are required to be responsive to the change. The major role of management is to foster entrepreneurship, creativity, and activity. In this culture, organizational power flows horizontally to address the problem that is being dealt with. Effective leadership is visionary, innovative and risk oriented. This type of organization is ready for change and excels on meeting

new challenges. The CVF helps define how leadership skills fit into organizational settings.

The use of the CVF assists with analyzing leadership styles and putting them into a context of organizational performance. Figure 2 shows a visual illustration of organizational cultures and leadership roles; they are graphed to portray leadership skills in relationship to organizational cultures.



*Note.* Skills defined from “Competing values leadership: Creating value in organizations,” by K.S. Cameron, R. Quinn, J. DeGraff, & A. V. Thakor, 2006. London. Edward Elgar. Copyright 2006 by Cameron, Quinn, DeGraff, and Thakor. Reprinted with the permission of the author.

Figure 2. Competing values framework: Organizational cultures and leadership roles

The CVF provides the structure for this research project; this framework recognizes the paradoxical organizational demands that impact leadership and provides an operational definition of leadership skills.

Within the context of the CVF the participatory leadership skills can be identified. The collaborative and creative quadrants have many of the same leadership behaviors that are predominant in participatory leadership organizations shown in figure 1. Organizations that utilize a participatory approach to leadership will demonstrate higher levels of flexibility in their organizational culture (Cameron & Quinn, 2006). In contrast the competing and controlling quadrants have characteristics associated with a transactional leadership developed by Henri Fayol and Max Weber; their early management principals established the foundation of Bureaucratic Management. Characteristics of bureaucracy include: (a) hierarchical in nature, (b) strict compliance to rules and regulations, (c) employees are instructed to complete tasks according to specific regiment, and (d) decisions are documented and kept over time (Quinn et al. 2003; Weber, 2001). Transactional leadership models have more emphasis on control; leadership skills that dominate this model would be located in the control and competing quadrants of the CVF shown in Figure 1. The strength of this model is the identification of leadership behaviors in all four quadrants, the CVF does not specify that one quadrant is dominant over another, but provides a framework that shows how all skill areas contribute to different aspects of leadership (Lawrence et al., in press). All leadership skills are needed to achieve high effectiveness in an organization (Hooijberg & Choi, 2001; Quinn et al., 2003).

### *Participatory Leadership*

Participatory leadership is based on the premise that all people in an organization can provide leadership; it is people-oriented and has a focus on empowering the employee to do their best work (Laurie, 2000; Lipman-Bluemen, 2000; Plas & Lewis, 2001). Participatory leadership has been studied by many researchers that describe the practice of leadership in a variety of models. Several of the participatory leadership models are (a) servant leadership (Battan, 1998; Greenleaf, 1991; Melrose, 1998) (b) self leadership (Blue, 2003; Fairholm, 2001; Gardner, 1990; (c) transformational leadership (Bass, 1999, Bass & Steidlmeier, 1998) and (d) person centered leadership (Plas & Lewis, 2001). Each of these subgroups has common characteristics which are shown in Table 1.

Several factors demonstrate this emphases, these factors are (a) the coordination of organizational leadership is guided by a shared set of goals, values, vision, and mission; (b) communication is multidirectional and interactive; (c) the reward system relates to the individual and is built into the organizational structure; (d) change is embraced and used to enhance the organization. Variations between the models relate to how decisions are made and how the task groups are motivated to accomplish their goals. Decision making is a critical element of the participatory leadership model. Active participation in every level of decision making is essential (Lipman-Bluemen, 2000). Leaders encourage followers to take risks in implementing strategies and making daily decisions (Plas & Lewis, 2001). Some organizations use consensus decision making methods (Bradley, 1995; Greenleaf, 1991; Plas & Lewis, 2001); others use a more individual person approach (Bass, 1999; Gardner, 1990). Participatory decision making

Table 1. Participatory Leadership Qualities by Model and Characteristics

Leadership Qualities	Transformational	Person-Centered	Servant	Self
Coordination mechanism	Goal and value congruence	Goal and value congruence	Goal and value congruence	Goal and value congruence
Communication	Multidirectional	Multidirectional	Multidirectional	Multidirectional
Reward system	Personal, intrinsic	Personal, intrinsic	Personal, intrinsic	Personal, intrinsic
Source of Power	From below	Through consensus	Through trust and persuasion	From within, need and response
Decision Making	Dispersed, upward	Consensus	Controlled consensus	Dispersed upward
Attitude toward change	It will happen embrace it	It will happen embrace it	It will happen embrace it	It will happen embrace it
Guiding mechanism	Vision and Values	Vision and Values	Vision and Values	Vision and Values
Task design	Enriched group, charismatic	Group, individuals, personal growth, charismatic	Group and individuals mentoring	Self motivation mentoring

cannot be accomplished unless the leader instills trust in the followers so that strategic risk taking and creative problem solving can occur (Blue, 2003; Fairholm, 2001). As people experience the benefits of being a part of the decision making process, they increase their decision making activity.

Risk taking and decision making is enhanced by developing and using a team approach to goal accomplishment. The team learns from experience and striving to overcome mutual problems; when mistakes are made everyone in the organization learns from the consequences of the mistakes (Lipman-Blumen, 2000; Plas & Lewis, 2001). Work teams will vary in how they organize their activities. Some groups will have charismatic leaders. The leaders use their charisma to influence, inspire, motivate and

intellectually stimulate their followers and other collaborators (Bass & Steidlmeier, 1998; Bass, 1999). Other groups will utilize a controlled consensus process that depends upon a variety of stakeholders contributing ideas and talent to accomplish a common goal (Lipman-Bluemen, 2000; Melrose, 1998; Plas & Lewis, 2001). The use of teams to accomplish organizational and personal goals is an important element of participatory leadership.

The CVF identifies participatory leadership skills in six of the skill areas located in the quadrants influenced by flexibility; these leadership areas are collaborate and creative. The skills listed in these leadership areas are the mentor, facilitator, empathizer, motivator, visionary and innovator; see figure 1. According to Cameron et al. (2006) each of these skills are demonstrated through leadership behavior: (a) The mentoring behavior is established through building trusting relationships, allowing multidirectional communication, and teamwork. (b) Facilitation behavior is demonstrated during the decision making process by encouraging consensus and group discussions. (c) The empathizer behavior is seen when the leader expresses concern for the follower. (d) The visionary skills are utilized in setting organizational goals and convincing stakeholders to approve the goals. (e) The innovator skill is utilized by embracing change effectively. (f) The motivator skill inspires people to exceed their personal and organizational expectations. These sets of skills reflect the flexibility of participatory leadership and the organizational culture that is developed around this type of leadership. The study of leadership skills and performance outcomes is accomplished through studying directors of Clubhouse rehabilitation programs located in the United States.

To better understand the role of leadership in the mental health sector, and specifically in the Clubhouse program, a review of recent mental health history will highlight how the treatment of people with mental illnesses led to the disempowerment of thousands of people. New rehabilitation treatments began to address the learned helplessness of institutionalized people and developed participatory leadership behaviors that shaped the Clubhouse organizational culture.

## Historical Perspective of Mental Health Treatment

### *Definition of Mental Illness*

Mental illness has been described and talked about throughout history. According to Robert Jackson (2001) the variety of terms used to describe it signifies the complexity of the definition and the fear and superstition that has historically followed it. Mental illness is an illness that causes major disruption and disablement in a person's life. In the government document, "Mental Health: A Report of the Surgeon General" (U.S. Department of Health and Human Services, 1999, p 4-5) mental health is defined as "a state of successful performance of mental functioning, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity". Mental disorders are "health conditions that are characterized by alterations of thinking, mood, or behavior associated with distress and/or impaired functioning". This report goes on to say that mental disorders rank second in the burden of disease in modern world market economies. The President's New Freedom Commission on Mental Health defines adults with a serious mental illness as an individual over the age of eighteen who is currently, or during the past year has had

difficulty with mental, behavioral, or emotional conditions, defined in the DSM-III-R. The occurrence of serious mental illness ranges from 5-7 % in the general population (New Freedom Commission, 2003).

### *Institutionalization and Disempowerment*

Mental illness is not a new condition and has been treated in a variety of ways. According to DiNitto (2003) in the early 1900's it was believed that individuals could be treated if they were removed to an asylum to receive somatic and psychosocial treatment. During this period of time the development of public and private asylums were dedicated to the early treatment of mental illness with the goal to restore mental health. Leupo (2001) and Hinshaw (2007) describe the institutional environment as a place that featured fixed rules, complete staff control, and frequent brutality; patients were stripped of their personal identify and forced to conform to mass schedules of eating, socializing, and sleeping. The staff of these institutions forced changes in a patient's behavior to promote anonymity and control; the staff believed this was the best way to protect the patient (DiNitto, 2003; Leupo, 2001). Patients were not allowed to participate in their treatment and were punished if behavior deviated from the prescribed schedule (Hinshaw, 2007).

The U.S. Department of Health and Human Services (1999) explains that after WWII military mental health services were optimistic about treatment and helped usher in the use of drugs that were effective in reducing symptoms of some mental illness. In 1954 the first psychiatric medication was made available, followed by two antidepressants in 1956. The new medications contributed to the reduction of severe mental illness symptoms and allowed many people to leave the hospital (Accordino, Porter & Morse, 2001). The results of deinstitutionalization had varying degrees of

success depending on how prepared a community was to accommodate former mental patients.

### *Community Treatment and Disempowerment*

The 1960's were a time of civil rights for mental patients and the government was developing a community mental health structure through the Community Mental Health Center Act of 1963 (Accordino et al., 2001). The idea of long term institutional care was deemed neglectful and ineffective (DiNitto, 2003). The community Mental Health Center Act promoted community hospital in-patient treatment, out-patient treatment, partial hospitalization programs, crisis, and emergency services (Center for Mental Health Services, 2004).

Moving the medical model into the community was the first step to providing community support to former hospitalized patients (Hinshaw, 2007; U.S. Department of Health and Human Services, 1999). The medical model of treatment is based on protecting the client from failure. It is a conservative approach to treatment that moves a person into more demanding situations only when they have demonstrated the ability to handle lesser difficulties (Corrigan & McCracken, 2005). Patients receive a diagnosis of a mental illness and then go through a series of treatment interventions. Treatment options are prescribed and assessed until symptom reduction is achieved. Patients were allowed out of the hospital only when they had demonstrated the ability to handle basic life skills. The medical model usually moved people from the most restrictive to the least restrictive environment (Hinshaw, 2007; U.S. Department of Health and Human Services, 1999). Patients of the system would start out in the hospital and then move to a residential setting in the community and then to an independent residence. Each step was

marked with evaluating deficits and then training the person to overcome their limitations before they moved to the next step of independence (Corrigan & McCracken, 2005).

Even with more community services the reoccurring hospitalization of mental health clients was alarming. There were twice as many admissions of mental health patients in 1988 than 1949; the rates of admissions suggested that community treatment was not as effective as anticipated (Accordino et al., 2001). The lack of community services brought about an outcry from mental health consumers, family members, and advocates to improve community support services for deinstitutionalized mentally ill people (New Freedom Commission, 2003). The effects of poor mental health services continue to take away the individual freedom from mental health clients. This is demonstrated by looking at two negative social issues that impact mentally ill individuals, homelessness, and criminal incarceration.

The movement of thousands of mentally ill individuals into the community had disastrous outcomes which are still being felt today. Community mental health services were fragmented and not prepared to handle the needs of people with disabling mental illness (Center for Mental Health Service, 2004; U.S. Department of Health and Human Services, 1999). Social isolation was a reality for a majority of the discharged masses; individuals had lost contact with their family, had lost their sense of self, were unemployed, and had no housing or financial support (Accordino et al., 2001; Russell & Lloyd, 2004). Emptying the large state hospitals was not accompanied by community funding to provide housing, jobs, and therapeutic support in the community. This resulted in many former state hospital patients becoming homeless. It was estimated that over 33% of the homeless in large urban areas had severe mental illnesses (Accordino et

al., 2001). The homeless became victims of harsh treatment on streets that in many cases led to early death (Torrey & Steiber, 1993). The positive social change envisioned by mental health advocates did not happen (Hinshaw, 2007). A significant number of people with a mental illness still had little control over their lives.

For people who have not been able to connect with the proper community services, a new type of institutionalization is occurring. Mentally ill people are being confined to criminal institutions instead of mental hospitals (Hinshaw, 2007; Torrey & Steiber, 1993). It is estimated that 29% of U.S. jail populations are people with mental illnesses. Some are imprisoned on misdemeanors or no charges at all (Accordion et al., 2001). Jail environments have limited mental health services and have high rates of drug trafficking, sexual exploitation and recidivism (Hinshaw, 2007). Jail placements go back to the time when mental health patients were stripped of their personal identity and forced to conform to authoritarian control over their time and behavior. The pattern of providing mental health services in a restrictive and abusive setting has repeated itself in another setting. Incarceration and homelessness left thousand of people, suffering from mental illnesses, hopeless and powerless.

#### *Community Treatment and Empowerment*

In response to the disempowerment of mental health consumers, the mental health community developed participative treatment methods. According to Lambert and Nabor (2004) psychiatry is starting to develop a greater involvement of patients and their families in the therapeutic process. In some communities around the country, people with mental illness received services that made a positive difference in their life. The psychosocial rehabilitation model was implemented in the late 1970's in response to the

need of citizens who had a mental illness; services included helping people to develop social and vocational skills and provide a safe community environment that would support and maintain these skills (Harris, Maloney & Rother, 2004; Hinshaw, 2007; U.S. Department of Health and Human Services, 1999). Rapid growth in providing rehabilitation services to people who have a mental illness has occurred since treatment has become decentralized from the hospital into the community (Jackson, 2001). Innovative psychosocial rehabilitation programs made accommodations for the lack of community support by developing programs that meet the biological, social, and vocational needs of consumers. These programs use a participative approach to treatment management; treatment was designed as a more coequal set of therapeutic relationships that promotes the empowerment of clients (Corrigan & McCracken, 2005; Hinshaw, 2007).

To develop a more empowered type of mental health treatment, the staff of mental health organizations had to change their approach to serving people who had a mental illness. In the institutional mental health system, staff that worked in lower mental health staff positions, such as attendants and technicians, had a tendency to treat mental health patients in an authoritarian manner; attitudes of authoritarianism and benevolence were associated with poor psycho-social outcomes (Hinshaw, 2007; Linhorst et al., 2005). A study from the Veterans Administration reported a higher set of negative attitudes towards psychiatric patients; these attitudes included apathy, hostility, immaturity, selfishness, and aloofness (Hinshaw, 2007). The negative attitudes of mental health providers are replicated in the general public, by a lack of understanding and compassion for the problems faced by people who have a mental illness (Accordino et al., 2001;

Ockocka, Nelson & Janzen, 2005). In current studies of social perceptions, mental illness is seen as the most disturbing type of disability related condition (Hinshaw, 2007; U.S. Department of Health and Human Services, 1999). Therefore, to counter these negative attitudes, leaders and advocates in the mental health field had to promote a more participatory system of working with mental health patients (Beard, Prospt, & Malamud, 1982; Corrigan & McCracken, 2005; Jackson, 2001; Ockocka et al., 2005).

The change in the mental health delivery system has had an impact on the management and leadership of mental health organizations. The transition from an institutional system to a community based service system is an example of moving from the most restrictive to the least restrictive leadership style. Mental health consumers were restricted to very controlled authoritative settings. As patients moved back to the community they started to insist on participating in the development and implementation of mental health services (Hinshaw, 2007; U.S. Department of Health and Human Services, 1999). Psycho-social program directors had to move away from a transactional approach which is based on position and authority or a person's specialized knowledge or skills (Bass, 1999; Shriber, Shriber, & Kumari, 2005). The transactional approach focuses on global outcomes and achievements of organizational goals; it is not focused on relationships or causing real change in followers (Shriber et al., 2005). Mental health administrators were encouraged to adopt a participatory approach that allowed people to feel more appreciated and respected as they focus on individual goals along with organizational goals (Plas & Lewis, 2001). In Table 2, the characteristics of institutional settings are compared to community settings. The shift in leadership behavior can be identified by referencing the CVF and understanding that the move from the controlling

aspects of leadership structure to a more flexible behavior pattern changes the leadership skills that are most effective in a given situation. Table 2 outlines the shift in the control vs. flexibility continuum.

