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ABSTRACT
                Findings from a study that examined the role of the
principal and effects of the principal's change facilitator style
(CFS) on the institutionalization of intervention programs are
presented in this paper. Subjects were 13 principals involved in
Project Link, a Pennsylvania-granted collaborative project to train
prereferral child study teams. Questionnaires were administered to
234 teachers in the 13 schools to determine principals' leadership
styles in implementing the project. Data were also obtained from
assessments of principals by four project consultants and interviews
with teachers, team members, and principals during three school
visitations during 1989-90. Findings indicate that the five
principals classified as initiators scored higher on the informal,
meaningful, efficiency, and vision scales, and demonstrated a higher
positive correlation with implementation scores. A conclusion is that
the informal dimension should be included in the initiator profile to
emphasize the "people" dimension of the principal's leadership style.
Successful implementation of Project Link depends on team-building
and leadership. Three tables and 14 figures are included. (13
references) (LMI)

Principal Change Facilitator Styles and the Implementation of Instructional Support Teams

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Principal Change Facilitator Styles and the
Implementation of Instructional Support Teams

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Objective

An extensive body of knowledge exists relating
effective instruction to student achievement gains, yet this
seems to have had a minimal effect on teacher classroom
practices. Fullan (1985) states that current school
improvement literature has suggested that change efforts
which encourage collegial collaboration and support to focus
on instructional strategies can positively effect student
outcomes. This study examines the role of the principal and
the effects of the principal's change facilitator style as
it impacts institutionalization of an intervention for
change. The innovation is usage of prereferral child study
teams which requires collaboration among diverse
professionals within the school setting.

Perspective

The differences that principals can make in aspects of
schooling such as student achievement, curriculum
implementation, and climate have been documented by
Firestone and Corbett (1988). The leader of the school
needs to be a team builder. The principal's relationship
with teachers may need to change in the process. A number
of important factors have been identified in the adoption

and implementation of educational change. Leithwood and Montgomery (1982) show that the principal's role is a key factor in the process of educational change/school improvement. The need for the principal to work with others to facilitate change has been particularly important because emphasis on efficiency and accountability has resulted in increased demands for changes.

During the 1980's there have been a number of intensive studies of school principals as instructional leaders. Out of such studies as Rutherford (1985) and Hall (1988b) has emerged a common set of understandings about the role of the principal, descriptions of the emphases they take and the relationship of their practice to school effectiveness and teacher success in implementing innovations. A conceptual framework was needed to describe, to measure, and examine the dimensions of the principal's leadership and also to quantify the implementation.

By building on twenty years of research into leadership styles, Hall and others (1984) have suggested that three facilitator styles exist which principals employ as they approach teachers to facilitate an innovation. Clear and systematic relationships were observed between the Change Facilitator Style (CFS) of the principal and the teachers' success in implementing the innovation. Initiators, managers, and responders in that order facilitate teachers' efforts toward change. Responders keep the school running

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and allow teachers great professional latitude. Managers
provide support to teachers and will become involved if
there is a push from central office. Initiators have strong
ideas about a vision for their school which is described in
terms of student benefits and will actively monitor the
innovation. The CFS has six separate scales:

1. Informal - Social interaction with people.
2. Meaningful - Communication centers around school
              tasks.
3. Others - Casual, informal procedures. How to do
              tasks is left to others.
4. Efficiency - Administrator creates supportive
              procedures and systems to enable
              people to get the tasks done.
5. Day-to-Day - Administrator makes "on the spot"
              decisions to handle the "now".
6. Vision - All activities and decisions are related
              to long range plans or a "vision".

Methods

The subjects in the study were thirteen original
principals who have been involved in Project Link, a
Pennsylvania state-granted project involving the
implementation of collaborative consultation as building-
based support teams. These thirteen schools participating
in the project have been monitored in order to determine the
degree of implementation. Each team was comprised of
referring teachers, team members, :nd the principal. The
principals selected for the study were the total population
involved in Project Link from 1988. These principals and
their teams received intensive training during the last two
years and have been implementing this approach to problem
solving.

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The Change Facilitator Style Questionnaire (CFSQ)
developed by Hall (1988a) was administered to teachers in
all thirteen schools. Teachers indicated the frequency of
behaviors exhibited by their building principal on a 6 point
Likert scale. This instrument has been field tested
extensively both in the United States and other countries.
This instrument has six separate scales: (1) Informal, (2)
Meaningful, (3) Others, (4) Efficiency, (5) Day-to-Day, and
(6) Vision. The framework preserved the three original
Change Facilitator Style archetypes: Responder, Manager,
and Initiator. Raw scores were converted to percentages for
each scale in order to make an individual profile
illustrating each principal's leadership style.

In addition, the four Intermediate Unit Project Link
consultants provided supplemental information by assessing
the principals they worked with for the previous two years
using the descriptors of the Change Facilitator Style
Questionnaire. Each consultant was asked to rate their
principals with a number on a continuum from 0 - 100. The
rating gave each principal a number that corresponded to one
of the original archetypes. Since the Intermediate Unit
personnel worked with the principals involved in the
implementation of the Project, they added insight into the
principals' behaviors relating to change implementation.
The scaled scores were compared with these judgments about
the principal's ability to bring change.

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To gather data on implementation, a team of researchers under Sylvia Rosenfield, formerly of Temple University, visited the school sites three times during the school year 1989-1990. Teachers, team members and principals were interviewed and a review of forms and records helped the researchers determine the percentage of the 47 indicators that were present. In addition, the teachers were given a questionnaire to assess their views on individual student profiles in regard to special services. Roz Fudell compiled this data to measure the implementation of Project Link at the participating schools. Once this measure was obtained, a relationship could be studied between the implementation of Project Link and the Change Facilitator Style of the principal.

Findings

The degree of implementation of the consultation-based prereferral child study team approach at the thirteen schools provided percentage data for the three collection periods. A Change Facilitator Profile was developed for each school and related to the implementation data. In addition, analysis is provided for the six dimensions of the CFP. The perceptions of team and non-team teachers and outside consultants are also related to the degree of implementation.

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Implementation Data

At each of thirteen school sites, data were collected
to measure the degree of implementation over three
collection periods: December, 1988; January, 1990; and
April, 1990. Each school site was ranked by the percentage
of indicators in place in three areas. These three areas
were Process, Delivery, and Support. The most crucial of
the implementation numbers is the final number for each site
since the implementation is an on-going and cumulative
process. The final numbers at the end of the collection
period are therefore the most appropriate since they
represent the total degree of implementation of Project
Link. Graphs show the growth patterns that characterize
each school. The process and delivery components involved
approximately twenty indicators each, while the support
involved only four. Because the support category had only
four indicators and these were observed at nearly all sites,
this measure is believed to be less reliable.

Table 1 indicates all school sites and the levels of
implementation for each of the three areas (Process,
Delivery, and Support) at the end of the two year period.
Two schools, School M and School D, showed the highest
measures of implementation. Six schools showed mid level
scores and five schools were rated as low. Each school is
represented by a graph (Figures 1 through 13) so a pattern
of implementation over the three collection periods can be

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observed. Schools E, F, and G had areas with 0% at the first collection indicating little progress. The support component which had only four indicators was consistently high at every school with the exception of School E and School F. School F dropped out of the study after the second data collection period.

Change Facilitator Profiles

Data were gathered from 234 teachers and four Intermediate Unit trainers to describe the principals' change implementation behaviors. The teachers' scaled scores were converted to percentages on six scales. Each principal has a graph showing the percentages on each of six scales of the Change Facilitator Style Questionnaire. These six scales show a profile that can be useful when determining the style of the principal. These graphs were created by Dr. Archie George, University of Idaho, who did the original work with Dr. Gene Hall. Each graph was made by converting the various individual percentage scores for each principal based on the responses selected by teachers at that principal's building. The graphs on each individual principal were shared with Dr. Gene Hall, who provided input on the classification of each of the principals as an Initiator, Manager, or Responder based on his earlier work.

In earlier work with this instrument, Hall (Hall and others 1980, 1982) found that Initiator style principals had

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percentages that were high on Scale 2 (Meaningful), Scale 4 (Efficiency), and Scale 6 (Vision). In studying the principals' graphs involved with the Project Link innovation, there was a strong showing of Scale 1 (Informal) which might be due to the team building aspect of the innovation. This discovery prompted consultation with Dr. Hall. Recent uses of the questionnaire (Rutherford, 1988) support the importance of the informal scale (Scale 1) as Initiator style principals probably need to establish the informal network prior to school team building. The Initiator has high scores on Scales 2, 4, and 6 and possibly on Scale 1. The Manager has scores in the mid range on each of the six scales. Responders have their highest scores on Scale 3 (Others) and Scale 5 (Day-to-Day) with next highest scores on Scale 1.

Table 2 and Figures 1 to 13 illustrate the school differences for each scale, total Principal Facilitator Style, and the Degree of Implementation of the Innovation. The archetype Initiator with high scores on Scales 2, 4, and 6 is demonstrated by School A. The revised Initiator Profile which also includes high scores in Scale 1 is represented by Schools E and M. The general high level of scores for Schools C and K puts them in the Initiator category. The Manager archetype with mid range scores across all scales with no high areas is represented by School B. The archetype Responder Profile has high scores

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in Scales 1, 3, and 5 as noted for Schools D and L.   Very
high scores on Scales 3 and 5 with mid level scores for
Scale 1 is also classified as the Responder Profile as noted
for Schools F, G, H, I, and J.

Principal CFS and Degree of Implementation

The relationship between the principal's Change
Facilitator Style (Responder, Manager, and Initiator) and
the degree of implementation of prereferral child study
teams in the school is shown on Table 2. At the end of the
two year collection period, only two school sites were
ranked with high implementation scores. At the two high
implementation sites, one principal was an Initiator and one
was a Responder. Six schools scored in the mid range of
implementation. Of those sites, two were Initiators, one
was a Manager, and three were Responders. Five sites had
low implementation scores. Of those sites, two were
Initiators, and three were Responders. Included in this
group is School F, the school that dropped out of the
project.

