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# The development and management of an alternative community mental health organization in a university setting.

Ronald C. LaFrance

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THE DEVELOPMENT AND MANAGEMENT OF  
AN ALTERNATIVE COMMUNITY MENTAL HEALTH ORGANIZATION  
IN A UNIVERSITY SETTING

A Dissertation Presented

by

Ronald C. LaFrance

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

December 1975

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THE DEVELOPMENT AND MANAGEMENT OF  
AN ALTERNATIVE COMMUNITY MENTAL HEALTH ORGANIZATION  
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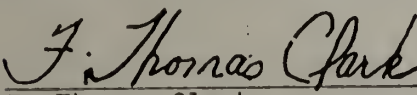
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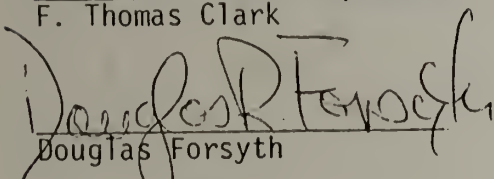
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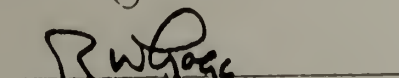
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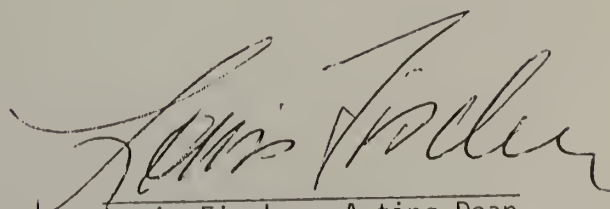
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December 1975

## DEDICATION AND ACKNOWLEDGEMENTS

This dissertation is dedicated to all those individuals - family, friends, faculty, fellow workers and students - who have shared my life for the past several years. Each person has contributed in his/her own way to my growing awareness of myself, my connectedness with all people and my relationship to personal, organizational and cultural renewal. I deeply appreciate their patience and support.

I would like to express my appreciation to Donald Carew, Thomas Clark, Douglas Forsyth, and Mr. Robert Gage for their continued support and encouragement throughout this long period.

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I would also like to express my appreciation to Dan Brown, Ron Harvey, Richard Cohen for sharing their spiritual perspectives with me. They have helped me to open myself to that source of renewal that is within each of us.

## ABSTRACT

THE DEVELOPMENT AND MANAGEMENT OF  
AN ALTERNATIVE COMMUNITY MENTAL HEALTH ORGANIZATION  
IN A UNIVERSITY SETTING

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Directed by Donald K. Carew, Ed.D.

The purpose of this dissertation is to present a case study and analysis of Room To Move, a student staffed drop-in center at the University of Massachusetts, over a six year developmental period.

The dissertation is presented in six chapters: Chapter I is the background and statement of the problem, Chapter II the methodology, Chapter III the review of the literature, Chapter IV the case study, Chapter V the analysis, and Chapter VI the summary, conclusion and recommendations.

In Chapter I, the author presents the overview of the dissertation, background of the study, statement of the problem, and purpose of the study. In Chapter II, the author presents a review of the literature which describes the student mood during the late sixties and early seventies. The topic headings for Chapter II include (1) origins of the revolution, (2) the creation of new settings, (3) leadership for



alternative organizations, and (4) the dialogue of renewal.

In Chapter III, the author presents an explanation of the case study approach and describes the models of organizational development outlined by Gordon P. Holleb and Walter Abrams (1975) and Larry Greiner (1972).

In Chapter IV, data for each year of the case study is organized around (1) program directions, (2) leadership and support, and (3) summary of growth and conflict issues. In Chapter V, the author presents his analysis of the case study and outlines five developmental phases within Room To Move during the six year period. The author's analysis is then correlated with the role of the Advisory Committee and Room To Move Coordinator. The author's analysis is compared with the organizational development models presented by Gordon P. Holleb and Walter H. Abrams (1975) and Larry Greiner (1972).

In Chapter VI, the author presents a series of significant learnings or conclusions which should prove useful for those involved in the development of alternative community mental health organizations, especially in University settings. The twenty-three conclusions are presented in relation to external dynamics, internal leadership and internal dynamics. Chapter VI also presents suggestions for future planning and for creating the kind of dialogue between the alternative and the University which will facilitate renewal.

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## CHAPTER I

## BACKGROUND AND STATEMENT OF THE PROBLEM

Overview of the Dissertation

This dissertation is a case study and analysis of the development and management of an alternative community mental health organization in a university setting. Specifically, it is a six year study of Room To Move, a student staffed drop-in center at the University of Massachusetts. The intent of the study is threefold: 1) to present an objective six year case study of the development and management of Room To Move; 2) to present an analysis of that case study and to compare that analysis with the models developed by Gordeon P. Holleb and Walter H. Abrams (1975) and Larry E. Greiner (1972); 3) to present a series of conclusions which are drawn from the analysis and case study; 4) to present suggestions for the future of alternative organizations such as Room To Move; and 5) to present a statement of values which have served as guidelines for the development of Room To Move as an alternative community Mental Health Organization.

The dissertation is composed of six chapters: Chapter I - background and statement of the problem; Chapter II - a review of the literature; Chapter III - methodology; Chapter IV - case study; Chapter V - analysis of the case study; Chapter VI - summary, conclusions and recommendations.

Background of the Study

Within the past few years many communities across the country have witnessed the development of various alternative community mental health organizations, such as hot lines, drug drop-in centers, free clinics,

day care centers, store front centers and halfway houses. To a certain extent, these efforts are an attempt on the part of "front line" professional and paraprofessional staffs to provide services which are more directly responsive to the immediate needs of the people they serve. Their efforts are an attempt to renew health delivery systems which have become overly formal and specialized and slow to respond to immediate needs--in short, overly bureaucratic. By practice, if not by intent, these alternative efforts have worked at broadening the theoretical bases of community mental health from the medical-clinical models to including or, at least, appreciating the humanistic and transpersonal modes.

Many community and university based drop-in centers have developed primarily to meet the health care needs of young people, especially those experiencing difficulties with drugs. These centers have most frequently been staffed by young people who are familiar with existing needs of the youth culture as well as by a few professional who step outside the more formal practices of professional medicine. By combining representatives from the established and counter-cultures, these centers have provided an interface point for the examination of the practices of professional and folk medicine, as well as a variety of other issues related to the change efforts of the youth culture.

Robert Lifton (1967) refers to the dialogue which must occur between the old and new cultures if a renewal is to take place. He sees this dialogue as essential to both the old and the new, as the old need the regenerative energy of the young, while the young need the patient guidance of the old. The old must be open to change, but the young must be able to

develop an historical perspective or a broader context for their regenerative efforts. These drop-in centers have provided just the kind of meeting ground necessary for this dialogue. Here each group is able to come into contact with the world view of the other, to broaden its own view and to share it with the members of its own group. The process of change, then, becomes a more subtle, evolutionary process of personal and social change rather than a confrontive process of revolutionary change.

The change process for these centers, however, has seldom been easy and has frequently been met with a great deal of resistance both internally and externally. Outside professional agencies which usually operate through a well defined hierarchy, with few opportunities for shared decision making, and which usually represent more conservative approaches have often found it very difficult to work with groups which are more committed to horizontal structures, shared decision making, exploration of alternative approaches, and maintaining flexibility of response. At critical points, especially when centers have taken more public stands on drug use, used alternative counseling approaches or adopted advocacy roles for runaways or drug analysis services, professional agencies have tended to withdraw whatever limited support they have been providing. For these agencies there had always been a threat of becoming too involved in a center over which there is little direct control and which might become too revolutionary in its activities.

The usual agency response to this has been to try either to gain more control over the centers or to withdraw support. In the case of the Haight-Ashbury Clinic in San Francisco, David Smith (1969) indicates that the medical profession withdrew a large measure of their support and tended to

view the physicians who worked there as renegade professionals. The Haight clinic was also subjected to political and financial harrassment by groups, which at one time were sympathetic or supportive. It appears as if some of these agencies had become involved in various health centers because they felt that something should be done, but as some of the root causes of drug abuse became more explicit and as the centers became more involved in promoting social change in addition to providing remedial services for individual drug abusers, it became much more difficult to support a group which was leveling criticism at the organizations from which their support was derived.

Internally, the staffs of these alternative centers experienced a great deal of difficulty focusing their energy on a few relevant projects, resolving leadership hassles, maintaining an optimal level or organizational stability and maintaining their own renewal process. Many of these centers were unable to survive for more than two or three years because they were unable to resolve internal, personal and organizational conflicts and to provide a base of stability for the group. These internal conflicts were complicated by the personality make-up of the staffs of these centers as they were often drawn from the very populations that the centers were intended to serve. The Haight clinic, for instance, reflected the various shifts in population, hippies, street kids, bikers, in the staffing patterns of the clinic. Each of these populations had their own needs and modes of working and often found it difficult to work with each other. Many individuals, moreover, became involved in the work of these centers as a way of working out their own personal problems with drugs, relationships or authority. When internal and external pressures built up to a



level which made this all but impossible, personal frustration was expressed at every level.

These centers, then, became pressure cookers for a host of personal, organizational, social and political conflicts, each of which had the power to disrupt the distribution of services and crumble the organization. The trick was to provide various means of relieving the pressures, resolving conflicts and renewing the creative energy before the staffs were too exhausted, frustrated or demoralized to continue. All too often, the relief came too late and staff turnover became the vehicle for staff renewal. The history of the Haight Clinic, for instance, reads more like a short life expectancy experience for staff members with each pulling out after he/she had accumulated his/her quota of frustrations, insults, injuries or just became exhausted. With such a limited reward system, many questions are raised about the motivation for involvement in such a demanding project. Most appear to be internal in nature and related to the individual's desire for resolving personal problems of self worth and the ability to develop good interpersonal relationships. When these needs for personal growth were not met, organizational and external pressures became overwhelming and the programs became arenas for a battle between cultures or perhaps stages where the dialogue between parent and child could be acted out. The staffs of many of these centers are, in fact, involved in working out their own adolescent struggle for identity within a culture which holds out very little hope for real personal growth. The individual struggles are but a microcosm of a much broader social struggle to attain a more mature culture. The optimism of the early psychedelic movement has

given way progressively to the despair of a depressant drug culture and the frustration of social and personal change. At the same time, however, there is a growing search for ways of achieving personal integration and renewal. The recent increase of interest being expressed in various spiritual or meditative disciplines such as Yoga, Transcendental Meditation, Zen, Buddhism, ARICA, Sufism, etc. is but one indication of the movement toward an inner search for peace.

In light of this growing interest, many centers moved beyond providing crisis intervention services to providing resources for personal and spiritual growth. Many centers became more similar to education or learning centers and sponsored a wide variety of conferences and workshops similar to those sponsored by groups within the Human Potential or Humanistic Psychology Movement. Many tried to introduce Humanistic Educational principles into learning experiences at the secondary and college levels and began to work more directly with families and groups of young people. The goal of these efforts was to develop human systems which would help individuals find a source for positive growth within themselves and each other.

More recently, these attempts to create more human systems have been frustrated by economic cutbacks and a resurgence of more traditional approaches to counseling and education. The early attempts to create a dialogue between cultures which would lead to the development of self-renewing systems have begun to fade in light of the growing pressure to return to more traditional approaches. Federal drug abuse programs, for instance, are now much less interested in funding preventive educational

approaches and more interested in funding programs which provide direct treatment services. At state and local levels, agencies have found it difficult to obtain funding for programs which deviate too far from traditional mental health approaches.

#### Statement of the Problem

Although many alternative organizations throughout the country have experienced very similar phases of organizational development, very few of these organizations have documented their experiences and seldom have any tried to analyze those experiences in any systematic manner. David Smith and John Luce (1969) documented the five-year history of the Haight-Ashbury Clinic in San Francisco, but failed to present an analysis of that history. Gordon P. Holleb and Walter H. Abrams (1975) presented a comparison of several alternative organizations and outlined five stages of organizational development which could be used to study those organizations. Their study, however, was primarily focused on general trends within each organization and did not present a detailed account of any one organization. Ira Goldenberg (1971) presented a description and analysis of the development of New Haven's Residential Youth Center, but did not outline a developmental framework which could be easily applied to new settings. Kanter and Zucker (1972) reviewed organizational development issues in a variety of alternative settings, including communes, but did not apply those learnings to alternative community mental health organizations. None of the authors described or analyzed alternative community mental health organizations within university settings.

One of the major problems, then, is the absence of detailed case studies or analyses of alternative community mental health organizations within university settings. A second problem, is that very few of the authors have attempted to outline significant learnings which could be applied to those interested in creating new settings. And, third, very few have attempted to clarify the value base which motivates those involved in the renewal process. This dissertation attempts to deal with each of the problem areas.

#### Purpose of the Study

The purpose of this study is to present a case study and analysis of Room To Move, a student staffed drop-in center at the University of Massachusetts, over a six-year developmental period. Contacts with other program directors at various national conferences and references to recent literature in the field indicate that the developmental phases of growth and conflict experienced within Room To Move through this period are similar in many respects to those experienced by numerous centers throughout the country.

It is the hope of this writer that the presentation of this case study and analysis will serve as an important guide for understanding the developmental problems encountered in establishing alternative mental health organizations and be of assistance in developing management systems which will facilitate the growth of such organizations. It is also the hope of the writer that this study will serve as a guide for understanding the kind of dialogue which must occur between the alternative and established organizations if renewal is to occur.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction:

Chapter II, Review of the Literature, is presented in four parts. Part I is the "origins of the revolution", which outlines some of the major goals of the student movement during the late 1960's. Specific references are made to the Port Huron Statement, the manifesto of the Students for A Democratic Society (1962), and the ideas expressed by Charles A. Reich (1970).

Part II is the "creation of new settings", which outlines some of the key ideas expressed by Warren G. Bennis and Philip Slater (1968) and Paul R. Lawrence and Jay W. Lorsch (1969) concerning the need for developing new, adaptive interface organizations which will facilitate personal and social renewal.

Part III is "leadership for alternative settings" which outlines some of the key ideas expressed by Warren G. Bennis and Philip E. Slater (1968) concerning leadership models for adaptive organizations.

Part IV is the "dialogue of renewal" which outlines some of the ideas expressed by Philip Slater (1970) and Robert J. Lifton (1967) concerning the nature of the dialogue which must occur between the old and the new if renewal is to be accomplished.

The purpose for presenting the review of the literature in this way is to familiarize the reader with some of the ideas which were inspiring many of those who attempted to create alternative organizations during the late sixties and early seventies. The author of this dissertation was

familiar with the ideas expressed by the previously mentioned authors and used them as a base of reference throughout his experience with Room To Move and the Resource Network. The emphasis on creating adaptive interface organizations which emphasized shared decision-making and facilitated system renewal developed from the ideas expressed by these authors. The history of Room To Move and the Resource Network is a case study of these ideas in practice.

### The Origins of The Revolution

Students in universities and colleges throughout the country have expressed their disenchantment with the old system and have called for the creation of a new history. In The New Student Left, edited by Mitchell Cohen and Dennis Hale (1966), Mario Savio, a student leader during the Berkeley riots calls for an end to the old history:

"American society is a bleak scene, but it is all a lot of us have to look forward to. Society provides no challenge. American society, on the standard conception it has of itself, is simply no longer exciting. The most exciting things going on in America today are movements to change America..... The "futures" and "careers" for which American students now prepare are for the most part intellectual and moral wastelands. This chrome-plated consumers' paradise would have us grow up to be well-behaved children."  
(p. xxii-xxiii)

The Port Huron Statement, which was adapted by the Students for A Democratic Society at their convention in Port Huron, Michigan in 1962, reflects the same disillusionment with the university and college systems.

"Our work is guided by the sense that we may be the last generation in the experiment with living. But we are a minority - the vast majority of our people regard the temporary equilibriums of our society and the world as eternally-functional parts. In this is perhaps the outstanding paradox: We ourselves are imbued with urgency, yet the message of our society is that there is no viable alternative to the present.

...we direct our present appeal to those yearning to believe that there is an alternative to the present, that something can be done to change circumstances in the school, the workplace, the bureaucracies, the government. .... The search for truly democratic alternatives to the present, and a commitment to social experimentation with them, is a worthy and fulfilling human enterprise, one which moves us and, we hope, others today.

Making values explicit - an initial task in establishing alternatives - is an activity that has been devalued and corrupted....

...Theoretic chaos has replaced the idealistic thinking of old - and, unable to reconstitute theoretic order, men have condemned idealism itself. Doubt has replaced hopefulness, and men act out a defeatism that is labelled realistic. The decline of utopia and hope is in fact one of the defining features of social life today.

We regard men as infinitely precious and possessed of unfulfilled capacities for reason, freedom and love. In affirming these principles we are aware of countering perhaps the dominant conceptions of man in the twentieth century: that he is a thing to be manipulated, and that he is inherently incapable of directing his own affairs.....

Men have unrealized potential for self-cultivation, self-direction, self-understanding, and creativity. It is this potential that we regard as crucial and to which we appeal - not to the human potentiality for violence, unreason, and submission to authority.....

In the last few years, thousands of American students demonstrated that they at least felt the urgency of the times. They moved actively and directly against racial injustices, the threat of war, violations of individual rights of conscience and, less frequently, against economic manipulation.....

The significance of these scattered movements lies not in their success or failure in gaining objectives - at least not yet. Nor does the significance lie in the intellectual "competence" or "maturity" of the students involved - as some pedantic elders allege. The significance is in fact that students are breaking the crust of apathy and overcoming the inner alienation - facts that remain the defining characteristics of American college life."<sup>1</sup>

The Port Huron Statement is significant in that it outlined several ideas which guided the development of the student movement during the late sixties. There was first a belief in the end of the old history or the old order. Times were changing. The attitudes, beliefs and practices of the old order were not appropriate for meeting the needs of the newly emerging cultural situation. There was a sense of urgency - a need to find new approaches to the emerging situations and to create the freedom necessary to experiment with these new approaches.

Second, many of the new approaches reflected a belief in creating more democratic alternatives which would involve individuals more directly in the management of their own lives. There was a strong belief in the ability of individuals to take responsibility for their lives and to maximize the possibilities for self-actualization. A renewed faith in man could be developed to overcome the general mood which perpetuated hopelessness, powerlessness and manipulation of the individual that there was a belief. A recommitment to democratic ideals and a renewed faith in mankind could create an impetus for social action and lead to a general

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1. Mitchell Cohen and Dennis Hale, The New Student Left. (Boston: Beacon Press, 1966), pp. 9-16.



awakening which would overcome the sense of alienation so pervasive in the culture at that time.

It is important to note that during the late sixties and early seventies, students mobilized social action movements to advance the civil rights of the poor and the black, to protest the Viet Nam War, to change the university structure, and to generally oppose the bureaucratic structure of a corporate system. Dissent and protest on the campus, on the streets, in the Capital and in the South, grew significantly during this period. The peace vigils, freedom rides and campus riots were all a part of a nationwide student movement to change the nature of the social system and to protect the human rights of individuals from the growing power of dehumanizing bureaucracies. At the base of this movement was a revolution in values.

Charles Reich (1970) outlined the coming American revolution:

"There is a revolution coming. It will not be like revolutions of the past. It will originate with the individual and with culture, and it will change the political structure only as its final act. It will not require violence to succeed, and it cannot be successfully resisted by violence. It is now spreading with amazing rapidity, and already our laws, institutions and social structure are changing in consequence. It promises a higher reason, a more human community, and a new and liberated individual. Its ultimate creation will be a new and enduring wholeness and beauty - a renewed relationship of man to himself, to other men, to society, to nature, and to the land.

This is a revolution of the new generation. .... The logic and necessity of this new generation - and what they are so furiously opposed to - must be seen against a background of what has gone wrong in America. It must be understood in light of the betrayal and loss of the American dream, the rise of the Corporate State of the 1960's, and the way in which that State dominates, exploits, and ultimately destroys both nature and man. Its rationality must be measured against the insanity of existing

"reason" - reason that makes impoverishment, dehumanization, and even wars appear to be logical and necessary. Its logic must be read from the fact that Americans have lost control of the machinery of their society, and only new values and a new culture can restore control. Its emotions and spirit can be comprehended only by seeing contemporary American through the eyes of the new generation.

The meaning and the future of the revolution emerge from this historical perspective. The revolution is a movement to bring man's thinking, his society, and his life to terms with the revolution of technology and science that has already taken place. Technology demands of man a new mind - a higher, transcendent reason - if it is to be controlled and guided rather than to become an unthinking monster. It demands a new individual responsibility for values, if it will dictate values. And it promises a life that is more liberated and more beautiful than any man has known, if man has the courage and the imagination to seize that life.

The transformation that is coming invites us to reexamine our own lives. It confronts us with a personal and individual choice: Are we satisfied with how we have lived; how would we live differently? It offers us a recovery of self. It faces us with the fact that this choice cannot be evaded, for as the freedom is already there, so must the responsibility be there.

At the heart of everything is what we shall call a change of consciousness. This means a "new head" - a new way of living - a new man. This is what the new generation has been searching for, and what it has started achieving. Industrialism produced a new man, too - one adapted to the demands of the machine. In contrast, today's emerging consciousness seek a new knowledge of what it means to be human, in order that the machine, having been built, may now be turned to human ends; in order that man once more can become a creative force, renewing and creating his own life and thus giving life back to society." (pp. 4-6)

Reich's description of the coming revolution has been included in such detail because it reflects the optimism of the early counter-culture movement and illustrates many of the key issues of that movement in a very powerful manner. Accordingly, the search for personal and cultural renewal by the new generation grows out of the "betrayal and loss of the

American dream (and) the rise of the Corporate State of the 1960's." The search calls for a reexamination of values and the emergence of a new consciousness which is guided by higher, transcendent reason. The revolution requires that the individual take responsibility for creating a way of life which is guided by human values and facilitates personal and cultural renewal. Out of the dehumanized and impoverished culture comes a call for rebirth and renewal.

Reich suggests that the nature of the American crisis is organic - that it arises out of the basic premises by which we live and that no mere reform can touch it (p. 6). Reich listed seven basic causes for the American crisis:

1. Disorder, corruption, hypocrisy, war. Here Reich refers to the lawlessness and corruption evident in all major institutions of society as well as to the indifference to responsibility and consequences. As an example, he suggests that the Viet Nam War was indicative of this indifference to responsibility as well as the destructive aspects of the culture.

2. Poverty, distorted priorities, and law-making by private power. Here Reich suggests that there is a drastic contrast between the wealth of this nation and the degree to which the educational and health care needs of the vast majority of the population are ignored. He suggests that the nation has a planned economy which systematically excluded the needs of impoverished people, such as the poor, elderly and minorities.

3. Uncontrolled technology and the destruction of environment.

Here Reich suggests that technology has grown in a way which is destructive to our general well being:

"Organization and bureaucracy which are applications of technology to social institutions, increasingly dictate how we shall live our lives, with the logic of organization taking precedence over any other values." (p. 7)

4. Decline of democracy and liberty; powerlessness. Reich believes

that:

"the nation has gradually become a rigid managerial hierarchy, with a small elite and a great mass of the disenfranchised. Democracy has rapidly lost ground as power is increasingly captured by giant managerial institutions and corporations, and decisions are made by experts, specialists, and professionals safely insulated from the feelings of the people. As regulation and administration have grown, liberty has been eroded and bureaucratic discretion has taken the place of the rule of law. Today both dissent and efforts at change are dealt with by repression." (p. 7)

5. The artificiality of work and culture. Here Reich refers to

the growing feelings of meaninglessness in work and in our lives. The consumer orientation and commercial nature of our system has undermined more important human values.

6. Absence of community. Here Reich refers to the loss of signi-

ficance associated with the neighborhood, family and friendship:

"Protocol, competition, hostility, and fear have replaced the warmth of the circle of affection which might sustain man against a hostile universe." (p. 8)

7: Loss of self. Reich believes this to be the most devastating form of impoverishment:

"Beginning with school, if not before, an individual is systematically stripped of his imagination, his creativity, his heritage, his dreams, and his personal uniqueness, in order to style him into a productive unit for a mass, technological society. Instinct, feeling, and spontaneity are repressed by overwhelming forces. As the individual is drawn into the meritocracy, his working life is split from his home life, and both suffer from a lack of wholeness. Eventually, people virtually become their professions, roles, or occupations, and are thenceforth strangers to themselves." (p. 9)

Reich believes that there is a pervasive sense of powerlessness in this culture which prevents individuals from acting in a way which will overcome the dominant trends of dehumanization. He believes that the will to act must come through the development of a new understanding of the reality before the nation - a new consciousness. This lack of understanding - of an inability to accurately perceive reality is the real source of powerlessness. He believes that the people have lost their sense of meaning and their ability to project themselves into a meaningful future.

"The great question of these times is how to live in and with a technological society; what mind and what way of life can preserve man's humanity and his very existence against the domination of the forces he has created. This question is at the root of the American crisis, beneath all the immediate issues of lawlessness, poverty, meaninglessness, and war. It is this question to which America's new generation is beginning to discover an answer, an answer based on a renewal of life that carries the hope of restoring us to our sources and ourselves." (p. 17)

### The Creation of New Settings

The growing awareness of the need for change and renewal within the individual has led a number of writers to the realization that personal, organizational and cultural renewal are very much inter-related. Warren Bennis and Philip Slater (1968) provide an understanding of the present organizational structures as well as suggestions for developing new organizational forms which are more responsive to the human need for self actualization.

Bennis and Slater believe that the present bureaucratic model developed out of the need to provide for order and efficiency in production and management. Rapid and unexpected change, growth in size, the complexity of modern technology and a change in managerial behavior served to change the early bureaucratic structures into organizations which served to mechanize and depersonalize human behavior. In response to this trend, Bennis and Slater call for the development of organizations which are based on humanistic - democratic ideals and emphasize a concept of power which is based on collaboration and reason. They believe that it is necessary to develop organizations which facilitate personal growth and self-realization.

Bennis and Slater suggest six major concerns which need to be considered in the development of humanistically oriented organizations. First is the problem of Integration - how to integrate individual needs and organizational goals. This refers to the conflict between individual needs (like spending time with the family) and organizational demands (like meeting deadlines). It also refers to the need to develop rewarding human systems which integrate these needs. The need for personal growth and self-

realization must be considered as important as that of the organization for production.

"Whichever way the problem of professional and personal growth is resolved, it is clear that many of the older forms of incentives, based on lower echelons of the need, hierarchy (safety - economics - physiological) will have to be reconstituted. Even more profound will be the blurring of boundaries between work and play, between affiliative and achievement drives which nineteenth-century necessities and mores have unsuccessfully attempted to compartmentalize." (p. 103)

Second, is the problem of social influence - how power is distributed.

Bennis believes that:

"....a number of factors have made one-man control obsolete, among them: the broadening product base of industry; the impact of new technology; the scope of international operation; the separation of management from ownership; the rise of trade unions; and the dissemination of general education." (p. 65)

Bennis believes that people must broaden their view of leadership which has rested for so long on the notion of one-man rule. He encourages plural executive arrangements which reflect a functionally divided effort based on the distinct competencies of the constellation.

Third, is the move toward collaboration as a means for managing and resolving conflicts. Bennis believes that bureaucratic structures have been based on the notion of pseudo species, groups of specialists held together by the illusion of a unique identity and a tendency to view other groups with suspicion and mistrust. In contrast, new organizations need to develop leadership structures based on the notion of shared leadership and collaboration which will facilitate their working effectively with other special interest groups.

According to Bennis, the collaborative climate should include:

"....flexible and adaptive structure, utilization of member talents, clear and agreed-upon goals, norms of openness, trust, and cooperation, interdependence, high intrinsic rewards, and transactional controls, i.e., members of the unit should have a high degree of autonomy and a high degree of participation in making key decisions." (p. 105)

Fourth is the problem of adaptation. In order to achieve this move toward shared-leadership and collaboration, individuals within new organization will have to develop their ability to adapt to the changing structure and its need for cooperation rather than competition. This requires a profound examination of values and the development of a new way of viewing man and his social settings. The old notion of the individualistically oriented person competing with others for wealth and fame and creating organizations which perpetuate the same approach must give way to values which encourage cooperation, shared-leadership and collaboration for human survival. Leaders must take responsibility for creating a climate which provides the security to identify with the adaptive process without fear of losing status and self-esteem.

Fifth, this struggle to adapt to a new way of life involves a struggle to find a new identity. For organizations, this means being clear about organizational goals and objectives, even as they change overtime. It also means that organizations have to be clear about the goals and objectives of the various sub groups within the organization. Universities, for example, may find that the goals and objectives of various groups within the system are antithetical to each other. The resolution of the conflicts



emerging from these differences requires an understanding and willingness to look at the system as a whole and to establish goals and objectives which reflect this holistic approach.

Sixth, the struggle to develop a new holistic view of organizational growth requires an understanding of change and renewal. In a dynamic organization, even one which reflects a holistic view, there is an ongoing process of growth and decay. Old structures and programs which are more able to respond effectively to the needs of the new situation. The ability to respond to this dynamic process requires a continued emphasis on revitalization. Organizational structures must engender flexibility, resilience and fearlessness of revision as well as an appreciation for the stability of the past.

For the leaders, revitalization means that the organization has to take conscious responsibility for its own evolution, that clear goals and a planned methodology of "action-research" are necessary if the organization is to achieve its full potential. The leaders must develop a climate of inquiry and enough psychological and employment security for continual reassessment and renewal. The use of the action-research model will facilitate the ability of the leaders to collect valid data, feed it back to the appropriate individuals, and develop action planning on the basis of that data.

Paul R. Lawrence and Jay W. Lorsch (1969) provide useful suggestions for developing interface organizations which facilitate renewal by encouraging dialogue between various parts within the system. Their work deals

primarily with the organization - environment interface, the group-to-group interface and the organization - individual interface. They suggest that those individuals who are interested in organizational change and renewal must be aware of the three kinds of interface experiences and be able to design programs and structures which deal effectively with each. Accordingly, there is no one best way to organize; rather, organizations need to be systematically tailored to collective goals and individual human purposes.

Lawrence and Lorsch (1969) outline several concepts which are important to recognize that an organizational system is similar to a biological system in that there is an intense interdependence of parts - a change in one part has an impact on the system as a whole. Organizational development must be viewed from a holistic perspective which acknowledges this interdependence.

A second concept has to do with the morphogenic property of organizations - their ability to modify themselves in basic structural ways. Organizations do possess the ability to analyze their experience and redesign their structure to accomplish new goals. They possess the capacity for self-analysis and self-correction.

Associated with the concepts of the interdependence and morphogenic property of organizations are the concepts of differentiation and integration. Lawrence and Lorsch (1969) believe that organizations require a dynamic balance between differentiation and integration. In some instances, this balance is relatively easy to maintain. In others, however, organizations must develop supplemental integrative devices, such as individual coordinators, cross-unit teams, and even whole departments of individuals whose basic contribution is achieving integration among other groups.

"....the differentiation and integration model provides a set of concepts which enable us to understand what characteristics an organization must have to be effective in a particular set of environmental circumstances. It directs our attention to environmental demands on the organization in terms of the degree of differentiation, the pattern and degree of integration, integrative mechanisms, and conflict-resolving behaviors..... it provides a way of understanding much of what needs to happen at both the organization - and - environment and group-to-group interfaces." (p. 14)

In an attempt to create adaptive organizations based on the differentiation - integration approach Lawrence and Lorsch (1969) suggest that:

"Organizations are central facts of modern life. They serve as crucial mediators between the individual and the entire society. They are engulfed in the tension between our purposes as unique individuals and our collective goals as members of communities of men.... Men tend to assume, other things being equal, that the organization with which they first have intimate contact represents some universal approach, especially in regard to basic matters such as authority, decision-making, communication and control procedures. These are the very elements which need to be seen as variables if organizations are to be designed on a coherent basis..... . Our knowledge of the matching process between organizational variables and tasks, environmental conditions, and human predispositions clearly needs extending....

The better we can tailor organizations as adaptive, effective tools, the more we can harmonize and reconcile the inevitable tension between our individual and collective purposes." (pp. 99-101)

#### Leadership for Alternative Settings

Warren G. Bennis and Philip E. Slater (1968) have outlined new patterns of leadership for adaptive organizations. According to Bennis, the new organizations will be adaptive, rapidly changing temporary systems. Leadership will consist of groups of diverse professionals who organize around problems to be solved. Individuals will be evaluated not vertically according to rank and status, but flexibly according to competence.

Organizational charts will consist of project groups rather than stratified functional groups and program emphasis will be placed on revitalization as well as on production.

Bennis describes the agricultural model of leadership as "an active method for producing conditions where people and ideas and resources can be cultivated to optimum effectiveness and growth." (p. 119). For Bennis, this model represents an ecological point of view: a process of observation, careful intervention, and organic development. The agricultural model of leadership encourages collaborative and egalitarian relationships - ones which facilitate participatory decision-making.

"Perhaps the most difficult aspect of this style of leadership is to transact (and confront) those recalcitrant parts of the system that are retarded, stunted, or afraid to grow. This will require enormous energy, saintly patience, and a sophisticated optimism in growth (or a high tolerance for disenchantment)." (p. 121)

For Bennis, this new concept of leadership embraces four important competencies:

"(1) knowledge of large, complex human systems, (2) practical theories of guiding these systems, theories that encompass methods for the seeding, nurturing, and integrating individuals and groups, (3) interpersonal competence, particularly the sensitivity to understand the effects of one's own behavior on others and how one's own personality shapes one's particular leadership style and value system, and (4) a set of values and competencies that enables one to know when to confront and attack, if necessary, and when to support and provide the psychological safety so necessary for growth." (p. 122)

John W. Gardner (1965) has expressed the need for creating organizational structures that provide for their own continuous renewal.

"Emphasis on process - and the complex interweaving of continuity and change - plays havoc with old-fashioned conceptions of liberalism and conservatism. ....in a world buffeted by change, faced daily with new threats to its safety, the only way to conserve is by innovating. The only stability possible is stability in motion." (p. 7)

If organizations are to facilitate renewal, they must select individuals and develop processes for leadership which reflect qualities essential for renewal. Gardner believes that "openness" is one of the most important qualities for renewal. This implies both an openness to the experiences of the external world as well as to one's own inner life. The creative individual has fewer internal barriers or watertight compartments of experience and is more self-understanding and self-accepting. The energy for renewal can be fueled by one's openness to his/her own emotional, spiritual and intellectual experience.

A second quality is that of "independence". The creative individual has a sufficient degree of self-confidence to free himself from social pressure and question assumptions which are generally accepted by a majority of individuals. Creative individuals have often developed a sense of healthy detachment from the world about them which enables them to take a fresh look at the situation. This sense of independence or detachment permits the creative person to take risks and to promote ideas which may be criticised by fellow workers.

A third quality, "flexibility", refers to one's ability to try one's new idea and not to persist stubbornly in one approach to a problem. A flexible person is able to change directions - to give up his/her initial perception of a problem and redefine it. More importantly, a flexible person is able to maintain a certain detachment from conventional categories

and abstractions. The creative person has a high tolerance for ambiguity. He/She does not find it difficult to give expression to opposite sides of his/her nature at the same time - conscious and unconscious mind, reason and passion, aesthetic and scientific impulses. The advantage of this fluidity is that it permits all kinds of combinations and recombinations of experience with a minimum of rigidity.

A fourth quality necessary for the creative individual is "the capacity to find order in experience". The person who is flexible enough to open himself/herself to a variety of experiences must possess the ability to find the order that underlies those experiences. The creative individual could not tolerate such a wide variety of ideas and experiences if he/she did not have a good deal of confidence in his/her ability to bring some new sense of order out of the chaos. The truly creative individual not only frees himself from the old patterns, but helps to create new ones.

He/She -

"brings about a new relatedness, connects things that did not previously seem connected, sketches a more embracing framework, moves toward larger and more inclusive understandings." (p. 39)

The agricultural model of leadership requires the selection of individuals who are open, independent, flexible, and able to find order in experience. These individuals need a sense of interpersonal competence, self-understanding, and a commitment to values which serve as a guide for resolving conflict and facilitating growth. The agricultural model of leadership also requires an understanding of large systems, a commitment to growth and to a process of observation, careful intervention and organic development. The model encourages collaboration and shared decision-making.

The Dialogue of Renewal:

Charles Reich (1970) indicated that the coming revolution will not require violence to succeed and that it cannot be successfully resisted by violence - it is to be a resolution of consciousness. His is one of the more optimistic views. It may be that the differences between the old and new cultures will not be easily resolved. Attempts at personal, organizational and cultural renewal may be so frustrated that violence from the right or the left may become the only vehicle of social change.

A number of author's, including Philip Slater (1970), Robert J. Lifton (1967) and John W. Gardner (1963), have outlined many of the differences existing between the two which would maximize the possibilities for renewal and avoid the potential for violence.

Philip Slater (1970) clearly articulates the differences in values between the old culture and the new:

"There are an almost infinite number of polarities by means of which one can differentiate between the two cultures. The old culture, when forced to choose, tends to give preference to property rights over personal rights, technological requirements over human needs, competition and cooperation, violence over sexuality, concentration over distribution, the producer over the consumer, means over ends, secrecy over openness, social forms over personal expression, striving over gratification, Oedipal love over communal love and so on. The new counter-culture trends to reverse all of the priorities."  
(p. 100)

Robert Lifton (1970) develops an approach which seeks to unite the generations in a relationship or mutual growth. He sees contemporary youth in search of a new history which will significantly change the forms of human culture. Lifton feels that the emergence of these new forms are important in that they can contribute to -

"the symbolic sense of immortality man requires as he struggles to perpetuate himself through family, race, and community, through his work, in his tie to nature, and via transcendent forms of psychic experience". (p. 45)

There is, as well, a sense among the young of the death of the old. Lifton suggests that the experiences of Auschwitz and Hiroshima as well as the conditions of technological society have produced a deadening effect on the hope and inspiration of the young. The young, he feels, are no longer assured of living on eternally as a species since they have come more in touch with man's capacity for self-destruction.

"The new history, then, is built upon the ultimate paradox of two competing and closely related images: that of the extinction of history by technology, and that of man's evolving awareness of himself as a single species." (p. 47)

Lifton's view of the symbolic father-son relationship in this emerging New History is extremely significant in light of the struggle between the young and the old. The role of the father has been largely misunderstood by many of the young and the old. The father is not necessarily the epitomy of everything that is fixed and established, he can be seen rather, as a mediator between prevailing social images on the one hand and the developmental thrust of his children on the other. It might be more helpful, especially during periods of rapid social change, to see fathers and sons as

"bound up on a shifting psychological equilibrium, each influencing the other, both enmeshed in forms specific to their family and their historical epoch." (p. 51)



"One of the problems in this relationship, however, is the loss of mentorship--or the absence of male authority on the part of the father. Fathers of today have lost their position of authority largely because they have lost a symbolic base in the Old History--the old patterns of viewing the world don't inspire the young. This leads to a large-scale absence of a meaningful set of inner images of what one should value and how one should live and is experienced as a profound sense of fatherlessness. Sons feel abandoned by their fathers and perceive the world as devoid of strong men who know how things are and how they should be." (p. 53)

This kind of symbolic fatherlessness, however, makes possible a wide variety of experiment and innovation. On the one hand, the young lack the nurturing comfort of fixed social forms, but on the other, they are free of the restricting demands of these forms. Since very little is fixed, the possibilities are much greater. Lifton refers to the young as an unencumbered generation, others have referred to them as a rootless generation with some anxiety over their lack of roots but exhilaration over their freedom of movement. They are probably the first generation in sometime that has been free to live in the present.

It is curious to note, as Lifton suggests, the extent to which the young seek something from their elders: confirmation in radicalism, adult dispensed legitimation, authoritative support, and at times even guidance (but never direction), concerning theory and tactics. The young to some extent seek connection with the old, but one that does not suffocate or restrict. The fathers also seek connection of involvement in the process of renewal but find it difficult to attain since the young are the potential source of antagonism. The young threaten to shake the very foundations on which the old have based their entire lives.

The style of this youth revolution is highly significant. There is an overwhelming avoidance of fixed forms or absolutist doctrines. Lifton believes that this anti-ideological stance of today's youth is an expression of a powerful and highly appropriate contemporary style.

"The shift we are witnessing from fixed, all encompassing forms of ideology to more fluid ideological fragments approaches Camus's inspiring vision of continuously decongealing rebellion as opposed to dogmatically congealed, all or none revolution. This protean style is characterized by continuous exploration and flux, and by relatively easy shifts in identification and belief."

"This process is similar to that of the artist who borrows freely, selectively, impressionistically, and distortingly from predecessor and contemporaries as a means of finding his own way. The young seek not entire packages, but fragments which contribute to their own struggle to formulate and change their world to their own sense of wholeness. This constant search for new forms becomes a form in itself." (pp. 49-52)

Alan Watts (1970) also makes reference to this Protean search:

"Protean man's affinity for the young--his being metaphorically and psychologically so young in spirit--has to do with his never-ceasing quest for imagery of rebirth. He seeks such imagery from all sources: from ideas, techniques, religious and political systems, mass movements and drugs; or from special individuals of his own kind who he sees as possessing that problematic gift of his name sake, the gift of prophecy. The dangers inherent in the quest seem hardly to require emphasis. What perhaps needs most to be kept in mind is the general principle that renewal on a large scale is impossible to achieve without forays into danger, destruction, and negativity. The principle of "death and rebirth" is as valid psychohistorically as it is mythologically. However, misguided many of his forays may be, Protean man also carries with him an extraordinary range of possibility for man's betterment, or more important, for his survival." (p. 102)

Philip Slater (1970) also suggests that it is essential to develop a dialogue between the old and new cultures which will lead to cultural renewal.

"a prolonged, unplanned collision will nulify both cultures.... The transition must be as deft as possible if we are to minimize the destructive chaos that inevitably accompanies significant cultural transformations." (p. 103)

In order to facilitate this dialogue, Slater advocates the development of a mediator role between the two cultures. This implies the development of central position which reflects the best values of both cultures and serves as a base for mediation. The moderate position of the middle is often despised by both radicals and conservatives as hypocritical, amoral and opportunistic. The moderates are seen as those who will not take a stand or who are only out for their own welfare. Those on the left often attack the moderates most vigorously, since its equivocating stances and lack of conviction make it the most vulnerable morally.