Table 2. Comparison of Mental Health Services by Point in Time and Modality

Characteristics of Mental Health Services	Institutional Setting/Medical model (1950s and 1960s)	Community Based/ Psycho-Social model (1970s to present)
Time orientation	Long Term Treatment of chronic illness	Long term, treatment intermittent depending on stability
Coordination of service	Rules and regulations	Goal and value congruence
Communication	Vertical, downward	Multidirectional with vertical tendencies
Reward system	Organizational extrinsic	Personal, intrinsic with some extrinsic trends
Source of Power	From position	Position and relational
Decision Making	Centralized, downward	Teamwork with strong leadership
Attitude Toward Mental Illness	Fear, ignorance, without hope.	Strength focused
Control	Rigid, conformity	Self-control, assistance from facilitators
Attitude toward change	Avoid, resistant, status quo	Inevitable, embrace with some reservation

The table shows how the shift towards community treatment provides a greater emphasis on participatory leadership. Several factors demonstrate this change; they include (a) a shift from organizational rules to personal goals, (b) interactive communication, (c) personal rewards for goal completion, (d) relational interaction, and

(e) more emphasis on teamwork. The historical perspective of mental health treatment explains the movement from a restrictive authoritarian environment to a less restrictive participatory environment and provides insight into the development of leadership practices in modern mental health organizations.

The focus on recovery through empowerment from mental illness has been a catalyst for stronger participatory management of psychosocial rehabilitation programs. Mental illness has a way of diminishing a person's drive to recover and psychosocial treatment programs have developed ways that enhance a person's recovery (Ockocka et al., 2005). A promising trend in mental health treatment is a more coequal set of therapeutic relationships that promotes empowerment of clients (Hinshaw, 2007). The Clubhouse Rehabilitation model is a psychosocial approach that incorporates the participatory nature of psychosocial programs that focus on a person's ability to recover from mental illness (Dougherty, 1994).

## Clubhouse Model

### *Description*

A Clubhouse is a community based rehabilitation program for people with mental illnesses that provide a network of opportunities to address a range of social, vocational, educational, and housing needs (Dougherty, 1994; McReynolds & Garske, 2003). Participants in a Clubhouse program are called members (Beard et al., 1982). The day program evolves around meaningful work that becomes an important tool in helping members overcome the symptoms of their mental illness (Demers, 1999; Vorspan, 1992). Each Clubhouse is divided into several work units. In a work unit, the member has the

opportunity to develop relationships with co-workers that are based on commonality of experience and mutual respect (Jackson, 2001; Waters, 1992). Work is accomplished through members and staff collaborating as a team which provides the structure to accomplish the daily operation of the organization (Di Masso, Avi-Itzhak & Obler, 2001; Waters, 1992). The Clubhouse model helps get members back to work. It is based on the assumptions that (a) all members have potential to contribute to their community; (b) all members should have access to decent affordable housing, (c) all members can work, especially gainful employment (Beard et al., 1982; Demers, 1999; Di Masso et al., 2001).

The cornerstone of Clubhouse programs is helping members to obtain and maintain employment. Employment is defined as working in the community in an integrated setting earning at least minimum wage (Macias, Rodican, Jones, Barreira, & Wang, 2006). The Clubhouse program assists members with career development, job search, and on-going support (Jackson, 2001). A review of data from a survey of Clubhouses in the year 2000 (Johnson et al., 2002) describes most Clubhouses in the United States as programs that exist as part of a larger organization. A smaller number of Clubhouse programs, about 25%, are free standing nonprofit organizations. The annual budget of an average Clubhouse is around \$460,000 dollars and has a staff of nine full time employees. Average Clubhouses have about 130 active members who attend at least once every 3 months; the daily work ordered day attendance is 44 members a day. Table 3 breaks down the attendance statistics into categories of budget size.

The survey by Johnson et al. (2002) describes Clubhouse programs as predominately smaller organizations that serve a variety of people. The range of ages for members varied from 18 to over 65; the age range clustered between 36 and 50.

Table 3. Clubhouse Attendance Compared to Budget

Budget	Average Daily Attendance	Average Active Members
\$550k or more	68.23 members	200.64 members
\$400-\$549k	66.83 members	142.44 members
\$300-\$399k	45 members	110.38 members
Less than \$299k	38.66 members	136.84 members

*Note.* Data for table adapted from “Characteristics of clubhouses across the world: Findings from the international survey of clubhouses 2000,” by M. Johnson, C. McKay, J. Corcoran & C. Lidz, 2002, University of Massachusetts Medical School, Programs for Clubhouse Research for Mental Health Service Research. p.23.

Members under the age of 21 only accounted for 2% of the sample population. The male to female ratio of members is 57% to 43%. Clubhouse serves people with a variety of severe mental illnesses but the diagnosis of schizophrenia is the most frequently reported at 52%, bi-polar disorder is reported at 19%, and major depression is 14%; other diagnoses comprise the remaining 15%. Results of the survey also looked at employment statistics. The number of employed members ranged from an average low of 44 members to an average high of 71 members. This was an employment range of 25% to 30% of total active members being employed in the year 2000. Each Clubhouse assists a variety of people to meet their personal goals.

#### *Clubhouse History*

From 1948 to 1977, Fountain House spent time developing and fine tuning the Clubhouse model of rehabilitation; it was the first Clubhouse to provide vocational and social services to people living in New York City (Propst, 1997). During the 1970’s, Clubhouse programs, in response to the community needs, began to grow and replicate services throughout the United States (Jackson, 2001, Mandiberg, 2001). Based on the

early success of these programs, Fountain House received a grant from the National Institute of Mental Health in 1976 to provide national training for the replication of the model (Propst, 1997, Vorspan, 1992). The Robert Wood Johnson Foundation awarded Fountain House a four year training grant which would allow for Clubhouse expansion throughout the United States (Jackson, 2001, Mandiberg, 2001). A group of Clubhouse consultants were formed in 1988 which comprised an experienced group of Clubhouse staff and members who would be able to make site visits and provide on-going program development support; this group was called the Clubhouse faculty (Propst, 1997).

In 1989 the leaders of the Clubhouse movement proposed a set of standards which would provide a road map to providing the best practice operations of a program. Standards were established to assist Clubhouses to look at program performance and program outcomes (Macias, Jackson, Schroeder, & Wang, 1999). The standards became the “Bill of Rights” for members (Propst, 1997). These standards have been instrumental in establishing consistent organizational structure for Clubhouses throughout the world. A Clubhouse can elect to go through an internal and external certification process to evaluate the quality of its program as it relates to the standards (Jackson, 2001; Propst, 1997). The adoption and use of program standards for all Clubhouses that are members of the International Center of Clubhouse Development provides consistency and reliability to the Clubhouse program sample that was utilized in this study.

#### *Clubhouse Organizational Culture*

The Clubhouse culture is flexible. It is characterized by authority being ambiguous; the loose, sometimes chaotic system allows for a greater opportunity for creativity, initiative, risk taking, and peer supervision (Dougherty, 1994). The Clubhouse

fits the clan archetype description mainly due to the low amount of control demonstrated in the culture and the emphasis on membership (Beard et al., 1982). According to Edwards et al. (1998) the management of a clan archetype is dependent on a consensual decision making process. This is very evident in the Clubhouse where program decisions and policies are made by staff and members together; examples of consensus is sought in the hiring of staff, in the development of program policies, in the purchasing of major equipment, and the development of new programs (Bradley, 1995; Singer, 1995). Directors of Clubhouse programs use a participatory leadership style that empowers the staff and members to develop their own leadership skills; some of the abilities that a director utilizes are mentor and facilitator skills (Jackson, 2001; Vorspan, 1988; Yatsko, 2004).

When a Clubhouse grows and becomes more complex, the organizational culture may shift from an internal focus to an external focus. According to Edwards et al. (1998) too much pressure on the clan subculture causes unwanted participation, unproductive discussion, and uncontrolled individualism which results in chaos or apathy. Organizational growth and change can be influenced by external pressures such as funding sources that insist on greater control over areas of program documentation; this puts stress on the easy-going organizational structure of a Clubhouse. Modification to the organizational structure has to be made to develop a greater focus on innovation. New program development and collaborations with other community providers become a more critical part of the organizational structure. The focus on the internal environment is shifted to an external focus. Thinking becomes more political and the decision is packaged so it will have wide acceptance by the stakeholders (Edwards et al., 1998).

Dougherty (1994) defined the Clubhouse culture as an adhocracy organization. He reasoned that the organizational culture was taught through implicit cultural forms such as ceremonies, ritual, humor, and role- modeling, that conveys the important values and beliefs of an organization. Andres (2004) agrees that a larger Clubhouse organization makes a shift to an “adhocracy” culture with some “market” characteristics. This is due to the constant tension of government oversight that has pushed the agency’s leadership into conflicting roles. As the Clubhouse program becomes larger and more complex, the roles that are needed to manage the organization can be in conflict with the culture of the organization (Edwards, et al., 1998).

The researcher hypothesizes that the Clubhouse model fits both the clan or adhocracy organizational types due to the flexibility of the organizational cultures. Cameron and Quinn (2006) suggested that a new organization tends to be dominated by the adhocracy culture and then supplements that orientation with the clan culture. In the case of Clubhouse programs the opposite scenario occurs. The need for a strong sense of belonging by members, who have had a long history of rejection and abuse, combined with the personal identification to the organization’s mission by staff, establishes a very strong clan culture. As a Clubhouse develops and interacts more with environmental factors such as government funding, the organization is forced to move towards an external orientation or an adhocracy culture.

### *Clubhouse Leadership*

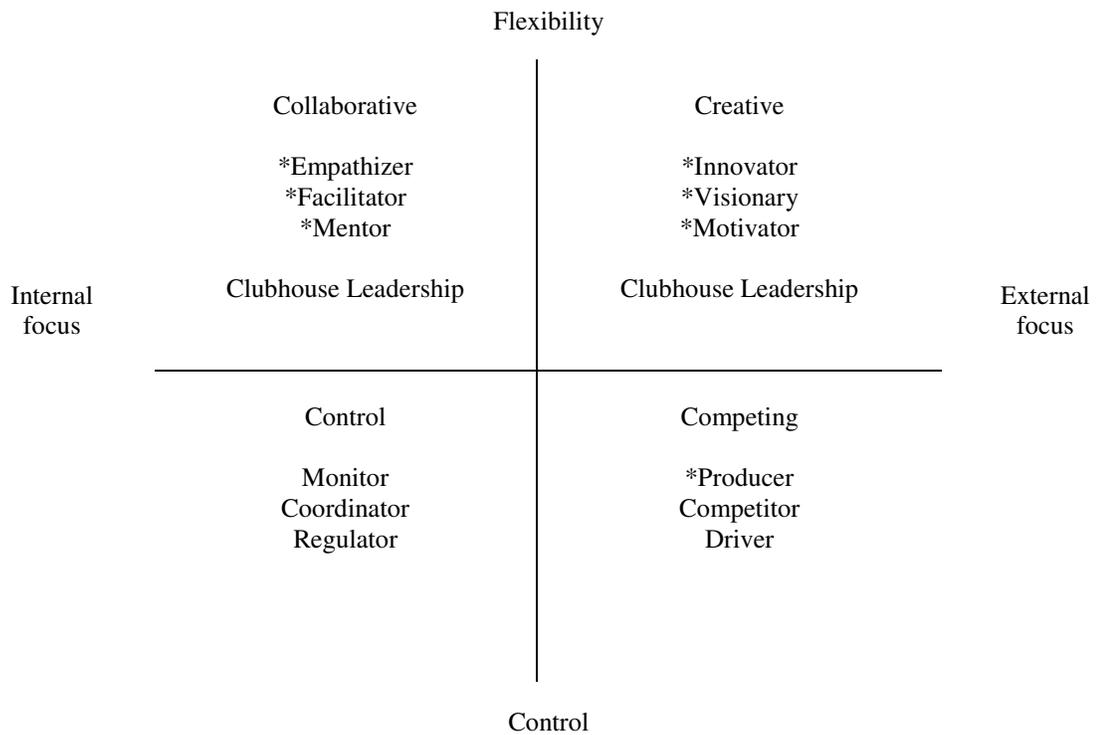
Leaders of the early Clubhouse movement understood the oppression and abuse that mentally ill patients endured. In response to these conditions, Clubhouse staff and members developed a psycho-social program to empower Clubhouse members; in

developing the Clubhouse model the whole organization was built on the concept of empowerment (Beard et al., 1982). Empowerment is when the success of an organization comes from the combined effort and energy of many people that are bonded together to achieve a common vision (Deering et al., 2003). The CVF positions empowerment behavior in the leadership quadrants of collaboration and creative leadership skills. The leadership skills of facilitator, mentor, visionary and motivator are all necessary to bring about empowerment in followers. Table 4 shows common participatory leadership themes that are prevalent in the Clubhouse organization.

Table 4. Common Themes of Participatory Leadership and Clubhouse Leadership Practice

Leadership Theme	Description of Theme
Empowerment	Decentralized organizational structure, horizontal form of supervision, atmosphere of trust
Decision Making Process	Team decisions, consensus, discussion, risk taking, meets individual and organizational needs
Delegation of Work	Teamwork, learn from mistakes, celebrate accomplishments
Guiding Mechanism	Accomplish organizational goals and individual goals, communicate vision and values
Attitude Towards Change	Change occurs all the time and the community problem solves how it will adapt to the change, new ideas are welcome, flexibility is essential

Figure 3 shows how each of the common themes of participatory leadership of Clubhouse practices are related to the operationalized leadership skills found in the CVF. Leadership skills that have an asterisk (\*) are utilized to carry out each participatory leadership behavior.



*Note.* \* Leadership Skills commonly used by Clubhouse Directors from “Competing values leadership: Creating value in organizations,” by K.S. Cameron, R. Quinn, J. DeGraff, & A. V. Thakor , 2006. London. Edward Elgar. Copyright 2006 by Cameron, Quinn, DeGraff, and Thakor. Reprinted with the permission of the author.

Figure 3: Clubhouse leadership and operationalized leadership skills

*Empowerment*

Leaders in the Clubhouse learn to use power gently and in a less intrusive manner by sharing authority and power in the Clubhouse (Vorspan, 1988; Dougherty, 1994; Glickman, 1992b; Yatsko, 2004). Leadership decentralized organizational structure that allows autonomy in decision making and collaboration with colleagues (Di Masso et al., 2001; Dougherty, 1994; Jackson., 2001). Informal communication and collaboration among the staff and members through informal meetings becomes the principal method of controlling the activity of the Clubhouse (Dougherty, 1994). Empowerment is an

essential ingredient in Clubhouse interaction. The practice of empowerment encourages all group members to exercise power (Fairholm, 2001). Empowerment is a collaborative leadership function.

### *Decision making*

According to Yatsko (2004) a director must be able to facilitate participatory decision making in the Clubhouse and allow members and staff to process information and help make decisions while at the same time be responsible for the outcomes of these decisions. Some members and staff are reluctant to initially participate in the decision making in the Clubhouse. New members and staff who have been conditioned by other subcultures may hold back and not give their opinion or creative suggestions to anyone. Linhorst et al. (2005) stated that these experiences can negatively impact a person's ability to participate in decision making activities. To help members to become involved in the decision making process, many leaders in the Clubhouse movement started to use the consensus process (Bradley, 1995). Building a consensus process allows all people to feel like they have a voice in how decisions are made (Linhorst et al., 2005; Singer, 1995). The director balanced the bottom line responsibility for the efficient management of the Clubhouse with the facilitation of an inclusive decision making process for the organization (Jackson, 2001). Decision making activities fall within both collaborative and creative leadership functions.

### *Delegation of work*

Clubhouse directors encourage staff to delegate work and responsibilities of their job to members. With the delegation, the director gives away authority to make decisions about how work will get done (Bradley, 1995; Shybut, 1993). The staff learns to develop

member and staff teams by adapting work tasks into smaller steps so members can assist with the daily activities of the organization (Jackson, 2001). Teamwork in the Clubhouse can only work if members are engaged in activity. Members who work in the Clubhouse do so because they want to. All work is voluntary; the member's right to volunteer is one of the basic principles of empowerment in the Clubhouse (Di Masso et al., 2001; Glickman, 1992a; Vorspan, 1988; Waters, 1992). Work that is done well is valued, appreciated, and celebrated by the team and by other colleagues in the organization (Anderson, 1985; Vorspan, 1992; Dougherty, 1994; Demers, 1999). Delegation of work to team is a collaborative, creative, and competing leadership function. The addition of the competing function is specific to the producer skill; this skill includes the modeling of how work should be accomplished and the development of a good work ethic (Lawrence et al., in press).

#### *Guiding mechanism*

According to Jackson (2001), Waters (1992), and Yatsko (2004) the director has a responsibility for the Clubhouse's mission, direction, clarity of purpose, financial health, and adequacy of resources. Clubhouse leadership articulate how the organizational goals relate to individual goals of staff and members; this connection will enhance the commitment to the organization's mission (Dougherty, 1994; Glickman, 1992b; Shybut, 1993; Vorspan, 1992; Waters, 1992). Directors are charismatic in their ability to engage staff and members into the organizational goals; directors are also able to influence community stakeholders to contribute funding, employment opportunities for members, and other resources to the Clubhouse community (Dougherty, 1994). Guiding mechanisms is a creative leadership function.