These results offer no clear formula for implementation
success in terms of principal's Change Facilitator Style.
The implementation data presented here were collected after
only two years. For schools which exhibited mid-to-high
implementation levels, the results showed a greater number
of Initiators than Responders. Only one Responder principal
(School D) had a high level of implementation at that

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school. Five of the schools showed the expected patterns:
high implementation by Initiator (School M), middle level by
Manager (School B), and low level by Responder (Schools F,
J, and L). Three schools demonstrated the opposite results:
School A, D, and K.

CFS Dimensions and Degree of Implementation

The six dimensions of the Principal Change Facilitator
Style Questionnaire (Informal, Meaningful, Others,
Efficiency, Day-to-Day, and Vision) as related to the degree
of implementation of prereferral child study teams are shown
in Table 2. The proper statistical tool to use for this
analysis is a multiple linear regression which looks for
interrelated tendencies among variables. Even though this
sample size was 234 teachers, the number of school sites,
hence the number of statistic cases, was thirteen. This
small number of cases was inhibiting. The first set of
regressions was run using the six dimensions of the CFS
scale as independent variables and the Process 3, Delivery
3, and Support 3 Implementation data as the dependent
variables. The resulting r^2 values showed that between 25
and 65% of the variability in the dependent variables was
explained by these six scales. However, the f-ratios for
these regressions were not statistically significant above
the 80% confidence level.

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In reviewing the results of the initial regressions it was determined that Scales Two (Meaningful), Four (Efficiency), and Six (Vision) had higher individual correlation coefficients than the other scales, thus indicating a potential relationship among the scales relating the Initiator to a higher level of implementation. A second series of regressions was run based only on Scales Two, Four, and Six (Meaningful, Efficiency, and Vision). This series of results produced r^2 values of between 0.23 and 0.43. The f-ratios showed that these results were statistically significant at the 80% confidence level for the independent variable, Delivery 3. Statistical analysis showed a strong tendency for the Initiator Scales Two, Four, and Six (Meaningful, Efficiency, and Vision) to be positively related to higher degrees of implementation.

Team and Non Team Teachers' Perceptions of CFS

Since teachers on Link teams work more closely with the principal, it was assumed that these two groups might perceive the principal in different ways. The data that were used for the main body of the study were the responses from all teachers. (Noted as Group All on the graphs.) In addition, both Link and Non-Link teacher responses were examined separately to see if any differences were apparent. In all cases, as expected, the Link team members rated the principal higher than Non-Link members

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probably since these team members were directly involved with the project. Figure 14 is representative of the total group data showing Link members and Non-Link teachers perceptions of the principals' behaviors. Non-Link teachers rated principals considerably lower, as expected, since they were not directly involved. This is true for every school site with the exception of School F. In this school Link members rated the principal lower than Non-Link members. This can be attributed to the nonexistence of the project at this site as the school dropped out before the two year collection period. The principal had been replaced during the project period.

Consultants' and Teachers' perceptions of CFS

Consultant/trainers were used to add insight into the team dynamics at each site. Since this project was across four counties, four consultant/trainers were working with the principals. Although comparisons would be clearer if one consultant were working with all thirteen, a pattern might be observed in viewing the consultants' data. The consultant/trainers were asked to indicate their principals' behaviors while implementing Project Link along a continuum from 0 to 100. The Responder label was placed at 30; Manager at 60; and Initiator at 90. Descriptions of each label were also given to each consultant.

The four consultants viewed their principals in very different ways. The consultant and teacher CFS ratings are

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compared with the implementation data on Table 3. The first consultant stated, "All my principals were Initiators" and noted all three principals in the mid nineties. The second consultant gave the highest marks to School D of 80 in the Initiator range and commented, "Response was wonderful." School E received 40 in the Manager range with the remark, "No central office support." With a 10 score, School F was a Responder which is explained by the comment, "Left the building and was replaced." The other two consultants did not provide additional comments.

In only 5 of the 13 schools did consultants and teachers indicate the same principal facilitator style. Consultants 1 and 4 had two matches each, Consultant 2 had one, and Consultant 3 had none. Consultant 2 rated the principals according to degree of implementation. Consultant 4 rated all but one principal according to degree of implementation. Consultant 1 and 3 rated all principals as Initiators even though none of these schools had high rates of implementation.

Summary of Findings

Principal profiles developed from teacher responses to Hall's Change Facilitator Questionnaire showed five Initiator principals, one Manager principal, and seven Responder principals. Principals classified as Initiators had higher combined scores on Scales One (Informal), Two

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(Meaningful), Four (Efficiency), and Six (Vision). Scales
One, Two, Four, and Six of the CFS Questionnaire showed
higher positive correlation coefficients with the
implementation scores than the other two scales when
analyzed by multiple linear regression.

The total implementation measure involving Process,
Delivery, and Support, showed two school sites with high
level implementation, six school sites with mid level
implementation, and five with low scores after only two
years. Teachers directly involved with Project Link rated
their principals higher than teachers not directly involved.
Consultant 2 rated principals in total agreement with
implementation data and Consultant 4 rated three of the four
principals that way. Consultants' ratings of principals'
leadership styles agreed with teachers responses on
leadership style in only five out of thirteen cases.
Full implementation is a complex process which may take
longer than two years.

Discussion

Project Link involved the inception, training, and
continuance of a problem solving team within each school
site. All principals who participated in this project might
be viewed first as Initiators, based on the fact that these
principals were willing to open their schools for study as
they began this complex innovation. However, the principals

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of Schools C, D, and K were the most active participants at their Project Link meetings. These principals actively sought to make the program work for their "at-risk" and Hispanic students. They were also the only female and minority male principals in the group. Two of these schools were mismatches in terms of principal CFS and degree of implementation. School K, a large inner city school with a high Hispanic population and the many problems associated with the urban schools, had low implementation; but teachers indicated an Initiator style for the principal. School D, with high implementation, had a dynamic principal who held strong views and the teachers' responses were for the Responder CFS. The other mismatch was School A where the principal was involved in many other projects so teachers indicated an Initiator CFS, but implementation of Project Link was low. Teachers might have responded to a global view of their principal rather than just a focus on principal behaviors related to Project Link.

The school personnel had changing roles. The previous mode of operation was a child-study team, whose mission was to establish eligibility for special education. The child-study team heard from the teacher about the student's problem, tested the child, and built a case for inclusion into special education.

Project Link asked members to implement new roles in the building-based team. Team members were no longer focused

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on eligibility for special education, so team efforts and energies were devoted to assisting the teacher with classroom techniques in order to expand observation strategies, and instructional strategies to provide a wider range of support services. In the Link scenario; principals, psychologists, and reading specialists were not the experts who generated most of the answers. Team members were trained to collaborate with each other and to discover strategies that could be implemented and evaluated by teachers.

In all phases of Project Link, change was analyzed. This change was organizational change. In the past, many innovations were curricular in nature. An Initiator profile in previous research, was made up of high percentages in Scale Two (Formal), Four (Efficiency) and Six (Vision). More recent research by Hall and others have suggested that involvement of Scale One (Informal) in the Initiator profile is indicated. The study reported here provides further evidence for the inclusion of Scale One in the Initiator profile. Scale One may also be in the Responder profile.

As leaders are involved in team building, the focus on the "people" dimensions of the principal's profile needs to be further analyzed. Project Link trained teams to be collaborative. Collegiality and team dynamics were critical. The astute leader entered Project Link with vision (Scale Six). Through the use of meaningful purpose (Scale Two) and

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efficiency (Scale Four), the principal formed teams to embark on this project. The principal had to be a strong and confident leader, who believed that the team would be beneficial to the improvement of the school. Using the Informal network for team building (Scale One), the perceptive leader increased group dynamics and effectiveness.

The prereferral team allows schools to serve a greater number of students and teachers while significantly redirecting collaborative professional effort towards classroom interventions and a wider range of services. This analysis of team building and leadership involved with Project Link will be especially important since The Commonwealth of Pennsylvania has stated that instructional support teams (ISTs) will be mandatory in every school district by 1995. Schools that have been involved in Project Link will be ready for that challenge as Project Link was the forerunner of this new concept and much of the training in Project Link has been incorporated into the IST concept. As each of the Pennsylvania school districts implement the instructional support team, school change will need to be addressed as implementation occurs.

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Table 1 Implementation Data for Instructional Support Teams

School	Process	Delivery	Support	Degree of Implementation
A	37	93	100	Low
B	73	90	100	Mid
C	64	83	100	Mid
D	86	97	100	High
E	72	75	67	Mid
F	–	–	–	Low
G	69	78	100	Mid
H	59	100	100	Mid
I	78	100	100	Mid
J	43	73	100	Low
K	43	73	100	Low
L	52	76	100	Low
M	93	100	100	High

Table 2   School Analysis- Principal Change Facilitator Style
            (CFS) and Degree of Implementation

School	Scale 1	2	3	4	5	6	CFS	Degree of Imp
A	21	76	11	76	25	71	Int	Low
B	44	33	81	21	81	31	Mgr	Mid
C	83	61	59	29	61	66	Int	Mid
D	67	29	74	18	73	39	Rsp	High
E	59	90	9	78	10	86	Int	Mid
F	48	13	93	19	95	17	Rsp	-
G	61	54	47	41	47	61	Rsp	Mid
H	48	14	89	5	94	19	Rsp	Mid
I	37	25	98	14	99	6	Rsp	Mid
J	50	40	89	19	96	26	Rsp	Low
K	99	82	85	50	50	83	Int	Low
L	89	9	99	1	99	5	Rsp	Low
M	93	72	30	73	29	82	Int	High

Scale 1. Informal   Int - Initiator
      2. Meaningful   Mgr - Manager
      3. Others   Rsp - Responder
      4. Efficiency
      5. Day to Day
      6. Vision

Table 3   Comparison of Consultant and Teachers Responses on Principal Change Facilitator Style