"Times of chance are times when the center is crushed in this way - when it is regarded as the least rather than the most valid, when it is an object of contempt rather than a court of appeal. As the new culture settles in, a new center will grow in strength - become dominant and sure, acquire moral conviction." (p. 98)

According to Slater, the mediator role is essential if we are to avoid a destructive battle between cultures.

"If the issue (of change) is left to generational confrontation, with new culture adherents attempting simply to push their elders out of the way and into the grave, the results will probably be catastrophic. The old culture will not simply fall of its own weight. It is not rotten, but wildly malfunctioning, not weak and failing, but strong and demented, not a sick old horse, but a healthy runaway. It no longer performs to fundamental task of satisfying the needs of its adherents, but it still performs the task of feeding and perpetuating itself. Nor do the young have the knowledge and skill to successfully dismantle it. If the matter is left to the collision of generational change, it seems to me inevitable that a radical - right revolution will occur as a last-ditch effort to starve off change."

Slater believes that action programs which are directed at cultural change must contain at least two major elements: (1) a long-term thrust at altering motivation and (2) a short-term attempt to redirect existing institutions.

"As the motivational underpinnings of society change.... new institutions will emerge. But so long as the old institutions maintain their present form and thrust, they will tend to overpower and corrupt the new ones. During the transitional period then, those who seek peaceful and gradual change should work toward liberal reforms that shift the incentive structure as motivations in fact change." (p. 135)

As Slater suggests:

"I can best summarize my various predictive comments by saying that old-culture moderates or liberals will be given the choice, during the next decade or so, between participating in some way in the new culture and living under a fascist regime. The middle is dropping out of things and choices must be made. If the old culture is rejected, the new must be ushered in as gracefully as possible. If the old culture is rejected, the new must be ushered in as gracefully as possible. If the old culture is not rejected then its adherents must be prepared to accept a bloodbath such as has not been seen in the United States since the Civil War, for the genocidal weapons will be on one side and the unarmed masses on the other.

The best key to the kind of future we can expect is the University - the first victim of the clash between the two cultures. The University is a remarkable vulnerable institution, since it lies directly in the path of the rapidly swelling ranks of the new culture yet bears a poorly concealed parasitic relation to the old. It is thus caught in a rise - it cannot ignore the new culture as the rest of society attempts to do, yet it cannot accommodate it without losing old culture support and going bankrupt. No solutions will be found to this dilemma until some of the institutions on which the university depends begin to yield and change, and many universities will go under before this happens. If the universities - notoriously rigid and archaic institutions - can find ways to absorb the new culture this argues well for the society as a whole. If, on the other hand, the campus becomes a police state, as many are suggesting, it seems likely that the nation as a whole will follow the same path."

(p. 148)

Gardner (1963) has outlined the tasks confronting our society:

"This is a day of inner estrangement and outer conformity, and we must combat both. On the one hand, the processes of modern society have placed subtle and powerful restraints on the individual at the same time - and this is the confusion part - other aspects of modern life are slicing through the moorings that relate the individual to his own tradition, to his own group and to the values that lie beyond the self....

This defines our task. We must combat those aspects of modern society that threaten the individual's integrity as a free and morally responsible being. But at the same time, we must help the individual to re-establish a meaningful relationship with a larger context of purposes....

We must also help the individual to discover how such commitments may be made without surrendering individuality. We must help him to understand and resist any impulse he may have to flee the responsibility of individual choice by mindless submission to a Cause or Movement. In short, he must recognize the hazard of having no commitments beyond the self and the hazard of commitments that imperil the self." (pp 74-75)

## CHAPTER III

## METHODOLOGY

The Case Study and Analysis:

The methodology employed in this six-year developmental study will be a case study and analysis. There is first, very little systematic data available on the numerous alternative community mental health programs which have developed over the past several years, and much of the data that is available is primarily descriptive in nature and does not provide an analysis of that data for future planning. An approach which utilizes a case study and analysis seems an appropriate way of presenting descriptive and analytical data about one particular program.

The case study and analysis also seems an appropriate vehicle for sharing the personal experiences and insights of the author, who served as program founder and coordinator, in as objective a manner as possible. It is certainly difficult to report objectively on a project which one developed and coordinated, but if a reasonable degree of objectivity can be maintained, the perspective of a founder and coordinator can be a very valuable contribution to understanding the struggles inherent in developing and maintaining a position of leadership in an alternative organization. This continuity of leadership within an alternative setting is very rare indeed. A faculty member from Harvard University suggested that the author's experience and perspective were, by far, the most important contribution of the dissertation and that they should be the major focus for the paper.

He also suggested that it would be very important to illustrate how leadership within an alternative setting often emerges from someone who is not an integral part of the alternative - in this case, the counter-culture. His encouragement to focus on the author's leadership role within the alternative was tempered in light of the interests of the doctoral committee but did influence the selection of the case study approach.

A case study as defined by Hillway (1969) seeks to uncover

"in detail, what is true about an individual or group that may bear upon some phase of human behavior. Like those achieved in a typical survey, its results or conclusions are not so much prescriptive as descriptive. The case study seeks to identify causative factors and explanatory data to account for symptoms or behavior patterns."

Hillway identifies three steps which need to be carried out in undertaking a case study: Step #1 -- Identification of the particular problem to be studied. Step #2 -- Collection of data related to the organization to be studied. Step #3 -- Identification of cause and effect relationships between the groups or organizational characteristics and the observed patterns of behavior. These three steps help to provide a framework for organizing the six chapters of the dissertation.

Step #1 - Identification of the particular problem to be studied:

The identification of the particular problem to be studied is presented in both the introduction, Chapter I, and the search of the literature, Chapter II. Chapter I provides a brief sketch of the development of alternative health care organizations throughout the country beginning in the mid-sixties. Many of these organizations developed to meet the health care

needs of young people, especially those involved with the use of drugs. In their attempts to renew the health care delivery system, many of these organizations came into conflict with the values, attitudes and methodologies of the more traditional programs. Some of these struggles are outlined and a rationale for the study of Room To Move is presented in Chapter I.

In Chapter II, the author presents a more detailed explanation of some of the cultural factors which led to the development of the alternative health care organizations. Special emphasis is given to understanding the root causes of alienation within the youth culture and their developing search for renewal through a revolution in consciousness and social action. For many, these dreams of renewal were associated with the emergence of the counter-culture and fueled by the articulation of alternative ways of experiencing and valuing. As the individuals struggled to create alternative settings, the limitations of some of these alternative values became more apparent and jeopardized the realization of their dreams. Confronted by the limitations and conflicts of the alternatives, the traditional programs began to withdraw support and increase their attempts to control or eliminate these alternatives. Chapter II attempts to articulate the dialogue between the old and new orders as the young attempted to change the old order.

#### Step #2 - Collection of Data:

The preparation of the case study, Chapter IV, relied on a variety of sources of data including grant proposals, annual reports, special reports, surveys, Federal evaluation studies, memos, interviews and the author's personal experience. In the absence of consistent longitudinal data,



various documents were collected, placed in chronological order and several groups of individuals - including present and former staff members, members of the Advisory Committee for Room To Move and a class of graduate students studying alternative community mental health programs - were asked to read and critique the material and to indicate their view of critical developmental phases. Emphasis was placed on behavioral descriptions and the data was checked against the annual and quarterly reports for congruence.

Although the interview data was very important for understanding the variety of written materials and for maintaining a reasonable degree of objectivity, it is not presented as a whole within the dissertation.

The interviews consisted of seven questions which were asked of every individual: (1) Please identify any general issues which you would like to raise about the six year history, (2) Please identify the major growth issues for each year, (3) Please identify the major conflict issues for each year, (4) Please identify the way in which you felt these conflicts were dealt with, (5) Please identify leadership during each year, (6) Please describe the role of the Advisory Committee during each year and (7) Please describe the significant learnings which you derived from your experience with Room To Move during each year. The interviews, however, usually uncovered a wide variety of reactions to the history that were difficult to present in any systematic manner. The interviews were, however, particularly helpful in identifying major periods of growth and conflict. The presentation of the author's five

developmental phases in the analysis is a direct result of the data obtained from the interviews. Those interviewed were able to identify specific periods of growth and conflict and were able to describe organizational characteristics for each period. Some of the more important comments and observations obtained through the interviews are included in each of the time periods presented in the case study in Chapter IV.

The various documents have been collected, in a booklet and are on file in Room To Move, Mental Health, Health Services and the Office of the Vice Chancellor for Student Affairs.

After a careful examination of all available data, the results of the interviews and the author's personal experience, a case study is presented in Chapter IV which attempts to outline major events and characteristics for each of the six years covered by the study. An attempt was made to describe the organizational characteristics for each year and to focus on the data relevant to the management issues of a particular period. Special attention was given to an examination of program directives, leadership, management structure, decision-making and membership at each period. The data for each year is presented in terms of (1) program directions, (2) leadership and support, and (3) summary of growth and conflict issues.

Step #3 - Identification of Cause and Effect Relationships Between the Groups or Organizational Characteristics and the Observed Patterns of Behavior.

After careful examination of the information presented in the case study, the author developed in Chapter V an analysis of Room To Move,

which outlined five developmental phases - three growth phases, and two conflict phases. Factors contributing to the growth or conflict are outlined for each phase and the characteristics of one phase are compared with other phases. The developmental phases are also correlated with the role of the Advisory Committee for Room To Move and the role of the Coordinator.

The author's analysis was then compared with the developmental theories presented by Gordon P. Holleb and Walter Abrams (1975) and Larry E. Greiner (1972), each of whom has presented a developmental framework for understanding organizational development. The author also critiqued these theories as to their effectiveness in helping to understand the development of an alternative community mental health organization within a university setting. The model developed by Holleb and Abrams (1975) and Greiner (1972) are presented here in order to familiarize the reader with the various stages of organizational development being considered by these authors.

#### Holleb and Abrams' Model:

Gordon P. Holleb and Walter H. Abrams, in Alternatives in Community Mental Health (1975) have presented a model for analyzing the development of alternative organizations which reflect their first hand familiarity with alternative settings. The model was developed after a study of eight alternative drug centers across the country.

According to the organizational life cycle presented by Holleb and Abrams (p. 140-154), alternative organizations progress through several definable stages of development in their struggle for birth, growth, vitality and stability.

Stage A: Consensual Anarchy is characterized by

...a state of chaos and confusion. They (innovative programs) are fueled by energy that comes from ideological fervor than practical planning. The organization is flexible and fluid. It is primarily an association of friends and co-workers, rather than a formal organization. It is a time of making grand plans and debating theory. This period may last for a few months or a few years, depending on the ideological commitment and tolerance for ambiguity of the staff. In this stage service is secondary to planning and staff building, but as the program becomes more accepted by the community and the pressure builds to provide more and better services, problems with the consensual anarchy system begin to emerge... It becomes clear that certain staff members are more competent, responsible, and committed than others. The work-oriented and dedicated staff members become frustrated with the difficulties of trying to organize amid the chaos and ambiguity of the program's structure. Gradually these people push the organization in the direction of increasing differentiation of roles and tasks, and clarification of procedures.

Stage B<sub>1</sub>: Informal Differentiation

...occurs as the organization is growing rapidly in the scope and competence of its service. There is a lessening focus on being ideological and an increasing interest in delivering the service. Clearer leadership emerges. Usually a core group will coalesce around the shared goal of administering the program more effectively. The core group will assume the major responsibility for the direction of the program. They are recognized by most other members as being the leaders; however, their leadership is not acknowledged in the form of titles or higher salaries or formal investiture of power. The core group develop feelings of closeness and sharing. They act like a family. The other staff feel excluded from this family and envy the status, power and intimacy of the core group. Since there are no clear boundaries around membership in the program and the core group, staff struggle to find ways to be sure that they really belong. Differing factions of cliques within the staff vie for power and influence within the organization.

At the same time the work of the programs begins to be more rationally distributed. Differences in skills are recognized and staff and volunteers are assigned varying tasks requiring more or less expertise. Administrative jobs are apportioned to specific staff members with particular skills. Staff members begin to take on consistent duties and responsibilities. The problems at this stage of development usually converge around issue of power and issues of inclusion-exclusion.

## Stage B<sub>2</sub>: Formal Differentiation.

The solution of power conflicts (in B<sub>1</sub>) leads to further formalization of organizational roles and decision-making procedures. Often some form of specified hierarchical structure, with a director and perhaps assistant director or program coordinators, is adopted. Membership requirements are made explicit and staff positions begin to be filled by qualified outsiders rather than friends to staff members. The intent of these changes is to create a more efficient organization and clarify power relationships.

### The Fork in Development.

The transformation from a consensual to a hierarchical organization occurs through numerous minor reforms and policy changes rather than one massive reorganization. Bureaucracy can happen without the conscious intent of the staff. Soon the staff begin to realize that they have, little by little, lost many of the values upon which they were founded. This realization leads to an important organizational point of choice. The staff can either reassert their initial goals of equality and consensus (Stage C), or, move on to an even more bureaucratic and hierarchical structure (Stage B<sub>3</sub>).

## Stage B<sub>3</sub>: Bureaucracy.

This stage represents the adoption of (the predominant) organization structure in our society. It is essentially the same structure shared by General Motors, the United States Army, and the National Institute of Mental Health.... The alternative programs that adopt this approach gain in order and stability, but lose the intense commitment of the staff, which comes from sharing ownership and responsibility for the program. The program becomes a social service agency but often without the legitimacy, secure funding, and professional recognition of more established agencies.... Programs that choose this direction do so because: 1) it seems to be the more efficient way of dealing with issues of authority, accountability, and decision-making; 2) it is more acceptable to outside agencies and funding sources; 3) staff feel that they can provide better services if they do not also have to attend to running the agency's business and can devote their full attention to clinical work; and 4) the majority of the staff never did have a strong ideological commitment to radical politics.

### Stage C: Consensual Democracy.

This form is an attempt at creating stable compromise between the values and rewards of communalism and the necessities of existing in the real world of social service. The programs which move in this direction choose to reaffirm their initial values.... The staff knows (however) that if they are to avoid hierarchies and tight lines of management, they have to develop consensual forms that meet some of the needs that hierarchies fulfill. They need rules and procedures for running the organization that are well defined (if changeable).

### Greiner's Model:

Greiner sees developing organizations passing through five specific phases of evolution and revolution. Each evolutionary period is characterized by the dominant management style used to achieve growth and each revolutionary period is characterized by the dominant management problem which must be solved before growth can continue. Accordingly Phase 1 is characterized by growth through Creativity which leads to a crisis of Leadership, Phase 2 is characterized by growth through Direction which leads to a crisis of Autonomy, Phase 3 is characterized by growth through Delegation which leads to a crisis of Control, Phase 4 is characterized by growth through Coordination which leads to a crisis of Red Tape, and Phase 5 is characterized by growth through Collaboration which leads to future developmental problems.

Greiner considers each phase both an effect of the previous phase and a cause for the next phase. The principal implication of each phase is that management actions are narrowly prescribed if growth is to occur. Management's return to an earlier system of direct control, for example, would seriously jeopardize a company's ability to deal successfully with a crisis of autonomy which requires greater delegation of power.

According to Greiner, Phase 1 is characterized by the creative process. Management's energies are fully committed to the development of the new organization and in preparing to deliver services. Communication is frequent and informal. Long hours of work are rewarded by modest salaries, the promise of ownership in the organization and the promise of personal growth and the reward of service. Control of activities comes from those being served, management acts in a responsive mode to the expression of consumer needs.

As the organization grows there is an increase in the number of people being served, the number of staff, the need for management skills, and the need for more efficient means of communication. The organization needs a leader who possesses the skills to introduce new management techniques, as well as the ability to gain the confidence of key personnel.

"Those organizations that survive the first phase by installing a capable manager usually embark on a period of sustained growth under able and directive leadership." (p. 6)

This period of growth is characterized by the development of a functional organizational structure where job assignments become more specialized, accounting systems are introduced, communication becomes more formal and impersonal as a hierarchy of titles and positions develop, and the manager and his/her key staff take most of the responsibility for instituting direction, while lower level personnel are treated more as functional specialists than as autonomous decision makers.

"Although the new directive techniques channel employee energy more efficiency into growth, they eventually become inappropriate for controlling a larger, more diverse and complex organization. Lower level employees find themselves restricted by a cumbersome and centralized hierarchy.... they feel torn between following procedures and taking initiative on their own." (p. 6)

This second revolution which develops from the demands for greater autonomy is most frequently resolved by a move toward greater delegation of power. This is a difficult process both for those giving up some of the power and those who struggle to take it up. This struggle between centralized procedures and decentralization of some decisions can go on for quite some time and produce a great deal of confusion during the process.

The third phase of growth evolves from the successful application of a decentralized structure. It is characterized by much greater responsibility being given to plant managers, profit centers and bonuses being used to stimulate motivation, the restraint of top managers who depend more on reports from the field, decisions being made which strengthen the decentralized units, and communication from the top being more infrequent, usually by correspondence, telephone or brief visits to field locations.

A serious problem eventually evolves as top management begin to sense that it is losing control over a highly diversified field operation. Autonomous field managers prefer to run their own shows without coordination plans, money, technology and manpower with the rest of the organization. The Phase 3 revolution is under way when top management seeks to regain control over the total company. Successful resolution of this phase depends on the ability to develop a well-coordinated organization and not on the return to a centralized system.

During Phase 4,

"the evolutionary period is characterized by the use of formal systems for achieving greater coordination and by top executives taking responsibility for the initiation and administration of these new systems." (p. 7)



This phase is characterized by the merger of decentralized units into product groups, the establishment of formal planning procedures which are intensively reviewed, the introduction of system wide supervisory personnel, system wide budget planning, the evaluation of product groups as investment centers, the centralization of data processing function with the decentralization of daily operating procedures, and the use of company wide profit sharing to encourage identity with the firm as a whole.

Although these new coordination systems prove useful for achieving growth through more efficient allocation of a company's limited resources, a lack of confidence gradually builds between line and staff, and between headquarters and the field.

"The proliferation of systems and programs begins to exceed its utility; a red-tape crisis is created. Line managers, for example, increasingly resent heavy staff direction from those who are not familiar with local conditions. Staff people, on the other hand, complain about uncooperative and uninformed line managers. Together both groups criticize the bureaucratic paper system that has evolved. Procedures take precedence over problem solving, and innovation is dampened. In short, the organization has become too large and complex to be managed through formal programs and rigid systems." (p. 7)

The last phase outlined by Greiner emphasizes strong interpersonal collaboration in an attempt to overcome the red-tape crisis. This phase calls for more spontaneity in management action through teams and the skillful confrontation of interpersonal differences. Social control and self discipline take over from formal control.

The characteristics of this phase include: Solving problems quickly through team action, the combining of teams across functions for task-group activity, the reduction of central staff experts, the simplification and combining of previous formal systems into single multipurpose systems, the frequent meeting of key managers to focus on major problem issues, the development of educational programs to train managers in behavioral skills for achieving better team work and conflict resolution, the development of reward systems for team work rather than individual achievement, and the encouragement of experiments in new practices throughout the organization.

Although Greiner has not studied organizations emerged in a Phase 5 revolution, he suggests that this crisis will center around the "psychological saturation" of employees who grow emotionally and physically exhausted by the intensity of teamwork and the heavy pressure for innovative solutions. He believes that the Phase 5 revolution will be solved through new structures and programs that allow employees to periodically rest, reflect and revitalize themselves. Some suggestions include: Providing sabbaticals for employees, moving managers in and out of hot spot jobs, establishing a four-day work week, assuring job security, building physical facilities for relaxation during the working day, making jobs more interchangeable, and switching to longer vacations and more flexible working hours.

Although Greiner's model has been applied most frequently to industrial organizations, it appears to have considerable value in helping to diagnose organizational difficulties within alternative organizations. The language and the descriptions may be somewhat different but the organizational

processes seem quite similar. It seems essential for those in key leadership positions to be aware of the developmental sequence and to know where they are in that sequence. The successful resolution of conflict periods depends on the ability of key leaders within the organization to adequately assess needs and to develop effective long range plans.

Following the comparison of the author's analysis with the theories presented by Holleb and Abrams (1975) and Greiner (1972), Chapter VI will present a conclusion which will emphasize significant learnings from the analysis as well as recommendations for future planning. Special emphasis will be placed on an examination of the continued viability of alternative community mental health organizations within university settings. Recommendations for modifications in theories of organizational development will also be made.

CHAPTER IV  
THE CASE STUDY

Introduction:

Chapter IV, the Case Study, is presented for the six-year developmental period for Room To Move from 1969 to 1975. Information for each year is presented under the headings of (1) Program Directions, (2) Leadership and Support, and (3) Summary of Growth and Conflict Issues. The purpose is to present a history for each year which deals with a variety of issues in a systematic manner.

It is important to note that information on the development and implementation of the Resource Network, a collaborative program for staff involved with counseling and training, is presented during 1973-1974 and 1974-1975. Room To Move received an H.E.W. grant for implementation of the Resource Network as a demonstration model for the Office of Drug Education.

Room To Move, 1969-1970:

The idea for a drug program developed out of the author's experience as a Head of Residence and Area Coordinator in the Southwest Residential College at the University of Massachusetts. During this period, 1966-1969, many of the students that he had been working with became involved with psychedelics as part of their search for growth. Many were very bright and sensitive young people who were involved in a very serious questioning of themselves and society. Many of these young people paralleled their drug use with extensive reading of Ronald Laing, Alan Watts, Herman Hesse and

other contemporary writers. There were also a number of students who became involved just for fun or for an experimentation. There was also a small percentage of students who became involved with speed or heroin, but the majority were primarily involved with LSD and marijuana.

At that time, very few professionals had any real idea of what was involved in this drug pattern and had few suggestions for helping those involved. More and more, the author had to rely on the students for a more accurate description of what was going on and for suggestions for what could be done to help. In the fall of 1969, the author began working on the development of a drug program with six students. One of the students had been contacted through the co-director of the Counseling Center, (Now Student Development Center), while most other students were contacted primarily through this first-student. This provided a small, relatively cohesive group, but did not provide for the diversity of views of drug use. At this point, however, it was important to have a group which shared certain experiences and values. The group needed at least some common base to begin building for their work.

During this first semester, this small group spent most of their time getting to know each other and exploring values and attitudes which were held in common about drug use. The group began to explore what they considered to be the needs of students who were involved with drugs. There was a limited attempt to check some of these needs with some of the literature in the field. Most of the impressions at this time, however, were very subjective and limited to the experience of a fairly homogeneous group of people. Recognizing this, the group saw the need to develop a

questionnaire which could be given to a much broader segment of the population and therefore provide a base for cross-checking their perceptions. A standard questionnaire was developed and with the help of several students from one of the classes in sociology, it was administered to over 600 randomly selected students. The questionnaire was primarily focused upon determining the need for a drop-in center which could provide counseling services and information for a wide variety of drug-related problems. Over 85% of the people interviewed saw the need for the development of such a program. Most of those interviewed also saw the need to have a combination of both professional and student help available and wanted to see a balance between counseling work and educational work. The majority felt that the service should be located on campus and felt that confidentiality was very important, if not an essential element. At that time, the most prevalent drugs used on campus were marijuana and LSD with very few showing any involvement in the use of hard drugs such as heroin or barbituates. In addition to providing an opportunity for perception checking, the interview also served as an early public relations vehicle for the establishment of the center. Over 600 students knew that the University was exploring the possibility of establishing such a service and was involving them in the formation and development of that service. Much of the early advertisements were conducted in just this way. There was a heavy reliance on the informal, word-of-mouth method of communication.

During this first semester, the author, who also served as Coordinator for the project, worked closely with a health educator and a psychologist in

the Mental Health Department of the University to prepare a faculty research grant for the development of the early phases of this drug program. The award of a small grant for \$500 enabled the program to have money for purchasing educational materials, paying for trips to local drug programs and eventually providing seed money for setting up the pilot program in April and May. It was very important to have professionals from outside of this group involved in the development of the program. This gave us contact with other agencies right from the very beginning of the program. In addition to working with the two Health Service representatives, the establishment of the Advisory Committee for Room To Move also provided us with a strong base of support for future development of the program. Members of the Advisory Committee included the co-director of the Counseling Center, who took a very active role in the first phase of this program and provided a point of reference for checking ideas and developing new concepts. The Dean of Students, who was the second member of the Advisory Committee, helped the group to gear their program to the needs of Residence Hall students and to develop in cooperation with other Student Affairs' programs. The Director of the Health Services, who was the third member of the Advisory Committee, provided a solid base of support within the Health Services. It was extremely important to be able to check the development of the program with representatives from the Counseling Center, the Office of Student Affairs, the University Health Services, Health Education, and the University Mental Health Services. As the program developed, it would have the ongoing involvement of all of these representatives who would hopefully be able to provide a strong base of support.

Once the idea of a drop-in center was adopted as a major vehicle for counseling and educational programming, the group began to spend more time developing the specific aspects of that program. Visits were made to a number of other drop-in centers and elements were selected which would best suit the needs of this campus. Most other programs, which were observed either at other universities or within various communities, seemed to have separated the various functions. One agency, for example, would be responsible for the counseling services, while another would be responsible for the educational phase of the program. In many cases, there was virtually no connection between the various efforts. An attempt was made to develop a program here, which would combine and integrate four critical phases. First, the group wanted to develop a competent crisis intervention service which could deal effectively with bad trips and other drug crisis situations. Second, it wanted to develop a counseling program that could deal with other than crisis situations. This would be more long-term developmental kind of counseling. Third, it planned to develop a strong educational program which could reach various segments of the University population as well as various segments within the surrounding communities. Fourth was information. The group planned to have a well-stocked library of articles and books on various aspects of drug information. It felt that it was essential to rely on student paraprofessional help as the main vehicle for the distribution of these educational and counseling services. The group felt that students who knew something about the experience and who had undergone some training would be more credible in working with other students. Referrals would be made to professionals within and



outside of the University community for more advanced work. The students were to provide at least a first contact with students who would otherwise be very reluctant to seek professional help directly.

Once the group had outlined the four phases of the drop-in center, it began to develop a training program which would help prepare the student staff for working in each of these phases. The students seemed much more interested in developing the skills for working in crisis intervention, rather than spending their time researching articles, reading books. A training program was developed which would help them develop these skills and would introduce reading material only as it arose out of their training experiences. The training program was developed with the help of the micro-counseling technique developed by Dr. Al Ivey in the School of Education and employed the use of video tape feedback as one of the major vehicles for training. Given the very limited counseling experience of the staff, the micro-counseling technique served as a very important vehicle for staff development. The training group consisted of only the five students and the Coordinator. Two of the students would volunteer to do a role play. One would be the staff member and the other student would be seeking help. They would then do a role play that they felt would come up in the drop-in center. The student selected his/her own kind of crisis to bring to the student staff member. The staff member correspondingly did whatever he/she thought was appropriate. After the role play experience, the two members rejoined the rest of the group and gave feedback to each other on how they experienced that situation. After they had provided the feedback, other members of the group shared their perceptions with the two who had done the role playing. It was only after all of the members had had a chance to

share their feedback that the group leader would begin to pursue more questions or raise other issues. After the feedback session, the group would review the session on videotape and stop the tape at critical periods to explore motives for certain statements or to review alternative statements. In some cases, the role play situation would be re-enacted. Most often, however, they were further explored by just talking about them. After several people had had a chance to play a number of role play situations, common data became more available on individuals and at critical points in the feedback session, the group would almost move into a modified T-group to explore personal reactions to styles or attitudes expressed by a certain student staff member. This modified T-group experience helped the team concept and helped provide a base for feeling free in giving and receiving feedback on the work. This feedback process was to be the major learning process as people worked in the Center. It was hoped that people would feel free enough to share their reactions with each other as they were working in the Center.

The training model allowed a great deal of freedom for staff members to bring in situations which were either very close to them, or were, in fact, their own personal issues. It also provided an opportunity for them to explore the role of the counselor which was somewhere between a friend and a professional therapist. Each of them was to find the balance or the middle ground between those two poles which felt comfortable for them and provided the best assistance for those seeking help. During the first few weeks, the Coordinator had to spend a great deal of time drawing people out but by the last few sessions of the semester, the students assumed

almost full responsibility for providing feedback and questioning all aspects of the interview. During this first semester training, the group had tried to develop a holistic approach to the interview. Students were to role play an entire interview and to evaluate it at the end. A process was developed for examining attending behavior or non-verbal cues given off by the student, as well as for following behavior both in terms of the content of the discussion and the affect level expressed by the student. The training stressed the importance of summarizing what the student counselor had picked up in terms of his/her following the content and affect as a means of providing a check on his/her listening ability. Once he/she had agreement from the student on this summarization, both the student counselor and the student were to explore alternatives for helping to deal with the problem presented. Here the counselor was to draw on resources, whether that be knowledge of certain drug information, knowledge of certain referrals, sensitivity to certain personal problems or just providing someone to listen and help sort out a future course of action. Over the twelve-week training period, the student counselors were much more confident in their own ability to provide this kind of listening and decision-making assistance and gradually placed less emphasis on seeing themselves as informational experts. They had improved immensely in their ability to understand, provide and receive adequate feedback on their own process as a student counselor and had much more realistic expectations of their role. The group had spent a great deal of time each week in these training sessions, but had found them immensely rewarding not only in terms of skill, but in team building as well.

During the first semester, a small, friendly group had developed which was free to explore different approaches in drug education and counseling, but more importantly free to explore attitudes and perceptions shared by other members of the group. Most of the members of this first group had been involved in earlier attempts at creating student centered learning situations and saw this as one of their last attempts to try to develop a program which valued student centered learning within the University context. There were a number of questions throughout the semester which dealt with the fear of being co-opted by certain administrative leaders. The students were very much interested in developing a program that would really meet the needs of their fellow students and felt the very strong need to develop this program independent of administrative direction. Since the Coordinator was the most immediate representative of the administration, the students continually tested him to see if he was actually interested in developing a program in conjunction with what they felt were the needs of the students or whether he was going to impose his own attitudes, beliefs and directions upon the group. The students placed very high emphasis on consensual decision-making and continually wanted to view the Coordinator as another member of the group and not as a designated leader. The Coordinator was primarily interested in having the students develop a sense of ownership for the program and felt that this would only happen if the group could really commit themselves to a process of consensual decision-making and shared leadership.

At this point, the coordinator did not fully realize the extent to which he or the students in the group were still struggling with their own questions of authority. Most of these students had not resolved questions of authority with their own family structure or within their living groups and the Coordinator still had work to do with this question himself. His experience in Southwest as Area Coordinator had only pointed out some of the work that he still had before him.

It seemed that the greatest motivation for learning among the students was centered around learning communications skills and relationship skills. Many of the student counselors were very much interested in improving their ability to relate better with their peers and to understand more completely the various issues involved in building relationships. Most of these students had had some experience with drugs and were also very interested in understanding these experiences more completely. Although they considered themselves to be part of a close group, they had seldom discussed these experiences in real depth. During the feedback sessions, many critical personal issues were revealed that had never surfaced in over two years of frequent contact among members. It was important to point out again that the training design had to follow the most immediate learning needs of these students. Whenever the Coordinator had tried to introduce reading material or experiences that were thoroughly removed from their immediate needs, the students avoided or refused to do those tasks. In contrast, they were willing to spend a great deal of time and take very seriously the role playing exercises and the feedback. They were also

willing to read material when they saw that it directly related to issues raised in the role playing experiences. This experience confirmed the Coordinator's developing theory of education which suggested that the most relevant learning experiences were those which were tied most directly to immediate personal needs. Written material makes the most sense when it can draw out or add to the issues most relevant to the person at any particular time in his/her life.

By the end of the first semester, the small group felt quite comfortable in its exploration of the drop-in center format and in its training experiences and team building. It was planning to open the center for a limited time in April or May as a pilot project and knew that it would need additional members to staff the Center even on a limited basis. Early in the second semester, the group selected an additional six students to undergo a similar training experience so that they would be prepared to staff the Center when it opened in April. Recognizing the early homogeneity of staff members they tried to select people with slightly different views and attitudes. Although they interviewed over 35 students for the six positions available, they wound up choosing people who were again quite similar in attitude and values. Unknown to the Coordinator at the time, a number of the new people had a history of relationships with a number of the earlier staff. The new staff brought some diversity, but strengthened the influence of some of the early participants in the first group. In some respects they had selected some more mature and more competent students in the second group than had generally been the case in the first group. After a short time a number of struggles for leadership

emerged between members of the first and second groups. The early attempts at shared responsibilities and consensual decision-making became vehicles for leveling any potential rise in leadership. This kind of leveling process was to predominate for the next two years.

During the second semester, the Coordinator asked a Counseling Center intern to assist in training the new group of student counselors. The intern seemed very interested in the project and was very familiar with Al Ivey's micro-counseling model. In contrast to the first semester, the Coordinator and the intern broke down the more integrated model that had been used the previous semester and emphasized each of the phases as units in and of themselves. Instead of conducting an interview as a whole, the student began an interview and focused only on attending behavior or focused primarily on following behavior and then stopped after a certain time and received feedback on just that phase of the interview. In general, this breakdown was much less successful than the integrated approach had been. The students in the second group never really were able to fully understand the whole interview process and never integrated the process into their behavior. The new group of people had been split into groups of three or four and two or three of the original staff members had been asked to join them in the training session. The Coordinator and intern met with both of these groups. The format proved to be awkward in the sense that it had provided too many "leaders" for the new people to handle. Not only were there differences in style between the Coordinator and the intern, but several of the people in the first group tried to emerge as

group leaders as well, each with his own individual style. The whole experience proved somewhat confusing for the new student staff. It wasn't until they actually got on the job that some of this confusion was relieved.

During all of this period from September through April, the group had virtually no case load and was free to develop concepts, programs and team spirit without any excessive work demand. There were, however, numerous requests from other colleges, from high schools, and various community groups who had heard about the University's attempt to develop a program and were interested in learning more about the program. These requests were somewhat gratifying at this early stage and the group felt obliged to meet some of the requests during second semester. So with virtually no experience, they began to meet with a few high school groups and community groups to talk about the field of drug education and counseling. In retrospect, it would have been better to delay this phase of the program until after the pilot experience. The attempts were fairly successful only because most people in the community had much less experience than the students, but the programs which were presented to many of these groups were not that well developed during this early period. These efforts also diverted some of the time and energy needed for further team building and training.

The group was able to secure a room in South College for a temporary location for the drop-in center. The furnishings were very limited and quite old but adequate for their purposes. The room was on the second floor of South College and was a little out of the way, but the route through the center of campus did attract those who really needed help.



The group opened the pilot project for only four evenings a week and a few limited hours in the afternoon. During most of this time, there were very few requests for services. This changed sharply, however, in May. This was the time of the Student Strike. During the strike, the group handled virtually a hundred bad trips a week. It was during this time, that the Health Services, the Office of Student Affairs and the Police came to depend very heavily on the skills, although somewhat limited, that the group had developed up to this point. The students who staffed the Center did a remarkable job, not only in handling the bad trips, but in preparing other medics on campus and other student leaders to do a similar kind of work. They were also able to develop close working relationships with nurses and physicians and police. The crisis of the Student Strike provided an opportunity for the students to use their skills and to gain a great deal of credibility within the community very quickly. During this time, the Coordinator and the Counseling Center intern were very much in the background and had maintained their offices in the Counseling Center while the students had staffed the drop-in center in South College. In many respects, the students were on their own and had demonstrated their ability to work as a unit.

The experience of the Student Strike and the success of the drop-in center staff in handling bad trips helped to insure a relatively high level of funding for the coming year. The Health Services came to depend very heavily on the student counselors for handling bad trips and wanted very much to see this group maintained. In the wake of the criticism

from various segments of the Community concerning the Student Strike, the Dean of Students was most anxious to have a drug education program in operation for the following year. The drop-in center staff had demonstrated their ability during the Strike and were in the best position to provide the kind of assistance which was needed by the Office of Student Affairs and the Health Services.

It was during the Student Strike that the student counselors developed the name Room To Move. They had been searching for a name for several months and could never find anything that seemed appropriate for what they were trying to do -- trying to provide a place where students felt that they had the room to explore their own inner experiences without fear of judgment or reprimand. They were trying to provide a place where students felt that they had, in fact, room to move. It was the first suggestion that met with overwhelming approval by all members of the group.

While most of the students were working on the pilot project, the Coordinator and Counseling Center intern spent most of their time writing a grant to secure funding for the following year. They visited the students in the Center quite frequently, but limited their involvement to an advisory capacity. The major responsibility for staffing the Center was clearly in the hands of the students.

In June the intern left for a position at Colorado State University and the Coordinator left to attend a National Training Laboratory intern program in group leadership in Bethel, Maine. By the end of the summer, the program had received funding for the following year. The amount

received was far less than had been hoped for, but was adequate to at least begin the program. The Health Services had contributed a half-time position for the Coordinator at \$6,000. The Office of Student Affairs had contributed \$20,000 for student assistantships. The staff knew that they were going to have to select and train at least twelve to sixteen new people who would begin work in the second semester, but at that time, they were unable to guarantee any financial assistance for new staff. During the first semester, attempts were made to secure additional funds for these new people.

The pilot program, as well as the planning phases of the program had been successful and had gained the support of key administrators within the University. The Student Strike pointed out the clear need for the development of a student run-drug drop-in center. One of the most important factors contributing to the success of the program had been the long period of preparation. The staff had been free essentially from September to April to devote almost all of their time to program development and staff development. They had gone very slowly and checked out their ideas with virtually every segment of the campus population. By the time they were ready to implement the pilot program, they had already built up a fairly strong base of support. A very clear demonstration of their ability to provide crisis intervention counseling services during the Student Strike only helped to strengthen their initial base of support.

The staff had emerged after the first year of planning and pilot implementation with a workable four-phase model for a drop-in center, a

good staff training model, valuable experience in counseling, and fairly good support from various segments of the University. The students were very highly motivated and optimistic about their continued involvement in this kind of program. They all felt that they were contributing to the development of an alternative kind of organization within the University, one which valued shared decision-making and a high level of student involvement. Many of the students referred to Room To Move as a counter-culture organization within an established structure. In fact, it was more of a bridge between the counter-culture and the established culture. The purpose was to change attitudes and behaviors both within the professional communities and the folk cultures as well. Room To Move could serve as an interface between existing cultures where members of the various cultures could learn and profit from the experiences of the other. Most of the staff felt that they had developed a close family relationship with a high commitment to developing this new kind of an organization. Enthusiasm was high and the financial and moral support which had been provided by the Advisory Committee only increased the staff's optimism for the year ahead.

#### Leadership and Support:

During 1969-70, Room To Move staff was small and able to devote 90% of its time to exploration, planning, training and team building. There was very little demand for services other than speaking to interested groups of high school personnel in the area. Communication was frequent and informal and shared decision-making prevailed within the group. Since

there had only been the commitment of one \$2,000 assistantship and since there were virtually no services being offered to the University, the risk on the part of the University administration was negligible. As the students were able to see their degree of ownership maximized through shared decision-making in program planning and the design of the training program which reinforced their concepts of student-centered education, their sense of trust in the Coordinator and the University administration increased significantly.

The University administration, through the members of the Advisory Committee at that time, which included Director of Health Services, Dean of Students, and the Co-director of the Counseling Center, developed a trust in the group as it continued to devote a great deal of time to exploration, need assessment, planning and training before engaging in any program activity. Members of the Advisory Committee began to trust that the group would not do anything rash - that the process of thoughtful planning would prevail.

Throughout this first year, the Coordinator was the major communication link between the students and the administration. He had to gain credibility with both groups and had to do so in a way which allowed both to feel that their interests and concerns were reflected in the final program. The students came to trust that he would not support administrative concerns over theirs and administrators came to trust that he would not be pulled by students to support positions which might prove embarrassing for the University.

Although students participated in every Advisory Committee meeting, most administrators relied on the Coordinator to be the spokesperson for the group. Students participated in negotiations, but he became the "official link" with the University. This pattern has continued throughout the history of the program even though others have moved into professional positions within the organization. This has been both a strength and a weakness in the program. It has allowed for group participation, while placing final accountability with one person, but it has often produced concern within the program as students have sought a wider sharing of responsibility. Administrators, on the other hand, have continued to resist negotiating with and placing accountability with a group.

During this first year, the development of trust within and between groups became the essential ingredient for future negotiations. Program plans which called for the development of a peer drug education and counseling program, and the training of those peer educators and counselors, no matter how well thought out, was supported only because sufficient trust had been developed among participating groups.

The Director of Health Services in 1969-1970 suggested in an interview that the development of trust between himself and a group of students, especially those involved in a peer counseling effort, was one of the major reasons for his supporting the program and for repeatedly allowing the group a great deal of freedom to explore its own direction. Other members of the Advisory Committee also stated that the establishment of trust between that group and the Advisory Committee was an essential first step.

Students who were interviewed also stated that they were continually testing to determine how far they could trust the Coordinator or members of the Advisory Committee to support their ideas and suggestions.

It seemed very clear to most of those interviewed, that the staff was able to achieve a large degree of trust between groups because they devoted a great deal of time to exploration, planning, training and team building. The fact that they used a process of shared decision-making with a small group of dedicated individuals and designed a training program which valued a student-centered approach to learning also maximized the students' sense of ownership and increased the level of trust.

It is important to note that the Coordinator's leadership style during this first year was consistently High Task - High Relationship according to the Hersey/Blanchard model (1969). He served as a catalyst for each of the major tasks, i.e., research, planning, training and team development, but did so in a flexible way which encouraged group participation and ownership. He was also able to maintain a fairly high level of relationship with each member as they participated in the various tasks. This mode of leadership seemed essential for the development of trust and for the accomplishment of goals during the initial phases of such a program.

The design and implementation of the training program was an example of this leadership style in action. Through the training experience, the Coordinator was able to train the staff in counseling theory and practice, to increase their ownership in the program, to build teams which could

help students further develop their skills and to contribute to everyone's personal growth. The design and implementation of that training program did much to gain the trust of the students and prepare the staff for the work to come.