### *Attitude toward change*

Clubhouse leaders embrace change and portray a positive attitude that motivates people to work with them on new projects (Glickman: 1992b; Anderson, 1985). Clubhouses use strategies to meet the complex and changing needs of members (Dougherty, 1994). A director inspires and encourages the creativity of staff and members to use their strengths and talents to realize the mission of the organization. The Clubhouse leadership's attitude towards change reflects the creative leadership function.

The CVF leadership functions are related through negative association. Skills associated with the collaborative quadrant are in conflict with the competing quadrant; the creative skills quadrant is in conflict with the controlling quadrant. The conflict caused by embracing participatory leadership to accommodate the needs of Clubhouse member's verses the need to produce and monitor Clubhouse outcomes is evident in Clubhouse literature. Dougherty (1994) states that Clubhouse environments are generally not predictable or stable and the expectations for efficiency are not always clear. Glickman (1992a) and Vorspan (1992) states that a Clubhouse is not a for-profit business, the work revolves around the daily needs of the community. They go onto say that Clubhouses that are overly focused on monitoring and regulating activities become a work dominated Clubhouse that tends to ignore the relationships between members and staff. Dougherty (1994) states that how a staff person perceives their role is influenced by the organizational structure of a Clubhouse. A staff person must work quickly and effectively on various levels of the organization and be able to access a variety of resources to accomplish organizational goals. In addition, the staff must encourage collaboration and delegate their work to colleagues and trust that this work will be

completed correctly. The paradoxical use of leadership skills is evident in the implementation of Clubhouse programs.

The participatory leadership themes found in Clubhouse literature helps define the leadership skills that were investigated in this study. Table 5 presents the competing value framework, by organizational archetypes, leadership skills, and effectiveness indicators. Each of these categories assists with defining how Clubhouse leadership skills fit into organizational settings (Cameron & Quinn, 2006).

Each quadrant represents a different type of organizational culture. The Clubhouse model's organizational characteristics are equivalent with the top two quadrants that reflect the (a) flexibility of the organization, (b) leadership skills, and (c) effectiveness indicators. Cameron and Quinn (2006) stated that the most effective leadership skills tend to match the organizational culture. Therefore the leadership skills that would be dominant in Clubhouse directors are: facilitator, empathizer, mentor, innovator, motivator, and visionary.

Table 5. Organizational Culture, Leadership Behavior, and Effectiveness

Clan	Adhocracy
Orientation: Collaborative	Orientation: Creative
Leadership Skill: Facilitator, Empathizer and Mentor	Leadership Skill: Innovator, Motivator and Visionary
Effectiveness Indicators: Development of human potential and engagement of people in the work of the organization	Effectiveness Indicators: Use of innovation, vision, and new resources
Hierarchy	Market
Orientation: Controlling	Orientation: Competing
Leadership Skill: Coordinator, Regulator, and Monitor	Leadership Skill: Competitor, Driver, and Producer
Effectiveness Indicator: Utilization of control and efficiency	Effectiveness Indicator: Aggressive competing and customer focus

*Note.* From “Diagnosing and Changing Organizational Culture,” (p. 46), by K. Cameron and R. Quinn, 2006, New York, Copyright 2006 by John Wiley & Sons Inc. Reprinted with the permission of the author.

### *Qualities of Good Clubhouse Staff*

Much of the success of the Clubhouse model is based on the quality of staff and their interactions with members (Anderson, 1985; Jackson, 2001; Shybut, 1993). Shybut, (1993) describes a study of eight Nebraska Clubhouses that investigated the qualities of a good staff person. The Myers Briggs instrument was utilized to collect personality data which was correlated with job performance indicators. The results of this study show that extroverted intuitive-feeling-perceiving types were more prevalent characteristics of staff. The study shows that persons with qualities of flexibility, spontaneity, and enthusiasm were hired into Clubhouse positions. The sample of 32 staff demonstrated strong intuitive characteristics; these individuals were non-judgmental, accepting, genuine, hopeful, relationship oriented, and committed to personal growth in themselves

and others. Skills that were valued in employees were visionary, sensitive, empathic, flexible, and adaptive. Although this study cannot be generalized, the data is similar to the leadership skills discussed in Clubhouse literature that are needed to effectively accomplish the goals of the organization.

### Program Effectiveness

Few researchers have looked at the relationship between leadership behavior and organizational effectiveness (Hooijberg & Choi, 2001). In looking at participatory leadership several researchers have defined effectiveness as (a) ideas generated by the people in the leaders unit, (b) the level of commitment that followers have to the leader and to the organization's goals, (c) followers ability to collaborate to meet goals, and (d) the extent that the followers feel that their work is contributing to the organization (Hooijberg, Hunt & Dodge, 1997). Bradley, Jansen, and Silverman (2003) stated that benchmarking program effectiveness provides a foundation to analyze how effective a nonprofit is providing a service. Internal assessments and data collection are helpful in organizational review. In developing a way to analyze the performance of the Clubhouse, two types of measurements were utilized. The first is a process measure. The process measure shows how an outcome is accomplished. In this study engagement of members is a process outcome and is measured through program participation. The second measurement is a program outcome of members obtaining and keeping employment. The third measurement is a partial replication of the Lawrence et al. (in press) study comparing leadership complexity skills with an overall effectiveness measure.

Standards have been established to assist Clubhouses to look at program outcomes; the standards provide a basis for assessing quality (Jackson, 2001; Prospt, 1997). The standards are divided into six sets of organizational performance indicators that include (a) membership, (b) relationships, (c) space, (d) work ordered day, (e) employment, (f) education, (g) functions of the house, and (h) administration (International Center of Clubhouse Development: Website, 2006). Macias et al. (2001) used the standards to develop a tool that will predict a minimum level of acceptable quality of program performance. This study analyzed Clubhouse outcomes that related to member participation and vocational placement. Programs that showed a higher fidelity rate to Clubhouse standards demonstrate higher attendance rates of members and a greater percent of active members employed. As a result of this fidelity study, the Clubhouse programs that were included in this research study were obtained from the directory of the International Center of Clubhouse Development. Inclusion in this director is limited to Clubhouses that (a) have invested in Clubhouse training, (b) pay membership dues, and (c) intend to or have already gone through a certification process (International Center of Clubhouse Development, 2007). Programs in the Clubhouse directory demonstrate a higher fidelity rate to the model. Greater accountability for quality program outcomes has been a high priority of the Clubhouse movement since 1994 (Mandiberg, 2001).

The following outcomes determine program efficiency in Clubhouse programs.

### *Member Attendance*

Attendance determines the rate of member engagement in a Clubhouse program. Several studies discuss outcomes that relate to member program participation and member employment rates. Arns (1992, as cited in Accordino & Herbert, 2000, p. 268) found that the length of attendance in a Clubhouse program was “positively related to employment status as well as changes in vocational skills”. Macias, Kinney and Rodican (1995) found that participation in Clubhouse activities had a strong correlation to employment tenure. This study that was limited to members attending Fountain House on New York City and showed that a minimum of 40 attendances before starting employment had a higher employment success rate than members who attended less than 40 times. The authors suggested that positive correlation of improved job tenure to the increased participation in the program may be grounded in members feeling that they are part of a community. Paul, Banks, Brown, and McKay (2001) study, shows that members whose last job occurred after a year or more of Clubhouse attendance had a longer average tenure than members whose last job occurred during the first year of membership. Although these studies cannot be generalized throughout the Clubhouse community, they do show an indication that member engagement is crucial to the process of finding and keeping employment. Therefore member attendance is utilized as one of the predictors of program effectiveness in this study.

### *Rate of Employment of Active Members*

The number of active Clubhouse members who have worked more than 13 weeks in the year 2006. Two recent studies by Macias et al. (2006) and Schonebaum, Boyd, and Dudek (2006) explain that over a 24 month period of data collection 47 % of Clubhouse

members who obtained employment were able to keep their jobs for a median rate of 199 days. These studies were randomized controlled studies that can be generalized in the United States, if the Clubhouse programs have high fidelity to the model. Employment outcomes are an important measure of program efficiency (Bilby, 2001). Therefore rate of employment of active Clubhouse members is utilized as a second performance indicator in this study.

### *Rate of Effectiveness*

The final effectiveness indicator is a self rated measure of overall organizational performance and ability to lead change. This short survey instrument measures the perceptions of the Clubhouse director and their peer reviewers on (a) meeting performance standards, (b) comparison to professional peers, (c) performance as a role model, (d) professional success, (e) effectiveness as a leader, (f) conceiving change efforts, (g) leading change, and (h) having an impact. This measure is an eight question survey that is administered on a 5-point Likert type scale. The survey was developed by Lawrence et al. (in press). This effectiveness score was utilized to compare complex leadership scores with an overall effectiveness score.

### Conclusion

Recent mental health history tells a story of poor treatment and neglect of people who had disabling mental illnesses. This treatment left thousands of mentally ill people disempowered and unable to participate in the management of their life. Community based psychosocial rehabilitation was developed to assist people with mental illnesses to live healthy lives in their local community. To accomplish this task, a new method of

treatment that embraced the concepts of empowerment and participatory leadership was needed. The Clubhouse model started in New York City in the late 1940's and was developed to empower members and encourage participation in all aspects of program operation. Over the past 60 years the Clubhouse model has replicated programs throughout the United States; as programs increased, standards were set to ensure program effectiveness. Throughout the years a great deal of descriptive material has been published that describes how to manage and lead a Clubhouse. There has been no research on how to define and understand the role of leadership in the Clubhouse. The comparison of Clubhouse leadership to participatory leadership and the CVF has established guidelines to develop a research study that answered the following question. What is the relationship among leadership skills in Clubhouse directors and program effectiveness in Clubhouse rehabilitation organization?

## CHAPTER 3. METHODOLOGY

### Introduction

The study of leadership skills and performance outcomes was accomplished through the study of mental health programs identified as Clubhouse rehabilitation programs. Effective leadership is essential for the success of a Clubhouse program (Jackson, 2001). A discussion of nonprofit managers' roles by Edwards et al. (1998) describes how the most significant yardstick for assessing a leader's performance is the quality of services provided by the organization. Recent Clubhouse research has focused on program evaluation surrounding member participation (Paul et al., 2001; Macias et al., 1995), program cost (Johnson et al., 2002) and performance outcomes in the area of employment (McKay, Johnson, & Stein, 2005; Macias et al., 2006). Papers published from International Clubhouse conferences discuss issues of leadership including empowerment, decision making, relationships, and organizational roles (Gramps, 1985; Maragnano', 2002; Rhoads, 1995; Singer, 1995). Little has been done to study the effects of Clubhouse participatory leadership with program outcomes. Therefore the problem is the lack of research in the Clubhouse program that has examined relationships between leadership skills and program performance. The purpose of this descriptive, correlation study is to determine the relationship among leadership skills and organizational effectiveness in Clubhouse rehabilitation programs. The CVF was utilized to analyze the associations between leadership skills and program effectiveness. This study looks at how the roles and behaviors of participatory leadership have been integrated into the CVF. Specific attention to the leadership skills of mentor, empathizer, facilitator, innovator, visionary, and motivator were studied.

## Researcher's Philosophy

This study utilizes a quantitative method employing a survey method to describe relationships among leadership skills and program performance. Quantitative research is derived from a post-positivist perspective. The positivist approach has an emphasis on the absolute truth of science and does not allow for conjectural knowledge (Neuman, 2006; Creswell, 2003). The post-positivist position is that knowledge is always imperfect; research does not prove hypothesis, instead it indicates a failure to reject a hypothesis (Creswell, 2003). The study of human behavior does not allow for complete control of dependent variables, and human behavior is difficult to conform to experimental design. Post-positivism is meant to show the trends and associations among variables, so that social scientists will be encouraged to expand their look at a problem using further research methodologies with more ambitious intentions (Glicken, 2003). Therefore a post-positivism perspective provided a research guide for this study.

This study is correlational in design rather than a cause and effect approach. Post-positivism recognizes that the research cannot always establish cause and effect relationships and that the research may be imperfect and infallible (Creswell, 2003). Post-positivist researchers expand scientific research to include correlation studies, and they acknowledge that all research variables cannot be controlled. They recognize that it is difficult to, or often unable to, show a cause effect relationship (Glicken, 2003). This leadership study reduced ideas into a small, discrete set of variables that constitute the hypotheses and research question. Variables are converted into numeric measures and study the behavior of individuals and groups (Creswell, 2003). This study utilized the survey approach to gather information for analysis.

## Theoretical Framework

### *Survey Design*

A survey design provides a description of trends, attitudes, and opinions of a population of people (Creswell, 2003). The general purpose of the survey study is to generalize from a sample population so that inferences can be made about leadership characteristics, attitudes, and behaviors (Babbie, 2001). Data was gathered to establish dominant leadership skills of Clubhouse directors. Although the focus of this study is the self-perceptions of a Clubhouse director's leadership skills, the perceptions of staff and members are also important in defining these skills. Data was gathered from staff and members to gather several perspectives of the director's leadership skills. Inferences, from this information, can be made to investigate leadership skills; these skills can then be compared to performance outcomes and relationships can be correlated. A survey design is the preferred type of data collection method due to the geographic location of Clubhouses located throughout the United States. The economics of gathering data by mail and/or the Internet is a huge cost benefit over other means of collecting data, such as one-on-one interviews. Surveying also provides a quicker turnaround in data collection (Creswell, 2003). Surveys allow for larger numbers of participants to be involved in the research and can be designed for greater generalizations of the results (Babbie, 2001; Creswell, 2003).

The survey was cross-sectional with the data being collected at one point in time. The surveys are self-administered and were conducted on the Internet and/or by mail. Conducting the survey online provided a quick method of collecting data from all participants who are comfortable using the Internet; most survey respondents preferred to

use the traditional pen and paper method and returned the survey by mail. Several things can go wrong in survey research; these include small response rates, inaccurate information given by participants, poorly written directions for completing the survey, and instruments that give biased information (Glicken, 2003). The survey research project incorporates the CVF. This framework has been operationalized and administered to thousands of individuals and has been tested for both reliable and valid results (Cameron & Quinn, 2006; Lawrence et al. in press).

### *Competing Values Framework*

The competing values framework deals with two major criteria for assessing organizational outcomes. They are the focus of services and structure of the organization. These two dimensions define four distinct leadership functions: (a) collaborative leadership, (b) creative leadership, (c) control leadership, and (d) competitive leadership (Cameron & Quinn, 2006; Cameron et al., 2006). For an organization to perform well, leaders must use different and sometimes conflicting sets of leadership skills: (a) mentor, (b) empathizer (c) facilitator, (d) innovator, (e) visionary, (f) motivator, (g) coordinator, (h) monitor, (i) regulator, (j) competitor, (k) driver, and (h) producer. The collaborative and creative quadrants have many of the same leadership behaviors that are predominant in participatory leadership organizations, while the competing and controlling quadrants have fewer common characteristics. Figure 4 illustrates these comparisons.

Using the CVF to identify a behavioral repertoire or skill sets of Clubhouse leaders provides the basis for this study's hypothesis. Lawrence et al. (in press) developed and tested the CVF Managerial Behavior Instrument and Effectiveness Measures that indicate that there is a relationship between a high leadership complexity

		Focus Dimension	
		Internal	External
Structure Dimension	Flexible	Collaborate Facilitator Encouraging, Participation  Empathizer showing concern  Mentor Developing people  Participatory Leadership Decentralized structure, Horizontal form of supervision Atmosphere of trust Team decision utilizing consensus	Create Innovator Initiating significant change  Visionary Anticipating customers needs  Motivator Inspires people to exceed expectations  Participatory Leadership New ideas welcomed Change occurs often Celebrates goal accomplishments Communicates vision and values
	Stable	Control Monitor Expecting accurate work  Coordinator Controlling projects  Regulator Clarifying policies	Compete Producer modeling a hard work ethic  Competitor Focusing on the competition  Driver Emphasizing speed  Participatory Leadership Goal oriented

*Note.* Adapted from “Behavioral Complexity in Leadership: The Psychometric Properties of a New Instrument to Measure Behavioral Repertoire,” L.A. Lawrence, P. Lenk, and R. Quinn, In press,. *The Leadership Quarterly*. Reprinted with the permission of the author.

Figure 4. Competing value framework and participatory leadership: Comparing roles with behaviors

and higher performance ratings. This study focused on complex leadership behaviors that fall within participatory leadership skills and CVF quadrants of collaborative and creative roles and skills. In addition the study analyzed all complex leadership behavior as it relates to the rate of effective of overall organizational performance. The competing

values framework enhances this research project since it recognizes the paradoxical organizational demands that impact leadership. It provides an operational definition of leadership skills and makes available a valid and reliable research instrument that measures these skills (Cameron & Quinn, 2006; Lawrence et al., in press).

### Research Questions and Hypotheses

The following research question and hypothesis were studied. Kerlinger and Lee (2000) noted the important and crucial nature of hypotheses in research; arguing that hypotheses are the working instruments of theory, can be tested and shown to be probably true or probably false, and are tools for the advancement of knowledge.