School	Consultant Score	Consultant Style	Teachers' Style	Implementation Score
Consultant 1				
A	96	Initiator	Initiator	Low
B	94	Initiator	Manager	Mid
C	93	Initiator	Initiator	Mid
Consultant 2				
D	80	Initiator	Responder	High
E	40	Manager	Initiator	Mid
F	10	Responder	Responder	None
Consultant 3				
G	87	Initiator	Responder	Mid
H	90	Initiator	Responder	Mid
I	85	Initiator	Responder	Mid
Consultant 4				
J	97	Initiator	Responder	Low
K	35	Responder	Initiator	Low
L	20	Responder	Responder	Low
M	90	Initiator	Initiator	High

Figure   1 School: A
Change Facilitator Profile

STD Percentile


```
100
 90        79            79
 80                                    71
 70
 60
 50
 40
 30   21                        25
 20
 10        11
  0
    Informal Meaningful  Others  Efficiency Day-to-day  Vision
```

■■■ 1990

INITIATOR

Group: All

Percentage of Indicators for
Project Link

Percent


```
100
 90
 80
 70
 60
 50
 40
 30
 20
 10
  0
    1              2              3
```

Data Collection Periods

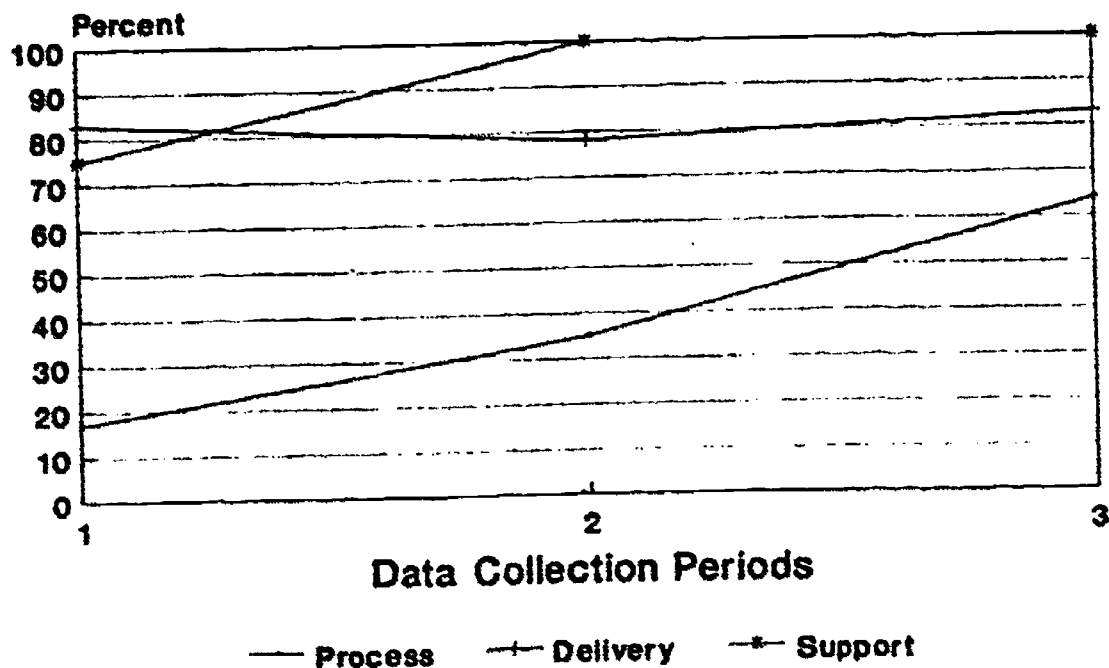—— Process   —+— Delivery   —*— Support
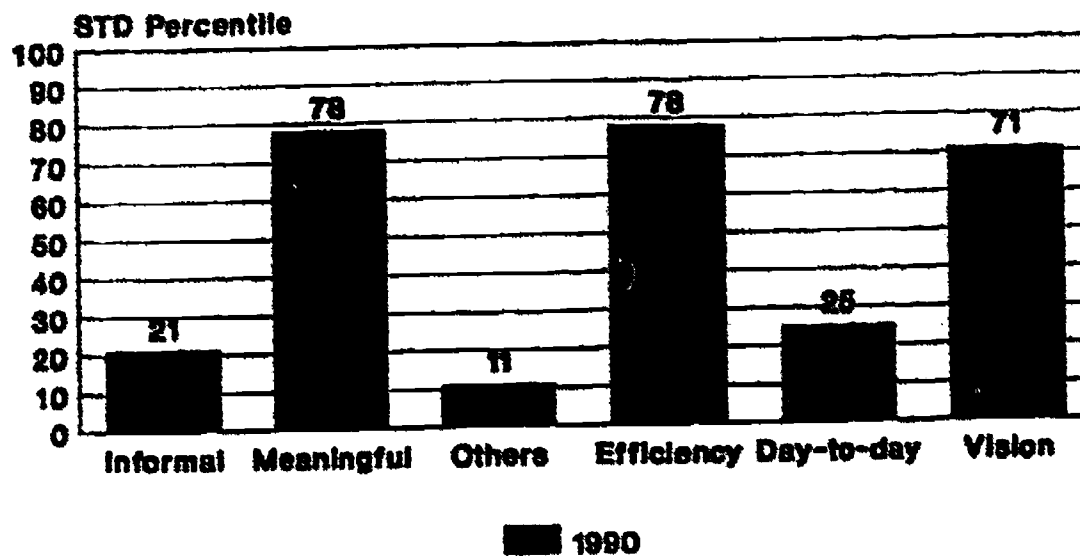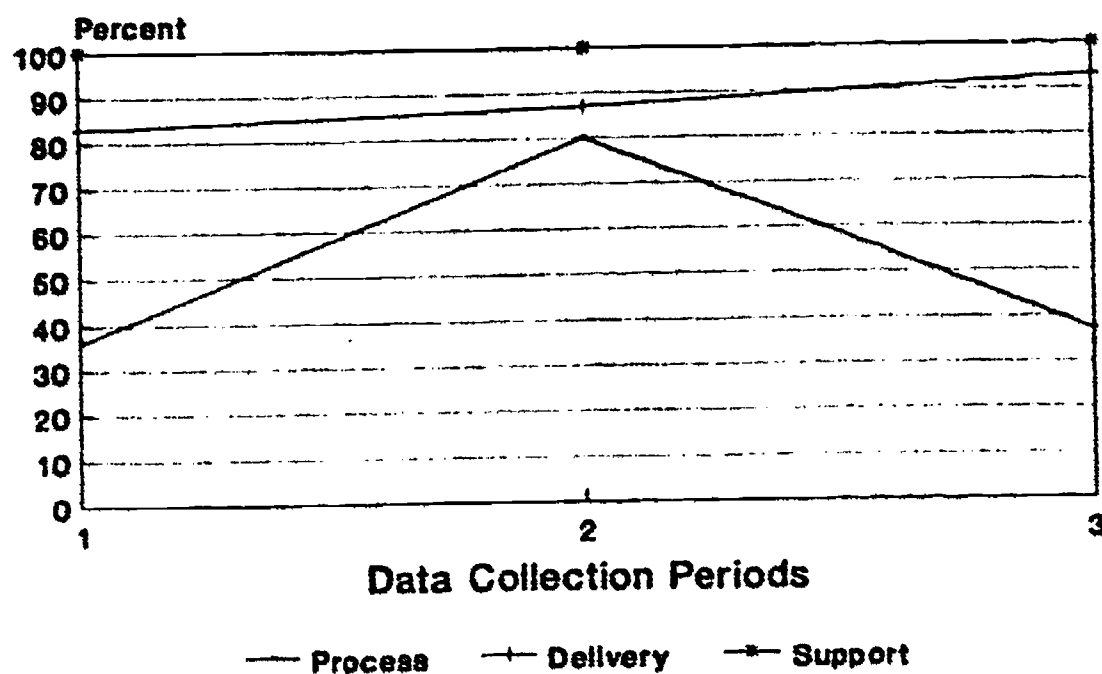
Figure   2   School: B
Change Facilitator Profile
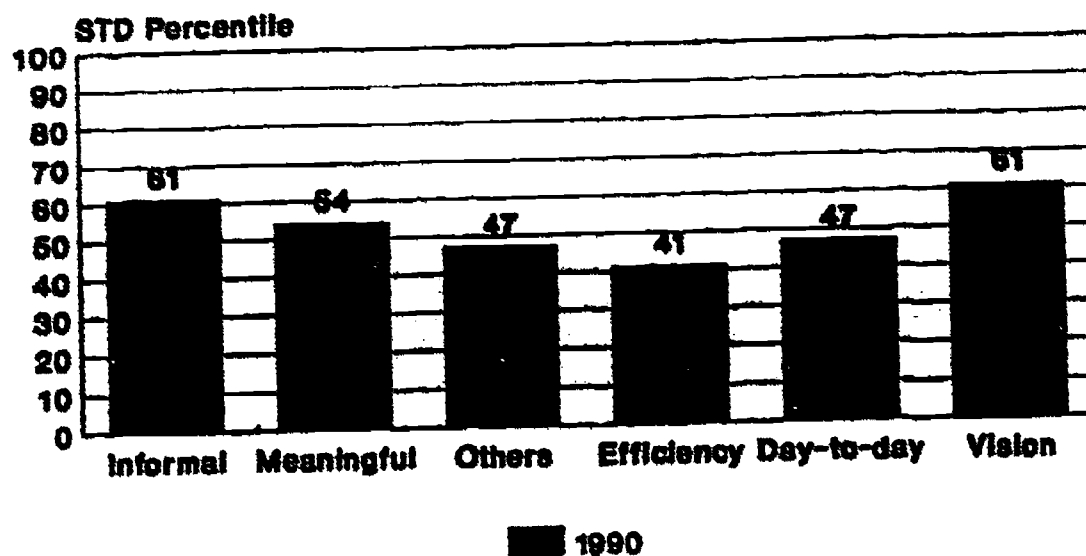
MANAGER