The implementation of the six week pilot project occurred during April and May of the first year. The pilot happened to coincide with the Student Strike and the wide use of psychedelic drugs, and thus provided the students in Room To Move with an opportunity to clearly demonstrate the value of such a program. During this pilot, the students gained a great deal of respect from fellow students, Health Service staff, Police, and administrators as they handled hundreds of "bad trips" a week. After the pilot and the threat of more demonstrations and extensive drug use in the Fall, administrators saw a clear need for such a program and were willing to allocate \$20,000 for student salaries and \$6,000 for the Coordinator's salary for establishment of the program in September.

The development of trust, the emphasis on planning, training, team building, student-centered learning, shared decision-making, along with the use of a high task - high relationship leadership style, the implementation of a successful pilot project and the clear expression of need all worked together to produce a successful beginning phase.

#### Summary of Growth and Conflict Issues:

During the first year, 1969-1970, the Room To Move staff had conducted a survey to determine the need for a drug education and counseling program for students; visited other programs; developed the drop-in center concept



to include information, education, counseling and crisis intervention, developed and implemented a training program for two groups of staff counselors, conducted a successful pilot project, conducted educational workshops for various local groups; received a faculty research grant, developed trust within the staff as well as with the Advisory Committee; and received funding for the next academic year.

Although the predominant mood was one of growth and creativity, some conflicts did arise over the commitment of staff to crisis intervention vs. education; the struggle for leadership between members in the first and second training groups; the students fear of being co-opted by the administration and/or coordinator; and the decision-making process.

#### Implementation of the First Full Time Program, 1970-1971:

The enthusiasm experienced at the end of the first year carried through to the beginning of this first full year of program implementation. The staff was confident that it could run all four phases of the drop-in center on a 24-hour basis and train the people, an additional staff of eight people who could start staffing the Center no later than second semester. In many respects, this enthusiasm and optimism made the staff less cautious and less systematic than they had been during the first year. They thought that they were a solid enough group to be able to take in sixteen rather than eight or ten new staff members. This proved to be the major obstacle to the development of staff cohesiveness for the year. They also took on many more outside educational responsibilities than they were really able to handle adequately. In addition, they were open on a

24-hour basis for all kinds of crisis and emergency situations. It wasn't surprising that by January they would be experiencing a number of difficulties due to the number of overextensions.

They had secured a room in the Student Union from the Student Senate for the location of the drop-in center. The room was very dark and had a very poor circulation of air, but was located just down the hall from the Hatch, or student cafeteria. This was an ideal location for maximizing their contact with student and non-student groups. After the acquisition of used furniture from the warehouse and a bit of repainting and appropriate decorations, they opened on a full time basis.

Their first task was to select and train new staff members. The staff was again interested in selecting individuals with more diverse background and experience. To some extent, they managed to do this for this third selection period. Unfortunately, this also presented problems as many of these individuals found it very difficult to integrate into the relatively close group which had started the Center. The second problem presented itself with the selection of additional training personnel. A psychologist and a psychiatrist at the University Mental Health Services were asked to share training responsibilities with the Coordinator for the new group. There were three training groups with each trainer taking responsibility for one of the groups. There were at least one or two older student staff members as assistant leaders for each of the groups. The trainers tried to follow the training model which was originally developed for the first group. The three trainers met regularly to discuss goals, objectives and

methods for training. Each of the trainers conducted the group in line with the basic model but had the freedom to change and adapt it to suit his own personal style and the needs of the group. There was, however, a strong reliance on the video tape role playing and shared feedback. The psychiatrist and psychologist proved to be very competent and able group leaders, but experienced a great deal of difficulty in helping the students prepare for the actual experience in the Center due to the fact that they themselves had very little understanding of what the work actually called for. It has always been extremely difficult to get professionally trained assistants in a specialized project such as this without also requiring some direct involvement. The Coordinator tried to alleviate some of these problems by holding weekly trainers' meetings to discuss events within the training groups and by helping to make some correlations between those experiences and the work of the Center but this proved a poor substitute for direct experience. Most of the Coordinator's energy was directed at opening the Center and responding to the educational and counseling demands placed on the staff. He did not place sufficient importance on the inclusion of new staff trainers into the Center, nor did he provide sufficient help for those trainers to facilitate this process. In many respects, the new trainers had to prepare people and develop a staff cohesiveness for a project of which they were quite uncertain and had virtually no direct experience.

After several weeks of training most of the new people began to work at least one six-hour shift in the Center. This was done to gain direct

experience in the program, as well as helping the older staff respond to the growing demands. During the first semester, the staff saw over 800 students and maintained the Center on a 24-hour basis. Needless to say, this placed an extremely heavy burden on staff time and energy. The staff desperately needed the energy and commitment of the new trainees. In addition to the 800 students who had been helped, Room To Move had received requests from over 30 schools and colleges to provide educational programs. Because the staff had not clearly sorted out their priorities, they tended to respond to most requests. Many school, college and community groups had heard of the Room To Move project and of the work during the Student Strike and were very much interested in developing programs similar to it on their own campuses or in their own communities. Many of these educational workshops were of a one or two visit nature, but several required an ongoing commitment of at least several visits throughout the year. These requests were often very rewarding and beneficial to those involved but they placed a heavy burden on staff time and energy. It was surprising to see the students take such an interest in these kinds of educational efforts since they had tended to down-play them or avoid them at earlier stages. The students seemed to feel much more confident, not only in their ability to work well with students, but to share their opinions, attitudes and values with adults in the hopes of changing adult responses to student behavior.

The staff had managed to deal quite adequately with a number of demands for counseling and educational services. They were seeing an

average of 15 students a day, many for serious personal or drug-related problems. Each month they saw at least five runaway youths who came to their attention first by crashing into the Center during the late evening hours. Staffing the Center on a 24-hour a day basis consumed a great deal of staff time and energy, but it provided the staff with a contact with a population of individuals that they probably never would have been in contact with if they had not been open at that time. They were, however, quite unprepared to handle runaway youths and many staff members dealt with this by bringing the youths into their own homes. After a short time, a number of people tried to focus in on this problem and develop referrals on and off campus for short-term home placements.

In addition to the rather extensive demands for counseling services, there were a great number of schools, college and community groups off campus which requested educational programs from the staff. There were also a number of groups within the University which requested similar programs. These requests came primarily from residence halls and the formal classrooms. During this period, the staff saw an average of 90 students a week and ran at least three or four educational programs each week. It's no wonder that by the end of the semester, the staff was quite exhausted.

Perhaps the thing that kept the staff going was the reception that they received from both the students that they worked with and the various groups with which they met. They knew that they were providing a service that was not available within the immediate area and enjoyed very much the

kinds of discussions that they would get into with individual students or groups of parents and teachers. Not only were they contributing significantly to the development of other programs and helping individuals with serious personal problems, but they were each involved in a great deal of learning and personal growth on their own. The experience may have been exhausting in many respects, but it was also very fulfilling and rewarding.

Room To Move was very fortunate to have contacted a senior at the University who had been teaching courses on altered states of consciousness and to have him join the staff. He brought a level of understanding and sophistication to the treatment of bad trips that would have taken the staff years to develop on its own. Prior to his coming, the staff had been familiar only with talking down bad trips and not with all that was involved in talking through bad trips. This individual helped train the staff to be able to understand and talk through many of those experiences. He also put the staff in contact with some of the outstanding professionals in the country who knew even more of these experiences in altered states of consciousness. In conjunction with the Distinguished Visitors' Program on campus, they were able to bring people like Dr. Stanislav Grof, Dr. Stanley Krippner and Dr. Joel Fort to this campus as speakers for the University community and as special training consultants for Room To Move and other counseling services on campus. This contact helped the staff develop a fairly high level of competency in the treatment of bad trips in a very short period of time. It was a major stroke of luck that they were able to have this individual join the staff and facilitate contact with

such outstanding leaders as Dr. Grof, Dr. Krippner, and Dr. Fort during the first year of operation. These training experiences and others conducted by this student, helped to provide the basic resource for the Center's educational and counseling work. After several months of direct experience, the staff was able to train other drop-in centers and hot lines to do similar kinds of work.

In addition to sponsoring a number of speakers for the University campus, the staff of Room To Move provided weekly articles in the Collegian on various aspects of drug use. There were articles on bad trips, on flashbacks, STP, getting busted, runaway youths, and other related topics. These articles helped to raise the level of awareness of many of the students about many factors involved in drug use. They also provided the Center with a public relations vehicle. Many of the students who came in would say that they had read an article in the paper and wanted to come in to talk about that article with one of the staff members. The staff had also developed a drug analysis service and would frequently write articles on some of the various drugs analyzed. These articles also helped to provide an entry vehicle for students who wanted to talk about other more personal issues.

By the end of the second semester, a number of the students who had been involved in the runaway work had developed a proposal for a separate program to deal with runaway youths off campus. This project, known as "Our House", was to be staffed by a few former staff members from Room To Move and several other close associates. They were trying to find a house

off campus to provide much more suitable living arrangements and would try to establish community contacts which would help some of these young people find jobs or foster homes. The Room To Move staff had worked with very few runaways whose parents had wanted their children returned home. Although the staff always explored this possibility with individuals, it was very seldom a realistic one. Many of the individuals who were seen were chronic runaways who had been on the streets anywhere from three to five years. The groups of individuals who were committed to working with these runaway youths were highly motivated and a very capable group of young people. They possessed a unique ability to work well with these students and could very often work well either with their parents or their foster home situations. Because of their "hippie" appearance they had some difficulty gaining the support of various community groups, but eventually gained support from the department of youth services and several committed groups within the immediate area. Financial support, however, was a long time in coming and for the next year they would carry most of their activities through Room To Move.

Near the end of the year, there had been an attempt to develop a softball game between the Campus Police and drop-in center members. This was done as an attempt to bring together what seemed to be opposing forces or at least groups with very different goals and objectives. Just prior to the game, there was a mass arrest of 52 students on drug charges. A number of the staff felt that they should not support this raid in any way by attending a softball game. Others felt that they wanted to go through with the scheduled activity as a way of paving the road for better under-



standing between police and the drop-in center for the future. The game was held and over 250 people attended. The local District Attorney and the Dean of Students served as umpires while both teams sported shirts of "Pigs are Beautiful" and "Apple Pie". The game was a success and did much to relieve the tension surrounding the recent raid. Shortly after the game, a number of the staff members met with the District Attorney to explain their feelings about the raid.

#### Leadership and Support:

In addition to the demands placed on the staff by students in the Center, outside educational requests, and the need for the inclusion of these tasks, Room To Move also experienced problems related to structure and leadership. When the staff had consisted of a small group of six, they were usually able to share tasks and rely on consensual decision-making, but as it expanded to 27, they found it very difficult to accomplish the same kind of work in large staff meetings and found the need for delegating responsibilities. Many of the staff felt a high commitment to a horizontal structure where there were no designated leaders and all decisions were the product of consensual decision-making. These people found it very difficult to go with any kind of structure which represented the hierarchy. The staff had agreed on a structure which allowed three people to serve as facilitators of team efforts: There was a coordinator for the information and research phases of the program; a coordinator for the drop-in center phase; and a coordinator for the education phase of the program. These individuals would be primarily responsible for coordinating the efforts necessary for adequate program implementation. These people were

quite well respected by other members of the staff and were able to gain support for organizing these team efforts. The leveling process referred to earlier in this paper, however, began to emerge again and made team development most difficult. The designated leaders were, in fact, the informal leaders of the group, but a majority of the staff were very reluctant to acknowledge their leadership directly. There was a norm which supported the recognition of individual efforts rather than the cooperative efforts of a team. For these reasons, the first attempts at staff differentiation and team development met with very limited success.

This leveling process also affected the Coordinator's relationship with the rest of the staff. Although he had developed a good working relationship with the original twelve staff members during the first year, it was difficult to maintain that same relationship with all twenty-seven staff members. The new group had raised the same issues as the first group and he had to live through a period of exploration and testing before they could feel comfortable with him or with their relationship to other University administrators. During this time, an essential conflict emerged between those forces which saw themselves as representing the counter-culture and those forces which were more establishment oriented. One faction wanted a minimum of organization and was willing to go with the flow of things and let each individual work in his/her own way. The other faction favored a more structured organization with more team efforts. Several staff were trying to find a new ground for both. What was needed was an organization which could organize itself more effectively for work but could maintain a degree of flexibility and

openness which allowed it to respond effectively to newly emerging needs. The struggle within the staff was a microcosm of the trouble affecting the Center as a whole. If the staff was to play the role of a mediator between cultures, it would have to be able to mediate those conflicts within its own membership first.

These conflicts led the staff to develop a workshop which was held during January vacation and facilitated an examination of internal difficulties and the development of mutually agreeable solutions. A series of all day workshops were planned which would help the staff look at some of the major issues confronting the organization. Some of these issues included questions of work contracts for each individual, pay for new staff who were to begin full time work, a sharing of personal goals, resolution of conflicts resulting from the identification with the counter-culture versus the established culture and a resolution of the question concerning the staff's identity as an organization or a family. The staff was also interested in resolving leadership questions as far as possible. Most of the first day was spent exploring the question of whether they were an organization or a family. They had explored each of the alternatives with behaviors and expectations implicit in each. After a very lengthy and involved discussion, most people felt that they were in fact an organization which was trying to do specific kinds of work but one which tried to maintain as much of a family spirit as possible to provide the energy, enthusiasm and cohesiveness for this kind of work. To many, selecting this option seemed a sell-out for the ideals of the counter-culture. These people felt that they were first and foremost a family

which would take care of its individual members and allow each freedom and flexibility to grow at his/her own pace. Some of these individuals found it difficult to deal with the level of organization and structure outlined in this choice. The selection of this choice, however, indicated that a number of people saw the need for more structure within Room To Move and were willing to become more organized in hopes of being able to more effectively carry out responsibilities. All members, however, wanted to preserve as much of the family spirit as was humanly possible. It was this family spirit, which had provided the energy for the early phases of the program and had provided a source of renewal for individuals, as they carried out their work during the year.

The staff also spent a great deal of time in the workshop reviewing the personal contracts made by individual members. They tried to determine whether the match between interest and skills was consistent with the work demands. In most cases, these contracts were discussed openly and very favorably. In certain cases, however, they were interpreted as evaluations, and in some instances, negative evaluations. Individuals had a high need for support and recognition from other staff members and the process of reviewing contracts was very threatening, especially in context of the recent decision to consider Room To Move an organization which had some characteristics of a family. Individual frustrations were not always fully expressed and sometimes detracted from the full resolution of personal and organizational problems.

The staff also had to deal with the fact that sixteen new members had been working for several weeks without pay and were about to begin work for the second semester with no guaranteed salary. Funds were eventually secured, but they were far lower than had been expected. This made some of the new people feel more like second class citizens and contributed to the division between old and new staff members.

The staff had set up the workshop to provide an opportunity to examine their personal goals, receive feedback from other staff members on their performance thus far, to review their job contracts for second semester, to resolve organizational structure issues such as family versus the organization, and to resolve questions of leadership. They had hoped to provide an opportunity to resolve both personal and organizational issues but due to the fact that they had underestimated the importance of the personal issues, they fell far short of their mark in both areas. In retrospect, the inclusion issue seemed much more immediate for staff members. They were much more concerned with receiving positive feedback on their jobs and on their personal qualities and had much less energy to devote to resolving organizational issues. The workshop helped provide some resolve for some of the people but it also sowed the seeds of frustration and discontent among a number of the staff. The biggest mistake made by the staff had been to include almost double their number at the beginning of the year when they were increasing the demands for services. It took almost two years to recover from this major error. Work demands present during the period of the workshop placed more pressure for a quick resolution to the organizational problems. The staff did not spend the

amount of time necessary to resolve all of the issues involved and therefore prolonged the organization's development.

In June and July of 1971, after the second semester of full time service, the staff designed a summer workshop of reevaluation and reorganization. They met three times a week to receive personal feedback on skills and relationships, develop a structure for the following year, and prepare a grant proposal for the H.E.W. A group trainer, a faculty member from the School of Education and the Coordinator co-led the two month workshop and made significant progress in all areas. A grant proposal had been completed which reflected a program and structure which had been worked on by all those who would be involved. The sense of ownership was greatly increased and many personal conflicts had been resolved or fairly well worked through. The following year should have been a very successful one-- judging from the success of the summer.

As Room To Move slowly became a more structured organization committed to the delivery of counseling and educational services by qualified and well trained student staff and less of a counter-culture family which provided an opportunity for individuals to "do their own thing", the forces of opposition grew within those staff who identified most clearly with the counter-culture.

After the summer workshop it was clear that a few individuals would no longer be as free to do their own thing. A few individuals who needed that kind of freedom left the staff. A few who had worked very hard wanted a change and were not anxious to do battle for another year also left.

One individual who had been in line for a \$6,000 position left after another individual was selected by the staff for the position. The discontent and frustration which had been evident during January workshop was not fully resolved during the summer workshop experience and continued to influence staff morale and effectiveness throughout 1971-1972.

Summary of Growth and Conflict Issues:

During this early period the Advisory Committee encouraged autonomy and experimentation in organizational structure and service delivery. They were uncertain of what services were most needed or of how those services could best be delivered and were willing to trust the process which had been developed during the first year. Members of the committee often expressed their views on various issues but never tried to control the direction which was developing from within Room To Move. Things seemed to be working out alright without external control.

Several members of the Advisory Committee had expressed some concern over limit setting, especially with regard to dances, concerts, runaways, court referrals and internal decision-making, but felt that the group would have to establish these limits from within, especially if it was going to successfully manage a \$37,000 grant from the H.E.W.'s Office of Drug Education. Most Advisory Committee members were satisfied with the structure and description of services as outlined in the grant proposal in July 1970, and knew that it had been the product of an eight-week reevaluation and reorganization during June and July. They were again willing to trust the process of the group. During the first three years, the Advisory Committee supported a high degree of autonomy and encouraged the exploration

of new modalities for the delivery of counseling and educational services and the development of a modified horizontal structure which valued shared responsibility and decision-making.

This period of autonomy and creativity was marked by high enthusiasm and a willingness to devote considerable time and energy to the delivery of services. Staff members were recognized as "experts" by both students and administrators and usually received immediate positive feedback from those with whom they worked. The staff provided a "family atmosphere" which provided many with a sense of "belonging" and "connectedness" that few had ever experienced before. Many staff were able to receive academic credit for their training experiences in Room To Move and the majority were able to receive some financial assistance for their efforts. They were part of a program which provided them with an opportunity to demonstrate their developing skills as counselors and educators. It also provided an opportunity for personal growth and for improving their ability to communicate with others and to develop constructive personal relationships.

This period of autonomy and creativity, however, brought with it several factors which created a great deal of internal conflict and turmoil. The very favorable response to the staff's work during the strike raised the staff's level of confidence and optimism but helped them relax the cautious approach developed during the first year. They rushed headlong into activities on and off campus without adequately measuring those efforts against their resources. They had not established clear priorities



for accepting requests and tended to respond to whatever request arose. They were going in several directions at the same time and placing very high demands on the student staff. Overextension was inevitable.

Second, the identification with the counter-culture and the emphasis on a modified horizontal structure, which valued shared responsibility and shared decision-making, made it almost impossible for any formal leadership structure to gain the informal support of the group. There were constant power struggles throughout the two-year period regardless of how much time was spent trying to resolve personal and structural issues. Many students felt that they would be "selling out" if they allowed anyone to assume a real position of leadership.

This "leveling process" lasted throughout the first three years. Anyone who assumed a leadership position soon found himself cut off from the affiliation network of the informal group. Staff were reluctant to fully support team leaders for fear that they would become too powerful.

As one staff member stated:

"Room To Move was really controlled by the "Shutesbury Family". Since none of us would let anyone within our group assume leadership of the family, we sure weren't going to let anyone from outside the group assume leadership."

The inability of the "Shutesbury Family" to resolve its leadership problem made it impossible for Room To Move to resolve its leadership problems.

Third, the reluctance to fully support team leaders and the development of a norm which valued individual rather than team efforts, made it very difficult to develop cohesive teams which could focus on the delivery

of specific services. Everyone was a generalist and wanted a chance to do everything. Team leaders had to bring their request for a particular workshop or activity to the large group meeting and hope that someone was willing to work on the activity with him/her. One's power and prestige within the group was sometimes associated with his/her ability to get others to work with him/her. Refusing to work with someone was also a power tactic used frequently by the group. No one could really move without the support of the group.

Fourth, the issue of competence was never adequately dealt with. The ideal of equality gradually became a "sacred myth" which prevented the staff from taking a realistic look at who was really sharing responsibility, who was competent to do certain kinds of work, and who really had constructive leadership ability. Everyone was supposed to receive equal pay for equal time and carry equal degrees of responsibility. To many, differentiation would have meant the death of the alternative ideal.

#### Room To Move, 1971-1972.

Room To Move began its second full year of operation in September of 1971 after gaining increased support from the University and receiving a Federal grant for \$37,000 from the Drug Education Branch of the Office of Health, Education and Welfare. During the previous summer, the staff had undergone a process of program evaluation which included a redefinition of goals, program structure, decision-making, leadership, and membership. This was a lengthy and difficult process, but one which resulted in the development of a strong staff with members able to take responsibility for all phases of the program. The increase in financial support and the pro-

cess of program evaluation helped to create a positive atmosphere to begin the year.

One of the major structural changes developed during the summer was the addition of three full-time positions (\$6,000 each) to coordinate the Community Education Program, the University Education Program, and Center Operations. The Community Education Coordinator was very successful in developing a more limited but more thorough and ongoing program with Amherst Junior High School, Amherst High School, Northampton High School, the Area Drug Committee, and several P.T.A. groups. The University Education Coordinator was very successful in reaching every residential area and numerous classes with quality drug education workshops. This increased contact with the residential areas had a significant impact on the frequency and ease of contact, not only with Room To Move, but with both the Health Services and Mental Health. These contacts also allowed Room To Move to have a greater influence on the quality of "informal help" provided by students who were not part of any staff. The Center Operations Coordinator was most successful in maintaining a good working relationship with the various offices involved in the day-to-day operations of Room To Move.

The Coordinator of Room To Move was responsible for the training, supervising, and overall coordination of the program and worked with these three people to form the Coordinating Committee for Room To Move. The Committee worked well together and developed each of the areas well, but failed to develop good team efforts. Members were too accustomed to working as individuals; therefore, the various coordinators had difficulty breaking this norm. Perhaps the greatest exception to this was the

Community Education Coordinator who was able to facilitate more of a team effort as the year developed.

The first semester of 1971-1972 was a most successful semester for Room To Move. The number and variety of concerns which were brought to the Center had greatly increased over the past year. There were as many calls for "bad trips" and general counseling as ever before, but there was a sharp increase in the number of runaway youths, court referrals, hard drug cases, barbiturate cases, and more serious emotional problems. There was also a very sharp increase in the number of requests for educational workshops from the University and local communities. Room To Move had a far greater impact on the resident halls through its educational workshops that had ever been the case previously. There was, in addition, an atmosphere of greater cooperation and enthusiasm among the staff with members freely sharing responsibility for work.

During the first part of the second semester, Room To Move began to experience difficulties in several areas. Overextension was one of the major problems. The staff had become too involved in counseling and educational situations and members found themselves exhausted and needed to limit their involvement in both areas. The lack of a good team structure and the continued emphasis on individualism led to increased problems with accountability. This was further complicated by the part time nature of the program coordinator's position. In addition, the questions of staff turnover and the maintenance of undergraduate student participation in Room To Move arose as several members would be graduating or had

developed other interests which were drawing them outside of the general program.

Throughout 1971-1972, the staff was involved in a struggle between those who wanted the new structure to work and those who wanted to reassert the counter-culture nature of the program. Individuals were being judged on the basis of their commitment to the counter-culture rather than on their ability to provide services or to communicate with others outside of the counter-culture. Individuals who did not measure up were excluded from the informal friendship groups outside of work. Some individuals found this very hard to accept.

The design of the training groups for 1971-1972 further impeded the staff's ability to resolve this organizational identity crisis. A group trainer, a psychologist from Mental Health and the Coordinator were supposed to provide weekly small group training experiences for the staff. The staff divided into three groups with each of the three trainers and met at the same time each week. This provided an opportunity to meet with the entire group when it seemed appropriate. Small groups facilitated communication and provided a more personal atmosphere for skill development and the large group would provide an opportunity to look at issues which affected the group as a whole. The design seemed appropriate.

One of the first problems encountered was the fact that members of the training staff were very different from one another and had very different orientations and ways of working. One had a strong propensity to develop a T-group wherever she went. Another tended to maximize political conflict. The Coordinator was preoccupied with issues or organizational

development and tried to deal with personal issues as they related to the growth of the organization. One of the approaches could have had a chance but trying to make all three work together was sheer folly.

After a short experience in small groups, many of the staff expressed a desire to return to a large group format. Many were aware that the fundamental issues confronting the organization were ones of identity and power. The move to the large group reinforced the modality of the counter-culture which relied on group pressure. This would have been acceptable if the training staff had been able to develop creative large group designs. But the three trainers were each pulling in different directions.

The large group meetings continued to be very frustrating with neither personal nor organizational issues ever being fully resolved. The constant strain of these meetings with all of the covert power struggles left most of the staff demoralized. Few individuals were able to see their way clear to provide positive feedback for anyone else in the organization. All sorts of personal and organizational conflicts were saved and "dumped" at the large staff meetings. Survival replaced training and growth.

The Coordinator found his role as group leader extremely difficult, if not impossible. He tried to see a course which would allow the resolution of certain personal and organizational issues but continually held back in an attempt not to contradict other members of the training staff or various Room To Move staff members. He did not have enough faith in his own judgment to take a more active leadership role. During second semester, he was also under a great deal of pressure from a failing marriage and an unfinished graduate program. He was under pressure from all

sides and lacked the confidence and energy to respond creatively in all areas.

Near the end of second semester, the staff planned a two-day workshop designed to resolve the issues of identity, power and structure. Each staff member was to come in with his/her suggestions for where he/she thought the organization should go and for whom he/she thought the organization should go and for whom he/she thought should be part of the organization. It was clear that the staff would have to make some choices. The staff knew that the group would probably split with one group seeking to establish a more counter-culture oriented program on or off campus and the other seeking to continue a more structured peer counseling and educational program on campus.

Since there was no real design and since the Coordinator had a high need to resolve at least one of the major issues in his life, he started by laying out his ideas for where he thought the organization should go and who should be part of that program. He also pointed out those whom he thought should leave the program. It was hardly a commendable way to express appreciation for the sincere and earnest efforts of many individuals who were, in his judgment, less appropriate for the delivery of high quality counseling and educational services. It was a poor graduation ceremony.

The Coordinator, however, was not the only one with frayed emotions. Everyone had lived with the pressure-cooker atmosphere for the past year and everyone had absorbed their share of frustrations and disappointments. Many individuals found it very difficult to hear that the Coordinator did not want them to be part of the organization the following year. Many took

it as a negative evaluation of themselves as individuals, others saw it as a power drive on his part to take over the organization.

Most people remember that only the Coordinator laid out his suggestions. Few remember that at least four other staff members also shared their ideas with the group. Most of these individuals supported the basic position articulated by the Coordinator and reinforced the need for more structure and the delivery of services by competent staff. For whatever reasons, members of the counter-culture were not very vocal at the workshop. Many interpreted the experience as a power move which destroyed the ideals of the counter-culture. For months afterwards, members of this group, especially those who wanted more power, let it be known that Room To Move had undergone a purge by the Coordinator and Education Coordinator who had "sold out" to the establishment. The death of the counter-culture identity had come hard. For many it had held the promise of renewal and rebirth. In May that promise (as some had envisioned it) was destroyed.

As one former staff member stated:

"We wanted to start a "hog farm" right here on campus and we wanted the kind of leaders who would help us to do it. You weren't those kind of leaders. When we realized that it wasn't going to happen here, we had to either take over Room To Move or try to start a group of our own off campus."

This expression by a former staff member makes it easier to understand why it was so difficult to come to an acceptable compromise during 1970-1972. The visions which were motivating various individuals were very different and not very conducive to development within a University setting. The amazing thing is that this vision was never shared with the whole group. The ambiguity of the Room To Move structure had allowed both



the counter-culturalists and the structuralists to project onto the organization their particular visionary ideal. Neither group wanted to spell out the details of their vision for fear that it would not be accepted. By the spring of 1972, the staff had to make a choice, the two could no longer exist within the same organization.

After the Spring of 1972, Room To Move became a more structured organization with clearer lines of authority and responsibility. There was a greater emphasis on the delivery of services by competent, well-trained peer counselors and educators. There was a greater emphasis on setting realistic limits on the number of services and more of a commitment to serving the University community.

Room To Move was no longer open 24 hours a day and thus lost contact with the runaway population which was now referred to "Our House". The staff reduced educational efforts with groups in the surrounding community and counseling efforts with court referrals.

These cutbacks reflected both the priorities of remaining staff members as well as the recommendations of the Advisory Committee. Essentially, Room To Move was renegotiating its contract with the University and was forced by both internal and external pressures to establish more realistic limits. Many staff had been burnt out by running a 24-hour drop-in service for two years. Since there would be fewer staff members in September, and since most runaways would be referred to Our House, the staff decided to cut back to working just days and evenings until midnight. Although many staff wanted to continue in Room To Move's involvement in Community Education and to continue to sponsor concerts and dances, they

decided to focus on activities which would have a better chance of being supported by the University. They were no longer free to do anything they wanted. They had entered into a period which called for greater negotiation with regard to program direction and financial support.

Although University-wide budget cuts would inevitably reduce the level of financial support for 1972-1973, Room To Move would be able to develop three teams with rather specific areas of concentration. There would be an education team of approximately six members which would be free to focus its energy on an improved and expanded resident hall education program. This would represent a much greater commitment to the resident halls than had been possible to this point.

There would be a counseling team of approximately ten members which would focus its energy on providing good information, counseling, and crisis intervention services. There would be more limits set as to the kind of counseling and "semi-medical" situations handled in the Center, such as court referrals, runaways, serious emotional problems, and barbiturate cases. There would be more emphasis placed on staff development and supervision.

The third team of approximately five members would focus its energy on hard drugs and drug use among the Black community. Room To Move to this point had not been able to deal very effectively with hard drug use or to make sufficient contact with the Black community. This team, with a full-time Black coordinator, would be more effective than the fragmented approach of the previous two years.

The smooth functioning of these teams depended on a good system of cooperation among the teams, full-time leadership for each team, and the development of good team participation. It would also be important to further develop the procedures for maintaining good working relationships with various professional groups within the University and local communities. The Advisory Committee for Room To Move would meet more regularly as would the Area Drug Committee. The staff would try to develop a mechanism for periodic meetings with those groups who work with Room To Move on a continuing basis, such as the physicians, nurses, mental health staff, police, etc. Maintaining open and frequent communication within such a network would help the staff accomplish the work well.

With the continued support of the Health Services, Mental Health, Student Affairs, Student Senate, and the Drug Education Branch of the Office of Health, Education, and Welfare, Room To Move would be able to develop a much improved program with greater impact in both the University and local communities. Room To Move would be one of the few programs of its kind to survive the critical three-year period after which many programs fail because of financial, organizational, legal, or morale reasons. It had been most difficult to make inroads into the drug culture, to identify problem areas, to experiment with alternative approaches to solving those problems, and to develop trusting relationships with professional groups where this information could be shared. It had been a difficult task to find a balance between the informal ways of the folk culture and the formal ways of the professional culture. Room To Move, however, had provided a vehicle for working successfully with representatives from both cultures.

Memos reflecting the extent of the internal and external difficulties confronting Room To Move during 1971-1972 can be found in the Appendix.

Summary of Growth and Conflict Issues, 1971-1972:

During 1971-1972, the Room To Move staff were successful in obtaining a Federal grant from the H.E.W.; expanding the community and University educational programs; expanding the services for runaways; developing a core staff of program coordinators; expanding counseling services and developing greater cooperation and enthusiasm among staff.

As the conflict between the counter-culturalists and structuralists continued, the program experienced problems concerning overextension, individualism, accountability, staff training, leadership and staff turnover. These conflicts came to a head in May during an all-day workshop. After the workshop, Room To Move became a more structured organization which emphasized the delivery of service by competent staff and which set clearer limits on program development. Unfortunately, the staff did not sufficiently improve its decision-making process.

Room To Move 1972-1973:

The number of students seeking counseling help for drug and other personal problems almost doubled over the previous year with approximately 3,500 individuals in 1972-1973, as compared to approximately 1,850 in 1971-1972. Far more of these were of a serious nature with almost no one coming in just to "hang out". Virtually every visit was a working session.

There was a sharp increase in the number of cases related to the use of barbiturates, quaaludes, and alcohol as well as the number of cases related to personal depression. There were at least 184 emergency cases

involving alcohol or alcohol/quaalude combinations. This use of depressant drugs would appear to present the greatest danger during the next year and Room To Move, as well as other Health Service agencies, would have to improve their capabilities in this area. Special emphasis would have to be placed on developing educational and counseling programs for problem drinkers. This effort would be made in cooperation with other Health Service agencies.

The number of cases related to psychedelic use remained relatively constant with approximately 200 individuals seeking help. Approximately one-third of these, however, involved flashbacks, prolonged reactions or adverse grass reactions. A number of experienced therapists related this kind of reaction as well as the heavy use of depressant drugs to earlier psychedelic experiences which helped to uncover unconscious experiences which individuals have found difficult to integrate into their lives and have therefore sought to suppress them through the use of depressant drugs. The Psychedelic Clinic which was run every Monday evening by two staff members provided the most consistent and qualitative assistance for those experiencing difficulty with psychedelic drug use. The Clinic was used every week by students and provided an opportunity for further staff training. The two staff members contributed a great deal to the students and staff through the Clinic format. Both would be leaving for California next year and would be greatly missed.

The expected increase in the use of heroin was not clearly evident in Room To Move. There was, however, an increase in the use of cocaine and quaaludes as non-addictive substitutes. Room To Move was not viewed

as having a strong capability in this area, although the Hard Drug Team had made significant gains in reaching many present users outside of Room To Move. It was expected that more students would avail themselves of the detoxification facilities available at the Health Services as outreach activities continued. There was, however, a problem of credibility which would only be overcome by improved educational outreach and actual use of the service.

Almost half of the students seeking help came in for general personal counseling which was not necessarily related to drug use. Many of these concerns involved questions of personal worth, identity confusion, depression, sexuality and problem pregnancy. A number of individuals sought help for the difficulties they experienced as they became involved in various Yoga and meditative disciplines. During the year, Room To Move began to increase its contact with the Vietnam Vets on campus. During the Fall, a group of ten met several times with two staff members to explore the possibility of setting up a "self help" program for Vets. This interest fell off as certain key individuals within the group experienced personal or academic difficulties and had to withdraw. During the Spring, staff members worked closely with a few Vets who had experienced personal difficulties in reconciling their Vietnam experience with the demands of University life. Staff members also made contact with the V. A. Hospital in Northampton which agreed to let a psychologist run a discussion group for Vets on campus during the next year.

There was a sharp increase in the use of the drug analyzation service with 186 requests in 1972-1973 as compared to no requests in 1971-1972,

and 200 requests in 1970-1971. During the Fall, the service worked fairly well with results averaging one to two weeks. After an article appeared in the paper listing the various results, there was a sharp increase in requests, but results were taking an average of three or four weeks. Several attempts were made to improve the system, but the laboratory was unable to produce faster results. By April, the service was virtually worthless. Some improvement would need to be made by the Fall, if the service was to be more effective.

#### Educational Outreach:

Through the efforts of the Education Team, Room To Move significantly improved the quality and quantity of educational workshops presented to resident hall students. Virtually every resident hall staff had received the basic workshops, with many participating in more advanced programs. This educational effort had been successful in affecting a change in the social norms regarding drug abuse. A study done on these workshops revealed many students felt more comfortable expressing their concern about a friend's drug use to that person directly and felt freer to seek help through Room To Move. The Education Team conducted workshops throughout the year which reached approximately 685 resident hall students, 655 staff members, 156 community people, and 750 students in the classroom. They ran a 16-hour colloquia for drug specialists in Northeast and Southwest, a 5-hour session for counselors in Orchard Hill, and a 10-hour session for two or three drug specialists per dorm in Central Area. Many of the specialists later presented some of the basic workshops to other counselors and students in their dorms. This represented a very extensive

effort within the residential areas in contrast to the previous year with an average of five workshops presented each week.

The Hard Drug Team developed an educational outreach program focused on the needs of the Black community, especially those involving hard drug use. Since inception, the Team had broadened its scope of work to include a number of health care needs within the Black community in addition to hard drugs. This effort became increasingly significant as the Team attempted to explore the root causes of drug abuse and to develop a drug abuse prevention program or health care program in context of increasing Black awareness of the social and economic factors involved in drug abuse patterns.

The Team had been helped considerably through its participation in the training programs at the Drug Dependency Institute at Yale University in New Haven, Conn., and at the Eastern Pennsylvania Psychiatric Institute Minority Drug Training Program conducted by Jim Bowles, Ph.D. in Philadelphia, PA. The Team had done a great deal during the 1972-1973 year to clarify its goals and objectives, to pull itself together, to develop training experiences, to make numerous contacts with students and faculty and to begin to plan a viable program. The sincerity and enthusiasm demonstrated during 1972-1973 would result in the development of a strong program during 1973-1974.

Room To Move sponsored a series of speakers as well as a symposium on Transpersonal Growth which proved to be a very successful and high quality educational presentation. During the year, Room To Move sponsored: Rene Nell, D.Ed., Jungian Therapist; Helen Bonnie, Music Therapist and Para-



psychologist; Daniel Goleman, Ph.D., Teacher of Meditation; U Maung Ji, specialist on Eastern Religions, and Peter Rabitt, founder of Libra Commune. Each of these speakers reached an average of 150-200 people during a University lecture and approximately 40-50 in smaller staff training workshops.

In April, Room To Move sponsored the Symposium on Transpersonal Growth which featured Baba Ram Dass, Stanislav and Joan Grof, Stuart Krippner, Brandan O'Regan, Richard Katz, Eleanor Kriswell, Stuart Twemlow, Lenore Schwartz, Richard Davidson and The Ram Das Ashram Band. The Symposium was attended by over 500 people and was considered a very successful presentation. Two staff members, both recent graduates of UMass, were responsible for planning the entire event and did an excellent job.

It is significant to point out the Area Drug Committee contributed \$2,000 toward the Symposium. The H.E.W. grant and proceeds from the door covered the additional \$3,000 costs. Room To Move also sponsored two bioenergetic groups each semester under a trained therapist, and a T-group experience under the co-leadership of doctoral students in education. Both experiences were supervised by a psychologist from Mental Health and were very well received.

Room To Move conducted a training program for volunteer staff. In addition to attending weekly training sessions for ten weeks, volunteers worked with a regular staff member for one shift each week. This was by far the most competent and enthusiastic group of volunteers in Room To Move. When several vacancies became apparent at the end of the year, the staff was able to fill them with experienced volunteers. Since all of the

volunteers were undergraduates, they would insure a continuation of experienced help which was in touch with the changing needs of the student body.

Supervision was provided for counseling efforts by a psychologist from Mental Health, two faculty members from the School of Education and the Coordinator for Room To Move. The psychologist made a special effort to provide supervision for the Psychedelic Clinic for a T-group experience, for the Bioenergetic groups and other more individual efforts. Faculty members from the School of Education had provided either supervision or courses for the staff for three years and did a great deal to help improve the quality of counseling. The Coordinator provided the day-to-day supervision and brought some of the most critical issues to the weekly staff meeting but this method needed improvements in terms of its regularity.

Staff training experiences were significantly changed during 1972-1973 due to the change in staff and a desire on the Coordinator's part to experiment with a different method. Previously training experiences were more concerned with group maintenance issues than training issues and very often tried to expose the staff to various kinds of experiences which would broaden their knowledge of the field and provide a sense of the changing needs of students. Experiences were conducted by Rene Nell, D.Ed., Jungian Therapist; Helen Bonnie, Music Therapist; Yogi Baghan, Kundaline Yoga teacher; Stanley Krippner, Para-psychologist; Daniel Golman, Ph.D., teacher of Meditation; Peter Rabitt, founder of the Libra Commune, and Joe and Terry Havens, therapist and teacher.

The staff also provided for training experiences conducted by various staff members with the intent of sharing knowledge and building better intra-staff development. One staff member led a bioenergetic session, another led a Yoga session, the Hard Drug Team conducted several sessions, two staff members led a session on psychedelics, three staff members led a session on hard drugs, two staff members led a dance and movement session, one led a session on alcohol use, and a psychologist from Mental Health led a discussion on depression.

These training experiences were very well received and did a great deal to raise the staff's level of awareness and competence. They also contributed significantly to the development of a high degree of enthusiasm and cohesiveness among the staff. The staff had an opportunity to work with outstanding leaders in the field of altered states of consciousness and transpersonal growth and this contact provided a new source of inspiration for positive action. The idealism that had earlier been associated with the counter-culture and the use of psychedelic drugs was being associated with the growing interest in transpersonal growth and altered states of consciousness. There was a new interest in seeking a new "internal order", a new sense of inner wholeness before attempting to bring about a new social order. Many of the staff believed that the chaos of the existing social order could only be changed through a change in individual consciousness.

Many of the concepts developed by Dr. Grof, Dr. Krippner, Dr. Bonnie, Lenore Schwartz, Ram Dass and others greatly influenced their approaches to counseling, education, social action, and personal growth. They all

reflected a broad base, holistic approach to growth which drew from a variety of theories and practices, Grof, for instance, had seen the validity of combining the Freudian, Rankian, Existential and Jungian theories into a four-stage theory of personal growth. He and others focused on the death-rebirth experience encountered in L.S.D. therapy, music therapy, schizophrenic and mystical experiences. Most emphasized a new concept of identity of "self", a new holistic world view and the critical importance of a transpersonal awareness. All reflected a deep faith in an individual ability to increase his/her awareness and to become his/her own therapist.