#### *Research Question*

What is the relationship among leadership skills in Clubhouse directors and program effectiveness in Clubhouse rehabilitation organizations?

#### *Corollary Questions*

1. What are commonly applied leadership skills of Clubhouse directors?
2. Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member's attendance?
3. Is there a relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?
4. Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

### *Hypotheses*

H-1: Is there statistically significant and commonly applied leadership skills identified among Clubhouse directors?

Null-1: There is no statistically significant and commonly applied leadership skills identified among Clubhouse directors.

H-2: Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member's attendance?

Null-2: There is no relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member's attendance? .

H-3: Is there a relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?

Null-3: There is no relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?

H-4: Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

Null-4: There is no relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

### Research Design

#### *Variables*

Data was collected using a survey design to provide a numerical description of trends and attitudes of Clubhouse colleagues. These colleagues include directors, staff, and members of Clubhouses that are associates of the International Center of Clubhouse

Development (ICCD). The major variables of this study are leadership skills and program effectiveness; they are defined and operationalized in the following manner.

### *Leadership Skills*

Cameron and Quinn (2006) using the CVF operationalized leadership skills into four sets of different and sometimes conflicting skills: (a) collaborative leadership, (b) creative leadership, (c) control leadership, and (d) competitive leadership. The skills are further defined into eight categories by Cameron and Quinn (2006) and then adjusted later into 12 categories (Cameron et al., 2006) they are (a) Mentor, which is defined as a caring empathic person who is aware of the needs of others. The leader's influence on followers is based on mutual respect and trust. (b) Facilitator is defined as a process oriented person who manages conflicts well; the person's influence on followers is based on getting people involved in decision making and problem solving. (c) Empathizer is a concerned and caring leader. (d) Innovator is a clever and creative leader; this leader envisions change and their influence on followers are based on a vision of a better future that generates hope in others. (e) Visionary is a future oriented person that focuses on where the organization is going while looking at the pros and cons of change. The leader's influence on followers is based on strategic direction and continuous improvement. (f) Motivator inspires workers to exceed their personal and team goals. (g) Monitor is a contributor of expertise; the leader's influence is on control and documentation of the follower's information, this leader expects accurate work. (h) Coordinator is a dependable and reliable person that maintains the structure and flow of the work; the leader's influence on followers is based on situational engineering, managing schedules and tasks. (i) Regulator is a technical expert that tracts details and

clarifies policies. (j) Competitor is an aggressive and decisive person who actively pursues goals and targets; the leader's influence is based on winning and overcoming the external environment. (k) Producer is a person that is work focused; the leader's influence on followers is based on intensity and rational arguments around accomplishing things. (l) Driver is a person that is task oriented and expects quick solutions to problems and getting work done quickly.

### *Program effectiveness*

Program effectiveness was measured using three measures of effectiveness, they are (a) participation in the Clubhouse organization, (b) rate of employment of active Clubhouse members and (c) self assessment of effectiveness of overall organizational performance. These effectiveness measures are calculated by the rate of program attendance is defined by calculating the average daily attendance of Clubhouse members in the year 2006, over the unduplicated number of members who attended the program, one or more time, in the year 2006. This calculation established a rate of program attendance. The rate of active members who are competitively employed is determined by using established definitions and outcomes found in supported employment research. Competitive employment is defined in the Clubhouse model using the Department of Labor, Work Force Investment Act's operational definition; employment consists of jobs paying at least minimum wage, located in integrated main stream settings (Macias et. al., 2001). The rate of employment is calculated by taking the number of people who have been employed 13 weeks in the year 2006, over the number of active members in 2006. For the purpose of this study, an "active member" is defined as a member who has attended Clubhouse program activities at least once in 2006. The measure of 13 weeks of

employment was derived from the review of recent supported employment research. According to a report on a 30 month longitudinal study (Schonebaum, et al., 2006), Clubhouse members maintained employment tenure of 21.8 weeks. Data describing a broader scope of supported employment programs, that serve people with a mental illness, found the range of job tenure to go as low as 13 weeks (Macias et al., 2006). This calculation established a rate of active members who are competitively employed.

The final effectiveness indicator is a self rated measure of overall organizational performance and ability to lead change. This measure is an eight question survey that is administered on a 5-point Likert type scale developed by Lawrence et al. (in press). Reliability coefficients for these scales were .87 for overall performance and .76 for the ability to lead change; there were 2294 respondents in this analysis. Complex leadership skills were identified by higher than average leadership mean score, on the CVF Managerial Behavior Instrument, as it relates to the Clubhouse sample.

### *Sampling Design*

The population sampled was Clubhouses that are members of the International Center of Clubhouse Development. The membership of the International Center of Clubhouse Development is an appropriate population to conduct the research due to similar organizational cultures that permeates their operational structures (Macias et al., 2001). For this research study the sample was drawn from all 234 Clubhouse programs located in the United States. The sample size recommendation for a sample frame of 234 possible participants is 146 participants. This level of participation is needed to achieve a confidence level of 95% and allowing for a 5% margin of error (The Survey System: Sample Size Calculator, 2007). Consent to conduct research within this International

Association of Clubhouse Development was requested, and the executive director of this association provided an invitation to Clubhouse directors inviting their voluntary participation (Appendix E). Survey consents were given to each participant to complete before they take the survey (Appendix D). Each Clubhouse that volunteers to be a part of this study provided data from three sources; they are the director, a staff person and a member. A written consent was required to be completed before data is compiled from the survey. Demographic information was gathered on the sample to identify sex, age, managerial experience, and level of education of the sample population of Clubhouse directors. This information is new data and was part of the descriptive information collected in this study.

#### *Measures/Instrumentation*

The competing values framework questionnaire was first developed by Quinn (1988) and used extensively in several significant leadership studies (Hart & Quinn, 1993; Denison, Hooijberg, & Quinn, 1995; Hooijberg & Choi, 2001). Recent updates to the CVF survey has been developed and tested. The new CVF Managerial Behavior Instrument provides a strong method for identifying and studying leadership skills. According to Lawrence et al. (in press)

This is the first study to use SEM and Bayesian circumplex model to test the factor structure and spatial relationships of an instrument for assessing managerial leadership. The circumplex-based second order-ordered factor structure of the instrument represents each construct with multiple measures and items (p. 27). Lawrence et al. (in press) describes how validity and reliability have been established for the 36 loaded items. The instrument had a .909 comparative fit index (CFI) for the full

model and a Tucker Lewis index of .900 which indicate a good fit to the CVF model. Additional Cronbach's alpha coefficients for leadership skills and effectiveness indexes exceeded the recommended level of .7 with three exceptions from the twelve scales (these scores were .68, .69, .69). Further reliability was tested by comparing participant's scores with peer rater scores; researchers found that the overall ability score is predictive of managerial performance as judged by peer raters.

The test for predictive validity indicates that there is a relationship between this instrument as it relates to leadership behaviors and the measure of managerial effectiveness. According to Lawrence et al. (in press) a factor analysis of the eight effectiveness items, using varimax rotation, resulted in a two-factor structure equivalent to .87 for "Overall Performance" and .76 for "Ability to Lead Change". The higher an individual's subject leadership behaviors mean score, the higher a person's performance ratio.

This instrument has been tested for its reliability and validity and provided a strong instrument to gather data for this study. The instrument is referred to in this study as the Clubhouse Director Leadership Roles Questionnaire (CDLRQ) (Appendix A). Permission to use the instrument was granted by Robert Quinn and Katherine Lawrence (Appendix C). The CDLRQ collects data that was utilized to describe leadership skills of Clubhouse directors and categorized them into twelve skill sets. This instrument gathered ordinal data to measure the leadership skills of directors and to rate perceptions of leadership effectiveness. Using ordinal data allows numbers to be assigned to categories of variables that can be placed in mutually exclusive categories and ordered on a scale (Babbie, 2001). The instrument has been modified by changing the labels given

to the leader and the organization. For instance, “corporate” and “company” is changed to “Clubhouse” and “customer” is changed to “stakeholder”. Otherwise the questionnaire has not been altered in any significant manner. Therefore it is believed that the existing validity and reliability tests are relevant to the data collection in this study.

The leadership data was analyzed using descriptive statistics, multivariate statistics and rank order correlations. Program performance information was gathered through the director completing a short personal profile and Clubhouse program profile. To rule out alternative explanations of leadership effectiveness, information concerning the sex, age, managerial experience, and level of education was gathered. To better identify the relationships among leadership skills and program outcomes, process and outcome information was gathered about the Clubhouse program, and this data was compiled in ratio measures. Data gathered by the CDLRQ and Clubhouse program profile was tested using the biserial rank order correlation. The biserial analysis is designed to compare one dichotomous variable and a continuous variable (Newsom, 2005).

A field test of the CDLRQ and the personal and program profile were made by using experts to review the study instrument. A panel of experts who knows the sample population very well reviewed the survey instrument and provided feedback on the survey questionnaire. The use of a field test on the survey provides information on weaknesses including vagueness in items or response bias (Neuman, 2006). Each director that participates in the study had two Clubhouse colleagues fill out a CDLRQ (Appendix B) to describe the director’s leadership skills. All three scores were averaged together to establish the leadership skills scores for the Clubhouse director. Previous

researchers (Smith, 2003; Hooijberg & Choi, 2001; Lawrence et al., in press) tested leadership perceptions from different role perspectives. Surveying participants who have different roles in an organization provides a wider and more diverse perspective on leadership skills demonstrated in an organization. This gives a better view of the leadership skills that are recognized in the Clubhouse organizational culture.

#### *Data Collection Procedures*

A survey information packet was sent out to every Clubhouse located in the United States and is listed in the International Center of Clubhouse Development's (ICCD) directory. Each packet included (a) a letter from the executive director of the ICCD introducing the study and encouraging all directors to participate, (b) a short description of the purpose of the study, study assurances, and prodigals for confidentiality, (c) instructions on how to access and complete the CDLRQ, personal and program effectiveness profiles on the Internet, (d) instruction for staff and members on how to access and complete the peer assessment CDLRQ on the Internet, and (e) a worksheet on calculating the Clubhouse program effectiveness information. All of the surveys were provided in hard copy form for participants who choose not to use the Internet option. Directors were asked to complete the surveys as quickly as possible and to instruct their colleagues to do the same. Two weeks after the mailing, an e-mail was sent to Clubhouse director who have not completed the survey. Three weeks after the initial mailing phone calls were made to the directors of Clubhouses that have not responded. Follow up calls were made to the directors to encourage them to complete the CDLRQ and profiles. Each director was asked to remind the staff and member to complete the peer CDLRQ form. Five weeks after the information packet has been

mailed, another follow-up phone call was made to Clubhouses that have not yet participated in the study. Follow up calls by phone were handled by paying trained assistants to make phone calls to encouraged participants to complete their studies and send them in. Additional responses were solicited at the International Conference for Clubhouse Development in October of 2007. The conference was held in Milwaukee WI, and is attended by a large number of directors and their peers.

Participants that enter their information using the online survey form identified which Clubhouse they were representing. The participants were not able to submit a survey unless all of the questions have been completed. The computer program cued participants to fill in any information that they may have left out. A report was available to the researcher that shows which Clubhouses have responded to the survey. Once the Clubhouse was identified as participating the data was separated from the Clubhouse name. Data from each survey was coded using a numerical code to identify each Clubhouse, rather than using the Clubhouse name. Clubhouse director who choose to complete the survey on paper returned the survey in a postage paid envelope. The survey was review and checked for completion; if information was missing from the survey efforts were made to obtain the missing information. In addition, research data is presented in an aggregate form to protect the confidentiality of the survey participants

The online or paper survey included instructions to read and acknowledge the research consent form. In addition, instruction on how to complete the CDLRQ questions by asking the director and Clubhouse colleagues to respond to situations related to leadership roles using a Likert scale (strongly disagree, disagree, neither disagree or agree, agree and strongly agree), The Clubhouse director was responsible for filling out

the personal and Clubhouse profile. Participation in the survey was voluntary and an explanation on how the information was handled was presented on the survey site and on any information mailed to the participants.

### *Data Analysis Procedures*

This study utilized both descriptive and inferential statistics. According to Tabachnick and Fidell (2001), descriptive statistics describe samples of subjects in terms of variables; inferential statistics test hypothesis about differences in population on the bases of measurements made on samples. Descriptive statistics, including the mean and the standard deviation, was utilized to test the following statement: There is statistically significant and commonly applied leadership skills identified among Clubhouse directors. Patterns of leadership skills were analyzed by considering the variables of sex, age, managerial experience, and level of education. Invalid conclusions can be drawn by not acknowledging the independent variables that impact the study outcomes and are not being measured (Neuman, 2006).

The descriptive analysis found commonly applied leadership skills in Clubhouse directors, this information was utilized to test hypothesis 2 and 3. Ordinal data from the survey instrument was compared to ratio data from the Clubhouse profile information sheet. Distribution free tests were utilized to test the ordinal data to ratio data. These tests do not rest on the strict assumption of normally distributed measurements. According to Best and Kahn (2003), correlation is the measure of relationship between two paired variables or two or more sets of data. Six leadership skills that include (a) mentor, (b) facilitator, (c) empathizer, (d) innovator, (e) motivator and (f) visionary, were compared to two program effectiveness variables. The program effective variables are

the rate of program attendance, and the rate of active members who are competitively employed. The types of statistics that were utilized to calculate the relationship among data for this study is biserial correlations. According to Newsom (2005) a biserial correlation is an association between one dichotomous variable and a continuous variable; it is a variation of the Pearson correlation. This statistical calculation allows for looking at correlations while doing descriptive research. During the initial analysis of the data, further statistical analysis was used to explore possible correlations in hypothesis 2 and 3.

Hypothesis 4 added additional information by comparing self rated effectiveness of overall organizational performance to the mean score of complex leadership skills obtained from the CDLQR survey. Scores were tested to see if there is any significance. Hypothesis 4 was evaluated using MANOVA model with Overall Performance and Ability to Lead Change as dependent variables and the mean of the CDLQR as the independent variable. These statistical calculations allow for looking at the behavioral complexity of each director and the perceived effectiveness of their leadership. Leaders who demonstrate a high score across leadership skill areas tend to score higher in leadership effectiveness. The results of these calculations was compared to the research results found in Lawrence et al. (in press)

#### Limitations of Methodology

The following limitations may impact this study. Correlations studies are designed to determine relationships between two variables. The researcher acknowledges that the correlation does not signify a cause-and-effect relationship. Limits are due to the

inability to manipulate the independent variable as would happen in an experimental design (Creswell, 2003). The study is limited to identifying correlation; additional research will need to be explored to add more information to the relationship of leadership and performance outcomes. The researcher assumes that other variables that are not being studied will have an impact on the study outcome. In this study, age, gender, education level, and work experience was considered in the data analysis. Other factors such as community economics and organizational funding, can all be confounding variables, but were not be considered in this study.

Although the Clubhouse model is an internationally replicated model (Mandiberg, 2001), the researcher surveyed only Clubhouses located in the United States due to issues of culture, language barriers, and economic factors. Clubhouse programs are in 30 countries around the world (International Center of Clubhouse Development, 2003). Controlling leadership skill variables to allow for cultural and economic differences is beyond the scope of this project. Providing the survey instrument in over seven major languages would be costly from a time and financial perspective. Further cross cultural leadership studies could be developed using information provided by this study.

The survey instrument relied on self reporting by the participants. Self reporting reduces the time and cost of data collection and increases the number of potential participants (Creswell, 2003). The sample size recommendation for a sample frame of 234 possible participants is 146 participants. This level of participation is needed to achieve a confidence level of 95%. The reliability of this approach will depend on the honesty and self awareness of the people taking the survey (Creswell, 2003). Obtaining

a response rate of 63% will take extensive follow-up with phone calls, emails and letter. Although the study has limits the researcher developed strategies for minimizing the impact of threats to validity and reliability. The use of proper sampling techniques, a strong survey instruments, and the proper data analysis increased the validity and reliability of this study.

### Expected Findings

Many Clubhouse organizations fit the clan organizational culture archetype, description mainly due to the low amount of control demonstrated in the culture and the emphasis on membership. According to Edwards et al. (1998), the leadership of a Clan archetype is dependent on a consensual decision making process. This is very evident in the Clubhouse program where program decisions and policies are made by staff and members together (Jackson 2001). The clan organization values a responsive open style of leadership and skills would include facilitator, empathizer, and mentor (Cameron & Quinn, 2006; Quinn, 1988; Edwards et al.,1998). When a Clubhouse grows and becomes more complex, the organizational culture will shift to an external focus and the adhocracy organizational culture emerges. Organizational growth and change can be influenced by external factors such as funding and accountability issues. Modifications to the organizational structure are made to develop a greater emphasis on innovation. Thinking becomes more political and decisions are packaged so they will be widely accepted by stakeholder (Edwards et al., 1998). The adhocracy organization values a responsive and innovative style of leadership. Dominant leadership skills would include visionary, motivator and innovator (Cameron & Quinn, 2006; Quinn, 1988; Edwards et al., 1998).