Group: All

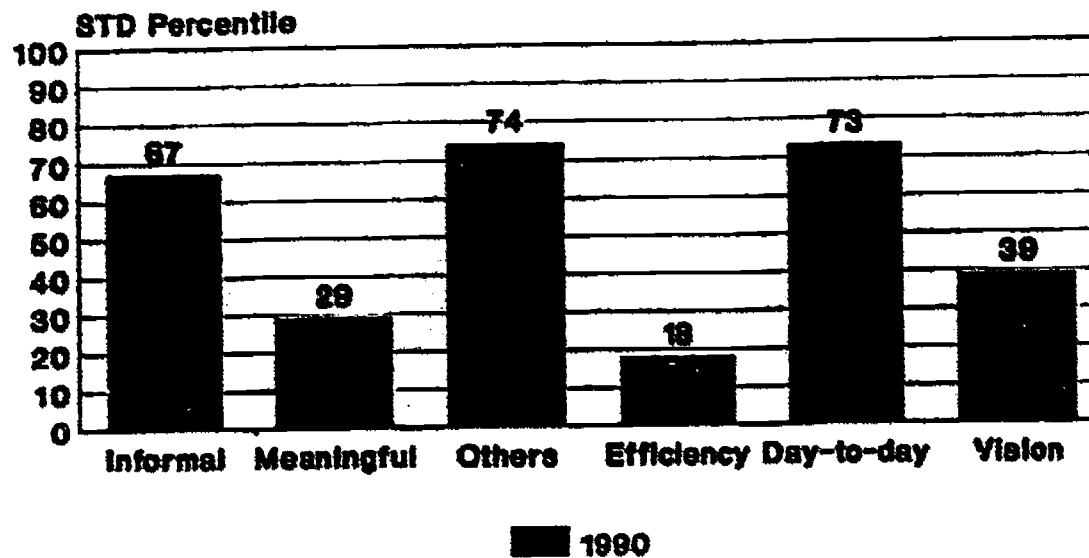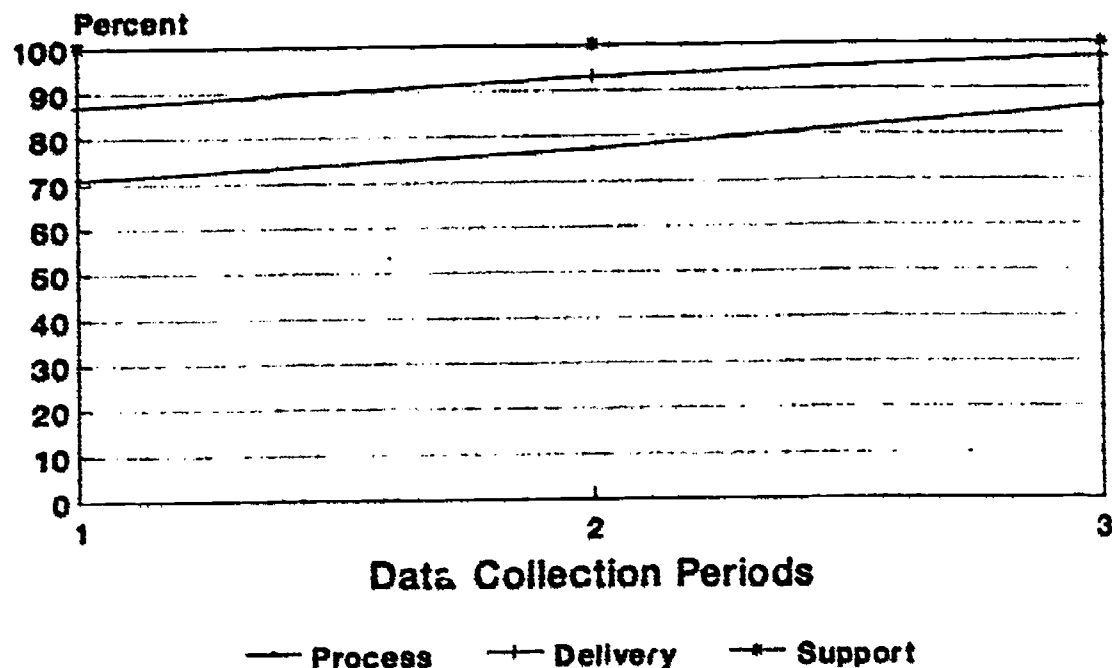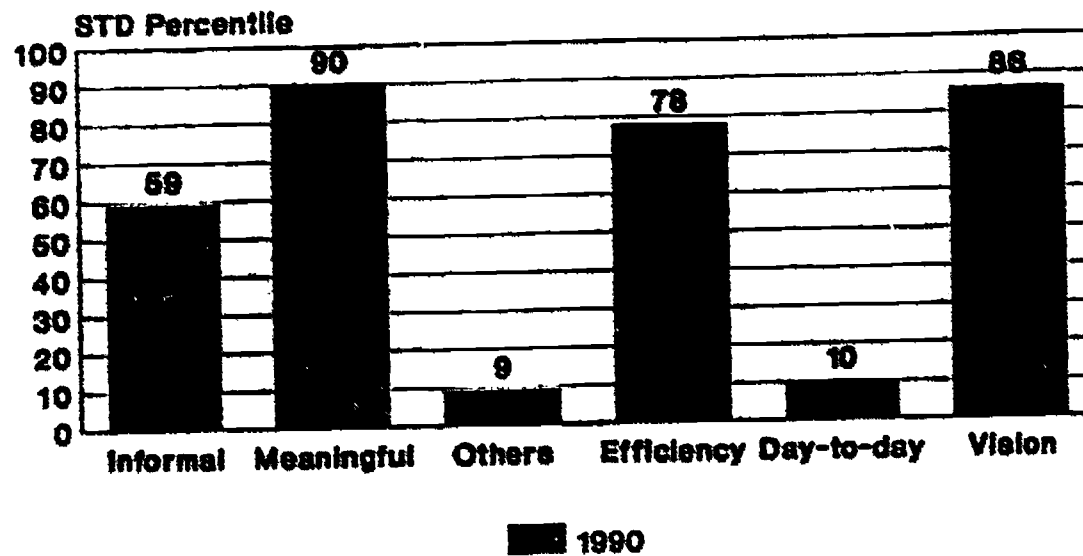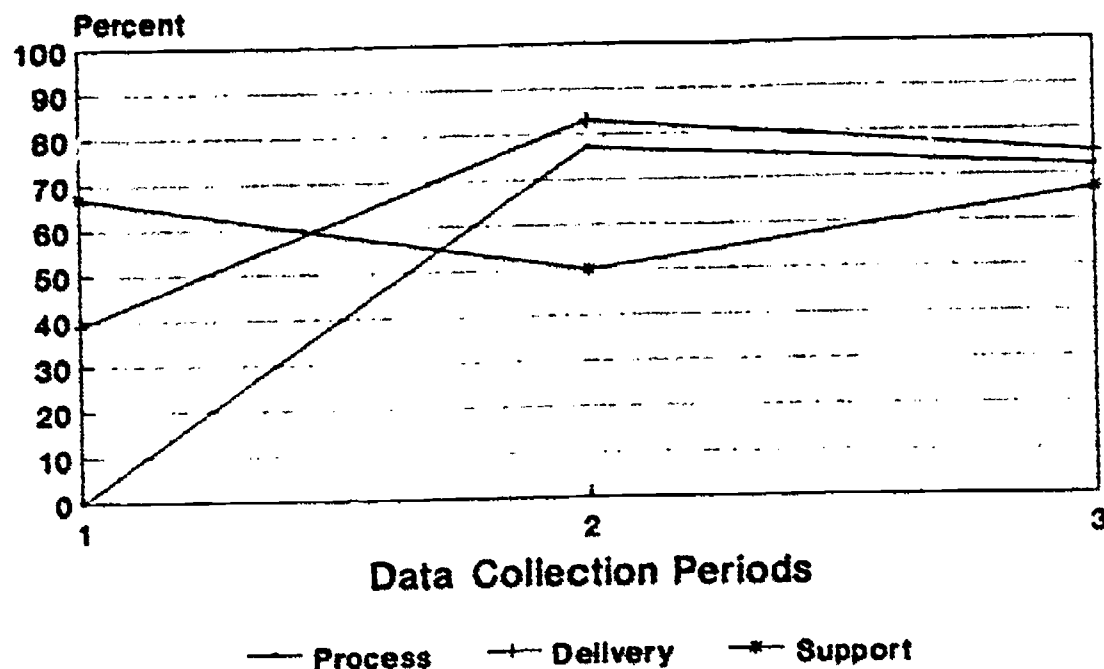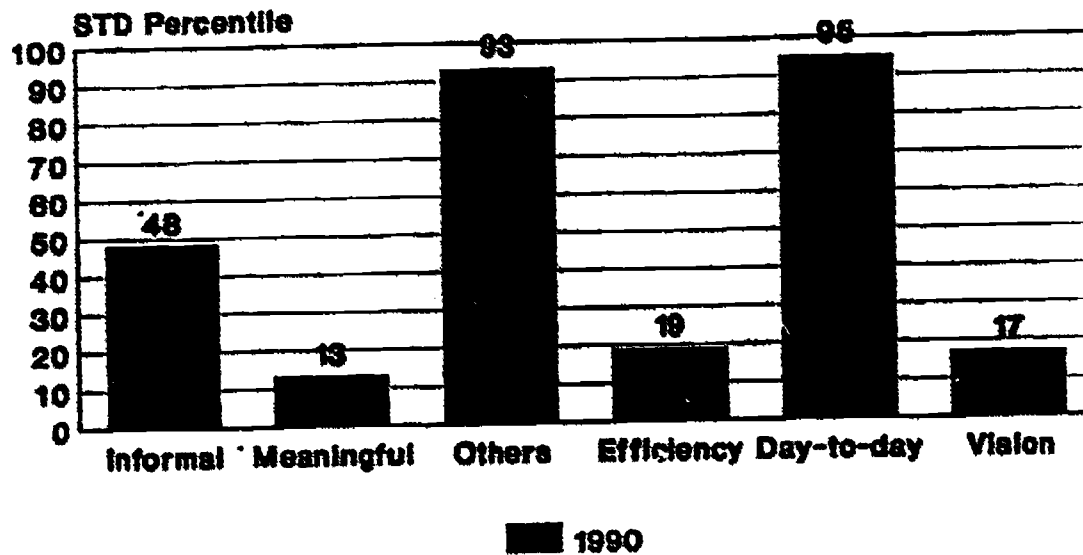# Percentage of Indicators for Project Link