During 1972-1973, a number of staff members became involved in the regular practice of a meditative discipline or practiced Yoga regularly. A member of a local Kundalini Ashram joined our staff and provided us with an insight into that practice as well as introducing chanting before every staff meeting. Many staff began to be more health conscious - to eat health foods and to limit or stop any drug use. The emphasis on positive personal growth and permeated their personal lives as much as it had permeated their work.

1972-1973 was generally a very positive year for everyone in Room To Move. Some difficulty did arise, however, with the Alcohol and Black Action teams. Since both efforts were just beginning and since both found it difficult to identify too closely with the emerging interest in transpersonal growth, these efforts required a greater degree of autonomy for program development. Members of both teams found it difficult to continue to respond to repeated requests for information and justification by members of the Room To Move staff. Most staff could understand past counseling

and educational programs and could identify at least somewhat with the emphasis on transpersonal growth, but many found it difficult to understand or identify with alcohol abuse or the kind of social/political action being talked about by members of the Black Action team (then also known as the Hard Drug Team).

Members of both the Alcohol and Black Action teams felt a great deal of pressure to have to explain their positions without having had enough time to clarify their own ideas or to develop cohesive teams which were committed to a particular kind of program. It was a period of exploration, values clarification, team building and program development. The continual demand for information sharing only served to weaken any sense of trust between team members and the rest of the staff.

1972-1973 was the first year that Room To Move began to seriously explore the development of an Alcohol Program. It was the first year that it added a full-time minority staff member who had responsibility for developing a program for minority students. It was also the first time that there were as many as six minority staff members. Almost one-third of the staff was Black and almost one-third of the money went to support them. This rather abrupt change in emphasis was bound to raise questions at some level within the staff. The commitment of staff positions and financial support did not adequately reflect the commitment of the entire staff to minority programming. This ambiguous commitment has continued to be present.

The emergence of the Alcohol and Black Action teams somewhat complicated the smooth development of a new, more viable identity for Room To Move. It was moving from a counter-culture family which concentrated on psychedelic drugs to an alternative growth center which focused on transpersonal growth and altered states of consciousness and the association with the Alcohol and Black Action teams forced the staff to confront its commitment to the needs of problem drinkers and members of the minority community who had little use for altered states of consciousness and transpersonal growth.

Members of the Black Action team were more concerned with political/social action aimed at improving one's immediate existence and overcoming social oppression. Alcohol team members found it important to examine therapeutic approaches such as Alcoholics Anonymous which bore little resemblance to transpersonal psychology. It was more confrontive and more group oriented.

A meeting ground was gradually established, however, through the exposure to a Humanistic Approach to drug education and counseling. Several staff members were familiar with the Humanistic Approach taught through the School of Education and found it an agreeable approach. A few of the Black Action team members were exposed to a humanistically oriented drug education and counseling approach when they attended a two-week workshop conducted by Dr. James Bowles at the Minority Educational and Group Training Laboratories in Philadelphia. Dr. Bowles also came to the University to conduct workshops for the staff and general community.

This Humanistic Approach stressed a belief in the individual's ability to make decisions which will lead to his/her growth and self actualization. It stresses a process of values clarification and affective education which helps individuals learn how to use their own strengths for positive personal change. Dr. Bowles also emphasized the use of "corrective history" which provided a more realistic understanding of Black history, as well as a base for understanding oppression and for selecting positive personal and social actions which might overcome that oppression.

The Humanistic Approach, although not completely understood by most of the staff, provided at least a potential meeting ground for various groups and programs. It was a sort of "middle ground" between transpersonal psychology on one hand and Black Action and Alcohol Action on the other. Most staff members were able to identify with it more easily than they were able to identify with transpersonal psychology or Black Action.

### Leadership and Support:

It is important to point out that most members of the Advisory Committee were unable to fully understand or support the three major strengths developed in 1972-1973. They found it difficult to understand the emphasis on Transpersonal growth and meditative disciplines. They felt that the psychedelic clinic with its emphasis on guided affective imagery and music therapy were too "esoteric" and somehow out of order. They gave no recognition or support for the Symposium on Transpersonal growth which received national recognition and was enthusiastically received by those H.E.W. representatives who attended.

Members of the Advisory Committee either paid little attention to or remained skeptical about Black Action Team efforts. The coordinator of the Black Action Team received little support or encouragement from members of the Advisory Committee after his first semester on the job. Some members remained skeptical of his abilities and changing program thrusts. Few individuals were willing to sit down with the Coordinator and take a serious look at the conflicting demands being placed on him and members of his team. They were expected to deal with Hard Drugs as well as meeting the "unidentified needs" of the Black community. They had to develop outreach activities to reach Black students but found themselves continually pressured into being more "visible" within Room To Move and carrying extensive counseling responsibilities within the Center. Members of the Advisory Committee also wanted to see a project developed which would have "visibility and credibility with other professional organizations."



The staff and Advisory Committee made it almost impossible for the team to develop and accomplish its own goals. The team was being pressured into meeting goals set up by individuals who had their own expectations for what they thought was an appropriate course of action.

Most Advisory Committee members either paid no attention to the efforts of those staff members who were trying to develop an alcohol program or raised serious questions about their ability as counselors, educators or administrators. It was easy to forget that during 1972-1973 no one else was even interested in alcohol. These students were devoting a great deal of time to exploring what could be done while working on an assistantship.

Several of the staff within Room To Move had expressed some of the same reservations about all three programs but at least some of the staff were able to provide support and encouragement for continued exploration and program development. It was extremely unfortunate that the Humanistic Approach was not more thoroughly developed. It would have provided a solid vehicle for achieving internal and external cooperation and support. As it was, the Humanistic Approach was somewhere in the background and the Advisory Committee was left in a position which made it difficult for them to support the three major strengths being developed within Room To Move during 1972-1973. They at least were supportive enough to allow us to experiment with these different program areas.

The representatives from H.E.W. were more familiar with the Humanistic Approach, specifically the one developed through the School of Education, and were more familiar with other programs throughout the country. They realized the value of what the Room To Move staff was to

do and had been very impressed with the program during the past two years of H.E.W. funding. These representatives had visited the program on several occasions and had participated in the Symposium on Trans-personal growth. They knew how all of these various efforts could be tied together to provide an understanding of the root causes of drug abuse and a base for developing alternative modalities for drug abuse prevention and personal growth.

In February, 1973, a H.E.W. representative attended an Advisory Committee meeting to discuss possibilities for a third year of funding and to explore possible ways for sharing some of what had been learned in Room To Move with other parts of the University community. It took an outside person to validate the program with its newly emerging direction.

During this meeting the Advisory Committee explored the possibility of developing an institute for Student Affairs staff which would provide staff with an understanding of many patterns of self-defeating behaviors developed by students including drug abuse and would help prepare staff to work with students in a way which would help them overcome these self-defeating behaviors. The institute would have Humanistic Orientation and would help staff learn how to develop preventative programs which would maximize the possibilities for personal growth. The institute would provide training workshops and ongoing technical assistance for staff as they continued their work with students.

The institute concept received mixed reactions from members of the Advisory Committee. Everyone was generally supportive but the Dean of Students was the most skeptical and wanted to explore an institute format which emphasized professional improvement for a limited number of professional staff. He wanted to develop a program which had academic credibility and was very reluctant to support a program which emphasized inservice training workshops conducted by non-academic staff and the use of student paraprofessional counselors. As it turned out he had his own plans for heading up an institute which would grant advanced degrees for a limited number of Student Affairs staff. Although the Coordinator for Room To Move tried to combine both plans, the Dean preferred to keep them separate and worked for the implementation of his institute.

During April of 1973 representatives from H.E.W. asked Room To Move to submit a formal proposal for the development of an institute as suggested during the February meeting. They felt that there was a very good chance of being selected for an additional grant as one of ten model projects throughout the country. They felt that the institute concept was good and that it provided a way to further develop concepts and practices which had been used in Room To Move for the past few years. They were particularly interested in the peer counseling model and the residence hall staff training program. The Office of Drug Education was under pressure to demonstrate the effectiveness of its approach and was hoping that Room To Move and the institute would serve as a successful demonstration project.

Due to the very brief time for preparation of a formal proposal, two weeks, the Coordinator for Room To Move drew up a draft which was checked with the Director of Health Services and the Vice Chancellor. After slight modifications had been made, he submitted the proposal in cooperation with the Vice Chancellor with a letter of support from the Director of Health Services. The University had committed itself to supporting the development of a collaborative training program for residence hall and other Student Affairs staff. By June of 1973, the Office of Drug Education of H.E.W. had awarded Room To Move an additional grant of \$40,000.00 to develop the training institute.

The new grant from H.E.W. established new responsibilities and priorities for Room To Move and for the leadership within Room To Move. The Coordinator would be busy throughout the summer and all of the following year trying to develop and implement a second federally funded project. As principle investigator for the grant the Coordinator for Room To Move would serve as Coordinator of both projects. None of those involved realized how much work would be involved when they wrote the proposal or accepted the grant. The rewards would be great but so would the costs.

During 1972-1973 the question of Room To Move's affiliation with Health Services was becoming more difficult to resolve. Prior to 1972-1973, Room To Move had been an autonomous student organization which negotiated directly with members of the Advisory Committee. The Coordinator of Room To Move negotiated directly with key administrators

from various areas within Student Affairs. There was a separate budget and members of the Advisory Committee seldom expressed any need to involve themselves in internal decision making.

In 1971-1972, the Director of Health Services left his position to become Vice Chancellor for Student Affairs and was replaced by another Director of Health Services who joined the Room To Move Advisory Committee. Since that time the new Director of Health Services has gradually assumed more responsibility for the internal and external management of Room To Move. In 1970-1971 the former Director of Health Services had volunteered to "handle the books" for Room To Move. In 1971-1972 the new Director took more direct control over the funds and administered the funds as part of the Health Education budget. In 1970-1971 the old Director had offered the Coordinator a 1/2 time Health Education position as his contribution toward a collaborative program. In 1971-1972 that position became more closely associated with Health Education and appeared on that division list. At that time there were only two professional positions at full time and 3/4 time respectively. In 1972-1973, after a Director of Health Education had been named, three Room To Move staff appeared on the Health Education division, supposedly reporting to the Director of Health Education. During 1972-1973, upon the urging of the new Director of Health Services, the three Room To Move Coordinators attended weekly staff meetings with Health Education staff. These meetings proved of little real value and both Room To Move and Health Education staff began to pull away from active cooperation. Neither the Coordinator for Room To Move nor the

Director of Health Education was anxious to affiliate. The two staffs had developed very different approaches to their work and were not well suited, programmatically, philosophically, or personally for formal affiliation. They had both tried to work something out for the new Director but were unsuccessful. They each needed freedom to develop their own programs, each of which had a very different identity and mode of operation.

The Director of Health Services had felt that it made sense for Room To Move and Health Education to affiliate more closely and to possibly merge as one division. He had drafted job descriptions for each of the Room To Move Coordinators which bore little resemblance to their actual functioning and did not recognize the existence of Room To Move as a separate program. The job descriptions were for positions in Health Education, not Room To Move. After some negotiation, a few phrases were changed to reflect the connection with Room To Move. The trial affiliation with Health Education did not work during 1972-1973 and during 1973-1974 the Director of Health Education and the Coordinator of Room To Move strongly opposed a forced merger. During 1973-1974 communication between Room To Move and Health Education, especially between the Director of Health Education and the Coordinator of Room To Move, was at an all time low. After a worsening of relationships between the Director of Health Education, the Director of Health Services and the Coordinator of Room To Move through the work in the collaborative training program (Resource Network), the Director of Health Services

would again raise the issue of affiliation in 1974-1975 and would suggest an affiliation with Mental Health. This affiliation would eventually prove more workable.

This pressure to have Room To Move affiliate more closely with one of the Health Service divisions seems to have been influenced by several factors. First, it is very difficult to take an advocacy role for a program such as Room To Move when one was not involved enough in the program to understand what was working well and what was worth fighting for. The normal tendency for most administrators was to jump in and try to control the process. This usually does not work and only serves to frustrate those who need understanding, encouragement and a fair degree of autonomy. An insistence on external accountability without support and encouragement is an exercise in futility for all concerned.

The Director of Health Services needed to know what was going on and needed to be able to gain support for the program on grounds that would be acceptable with other divisions within Health Services as well as with other divisions within Student Affairs. He felt that the program would have more credibility if it were "attached" to an existing division within Health Services. He also felt that the program would be held more "accountable" for itself if it were part of a division which had already developed a high degree of "accountability".

The Director of Health Services also had a need to develop a new procedure for budgeting. After 1972 the University implemented a system of management by objectives and awarded budgets only to major budgetary units (M.B.U.'s). All smaller programs had to receive their

budgets through these larger M.B.U.'s. Through this system the Director of Health Services gained much more control over the Room To Move budget. He was free to reappropriate funds which had previously been assigned to Room To Move directly, if other program needs within Health Services received higher priority. In spite of the limitations, the move to affiliate with Health Services provided one of the most stable bases for funding within the University. The Director of Health Service has had a very good record for being able to prepare and secure Health Service budgets. Once the Room To Move budget had been agreed upon, he would work hard to get it approved within Health Services and then to get the total Health Service budget approved by the Vice Chancellor. If he was to take a strong position in favor of Room To Move, he had to have program descriptions and evaluations which would be supported by other division heads within Health Services.

The move to funding through M.B.U.'s helped to reinforce a line relationship which had been developing informally between the Chancellor, the Director of Health Services and the Coordinator of Room To Move. The Chancellor had asked the Director of Health Services to assume more of a day to day follow up for Room To Move in order that at least one member of the Advisory Committee would have a more detailed knowledge of the program. It made sense for the Director of Health Services to assume that role since he was administering the funds and since all three full time positions in Room To Move were Health Service positions. This resulted, however, in a change in the communication process. The Coordinator of Room To Move seldom communicated with all the members of



the Advisory Committee. He now had to communicate with the Director of Health Services, who would usually then communicate with the Chancellor. This left the two other Advisory Committee members out of the picture for all but a few meetings and a few informal contacts.

From 1972-1974 the number of formal meetings with the Advisory Committee steadily decreased while the reliance on informal communication between the Chancellor, the Director of Health Services and the Coordinator of Room To Move increased. By 1974-1975, after the affiliation with Mental Health, the Coordinator of Room To Move communicated weekly with the Director of Mental Health, very seldom with the Director of Health Services and almost never with the Chancellor about Room To Move matters. The Coordinator was gradually removed from a position where he could communicate directly with any of the original committee members, especially the Chancellor. By 1974-1975 the original Advisory Committee had also been replaced by the Health Service Advisory Committee which would report to the Director of Health Services, the Director of Mental Health and the Coordinator of Room To Move. It was clear that the Director of Health Services had established himself a position to control the future development of Room To Move.

#### Summary of Growth and Conflict Issues :

Room To Move successfully completed its third full year of operation after gaining additional financial support from the University and receiving a federal grant for \$37,000.00 from the Drug Education Branch of the Department of Health, Education and Welfare. Room To Move underwent a period of reexamination and definition in light of the

previous year's experience and feedback from various university sources. The staff withdrew from most community education efforts and worked through the Area Drug Committee to insure the availability of competent resources. The staff cut back on the 24 hour service to insure the preservation of staff time and energy for counseling and educational activities within the University community. They referred most runaway youth problems to Our House, which was located in Greenfield and withdrew from sponsoring concerts. They greatly increased their emphasis on residence hall education and on providing counseling services for those involved with barbiturates, alcohol and hard drugs. The staff made a special attempt to develop a team which could work effectively within the Black community. They provided some counseling for students experiencing difficulty with spiritual concerns as they explored various spiritual disciplines such as Yoga and meditation, and presented a series of speakers and a symposium on Transpersonal growth which was undoubtedly the best effort in this area to date.

The staff maintained a high degree of enthusiasm and participation throughout the year which enabled them to provide much more extensive and better quality services in all areas. The staff was able to develop strong teams which could focus their energy on providing quality education and counseling services in such areas as psychedelics, hard drugs, alcohol, residence hall education and general counseling. The staff felt that this was one of the best years that Room To Move had ever experienced and that their work should prove beyond any doubt

the viability of providing quality educational and counseling services through the use of paraprofessional student help.

Although 1972-1973 was generally a very positive year, some difficulty did arise with the Alcohol and Black Action teams. These teams were more separate from the rest of Room To Move and not well understood. Some concerns were expressed at the salaries of full time staff, especially the Coordinators of the Black Action and Education Teams. There was a decrease in support from the Advisory Committee and a slight increase in pressure for accountability and evaluation. There was also some conflict generated by the attempt to merge Room To Move and Health Education.

Room To Move 1973-1974:

During 1973-1974 Room To Move was responsible for the management of two Federal grants. Room To Move had received a third year grant of \$22,000.00 for continuation of the peer counseling and education program as well as a one year grant of \$40,000.00 for the development of a collaborative training program (Resource Network) for Student Affairs staff. Both grants had been awarded through the Office of Drug Education of the Department of Health, Education and Welfare. At least two of the full time Coordinators had to carefully divide their time between two projects. Although the year was very demanding, both projects were successfully implemented and received very favorable responses and evaluations from the University community and H.E.W.

Room To Move almost doubled its statistics for the second year in a row reaching almost 8,000 students as compared to 3,500 in 1972-1973. During 1973-1974 Room To Move organized around six special interest

teams: counseling, education, Black Action, Alcohol, Spiritual Resources and Veterans. The most significant improvement occurred with the Education, Black Action and Alcohol teams. Each team improved its degree of effectiveness and increased its delivery of service.

#### Education:

The Education Team conducted over 150 workshops which reached over 1,780 staff and students. Education and staff training workshops were conducted in every residential area and reached virtually every residence hall. A weekly series of workshops entitled "Growth Through Human Consciousness" was conducted for students wishing to explore alternative methods for personal growth. Experienced staff conducted workshops on Yoga, meditation, chanting, music, art and creativity, and dance movement. These workshops stressed increased personal awareness and a positive sense of self and community and were very well received. One staff member also worked with the Amherst Resource Center to train a group of Amherst High School students who were working to develop a peer drop-in center for high school students in Amherst.

#### The Black Action Team:

The Black Action Team completed a very busy and productive year. Team members grew considerably in their understanding of some of the root causes of drug abuse and in their ability to develop effective, informal, educational and counseling procedures. Team members conducted several workshops in Room To Move, Health Services and C.C.E.B.S.\* through which they were

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\* C.C.E.B.S. refers to the Collegiate Committee for the Educations of Black Students.

able to help staff members become more aware of and more responsive to the needs of minority students. Team members were able to increase the number of minority students being seen through Room To Move and through various outreach efforts such as the opening of a team office in New Africa House during second semester. Most importantly, team members gained a good deal of respect among minority staff, faculty and students.

During first semester the Black Action Team presented a seminar on the "Health Care Needs of the Black Community" which was conducted by various Black staff and faculty. During second semester most of the team's time and energy was devoted to the development of the team office in New Africa House. Through this office, which was staffed for only a few weekday afternoons and evenings, the team was able to make more informal contacts with minority students, staff and faculty.

In April the team sponsored a two day symposium on "Black Perspectives on Community Mental Health" with Dr. James Bowles and R. Edward Robinson from the Minority Education and Training Laboratory in Philadelphia. These speakers emphasized the value of a humanistic approach to the development of educational and counseling programs.

In addition, the Black Action Team selected and trained a group of volunteers to help them in their work and to replace three of the team members who were to graduate in June.

Throughout these various efforts, team members demonstrated an outstandingly high degree of dedication, commitment and competency. In addition to the extent and quality of their work, they showed us what it was like to struggle with actualizing your commitment while receiving

criticism from individuals in both the white and Black communities. At times they were not understood by Room To Move staff members and accused of selling out to a white organization by other Blacks. It is a testament to the strength of their convictions and character that team members were able to persevere and make an outstanding contribution.

The Alcohol Team:

The Alcohol Team made significant progress during 1973-1974. This was the first year that more than two individuals were willing to commit themselves to the Alcohol Team. The team consisted of four paid staff members, four volunteer staff and one part time Health Educator. In addition to providing individual counseling services for approximately 20 individuals per month, team members provided weekly alcohol rap sessions and several education workshops for various groups on campus.

A good part of first semester was spent sharing information and resources and becoming more aware of alcohol related issues. During second semester the team reviewed its educational work and developed outlines for several of its workshops. It also began to plan for the development of a grant proposal for an alcohol abuse prevention program. The team completed a rough draft of program ideas by May and, after receiving funds from the Commuter Assembly and Office of Student Affairs, worked throughout the summer on a first draft of a proposal to be submitted to N.I.A.A.A. conference in Washington in June and participated in a two day alcohol workshop with professional consultants sponsored by the University Health Services in July. By the end of the year the Alcohol Team had become much more thorough in its planning and more

closely integrated into total Room To Move and Health Service programs. Other commitments, especially the work with the Resource Network, did not allow the time necessary to devote to program development with the alcohol team during first semester.

#### The Spiritual Resources Team:

The Spiritual Resource Team continues to provide information, referral, education and counseling services to those students who were interested in the exploration of various alternatives for personal growth. This effort was reduced somewhat due to the loss of three key staff who had previously been responsible for the weekly psychedelic clinic and the Symposium on Transpersonal Growth. The incidence of bad trips and flashbacks also decreased through the year.

The Coordinator of this program was successful in helping draw together several faculty, staff and students in the Five College area who had extensive experience with various spiritual or meditative disciplines. Organized through the Center for the Integration of Meditatives and Academic Disciplines (C.I.M.A.D.), this group provided a resource for personal and academic counseling and educational programming. Faculty members offered special workshops for Room To Move staff and Project 10 students and were actively involved with many students who sought help with independent studies in the area. The Coordinator compiled a list of related courses in the five college area as well as an extensive referral list of spiritual centers throughout the country. He also added numerous books and periodicals to our library for use by interested students.

In connection with this effort, Room To Move sponsored University-wide lectures and staff workshops by Ram Dass, Yogi BhaJan and Lock Rush. Each related concepts of Eastern thought to counseling and personal growth and remained in the area for several days to meet with individual students.

The Coordinator of the Spiritual Resource Team completed a grant proposal for the further development of C.I.M.A.D.. The proposal was very well written and was one of the best explanations for the development of such a program. C.I.M.A.D. would provide outside funding for a combined effort between Room To Move, Project 10, and the School of Education. It would also provide for a closer link with other individuals and groups within the five college area interested in transpersonal psychology and education. This effort to fund C.I.M.A.D. reflected a logical extension of the recent work with altered states of consciousness and transpersonal psychology. It was an attempt to provide a more secure source of support for this work. Unfortunately, the proposal was not funded and the support for this work continued to decrease.

#### Veterans:

Room To Move was fortunate to receive an allocation of \$7,000.00 from a Veterans Administration grant in order that it could continue to provide counseling and educational services for Veterans and those concerned with veteran issues. The staff was able to hire one veteran in September and to involve two veterans in the alcohol program as volunteers. They were also able to involve a psychologist from the



V.A. Hospital in Northampton in teaching a course for veterans through the School of Education and in providing outreach counseling services through Room To Move. The veteran staff members were able to help other Room To Move staff become more aware of veteran related issues and more responsive to their needs. Staff members saw an average of five veterans per week for short term counseling and referral. Most referrals were made to Mental Health, Health Services, Alcohol Rap session, V.A. Hospitals in Northampton and Boston, and the Veterans Affairs Office on campus. Veteran staff members had been active in the Room To Move alcohol program, in the class for veterans and in various staff workshops. They also attended a N.I.A.A.A. conference held during the summer and contributed articles to the Daily Collegian.

#### Staff Training and Supervision:

The Room To Move staff training program for 1973-1974 tried to combine (1) skill training or case studies, (2) inter-team education, (3) team building and organizational development, (4) educational development, and (5) personal growth. It had been important to maintain the flexibility to respond with an appropriate design to the issues most important at a given time. At one period the staff had to respond to issues of inclusion or staff development while at another time, they had to improve their skills in a certain area. The staff attempted to design a general training program which met most of the different needs but tried to be flexible enough to deal with critical issues as they rose.

One of the highlights of the training during 1973-1974 was the special staff workshops conducted by those individuals who were part of our speakers' program. Staff workshops were presented by Ram Dass, spiritual teacher; Lock Rush, therapist who had worked on L.S.D. research with terminal cancer patients; Dr. James Bowles and Dr. Edward Robinson, from the Minority Education and Training Laboratories in Philadelphia; and Dr. Andrew Griffins, minority counselor and trainer from Springfield. Workshops were also conducted by faculty from the School of Education, the Psychology Department, and by a physician from the Health Services.

In addition, Room To Move staff members conducted training or educational sessions. Staff training workshops were presented on counseling skills, alcohol counseling, veterans, the use of humanistic approaches, and the use of art in counseling.

One staff member coordinated the volunteer training program first semester which included participation in most of the education team workshops. Special sessions on counseling skills and team development were conducted by another staff member. During second semester this staff member offered a course on counseling skills for all volunteers. This course also served as a vehicle for supervision and personal growth. Volunteers evaluated both experiences very well. They learned a great deal and felt that they grew considerably through the experience. Volunteers received credit through the School of Education for both training experiences.

In addition to the supervision provided for volunteers several staff members received supervision from a psychologist from Mental Health, a faculty member from the School of Education and a minister from the United Christian Foundation. There were only four staff members who were not involved in weekly supervision. All staff members were very pleased with the supervision received from these individuals. Additional responsibilities with the Resource Network made it almost impossible for the Coordinator for Room To Move to spend the amount of time on day-to-day supervision that he had spent during 1972-1973. This proved a serious drawback in terms of case follow up and staff development.

Funding:

During 1973-1974 Room To Move staff members made several attempts to secure additional funds. The Coordinator of Room To Move and the Education Coordinator spent considerable time negotiating with various faculty members in the School of Education who were in the process of submitting proposals to the National Institute of Mental Health and the Office of Drug Education for the development of drug abuse prevention training programs. Room To Move would have been an integral part of each program and would have received additional funds from the grants had either of them been awarded. Both proposals, however, were turned down as funding guidelines changed and political maneuvering within the School of Education weakened the credibility of the program proposal. This was the third time Room To Move lost an opportunity to receive some Federal funding through grants being

funded through the School of Education. The degree of political maneuvering and redrafting of the original proposals weakened the proposals so much that they were found unacceptable by groups in Washington who had originally hoped to be able to fund the University.

The Coordinator of the Black Action Team worked closely with individuals from the Communications Skills Program in the development of a grant proposal. A part of this program would assist individuals with poor study skills who also had drug related problems by combining personal counseling with the development of more effective study skills. If the grant had been awarded, Room To Move would have received some additional funds for assisting with the identification, referral and counseling process.

The Coordinator of the Spiritual Resource Team completed a proposal for the continued support of the Center for the Integration of Meditative and Academic Disciplines, C.I.M.A.D.. Funded by a small seed grant in 1972-1973, C.I.M.A.D. was able to bring together a group of faculty, staff and students interested in transpersonal psychology and various meditative disciplines. This group provided personal and academic counseling for those students interested in various disciplines as well as educational workshops for the University community. C.I.M.A.D. was an outgrowth of the work done through Room To Move and Project 10 during the previous few years. If the grant proposal had been awarded, Room To Move would have received at least one of the assistantships and would have participated in a collaborative speakers program.

Three Room To Move staff members were funded through the summer by the Commuter Assembly and Office of Student Affairs to write a proposal for the development of an alcohol abuse program for university students. The three members of the Alcohol Team worked closely with a Health Educator and the Coordinator of Room To Move as well as with representatives from Veterans Affairs, Commuter Affairs, Residence Hall Life and Security in the development of the proposal. They attended a two day workshop with Federal consultants sponsored by the Health Services as well as a N.I.A.A.A. conference held in Washington in June. They completed a draft of the proposal which they submitted to a psychologist who served as coordinator of the newly formed Alcohol Task Force. The Coordinator of the Alcohol Task Force members from Mental Education and Room To Move during the Fall of 1974-1975 had submitted a proposal to N.I.A.A.A. in February, 1975. This proposal was accepted and the University received a three year Alcohol Education grant in June. The three Room To Move staff members had been able to provide a student centered impetus for the development of an effective community based program.

Evaluation:

Room To Move was fortunate to receive very positive feedback on its program through three surveys conducted by various groups on campus. A survey conducted by the Student Senate listed Room To Move as the second most important student organization deserving funding. First priority had been given to the bus service. A survey conducted by

students in the Department of Public Health listed Room To Move as the counseling service most familiar to students, 96%, and the one most likely to be recommended to others by those who have used it, 95%.

A third survey conducted by the Student Affairs Office of Research and Evaluation, S.A.R.E.O., provided a good deal more detailed and useful information concerning the program. Results indicated that 73% of the student population knew what Room To Move was, 38% would go to Room To Move with a drug problem that a friend could not help them with, while 21% would select a dorm counselor. Forty-two percent felt that there was a serious or moderately serious drug problem on campus. Seventy-five point eight percent felt that Room To Move deserved continued financial support even though Student Affairs' funds were limited, 34% felt that the program should be expanded, 33.7% felt that Room To Move was more in touch with students than other counseling resources on campus, while 19.5% felt that Room To Move was as much in touch with students needs as other counseling services.

Students seemed most familiar with drug and general counseling, 85.8%; alcohol counseling, 71.6%; drug identification services, 63.7%; drug workshops in dorms, 53.2%; and least familiar with dorm and staff training in dealing with drug problems, 37.9%; veterans counseling, 23.2%; spiritual counseling, 20%; and the Black Action Program. 11.1%. Twenty-five point three percent felt that Room To Move should concern itself only with drug related counseling, while 53.2% felt that it should move more towards non drug personal counseling; 13.7% of the students had

used the service and 11.1% found the effects beneficial. Most suggestions for improvement included more publicity, expansion of service to include non drug related problems, more emphasis on alcohol problems and more inclusion of professional staff.

Representatives from the E.F. Schelly Corporation, an organization contracted to provide research and evaluation on all H.E.W. funded projects, identified three successful practices in our project and spent three days on campus collecting data on the program. They issued a report listing the three most successful practices as the peer counseling program, the education and training program for residence hall staff and students and the style of management. These practices were reported nationally in hopes that they would be replicated in programs throughout the country. The staff felt very fortunate to have received such favorable feedback from the various surveys and reports. The feedback did a great deal to increase staff morale and sense of accomplishment.

#### The Resource Network: 1973-1974

Room To Move received the additional grant from H.E.W. funding the development of a collaborative training program for Student Affairs staff in June of 1973. The Coordinator of Room To Move and the Education Coordinator spent a great deal of time during the summer meeting with individuals who would be responsible for implementation of the project. This summer period was devoted to (1) assessing the needs of residential areas for training and network building, (2) gaining members, (3) developing a decision-making process and management structure, (4) exploring

ways of diagnosing the existing network, (5) increasing the opportunity for informal sharing, (6) planning a training program, (7) negotiating with Washington, (8) developing a realistic time chart, (9) hiring staff, and (10) setting up an office. All of these tasks were well underway or completed by the beginning of September.

By September, 1973, the Resource Network had been established. The membership agreed on three major goals: (1) to help Student Affairs staff become more sensitive to, and more capable of, dealing with the self-defeating behaviors of both the individual and the institution; (2) to function as a vehicle for facilitating a collaborative mode of operation within Student Affairs; and (3) to design, implement and evaluate a staff training workshop that would model a collaborative effort while focusing on the issues of self-defeating behavior.

The Resource Network developed a structure which emphasized shared decision-making and collaboration. The major groups which made up the Resource Network consisted of the core group, Steering Committee, Task groups, advisory committee and staff. The core group consisted of all persons representing areas, agencies, centers and students involved in the Network. This main body met twice a month to make all policy decisions on issues brought to it by individuals, task groups and the Steering Committee.

The Steering Committee was a small group of volunteer Network members which met weekly to monitor weekly maintenance duties of the Network, develop agendas, facilitate communication between meetings and



act as a liason between the core group and Advisory Board. Task groups were formed by individuals interested in working on specific Network projects. These groups reported back to the Steering Committee and core group as work on their projects progressed. The Advisory Board for the Network was the same as that for Room To Move since the H.E.W. grant had been awarded to Room To Move. The Advisory Board served in an advisory capacity to the Network and provided a liason with key administrators.

The staff was comprised of three salaried members of the Resource Network: A Coordinator, an Administrative Assistant, and a Process Observer. The Coordinator was to facilitate the development of the total program and serve as principle investigator for the H.E.W. grant. This was supposed to be a one quarter time position as the Coordinator was also serving as Coordinator for Room To Move. The full time Administrative Assistant was to provide day-to-day follow up for and documentation of the Network's activities. The Administrative Assistant was also responsible for facilitating communication between various individuals and groups within the organization. The half-time Process Observer was responsible for observing, documenting and providing feedback on the process of collaboration. He would have primary responsibility for documenting the process for Washington.

During first semester (1973-1974) the Resource Network divided its time and energy between two priorities - the need to develop a training program for January to meet the contract with H.E.W. and the need to

respond to the emerging needs of the Network members for informal sharing and collaboration on specific issues such as the possible cut in tuition waivers for residence hall counselors. At first these two priorities seemed to be in opposition to one another as members' need for autonomy raised doubts about the external demands of a Federal grant. By November, however, task groups were formed to deal with various issues and the two priorities began to be seen as complimenting one another. By January, the design of the two week workshop reflected the various needs of the membership and provided a clear opportunity for the integration of priorities.

During first semester several task groups had been formed to deal with the various needs of Network members and the need to develop a workshop design. A task group was formed on the "Long Range Information Sharing on Counselor Roles". This task force developed a questionnaire which surveyed the variety of roles, goals, and training methods for counselors in the different residential areas and special programs. A task group was formed to deal with the "Counselor Tuition Waiver". This group attempted to examine a number of issues involved in supporting the continuation of the tuition waiver for counselors. It sponsored an open meeting with the Vice Chancellor for Student Affairs on the issue. It was the first time that the Network had taken an active role in questioning a proposed administrative action and advocating a particular position.

A task group was formed to develop a diagnosis of student culture. The Network provided an opportunity for various Heads of Residence and program personnel to present their views on the present student culture. This diagnosis helped provide a basis of understanding for design of the January workshop. A task group was also formed to design the two week workshop to be held in January. This group worked with various interest groups to develop a design which would maximize group ownership and participation.

In January the Resource Network presented a two week workshop which explored new directions in student development work. The first week included presentations and discussions on the role of the university in contemporary culture. Presentations were made by the Director of Orchard Hill; a student panel from Mental Health and Student Development Center, from Project 10, the Southwest Residential College Staff, Geraldine Richman from the University of Cincinnati and Leland Kaizer, from the University of Colorado.

The second week provided opportunities for participants to work in various task groups such as: Community Mental Health, Residence Hall Life; and Academic Programming in Residence Halls. Participants also had opportunities to be exposed to a variety of workshops such as The Individual and the Institution, Conflict Resolution, Making a Life and Making a Living, Feminist Counseling, Feminist Motherhood, Eliminating Self-Defeating Behaviors, Racism, Drugs, Sexism, Non-hierarchical Staffing Patterns, Personal Change and Life Planning.

The workshop received a very enthusiastic response from all 140 participants and provided an opportunity for various students, staff and faculty to come together in a fresh and collaborative atmosphere which helped each break through old images of areas and agencies, especially with respect to Mental Health, Everywoman's Center, Room To Move, United Christian Foundation, Southwest and Orchard Hill. Especially favorable reactions were given to the presentations of Leland Kaizer, Geraldine Richman, Michael Wolf, the student panel and the community mental health panel.

There were especially favorable reactions to the workshops on sexism, racism, feminist counseling, eliminating self-defeating behaviors and leadership styles. There had been active participation in task groups during and after the workshop and an application of concepts learned during the workshop to problems existing in home areas and agencies. The January workshop was well received and did a great deal to increase participants' feelings of optimism and sense of community.

During second semester, 1973-1974, the Resource Network divided its time and energy between a variety of projects which were either continued from first semester or developed from the January workshop. The Long Range Task Force on Information Sharing on Counselor Roles continued under the leadership of a psychologist from Mental Health. A task force was formed to explore educational programming for first year students with staff from Southwest Residential College sharing leadership for the group.

Upon the request of the Vice Chancellor for Student Affairs, a task force was formed to review his proposal for the reorganization of Student Affairs. The Coordinator of the Resource Network devoted a good deal of time to this project and worked with others to examine various plans concerned with program development and staff training. Network members were very concerned about the reorganization and feared that a plan would be developed which would give greater importance to a business management approach than to an educational and community development approach. Several open meetings with the Vice Chancellor were held through second semester with a Network member being invited to participate in a committee which the Vice Chancellor had established to finalize plans for the reorganization.

The three paid staff members had to assume primary responsibility for evaluation of the January Workshop and for preparing that evaluation for dissemination for the Office of Drug Education. The completed report was also shared with Network members. The pending plans for reorganization preoccupied most members with few individuals interested in preparing a report for Washington.

Since the grant from the Office of Drug Education had only been a one year grant, the Network had to devote time to drafting a new proposal in hopes of securing funding from various University sources. This provided an opportunity to modify goals, objectives and structure in light of the experience of the past year and the emergence of new needs.

The paid staff took primary responsibility for preparing this proposal but involved others in the preparation of the document.

Resource Network members had also requested that several short workshops be presented during the Wednesday afternoon meetings. During second semester workshops were presented on: Eliminating Self-Defeating Behaviors, Feminist Counseling, Racism, Sexism, Non-hierarchical Staffing Patterns and Conflict Resolution.

The Resource Network proposal developed for 1974-1975 reflected the priorities that had emerged from the January workshop and the experience of the past year. Top priority was given to the facilitation of collaboration between areas, agencies, special programs, students and faculty. Members felt a strong need to continue to provide opportunities for perception sharing experiences for area, agency, faculty and student groups. This also included opportunities for informal, personal sharing. Members continued to emphasize the need for collaboration in developing alternatives for staff training and support, and in facilitating collaboration in program development and consultation. Of primary importance in all of these was the shared desire to become as non-hierarchical, non-sexist, non-racist an organization as possible.

After considerable debate, Network members voted to maintain a management structure similar to the one which had existed during 1973-1974. The proposal included a coordinator, administrative assistant, process observer and a typist. The plan assumed a more active role for the Steering Committee in monitoring the weekly maintenance duties of the network,

developing agenda and facilitating communication between various groups within the Network. It also assumed that members of the Steering Committee would be granted released time or have their Network responsibilities written into their existing job descriptions. This proposal was strongly supported by the Vice Chancellor who suggested that his office would be willing to cover the cost of one full time position if other departments would contribute to the program. His support provided a strong base for securing support from other departments.

After a successful year and after gaining support for the core staff, Network members devoted the summer to (1) increasing membership to include more diverse populations, especially faculty and business personnel; (2) assessing the needs of all of the components to be represented; (3) articulating in detail the goals and objectives for the second year; and (4) designing a format which would facilitate the accomplishment of those goals. The resource Network staff also had to prepare an annual report on the year's activities and two individuals would have to prepare a more detailed report on the January workshop.

From the vague concept the previous summer of an organization which would facilitate the development of a collaborative training program and an increased level of sharing, the Resource Network developed into a rather complex interface organization devoting its forum to the goal of integrating resources in response to the identified needs and programs of the various components of the Student Affairs organization.

The Resource Network had been able to accomplish a great deal in terms of its goals of developing a workshop, providing a forum for collaboration and informal sharing. It was also successful in its attempt to establish an interface organization which could facilitate the integration of diverse and fragmented services. It did help to open new channels of communication, break some of the personal and organizational stereotypes which had blocked earlier attempts at collaboration, develop a more effective support system where individual capabilities could be acknowledged and appreciated, develop a more collaborative approach to problem-solving and program planning and achieve more of an impact on top level decision making. The stage had been set for a solid program for 1974-1975.

#### Leadership and Support:

By 1973-1974 a new pattern was beginning to emerge in Room To Move - the earlier emphasis on psychedelic drugs and altered states of consciousness was gradually being replaced by an emphasis on alcohol, depressant drugs and general personal issues. Teams which had previously been small background interests such as Education, Black Action and Alcohol, were becoming more of a major focus. Each team had at least four or five staff members working on various program efforts and each had increased their student contacts.

Support for these efforts, however, continued to be mixed from both the Advisory Committee and Room to Move staff. Some members of the Advisory Committee continued to express serious reservations about the



progress of the Black Action, Alcohol, and Spiritual Resource Teams. The only team effort which received solid support during 1973-1974 was the Education team. The very favorable responses from the S.A.R.E.O., Student Senate and Public Health surveys as well as the report by E. F. Schelly Corporation from Washington did little to gain program credibility with members of the Advisory Board. Few committee members even acknowledged that they had read the results.

In retrospect it appears that at least some members of the Advisory Committee were looking for program activities which could be evaluated on more "professional" ground and more easily accepted by other professional groups, especially physicians and Mental Health staff. At one and the same time Room To Move was viewed as a peer program which was very different from professional traditional services and evaluated as a professional organization. Advisory Committee members stressed the need to maintain "grass roots" participation of undergraduates on one hand and continued to push for more accountability for professional training and supervision on the other.

One of the major problems seems to have been that Room To Move was gradually becoming more closely affiliated with the Health Services but was not gaining a wide base of support among Health staff. It was very difficult for most Health Service staff to understand and support a program with which they had little direct contact. As the number of bad trips decreased, Health Service staff contact with Room To Move decreased. The training experience with a psychologist from Mental

Health in 1971-1972, the abortive attempt to merge Room To Move with Health Education in 1972-1973, assumptions made about the Alcohol Team in 1973-1974, and conflicts which arose through the participation in the Resource Network resulted in a number of Health Service staff expressing serious reservations about various aspects of the Room To Move program.

The Director of Health Services seemed to have been trying to select aspects of the program which he felt could be successfully evaluated in terms that other health professionals could understand and accept. The more esoteric the efforts seemed, the more difficult they were to evaluate and justify.