The participatory leadership demonstrated in Clubhouses is very similar to the management in the clan and adhocracy organizational cultures. Cameron and Quinn (2006) stated that the most effective leadership styles tend to match the organizational culture. If this statement proves true, then the dominant leadership styles of effective Clubhouse director would be mentor, facilitator, empathizer, visionary, motivator, and innovator. Lawrence et al. (in press) research showed that one quadrant of leadership is not more important than another; however they discovered that the skills in the creative quadrant are needed to produce change. This analysis was tested to see if higher scores in the creative quadrant, being tested in hypothesis 3, were correlated to the rate of active members who are competitively employed. Finding and assisting members in obtaining competitive employment is an activity that produces change

It is difficult to predict the relationship among leadership skills and performance outcomes. Glicken (2003) writes that the study of people is always unpredictable and that there is an increased probability that chance plays a significant role in the data that is collected. Statistical measure was employed in this study to evaluate the level of significance of the research results. The researcher acknowledges that due to the nature of this study, it is difficult to predict findings using similar studies. In a study of Baptist pastors using the competing values framework, there was evidence that pastors with a high complexity cluster of leadership skills showed better performance outcomes in managing their churches (Smith, 2003). This same study showed no correlation between performance outcomes and leadership skills when looking at individual skill variables. It may be reasonable to predict that the same results could occur in the Clubhouse study, or there may be significantly different results.

## Ethical Issues

This leadership study is developed to bring insight into issues of leadership skills and program outcomes for Clubhouse colleagues. The project benefits Clubhouse model programs and help enhance the development of leadership training curriculum. It also provides needed information on how leaders can positively impact program outcomes. This contributes to the United States national goal of improvement in program quality in the mental health system (New Freedom Commission, 2003).

Participants in the study are Clubhouse directors, staff, and members.

Participants were asked to review and sign informed consent forms before participation in the leadership research project. According to Creswell, (2003) the informed consent included (a) the right to voluntary participation, (b) the purpose of the study, (c) the study procedures, (d) the right to ask questions and obtain a copy of the study results, and (e) how the study benefits the participant. The researcher obtained the approval of the International Center of Clubhouse Development to support this project and request that participants be a part of the study.

The study protected the anonymity of the participant's information. Personal information was disassociated from the data during the coding and recoding process (Creswell, 2003). This process was explained to all participants so they do not fear that leadership assessment information will be shared with their director. The CDLQR was presented to all participants as a tool to identify leadership skill, not a tool to assess leadership performance. All information that is compiled to develop a leadership profile on a director will remain confidential. The interpretation of the data was checked through complying with the validation procedures established in the project. The

researcher sought guidance surrounding issues of interrupting data so researcher's biases, or lack of experience, did not cause the suppressing, falsifying, or inventing findings to meet a researcher's own agenda (Neuman, 2006). Peer review by the dissertation committee, and a statistician, provided the oversight accountability check for these issues.

## CHAPTER 4. DATA COLLECTION AND ANALYSIS

### Introduction

This chapter will present the results from the competing values instrument survey identified as Clubhouse Directors Leadership Role Questioner (CDLRQ) that was utilized with Clubhouse directors and their peers. The survey was an introspective self-reporting instrument that was administered to a maximum of three people from each Clubhouse organization. The survey was divided into four parts that consist of (a) beliefs about the leadership behavior of the Clubhouse director, (b) Clubhouse program outcomes, (c) beliefs about Clubhouse performance, and (d) demographic information.

The organization of this chapter is based upon the findings which address the research questions and related hypothesis. The research question was stated as follows: what is the relationship among leadership skills in Clubhouse directors and program effectiveness in Clubhouse rehabilitation organizations? The corollary questions are (a) what are the commonly applied leadership skills of Clubhouse directors? (b) Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance? (c) Is there a relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members? (d) Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures? These questions were restated into the following hypotheses.

H-1: Is there a statistically significant and commonly applied leadership skills identified among Clubhouse directors?

Null-1: There is no statistically significant and commonly applied leadership

skills identified among Clubhouse directors.

H-2: Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance?

Null-2: There is no relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member's attendance.

H-3: Is there a relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?

Null-3: There is no relationship among the innovator, visionary and, motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members.

H-4: Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

Null-4: There is no relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures.

## Research Method Modification

### *Sample*

Minor changes were made that impacted the sample size. Initially the sample size of the study was estimated to be 234 Clubhouses located in the United States. The number was reduced to 197 due to updated information from the 2007 ICCD Clubhouse directory. Several Clubhouse closings had occurred between the last published directories of 2005. The population that was surveyed consisted of Clubhouses in the 2007 ICCD directory,

### *Survey Instrument*

A field study was obtained to support reliability of the survey instrument; the instrument was developed using the competing values framework to be utilized by Clubhouse directors and their peers. Clubhouse industry experts' opinions were obtained to establish reliability on the usage of this instrument in the Clubhouse setting. The experts were Allan Doyle PhD, Steven Dougherty PhD, and Coleen McKay MS. No major changes to the survey were suggested; minor changes to clarify the meaning of the word "stakeholder" and "unit" were made to reflect the Clubhouse work environment. In the survey, the word stakeholder was followed by this descriptor: "i.e. members, staff, board members, and funder". Another clarification was made in the survey that changed the word "unit" to "Clubhouse". The original statement was "getting work done quicker in the unit". In the new version the statement is "getting work done quicker in the Clubhouse". Changes were minor and will not impact the validity or reliability of the data collected in this study. Responses to the survey were obtained through an online survey instrument and through traditional mail service. A majority of participants' decided to fill out the surveys by hand and return them through the mail.

### *Demographics*

Demographic information on Clubhouse directors was obtained to rule out alternative explanations of leadership effectiveness; information concerning the sex, age, managerial experience, and level of education was gathered. This information provides a picture of Clubhouse director's profiles. The majority of directors (61%) are women, with men (39%) making up the rest of the sample. The researcher tested correlations

between the gender of Clubhouse directors and the size of Clubhouse organizations. The size of the Clubhouse was measured by using the average daily attendance variable (ADA). There were no significant correlations between Clubhouse program size and the gender of the director; Table 6 shows the result of this correlation. The point bi-serial significance level was  $r_{pb} = .03$  which demonstrates no significant correlation.

Table 6. Comparison of Gender and Clubhouse Average Daily Attendance (ADA)

	Female	Male	Total
<i>N</i> =	70 (61%)	44 (39%)	114 (100%)
<i>M</i> ADA scores	46.56	48.89	47.46

Ages of Clubhouse directors are disbursed over five categories seen in Table 7.

Over 47% of directors are over the age of 50, and 25% are under the age of 40.

Table 7. Clubhouse Director Ages

Age	Frequency	Percent	Cumulative %
21-29 years	1	.9	.9
30-39 years	29	25.4	25.7
40-49 years	31	27.2	53.1
50-59 years	39	34.2	87.6
60+ years	14	12.3	100.0
Total	114	100.0	

The categories of age are visualized in Figure 5 and shows that the aging of directors will have a significant impact on future leadership of the Clubhouse industry. The age profile of directors is reflective of age trends in other nonprofit organizations.

According to Teegarden (2004), 58% of nonprofit executive directors are women over the age of 50. Many of these executives are planning to leave their current position by the year 2010. Although this study does not focus on succession planning the data does support the need to study future leadership development of Clubhouse directors.

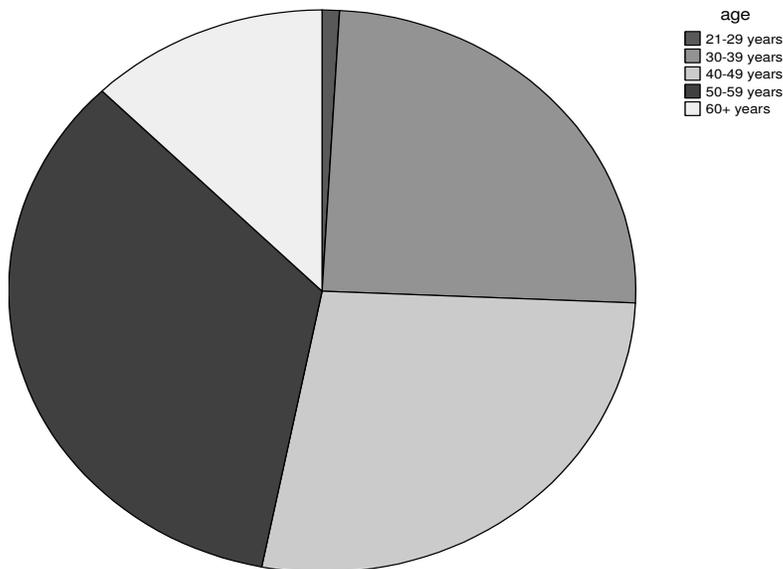


Figure 5. Age of Clubhouse directors

The education level of directors is shown in Figure 6. A majority of directors (60%) have graduate degrees and 40% have bachelor's degrees or several years of college education. These statistics mirror what Teegarden (2004) observed in other nonprofit organizations;

almost half (47%) of executives have a master's degree, 35% earned a bachelor's, and 12% have either a doctorate or law degree.

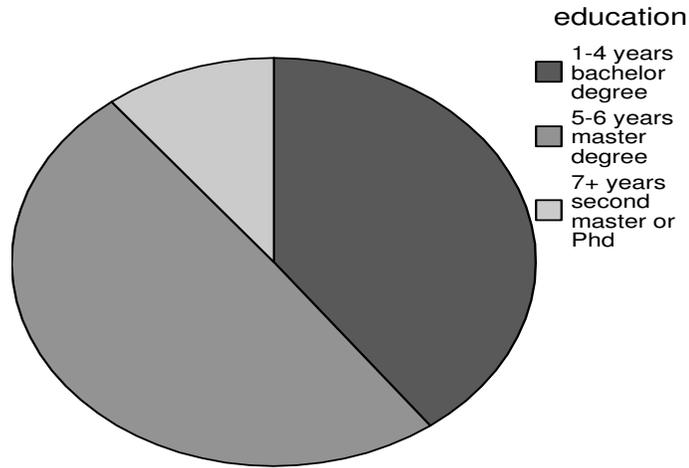


Figure 6. Education level of Clubhouse directors

The majority of Clubhouse directors have less than 10 years of Clubhouse leadership experience, as show in Table 8. Clubhouse directors with 5 or less years experience comprise 45% of the sample population. For many directors (18%) this is the first leadership position they have experienced. In contrast, 38% of directors have over 10 years experience in Clubhouse leadership and 56% of these directors have a variety of leadership experience in other organizations.

Once again the data obtained from this study reflects the trends of the greater nonprofit industry. National statistics reveal 43% of executives have been in their current positions for 4 years or fewer. In contrast, 28% have been in their jobs for over 10 years (Teegarden, 2004). This distribution demonstrates that nonprofits have a pool of relatively new leadership as well as long-time leaders in the field.

There has been a decrease in the number of Clubhouse programs over the past 2 years according to the smaller number of programs listed in the 2007 Clubhouse directory when compared to the 2005 directory. Table 8 shows that 45% of directors have less than 5 years of experience in Clubhouse director roles. This would indicate that there has been a large turn over of Clubhouse directors. More data is needed to speculate on the reasons for the large number of new directors.

Table 8. Years in Nonprofit Leadership

<i>N</i> =114	Years as a Clubhouse Director (%)	Years in Nonprofit Leadership (%)
less than 1 year	4.4	
1-5 years	40.4	18.4
6-10 year	17.5	25.4
11-15 years	11.4	20.2
15-20 years	16.7	14.0
21+ years	9.6	21.9
Total	100.0	100.0

To better understand how age, education, and Clubhouse experience correlate to each other, a Pearson Correlation was run between these three variables. The results are displayed in Table 9. All three correlations have a significant positive correlation. The strongest correlation is between the age of a director and the number of years of experience as a director. As would be expected, older directors have the advantage of education and experience that will impact their leadership skills. Demographic data provides information to develop a sense of Clubhouse director's profiles.

Table 9. Demographic Correlations

		N=114	Age	Yrs as CH Dir	Education
Age	Pearson		1	.608**	.248**
Correlation	<i>Sig. (2-tail)</i>			.000	.008
Yrs as CH	Pearson		.608**	1	.287**
Correlation	<i>Sig. (2-tail)</i>		.000		.002
Education	Pearson		.248**	.287**	1
Correlation	<i>Sig. (2-tail)</i>		.008	.002	

*Note.* \*\* Correlation is significant at the 0.01 level (2-tailed).

### Statistical Analysis of Hypotheses

#### *Hypothesis 1*

H-1: Is there statistically significant and commonly applied leadership skills identified among Clubhouse directors?

The data for this study was obtained through self-reporting of Clubhouse directors and two peers. Each director that participates in the study had two Clubhouse colleagues fill out a CDLRQ to describe the director's leadership skills and the perceptions of leadership effectiveness. All three scores were averaged together to establish the leadership skills scores for the Clubhouse director. The sample size obtained for this

study was 114 Clubhouses out of the 197 possible organizations. This level of participation achieves a confidence level of 95% and allowed for a 6% margin of error (The Survey: Calculator, 2007). Of the 114 Clubhouses that participated, 14% provided data from a director and one peer, 4% provided data only from the director, and 82% of the participating Clubhouses provided data from the director and 2 peers.

### *Leadership Skills*

Leadership skills data was gathered from 114 Clubhouses. Table 10 demonstrates the frequency analysis of this data. Dominate skills were dispersed among the collaborative, controlling and creative leadership functions. The facilitator skill is most frequently used by Clubhouse directors with the  $M= 4.53$  and  $Mdn =$  of 4.66. The monitor is the second highest utilized skill, with  $M = 4.40$  and  $Mdn =4.50$ , followed closely by the driver skill with a  $M = 4.38$  and  $Mdn = 4.44$ . The empathizer and mentor

Table 10. Clubhouse Director Leadership Skill Scores

Leader Function	Collaborative		Creative			
		Facilitator	Mentor	Innovator	Vision	Motivator
<i>M</i>	4.32	4.53	4.32	4.29	4.23	4.12
<i>Mdn</i>	4.33	4.66	4.33	4.33	4.25	4.11
<i>SD</i>	.387	.367	.359	.396	.483	.403
Minimum	3.11	3.22	3.00	3.11	2.55	3.22
Maximum	5.00	5.00	5.00	5.00	5.00	5.00

10. (continued) Clubhouse Director Leadership Skill Scores

Leader Function	Controlling			Competitive		
	Monitor	Coordinator	Regulator	Producer	Competitor	Driver
<i>M</i>	4.40	4.10	3.80	3.77	3.22	4.38
<i>Mdn</i>	4.50	4.17	3.89	3.78	3.33	4.44
<i>SD</i>	.410	.488	.540	.469	.639	.492
Minimum Score	3.00	2.67	2.00	2.66	1.50	2.00
Maximum Score	5.00	5.00	5.00	4.78	4.66	5.00

skills are the fourth and fifth dominant skill areas. The Competitive leadership function did not show dominate leadership scores. Skills that were reported with less significance are competitor with  $M = 3.22$  and  $Mdn = 3.33$ , the producer with a  $M = 3.77$  and  $Mdn = 3.78$ , and the regulator with  $M = 3.8$  and  $Mdn = 3.89$ .

Figure 7 illustrates how each skill set compares to one another Table 10 demonstrates that the mean and medium statistics are similar and demonstrates the mean scores are not skewed by extremely high or low leadership scores (Best & Kahn, 2003).

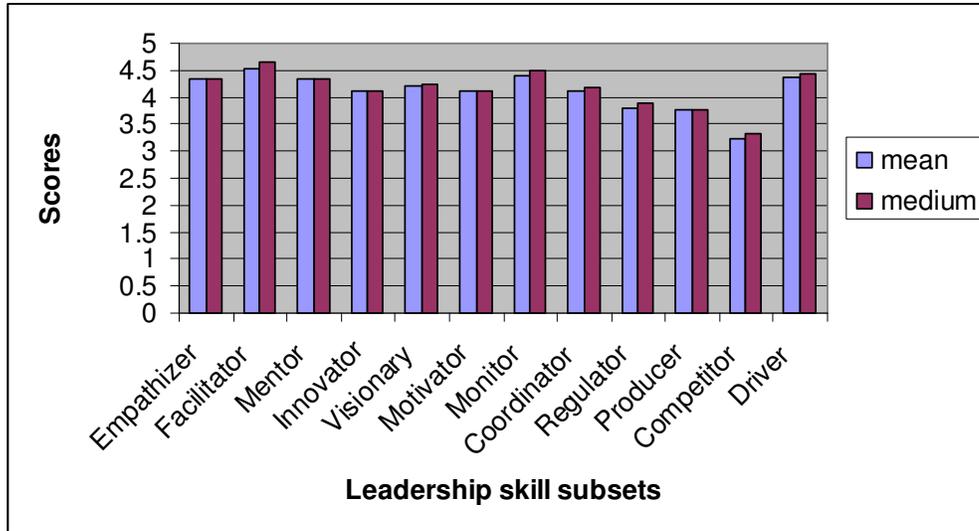


Figure 7. Clubhouse director's leadership skills

The descriptive data supports Hypothesis 1, there is statistically significant and commonly applied leadership skills identified among Clubhouse directors. The dominant skills fall into three of the four leadership functions discussed by Cameron et al. (2006); the leadership functions are collaborative, controlling, and competing. Table 11 demonstrates how the 12 leadership skills are categorized into the four major leadership functions. The collaborative leadership function is utilized with the most frequency followed by the creative function. It is interesting that none of the dominant leadership functions are represented in the creative function area. The innovator, visionary, and motivator scores are clustered together in the creative function area, rather than having high and low skill scores as seen in the other leadership areas. The three skills that comprise the creative function have strong moderate scores that cumulatively show healthy skill usage; the creative function area has the second highest leadership scores.

utilization of all leadership skills are evident with the weakest set of behaviors being in the competing function area.