25
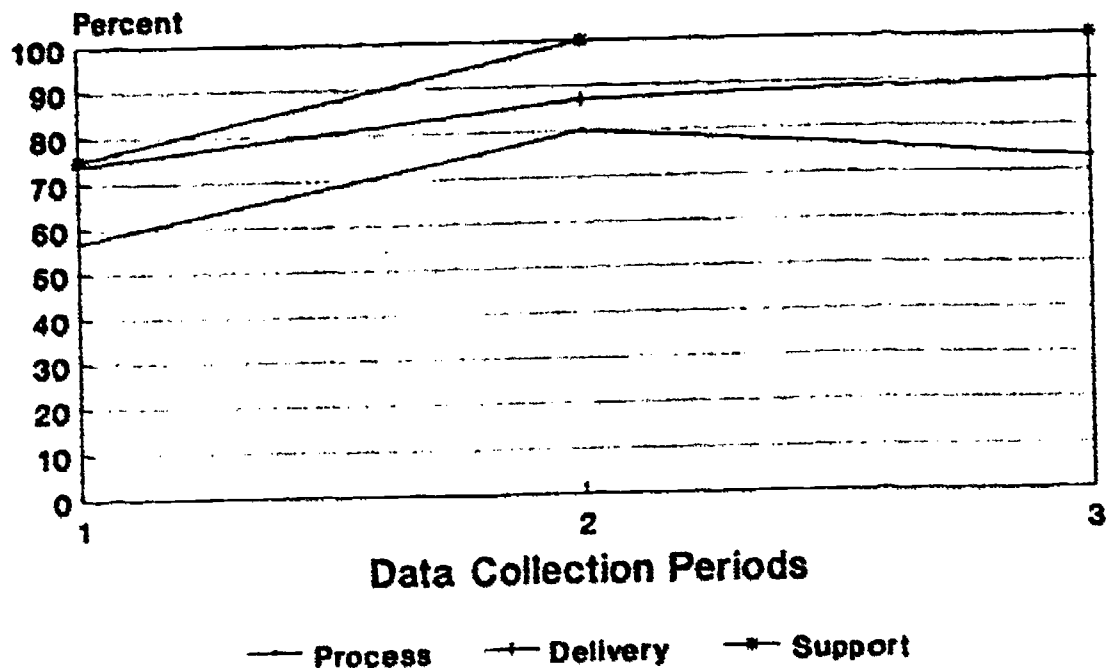
Figure 3 School: C
Change Facilitator Profile

STD Percentile

INITIATOR

Group: All

Percentage of Indicators for
Project Link

Data Collection Periods

— Process   —+— Delivery   —*— Support

26
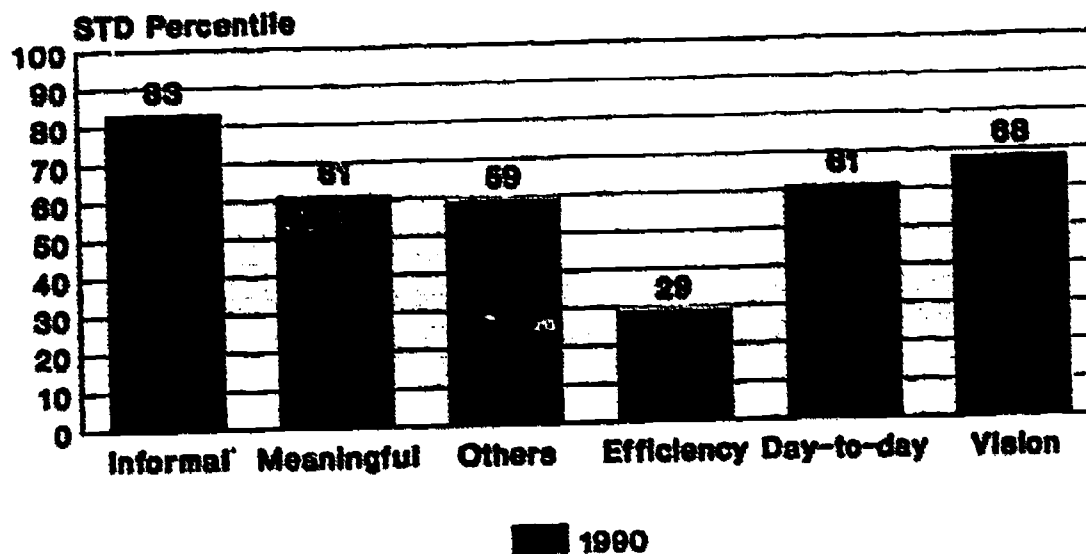
Figure 4 School: D
Change Facilitator Profile

STD Percentile

Informal	Meaningful	Others	Efficiency	Day-to-day	Vision

■ 1990

RESPONDER

Group: All

Percentage of Indicators for
Project Link

Percent

Data Collection Periods

— Process   —+— Delivery   —*— Support

Figure 5 School: E
Change Facilitator Profile

STD Percentile

Informal: 59
Meaningful: 90
Others: 9
Efficiency: 78
Day-to-day: 10
Vision: 88

■ 1990

INITIATOR

Group: All

Percentage of Indicators for
Project Link

Percent

Data Collection Periods

— Process   —+— Delivery   —*— Support

Figure 6 School: F
Change Facilitator Profile

STD Percentile


```
100 ┤                    93                 96
 90 ┤                    ██                 ██
 80 ┤                    ██                 ██
 70 ┤                    ██                 ██
 60 ┤      48            ██                 ██
 50 ┤      ██            ██                 ██
 40 ┤      ██            ██                 ██
 30 ┤      ██       19   ██            17
 20 ┤      ██   13  ██   ██       ██
 10 ┤      ██   ██  ██   ██       ██
  0 ┴──────────────────────────────────────────
      Informal Meaningful Others Efficiency Day-to-day Vision
```

■ 1990

RESPONDER

Group: All

Percentage of Indicators for
Project Link

Percent


```
100 ┤
 90 ┤
 80 ┤
 70 ┤
 60 ┤
 50 ┤
 40 ┤
 30 ┤
 20 ┤
 10 ┤
  0 ┴───────────────────────────────────
    1              2              3
```

Data Collection Periods

—— Process   —+— Delivery   —*— Support
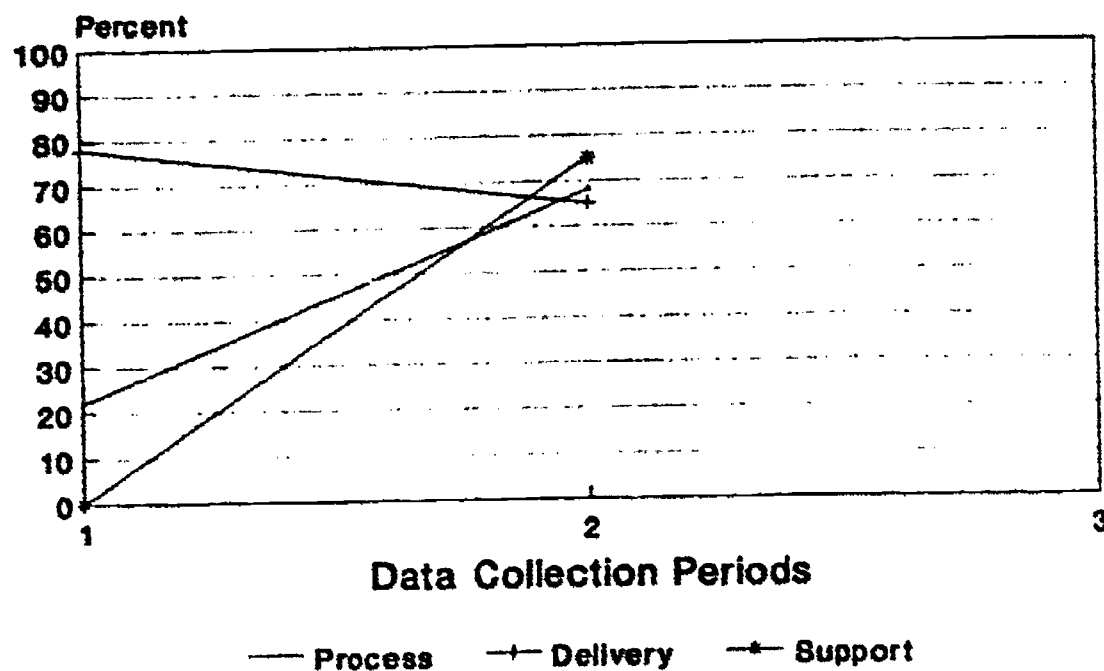
Figure 7 School: G
Change Facilitator Profile

STD Percentile

Bar chart showing STD Percentile values: Informal 44, Meaningful 33, Others 81, Efficiency 21, Day-to-day 81, Vision 31