The Resource Network provided the second vehicle for growth and creativity for Room To Move. There was a great deal of excitement and enthusiasm surrounding the beginning phases of Network development. The Coordinator of Room To Move and the Education Coordinator had worked together with a few students to develop Room To Move, now they were working with other staff, faculty and students to develop an alternative training program and resource network. The staff that they worked with were as enthusiastic about the possibilities for renewal and creativity as any of the students had been four years earlier. There was little or no association with the counter-culture, just a simple belief that it was possible to create a more humanistically oriented Student Affairs program through collaborative efforts which valued the participation and involvement of front line staff. The Network was fed by the burning desire of many staff for recognition, creativity and renewal.

The Resource Network was primarily a grass roots organization where front line staff within Student Affairs felt that they had an opportunity to gain a large voice in determining the future direction of Student Affairs. For those who shared a respect for the idealism and leadership potential of the Vice Chancellor, the Resource Network provided an opportunity for direct communication between him and front line staff. Network members were able to create a forum outside of the established hierarchy for direct communication that was refreshing for all who participated. The Network allowed staff to break through communication blocks which had existed for some time at various levels within the hierarchy.

This opening up of communication brought many issues to the surface and the forum was tested for its potential as a forum for political action. During the early phases Network members experienced a fairly high degree of success. The tuition waivers for residence hall counselors were retained after an open hearing had been held and a report submitted to the Vice Chancellor. The two week January workshop exposed staff to new concepts and learning experiences and prepared them to apply those concepts to situations back home. The workshop and the open forum did a great deal to increase staff members' feelings of optimism and sense of common purpose. Many believed that organizational and personal renewal were possible.

The successes of first semester and of the January workshop were tested during second semester when the Vice Chancellor asked the Resource Network to review his proposal for the reorganization of Student Affairs.

The proposed reorganization preoccupied everyone's attention. The newly awakened feelings of optimism and power were encouraged at first through the participation of the Vice Chancellor and other administrative staff in open Network meetings. As the semester progressed, however, these feelings were dampened somewhat as Network representation in final committee deliberations was considerably limited. Essentially, recommendations for reorganization were being made by individuals who did not necessarily share the same value orientation as most Network members.

The reorganization, although somewhat limited to Residential Affairs, did not reflect the kind of approach which had been encouraged during the workshop. Personnel decisions were made in a manner which left most staff feeling that they had very little control over their own lives and little or no control over the direction of Student Affairs. This reorganization did a great deal to undermine any sense of collaboration and renewal. It also weakened the confidence in the Vice Chancellor which had increased significantly through his participation in Network activities during first semester and the January workshop.

In spite of this setback, the Vice Chancellor and many of the Network members continued to approach plans for 1974-1975 with hope that the communication link with the Vice Chancellor and Network members could be reestablished with a renewed sense of trust and confidence. The Vice Chancellor needed to trust that the Network would continue to take a careful and well thought out approach to problem solving and not become a lobby for more politically oriented individuals. Network

members needed to trust that the Vice Chancellor would respond to well thought out approaches in a collaborative manner and not return to a more isolated mode of decision making. The trust, however, was shaky on both sides.

The Resource Network had struggled many times during 1973-1974 to develop and maintain a well thought out collaborative approach to problem solving. There were a number of individuals within the Network membership who wanted the Network to become a political lobby. It took a great deal of time and energy to demonstrate that there were various ways in which critical issues could be dealt with in a constructive manner. The Network gradually became a true interface organization which sought to increase communication between various subgroups rather than to polarize groups by perpetuating political conflicts. The Network emphasized a process of open communication where issues could be examined objectively and resolutions developed which would benefit the community as a whole.

Throughout 1973-1974 the Resource Network had demonstrated the viability of such an "interface organization". It had demonstrated an ability to provide opportunities for collaborative, informal sharing. It had demonstrated an ability to provide opportunities for students, staff and faculty to collaborate on special projects such as the Counselor Training Task Force, the Counselor Tuition Waiver Task Force, the January Workshop, the response to the Vice Chancellor's proposal for reorganization and the collaborative programming for first year students. It had demonstrated an ability to develop high quality and relevant workshops

for student affairs staff and students, to influence and provide consultation for program development in Northeast, Orchard Hill and Southwest Residential areas, to respond in a clear and systematic way to community issues which arose throughout the year, to gain the trust and respect of a large number of staff, students and faculty, and to provide a "supportive atmosphere" for Student Affairs staff, something which many felt to be severely lacking from the central administration.

There was a real need for the Resource Network to continue to serve as a support base for those involved in the provision of human services. According to the reorganization, there was no other group of individuals similarly committed to the development and support of human service programs, especially one which was concerned about staff development and training. There was also a need for the Resource Network to continue to serve as a communicating link between the Vice Chancellor and various front line staff within Student Affairs. The Vice Chancellor felt this need as strongly as did any of the Network members. Network members hoped that they would be able to make the best of the reorganization and influence the continued development of collaborative educational and human service programs.

The Resource Network had been a very demanding but personally rewarding experience. What the Network had achieved was as worthy as anything produced by any group of professionals. With few exceptions, Network members had very positive feedback for the three staff members. They had worked together as a good team in which they complimented each other very well and had created an atmosphere which

encouraged collaboration and positive action. The Resource Network provided them with an opportunity to use their creativity and demonstrate their various skills. It was a period of tremendous growth for all of the staff.

The involvement of the Coordinator in the Resource Network had, however, also led to the development of several problems within Room To Move and with various members of the Advisory Committee. Various staff members in Room To Move began to resent the amount of time and energy that he was committing to the Network. He was supposed to be the Coordinator for Room To Move yet he was spending at least half of his time working on Network projects. He was not as available for staff members in Room To Move as he had been the previous year and he had not realized the importance of having someone else formally share responsibilities for supervision or follow up within Room To Move. In many ways the staff felt abandoned. The Coordinator was involved in a new and exciting project and they were left to fend for themselves. It was not until after several staff members had participated in the January workshop as members or facilitators that some of them realized the importance of the Resource Network or could appreciate his efforts. The Education Coordinator experienced some of the same things, but the pressure was less intense because he was not quite as active in the Network and his job description for Room To Move did not call for the same frequency of contact with other staff.

Essentially, Room To Move had its two most experienced and most highly paid staff members committing a great time to an external project. In spite of the participation in the January workshop, feelings of abandonment and resentment toward full time staff increased. Team efforts began to be a bit more fragmented with the Alcohol Team becoming quite separate from the rest of the program. The Alcohol Team had also attracted staff members who felt least comfortable with Room To Move and wanted to create a setting where they had more freedom to exercise their own leadership. The team experienced some conflict over leadership internally and externally with the involvement of a Health Educator, the Education Coordinator and the Coordinator for Room To Move. These individuals took a more active role during second semester as they became aware of some of the difficulties. Their involvement was met with mixed reactions by those who felt that they had been left on their own for first semester.

At various times throughout 1973-1974 the Coordinator for Room To Move came into conflict with two of the Advisory Committee members. The Dean of Students was trying to establish his Institute for Student Affairs staff and saw the Resource Network as a competing project. He had little respect for the process of collaboration and shared decision-making and felt that the emphasis on "community" was detrimental in the Network as the emphasis on "family" had been in Room To Move. Several remarks were reported to have come from him or members of his immediate staff which referred to the Network as a group of "incompetents who were trying to hold each other's hand". Although remarks as strong as this



were never shared publicly, the Dean of Student's attitude during several meetings throughout the year was less than supportive.

The potential for cooperation between the Institute and the Network had been very good but the Dean of Students had chosen to play the two against each other. He ran a six week program in the summer of 1973 which met with mixed reactions. He permitted Institute members to participate in the January workshop as he had developed only a limited program for them during the first week in January which dealt with budget and research skills. Most of those who participated in the January workshop felt that it was much more relevant and worthwhile than the Institute program.

The Dean of Students had chosen to legitimize Student Affairs by making it more academic, by offering the opportunity for professional advancement for a few. The Network had offered an in-service program for a wide variety of individuals which dealt with relevant issues in a new and exciting way. The Network's success made it more difficult for the Dean to gain support for the continuation of his program. Although the feelings of competition existed throughout the year, the Dean of Students and the Coordinator of Room To Move never came into direct conflict.

At various times throughout the year, the Coordinator of Room To Move came into conflict with the Director of Health Services around the direction of the Network, around specific issues regarding funding and control and around personal issues. During the early phases of the Network the Coordinator had tried to maximize the participation and sense

of ownership of Network members by inviting members to discuss goals, structure, decision-making, activities and budget. The original grant proposal had essentially been the work of one individual, the Coordinator, with only minor reactions from the Director of Health Services and the Vice Chancellor. If the project was going to be a true community, the Coordinator believed that project members of that community had to have a greater sense of ownership.

In retrospect, the Coordinator was not clear enough about the limits of the grant. He was too willing to open every issue for group inspection. There were a number of aspects which were open to renegotiation but there were also certain aspects which H.E.W. representatives felt were unchangeable. They had contracted for a collaborative training program which would be sponsored by a new organization - the Resource Network. They expected the Advisory Committee to be involved in the development of the Network at least in an advisory capacity. And they expected the Coordinator of Room to Move to serve as principal investigator and coordinator of the project. Without fully realizing it the Coordinator opened all of these issues for renegotiation and contributed to some of the early confusion. He felt that these were basic issues which everyone had accepted and that the main issue was opening up discussion for newly emerging needs. Many individuals, however, wanted to go back to the basics. Some individuals felt that they had \$40,000.00 to do with as they pleased, and one or two even suggested that the Coordinator turn the grant over to the group.

The original grant proposal had called for a good portion of the \$40,000.00 to be divided among participating organizations. Each organization was to receive approximately \$2,000.00 for participation in the program. However, as program plans and organizational structure began to develop, most organizational representatives felt that if collaboration was going to work and continue after the one year grant, funds should be used only for program expenses and staff. The Network was to be essentially a volunteer organization with collaboration around program needs, not financial benefits.

This position put Network members in conflict with the Director of Health Services who felt that he had been guaranteed at least \$3 or \$4,000.00 under the original grant. Room To Move, which was under the Health Services, did need additional funds and should have received some funds for taking on the development of a new and demanding project. Guaranteeing funds for Room To Move, however, was contrary to the notion of a volunteer network of organizations. Room To Move would be in a special position and risk the resentment of other organizations. The Coordinator was willing to go with the group sentiment of no organization receiving money; the Director of Health Services was not, and felt that the Coordinator was selling out his own organization for creation of a new project.

As principle investigator for the grant, the Coordinator, was in a very difficult position. There was pressure on one hand to meet the budget guidelines of the original proposal which would secure the needed funds for Room To Move and on the other to maintain a position of no

money going to any program, which would facilitate a feeling of "true" collaboration. To say the least, he was in a no win situation. All he could do was outline the need for additional funds for Room To Move, state the desire of the Director of Health Services to meet the original guidelines and ask for an exception to the policy. The Network members were understanding and granted the exception, but some felt that they had gone back on a "sacred principle". The Network and the Coordinator had given in to administrative pressure. To some extent this was not true. The Coordinator honestly did not believe that Room To Move should receive funds if no other organization was going to receive them but he was influenced by the desire of the Director of Health Services to maintain original commitment of funds.

At the time, the Coordinator believed that he should have said that Room To Move should not have received any funds, but in retrospect he believes that the Director of Health Services was right. In an attempt to gain wide based participation and ownership, the Coordinator had opened up too many issues for renegotiation. It would have been better if he had stated clearly the basic constraints under which the grant had been received. It would have opened areas for renegotiations where members would actually have the power to change guidelines. As it was members tested their power against fundamental issues which had to be reasserted by the Coordinator, members of the Advisory Committee and representatives from Washington. The renegotiation process clarified the lines of authority between the members, the Coordinator, the Advisory Committee

and H.E.W.. This testing would have undoubtedly happened anyway but a clearer statement of guidelines from the start would have minimized a great deal of the confusion and bad feelings.

It was not until October, 1973, when a meeting was held with H.E.W. representatives, that a final renegotiation was completed. The grant had been awarded but members had to submit a program description, organizational structure and budget before funds could be spent. There was not sufficient agreement on these issues before that date. It was appropriate to open the original proposal for consideration by the group but it would have helped matters considerably if the Coordinator had been clearer about fundamental aspects of the proposal which were not open to change.

Some members even questioned the feasibility of implementing the workshop. The original proposal had called for a month long institute during the summer of 1973 but newly emerging needs for informal collaboration and time constraints for development of a solid program made this impossible. Most members wanted to implement the workshop during the following summer (1974), but H.E.W. representatives felt that that was too late for a one year grant. The two week workshop in January seemed like an agreeable compromise for all concerned.

Prior to the October meeting the Vice Chancellor had met with members of the Network to discuss the time frame for implementation of the workshop and raised the possibility of having to turn back the grant if Network members felt that the workshop would force them to "prostitute their

values". He wanted the workshop and was somewhat skeptical of maintaining an organization which was primarily committed to informal sharing alone. He felt that the workshop could help Network members achieve their goals by providing a realistic task to focus on but he did not want it to be forced on members. His willingness to compromise opened the door to resolution of the issue.

After the October meeting Network members had received support from the Vice Chancellor and H.E.W. representatives for a program which emphasized two equally important goals: The implementation of a two week staff training workshop in January and the development of an organization which would facilitate informal collaboration between agencies and residential area staff. Members had also received support for the staffing pattern and budget. They had been able to exercise some control over the shape and direction of a new organization.

During October another problem area began to emerge between the Director of Health Services and the Coordinator. In the original proposal for the Resource Network the Coordinator of the Resource Network was to report to the Advisory Committee in much the same way as the Coordinator had for Room To Move. Through the renegotiation, however, Network members, including the Coordinator felt that it would be better for the Network to report directly to the Vice Chancellor than to report to a committee or to one division such as Health Services or Dean of Students. Network members felt that it was enough to have to report to the Vice Chancellor and representatives from Washington, and they did not want to go through another group. Most members felt a need to

maintain as high a degree of autonomy as possible if they were to feel any real sense of ownership. The Coordinator shared these feelings.

The Director of Health Services felt that the original grant had stipulated the active involvement of the Steering Committee in all program, staffing and budget decisions. He felt that the Committee had to approve every major decision in these areas. However, Network members wanted to keep their involvement to a minimum. As negotiations proceeded the Coordinator began to work more directly with the Vice Chancellor on all issues and only checked occasionally with other committee members. He strongly believed that the Network should report directly to the Vice Chancellor. He believed that Network members were having enough problems as it was and having the Network report to a single division such as Health Services would have seriously weakened the viability of the organization. Members wanted a broad based organization that was not associated with any particular division.

The Director of Health Services indicated that he wanted a more direct and active role in approving Network decisions, and was disappointed with the organizational structure which was outlined in the October renegotiation. According to the new proposal, the Network would report directly to the Vice Chancellor and the Coordinator would report directly to him for his work with the Network. Accordingly, the Coordinator negotiated regularly with the Vice Chancellor and not necessarily with other Advisory Committee members.

This resolution was not very agreeable to the Director of Health Services. This placed him and the Coordinator in an uneasy situation.

The Coordinator reported directly to the Director of Health Services for the other. The Director of Health Services was free to exercise a great deal of control over him for his work in Room To Move but he was not free to exercise that control for his work with the Network. After the October meeting the Director of Health Services began to withdraw from the Network and become more distant in his relationship with the Coordinator.

Two other events contributed to a worsening of this relationship. During December, as Network members were working to complete the design for the January workshop, they never solicited the active participation of any Advisory Committee member other than the Vice Chancellor and he was contracted rather late. They had been working very hard and tried to meet with all of the sub groups within the Network but neglected to contact anyone but the Vice Chancellor. They were more interested in a design which would be acceptable to members and the Vice Chancellor and less interested in the approval of other committee members. The time pressure was also extremely great. Unfortunately, this lack of involvement did not help Advisory Committee members feel any sense of ownership for the workshop. Again, the Director of Health Services had been cut out or omitted from an active role in one of the major events of the network.

During second semester there were several general meetings where various Network members alluded to the "directive" or "authoritarian" leadership style that the Director of Health Services used within Health Services. One of the issues had to do with an inquiry as to whether



Network members should rally support for a particular psychologist who was being fired from the Health Services. A staff member from the Health Services had suggested that it was unfair and that support should be provided for the psychologist. Network members did not know enough about the situation to decide on a course of action but a mood of skepticism was created by a psychologist from Mental Health who raised the issue. The Coordinator suggested that there were many issues involved in the decision to fire the psychologist and that members should not jump to the conclusion that it was not the best decision. He also suggested that a smaller group look into the matter. It was thus removed from the emotional atmosphere of the large group.

This issue, along with other remarks were interpreted to be openly hostile to the Director of Health Services and reported to him by another Health Service staff member who served as an informal link with the Network. Regardless of what was actually said, this individual filtered various remarks through his own perceptions and reported the filtered versions to the Director. These interpretations did a great deal to increase the level of misunderstanding between the Director of Health Services and the Coordinator. When the Coordinator met with the Director on Room To Move business he always felt that the Director was trying to answer questions that had been raised through the filtered reports and interpretations of what had been going on. This pattern continued through second semester and did nothing to relieve the tension between the Director of Health Services and the Coordinator.

Throughout the year the Coordinator had blocked the Director of Health Services from assuming a more controlling role in the Network. The Coordinator had excluded him from an active role in the design of the January workshop and made public remarks which could be interpreted as unfavorable to his image as an effective leader. It was understandable that the Director could feel some sort of anger or resentment, but it was never directly dealt with by either of the individuals. After October, the Director of Health Services began to question every decision in Room To Move and seldom offered a word of encouragement or support for the Coordinator's efforts in the Network or in Room To Move. At the end of the year he refused to include in the Coordinator's evaluation any mention of his involvement in the Network and left that for the Vice Chancellor to provide. He was also quite harsh in his evaluation of the Coordinator for the year and focused primarily on administrative shortcomings rather than mentioning any of his positive contributions.

The negative evaluation was very difficult for the Coordinator to receive. He honestly felt that he had demonstrated a high degree of professional skill and competence in both jobs and felt that the negative evaluation had stemmed primarily from conflicts over control of the Network, dissatisfaction with administrative responsibilities in Room To Move and personal conflicts. Given these conflicts, it was very difficult for the Director to see the Coordinator clearly or to acknowledge any of his competencies. These conflicts also made it difficult for the Coordinator to see the Director clearly.

In addition to the negative evaluation, the Director of Health Services made it difficult for the Coordinator to continue any involvement in the Resource Network. The Director suggested that it would be difficult for him to support the Coordinator continuing with the Network. He felt that the Coordinator needed to devote full time to the responsibilities in Room To Move, especially administrative responsibilities including reports and the evaluation of various aspects of the program. Since the Coordinator knew that the two jobs would have been extremely demanding and would have jeopardized work on his degree and in Room To Move, he agreed with the Director's suggestion. If it had not been for his degree he would have liked to have stayed with the Network, but it is doubtful that the Director would have supported his holding both positions.

In addition to a poor evaluation, the Director removed the Coordinator from any position of direct influence within Health Services. In 1974-1975, the Coordinator was assigned to Mental Health and had to communicate through the Director of Mental Health. Although this helped provide a barrier between the Director of Health Services and the Coordinator, it cut the Coordinator off from any direct communication with the Director or any other division head within Health Services except the Director of Mental Health. The Coordinator had as large a staff and budget and as extensive program responsibilities as any other department head, but was cut out of any position where direct communication was possible. Under different circumstances, he could have sat on the Executive Committee with other department heads, but as it was, he was restricted to negotiating through the

Director of Mental Health. The Coordinator was held accountable for justifying Room To Move's program to every other division, but no other division felt that they had a responsibility to share their program plans with him. After January of 1974, communication became a one way process - the Coordinator always being asked to justify things to everyone else, but never having a sense that Room To Move was an integral part of Health Services. It was not until 1974-1975, with an increased involvement by the Director and Assistant Director of Mental Health, that this relationship began to improve.

The development of the Resource Network then helped set the stage for a growing conflict between the Dean of Students, Director of Health Services and the Coordinator of the Resource Network. The Network Program had brought the Coordinator into direct competition with these individuals on more of an equal footing. He was no longer begging either of them for support of an organization, he was developing an organization which was in direct conflict with their expressed plans and mode of operation. The Resource Network was and still is an alternative power base as much as it is a base for collaborative programming. It is made up of representatives from almost every department and special program within Student Affairs, and recently has come to include a number of faculty members from various departments. The collective membership which is now well over 100 does provide a base of support for those who value a humanistic and non-traditional approach to education and a collaborative approach to program planning. The potential for joint leadership for a new direction in Human

Services is a very real possibility but so too is the potential for conflict and confrontation with those administrators who favor a more traditional approach to education and a more directive and business oriented management style. The need for continued dialogue between these groups is essential for the development of a program which provides both for economic stability and program creativity.

One of the major errors made by the Coordinator and other Network members was not maintaining a regular base of communication between various members of the Advisory Committee and the Network. At one time or another, the failure to keep all committee members up to date and involved in major Network events, resulted in the loss of important bases of support within the administration. The Dean of Students would probably have maintained a more distant posture given his need to develop the Institute in a very different way from the Network, but other members of the Advisory Committee could have been kept informed and contributed significantly to the development of the Network.

1973-1974 ended in a paradox. It had been a year of tremendous growth and creativity, both organizationally and personally, but it had also generated conflict between the Dean of Students, the Director of Health Services, some members of the Room To Move staff and the Coordinator. Both the Network and Room To Move had received very positive feedback from members of the University community and representatives from the H.E.W., but both would have to prove their viability again during 1974-1975.

Summary of Growth and Conflict Issues 1973-1974:

During 1973-1974, Room To Move increased its educational activities within the residence halls, as well as extended its educational and counseling programs for members of the minority community, and for those concerned with alcohol abuse. The number of people being seen through Room To Move doubled for the second year in a row. Room To Move received very positive evaluations from three separate studies conducted by the Student Senate, the Department of Public Health and H.E.W.. Room To Move staff were responsible for another project, the Resource Network, which was funded by H.E.W.. The Network sponsored a two week workshop for Student Affairs staff and students as well as developing task groups to work on residence hall counselor training programs and the reorganization of Student Affairs. The Resource Network was successfully implemented and very well received by staff and students.

Although there was considerable growth and creativity expressed in both Room To Move and the Resource Network, conflicts did arise with some members of the Advisory Committee regarding implementation of various aspects of the two programs. There was also increased pressure from Health Services for accountability and evaluation and a decrease in program autonomy for Room To Move. In addition, some staff members in Room To Move began to resent the degree to which full time staff, especially the Coordinator, had become involved in the Network. Involvement in the Resource Network had also led to conflict between the Coordinator, Director of Health Services and the Dean of Students. This weakened the base of support for both programs.

Room To Move 1974-1975:

Room To Move's statistics for information, counseling and referral dropped significantly during first semester of this year due to the Student Union Governing Board's decision to relocate Room To Move and several other student organizations. The new location (S.U. 403) was out of the normal traffic flow and less accessible, especially during evenings and weekends. After several negotiations, Room To Move was able to return to its old location (S.U. 201) in January. Statistics improved significantly during second semester with counseling cases increasing by over 50%. Each month the staff saw approximately 120 individuals with information requests, 150 for counseling and 17 for referral.

Education statistics remained consistent throughout the year since this phase of the program did not depend on drop-in activity. Room To Move presented approximately 15 workshops and reached over 200 individuals each month (except for December and May).

After the termination of the three year H.E.W. grant, Room To Move was not able to present as extensive a speakers program as in the past. Room To Move reached only about 400 individuals through three small workshop presentations as compared to over 3,000 individuals during 1973-1974.

Counseling:

Room To Move continued to see an increase in the number of cases related to alcohol abuse, depressant drugs and various forms of emotional depression and alienation. In general, the problems seemed to be more

depression and alienation. In general, the problems seemed to be more serious and of longer duration than in the past. Although short term crises still occurred, individuals often required more frequent visits over a longer period of time. They also often required a greater level of competency on the part of staff members. Warm, understanding support, although essential to a helping relationship, was often not enough to help someone out of a prolonged depression or long term pattern of alcohol abuse.

This was particularly true for our work with problem drinkers. Developing understanding and support was an essential first step, but helping the individual toward a satisfying existence, free from drug abuse required a solid understanding of alcoholism as well as personal and family behavior patterns. Room To Move staff members saw increasing numbers of individuals with alcohol problems throughout the year and found that they often required several visits per week as they attempted to cut down or stop their use of alcohol. A few of these individuals received counseling support from the Room To Move staff in cooperation with medical care for antabuse treatment. This required mature, experienced and well trained peer counselors.

Room To Move staff were also on call to assist the Health Service psychiatrist with students who were experiencing serious emotional difficulty and were awaiting transfer to Northampton State Hospital. Throughout the year, Room To Move staff provided around the clock coverage for two or three days for several individuals. These experiences



were both regarding to staff members and very much appreciated by Health Service staff, especially nurses who viewed this as an essential service.

Many of the students seen through Room To Move, did not always have specific drug related problems but experienced a sense of personal confusion, loneliness or depression which was helped by periodic or regular contact with Room To Move peer counselors. This contact often helped those students explore the nature of their confusion, clarify positive values, explore alternative courses of action and facilitate decision making.

Although there continued to be a decrease in the number of individuals seeking help with heroin, bad trips and flashbacks, there were a small number of individuals who sought help for the abuse of marijuana. Some individuals had experienced difficulty with concentration or memory loss and had indicated that some daily use patterns had interfered with studies or personal relationships. The staff provided support for individuals who wanted to limit or stop their use of marijuana.

There continued to be a relatively large number of individuals (15-20 per month) who came in to explore various methods of personal growth or to discuss their interest or involvement in a particular meditative discipline. In contrast to some of the earlier students, the majority now involved in these disciplines seemed much more committed to serious study and the process of personal growth. Familiarization with Buddhist Psychology, Transpersonal Psychology, Psychosynthesis or participation in various body/mind disciplines such as meditation, yoga, Arica,

Bio-energetics and body-movement seemed to have helped many individuals gain a new sense of well being, wholeness, and centeredness. This helped them deal more effectively with the complexities of everyday life and provided them with a base for future personal growth.

The Room To Move staff found it necessary to develop various out-reach activities to reach various special interest groups. First three staff members worked with the SIGMHA Project (Special Interest Groups Mental Health Attitudes) which was developed through Mental Health to survey the health care needs of Black, Spanish speaking, veteran, women, gay, foreign and handicapped students. The Coordinator of the Black Action Team for Room To Move assumed a major leadership role in this program as he helped share his knowledge of action-research methods within the minority community. Through his work as Coordinator of the New Africa House Committee and his work on the survey he was able to contact representatives from every Black student organization as well as a variety of graduate and undergraduate students. The Coordinator received a great deal of help from one staff member in contacting Black students, another in contacting Spanish-speaking students and a third in contacting veteran students.

Second, a staff member who was also a recovered alcoholic, was instrumental in the development of a weekly alcohol rap group, which he co-led with two other staff members. He helped to open the program to a few students who had been arrested while driving under the influence (D.U.I.) and were required to participate in a counseling/education program. He contacted almost every area program which dealt with alcoholism

and alcohol abuse and participated regularly in a group experience at the V.A. Hospital in Northampton. He taught a course on Alcoholism at Orchard Hill Residential College, and maintained contact with numerous individuals who found it difficult to come into Room To Move. Three members of the Alcohol Team devoted considerable time to outreach work, contacting problem drinkers in the Hatch, Blue Wall, Coffee Shop and other more "familiar" surroundings. These efforts were successful in bringing a number of problem drinkers into the counseling programs.

Third, a staff member who was also a Vietnam era veteran, did a great deal to contact individual veterans outside of Room To Move. He provided individual counseling for over 30 veterans. He helped establish a counseling team for veterans which consisted of a psychologist from Mental Health, a minister from the United Christian Foundation, a representative from the Veterans Coalition, a physician from the Health Services and himself. He helped establish a veterans rap group which was co-lead by a psychologist from Mental Health. He facilitated workshops in the process of up-grading less than honorable discharges. He presented workshops on amnesty and Post Vietnam Syndrome during the School of Education Marathons. He helped organize a veterans radio program. In addition to coordinating the presentations made by Dr. Robert Lifton, author of "Home From The War", he helped provide training workshops on veterans' experiences for the Room To Move staff.

Fourth, during second semester, the women on the Room To Move staff began to explore ways in which they could make services more responsive to the needs of women. Two women contacted representatives from

Everywoman's Center to discuss ways in which they could collaborate more on program planning. Others contacted members of the Rape Task Force and talked with representatives from Campus Security and Everywoman's Center on the development of advocacy procedures for rape cases. Several of the women from Room To Move and Everywoman's Center provided training experiences for the Room To Move staff related to sexism in counseling. Three women took more active roles as members of the Room To Move Core group and tried to incorporate a woman's perspective in program planning.

During the year, counseling services were provided for (1) abuse of alcohol, depressant drugs and amphetamines, (2) for emotional depression and alienation, (3) for emotional crises which required extended supervision at the Health Services, (4) for special interest groups such as black, Spanish-speaking, veteran and woman students, and (5) for those seeking help with alternatives for personal growth.

#### Education:

The Education Team coordinated an extensive educational program which reached over 1,500 students and staff in the resident halls and formal classroom. In contrast to past years, a majority of these workshops focused on alcohol abuse and helped students overcome social norms which reinforced irresponsible alcohol use.

The Education Coordinator worked very closely with the Alcohol Task Force and with a psychiatrist and a Health Educator on the development of an alcohol Education Grant proposal which was submitted to N.I.A.A.A. in February and awarded to the University in June.

The Education Coordinator worked closely all year with members of the Collaborative Training Task Force on the development of a collaborative training program for residence hall staff. Sponsored by the Resource Network, this training program was presented in April and reached over 200 residence hall counselors.

The Coordinator of the Spiritual Resource Team developed a three day "Symposium on Conscious Living" in February which featured a talk by Donald Keys of the United Nations on the "Development of World Consciousness". The Symposium included workshops on Psychosynthesis, Gestalt Therapy, Jungian Psychology, Tibetan Buddhism, Jewish Mysticism, Christian Mysticism, Transpersonal Psychology, Yoga and Diet, Acupuncture and Healing, Homeopathic Medicine and Tai Chi Chuan. The Symposium was supported financially by the Student Development Center and Mental Health.

A staff member coordinated a Tuesday Evening Workshop Series where staff presented workshops on group dynamics, veterans, drug abuse, alcohol, women's issues, Black Action, Transpersonal Disciplines, alternative counseling strategies, dreams, bio-energetics and body-movement. These workshops were open to the University community.

A staff member who was also a veteran, coordinated the presentations made by Robert Lifton, author of "Home From The War". Sponsored in cooperation with the Veterans Coalition, Dr. Lifton presented a University-wide lecture and staff workshop on the Post Vietnam Syndrome and its implications for counseling. Over 150 staff from various counseling programs attended the lecture and staff workshop.

### Training and Supervision:

Room To Move, through its affiliation with the School of Education was able to offer five accredited courses to staff and volunteers as part of their pre-service and in-service training experiences. A staff member who was also a doctoral student in the School of Education, offered a training program for volunteers. He did an excellent job in the selection, training and supervision of the volunteer staff. He was able to provide an experience which helped prepare and integrate a group of well trained peer counselors and provide a personally rewarding personal growth experience for those volunteers. He was also able to prepare an in-depth evaluation of the selection and training processes which he presented to the Health Service Advisory Committee for Room To Move. This evaluation contributed significantly to the work of the committee.

The Coordinator of the Spiritual Resource Team offered a course in Transpersonal Psychology and Meditative Disciplines for interested staff and students. This course included presentations by local faculty such as Robert Thurman, from Amherst College, Lock Rush from the University and a visiting Tibetan Buddhist monk as well as direct experience in various meditative techniques. The course did a great deal to familiarize staff with many of the issues involved in this work.

The Education Coordinator and another staff member offered a peer drug educator training course for Room To Move staff. The course focused on content issues, student peer pressure, group leadership and educational skills. The course helped prepare several staff for further educational work.

The Coordinator of Room To Move and two other staff members offered an in-service staff training program which attempted to familiarize staff with special areas of interest such as alcohol abuse and treatment, medical care, depression, counseling and referral skills, Veterans issues and women's issues.

Second semester the training program tried to examine: (1) the various forms of oppression experienced by Blacks, veterans, women and those involved with alcohol abuse; (2) the kinds of self-defeating behaviors and various modes of therapy developed by each group as they struggle to overcome that oppression; and (3) the kinds of positive personal and social actions which can be developed to overcome that oppression.

In addition to the daily and weekly supervision provided by the Coordinator of Room To Move and two other staff members, weekly small group supervision experiences were set up with two psychologists from Mental Health, a faculty member from the School of Education and a psychologist from Amherst.

Health Service Advisory Committee for Room To Move:

The formation of the Health Service Advisory Committee for Room To Move brought together the Director of Mental Health, a member of the medical staff, the Director of Health Education, a faculty member from the School of Education and six staff members from Room To Move. The purpose of the committee was to review the procedures developed within Room To Move for selection, training, supervision and evaluation. The committee reviewed a report submitted by a staff member on the selection and training of volunteers for Room To Move. As soon as all data has been returned

and analyzed, the committee will review a report prepared by the Education Coordinator on the effectiveness of Room To Move's alcohol education program in the residence halls.

The committee met each month for two hours. The meetings were helpful and informative and helped provide all with a better understanding of the Room To Move program.

Collaboration:

Room To Move's efforts were characterized by a greater sense of collaboration, especially between various individuals within the Health Services. First, Room To Move was organizationally more closely affiliated with Mental Health as the coordinator of Room To Move reported to the Director of Mental Health and met weekly for program consultation. Second, the formation of the Health Service Advisory Committee for Room To Move brought together medical, Health Education, Mental Health, School of Education and Room To Move staffs to review procedures for selection, training, supervision and evaluation within Room To Move. Third, several Room To Move staff members participated in the S.I.G.M.H.A. Project developed through mental health to survey the health care needs of Black, Spanish speaking, veteran, women, gay, foreign and handicapped students. Fourth, Room To Move staff members worked on the alcohol Task Force and worked closely with Health Education and Mental Health staff on the development of an alcohol Education Grant Proposal which was submitted to N.I.A.A.A. and awarded in June. Fifth, Room To Move staff members worked closely with the Collaborative Training Task Force of the Resource Network on the development of a collaborative training program for



residence hall counselors which was implemented in April and reached over 200 counselors. Sixth, Room To Move staff members, in cooperation with the Veterans Coalition, sponsored a University-wide lecture and staff workshop by Dr. Robert J. Lifton, author of "Home From The War". Seventh, the Room To Move staff, in cooperation with Mental Health and Student Development Center sponsored a "Symposium on Conscious Living" in February which featured a talk by Donald Keys of the United Nations on the "Development of World Consciousness". Eight, the Room To Move staff members sponsored a free Christmas dinner for over 200 people from the Amherst community. All food and supplies were donated by local merchants and residents. Participants included elderly, single parents, young people from local half-way houses as well as representatives from the general community.

#### Leadership and Support:

A series of events helped to make 1974-1975 a strange year for Room To Move. One staff member referred to it as a year of "holding on". In many respects it was similar to 1971-1972 when the mood was characterized by internal and external conflict and a gradual loss of program identity. It helped to precipitate the second revolution in Room To Move, that which Greiner refers to as the move away from centralized authority.

The conflicts of 1973-1974 helped to set the stage for this second revolution. Many of the Room To Move staff had felt abandoned by the Coordinator of Room To Move and the Education Coordinator and in their absence had begun to assume more responsibility for day to day management of the program, especially in the area of counseling and supervision. This helped

to give some staff members a greater sense of their own competence and to also raise feelings of resentment toward full time staff members. The full time staff were the ones who were being paid to provide follow up and supervision but experienced staff members working on assistantships were assuming more responsibility in these areas.

The conflict which had developed between the Director of Health Services and the Coordinator during the Network carried into the work in Room To Move. The coordinator felt under a great deal of pressure to justify various aspects of the program, especially selection, training, supervision and evaluation, to a person who found it difficult to understand the nature of the work or to trust the Coordinator's judgment on any issue. Instead of inviting a mutual diagnosis of issues and exploration of alternative resolutions, the Director laid out his diagnosis and his resolution which would hold unless the Coordinator could develop an argument which was more substantial or fitting than his. This style was accompanied by a tense atmosphere and little real collaboration.

The Coordinator's work would have to be "vouched for" by the Director of Mental Health, who he now reported to, and other members of the Health Service Advisory Committee. The Committee had originally been set up as a compromise to affiliating more directly with either Health Education or Mental Health, but was now being used to review procedures for selection, training supervision and evaluation. The Coordinator had also wanted to have the committee serve as a communication link between Room To Move and other departments within Health Service but the Director's agenda for the committee took precedence. The Director had also wanted someone else

"more objective" to serve as chairperson for the committee but this proved unacceptable to the Coordinator. He would work with the committee to review procedures but he would do so in a way that left him with some sense of dignity. He wanted committee members to participate in a creative process of program development not as a board of inquiry which reported its findings to the Director of Health Services.

All of this seemed unnecessary. It was important to improve the procedures for selection, training, supervision and evaluation but it did not have to be done under such a negative atmosphere. Room To Move had just received extremely positive feedback from three separate surveys and a report from an H.E.W. evaluation team, and it would have been possible to start from a more positive position which recognized successful areas of program development. A professor from the School of Education and the Director of Mental Health were very helpful in moving the committee toward a more positive orientation. Both individuals had been involved with Room To Move and honestly felt that there were positive aspects of the program which could be made more explicit and more fully developed through a collaborative effort such as the committee.

With the option for direct negotiation with the Vice Chancellor and the Director of Health Services eliminated and with the Room To Move Advisory Committee being replaced by the Health Service Advisory Committee for Room To Move, the Coordinator of Room To Move chose to devote his energy to working with the Director and Assistant Director of Mental Health in hopes that their positive feelings would increase and

enable them to serve as advocates for Room To Move. His only other choice would have been to push for the old Advisory Committee to take a more active role, to go directly to the Vice Chancellor or to seek a new home for Room To Move. Given what was happening in other parts of the campus there was no other home which would have offered much more stability or autonomy than Health Services and it would have been foolish to put the Vice Chancellor in a position to choose between the Director of Health Services and himself. The Director of Health Services had been the Vice Chancellor's assistant previously and had maintained a privileged communication with him for years. The only other member of the Advisory Committee who could have supported Room To Move was now an Assistant to the Chancellor and it would have been unfair to call him back to assume a major advocacy role after the Coordinator had made little effort to involve him in Room To Move or the Network during the previous year and a half. The decision to work closely with the Director of Mental Health and others did prove beneficial for Room To Move and for the Coordinator. They had a better idea of what Room To Move was trying to do and could appreciate the need to maintain the freedom necessary to preserve the alternative nature of the program.

There were, however, other issues which contributed to the difficulties experienced in Room To Move during 1974-1975. One of the most important had to do with funding. Room To Move was no longer supported by H.E.W. funds which had ended in 1973-1974. The office of Student Affairs had tried to make up most of the \$17,600.00 for salaries

lost through termination of the H.E.W. grant by allocating approximately \$16,000.00 worth of Work Study funds; but these funds proved very difficult to use given the Federal restrictions on them.

This allocation required a great deal of time on the part of the Coordinator to attempt to trade Work Study funds for O3 funds with other departments on campus. With one exception, Continuing Education, this proved fruitless. It was not until October, after the Director of Health Services transferred funds within Health Services, that Room To Move had a workable budget of \$11,400.00 in Work Study. The O3 appropriation of \$30,000.00 remained the same. Budget constraints had delayed the hiring of Room To Move staff for over six weeks and made it impossible for the Coordinator of the Black Action Team to hire student volunteers who had been trained the previous year for positions on the Black Action Team. Work Study funding also resulted in the loss of assistantships for members of the Alcohol and Education teams since experienced staff had graduated or left the program and could not be replaced through the use of these funds. We were only able to offer two assistantships, one of \$2,000.00 and one of \$3,000.00 through Work Study. This resulted in the loss of five assistantship positions which had been used to fund experienced staff. Although the Financial Aid Office worked hard to help Room To Move implement its program, administration of the funds consumed a great deal of time throughout the year as guidelines and personnel changed frequently.

Administration of Room To Move funds was also complicated by the Coordinator having to spend a considerable amount of time with three different business managers, as each assumed primary responsibility for administering Health Service funds. The Coordinator had to work through the budget with each of them repeatedly until a procedure was worked out. He also had to work with each of them while he assumed responsibility for administering grant extension funds for the Resource Network. He spent at least ten hours a week chasing down items for both Room To Move and the Network. The procedures for handling various funds were not clearly spelled out and staff members in various offices did not follow the same procedures. As a result, the Coordinator had to assume the responsibilities of a business manager and follow every action through the system. The red tape was enormous and cutting through it demanded a great deal of time and patience.

Although staff members wanted everything to work smoothly with the funding, they began to resent the amount of time that the Coordinator spent doing battle with the system. After months of concerted effort they had expected things to go more smoothly and began to suspect the Coordinator of being ineffective in this area. One or two other staff members had been involved in some funding procedures and knew how difficult the process was but it was difficult for most staff to fully understand what was going on.

In addition to the difficulties in funding and the resulting loss of five assistantships, Room To Move had begun the year in a new location

which was removed from the general flow of traffic and much less accessible during evenings and weekends. This move had come about during the summer when members of the Student Union Governing Board decided to move several student organizations including Room To Move. It took a good deal of negotiating and one semester of low statistics before we were permitted to return to our old location in January. In addition to reducing the number of students seen in Room To Move, the move to the new location served to weaken staff morale. Staff members were seeing less than half the students that they had seen the previous year and worked evenings and weekend shifts when almost no one came in. Many staff members began to lose the sense that they were needed or that they were serving the student community in a viable way. They were stuck in a far corner of the Student Union which saw little traffic. With signs continually being taken down a student had to be very determined and go out of his/her way to get to Room To Move.

In addition to the move, the nature of the drop-in business was beginning to change. There were more alcohol and depressant drug related problems, there were more cases of serious depression and during exam period there were high incidences of amphetamine abuse. Many staff members were not as familiar with or as comfortable in dealing with these kinds of cases. To become involved meant being willing to deal with demanding and sometimes frustrating cases.