Table 11. Descriptive Statistics of Leadership Skills

Leadership Functions and Skills	Mean <i>M</i> =	CDLQ Survey Items
Collaborative Facilitator	4.39 4.53	Making it legitimate to contribute opinions. Employing participative decision making. Maintaining an open climate for discussion.
Empathizer	4.32	Encouraging career development. Seeing that everyone has a development plan. Coaching people on career issues.
Mentor	4.32	Being aware of when people are burning out. Encouraging people to have work/life balance. Recognizing feelings
Creative Innovator	4.21 4.29	Meeting with stakeholders (i.e. members, staff, board members, funders) to discuss their needs. Identifying the changing needs of the stakeholder (i.e. members, staff, board members, funders) Anticipating what the stakeholder (i.e. members, staff, board members, funders) will want next.
Visionary	4.23	Initiating bold projects. Starting ambitious programs. Launching important new efforts.
Motivator	4.12	Inspiring direct reports to be creative. Encouraging direct reports to try new things. Getting unit members to exceed traditional performance patterns
Controlling Monitor	4.10 4.40	Seeing that Clubhouse procedures are understood. Insuring that Clubhouse policies are known. Making sure formal guidelines are clear to people.
Coordinator	4.10	Emphasizing the need for accuracy in work efforts. Expecting people to get the details of their work right. Emphasizing accuracy in work efforts.
Regulator	3.80	Providing tight project management. Keeping projects under control. Closely managing projects

Table 11 (continued). Descriptive Statistics of Leadership Skills

Leadership Functions and Skills	Mean <i>M</i> =	CDLQ Survey Items
Competing Producer	3.79 3.77	Emphasizing the need to compete. Developing a competitive focus. Insisting on beating outside competitors.
Competitor	3.22	Showing an appetite for hard work. modeling an intense work effort. Demonstrating full exertion on the job.
Driver	4.38	Getting work done quicker in the Clubhouse. Producing faster unit outcomes. Providing fast responses to emerging issues.

*Hypothesis 2 and 3*

H-2: Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance? H-3: Is there a relationship among the innovator, visionary, and motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members?

Program data was obtained by asking directors to provide information on the number of members attending Clubhouse activities and the number of members who have obtained employment. Table 12 shows the descriptive analysis of this data. Three large Clubhouse cases were omitted from this analysis due to the large variance in attendance data; these Clubhouses had active members that exceeded 718 people.

The average daily attendance in Clubhouses in 2006 was 43.25 members. Although there are fewer Clubhouses in the United States, the attendance level in existing

Clubhouses remains the same when compared to the daily attendance of 44 in the year 2000 (Johnson, et al., 2002). Attendance and employment ratios are derived from the attendance and employment data. The rate of program attendance is defined by calculating the average daily attendance of Clubhouse members in the year 2006, and dividing it by the number of members who attended the program one or more times in the year 2006. The rate of employment is calculated by taking the number of people who have been employed 13 weeks in the year 2006 and divide it by the number of members who attended the program one or more times in the year 2006.

Table 12. Clubhouse Program Outcomes

Statistics			
<i>N</i> =111	Average Daily Attend	Active Members	Members In Employment
<i>M</i> =	43.23	168.63	39.25
<i>Mdn</i> =	42	146	30
<i>SD</i> =	21.59	112.03	33.58
Minimum	12	25	0
Maximum	95	644	150

To analyze hypothesis 2, data of the mentor, empathizer, and facilitator variables were transformed from ordinal into nominal measurements. Clubhouse scores for each variable were divided into two groups: low and high skilled directors. The first group of directors scored below the mean score in each leadership skill area and the second group were directors that scored above the mean variable score in each leadership skill area. Rate of program attendance data was compared between the two groups using a bi-serial

correlation calculation (Lowery, 2007). Using this statistical analysis, there were no significant correlations. The correlations between Clubhouse directors with high or low mentor skills and program attendance were ( $r_b = -.05$ ). The correlations between Clubhouse directors with high or low empathizer skills and program attendance were ( $r_b = -.07$ ). The correlations between Clubhouse directors with high or low facilitator skills and program attendance were ( $r_b = .09$ ). The same statistical process was completed for hypothesis 3 with the conversion of the innovator, visionary and motivator variables from ordinal measures to nominal measurements. Correlations between innovator and rate of employment were ( $r_b = .05$ ), visionary and rate of employment were ( $r_b = -.13$ ), motivator and rate of employment were ( $r_b = .01$ ). Rate of employment among Clubhouse program data was compared between the two groups using a bi-serial correlation calculation (Lowery, 2007). Using the bi-serial statistical analysis there were no significant correlations.

Pearson's correlation was utilized to provide a follow up test of the data in Hypothesis 2 and 3. Ordinal leadership skill data were compared to attendance and employment data. Ratios were converted into ordinal measures of low, medium, and high scores. Low scores were established by selecting data that was one standard deviation lower than the mean. High scores were established by selecting data one standard deviation above the mean; the remaining data was selected as medium scores. Table 13 shows the significance rates. Using the Pearson test, no significant correlations were found in hypothesis 2; the null hypothesis is accepted. There is no relationship

among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance.

A correlation was found in hypothesis 3 between the rate of employment and motivational skills ( $r = .188$ ). There was no correlation between visionary and innovator skills and employment rates. Hypothesis 3 can be partially accepted due to a weak correlation among the motivator skills of a Clubhouse director and the rate of employment of active Clubhouse members. There is a relationship among the motivator skill of Clubhouse directors and the rate of employment of active Clubhouse members.

Table 13. Leadership Correlations to Clubhouse Attendance and Employment Rates

Leadership Skills	Attendance	Employment
Mentor: Pearson's Correlation	-.012	
Sig (2-tailed)	.901	
Empathizer: Pearson's Correlation	.068	
Sig (2-tailed)	.469	
Facilitator: Pearson's Correlation	-.087	
Sig (2-tailed)	.357	
Visionary: Pearson's Correlation		.099
Sig (2-tailed)		.294
Motivator: Pearson's Correlation		.188*
Sig (2-tailed)		.045
Innovator: Pearson's Correlation		.124
Sig (2-tailed)		.188

*Note.* \* Correlation is significant at the .05 level (2-tailed) (Green & Salkind, 2005)

#### *Hypothesis 4*

H-4: Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

Complex leadership skills were derived from averaging the sum of the 12 leadership scores from each Clubhouse director and their peers. The range of the complex leadership score was 3.02 to 4.50, the  $M = 3.82$  and the  $Mdn = 3.84$  with a  $SD = 2.77$ . The leadership scores were divided into low and high leadership scores. The low scoring group consists of complex leadership scores that are less than or equal to the mean score of  $M = 3.82$ . The high scoring group consists of complex leadership scores that are greater than the mean score. The two groups are compared to eight perceived effectiveness scores obtained from the survey participants. The effectiveness measures consist of (a) meeting performance standards, (b) comparison to professional peers, (c) performance as a role model, (d) professional success, (e) effectiveness as a leader, (f) conceiving change efforts, (g) leading change, and (h) having an impact (Lawrence et al., in press).

A one-way multivariate analysis of variance (MANOVA) was conducted to determine the outcome of the eight effectiveness measures on the independent variable of high and low complex leadership skills. MANOVA results revealed significant differences among the leadership skills categories (above or below the mean of 3.82) on the dependent variables (effectiveness scores), Wilks'  $\Lambda = .824$ ,  $F(8, 105) = 2.79$ ,  $p < .05$ ; the multivariate  $\eta^2 = .176$ . Table 14 contains the significance levels of each effectiveness measure. Four of the eight effectiveness measures showed significant differences between the low and high complex leadership groups. This determines a relationship between leadership skills and effectiveness in the following areas (a) performance as a role model, (b) conceiving change efforts, (c) leading change, and (d) having an impact on the organization.

Table 14. Tests Between Leadership Groups and Effectiveness

Independent Variable	Dependent Variable	<i>p</i>	Partial Eta Squared
High and Low Leadership Groups	Meeting performance standards	.114	.022
	Comparison to professional peers	.056	.032
	Performance as a role model	.005*	.069
	Professional success	.081	.027
	Effectiveness as a leader	.143	.019
	Conceiving change efforts	.002*	.084
	Leading change	.003*	.077
	Having an impact	.000*	.131

*Note.* \* Effects with a small significance value ( $p < .05$ ) are significant. (Tabachnick & Fidell, 2001)

Analyses of relationships on each dependent variable were analyzed using descriptive statistics. The means and standard deviation of the low and high complex leadership groups were compared between the dependent variable that demonstrated significant differences. Table 15 contains the results of this analysis.

In all four effectiveness measures the high leadership scores have an elevated mean; this shows a positive relationship between effectiveness and complex leadership scores. These findings were also established by Lawrence et al. (in press) who stated that, the higher an individual's subject mean (overall ability), the higher that person's effectiveness performance ratings.

Table 15. Mean Score Differences Between Complex Leadership and Effectiveness

Dependent Variable	Independent Variable	<i>M</i>	<i>SD.</i>	<i>N=114</i>
Performance as a role model	1.00 Low	4.05	.62	53
	2.00 High	4.36	.55	61
Conceiving change efforts	1.00 Low	3.24	.72	53
	2.00 High	3.66	.69	61
Leading change	1.00 Low	3.85	.53	53
	2.00 High	4.16	.55	61
Having an impact	1.00 Low	4.00	.45	53
	2.00 High	4.31	.37	61

Hypothesis 4 is accepted; there is a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures.

#### Summary

Chapter 4 reported the findings received from the modified version of the competing values instrument as applied to Clubhouse directors working in nonprofit organizations throughout the United States. The first part of the chapter stated the research question and hypotheses and described the modification made in calculating the sample size and minor clarification made to the survey instrument. The remainder of the chapter analyzed the data as it related to the four hypotheses.

Hypothesis 1 verified that Clubhouse directors do display dominant leadership skills. Dominant leadership skills include facilitator, monitor, driver, mentor, and empathizer. The dominant skills fall into three of the four leadership functions discussed by Cameron et al. (2006); the leadership functions are collaborative, creative, controlling, and competing. Each leadership function is represented by a quadrant that is made up of

three skill sets, as illustrated in Figure 8. Three of the top five leadership skills comprise the leadership function of collaborative. The skills are facilitator, empathizer and mentor. None of the dominant leadership skills came from the leadership function of creative, although the average skills score rated creative leadership as the second highest function. The collaborative and creative quadrants have many of the same leadership behaviors that are predominant in participatory leadership organizations (Cameron & Quinn, 2006).

<p>(1)-Collaborative</p> <p>Empathizer (4) Facilitator (1) Mentor (5)</p>	<p>(2)-Creative</p> <p>Innovator Visionary Motivator</p>
<p>(3)-Control</p> <p>Monitor (2) Coordinator Regulator</p>	<p>(4)-Competing</p> <p>Producer Competitor Driver (3)</p>

*Note.* ( ) Ranking of dominate leadership functions and skills, figure from “Competing values leadership: Creating value in organizations,” by K.S. Cameron, R. Quinn, J. DeGraff, & A. V. Thakor , 2006. London. Edward Elgar. Copyright 2006 by Cameron, Quinn, DeGraff, and Thakor. Reprinted with the permission of the author.

Figure 8. Leadership functions and skills ranked by director’s scores

In contrast, the competing and controlling quadrants have characteristics associated with transactional leadership (Quinn et al., 2003; Weber, 2001). The second

dominant leadership characteristic is the monitor skill; it is from the leadership function area of control. The monitor skill score is higher than anticipated when considering the participatory nature of Clubhouse leadership. The fifth rated skill is driver; it is from the function area of competing. The competing leadership function score was the lowest due to low scores in the area of producer and competitor. Leadership scores demonstrated diversity of dominant leadership skills, which provides evidence of the utilization of a variety of leadership skills by Clubhouse directors. The utilization of complex leadership shows capacity that allows leaders to exceed in many skill areas (Cameron & Quinn, 2006; Denison, Hooijberg & Quinn, 1995).

Hypothesis 2 did not demonstrate any significant correlation to support a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of member attendance. Leadership skills that are located in the collaborative function areas cannot be correlated to program performance outcomes. Both bi-serial and Pearson correlations did not establish significant relationships among leadership skills and Clubhouse attendance.

Hypothesis 3 did not demonstrate a relationship among the innovator, visionary, and motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members when using the bi-serial correlation. Employment outcomes were correlated to the motivator skill when using the Pearson calculation; the motivator leadership skill displays a weak positive correlation to employment outcomes.

Hypothesis 3 was partially proven and does demonstrate a relationship among the motivator skill of Clubhouse directors and the rate of employment of active Clubhouse members.

In Hypothesis 4, Clubhouse directors' complex leadership scores revealed significant differences among the leadership skills categories when compared to effectiveness measures. Four areas of effectiveness had a significant positive relationship with low and high complex leadership scores. These effectiveness areas were (a) performance as a role model, (b) conceiving change efforts, (c) leading change, and (d) having an impact. Hypothesis 4 does demonstrate a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures.

## CHAPTER 5. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

### Introduction and Summary of the Study

The problems of effectiveness of mental health services were explored as it relates to leadership of nonprofit organizations, specifically Clubhouse model programs located in the United States. Leadership is a key issue for the development of strong and effective mental health services provided in Clubhouse settings (Jackson, 2001). This project was designed to develop a better understanding of Clubhouse leadership and its relationship to program outcomes. In addition, complex leadership skills were studied as they related to organizational effectiveness. The Clubhouse leadership project's primary purpose is to determine the relationship among leadership skills and organizational effectiveness in Clubhouse rehabilitation programs. Specific attention to the leadership skills of mentor, facilitator, empathizer, innovator, visionary, and motivator were studied, along with comparing complex leadership skills to effectiveness.

### Participatory Management

The practice of Clubhouse leadership corresponds with the characteristics of participatory leadership. The participatory leadership model focuses on (a) the leader's relationship with their followers, (b) the tasks that need to accomplish, and (c) the amount of legitimate power a leader has to influence followers (Jones, George, & Hill, 2000). It is a people-oriented approach that has a focus on empowering the follower to work towards their highest performance levels (Lipman-Bluemen, 2000; Plas & Lewis, 2001). This theory was utilized as a frame of reference in the explanation of Clubhouse leadership. The standards of behavior that are discussed in Clubhouse literature include

themes surrounding teamwork, empowerment, and consensus decision-making (Prospt, 1997; Vorspan, 1988; Bradley, 1995; Dougherty, 1994). The use of participatory leadership theory assists with the exploration of leadership skills and provides a set of behaviors that explains the Clubhouse leadership style.

### Competing Values Framework

The competing values framework (CVF) is the only leadership framework that is distinctively designed in terms of opposing behaviors, and specifies that effectiveness requires meeting and integrating competing leadership skills (Lawrence, et al., in press). The CVF integrates leadership roles and behaviors to explain how a complexity of leadership behaviors impacts organizational effectiveness (Hart & Quinn, 1993). Edwards, et al. (1998) state that this framework uses two main criteria for assessing organizational outcomes; which are the quality of service provided and the stability of the organization. This project studies the relationship among the participatory leadership skills that are defined by Cameron and Quinn (2006) and Cameron, et al. (2006) to include (a) the collaborator skills of mentor, empathizer and facilitator, (b) the creative skills of innovator, visionary, and motivator. This framework provided a base of comparing leadership behavior to organizational performance.

### Research Method

The study sought to answer the following questions. What is the relationship among leadership skills in Clubhouse directors and program effectiveness in Clubhouse rehabilitation organizations? What are commonly applied leadership skills of Clubhouse

directors? Is there a relationship among the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance? Is there a relationship among the innovator, visionary, and motivator skills of Clubhouse directors and the rate of employment of active Clubhouse members? Is there a relationship among the above average use of complex leadership skills by Clubhouse directors and the rate of effectiveness measures?