■ 1990

RESPONDER

Group: All

Percentage of Indicators for Project Link

Percent

Data Collection Periods

—— Process —+— Delivery —*— Support
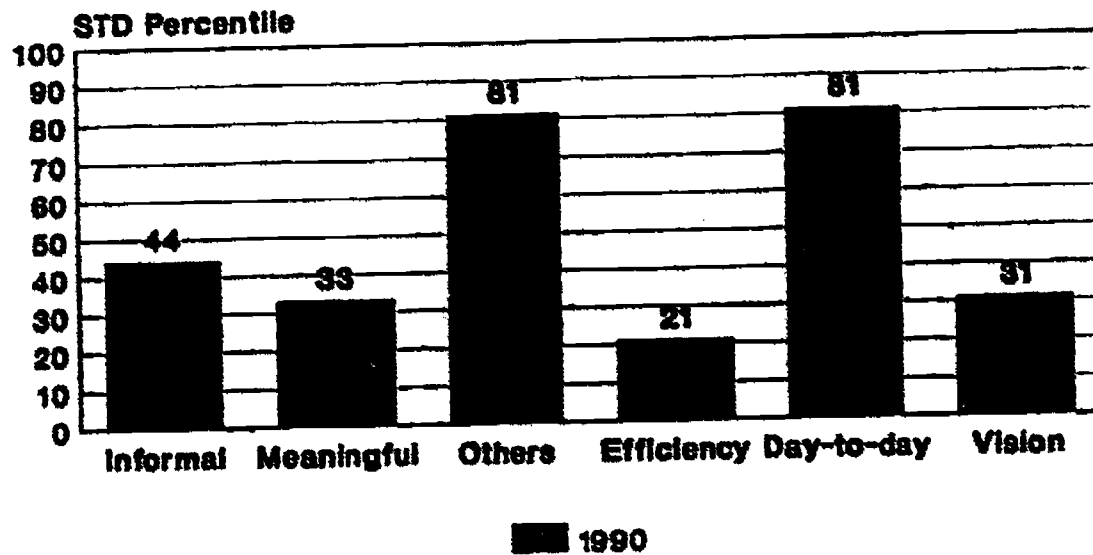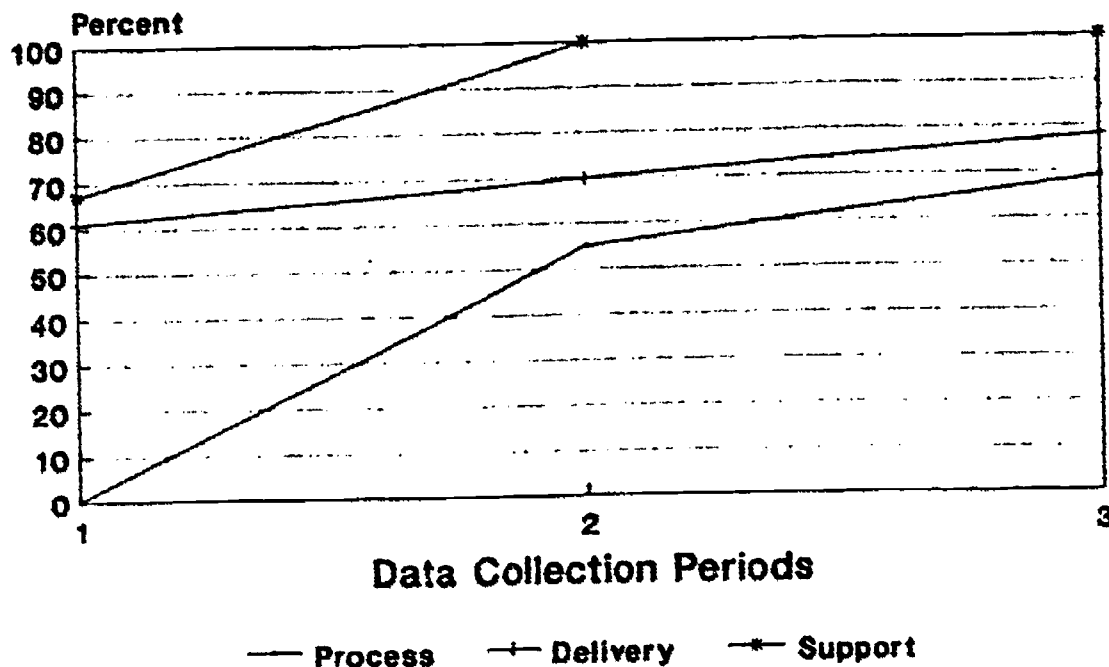
Figure 8 School: H
Change Facilitator Profile

STD Percentile

■ 1990

RESPONDER

Group: All

Percentage of Indicators for Project Link

Data Collection Periods

— Process   —⊢— Delivery   —*— Support

31
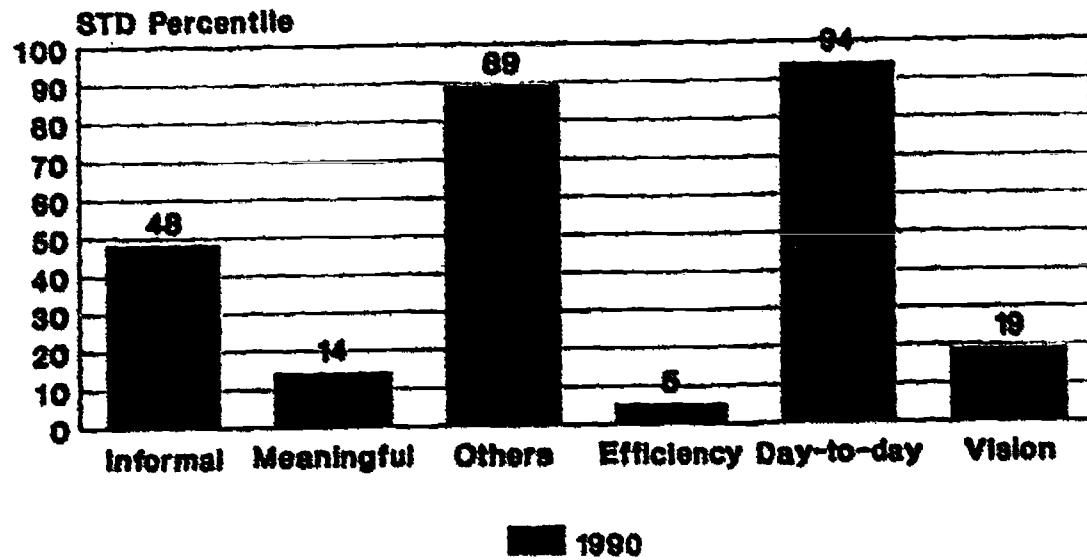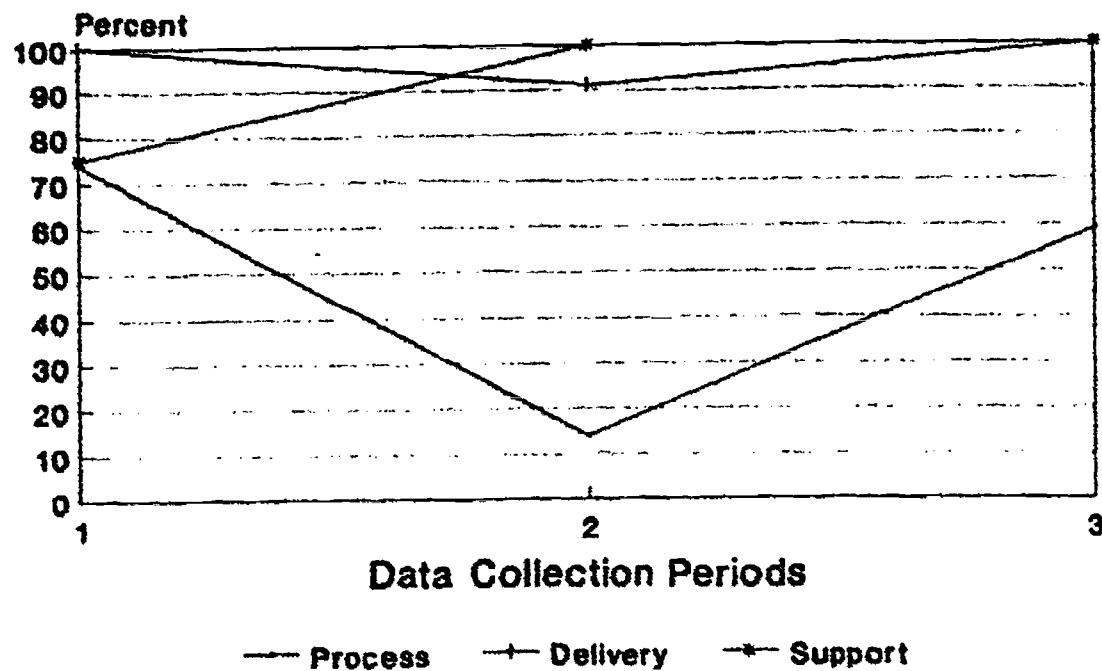
Figure 9 School: I
Change Facilitator Profile

STD Percentile

		98		99	
100					
90					
80					
70					
60					
50					
40	37				
30		25			
20			14		8
10					
0	Informal	Meaningful	Others	Efficiency	Day-to-day	Vision