The change in location, accompanied with the drop-in statistics and the changing nature of the counseling situations forced many staff

members to question the nature of the Room To Move program and their involvement in it. Some felt that it was getting out of touch with student needs and some felt reluctant to get seriously involved with alcohol counseling or found it difficult to handle the demands of working with depressed students. Many of the staff were more comfortable dealing with students who at least expressed some desire for personal growth.

By December many staff members wanted a clear way to demonstrate that they were still committed to serving the community. The idea of sponsoring a Christmas dinner was received with a high sense of moral fervor. The Coordinator questioned whether staff realized the amount of work involved or suggested that the desire to do this might be connected with a need to prove that they were doing something "useful". His comments were not very well received. They were going to do it anyway!!! The next two weeks were frantic with activity and the Christmas dinner was a very beautiful event attended by over 200 individuals. There was an enormous amount of good energy directed toward serving others and it was beautiful but it was also a little sad. This was the only major event during the first semester which had provided any real sense of fulfillment or accomplishment. For those staff members who had only seen a few students during the fall, this Christmas dinner provided a concrete opportunity to be of service. Many staff members did not agree with this interpretation but there was a measure of truth to it.



In addition to the problems with funding and location, Room To Move began the year by firing a staff member. This was the first time that this had ever been done. After several staff members complained about the actions of a staff member and after the Coordinator had made several attempts to work with him on these matters, it was believed that there were serious questions as to whether he should return to the staff in the fall. After meeting with all those concerned, including the staff member, the Coordinator sent a letter indicating that he was recommending that the staff member not be rehired in the fall but was leaving the final decision to the staff. The Coordinator did not have a mandate to fire but could initiate a recommendation for approval by the staff. The debate was difficult and lengthy but the staff voted not to rehire the individual.

This had been a very difficult task for many students, one which forced them to evaluate and set limits on the behavior of one of their peers. Although they did face up to the evaluation in a very objective and caring manner, many did not feel that they should have been made to fire one of their peers. Several questioned the Coordinator's initiation of the recommendation and felt that he had been too harsh in his action. This action raised questions in the minds of some staff members about the extent of the Coordinator's power. If he had the power to initiate a move to fire someone would he initiate a move to fire someone else. Had he tried to get the staff member fired because of personal disagreements with him or because of an objective evaluation of his work? Those

who were uncertain of the Coordinator's motives had an experience to store for further investigation.

During second semester another staff member became disenchanted and left the staff when opportunities to secure outside funding for his position fell through. Prior to his leaving he had a rather heated discussion with the Coordinator and some staff members felt that he had left because he had been fired by the Coordinator. This, however, was not the case. The Coordinator very much wanted him to stay but felt that his demands for a leadership position and salary of \$9,000.00 were very unrealistic. When outside funding for him fell through he would have had to stay at \$3,000.00 for the next year with a possibility of a slight raise the following year. The staff member felt that this was unfair. He had been carrying the responsibility for a major phase of the program and felt that he deserved a full time position. His self righteous and demanding attitude, however, would have seriously weakened that possibility even if funds had been available.

His leaving raised again the questions surrounding the firing of a staff member in September and the resignation of another staff member the previous spring. At that time a staff member had very much wanted to become coordinator of the alcohol program and had worked very hard on the program and on the preparation of an alcohol grant proposal. Given the serious reservations expressed by the Director of Health Services and the Coordinator's reservation with his ability as an educator and leader, the Coordinator would not support him for a major leadership position

with a Federal grant. The staff member felt frustrated and resented the Coordinator for blocking his opportunity for growth. It was unfortunate but the Coordinator did not feel that he was qualified for the position and could not support him. The staff member left somewhat bitterly.

Within one year three individuals who had devoted considerable time and energy to the alcohol team had left or been fired after coming in conflict with the Coordinator. Anyone who wanted to raise questions about his leadership certainly had enough data for consideration.

Several other events occurred during second semester which further contributed to the tense atmosphere. Several women on the staff got together to explore ways of better meeting the needs of women clients and of gaining a more active role in the leadership of Room To Move. All three full time positions were held by men and there did not seem to be an opportunity to move a woman into a full time leadership position. When two staff members left in January for personal reasons, they freed up approximately \$2,400.00. The women saw this as an opportunity to increase the pay for one woman who would become coordinator of a newly formed Women's Team. The idea was brought to a large group meeting and generally received a favorable response. The women had not checked the idea with the Coordinator before the meeting and he was forced to ask a number of difficult questions before a vote could be taken on the issue. He also reminded everyone that this was only one step in the decision making process and that the idea for a Women's Team and 3/4 time coordinator had to be checked with the Director of Health Services

before it could be finalized. Before the idea had been approved, one of the women put an article in the paper announcing the formation of the team. This disturbed the Director of Health Services and raised several questions in his mind about the desirability of the team since it might compete with similar programs in Health Education or Everywoman's Center. He also questioned the viability of the decision making process within Room To Move.

As the women were informed of the reservations expressed by two or three of the Health Service staff, they became quite frustrated and disillusioned. They had expected to have the idea accepted by the Room To Move staff and to be free to move ahead and implement the program. Instead, there were delays over drafting proposals for the team and the 3/4 time position and repeated memos between the Director of Mental Health, the Director of Health Services and the Coordinator for Room To Move. To say the least, the atmosphere was not one of openness and support. Some of the women saw the episode as an example of how much Room To Move had sold out to Health Services. The Director of Health Services indicated in one of his memos that this Women's Team raised many questions about Room To Move as a whole and that he could not proceed until these issues had been cleared up.

The issue dragged on for months without resolution. The woman staff member received an additional \$1,200.00 to serve as coordinator of the team for second semester but there were no promises for next year regarding either her position or the official recognition of a Women's Team. The experience was frustrating and disappointing for all involved.

The Director of Mental Health and the Coordinator of Room To Move had supported a woman in more of a full time capacity but not necessarily the formation of a separate Women's Team. It was extremely difficult to justify an education program oriented toward women when Everywoman's Center was offering numerous educational workshops on campus. It was also extremely difficult to support a new team effort which might draw resources away from other program objectives such as alcohol education and counseling. There was, however, a need to provide a feminist perspective in all the work and a need to provide better counseling services for women. There was also a need to have a woman in a full time position where she could be more directly involved in program management and negotiations. The Director of Mental Health and Coordinator of Room To Move supported a woman in a 3/4 time position where she would be able to facilitate these matters but did not support the formation of a separate team or the development of a new program thrust.

This stance put the Coordinator into conflict with many of the women who felt that he should have supported both the team formation and a 3/4 time position. The Coordinator became a vocal point for testing the values of the women's movement. The same thing had happened during the formation of the Black Action Team when members of that team checked their values against his behavior and expressed values. A resolution was more easily reached with the Black Action Team than it was with the Women's Team. To some extent the Coordinator contributed to some of the difficulty because of his leadership style which could sometimes be paternalistic, and

too conceptually oriented. He often came back with interpretations of the total picture and laid out several plans of action - he seldom reacted in a more informal and emotional mode which could easily be seen and understood. He fit the stereotype of an unfeeling, rationally oriented leader who was more concerned with the program than he was with the people. His relationship with the Women's Team was further complicated by a personal conflict with one of the women on the team. Their inability to work through personal issues with each other made it difficult for the Coordinator to work through issues with the team since she had considerable influence within the group.

Throughout the year at least five staff members moved into positions of influence within Room To Move. Most had been with the program for two or three years or were graduate students with demonstrated competence in counseling and training. Most were older and had assumed positions of program responsibility within Room To Move. Either because of position responsibility or recognized expertise these individuals were looked up to by many staff, especially the new volunteers. The five individuals were around more frequently and devoted time to the personal development of new staff. They were also more available for informal contacts outside of work. These individuals were active in both the Women's Team and the volunteer group and gained the respect of most of the new staff.

This relationship was in sharp contrast to the relationship that the Coordinator and other full time staff had developed with new staff. The Educational Coordinator was primarily involved with outreach educational

activities and with the Network. He did, however, gain more contact through his work with the alcohol team and peer educator training course. The Coordinator of the Black Action Team was primarily involved in the S.I.G.M.H.A. Project and in completing his academic work. At times he was not very visible within Room To Move. After having abandoned the staff the previous year for the Network, the Coordinator of Room To Move was now busy hasseling finances and negotiating program survival with professional staff outside of Room To Move. During both semesters he had been trying to devote some time to his dissertation. When he was in Room To Move, he was questioning various program activities and forcing people to look at some of the more difficult aspects of their work. Given this set up and his predominant personal style, it is little wonder that few people saw him as an available source of support. He was becoming to many a representative of the administration - bringing "bureaucratic bad news" rather than a representative of the "people". Staff now had to do battle with him on various issues rather than having him lead the battle against outside administrators. To many, the enemy had moved within. It was fairly easy to understand why some staff began to resent the roles played by the full time leaders.

In April the staff voted to hold a weekend retreat to look at some of the major issues affecting staff morale. Personal feedback for staff, especially for the full time staff Coordinators was given top priority. Essentially most of the staff wanted to further reduce the salaries of the Coordinators and share the funds with other staff members who had assumed

leadership responsibilities within Room To Move. The primary emphasis was on developing an organizational structure which distributed power, influence and finances more equitably. It was an attempt by these more experienced staff to change the structure of the organization. This group tested its power against all three of the full time positions, especially the Coordinator's.

This attempt to gain positions of greater control was both understandable and predictable. All of the full time staff had been devoting a great deal of time to outreach work, external negotiations and administrative responsibilities. This resulted in a decreased level of visibility and informal contact with other staff. The other part time staff members had clearly demonstrated their ability to assume major program responsibilities and to gain the confidence and friendship of the new staff. Many of these staff members had worked for two or three years for assistantships of \$2,400 or \$3,000. They needed a more formal recognition of their skills and leadership abilities and wanted that recognition to reflect a change in salary and status.

The weekend retreat did not resolve any of the fundamental issues. What it accomplished was to provide an opportunity for staff to express many feelings which they had been keeping quiet or issues which they felt had not been adequately dealt with previously. They spent a great deal of time on issues related to the three Coordinators. On one occasion, one staff member shared her recent insights into herself as a Black/Spanish woman and what it meant for her to be working at Room To Move. This sharing contributed to a sense of renewed energy and provided a deeper insight into the struggle to develop a program which was better able to meet the needs



of women and minorities. During the second day, however, most of the energy was directed toward the Coordinator with several individuals expressing reservations about his role within Room To Move. Many felt that he had devoted too much time to administrative functions and not enough to counseling and team building. Some expressed personal differences and some felt a need to have someone else as coordinator. Many wanted something dramatic to happen or wanted something significant to change within Room To Move. Although he responded to all of the issues raised, shared many of the same concerns and indicated that he was in support of many of the same changes, nothing dramatic happened and nothing significant changed. Many staff members were pleased with an increased level of sharing but were dissatisfied with the prospects for significant change.

The last few weeks of the semester were difficult for everyone as many staff members attempted to change the organization more significantly. Most of the attempts were directed at decreasing or eliminating one or more of the three full time positions. Various proposals called for reducing the positions of Education Coordinator and Coordinator of the Black Action Team to 3/4 or 1/2 time for 9 months, and one called for the elimination of my position. The plan to eliminate the Coordinator's position and create a committee of four half time coordinators did not gain the support of any Health Service Administrators since they still believed that a coordinator rather than a coordinating committee provided a better vehicle for accountability and ongoing communication.

The plan for four half time coordinators reflected a desire for a greater sharing of responsibility and more of a "collective" approach, but

it also reflected a desire by some to be more clearly recognized as the "professionals" who were carrying a great deal of responsibility for the organization. Since none of the old leadership was about to leave, the newly emerging leadership had to either push the old leadership out, share their salaries and responsibilities or move on to new settings. The plan, however, was not a true "collective" approach. It was primarily focused on the emergence of the new leadership and not on the total sharing with all of the staff. It was clear from various statements made by staff members that even if the plan had been accepted that some of the other staff would have felt excluded and resented the emergence of an elitist group. The new leadership would have to deal with most of the same issues and would generate some resistance with other staff members and volunteers who felt that they were carrying a good deal of responsibility and wanted more recognition or more compensation.

During May a compromise was reached which maintained the coordinator's position, along with a full time coordinator for Education paid out of the N.I.A.A.A. grant, and a full time coordinator for Minority Programming and also created two half time positions to help coordinate training and counseling supervision. This would provide for a full time coordinator which was essential for Health Service Administrators and create an opportunity for the formal recognition for those who had been assuming a greater responsibility for the program. It would also provide an opportunity to place a woman in a key leadership position. The compromise plan also called for a greater level of responsibility to be

shared by the Coordinating Committee or Core group. This plan was more acceptable to all those concerned and could be more easily supported by Health Service Administrators. There was also a very real commitment on the part of all the full time staff to share more responsibility with Core group members.

The Coordinator of Room To Move had worked throughout the year to build a more active Core group but for various reasons there was not a clear understanding of what kind of leadership role the group could play and members were pulled toward accomplishing their own program objectives. At the beginning of the year some of the Core group members had been reluctant to involve themselves in external administrative hassles at the expense of individual program development. At first the Coordinator wanted to share responsibility for external negotiation with the Core group but as resistances became more evident, he assumed more of these responsibilities and left other members free to work on their programs. This strategy met with mixed reactions. Members were glad that someone else was dealing with administrative mess, but later resented the fact that they did not have a greater role in the negotiations.

In spite of the general acceptance of the compromise plan, some individuals did not feel that it reflected the kind of change that they had hoped for. A few wanted a change in leadership, or more of a breakdown in the salary differential between full time and part time staff. A compromise had been reached but for some it was not enough to provide

a sense of renewed optimism. Some believed that things would probably be pretty much the same and a few doubted the Coordinator's commitment to share responsibility and redirect some of his energy inside of Room To Move. The year ended with sort of a fade out with everyone quite tired and only slightly resolved in terms of organizational identity and structure. Everyone needed a break.

The staff left after having worked on a budget for 1975-1976 which included \$36,000.00 in 03 funds and would have provided for pay increases for some of the new leadership. By June word had been received of a probable cut of 50% to \$15,000.00 in 03 funds. This virtually destroyed any possibility for pay increases and would undoubtedly mean that the staff would not be able to rehire some of the experienced staff. Although the staff had also received word that Health Services had been awarded a grant through N.I.A.A.A., this only supported the Educational outreach program in Room To Move and did not support the counseling program. For those who had not been overly enthusiastic about the compromise plan, this news destroyed whatever hope was left. For a variety of personal, budgetary, and program reasons many of those who had provided the impetus for the change in structure would not be with the program in the Fall. Although no one was asked to leave, only those who had been willing to support the compromise plan would be with the program in the Fall.

In retrospect this kind of turnover many have been inevitable but the events of Spring semester made many of the staff question the fundamental nature of Room To Move as well as their involvement in it. Somehow many had lost the sense of a viable identity for the program and some had lost faith in the Coordinator's ability as a leader. The lack of a

symbolic identity was filled by the issues of the women's movement and the rhetoric of a "Marxist collective". The revolutionary temper and anti-authoritarian orientation of these movements did not facilitate the acceptance of a compromise which maintained a hierarchical organization with a full time coordinator.

No matter how well the Coordinator thought he understood the reasons for the dissatisfaction and turmoil, it was difficult to deal with the fact that a number of staff had lost faith in him as a leader. The process made him seriously question the advisability of leaving the program. A few close friends outside the program had experienced similar situations and often found that at some point, the founders of these kinds of alternatives had to move on to make room for the new leaders. Had his time come? Would he be doing more harm by staying? He had learned to "let go" of the Network and it continued to grow without him. Could he do the same with Room To Move?

The future growth of Room To Move would depend on the extent to which the staff would be willing to devote their energy to team building, shared responsibility and the development of a more positive framework for the work with students. The next year would be a year of commitment to a different kind of organization with a somewhat different identity and a different focus for the work. The foundation would undoubtedly come from the commitment to a humanistic orientation and to providing educational and counseling services for drug and alcohol related problems as well as for a variety of more general personal issues. The staff would have to select competent staff and volunteers who would be willing to join in a new,

hopefully more mature creative process. The simple idealism of the past was gone - a great deal of serious work would lie ahead. There would be no more simple solutions to complex personal and social issues - only the search for holistic approaches which make some growth possible.

Throughout 1974-1975, the Coordinator for Room To Move and the Education Coordinator maintained a relatively low profile in the Resource Network. The one year grant from H.E.W. was over and both of them had to focus their energy on Room To Move. The Education Coordinator did maintain his involvement in the collaborative training task force and helped design and implement the successful training program in April. The Coordinator of Room To Move limited involvement to managing the grant extension funds, periodically attending weekly large group meetings and occasionally attending staff or Steering Committee meetings. To say the least, his involvement was minimal when compared to the previous year. Some, in fact, felt that he had abandoned the Network. Given the events in Room To Move and the pressure to complete his degree, he could not afford a very extensive involvement in the Network.

During 1974-1975, the Resource Network attempted to broaden its membership to include faculty and business management staff. It also tried to maintain a commitment to residence hall staff and sponsored collaborative orientation programs for new Heads of Residence and a very successful collaborative training program for residence hall counselors. When the danger of reducing or eliminating residence hall counselors increased, the Resource Network sponsored an Open Hearing on the Value of Human Services and Educational Programming in the Residential Areas.

It sponsored a week long workshop in January - "Making a Life, Making a Living: Career Development, an Obligation for the Changing University?" which was well received by faculty, staff and students. This workshop led to the development of career teams which attempted to implement new career programs within various departments. Another group, the Conditions of Learning Task Force, helped to develop a "network" of faculty interested in collaborative program development. Perhaps, most importantly, the Network continued to provide an informal forum for personal sharing across organizational boundaries.

The Resource Network had a successful year but was beginning to spread itself between too many different groups and too many different interests. It had gained a greater participation from faculty, at least temporarily, but was losing some of the residence hall staff who found it difficult to identify with some of the issues being discussed. Unfortunately, the Resource Network did not involve many students but chose to broaden its base of support with staff and faculty first. It continued to be committed to the development of a better human service delivery system for students but had to build a strong base with faculty and staff if any new or improved delivery system would be effective.

Although fairly successful, the open hearing was received by some administrators as creating a lobbying force against the Chancellor's Office - and resulted in the Network being viewed as a political lobbying force rather than a base for positive collaborative programming.

In addition, the Resource Network was beginning to spread itself between too many diverse activities which could diffuse energy and

minimize chances for significant change. In some respects it was following a path similar to the Behavioral Science Alliance which had divided its energies among a variety of small projects. There was a need for more of a common purpose and a more limited focus for activities.

The leadership of the Resource Network was very effective both in terms of staff and Steering Committee participation. The future of the Network would depend on renewed membership and renewed focus for program planning. The potential for building a new framework for collaborative planning and implementation of an effective Human Service Program is tremendous. The Network has attracted some of the most creative and talented faculty and staff on campus. The challenge would be to maximize that potential for creative programming.

A chronology of major Resource Network events for 1974-1975 has been placed in the appendix.

#### Summary of Growth and Conflict Issues 1974-1975:

During 1974-1975 there was an increase in the emphasis placed on educational and counseling programs for those concerned with alcohol abuse. There was also an increase in the number of students seen for non-drug related problems. There was an increased effort to assess the health care needs of special interest groups through the work on the S.I.G.M.H.A. Project. There was an extensive educational program implemented within the residence halls which focused primarily on alcohol abuse. The Room To Move staff worked with other Health Service staff to prepare and submit a grant proposal to N.I.A.A.A. for the implementation of a demonstration Alcohol Education Project. This proposal was funded during the summer.



Dr. Robert Lifton, author of "Home From The War", conducted a workshop on the Post Vietnam Syndrome.

Room To Move worked closely with the Director and Assistant Director of Mental Health as well as with the Health Service Advisory Committee for Room To Move, which was established to review procedures for selection, training, supervision and evaluation within Room To Move. The program for 1974-1975 was characterized by a greater sense of collaboration, especially between various individuals within Health Services. Room To Move also sponsored a free Christmas dinner for members of the Amherst Community.

The conflicts within Room To Move during 1974-1975 were generally focused on the increased pressure for accountability and evaluation and the bureaucratic trends within Room To Move. A newly emerging leadership called for more autonomy and more sharing of leadership. Difficulties were experienced with funding after the termination of the H.E.W. grants. The staff had to compensate for one semester in a new and less accessible location. Some conflict was generated over the firing of one staff member, the resignation of another and the failure to support a full time position for a woman.

Most of the conflicts were directed at the full time staff, especially the Coordinator. After a two day workshop in May, a modified structure was agreed upon and support for the program continued through the affiliation with the Director of Mental Health.

## CHAPTER V

## ANALYSIS

Introduction:

In this chapter, the author will present an analysis of the case study which outlines five developmental phases as well as the characteristics of each phase. This analysis is the result of a careful examination of all available documents, the results of interview data and the author's experience. These five developmental phases will then be compared to the stages of organizational development outlined by Holleb and Abrams (1975) and the phases of organizational development outlined by Greiner (1971).

Author's Analysis:

The analysis of Room To Move indicates that the organization developed through four distinct phases and is presently entering a fifth phase. Phase I, 1969-1971, was characterized by growth and creativity under a counter-culture organizational structure which emphasized shared decision-making, shared leadership and a high degree of autonomy and experimentation. The work was focused primarily on those involved with the use of psychedelic drugs, runaways and educational outreach. The staff shared a sense of commitment to values associated with the counter-culture and hoped to create a "family atmosphere" within Room To Move that would facilitate their opportunities for personal growth. During this period the Advisory Committee allowed a great deal of autonomy and was generally supportive of the program.

Phase II, 1971-1972, was characterized by a period of conflict as the limitations of the counter-cultural organizational structure became apparent. The main conflict focused on Room To Move's identity as a "counter-cultural family" which provided growth for family members and maintained a high degree of freedom for individual members versus its identity as an organization which placed priority on the delivery of services by competent staff and demanded a more structured organizational framework. A secondary conflict resulted from overextension and the growing need for limit setting. Both conflicts were difficult to resolve given the general anti-authoritarian attitudes of many staff members. Three major attempts were made to resolve these conflicts over a period of a year and a half with only moderate success. The conflict was resolved through the emergence of a central leadership, the adoption of a more structured organizational framework and the development of a program with clear limits. The adoption of this framework marked the death of the counter-cultural identity. Throughout this period, the Advisory Committee exerted only moderate external pressure. They expressed their reservations verbally and in memos but did not interfere with internal decision-making.

Phase III, 1972-1974, was characterized by a period of growth and creativity under a more structured organizational framework which emphasized the delivery of services by competent staff and the development of a second interface organization, the Resource Network. Generally, there were clearer limits set for program activities and more of an emphasis on cooperative team efforts. The staff continued to emphasize a shared decision-making process and found a new identity in the alternatives to

personal growth, residence hall drug education and Black Action programming. The underlying foundation was a humanistic orientation toward personal growth and social change. During this period there was little external support for any program within Room To Move, except for the residence hall education program. The advisory Committee met less frequently and one member of the Committee began to assume more direct responsibility for budget, staffing and programming decisions within Room To Move. Program autonomy began to decrease significantly.

Phase IV, 1974-1975, was characterized by a period of conflict as the demands for external accountability increased and Room To Move began to adopt a more "bureaucratic atmosphere". Staff began to resent the time that full time leaders devoted to the development of external programs such as the Resource Network as well as to external negotiations, financial management and administration. A new leadership emerged which demanded a greater sharing of responsibility and resources and a move away from the bureaucratic trends and hierarchical structure. Those staff members who had carried a good deal of responsibility for the internal management of the program wanted formal recognition for their activities and growing expertise and demanded that salaries and responsibilities of full time leaders be more equitably distributed. This movement also coincided with the anti-authoritarian orientation of the women's movement and the ideas of establishing a "marxist collective" expressed by a few staff members.

These conflicts were resolved through the adoption of a modified organizational structure which maintained a full time coordinator, a coordinator for education, and a coordinator for minority programming but

added two half time coordinators for counselor training and supervision. The resulting core group, which was open to other staff, would assume more responsibility for total program management. Room To Move developed a modified hierarchical structure which emphasized shared decision-making and shared responsibility as a way of providing organizational stability on one hand and group ownership on the other.

Throughout this period there was a steady increase in the external pressure for accountability and evaluation from the Director of Health Services. The conflicts arising from this pressure were further complicated by personal conflicts between the Director of Health Services and the Coordinator of Room To Move. The pressure for accountability and evaluation, however, was necessary for program viability within both Room To Move and Health Services. If the Director of Health Services was to continue to actively support Room To Move and secure the necessary funding, he would have to justify the program on grounds that were understandable and acceptable within Health Services and Student Affairs. He had been successful in securing funding for the Health Services, including Room To Move, but needed to have Room To Move provide program information in a similar manner as other divisions within Health Services. During 1974-1975 a new base of support developed through Room To Move's affiliation with the Director and Assistant Director of Mental Health.

Phase V, which is just beginning, should prove to be characterized by growth and creativity under a modified hierarchical structure with shared decision-making, clear job-description, clearer guidelines for decision-making, more limited objectives and a new identity as a

humanistically oriented community mental health program which utilizes peers in the delivery of educational and counseling services. The program emphasis will continue to be on alcohol programming, general counseling, education and minority programming. Room To Move should also continue to build a base of support through the affiliation with the Director and Assistant Director of Mental Health. The challenge will be to develop a new program identity which will motivate and gain credibility with the University community, both students and administrators.

These five phases were predictable in light of the experiences of other alternative programs outlined by Holleb and Abrams, as well as the studies on organizational development by Greiner. Each of the five phases produced different dynamics and called for different leadership styles, organizational structures, decision-making processes and motivating ideologies. Successful responses to the various conflicts demanded a great deal of flexibility, openness, ~~maturity~~ and creativity. The general anti-authoritarian orientation of many staff members plus the emphasis on shared decision-making made it difficult for leadership to be fully supported or for conflicts to be resolved quickly. The growing trend toward increased external pressure for accountability and evaluation further complicated the internal dynamics and increased resistance toward more structured responses. Throughout the six year period there was a constant struggle to find and maintain a balance between structure and flexibility, leadership and group ownership, organizational affiliation and autonomy, competency in service delivery, personal growth and development for staff, and credibility with administrators and with students.

A chart representing the five developmental phases as outlined in the author's analysis is presented in figure 1. Each of the five phases are presented on a time line with internal dynamics being represented by a broken line. Funding periods for Federal grants are indicated at the top of the chart just under the time line. Each phase is also accompanied by a list of the general organizational characteristics for that period.

It is important to indicate that each growth phase was accompanied by a supportive relationship with external agencies. The two conflict phases, however, are very different from one another. During Phase II external conflict developed only after a year of internal conflict. The major crisis was internal and focused on organizational structure, limit setting and leadership. During Phase IV external conflict preceded the development of internal conflict by at least half a year. The external pressure for accountability and evaluation along with the conflict resulting from involvement with the Resource Network resulted in a growing demand within Room To Move for more autonomy, shared leadership and support.

Author's Analysis

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Resource Network

H.E.W. Grants

N.I.A.A.A. Grant

Phase I - Growth

- counter-culture identity
- emphasis on psychedelics
- overextension

Phase II - Conflict

- family vs. organization
- need for limit setting
- crisis in leadership
- some external pressure

Phase III - Growth

- more structured organization - formal differentiation
- emphasis on alternatives for personal growth, education, black action, some alcohol
- some external support/some external conflict - change in Advisory Committee
- development of Resource Network - some overextension

Phase IV - Conflict

- developing resistance to bureaucratic trends in RTM
- developing resistance to involvement of leaders in Network: overextension
- emergence of new leadership: bureaucracy vs. collective
- some conflict with Health Services: accountability vs. autonomy
- developing support from Mental Health

Phase V - Growth

- modified hierarchy with emphasis on shared decision-making
- emergence of strong Core Group
- alternative community Mental Health Program
- more emphasis on Alcohol Education and Counseling (NIAAAA Grant)
- supportive relationship with Mental Health

KEY:

- internal dynamics
- \_\_\_\_\_external dynamics



### Correlation of Analysis with Role of Advisory Committee:

There are two correlations which are important to point out. The relationship of internal dynamics to external dynamics and the relationship of internal dynamics to the leadership style of the coordinator. During Phase I the Advisory Committee was in general support of Room To Move and encouraged a high degree of autonomy necessary for creativity and experimentation. Committee members also facilitated the development of a trusting relationship with the Room To Move staff by not involving themselves in internal decision-making. They were in name and behavior an Advisory Committee.

During the first part of Phase II, Advisory Committee members maintained a generally supportive attitude and permitted a high degree of autonomy. As the conflicts of Phase II became more pronounced, the committee began to take a more active role. They expressed their concerns regarding overextension and the need for limit setting in meetings and memos. Their concerns were shared by many within Room To Move and their actions were generally not perceived as an intrusion into internal decision-making. There was, however, some concern over the fact that the Director of Health Services was assuming a greater role than any other Advisory Committee member. It is important to point out that the Advisory Committee became more actively involved only after the internal conflicts had emerged. This first period of conflict was essentially a period of internal conflict.

During the growth and creativity of Phase III, the Advisory Committee did not play a very active role. The leadership in Room To Move did not

maintain frequent communication with Advisory Committee members nor did they help to create viable roles that would facilitate a meaningful involvement. The energy was directed on program creativity within Room To Move and within the Resource Network, not on creating new roles for Advisory Committee members. This neglect permitted the Director of Health Services to gradually assume a position of greater responsibility for Room To Move. By the end of Phase III, Spring of 1974, the committee had fallen into misuse and was not in a position to support Room To Move or the Resource Network.

The conflicts of Phase IV, 1974-1975, resulted from the resentment which staff members felt toward the internal leadership for devoting time and energy to projects external to Room To Move and the external leadership for demanding more accountability and control. It was a fight for control of the program by the new leadership against the old leadership and the external leadership. In contrast to the conflicts of Phase II, the conflicts of Phase IV were more in response to external pressures than to internal developmental conflicts. Phase IV conflicts were preceded by over a year of growing pressure exerted by Health Service administrators, especially the Director. This pressure for accountability and evaluation was inevitable, predictable and necessary but it was complicated by differences in management style preferences and personal conflict emerging out of the experiences of the Resource Network. By the summer of 1974, the conflict between the Director of Health Services and the Coordinator of Room To Move had reached an all time high and made effective leadership very difficult during 1974-1975. This conflict further complicated the

resolution of internal problems in Room To Move. The impasse was broken through the shifting of primary affiliation to Mental Health and the development of a supportive relationship with the Director and Assistant Director of Mental Health during 1974-1975.

The period of growth and creativity which can be expected in Phase V was preceded by the building of a new base of support with the Director and Assistant Director of Mental Health. They helped ease some of the difficulties existing between the Coordinator of Room To Move and the Director of Health Services and helped to provide a different frame of reference for the resolution of problems within Room To Move. They helped secure a more stable base of funding by helping to obtain a three year alcohol education grant from N.I.A.A.A. and by serving as program advocates within Health Services. They have been able to raise questions about the total program but have also been able to support Room To Move in a way which maintains the alternative nature of the program. Their continued involvement is essential for the continued growth of Room To Move.

#### Correlation of Analysis with Leadership Role of the Coordinator:

In addition to examining the role of the Advisory Committee, it is important to examine the role of the Coordinator during each of the five phases. During Phase I, his leadership style could be described as high task, high relationship, according to Paul Hersey and Kenneth H. Blanchard (1969 p. 75). He was devoting his full energy to program planning, training, team development, and program implementation. He spent a good deal of time getting to know the people involved and maintained a fairly high degree of personal contact with all staff. During this period, he

developed a leadership style which facilitated shared decision-making and group ownership of the program. It was a time of growth and creativity both in program implementation and in conflict resolution.

Phase II, 1971-1972, was a much more difficult period. The earlier attempts at resolving personal and organizational problems had not been fully successful and the problems were again presenting blocks for further program development. To complicate matters more, there was an increase in the pressure on the Coordinator to complete his degree and to deal more effectively with problems developing in his marriage.

During the Spring, he began to pull back from Room To Move to devote more time to his degree and was working only a few days a week for several weeks. He was continually pulled between trying to work on his degree and meet the demands of his family and Room To Move. By May, crisis levels were reached within Room To Move and his marriage and decisive action was necessary. Room To Move issues were resolved during the workshop in May and his marriage was resolved through divorce during the summer. As the conflicts diminished, he used the summer to complete his Comprehensive Paper and his Comprehensive exam and to prepare a solid base for the work ahead.

During Phase III, 1972-1974, the Coordinator's leadership style returned again to high task, high relationship. During 1972-1973, he was fully committed to working in Room To Move and devoted a great deal of time to program development and informal contact with staff members. The response of the staff during 1972-1974 was very positive. Room To Move was a place for real service and for personal growth and people recognized

from the Director of Mental Health. If it had not been for the involvement and support of the Director of Mental Health, it would have been possible for the dissatisfaction expressed by some of the staff to reinforce the reservations expressed by the Director of the Health Services and result in the Coordinator having to leave Room To Move.

It would have been possible to force him out. He had chosen a course of action which focused on the most pressing issues and had made considerable progress in each issue. The course of action, however, did not directly satisfy the needs of many staff members and they had to express their dissatisfaction. The coordinator's choice did help provide a more stable base of support for Room To Move and did permit him to make some progress on his degree and improve his administrative abilities. The progress, however, cost a great deal in terms of staff support.

It is important to point out that in many of the organizations studied by Holleb and Abrams, the key leadership often changed hands after each period of conflict. The value orientation and leadership style which seemed appropriate for one phase of the program was often inappropriate for another and key leaders were often replaced by someone whose value, orientation, and leadership style better fit the new situation. It is very unusual to have the original leadership stay with an organization for six years and survive both revolutions. Unlike many of the leaders reviewed by Holleb and Abrams, the Coordinator was not a member of the counter-culture and never wanted that as an integral part of his identity although he was happy to work with counter-culture students and to facilitate a shared decision-making process. He had helped to bring about the first revolution

and was therefore not personally distraught over the loss of the counter-culture identity. He integrated what he felt were some of the best values of the counter-culture and applied them to the new situation.

The Coordinator's leadership style during Phase III was very well suited to the demands of the situation and helped to facilitate growth and creativity in both organizations. He was able to identify both with the emphasis on alternatives for personal growth and the humanistic approach in minority programming in Room To Move and the development of an interface organization which facilitated collaborative program planning in the Resource Network.

The Coordinator's leadership style in both Phase II and Phase IV was not always appropriate for internal team building and some staff members found it difficult to support him as a leader for the emerging phases. The move toward low relationship in both phases was inappropriate and complicated the process of conflict resolution. In both phases, he chose a mode which favored personal survival but not his survival with other staff members. At times, he resented the fact that many of the staff could not see the need for him to pull back and used his pulling back against him. It is highly probable that any leader in an alternative setting would fall into disfavor with his/her staff in he/she permits a drop to low relationship. A high relationship modality seems to be even more appropriate in times of conflict than it is in times of growth. Key leaders could be allowed a period to pull back for renewal or for focusing on other concerns more personal or more external to the organization if those leadership tasks which are necessary are shared with others who are

recognized and rewarded for their increased responsibilities.

This was not done in Room To Move. During both Phase II and IV, the Coordinator pulled back and did not formally place program responsibility with others who were informally sharing those responsibilities. It is interesting to point out that after both periods of conflict and organizational change, the Coordinator pulled back even more during the summer months and made considerable progress on his degree. During the summer of 1972, he completed his comprehensive paper and exam and during the summer of 1975, he completed a draft of his dissertation. Program responsibilities were too extensive during the year to devote much time to working on his degree. To say the least, it would have been better to have a Coordinator who was not continually pulled away from program responsibilities to work on a degree, especially during periods of conflict.

Although he seriously questioned the advisability of leaving Room To Move during the conflicts of Phase IV, the Coordinator honestly believes that his leadership style is more appropriate for the growth and creativity of Phase V than it was for either of the preceding growth phases. He is committed to the implementation of a humanistically oriented community mental health program which utilizes peers in the delivery of educational and counseling services and he had a leadership style which can facilitate collaborative programming and shared ownership within Room To Move. He is very sensitive to the needs of the administration for accountability and evaluation but equally sensitive to the needs of the staff and students for program viability. He possesses the conceptual ability to help develop training and program designs which can integrate a variety of concerns into

his leadership as facilitating both processes. During 1973-1974, he was heavily committed to working on the development of the Resource Network and devoted considerable time and energy to program development. During this time, he devoted a great deal of time to working with the staff, steering committee and at least some of the members on a personal and programmatic basis. In both Room To Move and the Resource Network, his leadership style facilitated a collaborative process of shared decision-making and shared leadership. This leadership style was well received in both organizations and did much to increase his sense of self-confidence and accomplishment. Through the development of a more active leadership style, he was able to gain a new sense of trust for his insights, instincts, judgments and actions. He was developing a leadership style which combined a positive self action with an integrating and facilitating mode.

During Phase IV, 1974-1975, the Coordinator began to pull back again and return to a high task, low relationship leadership style. Again, his pulling back was related to a variety of external pressures. During 1973-1974, he had become less involved in Room To Move as pressures in the Resource Network became more intense. During 1974-1975, he had to pull back to devote time to completing his degree. He was already on his first extension. He also had to devote more time to administrative procedures, especially financial matters and negotiating survival of Room To Move with Health Service administrators. He was under pressure from the Graduate School and Director of Health Service and his survival depended on his devoting the time and energy necessary to complete the assigned



projects. The pressure from both sources was quite intense and complicated by a breakdown in his relationship with the Director of Health Services. After two very successful years, he was in danger of losing his degree and his job.

Although the Coordinator chose a course of action which he felt would permit him to resolve the two most pressing needs - completing his degree and building a new source of support for the program, he underestimated the growing discontent in Room To Move. His course of action only complicated the difficulties in Room To Move further. In retrospect it is clear that he should have created one or two positions to take responsibility for the management of such internal matters as counselor training and supervision as early as 1973-1974. This would have provided an opportunity for more experienced staff to assume positions of leadership and would have minimized the feelings of abandonment and resentment on the part of some staff members. Unfortunately, he had not recognized this need early enough.

For the most part, his response to the pressures and conflicts of Phase IV was quite different from his response during Phase II. In general, he was much more secure in himself and did not take things in the very personal way that he had done in 1972. He could see things for what they were. He could understand the group and personal dynamics involved and did not interpret them as an attack on his identity, although some conflicts were directed his way. He tried to offer some resolutions but when they met with little success, he did not fall into despair or anger. He could see that the process had to play itself out. Several individuals

were trying to see whether or not it was possible to take control and change the leadership, structure and salaries within Room To Move. They were not particularly open to hearing compromise solutions from him. They wanted to see if they could remove him from power. Any expression of anger or despair on his part would have only contributed to the difficulty. Although some staff members had suggested that they wanted to see such a display of emotion, he refrained, doubting that it would have been helpful. In fact, he was not angry or in despair; he could see what was going on, could understand it, but could only feel sad that it had to be played out like that. Beneath the anger and resentment of some of the staff were feelings of abandonment, of broken dreams, of lost connectedness and fear. In the existing climate, it was even difficult to respond to some of those feelings without being seen as condescending.

The semester ended with the acceptance of a compromise which was proposed by one of the new leaders. This compromise was very similar to the alternative plan which a few of the old leaders had been working on but it was better received when it came from one of the new leaders. The plan was a good balance between a hierarchical structure, which satisfied the needs of Health Service Administrators, and a shared leadership structure, which satisfied some of the needs of the staff. Some staff members were not fully able to accept the new plan of the Coordinator's position in it, - they wanted more dramatic changes and new leadership. Although the events made the Coordinator seriously question the advisability of leaving Room To Move, he wanted to stay and did receive a positive evaluation

a viable program and provide a base necessary for the development of a new program identity. He is committed to program development in the areas of alcohol, minority programming and personal counseling and relatively free from other responsibilities to devote most of his energy to team building and program implementation.

Comparison of Author's Analysis with Holleb and Abrams States of Organizational Development:

The first two years of Room To Move corresponds to Stage A: Consensual Anarchy outlined by Gordon P. Holleb and Walter H. Abrams in *Alternatives in Community Mental Health* (1975).

"All innovative programs begin in a state of chaos and confusion. They are fueled by energy that comes more from ideological fervor than practical planning. The organization is flexible and fluid. It is primarily an association of friends and co-workers, rather than a formal organization. It is a time of making grand plans and debating theory. This period may last for a few months or a few years, depending on the ideological commitment and tolerance for ambiguity of the staff. In this stage service is secondary to planning and staff building, but as the program becomes more accepted by the community and the pressure builds to provide more and better services, problems with the consensual anarchy system begin to emerge. Some of the staff realize that the others are forgetting to show up for work shifts. It becomes clear that certain members are more competent, responsible, and committed than others. The more work-oriented and dedicated staff members become frustrated with the difficulties of trying to organize amid the chaos and ambiguity of the program's structure. Gradually these people push the organization in the direction of increasing differentiation of roles and tasks, and clarification of procedures." (pp. 142-144)

The development of Room To Move during 1971-1972 corresponds to Stage B of the organization life cycle outlined by Holleb and Abrams (1975). Accordingly, Stage B focuses on differentiation and is divided into three parts:

"The three taken together represent the complete picture of the transition from a consensual to a hierarchical form of organization. Frequently this process is characterized by pendulum swings between more clearly delineated hierarchical forms (p. 144).

Stage B<sub>1</sub>: Informal Differentiation corresponds most closely to the period of transition between the second and third years of full time service (1972-1975)

This stage occurs as the organization is growing rapidly in the scope and competence of its service. There is a lessening focus on being ideological and an increasing interest in delivering the service. Clearer leadership emerges. Usually a core group will coalesce around the shared goal of administering the program more effectively. The core group will assume the major responsibility for the direction of the program. They are recognized by most other members as being the leaders; however, their leadership is not acknowledged in the form of titles or higher salaries or formal investiture of power. The core group develop feelings of closeness and sharing. They act like a family. The other staff feel excluded from this family and envy the status, power, and intimacy of the core group. Since there are no clear boundaries around membership in the program or in the core group, staff struggle to find ways to be sure that they really belong. Differing factions of cliques within the staff vie for power and influence within the organization.