The competing values instrument was selected due to the integrative treatment of leadership. The instrument developed by Quinn (1988) and adapted by Lawrence et al. (in press) supported a structure of understanding leadership behavior by identifying conflicting sets of leadership skills. The 36 items instrumented were adapted for this study with permission from Robert Quinn. The adapted instrument is called the Clubhouse Directors Leadership Role Questioner (CDLRQ); it was utilized by Clubhouse directors and their peers. The survey was an introspective self-reporting instrument that was administered to a maximum of three people in each Clubhouse organization. The survey was divided into four parts that consisted of (a) beliefs about the leadership behavior of the Clubhouse director, (b) Clubhouse program outcomes, (c) beliefs about Clubhouse performance, and (d) demographic information.

The population that was invited to be surveyed consisted of 197 Clubhouses obtained from the 2007 ICCD directory. The data for this study was obtained through self-reporting of Clubhouse directors and two peers. Each director that participates in the study had two Clubhouse colleagues fill out a CDLRQ to describe the director's leadership skills and the perceptions of leadership effectiveness. All three scores were averaged together to establish the leadership skills scores for the Clubhouse director. The

sample size obtained for this study was 114 Clubhouses out of the 197 eligible organizations. The results of this study can be generalized to Clubhouses in the United States with a confidence level of 95% and allows for a 6% margin of error (The Survey System: Sample Six Calculator, 2007).

### Conclusions

The following conclusions may be drawn from the results of this study.

1. The majority of Clubhouse directors are women and nearly half (47%) of Clubhouse directors are over the age of 50.
2. A significant number (45%) of directors have held this position less than 5 years.
3. Clubhouse program size in the United States has remained the same over the past six years. The average Clubhouse program has a daily attendance of 43 members, has a membership base of 169 people, and provides employment supports for 39 members annually.
4. A majority (60%) of Clubhouse directors hold graduate degrees, with the remaining 40% having a bachelor's degree or some college education.
5. Clubhouse directors utilize a variety of leadership skills in the management of their organization. The dominant skills included facilitator, monitor, driver, empathizer, and mentor. The grouping of leadership skills scores into function areas confirms that the collaborative and creative leadership functions were utilized most frequently. These leadership functions reflect the utilization of participatory leadership skills.

6. The controlling leadership function area was rated higher than anticipated with the monitor leadership skill being the second most dominant skill used by Clubhouse directors.
7. The competitive leadership function area is under-utilized.
8. The mentor, empathizer, and facilitator skills of Clubhouse directors are not correlated to the rate of Clubhouse member attendance.
9. The visionary and innovator skills of Clubhouse directors are not correlated to the rate of employment of active Clubhouse members.
10. The motivator skill of Clubhouse directors is correlated to the rate of employment of active Clubhouse members.
11. There is a positive relationship among the complex leadership skills of Clubhouse directors and four effectiveness measures; these are (a) performance as a role model, (b) conceiving change efforts, (c) leading change, and (d) having an impact.

## Discussion and Implications

### *Characteristics of Clubhouse Directors*

Like many nonprofits, the Clubhouse organization will see a drain of organizational knowledge and experience when directors retire in the next 10 to 15 years. To prepare for the transition of leadership it will be important to recruit and encourage younger leaders to take on the roles of Clubhouse directors. The development of leadership can be difficult for several reasons. The small size of organizations limits the number of senior management positions available in the Clubhouse industry. This

problem is seen in many smaller nonprofit organizations that have few middle management positions to provide on-the-job training for potential nonprofit executives (Teegarden, 2002; Light, 2002). The development of executive internships in larger Clubhouse programs could prepare Clubhouse staff that has a desire to move into a director role. Internships could be designed to develop necessary leadership skills that match the Clubhouse organizational culture and develop the business expertise to manage a nonprofit organization. Recruitment of experienced leaders from both the for-profit and nonprofit organizations is another viable strategy.

It should be noted that 45% of Clubhouse directors have moved into their position within the last 5 years, data was not gathered to distinguish their previous work experience. The study did show that 18.4% of new directors have previous experience in nonprofit leadership. Combining effective recruiting strategies for young and middle aged leaders and providing management training for Clubhouse directors would help with the development of new leadership. The Clubhouse industry has an established training program to train new directors on program management and relational leadership. In addition, new training is being developed on some of the business aspects of Clubhouse management (ICCD Website, 2007). Training could be developed using existing leadership resources from both the for-profit and nonprofit sector; this would allow time to develop a stronger leadership base before the year 2020 when most of the baby-boomer executives will be retired (Teegarden, 2002; Light, 2002). To better understand the issues of succession planning in the Clubhouse industry further study would be recommended in this area.

The organizational knowledge of Clubhouses can be enhanced through the utilization of the skills of retiring directors. Valuable information about Clubhouse management can be kept alive by (a) promoting consulting relationships, (b) encouraging experienced leaders to present effective leadership strategies at national and international seminars, and (c) facilitate employment opportunities for retired directors to provide expertise in program and administrative jobs. Opportunities for part-time employment in the Clubhouse community will enhance the transition of Clubhouse knowledge from one generation to another.

Women have been an important component of Clubhouse leadership. The majority of Clubhouse directors are women. Clubhouse organizations do not follow the nonprofit industry trend that have men managing larger nonprofit and their woman counterparts (Teegarden, 2002). There is no significant difference between the program size (based on average daily attendance) and the gender of the Clubhouse director. This study does not address gender issues in the Clubhouse industry but brings to light that women provide leadership to the majority of clubhouse communities. With women being the dominant work force in the Clubhouse movement it will be critical to talk to women about leadership opportunities. Teegarden (2002) suggests that women consider the size of the organization they want to manage, the scope of influence they want to obtain, and the pay and benefits that will be necessary to attract them to leadership. Further research into this area may help with the recruitment of quality people as Clubhouse directors. The Clubhouse industry would benefit from studying ways to recruit and provide exciting career paths for both men and women.

The hiring practices of Clubhouse organizations demonstrate the importance of education as criteria for employment. The data demonstrates that a majority of Clubhouse directors have advanced level degrees although the study did not defined whether these degrees were a necessary qualification for the job position. It is not clear if advanced education was obtained before or after a director became employed by a Clubhouse. There is no written evidence on the level of education that would be necessary to successfully prepare an individual for a director's position. Developing educational recommendations that compliment the skills needed to provide leadership in Clubhouse programs would provide guidance to Clubhouse boards when they are involved in executive job searches.

The level of education needed to enhance the nonprofit executive director position varies throughout the nonprofit industry. Further study is needed to discover the educational degrees that are most commonly obtained by nonprofit directors who work in the social service field. Many managers of social service programs are not prepared in their educational training to manage the business aspects of nonprofit organizations (Plas & Lewis, 2001). Clubhouse staff seeking higher education could advocate for nonprofit management curriculum to be inserted into social service programs, especially on the graduate level.

### *Leadership Skills*

Clubhouse directors use participatory leadership skills to manage their programs. The highest average utilization of skills is from the collaborative leadership function areas. This finding is aligned with the Clubhouse literature that describes Clubhouse leadership as being empowering (Dougherty, 1994; Vorspan, 1988; Yatsko, 2004),

consensus driven (Bradley,1995; Singer, 1995; Jackson, 2001) and delegation of work (Bradley, 1995; Shybut, 1993; Anderson, 1985; Vorspan, 1992; Dougherty, 1994; Demers, 1999). Development of human potential and engaging people in the work of the organization are collaborative skills that have made Clubhouses successful in providing a safe and empowering setting for people who have a mental illness. Russell and Lloyd, (2004) state that disadvantaged people in society are denied the opportunity of meaningful participation due to negative stereotypes and limited networking capabilities. A Clubhouse director's utilization of collaborative skills counteracts the negative impact of societal oppression. Directors that use collaborative skills promote self motivation by inspiring a member or staff to action to satisfy his or her needs (Blue, 2003). The utilization of participatory leadership skills meets the primary purpose of Clubhouse programming.

The Clubhouse provides a safe environment where members can seek out opportunities to enhance their skills. Further investigation on how motivation and empowerment impacts employment outcomes is needed. The relationship found between the motivator skill of directors and employment of members is a starting point in understanding how leadership skills can improve program outcomes. Information from additional studies using variables that measure employment outcomes and leadership skills would enhance leadership training.

It is predictable that an organization that scores high in collaborate leadership will score lower in competition (Cameron, et al., 2006). The lack of competitive leadership skills can be very detrimental to the development and survival of Clubhouse programming in the United States. A closer look at the skills being identified in this

leadership function specifies that Clubhouse directors scored high in the driver skill, reflecting the values of hard work and modeling an intense work effort. Directors demonstrate a strong work ethic but they under-utilized the skill of competitive and producer skills. Competitive skills that were reported to be under-utilized include emphasis on the need to be competitive, working quickly to produce fast outcomes, and quickly responding to emerging issues. Specific training should be designed to assist Clubhouse directors to increase competitive leadership skills

The mental health field is changing; both public and private funders are interested in new services and greater accountability. Clubhouses are at a disadvantage if they are unable to compete with other nonprofits for Medicaid and other fee-for-service contracts. Lack of quick responses to the competitive nonprofit environment can be a problem. Many nonprofits are unable to adapt to the business-oriented approach required to meet the demands of this new funding environment (Van Slyke, 2002). Competitive issues that emerge are (a) competing for quality staff, (b) finding customers (members) who have paying sources, (c) acquiring the government dollars allocated to their community; (d) competing with other nonprofits for grant funding, and (e) competing for individual donations. Inability to compete in these areas will lead to a reduction of Clubhouse programs providing mental health services.

The monitoring leadership skill was rated unusually high for a participatory leadership organization. The conflict caused by embracing participatory leadership to accommodate the needs of Clubhouse members versus the need to produce and monitor Clubhouse outcomes is evident in Clubhouse literature. Clubhouse environments are generally not predictable or stable and the expectations for efficiency are not always

clear; the staff must encourage collaboration and delegate their work to colleagues and trust that this work will be completed correctly (Dougherty, 1994). This suggests that monitoring of the Clubhouse work environment is necessary to ensure that work is completed. Glickman (1992a) and Vorspan (1992) states that Clubhouses that are overly focused on monitoring activities become work dominated Clubhouses that tend to ignore the relationships between members and staff. The data from this leadership study shows that the use of both collaborative and monitoring skills dominates the Clubhouse environment. The dominance of these contrasting skills can be interpreted as a positive leadership quality (Quinn, 2004). The paradoxical use of leadership skills is evident in the implementation of Clubhouse programs. The development of leadership curriculum can acknowledge and encourage the use of these conflicting leadership skills and show how effective leadership is essential to successful Clubhouse implementation.

#### *Program Outcomes*

It is difficult to predict the relationship among leadership skills and performance outcomes. Glickman (2003) writes that the study of people is always unpredictable and that there is an increased probability that chance plays a significant role in the data that is collected. The inability to find a correlation between the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance may be due to confounding variables. Some of these variables would include Clubhouse location, tenure of the Clubhouse, transportation issues, hours of operation, services, and the number of staff that are working in the Clubhouse. The inability to find a correlation needs to be investigated with further research.

It is noteworthy that in this study the measurable outcome of employment does not correlate to the innovative and visionary skills. Lawrence et al.(in press) research showed that the skills in the creative leadership function quadrant are needed to produce change. The utilization of visionary and innovative skills is an important part in preparing people and groups for change. According to Cameron and Quinn (2006) the visionary skills are utilized in setting organizational goals and convincing stakeholders to approve the goals; the innovator skill is utilized by embracing change effectively. Both of these skills are dominate skills of Clubhouse directors. The creative leadership function is based on flexibility and a focus on the outside environment of the organization. Although seeking employment opportunities for members of a Clubhouse is an outside environment activity, the job placement and stabilization process is more of an internal program process. Perhaps the scope of the director's work has become so removed from the daily Clubhouse activities that it is not the director's skill that makes the greatest impact on program outcomes in this area. Maintaining this important outcome may be more of a function of the monitoring leadership skill. Future studies may consider other combinations of leadership skills that impact employment outcomes and may include the leadership skills of other Clubhouse staff.

A correlation was found among the motivation leadership skill and the rate of employment of Clubhouse members. Clubhouse directors that scored high on motivational skill had a higher rate of members finding and keeping jobs. This could be attributed to the practice of empowerment that is very motivational in nature (Fairholm, 2001; Deering, et al., 2002). Clubhouse directors that encourage members to seek employment provide the emotional support to members who want to work and increase

their income. This may result in higher employment outcomes. Effective leaders motivate their followers by addressing physical and emotional needs (Blue, 2003). Clubhouse directors who utilize the motivation leadership skill have higher employment outcomes. Employment outcomes are a strong measure of positive Clubhouse performance, and finding leadership skills that make an impact on this outcome is important. Participatory leadership literature provides ample information to develop training material and curriculum that can be utilized to enhance a Clubhouse director's motivational skills. Further study will need to be done to clarify the relationship and to look at other leader skills that were not tested in this study.

#### *Effectiveness Outcomes*

Few researchers have looked at the relationship between leadership behavior and organizational effectiveness (Hooijberg & Choi, 2001). The correlation of effectiveness to complex leadership skills once again demonstrates the relational influence of the Clubhouse organization. A positive correlation to effectiveness through being a role model is a very relational approach to leadership and once again highlights the dominance of collaborative leadership used by Clubhouse directors. Lawrence et al. (in press) research showed that one quadrant of leadership is not more important than another. However, they discovered that the skills in the creative quadrant are needed to produce change. The significant relationship of high complex leadership scores and change variables that include (a) pursuing large changes, (b) leading in bold new directions, and (c) responsible for significant change demonstrates the utilization of creative leadership function by Clubhouse directors. Managing the process of change requires utilization of the creative leadership function area.

Clubhouse organizations are in a position to combine the best practices of participatory leadership with competitive and controlling leadership skills. The utilization of complex leadership skills defined by Cameron et al. (2006) will enhance effectiveness in managing a nonprofit organization. A nonprofit can stay focused on its mission and provide quality services to the most vulnerable people in our society if the leadership stays focused on good business practices and the vision to help others. (Little, 2004).

#### Limits of the Research

This study was implemented using data that was obtained using survey methods. The survey instrument relies on self reporting by the participants. The reliability of this approach depends on the honesty and self awareness of the people taking the survey (Creswell, 2003). Data obtained from Clubhouse director and two peers were obtained, in most cases, to lessen the impact of individual perceptions.

The researcher acknowledges that the study is a descriptive and correlational study that does not signify a cause and effect relationship. Limits are due to the inability to manipulate the independent variable as would happen in an experimental design (Creswell, 2003). The study is limited to identifying correlation; additional research will need to be explored to add more information to the relationship of leadership and performance outcomes. The researcher assumes that other variables that are not being studied will have an impact on the study outcome. Although the Clubhouse model is an internationally replicated model (Mandiberg, 2001), the researcher surveyed only Clubhouses located in the United States due to issues of culture, language barriers, and

economic factors. Clubhouse programs are in 30 countries around the world (International Center of Clubhouse Development, 2003) and findings from this study can only be generalized to Clubhouses in the United States.

### Future Research

The exploratory nature of this study into the demographics and leadership skills of Clubhouse directors generates several topics for further study; the first is that of gender issues. More research could focus on gender issues and women leadership styles. This study revealed that women provide leadership to the majority of Clubhouse communities. Research that captures data on Clubhouse program services, budgets, scope of influence, pay, and benefits, may help with the recruitment of quality people as Clubhouse directors. The Clubhouse industry would benefit from studying ways to recruit and provide exciting career paths for both men and women.

A second area of study is to discover the educational degrees that are most commonly obtained by directors and other nonprofit directors. Having data that explores types of educational degrees and curriculum that nonprofit leaders have been exposed to would help formulate strategies to integrate nonprofit management courses into traditional social service programs.

Succession planning would be a third area of study. Developing a realistic view of Clubhouse leadership and the gaps that will needed to be filled by the aging of Clubhouse directors would provide information to strategically renew the leadership reserve.

Many studies in supported employment literature focus on employment outcomes for people with mental illness (Schonebaum, et al., 2006; Macias et al., 2006). Few studies have tried to investigate how leadership impacts employment outcomes. The correlation found in this study between the motivation leadership skill and employment outcomes is a forth area to be explored. Information from additional studies using variables that measure employment outcomes and leadership skills would enhance both the field of supportive employment and leadership.

The inability to find a correlation between the mentor, empathizer, and facilitator skills of Clubhouse directors and the rate of Clubhouse member attendance may be due to confounding variables. Some of these variables would include Clubhouse location, tenure of the Clubhouse, transportation issues, hours of operation, services, and number of staff that are working in the Clubhouse. The inability to find a correlation should be investigated with further research.