■ 1990

RESPONDER

Group: All

Percentage of Indicators for Project Link

Percent

Data Collection Periods

—— Process —+— Delivery —*— Support

32
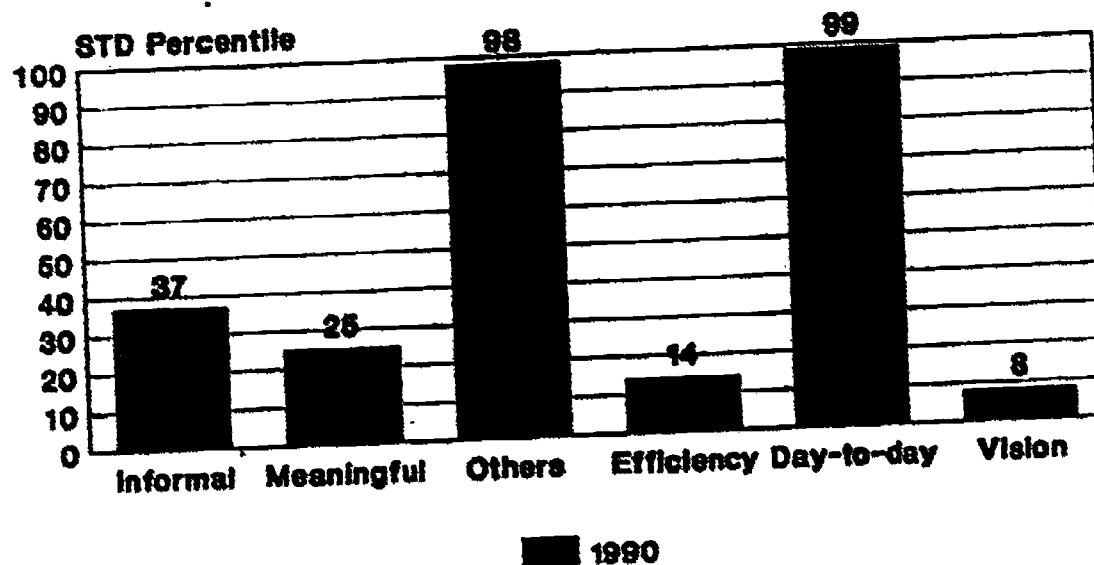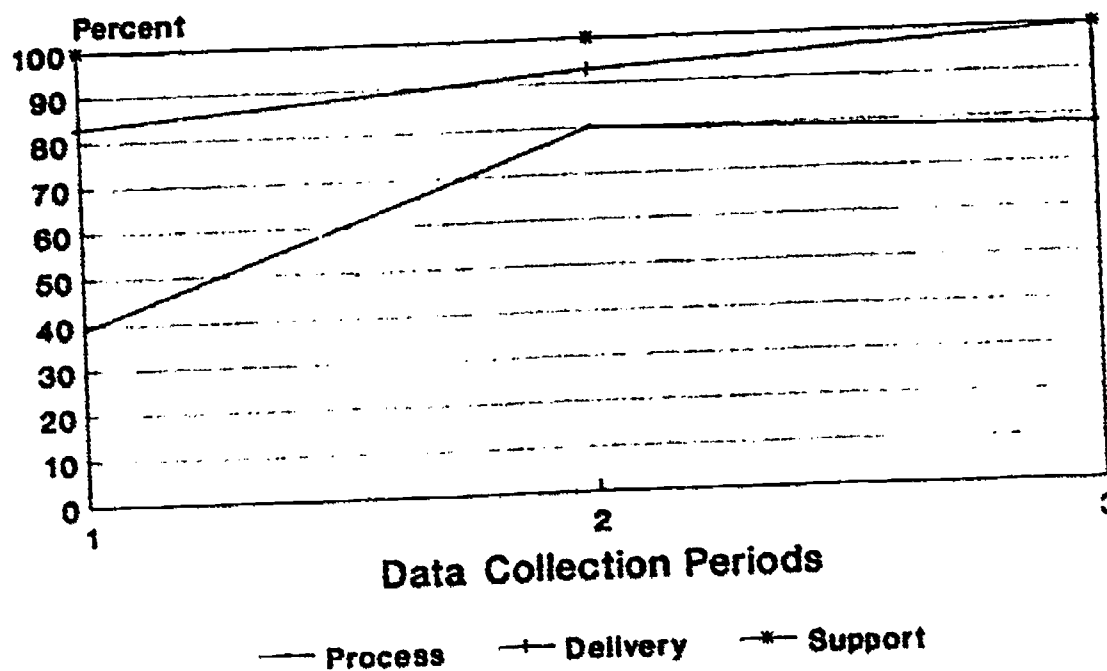
Figure 10 School: J
Change Facilitator Profile

STD Percentile

RESPONDER

Group: All

Percentage of Indicators for
Project Link

Data Collection Periods

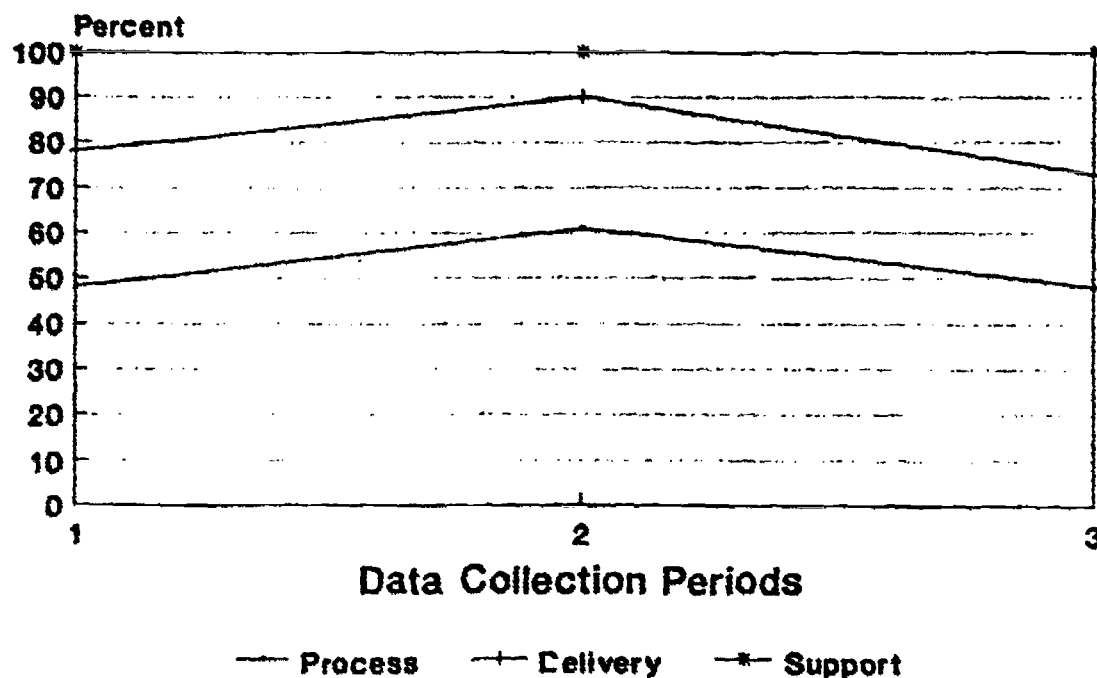— Process —+— Delivery —*— Support
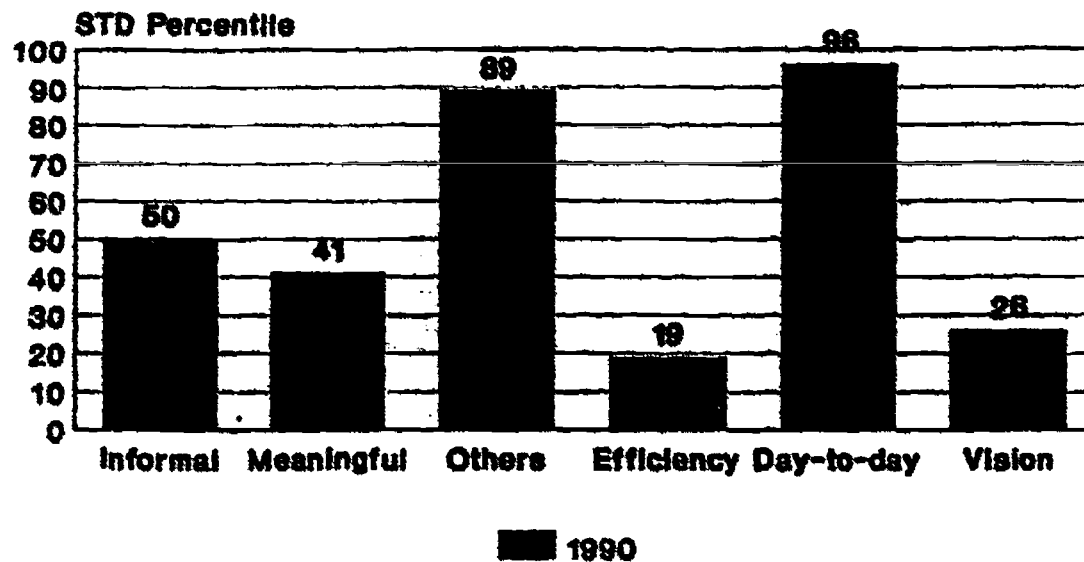
Figure   11 School: K
Change Facilitator Profile