At the same time the work of the programs begins to be more rationally distributed. Differences in skills are recognized and staff and volunteers are assigned varying tasks requiring more or less expertise. Administrative jobs are apportioned to specific staff members with particular skills. Staff members begin to take on consistent duties and responsibilities. The problems at this stage of development usually converge around issues of power and issues of inclusion-exclusion." (pp. 145-146)

Throughout the first two years of full time service (1970-1972)

Room To Move had an organizational structure with a program coordinator and at least three team coordinators. During 1970-1971, the team coordinators were responsible for center operations, University education, and community education while the program coordinator was responsible for the overall integration of efforts, training and supervision and

communication with outside agencies. During 1971-1972, the first year of the H.E.W. grant, team coordinators were responsible for University education programs, community education programs, and center management, while the program coordinator maintained the same responsibilities as in the previous year.

Since the beginning, these coordinators had differentiated job descriptions and received high salaries. The Program Coordinator received \$6,000 in 1970-1971 and \$8,000 in 1971-1972 while team coordinators received \$2,400 in 1970-1971 and \$6,000 each in 1971-1972. Most other staff members received assistantships of \$2,400 for the academic year. These coordinators had also formed a core group which met weekly to coordinate activities between teams and to plan for overall program coordination. Decisions, however, were always brought back to the large group.

During 1970-1971, neither team coordinators nor the core group received the full support of staff members. There was some improvement during 1971-1972, especially within the community education team, but for the most part, team coordinators found it difficult to gain support for team efforts. They also often found it difficult to maintain a leadership position in an organization which did not support leaders. The anti-authoritarian bias of the staff made it difficult for individuals to support leaders or to assume positions of leadership themselves.

A former staff member articulated some of the difficulties associated with leadership when he stated that:

"Room To Move was really controlled by the 'Shutesbury Family' during the first three years. We (family members) wouldn't let anyone within the family become head of the family and we certainly weren't going to let anyone outside of the family assume a position of leadership.

We never did resolve this issue. We all had to go our own way for a while. Now there are only three of us and we still don't have a leader. I doubt that Room To Move would have ever resolved its problems with leadership if we had all stayed. Now I can see that Room To Move had to have more structure and clearer leadership, but I wasn't ready to see that then."

It wasn't until 1972-1973, after the loss of the counter-culture identity, that Room To Move was able to gain support for active leadership through team efforts, team coordinators and a more active core group. It had been a slow and painstaking process of development over a period of three years with the formal break occurring after the May meeting in the Spring of 1972 - referred to as "Bloody Friday".

By the fall of 1972, Room To Move had moved in to Stage B2: Formal Differentiation as outlined by Holleb and Abrams (pp. 146-147). The power conflicts of the last two years were resolved through the adoption of an organizational structure which clarified power relationships, differentiated roles, improved decision-making procedures and emphasized the delivery of services by competent staff. In 1972-1973, Room To Move hired its first full time staff member who had not been a member of the original group - this individual was hired to coordinate a hard drug program and to work with drug abuse within the Black community. During 1972-1973, the leadership was focused on the Coordinator of the Hard Drug Team and Minority Programs, the Education Coordinator and the Coordinator of Room To Move. This structure was to predominate for the next three years with only slight modifications in 1975-1976.

The move toward more stability and more emphasis on service delivery had come at a great cost. Many of the old staff felt betrayed and

abandoned. The Room To Move staff lost touch with some of the most alienated groups, such as runaway youth and those who had been involved in the extensive use of psychedelics. Many of the staff who stayed struggled with guilt feelings - had they really "sold out" or was this really necessary. Those who stayed found it difficult to talk about Room To Move with those who had left, even though many were close friends.

Room To Move was no longer a counter-culture haven, a place for alienated souls to just hang out and get support. It was becoming a peer counseling program which dealt with a wide range of personal and drug related issues. After 1972, students came in because they wanted to work on something, not to just hang out. During 1972-1973, Room To Move doubled the number of individuals seen over past years to almost 3,200. The next year it would double again to almost 8,000.

The period of conflict experienced in Room To Move during 1974-1975 corresponds to the conflict outlined by Holleb and Abrams in Stage B<sub>3</sub> and Stage C. Accordingly, organizations are forced to choose between a move toward a more formal bureaucracy (Style B<sub>3</sub>) or a resurgence of a consensual form of governance (Stage C).

"Soon the staff begin to realize that they have, little by little, lost many of the values upon which they were founded. This realization leads to an important organizational point of choice. The staff can either reassert their initial goals of equality and consensus (Stage C), or, with a shrug of their shoulders and a sigh of regret, move on to an even more bureaucratic and hierarchical structure (Stage B<sub>3</sub>).

Many of the staff felt that Room To Move was becoming too much of a bureaucracy, with too much of an emphasis on accountability and external

control and saw the Coordinator's role as facilitative of this trend. In an attempt to reassert a need for greater autonomy and share leadership, several staff proposed an organizational structure which supported four half time coordinators. This plan, however, was not supported by the Health Services and would not have gained financial support outside of Health Services. The compromise plan, which maintained a hierarchical structure but valued shared decision-making, did gain the necessary support for continued development. After having moved toward tighter bureaucratic controls, Room To Move would attempt to thread a narrow course between developing procedures which were necessary for survival in a University bureaucracy and those which would assure the participation and ownership of staff and consumers. If Room To Move had moved too much toward becoming a bureaucracy, it would now have to correct in the other direction. Maintaining credibility with the student population is as essential for program viability and staff morale as maintaining credibility with Health Service administrators is for financial stability. The two need not be mutually exclusive.

Room To Move would maintain a hierarchical structure and maintain a close affiliation with Health Services but it would share more responsibility with the Core Group and maintain its commitment to shared decision-making with all staff. Contrary to previous years, it would have to re-examine and make more explicit its decision-making process - which decisions should be made by the Core Group, - which decisions by the entire staff, teams, coordinator or other individuals. The shared participation



would have to be accomplished through well spelled out procedures which could easily be understood by everyone. There would also be more clearly spelled out job descriptions for all key staff and a better process developed for feedback and evaluation. Shared ownership would be successful only if individuals were willing to struggle with some of the same problems that were confronting Health Service Administrators. Negotiations could no longer depend on informal communication. Procedures and guidelines had to be documented.

Room To Move had not become a bureaucracy represented in Stage B<sub>3</sub> nor had it become a consensual democracy represented in Stage C. It was somewhere between the two extremes with characteristics of both. If the "collective" plan had been adopted, Room To Move would have lost its base of support within Health Services and probably within the University. If it had adopted a more bureaucratic organizational structure, it would have lost the energy and commitment of many of the staff and perhaps many of the students. Room To Move was able to strike a compromise while still maintaining its identity as an alternative. It remains to be seen whether or not it will be able to maintain the commitment and enthusiasm of returning staff and new staff and secure a stable base of financial support.

If the staff is successful in these two areas, it will be because they have been able to create a new identity out of the challenges confronting them. They are no longer members of the counter-culture servicing the needs of their brothers and sisters, nor are they an alternative growth center encouraging a revolution of consciousness. They are a group

of individuals who have a commitment to try to deal with some of the complex problems confronting students and a faith in a humanistic approach to solving some of those problems. They do not expect to be fully understood or supported by most professional groups but they do expect to be given the freedom to continue to provide an alternative to existing professional services.

### Comparison of Author's Analysis with Organizational Characteristics

#### Outlined by Holleb and Abrams:

The stages of organizational development outlined by Holleb and Abrams seem appropriate as a frame of reference for understanding the five phases which occurred in Room To Move. Stage A: Consensual Anarchy, the organization life cycle outlined by Holleb and Abrams corresponds remarkably well to Phase I of the author's analysis. Of all the characteristics outlined by Holleb and Abrams for Stage A, only one, high staff turnover, does not apply. All other characteristics do apply to Room To Move during 1969-1972.

Those characteristics include:

#### Characteristics:

1. fluid membership and minimal entrance requirements
2. undifferentiated tasks (everyone does everything)
3. highly ideological
4. response to crisis rather than planning
5. high energy

#### Leadership:

1. small group or single charismatic leader
2. consensual decision-making with no formal procedures
3. emphasis on individual autonomy

#### Staff Rewards:

1. commitment to ideals
2. social contract
3. personal growth
4. autonomy in work

## Problems and Pressures:

1. little or no money
2. decision-making procedures unclear
3. power struggles
4. membership unclear; potential members continually unsure whether they are in or out
5. inconsistent delivery of services
6. important work does not get done because tasks are loosely delegated
7. sloppy public relations
- \*8. high staff turnover

Stage B<sub>1</sub>: Informal Differentiation, as outlined by Holleb and Abrams, occurred during Phase I during the first year of full time service, 1970-1971. All of the characteristics outlined by Holleb and Abrams for Stage B<sub>1</sub> apply to Room To Move during 1970-1971 with perhaps a little less emphasis on the closeness and effectiveness of the core group and the emphasis on ideology. Except for the Coordinator who earned \$6,000.00 during this period, leadership positions were not differentiated financially from other paid staff positions. There was also a strong emphasis on counter-culture ideology.

The characteristics outlined by Holleb and Abrams for Stage B<sub>1</sub> include:

## Characteristics

- \*1. de-emphasis on ideology
2. informal division of labor; first job descriptions
3. continued fluid membership but informal boundaries tightened
4. membership based on friendship or "good vibes"
5. organization in a period of rapid expansion and implementation of services

## Leadership

1. formation of core group
2. day-to-day decisions made by core group with major decisions left to entire membership
3. lack of formal decision-making procedures

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\*indicates that this characteristic does not apply to Room To Move

### Staff Rewards

1. increasing effectiveness and competence as helpers (learning through skill sharing)
2. sense of family in core group (and staff)
3. autonomy in work
4. personal growth

### Problems and Pressures

1. power struggles between core group and other staff; jockeying for status and influence
2. core group feels responsibility but none of the power
- \*3. non-core staff feels left out of important decision-making
4. organizational rules and regulations apparent but not formally recognized or written down
- \*5. outside agencies, especially funders, demand tighter bookkeeping and internal accountability
6. clients and referral services demand more consistent services

In many respects, Stage B<sub>1</sub> continued into 1971-1972 and some of the characteristics such as external demands for tighter bookkeeping and internal accountability became much stronger during the second year of full time service. The maintenance of a shared decision-making process helped to minimize friction between core and non-core group members. Staff maintained a voice in all important decisions.

Although many of the trends of Stage B<sub>1</sub> continued into the second year of full time service, 1971-1972 marked the beginning of Stage B<sub>2</sub>: Formal Differentiation as outlined by Holleb and Abrams. Stage B<sub>2</sub> was to continue to the present with only slight changes in a modified hierarchical structure which emphasized a shared decision-making process. It is important to point out that, except for this past year, Stage B<sub>2</sub> coincides with the period during which Room To Move was funded by a three year grant from the Office of Drug Education. The structure was

developed by the staff in the preparation of the grant proposal and maintained for the next four years. There was, however, continued resistance to this structure and continued pressure to drop the salaries of various program coordinators. During this period, 1971 to present, there has never been a clear definition of decision-making procedures. There were never any clear guidelines established for which decisions should be made by groups, which by teams and which by individuals. There was also no formal recognition of the process for finalizing decisions with Health Service administrators. This lack of clarity created an unnecessary degree of confusion and turmoil within the organization. Clear guidelines had to be established during the next year to reduce confusion and provide a more stable base for program implementation.

The characteristics outlined by Holleb and Abrams for Stage B<sub>2</sub>: Formal Differentiation; apply to Room To Move during 1971-1975 with the most dramatic shift toward formalization occurring in 1972-1973, after the death of the counter-culture identity.

These characteristics include:

#### Characteristics

1. creation of administrative hierarchies
2. staff positions filled by qualified outsiders
3. administrative and clinical staff differentiated
4. volunteer and client status and power diminished
5. energy directed toward service rather than organizational experimentation
6. lower staff turnover

### Leadership

1. program leadership formalized in core group or one or two administrators
- \*2. more efficient decision-making procedures

### Staff Rewards

1. career training
2. more clearly delineated power relations
3. more clearly defined work
4. recognition from outside world

### Problems and Pressures

1. loss of ideological purity
2. loss of family
3. breakdown of interpersonal and intergroup communications
4. decreasing autonomy in work

These first three stages outlined by Holleb and Abrams overlap each other during 1970-1972. Although the predominant characteristics could best be described as consensual anarchy, there were attempts made to introduce more structure into the organization during 1970-1971, informal differentiation, and 1971-1972, formal differentiation. A more formal structure, however, was not supported until 1972-1973, after the death of the counter-culture identity and the loss of several staff members. The trend toward formalization increased gradually from 1972 to present with an increase in external pressure for accountability and evaluation developing during 1973-1975, during and after the involvement with the Resource Network. This growing trend toward formalization and external control produced a move within some Room To Move staff to return to a more consensual organizational structure.

During 1974-1975, after the termination of funding from the Office of Drug Education, Room To Move had to face the "fork in development" suggested by Holleb and Abrams.

"staff begin to realize that they have, little by little, lost many of the values upon which they were founded. This realization leads to an important organizational point of choice. The staff can either reassert their initial goals of equality and consensus (Stage C), or with a shrug of their shoulders and a sigh of regret, move on to an even more bureaucratic and hierarchical structure (Stage B<sub>3</sub>)." (p. 146)

Although Room To Move staff were pulled between these two points, Room To Move did not choose either Stage C or Stage B<sub>3</sub> as outlined by Holleb and Abrams. While Room To Move began to reflect many of the characteristics of Stage B<sub>3</sub> - Bureaucracy during 1974-1975 - it tried to limit bureaucratic trends. The outstanding differences had to do with the continued emphasis on shared decision-making which still provided a meaningful involvement for staff and volunteers. Room To Move had also failed to more clearly define responsibilities, power and decision-making during 1974-1975 even though trends were moving in that direction. Room To Move did reflect some of the trends outlined in Stage B<sub>3</sub>, but it did not move toward becoming more bureaucratic.

The characteristics of Stage B<sub>3</sub>: Bureaucracy, include:

#### Characteristics

- \*1. staff responsibilities and power clearly defined
- 2. differential salaries
- \*3. minimal involvement by volunteers
- 4. jobs filled by professionals and highly trained non-professionals
- \*5. hiring and firing done by administrators

#### Leadership

- \*1. administrators become unquestioned leaders and decision-makers on all programmatic, financial, and public relations issues
- \*2. individual workers exercise autonomy only in clinical work and that is carefully monitored by supervisors

#### Staff Rewards

1. job security
- \*2. competitive salary
3. recognition from outside world

#### Problems and Pressures

1. decreasing autonomy in work
2. loss of personal commitment to job
3. formalization of relationships
- \*4. staff excluded from organizational decision-making
5. competitive pressures from other social service agencies

Some Room To Move staff reacted negatively toward these growing bureaucratic trends and tried to reaffirm earlier values and redirect the organization toward a more "collective" structure which emphasized shared leadership and minimized the need for a hierarchy of full time coordinators. This collective structure, however, was not adopted and staff sought to work out a compromise between Stage B<sub>3</sub> and Stage C.

Although the compromise structure for Room To Move did include some of the characteristics of Stage C, it was not a consensual democracy. It did not return to consensual forms in all areas but sought to maintain a modified hierarchy which supported shared decision-making and collaborative planning.

The characteristics of Stage C: Consensual Democracy as outlined by Holleb and Abrams include:

#### Characteristics

- \*1. return to consensual forms
- \*2. constitutional democracy with clear rules and procedures
3. clearly defined boundaries and entrance requirements
4. structures for sharing work and feelings
5. administrative and maintenance work shared by (some) all staff
6. work contracts for all staff



### Leadership

- \*1. leadership informal, shifting and shared
2. subgroups, program components given wide latitude in decision-making
3. representative groups employed for overall program planning
4. all major decisions referred to total staff

### Staff Rewards

1. autonomy
2. involvement in planning and decision-making
3. community and support
4. increasing effectiveness and competence

### Problems and Pressures

1. low salaries
2. decision-making slow and cumbersome
3. difficulty in hiring and firing
4. loss of clinical time doing administrative work
5. difficulty in obtaining funding
6. licensing laws and other threats from professional establishments
7. limitations in scope of services and target population
8. difficulty in getting referrals from and tying in with established agencies

The fact that the staff has been able to establish clearer guidelines for decision-making and maintain a base of support with Mental Health administrators, has helped Room To Move to minimize several potential conflicts outlined in Stage C. The emphasis on shared decision-making in the Phase V plan for Room To Move has helped to minimize problems outlined in Stage B3: Bureaucracy and the maintenance of a modified hierarchical structure has helped to minimize some of the problems in Stage C: Consensual Democracy. When faced by the fork in the developmental road as outlined by Holleb and Abrams, Room To Move chose to chart a new course which ran between the two forks and allowed it to keep some of the best characteristics of both.

The work by Holleb and Abrams was very helpful in providing another framework for understanding the developmental stages and internal dynamics of Room To Move. It was written by individuals who worked in alternative programs and could express trends and processes in a clear and understandable manner. Their work was more directly relevant to an analysis of Room To Move than almost any other work to date. They struggled with the same kind of dynamics and attempted some of the same resolutions and expressed those struggles in an understandable and helpful manner.

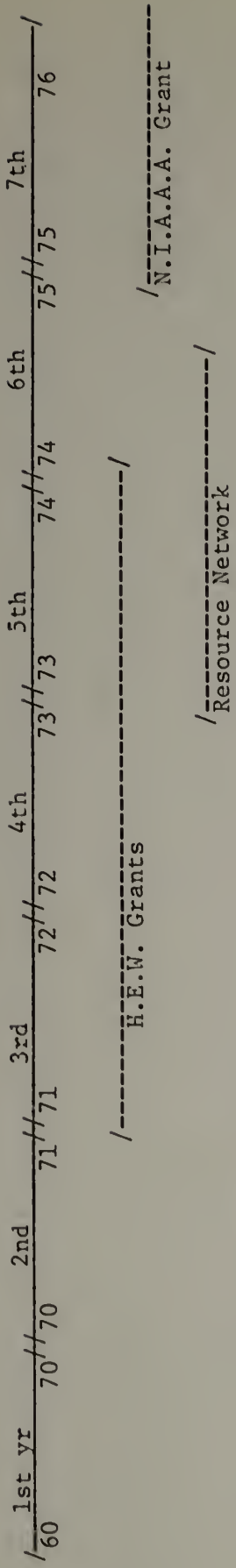
An analysis of the stages of organizational development outlined by Holleb and Abrams is applied to the development of Room To Move in figure 2. It is important to point out that during the first three year period (1969-1972) two developmental trends were evident. The initial trend was toward consensual anarchy as individuals tried to create a counter-culture family where personal growth for family members was emphasized. The second trend which began in September, 1970, was toward the development of a more structured organization which emphasized the delivery of services by competent staff. The influence of the counter-culture identity was so strong that it seriously restricted the development of a differentiated structure with clear guidelines for decision-making, limit setting and leadership.

The period of formal differentiation coincides with the period of funding from the Office of Drug Education of the Department of Health, Education and Welfare, September, 1971, through June, 1974. The process

of formal differentiation continues after H.E.W. funding for Room To Move had terminated (June, 1974-1975). The more differentiated structure was necessary for securing the H.E.W. grant, for gaining the support of University administrators, and for resolving internal conflicts.

After 1974, the differentiation of structure continued and was accompanied by an increased external pressure for accountability and evaluation. These two factors contributed to the growing trend toward bureaucracy which was resisted by the newly emerging leadership to return to a consensual democracy were not realized but did result in the development of a modified hierarchical structure which created greater opportunity for shared leadership and improved decision-making procedures.

Holleb and Abrams Model:



Stage B<sub>1</sub>: Informal Differentiation

Stage B<sub>2</sub>: Formal Differentiation

Stage B<sub>3</sub>: (Toward) Bureaucracy

Stage C: (Toward) Consensual Democracy

(Projected for  
1975-1976)

Figure 2

Comparison of Author's Analysis with Greiner's Phases of Organizational Development:

The model of Organizational Development presented by Greiner was more difficult to use as a backdrop for understanding events in Room To Move. The language and dynamics were more appropriate for traditional business settings than an alternative community mental health setting. The nine phases were difficult to apply to Room To Move since they dealt with both internal and external dynamics over the same time period. The first five phases outlined by Greiner, for instance, correspond fairly well to the first four phases outlined in the author's analysis, but the next two phases deal with internal dynamics in Room To Move during 1972-1974 and the last two deal with external dynamics during 1974-1975.

Phase I of Greiner's model corresponds to the creative process outlined in Phase I of the author's analysis. Just as Greiner suggests, this phase led to a crisis in leadership which was resolved through the adoption of a more formal organizational structure and the development of a more directive leadership style. The period of creativity lasted from 1969-1972 and the crisis in leadership lasted from 1971-1972.

After resolution of this crisis, Room To Move embarked on a period of sustained growth suggested by Greiner in Phase III. This corresponds highly to the period of growth outlined in Phase III of the author's analysis between 1972-1974. Accordingly, this period of growth under a more formal hierarchical structure led to a crisis in autonomy and a demand for increased power sharing. This crisis in autonomy represents both Phase IV in Greiner's model and the author's analysis and occurred

between 1974-1975 in Room To Move. The crisis was resolved by greater delegation of power and the adoption of a more decentralized structure. This successful application of a decentralized structure would correspond to Phase V of both Greiner's model and the author's analysis.

The trouble with this comparison is that the crisis of autonomy referred to by Greiner deals primarily with internal autonomy and resolution by decentralization within the organization. Although Phase III of the author's analyzation deals to some extent with a crisis in internal autonomy its primary focus is autonomy from external control. The crisis described by Greiner could more appropriately be applied to 1972-1973, with formal differentiation and the development of strong team efforts in Education, Black Action and Altered States of Consciousness. During 1972-1974 there was continual dialogue concerning centralization and decentralization within the staff. Each team had to have the autonomy necessary to develop viable team efforts, but there had to be enough cooperation to insure a meaningful integration of efforts. Although the Coordinator's leadership was more directive or pro-active than it had been previously, he encouraged team development and a fairly high degree of team autonomy. Even when teams were becoming overly independent of Room To Move he did not try to control them. Instead the core group shared responsibility for developing integrative approaches. Greater dependence was placed on developing cooperation between team leaders than on exercising personal control over program implementation.

The Coordinator never developed the kind of directive leadership style which Greiner refers to in Phase III, therefore, the need to break away from directive leadership was not strong. During 1972-1974 it was a question of how independent various teams were from Room To Move. During this time there was a healthy dialogue between independence and integration in which teams generally recognized the need for a high degree of cooperation and coordination. 1972-1973 was both a period of greater direction in leadership (Phase III) and a period of delegation of responsibility to teams (Phase V). The struggle between team autonomy (Phase IV) and team control (Phase VI) proved to be a continual dialogue. Successful development of an integrative approach depended on the cooperation of teams and a leadership style which facilitated coordination and collaboration rather than control. This style of leadership is most characteristic of Phase VII of Greiner's model.

During 1974-1975 Room To Move experienced a great deal of external pressure for accountability and evaluation and entered a period which was similar to the crisis of Red Tape referred to in Phase VIII of Greiner's model. The outstanding similarity was that a great deal of time and energy had to be devoted to satisfying the administrative demands of a highly bureaucratic system in which procedures took precedence over problem solving and innovation was dampened. The difficulty with this analogy is that most of the bureaucratic pressure was external to Room To Move. Room To Move was an independent office struggling to survive the demands of an overly bureaucratic system (the University).

A solution was attempted by developing a more collaborative approach to program planning. Where previous designs had facilitated internal cooperation between teams, plans for 1974-1975 facilitated collaboration with external programs. Every major program was developed on a collaborative basis - i.e., alcohol project, S.I.G.M.H.A. Project, Veterans program, Residence Hall Staff Training and the Health Service Advisory Committee for Room To Move. The Coordinator also worked on the development of system wide collaborative programming through the Resource Network and Human Service Task Force. These collaborative efforts were sometimes slow to develop but often held a potential for greater creativity and program development - i.e., the Alcohol Project. At the same time, involvement in these efforts required involving people from Room To Move who had more knowledge and expertise in certain areas and could communicate effectively with professionals. These collaborative efforts sometimes caused resentment with some staff members because they created a potential for drawing experienced staff into programs external to Room To Move. As financial resources became more limited within Room To Move and the pressure to reduce salaries of full time staff increased, more experienced staff were intrigued with the possibility of moving to a new setting which might provide for better financial stability and better recognition of growing abilities.

The growing hassles with bureaucratic systems and the move toward greater collaboration were more in response to the external setting than the internal setting. Room To Move reflected some of the difficulties of



working within a bureaucratic system such as the University, but it had chosen not to further integrate bureaucratic tendencies within its own setting. The corresponding move toward sharing of responsibility reflected a basic goal of everyone in the organization and was in line with the original prupose for the core group.

Although the model presented by Greiner seemed very useful at first, after careful study it proved to be less appropriate than the model presented by Holleb and Abrams. It had some relevance as a reference point for general trends and was certainly appropriate during the early phases. It became harder to apply during the later phases, as significant differences developed between internal and external dynamics. The first three phases of Greiner's model seem to apply to the first three years of Room To Move and the last two phases seem to apply to the last year of Room To Move. Phases IV, V, VI and VIII seem to apply somewhat to the dialogical process of independence and cooperation experienced in Room To Move during 1972-1974. To say the least, the model does not facilitate a smooth analysis of events in Room To Move.

The analysis of Room To Move according to the phases of organizational development outlined by Greiner (1971) is presented in Figure 3. As previously indicated Phases I, II, III, IV, and V correspond most closely to the experiences in Room To Move to present. Phases VI and VII correspond when applied to the internal dialogue between control and coordination in Room To Move from 1972-1974. Phases VIII and IX correspond when applied to external dynamics regarding the increase in bureaucratic trends during 1974-1975.

Greiner's Model:

/ 69 70 / 70 71 / 71 72 / 72 73 / 73 74 / 74 75 / 75 / 75

Phase I: Creativity

Phase II: Crisis of Leadership

Phase III: Growth under direction

Phase IV: Crisis of Autonomy

Phase V: Growth through delegation

Phase VI: Crisis of Control

Phase VII: Growth through coordination

Phase VIII: Crisis of Red Tape

Phase IX: Growth through collaboration

Internal dialogue

External dynamic

## CHAPTER VI

## SUMMARY, CONCLUSION, RECOMMENDATIONS

A case study of Room To Move, which covered a six-year period from 1969-1975, was presented in Chapter IV. An analysis of that case study was presented and compared with the theories of Holleb and Abrams (1975) and Greiner (1972) in Chapter V. In Chapter VI the author has presented a summary of significant learnings, conclusions from the analysis, and an application of those learnings to future planning as well as an exploration of the future of Room To Move. The significant learnings or conclusions are focused on three major dynamics: (1) external relationships, (2) internal leadership and (3) internal relationships.

The Uniqueness of the Room To Move Program:

Although Room To Move is very similar to many other alternative organizations across the country, it is unique in the fact that it continued to develop within a University setting and chose to affiliate with and gain support from the University Health Services. The decisions to stay within a University setting and to affiliate with the Health Services resulted in greater demands for accountability, evaluation and documentation than would have been the case if the staff had decided to move off campus and maintain its autonomy.

The advantages of these decisions were that Room To Move gained a firm base of support within Health Services and a more stable source of funding. It was also able to keep its commitment to serving the needs of the student community. If it had moved off campus, it would have had to

respond more to the needs of the surrounding communities and less to the University community. It would have also had to respond to the needs of whatever groups chose to support the program and would have most likely had to provide those services within a smaller budget.

Room To Move has been unique in its ability to survive within a University setting. Of the thirty or more University programs funded by the Office of Drug Education, only two or three still remain within University settings. All others have either moved into the surrounding communities or have been disbanded. Only a few were able to gain the support necessary for staying within a University. Most of the programs were not able to overcome the conflicts which were generated with more traditional counseling programs or within the programs themselves. Many of these alternative programs chose to adopt a more radical stance at the expense of program survival within the University setting. Some were able to maintain viable programs within the surrounding communities but many others were forced to close.

Room To Move has also been unique in its commitment to the integration of counseling and educational programming. All educational programs are the result of the careful examination of the staff's counseling experience with various problem situations. The approach is based on the belief that effective preventive education must be based on a knowledge of and experience with the personal dynamics involved with overcoming any particular problem.

In addition, Room To Move has maintained a commitment to familiarizing staff with a variety of problem areas and to seeing the relationships existing

between the various self-defeating behaviors. It has also maintained an awareness of the inter-relationship of individual and social pathology on one hand and individual and social change on the other. The training programs for Room To Move staff and the service delivery systems have been designed to maximize the effectiveness of a staff which is aware of the inter-relationship of various problem areas and of the counseling and educational approaches.

Room to Move staff and its leadership were committed to not only serving the needs of the student community, but to bringing about change within the University human service delivery system. In order to bring about this kind of system change, it was necessary to stay within the University setting. Room To Move provided an alternative counseling and educational facility within the University structure, it helped to bring about changes in human service delivery with physicians, nurses, mental health staff, police, heads of residence and counselors. It facilitated the development of an alternative organization for human service practitioners, the Resource Network, and thereby helped to develop alternative training programs for human service staff within Student Affairs.

Through its pre-service and in-service training programs as well as through its various educational programs, it provided alternative educational programs for students and staff interested in alternative approaches to human services. Many of these programs were provided for academic credit through Room To Move's affiliation with the School of Education.

For many Room To Move staff, participation in the training program and work of the center, has provided an opportunity for pre-professional training for various human service careers. Room To Move graduates presently hold positions of responsibility in a variety of social service programs such as half way houses, probation, community action programs, methadone maintenance programs, programs for youthful offenders, Comprehensive Education and Training Act - C.E.T.A., Alcohol programs, etc. Many others have become teachers or gone on for advanced degrees in related fields. The Room To Move experience contributed significantly to the movement of staff members into these social service fields.

#### Conclusions:

A series of significant learnings or conclusions, derived from an examination of the case study and analysis, is presented in the following section. The conclusions are focused on three major dynamics: (1) external relationships, (2) internal leadership and (3) internal relationships. It is the hope of this author that these conclusions will service as a useful frame of reference for those involved with alternative organizations.

#### Conclusions - External Dynamics:

1. Alternative settings need the support of more traditional programs to survive

It seems clear that Room To Move would not have survived this long without the continued support of key administrators from different divisions within the University. The support of these administrators helped to offset the criticism raised by other staff members who were less open to the development of an alternative counseling program. Their continued support

also helped Room To Move to develop as a necessary compliment to traditional programs rather than as a brief experiment in student run services.

2. In order to maintain a continuous and meaningful base of support among traditional programs, alternative organizations need to develop creative and functional roles for Advisory Committees as well as for individual members of that committee.

Until 1974-1975, Room To Move never developed a truly creative or functional role for the Advisory Committee or its members. For the first four years the Committee was merely informed of general program directions and asked to support whatever directions emerged from the group of students. Communication was infrequent and often limited only to a few topics. Consequently, Advisory Committee members did not always feel involved enough to serve as advocates for the program. The lack of any attempt to involve individuals in a creative manner which utilized their particular skills and interests permitted them to withdraw and assume a more skeptical posture.

This also happened with the Resource Network. Advisory Committee members were not involved in any meaningful way and, in some cases, were not involved at all. Consequently, few of them were able to fully support the development of the Network, especially in times of conflict. By failing to involve members of the Advisory Committee in a meaningful way, Network members lost a potential base of support within other divisions.

During 1974-1975, the Director of Health Services and the Coordinator of Room To Move created the Health Services Advisory Committee for Room To

Move to review procedures for selection, training, supervision and evaluation. The committee had a specific function and was involved enough to make significant contributions to the program. They were also able to service as a base of support within other divisions of Health Services and within the School of Education. The difficulty with this committee is that it excluded the other members of the former Advisory Committee and developed a much more narrow focus than had previously been the case. The change in committee structure and focus helped improve procedures within Room To Move and involve members in a meaningful way, but it reduced the degree of participation and support of other members within Student Affairs.

3. Contact with the Advisory Committee as well as with other representatives from traditional programs should be frequent and substantive and supplemented by informal meetings and written material.

Room To Move staff often relied on infrequent meetings which only covered key issues and seldom devoted time for an indepth study of issues or for the documentation of events, procedures or conflict issues. The reliance on infrequent and limited verbal contact did not facilitate a shared understanding of events, procedures and issues and restricted the development of a more meaningful involvement by the Committee members. It consequently limited the extent to which committee members could serve as strong program advocates.



4. The Advisory Committee should permit a high degree of program autonomy within the alternative setting.

The Room To Move Advisory Committee was unique in its ability to serve in an advisory capacity which permitted a high degree of autonomy within Room To Move. Within a short period of time, advisory committees throughout the country were either withdrawing support from or taking control of many other alternative programs. Certainly, the trust developed during the first year between the staff and members of the Committee contributed significantly to the development of autonomy. As the Committee became less involved and responsibility began to be assumed by one member of the Committee, autonomy began to decrease.

5. Leadership within the alternative organization needs to maintain a balance between the needs of professionals outside of the organization for stability, accountability, evaluation and documentation and the needs of staff members within the alternative for flexibility, autonomy, support and informal contact. Leadership needs to facilitate communication between both groups and serve as a bridge between both groups. A movement toward one group would alienate the leadership from the other.

This is perhaps the most important key for the survival of alternative programs - the leadership needs to recognize and support the needs of both professional and student groups in a process which enriches both rather than putting each against the other. The concept of an "interface organization" has been essential for the development of this kind of renewal dialogue in both Room To Move and the Resource Network. Both organizations have been

developed to facilitate a creative dialogue between various groups within the University community. Room To Move facilitated a dialogue between various groups within the student culture and various professional groups within the University. The Resource Network facilitated a creative dialogue between various groups of front line and professional staff within Student Affairs. To some extent, it also facilitated a dialogue between staff within Student Affairs and Academic Affairs.

In both instances, leadership needed to maintain a balance between stability, accountability, evaluation, and documentation on one hand and flexibility, autonomy, support and informal contact on the other. There was always a danger of these alternative organizations becoming seedbeds of revolutionary activity as certain individuals attempt to play out their particular political approach. There is also a danger of being forced to acquiesce to increasing administrative demands for control. The potential for falling into conflict with either group is enormous. The only deterrent to conflict is a firm commitment to the interface concept which encourages a creative dialogue between groups.

6. During the initial phases of organizational development, staff members within the alternative organization need to devote a great deal of time to need assessment, planning, training and team building.

The fact that Room To Move devoted so much time to these activities during the initial phases helped to establish a base of trust with members of the Advisory Committee and to provide a common objective and base of understanding within Room To Move. Many programs which attempted to open their doors without a great deal of thoughtful preparation often found

themselves overwhelmed and unprepared to deal effectively with emerging needs of the community. In absence of any need assessment data, some of these programs began to reflect the interest of staff members rather than real community needs.

7. Alternative organizations need clearly understood goals and objectives and methods for limit setting if they are to avoid the chaos of overextension.

In spite of the long period of planning and training Room To Move had not established clearly understood goals and objectives and methods for limit setting. Consequently staff members began to respond to emerging needs without careful examination of those needs in light of existing resources. Overextension, staff exhaustion and conflict were the result. It took two years to be able to set cleared limits for the program and to develop clear goals and objectives. The statement of goals and objectives may have seemed too artificial and bureaucratic for a counter-culture organization but it would have saved a great deal of confusion and conflict.

8. Alternative organizations need to establish clear guidelines for decision-making both within and outside of the organization if they are to avoid the chaos of consensual anarchy. These guidelines need to be written down and understood by all those involved.

To date, Room To Move does not have clearly established guidelines for decision-making. There was an unrealistic and misunderstood commitment to consensual decision-making during the first three years and a

vague understanding of shared decision-making during the last three years. The resistance to clearly established guidelines seems to be related to staff members' desire to maintain a base of control within the large group. Many feel that any attempt to spell out a decision-making process might jeopardize the power of the group and leave internal or external leaders in a more powerful position. This strategy had unnecessarily prolonged decision-making, created frustration within the group and led to considerable conflict with Health Service Administrators. It had only been within the past semester that staff members have been more willing to clearly articulate a decision-making process. Most everyone now recognizes that a clearly articulated process would have greatly minimized some of the conflict and confusion.

9. Staff members within the alternative organization need to recognize the need for leadership within the organization and work to overcome their anti-authoritarian bias if the organization is not to succumb to prolonged conflict over leadership.

The strong anti-authoritarian bias which was shared by many staff members within Room To Move greatly retarded the emergence of any consistently strong leadership. Even when formal positions of leadership were developed, staff members consistently challenged or undermined those positions. For many the idea of maintaining a "pure" alternative necessitated the avoidance of central leadership or any hierarchical structure. Those who supported such tendencies were often viewed by other staff as having "sold out".

This strong anti-authoritarian bias could be viewed as a reflection of the counter-culture pathology. Many individuals who became involved in alternative organizations had experienced considerable difficulty in their own family situations and carried a strong anti-authoritarian orientation into those organizations. For many, unresolved parental conflicts emerged as individuals had to face the emergence of leadership within the organization. This dynamic is bound to occur in any alternative organization which is comprised primarily of young adults. The key for over-coming this difficulty lies in selecting staff who have the ability to deal positively with their own family histories or to rely on those who are mature and can serve as effective role models for resolving their relationship to leadership.

10. Professionals outside of the alternative organization need to recognize the different mode of leadership and decision-making required within the alternative and facilitate that style rather than demanding a mode which is more compatible with traditional hierarchical settings and inappropriate for the alternative.

Room To Move was very fortunate to have an Advisory Committee for the first few years which recognized and supported a different mode of leadership within the organization. In spite of the recent support from the Director and Assistant Director of Mental Health, this alternative mode of leadership had not been well understood and there have been increased pressures for operating in a manner which is more consistent with the hierarchy existing within the University. In spite of the

support of the Vice Chancellor for Student Affairs, the Resource Network had experienced some of the same pressures from other University administrators. The pressure on both organizations to conform to the predominant leadership style of the University has been very strong.

11. Leadership within the alternative organization needs to maintain a balance between stability and creativity, structure and flexibility, pro-active leadership and shared decision-making, continuity and participatory renewal.

Maintaining a balance between these competing demands is perhaps the most important task of leadership within alternative settings. The forces which tend to pull the organization in one direction and then in the other can threaten the very existence of the organization at any moment. Leaders must be able to develop a frame of reference which can appreciate the need for continual dialogue between competing needs and serve as a guide for that dialogue.

12. Leadership within the alternative organization needs to create a system which maintains a balance between the delivery of services by competent staff and the personal growth of staff members who consider themselves to be part of an alternative family.

Individuals who become involved in alternative mental health organizations are motivated by their needs for personal growth, affiliation and service. To place too much emphasis on any one of these factors at the expense of others would only jeopardize the individuals' ability to meet his/her needs in those areas. A common mistake is to devote more

time to either service over personal growth and affiliation or personal growth and affiliation over service. The motivation and energy for service is fueled by a staff where personal growth and affiliation is nurtured and decreases significantly when they are ignored or frustrated.

13. A leadership style which is characterized by high task-high relationship as described by Hershey and Blanchard (1969) is most appropriate within an alternative setting.

The Room To Move experience clearly indicated that a high task-high relationship leadership style is most appropriate for alternative settings where leaders must continually support the effective delivery of services and the personal growth of staff members. Since the need of peer counselors and educators for personal growth and affiliation is so high, leaders need to maintain a consistently high relationship orientation. This is especially true in periods of conflict where staff members need to feel a sense of personal support for working through organizational conflicts.

In Room To Move, key leaders fell into a high task-low relationship orientation during periods of conflict. This tended to alienate leaders from the staff and to retard the staff's ability to resolve conflict. The situation encouraged defensiveness and withdrawal rather than openness and exploration of alternatives. The general tendency toward defensiveness and withdrawal can only be overcome when leaders possess the ability to see beyond the conflict and to support staff members to explore creative approaches to conflict resolution.

Conclusions - Internal Leadership:

14. Staff members who assume positions of leadership within the alternative need to develop the confidence necessary to assume a pro-active style of leadership.

The predominant mode of leadership in Room To Move during the first few years could be described as reactive rather than pro-active. Those in positions of leadership tended to react to emerging situations rather than use themselves in a way which would have moved the situation toward a positive end. During this period, most of those in positions of leadership were very cautious in their approach and did not want to assert themselves against norms which did not favor strong leadership.

15. Staff members within alternative organizations need to develop an appreciation of the need for some differentiation within the staff. The inability to recognize and support various kinds of leadership can unnecessarily prohibit the development of more effective programs.

A certain degree of differentiation within the staff is essential for the utilization of individual skills and competencies as well as for the delivery of services. The inability of Room To Move staff to support a differentiated staffing pattern, even though it was committed to shared decision-making, greatly retarded the development of the program. Alternative organizations can be kept in limbo for years unless staff members can recognize the need to support various kinds of leaders.



In the best of situations, positions of formal leadership will be filled by those who have been serving as informal leaders within the group. The formal leadership will also reflect the kinds of skill and abilities necessary for facilitating program goals and objectives.

16. Leadership within the alternative organization needs to reflect a commitment to the values implicit in the alternative, i.e., shared-leadership which is non-sexist and non-racist.

The motivation of peer counselor and educators who become involved in alternative organizations increases when those individuals feel that the structure of the organization reflects a commitment to non-traditional values. One of the most important is shared-leadership which is non-sexist and non-racist. At one level this means reflecting a commitment to including women, Blacks, Spanish speaking, gay and veteran students in the staff and developing a leadership structure which reflects this involvement. At a second level this means designing training experiences which will help staff deal with racism, sexism, etc., and to clarify their attitudes and values regarding these issues. It also implies a commitment to providing services for members of these special interest groups, even when this may call for the development of a variety of outreach efforts.