Expanding this research to the international Clubhouse community would be valuable to the body of knowledge for the Clubhouse community. The expansion of this research would enable a broader generalization of Clubhouse leadership findings and would provide important data to enhance leadership training programs for all directors, staff, and members of Clubhouse organizations. Continual investigation of how leadership skills impact organizational performance is crucial for the development materials for a new generation of Clubhouse leadership. Expansion of this research project to include Clubhouses from around the world will strengthen the Clubhouse movement. The globalization of the Clubhouse programs requires an international understanding of leadership that allows for cultural diversity.

The trend for globalizing research for nonprofit and nongovernmental organizations is necessary to improve organizational efficiency. According to Salamon, Sokolowski, and List (2003) the international nonprofit sector is a \$1.3 trillion industry employing 39.5 million full time equivalent workers and utilizing 12.6 million volunteers. Service organizations make up 64% of the missions of NGO and nonprofits. Non-government and nonprofit organizations have become strategic partners with the government to fashion new solutions and help both individuals and communities that are in need. International reports site the need for leadership and management studies. The United Kingdom has committed resources to the priorities of the European initiative to improve mental health services. They include (a) promotion of good mental health, (b) prevention of mental illness, (c) tackling stigma and discrimination, and (d) launching an accessible mental health information system (Fowles, 2006). The UK government is in agreement with, and investing resources in, developing mental health policies and services that match the ambitions of the World Health Organization's action plan. Continual leadership and management research is necessary to build organizational capacity to meet individual and community needs throughout the world.

In conclusion, the development of leadership curriculum for Clubhouse directors, on how to understand and develop complex leadership skills, would be a worthwhile project. Training that focuses on competition, producing, innovation, visionary, and motivational skills will enhance the Clubhouse organization. Research that would investigate the impact of training on complex leadership skills and program effectiveness would document training successes and challenges while increasing the body of knowledge for nonprofit leadership.

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## APPENDIX A

### Clubhouse Director's Leadership Roles Questionnaire

People differ in how they utilize leadership skills. Below are 36 statements designed to identify your approach. Listed below are some statements which describe Clubhouse director roles and behaviors. Please use the following scale to indicate how you agree or disagree with these statements. This is not a test of your ability, and there are no right or wrong answers. Simply choose the one response which comes closest to your own behavior. Work quickly, giving your first reaction in each case, and make sure that you respond to every statement.

#### 1. I would describe myself as being skilled in...

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
Expecting people to get the details of their work right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating full exertion on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Launching important new efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing fast responses to emerging issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipating what the stakeholder will want next (i.e. members, staff, board members, funders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing tight project management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insisting on beating outside competitors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping projects under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing an appetite for hard work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the changing needs of the stakeholder (i.e. members, staff, board members, funders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing that Clubhouse procedures are understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging people to have work/life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeling an intense work effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a competitive focus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring direct reports to be creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintaining an open climate for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree/Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
Encouraging career development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with stakeholders to discuss their needs (i.e. members, staff, board members, and funders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insuring that Clubhouse policies are known.					
Starting ambitious programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiating bold projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting unit members to exceed traditional performance patterns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeing that everyone has a development plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being aware of when people are burning out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making sure formal guidelines are clear to people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employing participative decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging direct reports to try new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closely managing projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizing accuracy in work efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizing the need for accuracy in work efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making it legitimate to contribute opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching people on career issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting work done quicker in the Clubhouse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producing faster unit outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasizing the need to compete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Section 2: Below are 8 statements designed to identify your leadership effectiveness; choose the response that reflects the following ?**

**1. I believe I am meeting performance standards**

- above most standards
- above some standards
- meet standards
- below some standards
- below most standards

**2. I believe in comparison to my professional peers, I am**

- Worse than peers
- Slightly worse than peers
- Same as peers
- Slightly better than peers
- Better than peers

**3. I believe my performance as a role model is a**

- Poor role model
- Below average role model
- Average roll model
- Above average role model
- Excellent role model

**4. I believe my overall effectiveness as a leader**

- Ineffective leader
- Somewhat ineffectual leader
- Neutral leader
- Somewhat effective leader
- Effective leader

**5. I believe my overall professional success**

- A professional success
- Somewhat professional success
- Neutral professional
- Somewhat a professional failure
- A professional failure

**6. I believe my conceiving change efforts**

- Pursues small, incremental changes
- Pursues small changes
- Pursues medium changes
- Pursues large changes
- Pursues large, quantum changes

**7.. I believe my ability to lead change is**

- Leads in bold new directions
- Leads in new directions
- Leads cautiously in new directions
- Lead cautiously with little direction
- Pursues the status quo

**8. I believe my impact is**

- Responsible for profound change
- Responsible for significant change
- Responsible for limited change
- Responsible for no change
- Little impact

**Section III: In the blanks that follow, please provide the following information.**

\_\_\_\_Average daily attendance in 2006

\_\_\_\_Number of active members in 2006 (Active members are defined as the number of members who attended the program one or more times in 2006)

\_\_\_\_Number of active members who worked more than 13 weeks on a job(s) in 2006 (Jobs can be any type of competitive employment and require a member to work at least 10 hours each week).

**About Yourself**

Your total years in service as a Clubhouse director: \_\_\_\_1-5 \_\_\_\_6-10 \_\_\_\_11-5  
\_\_\_\_16-20 \_\_\_\_21-25 \_\_\_\_26+

Number of years in current position: \_\_\_\_1-5 \_\_\_\_6-10 \_\_\_\_11-15 \_\_\_\_16-20  
\_\_\_\_21-25 \_\_\_\_26+

Number of years working in a leadership position in a nonprofit organization:  
\_\_\_\_1-5 \_\_\_\_6-10 \_\_\_\_11-15 \_\_\_\_16-20 \_\_\_\_21-25 \_\_\_\_26+

Your age: \_\_\_\_21-29 \_\_\_\_30-39 \_\_\_\_40-49 \_\_\_\_50-59 \_\_\_\_60+ \_\_\_\_

Number of years (I year = 30 semester credits) of higher education \_\_\_\_1-4(bachelor Level) \_\_\_\_5-6 (Masters Level) \_\_\_\_7+(post masters)

\_\_\_\_Male \_\_\_\_Female

Your name and address is requested should it be necessary to contact you with follow up questions for clarification. This information will remain strictly confidential. Only the aggregate results compiled from many Clubhouse leaders will be used and those results will also be done anonymously. I will be glad to share the results of this study with you upon completion and will send to you at the following e-mail address:

Your Name: \_\_\_\_\_

Clubhouse: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

APPENDIX B.

Clubhouse Director’s Leadership Roles (Peer Questionnaire)

Check One \_\_\_Member \_\_\_Staff

People differ in how they utilize leadership skills. Below are 36 statements designed to identify your director’s approach? **Listed below are some statements which describe your director’s roles and behaviors.** Please use the following scale to indicate how you agree or disagree with these statements. There are no right or wrong answers. Simply choose the one response which comes closest to your own behavior. Work quickly, giving your first reaction in each case, and make sure that you respond to every statement.

**1. I would describe my director as being skilled in...**

	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
Expecting people to get the details of their work right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating full exertion on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Launching important new efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing fast responses to emerging issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipating what the stakeholder will want next (i.e. members, staff, board members, funders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing tight project management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insisting on beating outside competitors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping projects under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing an appetite for hard work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the changing needs of the stakeholder (i.e. members, staff, board members, funders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seeing that Clubhouse procedures are understood.	O	O	O	O	O
Encouraging people to have work/life balance.	O	O	O	O	O
	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
modeling an intense work effort	O	O	O	O	O
Developing a competitive focus.	O	O	O	O	O
Inspiring direct reports to be creative.	O	O	O	O	O
Maintaining an open climate for discussion.	O	O	O	O	O
Encouraging career development.	O	O	O	O	O
Meeting with stakeholders to discuss their needs(i.e. members, staff, board members, and funders).	O	O	O	O	O
Insuring the Clubhouse policies are known	O	O	O	O	O
Starting ambitious programs.	O	O	O	O	O
Initiating bold projects.	O	O	O	O	O
Getting unit members to exceed traditional performance patterns.	O	O	O	O	O
Seeing that everyone has a development plan.	O	O	O	O	O
Being aware of when people are burning out.	O	O	O	O	O
Making sure formal guidelines are clear to people.	O	O	O	O	O
Employing participative decision making.	O	O	O	O	O
Encouraging direct reports to try new things.	O	O	O	O	O

Closely managing projects.	<input type="radio"/>				
Emphasizing accuracy in work efforts.	<input type="radio"/>				
Emphasizing the need for accuracy in work efforts.	<input type="radio"/>				
Making it legitimate to contribute opinions.	<input type="radio"/>				
Coaching people on career issues.	<input type="radio"/>				
Getting work done quicker in the Clubhouse.	<input type="radio"/>				
Producing faster unit outcomes.	<input type="radio"/>				
Emphasizing the need to compete.	<input type="radio"/>				

**Section 2: Below are 8 statements designed to identify your director's leadership effectiveness; choose the response that reflects the following ?**

**1. I believe my director is meeting performance standards**

- above most standards
- above some standards
- meet standards
- below some standards
- below most standards

**2. I believe in comparison to other professional peers, my director is**

- Worse than peers
- Slightly worse than peers
- Same as peers
- Slightly better than peers
- Better than peers

**3. I believe my director's performance as a role model is**

- Poor role model
- Below average role model
- Average role model
- Above average role model
- Excellent role model

**4. I believe my director's overall effectiveness as a leader is a**

- Ineffective leader

- Somewhat ineffectual leader
- Neutral leader
- Somewhat effective leader
- Effective leader

**5. I believe my director's overall professional success**

- A professional success
- Somewhat professional success
- Neutral professional
- Somewhat a professional failure
- A professional failure

**6. I believe my director's conceiving change efforts**

- Pursues small, incremental changes
- Pursues small changes
- Pursues medium changes
- Pursues large changes
- Pursues large, quantum changes

**7.. I believe my director's ability to lead change is**

- Leads in bold new directions
- Leads in new directions
- Leads cautiously in new directions
- Lead cautiously with little direction
- Pursues the status quo

**8. I believe my director's impact is**

- Responsible for profound change
- Responsible for significant change
- Responsible for limited change
- Responsible for no change
- Little impact

**Clubhouse:** \_\_\_\_\_

**City/Town:** \_\_\_\_\_ **State:** \_\_\_\_\_

## Appendix C

### Permission to use Survey

Hello Barbara,

Bob Quinn forwarded your message to me and suggested that I send our recent paper to you. He considers it a more robust instrument than earlier ones (and it includes psychometric analyses), but it does not include the broker role (it has added new roles). You are welcome to use this instrument or his other instruments free of charge, as long as it is for research purposes. It is also fine to modify the wording to work for your circumstances. The instrument in this paper has been used for 360-degree feedback, and thus is well suited to be used for self-evaluation as well as other evaluators.

I just learned yesterday that the attached paper has been accepted for publication in *The Leadership Quarterly*. You can cite it as:

Lawrence, K. A., Lenk, P., and Quinn, R. E. In press. Behavioral Complexity in Leadership: The Psychometric Properties of a New Instrument to Measure Behavioral Repertoire. *The Leadership Quarterly*.

It should be published within the next year. If you need further information or an update about the publication date, just let me know and I can keep you posted. Also, feel free to contact me if you have any other questions.

Regards,  
Katherine

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## Appendix D

Capella University  
225 South 6<sup>th</sup> Street, 9<sup>th</sup> floor, Minneapolis, MN 55402  
[www.capella.edu](http://www.capella.edu)

### **Consent Form**

Thank you for agreeing to participate in this survey study which will be open to Clubhouse directors and their peers. The survey is available to be completed in June and July of 2007. This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

**Title of Research Study:** Clubhouse Leadership: Perceived Leadership Skills and their Impact on Program Performance

**Investigators:** Barbara Andres, PhD Learner, Capella University

**Purpose:** The purpose of this study is to collect information about Clubhouse director leadership skills and the relationship among these skills and program effectiveness.

**Procedures:** To participate in the current study you must meet two criteria: (1) you must be 18 years of age or older and (2) you must be a director of a ICCD Clubhouse located in the United States and (3) you must be a member of a ICCD Clubhouse and asked by your director to complete a peer survey, (4) you must be a staff of a ICCD Clubhouse and asked by your director to complete a peer survey.

Participants recruited for this survey will be asked to complete this survey, in private, and without consulting others and to return the materials either by mail or by using the online Internet link. Directors from Clubhouses will be asked to complete a three part survey titled the Clubhouse Director Leadership Role Questionnaire (CDLRQ). The survey identifies dominate leadership skills, organizational effectiveness, and compiles Clubhouse program data. Each director will ask a staff and a member, who has knowledge of the director's leadership skills, to fill out the Clubhouse Director Leadership Role Questionnaire (CDLRQ) peer review survey. This survey will take between 20 to 30 minutes to complete. Participants will place the completed survey in a preaddressed envelope provided by the researcher, seal it, and then return it. Participants completing the survey online will be asked to read and accept an online consent form before beginning the survey.

**Risks:** This leadership survey has been administered to over a thousand business people in numerous studies. No adverse affect to taking this survey has been reported.

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[www.capella.edu](http://www.capella.edu)

**Benefits:** The purpose of this research project is to determine the relationship among leadership skills and organizational effectiveness of clubhouse programs. Information from this study will help gain insight into Clubhouse leadership.

**Data Collection & Storage:** All information provided will be kept confidential. Participants will place the completed survey in a sealed envelope along with a signed Consent Form. All research materials will be assigned a confidential number for coding purposes. Completed surveys and Consent Forms will be kept separate and in locked locations accessible only to Barbara Andres. Results will not be released or reported in any way that might allow for identification of individual participants or Clubhouse organizations. All information will be kept confidential.

**Contact Information:** For other questions about the study, you should call the Principal Investigator, Barbara Andres at 316-269-2534 or through email at [barbandres50@yahoo.com](mailto:barbandres50@yahoo.com). Additional questions about the study can be addressed to Dr Mary Bemker at [Mary.Bemker@faculty.capella.edu](mailto:Mary.Bemker@faculty.capella.edu). Concerns or questions about the research can be addressed to Capella University, Dr. Tsuey-Hwa Chen, Director of Research and Scholarship, 225 S. 6<sup>th</sup> St, Minneapolis MN 55402.

**Consent Statement:** I have read or had read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time. I have received a copy of this consent form.

*Internet version*

Accept	I do not accept
--------	-----------------

*Written version*

I agree to participate in this survey study \_\_\_\_yes \_\_\_\_no

Participant's Name \_\_\_\_\_ Date \_\_\_\_\_

*If you want a copy of this form please make a copy or print a copy from your computer*



INTERNATIONAL CENTER FOR CLUBHOUSE DEVELOPMENT

April 30, 2007

Barbara Andres  
Breakthrough Club  
PO Box 47563, 1010 N. main  
Wichita, Ks. 67201

Dear Barb,

The International Center of Clubhouse Development is delighted to support research that will provide knowledge to enhance Clubhouse director's leadership skills. There is a great need for more information on leadership and management of Clubhouse programs. This study has great potential to identify the commonly applied leadership skills of Clubhouse directors.

This survey study will give Clubhouse directors, staff, and members the opportunity to give input into what they perceive as important leadership skills. In the Clubhouse world where relationship building and engaging people is so important it is significant to obtain input from a variety of people.

I encouraged all Clubhouses in the United States to be active participants in this study and look forward to seeing the results of the study soon. Thank you for conducting this important research.

Sincerely

A handwritten signature in blue ink, appearing to read "JDC", is placed over a light gray rectangular background.

Joel D. Corcoran  
Executive Director  
International Center of Clubhouse Development

Appendix F  
Clubhouse Correspondence

Initial Letter to Clubhouse Directors

June 22, 2007

Dear Clubhouse Director

:

I am a PhD student conducting research for a dissertation regarding leadership roles and skills among Clubhouse directors in the United States. Your clubhouse has been selected to be a part of this study and I would like to request your participation by the completion of a leadership skill survey.

Enclosed are three surveys. One is a self-assessment for you to complete. The other two are for assessments of your leadership by a member and one on your staff. The two Clubhouse peers should be individuals who have a close working knowledge of your leadership behavior. There are no right or wrong answers – only the identification of a particular leadership skill. In order for confidentiality to be maintained, each participant should fill out their survey on their own. Each person should place the completed survey in a sealed envelope to be included in the final mailing back to me. I have provided an addressed, stamped envelope for your use in the return of all three surveys.

**For your added convenience the surveys may be completed online by going to the following link (place survey link here).**

The information you provide will be held in strict confidence. I assure you that I have no intention of using this information beyond the purposes of research and eventual training. The results of the research will only be presented in the aggregate – no personal names will be revealed.

Please include your name, Clubhouse name, and address should I need to follow up with you. I would like to request that the surveys be completed and returned to me no later than July 15, 2007. Thank you for considering my request.

Most Sincerely,

Barbara Andres