INITIATOR
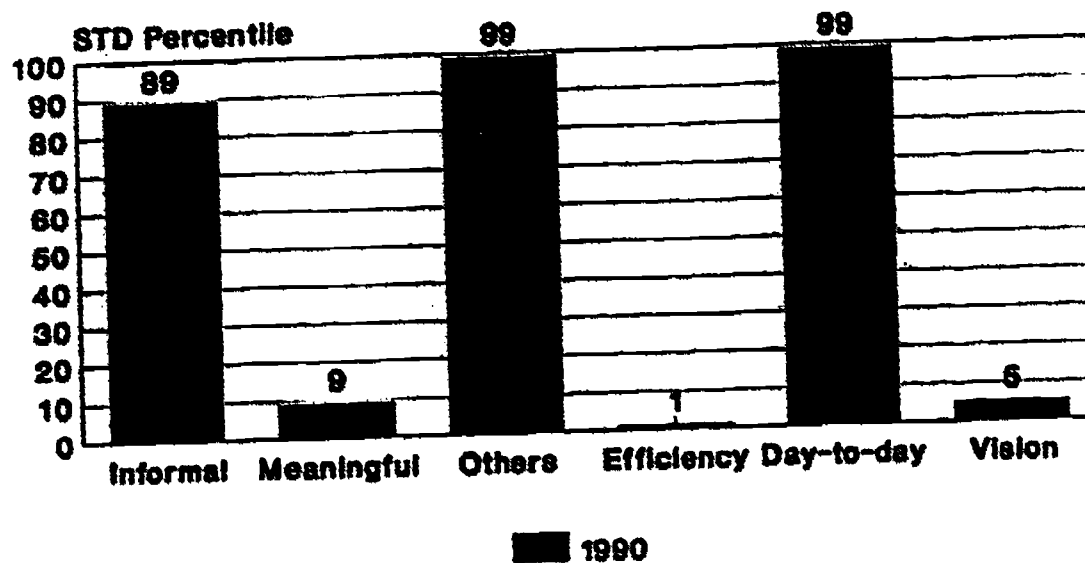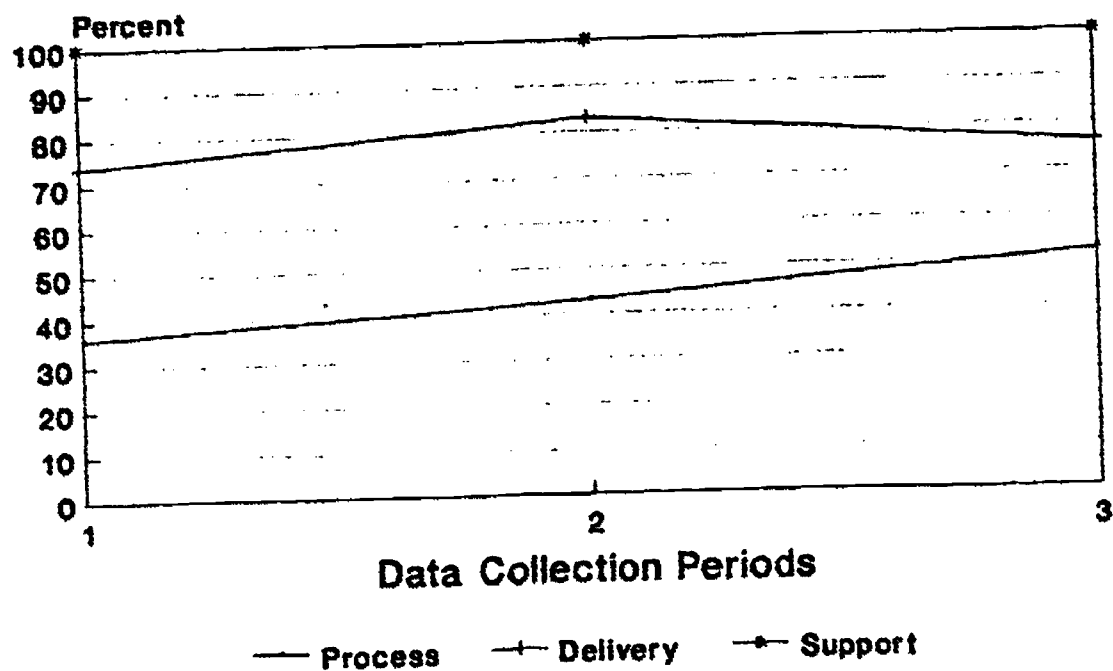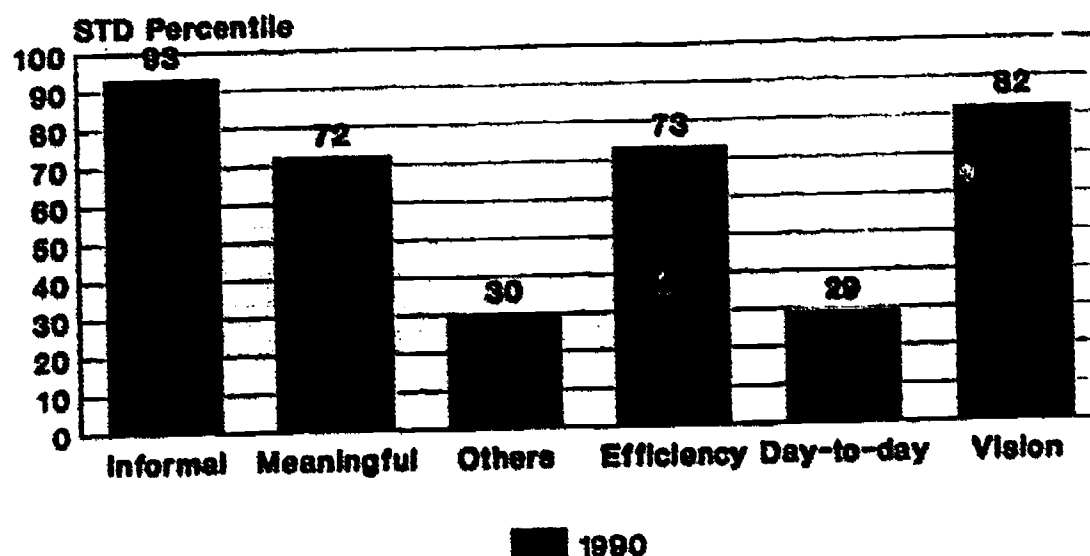
Group: All

Percentage of Indicators for
Project Link

Data Collection Periods

--- Process   —+— Delivery   —*— Support
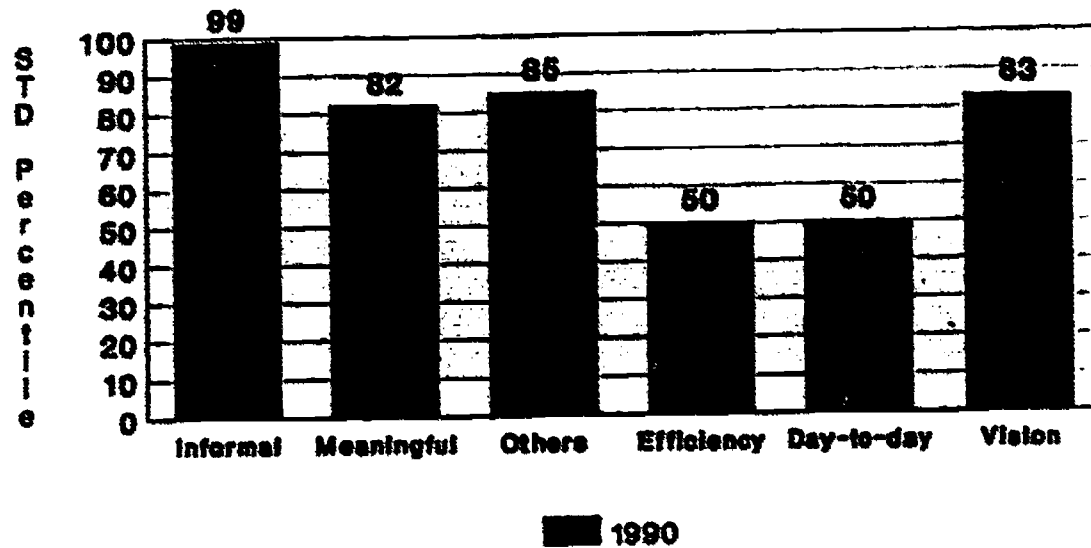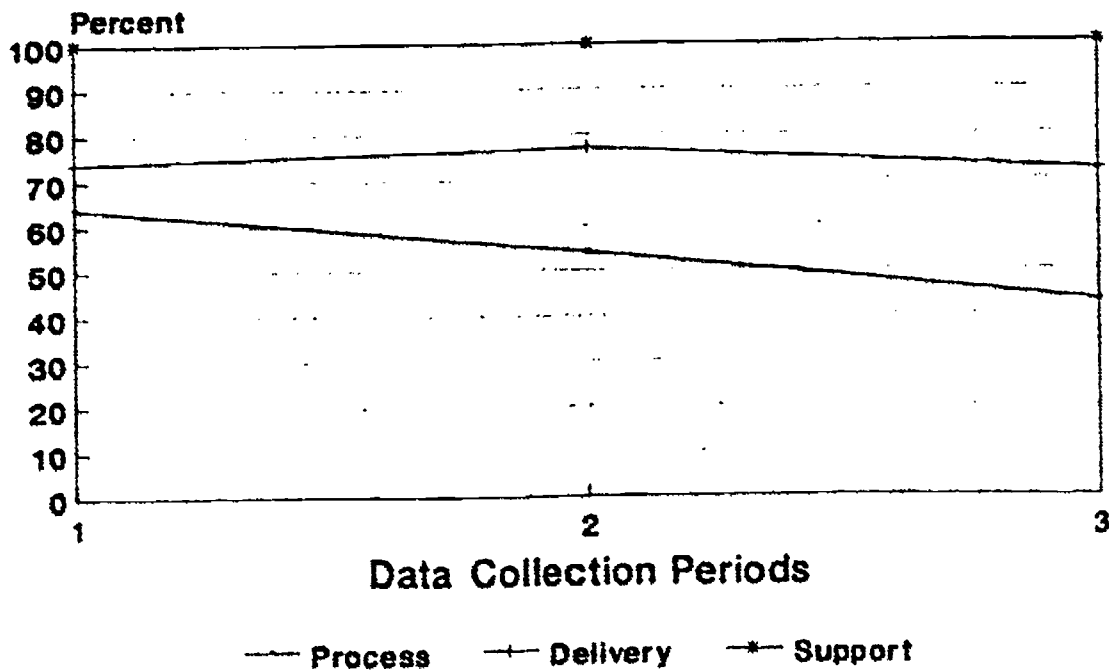
Figure 12 School: L
Change Facilitator Profile

STD Percentile

99   99

89

9   1   6

Informal   Meaningful   Others   Efficiency   Day-to-day   Vision

■ 1990

RESPONDER

Group: All

Percentage of Indicators for Project Link

Percent

Data Collection Periods

—— Process   —+— Delivery   —*— Support

35

Figure 13 School: M Change Facilitator Profile

STD Percentile

| | Informal | Meaningful | Others | Efficiency | Day-to-day | Vision |

■ 1990

INITIATOR

Group: All

Percentage of Indicators for Project Link

Data Collection Periods

— Process   —+— Delivery   —*— Support

Figure 14 School: C
Change Facilitator Profile

STD Percentile

	Informal	Meaningful	Others	Efficiency	Day-to-day	Vision
1990	96	93	23	70	17	88

■ 1990

Group: L

Change Facilitator Profile

STD Percentile

	Informal	Meaningful	Others	Efficiency	Day-to-day	Vision
1990	90	54	67	26	52	76

■ 1990

Group: NL

37