17. The leadership within the alternative organization which is peer oriented needs to devote a great deal of time to the training, supervision, and support of staff. The quality of counseling and educational services is dependent on a high degree of support and follow-up.

The experiences in Room To Move have demonstrated the importance of well designed training and supervision experiences for the staff. The training and supervision should reflect a commitment to skill development, personal growth, consciousness raising and team building. Staff members should be involved in the design and evaluation of the training program and the program should reflect a balance of personal and organizational goals.

In addition, it has been important to provide daily supervision and follow-up for counseling situations. Peer counseling staff need to receive regular feedback on their work if they are to increase their counseling abilities. Training experiences which prepare staff members to provide feedback for each other on a regular basis can greatly facilitate the learning-sharing process.

18. Training and supervision within an alternative setting can best be provided by competent staff within the alternative, or, in some cases, by professionals who are flexible enough to meet the special needs of staff and clients.

The Room To Move experiences indicate that it is very difficult for outside professionals to provide on-going training for peer counselors

since they are seldom aware of the special needs of a particular population - i.e., runaways, heroin users - and are seldom able to move beyond a more traditional medical/psychotherapeutic approach. To further complicate matters, they seldom have any understanding or appreciation of the "setting" in which the counseling occurs or for the values which are associated with that setting.

Outside professionals, however, have proved very valuable on a periodic basis when they have provided day long workshops in a particular area of interest. The quality of services was greatly improved through the workshop experiences conducted by outside professionals such as Dr. Grof, Dr. Krippner, Dr. Fort, Helen Bonnie, Rene Nell, Dr. Bowles and Dr. Griffins. These professionals shared a common interest with the staff in a particular area.

The regular on-going training for Room To Move has improved significantly since more experienced staff within Room To Move staff have assumed more responsibility for the program. These staff members have been able to integrate skill development, personal growth, consciousness raising and team building. They know the staff, share many of their values and associate with them in a more varied manner. They are therefore able to help them integrate their learnings in a more helpful manner. They also provide a more regular base of support and can serve as role models for personal development.

Conclusions - Internal Dynamics:

19. Staff members within the alternative organization need to be selected on the basis of ability in counseling or education, interest in the field, attitudes and values regarding personal and social change, personal stability, ability to work well with other staff and students (clients) i.e., openness, non-judgmental, empathic and general degree of positive orientation (vibes).

The success of a peer oriented alternative mental health organization is directly related to the quality of individuals selected to staff the organization. A well selected staff will be able to provide competent services and facilitate personal and organizational growth within the alternative where as a poorly selected staff will jeopardize services and seriously retard personal and organizational growth.

Selection criteria have to be developed which reflect an emphasis on counseling and educational skill, interest in the field, attitudes and values regarding personal and social change, personal stability and ability to work well with other staff and students. Some of the personal qualities which should be considered include: openness, non-judgmental attitude, empathetic, ability to communicate with students and staff, and a generally positive orientation toward personal and social change.

20. Staff members within the alternative organization need to develop an understanding and appreciation for the needs of special interest groups such as Black, Spanish speaking, women, gay and veteran students.

If the organization is indeed going to be an alternative to traditional mental health organizations, staff members must be committed to involving members of various special interest groups in need assessment, program design, program implementation and program evaluation. Staff members must realize that different approaches may have to be developed to meet the needs of various special interest groups and that members of these special interest groups should be integrated into the staffing pattern of the alternative.

21. Staff members within the alternative organization need to develop an understanding of various approaches to counseling and education in order to meet the needs of various special interest groups.  
Familiarization with corrective history, humanistic approaches for minority self help programs, women's movement. Post Vietnam Syndrome, heroin treatment modalities, Alcoholics Anonymous, transactional analysis, reality therapy, humanistic psychology, psychedelic therapy, transpersonal psychology, and Buddhist psychology are only a few of the frameworks which are important for working in alternative organizations.

A willingness to explore a variety of counseling and educational approaches is one of the most important factors contributing to renewal within the alternative. An exploration of these various approaches facilitates a new conceptualization of the issues and an exploration of more appropriate interventions.

The exploration of these various approaches within Room To Move had helped the staff move beyond an approach which may have focused on individual pathology - i.e., individual abuse of drugs - toward an approach which recognizes the interconnectedness of various patterns of self defeating behaviors as they relate to oppression and alienation within the culture. Accordingly, the staff training experiences are designed to help staff gain new insights into oppression, patterns of self defeating behaviors, and individual and social change. The program explores these areas as they relate to special interest groups such as Blacks, women, veterans, and drug abusers. The emphasis is on understanding the patterns and creating a dialogue which facilitates personal and cultural renewal.

22. Staff members within the alternative organization need to develop a sensitivity for the changing needs of the student community and remain flexible enough to develop effective programs to meet those needs. This involves active consumer input into the development of alternative programs.

One of the major strengths of an alternative mental health organization such as Room To Move is the fact that it has remained flexible enough to develop new ways of responding to the changing needs of the student body. Staff members have been able to respond effectively over the years to bad trips, flashbacks, runaways, barbiturate, heroin and alcohol abuse, alternatives for personal growth as well as to the special needs of Blacks, women and veteran students. This flexibility required

the examination of personal and organizational goals, staffing patterns and program emphasis.

Unfortunately, Room To Move has never developed an on-going process for consumer input into program design, implementation and feedback. There was strong consumer input in the first two years, little input during the third and fourth years, and a growing increase in consumer input during the last two years. During the last two years a series of surveys and evaluations have been completed which have provided important feedback for Room To Move staff. In addition, the examination of statistics within Room To Move indicates the gradual shift in consumer needs. The statistics for bad trips versus alcohol situations have almost completely reversed themselves over the six year period with alcohol cases now being the most prevalent drug to be abused.

23. Staff members within the alternative organization need to be aware of the relationship between their personal motivation and the identity of the alternative organization. A high degree of personal motivation can only be maintained within an organization which derives its identity from a viable program which serves the needs of the surrounding community.

There is a positive relationship between the creation of a viable identity for an alternative which must clearly demonstrate that it is serving the needs of the community and the personal motivation of staff members within that alternative. Staff members soon lose interest in an organization when it has lost its viability in meeting the needs of the

existing community. Their creative energy can be tapped only when they feel that they have an opportunity to provide a needed service. Personal growth through training or team building will not sustain staff motivation if staff members do not feel that they are providing a needed service.

The concept of consumer participation in need assessment and program design, implementation and evaluation is essential not only for staff members within the alternative, but is an absolute necessity for those who serve in an advisory capacity for the alternative. Program, staffing and evaluation decisions need to be made in relation to the alternatives and their ability to meet identified consumer needs and not on the desires of program or advisory personnel. All too often program plans are determined by a few staff members within the alternative or by those outside who seek to gain a greater degree of control over the organization.

Decision making within the alternative has to be fed in an on-going way by the involvement of consumers. The further away an administrator is from direct communication with the consumer, the greater are the chances for his/her making program decisions which are inappropriate for meeting consumer needs. In order to make appropriate program decisions, staff members within the organization and administrators outside of the organization need to open themselves to learning and understanding the needs of the consumer. They need to develop on-going processes which can facilitate this dialogue.



The Future of Alternative Community Mental Health Organizations within University Settings.

Room To Move has existed in a period where experimentation in educational and human service programming has been encouraged and supported by both the University and the Federal government. During the past seven or eight years the University has encouraged the development of special programs for Black, Spanish speaking, women, veteran, handicapped and non-traditional students. It has encouraged non-traditional academic programs through the development of two residential colleges, the University Without Walls (U.W.W.) and the Bachelors Degree in Independent Concentration (B.D.I.C.). It has encouraged the development of programs for working with disadvantaged youth - Upward Bound and youthful offenders - J.O.E. and M.A.R.Y..

During this period the School of Education became of focus for innovation in education and initiated several changes such as a Pass-Fail grading system, flexible curriculum scheduling, affective education, etc.. There were also several efforts developed which utilized students in the delivery of services to peers. There were peer drug, sex, academic and minority counselors or educators.

These experiments in non-traditional educational and human service programming appear to be drawing to a close as Federal, State and University funds become more limited and as the more traditional programs begin to reassert themselves in an attempt to secure the limited financial resources. The future of alternative organizations such as Room To Move

should be influenced very greatly by the nation-wide cut back in non-traditional academic and human service programming. The role of the State University, at least in Massachusetts, is very much in question and seems to be moving away from the experimentation of the past few years. It may be that the growth and experimentation of the past several years created unrealistic expectations for future growth, but it would be unfortunate if the University could not preserve the best ideas and practices of the various programs.

Rather than reassert traditional over non-traditional programs, it would seem advantageous for the University to preserve the best in both traditions. The University could continue to support a creative balance of traditional and non-traditional programming. Such a combination, even at a reduced level, would provide for a creative and renewing process of education. To reassert traditional education at the expense of non-traditional education would lead to stagnation and loss of relevancy.

The general trend within Student Affairs is toward a business management approach and away from a human service approach. The office of Student Affairs is generally less willing to support alternative approaches than it was just a few years ago. In a period of financial crisis and political upheaval, it has sought to become legitimate by proving itself to be either more "academic" or more business oriented. Human service programming appears to be not only an unnecessary frill, but a political liability. The legislature and faculty have united in

their criticism of non-traditional human service programming and are attempting to restrict the funds used to support these programs. Those who support non-traditional programs in face of this strong criticism are likely to find themselves without a wide base of support within the faculty or legislature.

More specifically, special programs such as Room To Move are not likely to receive high priority for funding within Student Affairs in the future. Most of these programs are loosely affiliated with more traditional programs and have the lowest priority for funding within those programs. The special programs are most often seen as frills rather than essential elements of renewal. They also lack a sufficient number of advocates needed to maintain a base of support within the traditional program.

Room To Move has been extremely fortunate to have gained the support of three top administrators within Health Services as well as the support of the Vice Chancellor for Student Affairs. Perhaps the most critical area of support in the future will be the support of the the Director and Assistant Director of Mental Health. If they continue to see Room To Move as a necessary compliment to a more traditional Mental Health Service and if they continue to support the complimentary nature of peer drug education and peer drug counseling, Room To Move will stand a reasonably good chance of surviving. Without the active support of the Director and Assistant Director of Mental Health, the Director of Health Services and the Vice Chancellor for Student Affairs would most likely find it difficult to support Room To Move at the expense of other programs.

Room To Move staff would continue to provide unique services with respect to alcohol and drug counseling and to meeting the counseling needs of special interest groups such as Black, Spanish speaking, women, and veteran students. It would also continue to provide a more flexible and informal modality for meeting the counseling needs of some of the more alienated students on campus. National reports indicated that drug abuse is increasing, especially with respect to alcohol, heroin, and barbiturates. Since no other group on campus is interested in meeting these needs or possesses the training and flexibility to provide a variety of informal outreach efforts, to meet these needs it would seem very inappropriate for a university of this size to eliminate a program like Room To Move.

Room To Move has been able to gain and sustain a high degree of credibility with the student community. The students trust the staff's ability to provide quality counseling and educational services in a manner which is consistent with their expectations of a helping relationship. They trust the staff's ability to be able to respond to the changing needs and to provide services in a caring and objective manner. A recent study indicated that a wide variety of staff and students had confidence in Room To Move's ability to respond to the growing problem of alcohol with effective counseling and educational programs. The future of Room To Move should reflect a recognition of the wide base of support which the program has gained within the community.

The future of Room To Move may depend on the degree to which all those involved in the program are able to open themselves to exploring various possibilities for continued growth. Many alternatives die after a short period and give rise to new alternatives. Others are able to gain support from existing institutions and become integrated in some way into those institutions. Others are able to enter into a dialogue between the alternative and the existing institution and negotiate changes which will facilitate the development of organization structures which are self-renewing.

Room To Move staff are presently exploring ten different ways of modifying their program to better meet the needs of students and to affiliate with an organizational unit within the University which will support the delivery of those services. Some of the plans would maintain Room To Move as a separate program, others would integrate the services more directly into existing mental health programs, and others would differentiate the way in which different aspects of the program would be continued. The exploration will involve the participation of consumers, staff and representatives from various organizational units.

The climate within the University administration is not generally favorable for maintaining alternative programs such as Room To Move. This makes it very difficult to enter into a dialogue with a particular organizational unit with the goal of developing a self renewing system. It would be very exciting, for example, to explore the possibility of redesigning all peer education and counseling programs on campus to

facilitate a more integrative human service delivery system. This collaborative approach could be coordinated through one of the existing organizational units or through the development of student controlled services. One intent of the Student Organizing Project is to have student services controlled by a student union and paid for from student funds. Various professional staff have also explored the possibility of developing collaborative human service programs through a division of human service. Neither plan has sufficient support to be a realistic alternative at this time but the ideas are certainly worth investigating.

It would be exciting to explore the possibility of entering into a negotiation with Mental Health in hopes of creating a more flexible program which would involve a variety of approaches to meeting consumer needs. Given the predominant attitudes within that organization and the shortage of funds, a closer integration of services would prove most difficult. With few exceptions there is a great deal of resistance to the values, attitudes and treatment modalities existing in Room To Move. There is a significant difference in awareness and approach between Mental Health and Room To Move which would make integration difficult.

At present the general climate does not appear to favor the integration of alternative peer programs with each other or with traditional programs. Although some kind of integration or collaboration would be a logical next step for many of the alternatives, each may have to struggle to maintain itself in a period of retrenchment. Very few individuals in the University appreciate the need for a systems approach to problem solving or a collaborative approach to program design and service

delivery. The predominant coping behavior is to fight for individual survival.

The leadership of the University should be encouraging collaborative approaches to integrating various services and facilitating renewal within the system, instead it is permitting bitter in-house fighting. The leadership has been unable to visualize a positive future for the University and is therefore unable to encourage creative approaches to realizing that future. Alternative human service and academic programs and new staff, especially women and minority staff members, are becoming the first casualties of the struggle. The University is losing those individuals and those parts which have the potential to renew the system. The only hope is to maximize individual efforts for collaboration, integration and renewal.

#### Evaluating Alternatives and Alternative Valuing:

The extent to which key administrators are willing to support the continuation of Room To Move, especially in light of the serious budget cuts affecting the entire University, seem to the author to be related to their ability to evaluate the contributions of the alternative in a fair and objective manner. For many, it will require a move away from more traditional forms of evaluation - i.e., numbers of people reached. It will require a willingness to develop ways of evaluating which are more consistent with the objectives and processes developed in the alternative - i.e., examining the different kind of counseling support provided for problem drinkers or those with emotional problems; the effectiveness in reaching more alienated students through various outreach activities; the effectiveness of the in-service training programs

or peer counselors and educators. Any one of these activities could be evaluated and provide sufficient rationale for continued funding.

All too often alternative organizations are forced to comply with forms of evaluation which are totally inappropriate for the new methods which have been developed. Staff members within the alternative sought to articulate values and processes which were different from those which were reinforced within the University system and should not be evaluated by methods which were developed on the basis of the old values and processes. The alternatives have experimented with various humanistic approaches to counseling and education and need to develop evaluation methodologies which are consistent with a humanistic approach.

Holleb and Abrams (1975) and Kanter and Zucker (1973) have suggested some beginning ideas for alternative valuing. As Holleb and Abrams suggest in their work:

1. Alternative programs are open to experimentation with different styles of service. They include a range of techniques and milieus including body therapies, gestalt, psychodrama, group experiences of various kinds, and all manner of individual counseling styles. They are not constrained by orthodoxy or tradition. They can take risks to find out what works best for an individual client or counselor.

2. Alternative programs provide a means of access to mental health work and potential careers in counseling for young people. They provide valuable supplemental education for people already in school, giving them an opportunity to learn while doing. Because they retain a commitment to the use of non professionals, these programs provide opportunities for people without degrees to counsel. Such opportunities are rarely available elsewhere.

3. Alternative programs continue to experiment with their organizational structures, working to find consensual forms



which are coherent and functional, while at the same time, preserving a sense of power and participation for all staff members.

4. Alternative programs are easily accessible to their clients. They situate themselves in central locations. Potential clients can just drop in and are greeted and helped immediately.

5. Alternative programs retain an ambiance that is attractive and friendly. The physical layouts are colorful, informal and slightly shabby. This informality also extends to the style of the counselors. They are relaxed, friendly and open. They attempt to treat their clients as people worthy of respect rather than as cases. This overall atmosphere has proven to be engaging to potential clients.

6. Alternative programs employ staff members who have values and backgrounds similar to the majority of their clients.... These similarities are useful to people who feel misunderstood and alienated. They are particularly suspicious of counselors who act too formal and professional. They want to talk with people who they feel will understand people like themselves.

7. Alternative centers have enlarged the scope of mental health services.

The drug crisis (of the late 1960's) revealed that a startling gap existed between the deliverers of help and many youth in crisis. Alternative programs filled the gap. They restored to the work of counseling a credibility which had been lost for a significant portion of American youth. (p.156)

In spite of the more positive accomplishments outlined by Holleb and Abrams or suggested by the author earlier in this paper, an objective evaluation of alternative organization is difficult to obtain. To begin, most alternatives are evaluated after a short period of time on the basis of limited and varied data. The evaluative guidelines, moreover, are usually more appropriate for traditional settings than for alternative settings, and seldom take into consideration many of the value differences implicit in the alternatives. In some cases as Kanter

and Zucker suggest in their article "Evaluating Alternatives and Alternative Valuing",

"standards of perfection are applied to alternatives that are generally not applied to established institutions.... Since new institutions often aim for an idealistic degree of integration, authenticity, and purity, their failure to reach that level (and reach it quickly) is taken as a failure of the institutional form rather than a testimony to the humanity of the people within it." (p.385.)

One of the aspects seldom examined is the degree to which the world view of those involved in the alternative organizations may be more appropriate for meeting the needs at a given time or whether these new perspectives are more accurately seen as necessary experiments for future planning. The alternatives may help to open up the more traditional formats for more long lasting change.

Kanter and Zucker suggest that:

"just as we need to develop new models of the design process, so do we need to develop new standards for evaluating the "success" of an institution that deliberately rejects the success standards of the established society." (p.387.)

Kanter and Zucker suggest a set of new criteria for evaluating alternative organizations (p.396.):

Not: How large does a system grow?  
But rather: How small, intimate and connected does a system manage to stay - and still do whatever it has to do?

Not: How much does a system produce?  
But rather: Do relationships and tasks offer participation, involvement, excitement and learning?

Not: Does a system or relationship meet standards of reliability, predictability, stability and control?  
But rather: Do relationships change in response to the needs of the participants?

- Not: How efficiently are decisions made?  
But rather: How widely is power shared?
- Not: How well are conventional boundaries between life activities maintained (standards for what is appropriate when and with whom)?  
But rather: How much of a person and his life activities does a system or relationship incorporate in an integrated fashion?
- Not: How well does a person play any particular role?  
But rather: How many roles is a person given the opportunity to play in an integrated fashion?
- Not: How many paradoxes and seeming dilemmas exist among the values, norms and roles of a given alternative organization?  
But rather: To what extent are those paradoxes and dilemmas understandable in terms of the involvement of the alternative institution in the change process? To what extent are individuals associated with the alternative institution able to understand and tolerate stresses associated with the paradoxes and dilemmas?

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## APPENDIX A

## UNIVERSITY OF MASSACHUSETTS/AMHERST

## UNIVERSITY HEALTH SERVICES

## MEMORANDUM

From..... Coordinator of Room To Move ..... Date..... March 20, 1972  
 To..... Members of Advisory Committee .....  
 Subject..... Agenda for the Advisory Committee Meeting, March 22, 1972,  
 8:30 a.m., Board Room Whitmore.....

In the past few weeks, several individuals have questioned Room To Move's involvement in various programs, such as court referrals, dances, the High School Drop-In Center, Our House, the Free Clinic, heroin detoxification, and drug education within the residence halls. In addition, questions have been raised concerning the student make-up of Room To Move's staff and budget requests for next year. In light of our attempts to evaluate the total program of Room To Move, I would like to share our present thinking on these issues with you and invite your recommendations for next year's planning.

#### Court Referrals

The court referral program was begun early this fall on a very limited basis to (1) test the feasibility of such a program and (2) provide a way for deserving students to avoid a jail sentence and continue with their studies. At that time, there were approximately twelve requests for such referrals and the staff felt that they should meet these requests if at all possible. After limited discussions with Mathew Dumont's office, District Attorney John Callahan and members of the Advisory Committee, the staff decided to take on five court referrals for the year. All referrals were referred to Ron LaFrance who usually checked with Dean of Students before acceptance was granted in writing to the court.

Early in the Fall, we took on two non-students who, very quickly, proved poorly situated in our program and were subsequently transferred to programs within the Boston area. At the present time, we have four court referrals, three of whom have been with the program for several months and have proven quite satisfactory.

It came to our attention recently, however, after an investigation into a death on campus and an unrelated hearing in court, that over sixteen people had been appointed by the court to Room To Move without my knowledge or that of any other staff member. After some checking, it appears that several area lawyers have been telling their clients to stop by Room To Move to check on the possibilities of placement and without verification from Room To Move have been presenting requests for placement in Room To Move to the court as their cases come up.



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After checking with the Probation Officer in Northampton, the following procedure was worked out--no one will be accepted as a court referral until they have been interviewed by the Coordinator and he has checked with the Dean of Students, Police, and Probation. Acceptance will be limited to motivated students. Due to the fact that Room To Move will not be open for the summer, we do not plan to accept any more court referrals for this year. Depending on the feedback from the Advisory Committee, Room To Move does not plan to expand this phase of the program beyond providing assistance for five motivated students. The staff is also seriously considering discontinuing this service in spite of the fact that there are several members who feel that we should continue and expand the program.

#### Dances

Room To Move became involved in dances as a way of broadening the image of Room To Move and of providing good entertainment for those who attended. The dances also provided an opportunity to raise money for various groups, such as the High School Drop-In Center and the Free Clinic. In many respects these dances have been successful. Unfortunately, a number of people have questioned the fact that a number of high school students have been attracted to these dances and have come into contact with individuals who have been using a variety of drugs. The fact that Room To Move is sponsoring such a situation and does nothing to prevent the use of drugs by young people has caused some concern.

Although I can understand the extent of these concerns, it appears to me that Room To Move is being singled out unfairly. There are a great many events which are open to high school students and it is a well-known fact that these young people are very heavily involved in the informal life of the University. They can be found in almost every public area and in many residence halls. It would seem only fair that the involvement of high school students or non-students in Room To Move sponsored dances would be discussed first in light of their extensive involvement in University life.

If an appropriate body were to recommend that only students be permitted to attend certain social functions, such as dances, then Room To Move would be willing to comply with such a ruling.

The staff, however, has enjoyed sponsoring these concerts and would like to continue to do so. We would also like to have high school students be free to attend such events. There are few events of this nature available to them in high school and the students are most enthusiastic about attending such events. The staff feels that these dances have provided an important vehicle for reaching both high school and University students and regrets that they have also engendered negative reactions by some. If these negative reactions are serious and extensive, the staff is willing to seriously consider not continuing this phase of the program.

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### Drug Education Within The Residence Halls

Some questions have been raised about the nature of our drug education programs within the residence halls. A Psychologist, for instance, suggested that Room To Move present a somewhat pro-drug attitude through its programs. Although I can see how he could get this impression, I feel certain that Education Coordinator and the other staff members responsible for these programs have made every attempt to present the harmful as well as the possible beneficial effects of the various drugs. Although I realize that our approach can often leave people wondering about our true beliefs, I do feel that the Psychologist's reservations are uninformed and unjustified. I have spoken at some length with him about this and have suggested that he attend one of the workshops in order to evaluate it more completely.

### The High School Drop-In Center

Room To Move, through a Room To Move staff member began a very limited involvement with a group of students who were interested in developing a high school drop-in center in Amherst. We met twice a week for several months with this group as they explored their interests and concerns and gradually developed their concept and an interest in training. A few weeks ago Paul began a more serious training program with them and helped them prepare a proposal to submit to the Principal and Superintendent for approval.

It is my feeling that the staff member undertook this work with the knowledge and support of the Community Education Coordinator and several staff members at the high school. I also feel that he worked quite well with the students in helping them develop their own ideas and cautioning them against the many pitfalls of establishing such a center.

After the first phase of training and proposal writing, Room To Move, as an organization, ceased any responsibility for the administration or supervision of this group. We had merely helped them explore and develop their own ideas and helped them prepare for the kind of work that they would be doing.

The first copy of the proposal implied that Room To Move would take on a supervisory role and suggested that this was a part of the Room To Move organization. This is clearly not the situation. When the student asked for a letter of support for the group, the coordinating committee refused to write the letter until this matter had been cleared up. The Coordinator wrote a letter which clearly spelled out the limited involvement of Room To Move.

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It would appear that this is not clearly understood by a number of people in light of the article which appeared in the Amherst Record this week stating that "the Drop-In Center is being developed in conjunction with Room To Move." It seemed necessary to contact the appropriate people directly to clear up this matter since the letter which was given to the staff member did not have the desired effect.

#### Our House

For the past two years, a few Room To Move staff members and several other interested individuals have been attempting to establish a halfway house for runaway youths in the area. Although this is being developed outside of the Room To Move organization, we have kept ourselves aware of the various stages of development and have developed a strong interest in seeing a program like this established in the area.

Last year the Our House group was primarily interested in a live-in program and sought support in the community for this. They developed an Advisory Board and were incorporated as a non-profit organization. At that time they received limited support from the Outreach Commission of the First and Grace Church. They were unable to receive greater support, however, and began to explore alternative directions.

Now, after considerable work on redefinition and training, a smaller staff is attempting to gain support for transition center for youths who have problems with family situations. The staff has become much more knowledgeable and realistic in its approach and has enlisted a wide-variety of professional assistance. Although some of the earlier problems, such as breadth of the program and staffing, still exist, Room To Move would very much like to support the establishment of this program and is willing, if approved, to commit \$5,000 to the program.

A center such as Our House would greatly relieve the pressure placed on Room To Move by the twenty or more non-student youths who come in to our program each month. According to police statistics and our records, this represents an increase of one-third over last year. Since these youths require much more extensive follow-up, they have placed an extremely heavy burden on the staff which could be eased considerably by our being able to refer them to a program which could deal with them exclusively.

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### The Free Clinic

During this past year, two Room To Move staff members and several other individuals outside of Room To Move became interested in working on the development of a Free Clinic. From the beginning, it has been understood that this interest should be pursued on their own time and should not interfere with their work in Room To Move. Although the Room To Move staff is interested in the establishment of such a clinic, it is not willing to contribute staff time or money for such a program. The staff, however, would be willing to help the group find other sources of financial support. The Free Clinic is essentially a very separate program from Room To Move.

### Heroin Detoxification

During this semester, an increased need has been expressed for a heroin detoxification program provided either at the University or within the local area. A recent death on campus brought to light the extent of detoxification being done informally without medical back up. It has also pointed out the very low level of awareness on the part of those involved in this process. The Infirmary has been criticized for not providing such a service and members of Room To Move's staff have been criticized for becoming involved in detoxification, both justifiably. The problem, however, cannot be resolved by simply deciding that neither the Health Services nor Room To Move will provide such services. Detoxification Services must be available somewhere in the area or the level of informal and inadequate detoxification will increase. I strongly urge that the University encourage Franklin County Hospital to improve and expand its detoxification program so that it can be more accessible to the University of Massachusetts students.

### Communications

It appears that there has been a rather serious breakdown in communications between the various members of the Advisory Committee and Room To Move. This has been due largely to the fact that I have not maintained a sufficient number of informal contacts with members between meetings. To say the very least, trying to complete my degree and working at the Center has been most difficult and has resulted in a lower level of work in both areas.

This, however, is only a partial answer. There seems to be a good deal of confusion between members of the committee with insufficient communication between members. I believe that this has a great deal to do with the recent changes in the make-up of the committee. A major

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area of concern in this respect seems to be the degree of responsibility that the Director of Health Services is expected to assume for the day-to-day operation of Room To Move. Because of the fact that Room To Move has become more closely associated with the Health Services, it seems reasonable that the Director would assume more responsibility for being aware of what was going on within the program. This has been interpreted by some to mean more of a direct involvement in management.

There is also the question of whether the Advisory Board should have a chairman or not. I do not deem it essential to have a chairman but could accept such a structure. I believe strongly, however, that if a chairman is selected, it should be by the committee members and the staff of Room To Move. I personally enjoy having Dean of Students, Assistant to Chancellor, and Director of Health Services on the Advisory Committee with the Vice Chancellor for Student Affairs invited to attend every meeting.

This brings me to my major concern with respect to communication. For some reason there seems to be some break in the extent of free and open communication between the committee and myself. In the past, when someone had a question about the program, he didn't hesitate to call me and check on it. Now there seems to be a great reluctance to check and most issues get bounced back and forth without checking with me for more information. It is greatly disappointing to say the least to see committee members reluctant to check on things directly.

In order to rectify this breakdown in communication, I would like to suggest that we set a time for a regular monthly meeting of the Advisory Committee and that I take the responsibility for contacting each member prior to the meeting for agenda items.

In addition, there is a need for increased communication on the operational level. This can be accomplished by my meeting with the Health Services Executive Committee periodically (once a month or so). This will facilitate our working arrangements with Mental Health, Health Education, and the Medical staff. The Director of Mental Health, Medical Director, and Director of Health Education all serve on the Executive Committee along with the Director of Health Services.

#### Student Make-Up of Room To Move

Several individuals have suggested that the staff of Room To Move is losing its student make-up and needs to recruit more undergraduates next year. This issue has been discussed a good deal amongst the staff, and almost everyone is in agreement. According to present indications, several staff members will be leaving and will be replaced by undergraduate students.

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The one factor which might influence that commitment, however, is that we will need more competent individuals to carry on the education work and to provide training and back-up in counseling. We need to specialize to do the work well and that means relying on a few well-trained individuals to train others. Given this necessity we will make every attempt to restore undergraduate participation at the one-third level.

#### Summer Program

At this point, plans for the summer are still very uncertain. We have explored starting a summer institute for community teams but have given it up because there were not enough staff members who were committed to following such a program through. We also found that only five staff members were interested in working in the center for the summer and the coordinating committee felt that that particular group did not represent a good solid team to take responsibility for the Center. With plans for the institute diminished, it will probably be possible to find a good team to man the center on a part-time basis.

The only firm commitment is to train Heads of Residence in August. The Education Coordinator and I have negotiated with Southwest on this matter and we will continue to negotiate with the other areas on the campus.

#### Evaluation and Reorganization

This is a period of evaluation and reorganization and the staff would greatly appreciate your sharing your reactions to the various programs completely so that we might incorporate them in our planning in the weeks ahead and especially on Friday, March 24, at a full-day workshop.

It would be helpful to know which areas you would like Room To Move to develop more fully and which you would like to see receive less attention. This might also be a time to restate what the University expects of Room To Move as well as that Room To Move expects of the University.

Coordinator,  
Room To Move

Coordinator of Room To Move

May 2, 1972

Room To Move Advisory Board Committee

Agenda for Meeting on Thursday, May 4, 9:15 a.m. - 11:15 a.m., Rm. 178,  
Campus Center

During the past several weeks, a number of individuals who have been closely associated with Room To Move have raised questions concerning the future direction of Room To Move. Some have felt that Room To Move needs to re-define and possibly limit its program, while others feel that it is time to take the lessons learned from Room To Move and apply them through a very different kind of program. In any case, it is clear that it is time for a thorough evaluation of Room To Move and a careful planning for future directions.

I would suggest that the Advisory Board Committee meeting on Thursday focus on:

1. Present problems and shortcomings of Room To Move as well as present strengths
2. Statements of present needs, i.e., the nature of the drug problem on campus now
3. Alternative designs for next year

I hope that all those involved will feel free to participate fully in this evaluation since the final design should be the result of a collaborative effort between all those involved.

In preparation for this meeting, I would like to share with you several questions that have been raised by various individuals, including myself. In addition to dealing with these issues, it is hoped that the Committee would approve the Summer Program, the 1972-1973 budget, and the contract for working with runaways through Our House.

#### Problems

1. Room To Move is over extended in terms of the number of activities that it is involved in.
2. Room To Move needs to limit the kind of "treatment" that it is providing. Room To Move should not be doing long-term counseling, heroin or barbiturate detoxification, or working with runaways.

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3. The staff of RTM is involved in work for which it is not properly trained or competent, i.e., long-term counseling and paramedical work.
4. RTM is too involved with non-students and does not have sufficient impact on the student population.
5. More emphasis should be placed on developing the University Education Program where there would be a closer relationship with the Residence Halls.
6. The staff is losing its student make-up and needs "new blood."
7. The staff is becoming too "professional". (What does this mean?)
8. There is not an adequate system of supervision and accountability. (This is being changed.)
9. More time is spent on group maintenance than on specific training.
10. Staff members have become "burnt out" because of the numerous demands and the inadequate training and support as well as difficulty in setting limits.
11. The back-up from the medical staff is very shaky, especially in the area of barbiturate cases.
12. The staff has been too much of a "clique" and is not truly open to a wide variety of students. (This is changing.)
13. RTM has not been effective in dealing with hard drugs or in reaching the black community.
14. Motivation for training, supervision, and personal development is low on the part of some staff members.
15. Too much time and energy is wasted in manning the center where frequently only one or two important interactions occur during a shift.
16. More time and energy should be put into outreach programs, especially into Residence Halls.
17. RTM has experienced numerous difficulties around the issue of leadership, such as staff reluctance to accepting leadership and having only specialized leadership or only "part-time" leadership.



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### Strengths

1. RTM is most knowledgeable and competent in the area of psychedelic drugs and the treatment of "bad trips".
2. RTM has begun to develop a good educational program for the Residence Halls and the community.
3. RTM has identified many problem areas among those who are using drugs and has experimented with ways of helping to resolve those problems.
4. RTM has developed a fairly good training program for student counselors.
5. RTM has relieved the Infirmary and Mental Health of the burden of treating "bad trips".
6. RTM has increased accessibility to the Infirmary for many who were afraid to use the facility.

### Present Needs

1. Approximately 250-275 individuals have been seen each month at RTM. (25 bad trips, 45 for counseling, 70 for information, 35-40 referrals, 60 crashes, 8 runaways, and 15 requests for drug analysis.)

This would indicate a continued need for treating bad trips, providing counseling and information, developing referral services, dealing more effectively with non-students, and providing drug analysis services.

2. There have been continued requests for educational and training programs from the Residence Halls and numerous community groups. There seems to be a very high need for RTM to provide educational programs. There is also a need to improve the quality of these programs.
3. The work of the Drug Abuse Task Force and the Area Drug Committee has a need for expanded programs at both the educational and treatment levels.
4. Although the level of abuse of psychedelic drugs has remained relatively high, a growing problem has been the increased use of barbiturates, heroin, and alcohol. This has often been associated with rather serious emotional problems, demanding even more highly competent medical and psychological support.
5. There is a need to provide assistance to the Black community in working with hard drugs.

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### Future Directions

1. Present plans, discussed among the RTM staff, call for a reorganization into two major teams: (a) Education--focused primarily on the Residence Halls, and (b) Counseling--committed to developing teams on psychedelics, hard drugs, alcohol, and general counseling.

The major task would be to provide information in each of these areas to a team of educators and a team of counselors who would become knowledgeable in each area. It seems advisable to have a full-time position to head both the counseling and educational efforts and another full-time position to work in the area of hard drugs, especially in the Black community. It is desirable to have this position filled by a full-time Black with experience in this area and free to select his own team.

2. The educational and training components of RTM should be further developed and expanded to have a more direct impact on residence hall staff training. The service component should be reduced to support services for residence hall staff and non-residence students.
3. The educational and training components should be developed, but the Drop In Center should be continued on a different basis, i.e., with more clearly defined limits.

### Recommendations for Approval

1. Approval of \$6,000 budget for Summer Program which would provide training for Heads of Residence and Police as well as limited coverage for summer school. -- Approximately eight (8) staff members.
2. Approval of \$30,000 budget from Student Affairs for 1972-1973 for either the three-team concept or the further development of the educational program for residence halls.
3. Approval of \$5,000 contract with Our House to handle all runaway youths who would come to RTM. This would not imply sponsorship of Our House but rather a "contract" for services rendered.

Coordinator of Room To Move

Director of Health Services

Coordinator of Room To Move

#### REORGANIZATION OF ROOM TO MOVE

I personally found the Advisory Board meeting of May 4 extremely informative and stimulating. The challenge is to use the experience of the past three years and build on the successes of Room To Move by developing a drug education and counseling program for the University worthy of serious consideration. Unfortunately, this is the year when the University has to make a number of very difficult financial decisions. The additional funds to start new innovative programs are severely limited. In fact, there is even a serious question whether the University can continue to provide the basic support services in the area of Student Affairs. For these reasons, I feel it is imperative that the staff of Room To Move present its reorganization proposal to the University Administration in a well-thought-out documented manner. Group discussion is essential to achieve the necessary understanding of what the program will entail, but it does not replace the need for a clearly articulated written proposal outlining specifically how the staff plans to develop and implement a drug program on campus next year.

In the next few months, critical decisions will be made that will directly affect the future of Room To Move at the University. Clearly, this program is in competition with other programs being recommended and suggested throughout the campus. Emphasis must be placed on the contribution that this program will make to the residence halls as well as to the off-campus commuter students. We must convince the Administration that this program is necessary and worthy of full funding next year. This will be difficult when other programs throughout the campus will be asked to absorb substantial cutbacks.

Therefore, I am requesting that you submit your program in writing prior to the next Advisory Board meeting. Specifically, I would like to see a complete description of the educational and training component of Room To Move. You should also describe how the program can be developed in the residence areas, and what kind of program is planned for the off-campus students. The question of whether this program is directed to the average student on campus, to the counselors within the dormitories, or to those specific groups who wish to develop similar drop-in centers in other areas of the campus must be clearly enunciated. The limitations of the educational team in terms of time and energy must be elicited as well as what commitments they can reasonably assume. Finally, it is important that the professional training and support in the form of faculty and professional staff be enumerated.

Coordinator of Room To Move  
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The second area is to define specifically the goals and objectives of the drop-in problem center. This description should identify the population it plans to serve, pointing out the already documented need for such services. Also, you should describe the services that will be provided and the limitations that will be set. Personally, I would prefer to see the drop-in center limited to providing information, non-judgmental counseling and referrals, and possibly to serve as an advocate to help students seek and obtain professional care when needed.

The third area is the hard drug or Black program. This program is the least clear to me in terms of exactly how it will function, what the size of the target group is, and why the number of positions that have been budgeted are necessary. I feel that a more complete and serious study has to be made in this area and that more justification for the program has to be enunciated and placed in writing. If this cannot be done and the program is better evolved, then I suggest we hire a consultant who can help enunciate the extent that a program is needed and what type of staffing would be most appropriate.

Finally, I would like to see Our House get started, based on other than University financing. I am willing to assist the group in seeking funds through the state. Possibly, the town of Amherst would be willing to support a portion of the program or we can find a civic-minded community agency willing to assume responsibility for obtaining funds. In a year of stringent financial priorities, I do not see how the University is going to be able to fund all of Room To Move's budget. In this regard, I feel the priorities must go to the students first.

I would be more than happy to meet with you to discuss the specifics and to help in any way that I can in developing the written proposals.

Director of Health Services

## APPENDIX B - CHRONOLOGY: MAJOR NETWORK EVENTS--1974-1975

<u>DATE</u>	<u>ACTIVITY</u>	<u>FUNCTION</u>
Summer '74	*Needs assessment & funding *CACO (Collaboration Among Collaborative Organizations)	Network maintenance "Bridge-building: SA-AA"
Aug. 19-20	*First collaborative orientation program for new Heads of Residences	Staff Training
Oct. 9	*Chart: Missions--Goals--Objectives--Activities *CIRI profile	Network maintenance Information & resource sharing
Oct. 23	*Examination of Goals & Objectives of Student Affairs	Public Forum
Nov. 6	*Dave Todd--Theory presentation: "Support Systems" *UCF profile  *Student needs survey (with SAREO)	Staff development & support Information & resource sharing Research & Information sharing
Nov. 10	*Pot-luck supper *Resource Information Booklet	Informal support Information sharing
Nov. 13	*Non-traditional Student Meeting (begin CAOS Task Force)	Collaborative problem solving
Nov. 21	*University of Connecticut Conference	"Public Relations"
Dec. 9	*Network representatives attend Alliance meeting	Information & resource sharing
Dec. 12	*Network representatives attend Operation Council meeting	Information & resource sharing: support systems
Dec. 18	*Dorm Counselor guidelines developed and accepted	Collaborative problem solving
Jan. 13-17	*Workshop--"Making a Life, Making a Living: Career Development, An Obligation of the Changing University?"	Staff development, "Bridge-building" and Open-forum
Jan. 28-29	*First Collaborative Training Program for second semester dorm counselors	Counselor training
Feb. 12	*Chart: Goals--Second Semester	Network maintenance

## APPENDIX B (Continued)

<u>DATE</u>	<u>ACTIVITY</u>	<u>FUNCTION</u>
Feb. 26	*Collaborative examination of support systems within Student Affairs (Operation Council & Network)	Public Forum
	*Slide show--"Towards Collaboration: New Directions in Student Affairs"	Internal Support
Mar. 12	*Support Systems: Subcommittees	Collaborative problem solving
Mar. 13	*Open Hearing: Value of Human Services & Educational Programming in the Residential Areas	Public Forum
Mar. 19	*Beginning of "Faculty Network" through Conditions of Learning Task Force	Bridge-building: SA-AA
	*Third year proposal	Network maintenance
	*Career Teams: Final Reports (Teams begun in Jan. workshop & spread throughout campus)	Staff training, student education
	*Human Services Task Force	"bridge-building" Affirmation of networking concept
Apr. 24	*Consultation with Vlad Dupre	Network maintenance
Apr. 26-27	*Collaborative Counselor Training Program	Counselor training and collaborative problem solving
Apr. 30	*Discussion of Moratorium Issues as they relate to SA staff	Public Forum
May 7	*Final Network meeting--SA film wrap-up reports & constitution of Summer Steering Committee	Internal support & Network maintenance
May 16	*Pot Luck Barbecue	Informal support

May, 1975

