

# The Use of the Mobius Model Instrument™ as a Tool for Increasing Group Effectiveness: A Case Study

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## INTRODUCTION<sup>1</sup>

Rothwell, Sullivan, and McLean (1995) define an organization development (OD) intervention as “a change effort or a change process. It implies an intentional entry into an ongoing system for the purpose of initiating or introducing change (p. 11).” In the same article, the authors also distinguish between “organization” and “organizational” development. They view the former as a change effort and the latter as “any effort to improve an organization (p. 12).” Because improvement implies a change for the better, in the context of this paper, the term “OD intervention” will refer to a change effort the intent of which is to improve an organization’s or work group’s effectiveness or performance.

Burke (1982) suggests that both a large scale and small workgroup OD interventions are a multi-step process. The intervention begins with the entry step in which at least one person in a working relationship realizes there is a problem, identifies the need for change, and looks for external help (e.g., an OD consultant) to help frame the problem and/or facilitate the needed change. During the start-up phase, the consultant enters the picture and then clarifies the key issues. Then the consultant conducts an assessment using some form of data gathering that might include interviews, surveys, participant observation and historical review of documents, and then provides the leadership of the organization with the feedback from his/her assessment of what is really happening in the organization. The consultant subsequently works with the organization’s decision-makers to craft an action plan. The organization implements the plan, and along with the consultant, evaluates the effectiveness of the intervention. In the adoption phase, the organization owns responsibility for implementing the change enterprise-wide and finally in the separation phase the consultant works to disengage from the OD effort.

While this textbook approach is certainly thorough, it is fraught with several of limitations. First, if one views an OD intervention as a Foucauldian discursive formation (Foucault, 1969/1972), the power and control rests primarily with consultant because the above multi-step process has very defined roles and rules about who gets to speak, when, and in what context. Moreover, the “truth” of what is really happening in the organization comes from a data gathering effort that is closely akin to qualitative ethnographic research (e.g., Strauss & Corbin, 1990). A basic premise in all qualitative research—particularly in the context of data analysis—is that the consultant’s assumptions and the theoretical lens through which he/she analyzes the data greatly influence the way in which that consultant presents the data back to the organization. As a result, at least three undesirable things can happen: (a) the consultant might inadvertently under or over represent one or more of the diverse voices in the group by the manner in which he/she frames the data; (b) the organization can go into denial and say something like “that’s YOUR perception of what’s going on here, but that’s not what’s really happening”—particularly if the consultant uncovers one of those issues that has been heretofore undiscussable; and (c) the consultant’s view of the situation intensifies the challenge of getting the organization to own the problem and any approach to solve it.

Second, this textbook approach is not “results” or “outcome” driven. The organization or work group knows that there is a problem that is blocking effective performance and that some things need to change. The Burke (1982) approach that Rothwell et al. (1995b) advocate identifies what needs to change but does not focus on what Herdes, Demarest, and Stockton (2002) call the “so that what will result” question. For example, a member of a group might highlight a needed change by saying, “I think we need to do a better job of sharing critical project information.” The “so that what question”

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<sup>1</sup> I would like to thank The MMI Group, LLC—Marjorie Herdes, Joyce and Will Stockton, and Larry Demarest—for introducing the Mobius Model™ and The Mobius Model Instrument™ to me and for helping me to integrate both into my practice. See [www.mobiusmodel.com](http://www.mobiusmodel.com). A special thanks goes to Will Stockton for his help in formatting the graphics in this paper.

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would then follow-up with “so if you did a better job of sharing information, what would the result of that sharing be—or what would it be like if this group shared critical information on a more timely basis?” The textbook OD intervention steps focus on the change effort but not consciously on what new results making that change would create.

Third, the multi-step approach is time-consuming and expensive. When an organization or work group gets to the point of seeking the help of an outside consultant or facilitator there is usually an urgency to “get something done.” The Burke (1982) approach can take upwards of six to twelve months or longer with significant resource (i.e., time and money) expenditure by the client organization. Particularly for small businesses and nonprofit organizations, finding the resources to finance and support this kind of change effort is difficult—particularly when the people who will participate still have to conduct day-to-day operations.

Demarest, Herdes, Stockton, and Stockton (2004) developed the Mobius Model Instrument™ (MMI), which is a tool for group self-assessment. Through the use of the MMI a group can assess where it is in development, envision where it could be, agree to priorities for action, and make a commitment to invest in the group’s development (Herdes, Demarest, & Stockton, 2002). The fundamental assumption underlying the MMI which is directly related to the Mobius Model™ (see Demarest, Herdes, Stockton, & Stockton, 2004) is that the members of a group or organization can best assess themselves and take action for improvement. As noted by Herdes et al. “MMI data is the reflection of the group’s view of itself; not a report of what outside “experts” think of the team. It is an ‘inside out view’ rather than an ‘outside in view’ (2002, p. 8).”

The remainder of this paper will provide a brief description of the MMI and the Mobius Model™ on which it is based. It will then present a case study of the application of the MMI in a nonprofit organization to show the efficacy of the instrument in overcoming the limitations of traditional OD intervention approaches.

## BACKGROUND

### Mobius Model™

The focus of this paper is to present the MMI as an effective OD intervention tool. However, to understand the MMI requires a basic knowledge of the power of the Mobius Model™ on which it is based. (See Figure 1.)

Herdes et al. define the model as a “guide for understanding and facilitating development in relationships at all levels (2002, p. 5).” This model has its roots in cultural anthropology and developmental psychology and also provides a method to address what Mary Parker Follett (1940) called “constructive conflict.” The Mobius Model™ explains how differences among those in relationship can be a source of creative action or constructive conflict by making the distinction between blame and worry monologues and a dialogue that promotes a respectful sharing of differing viewpoints that can ultimately lead to collaborative action. The model provides a guide for leaders

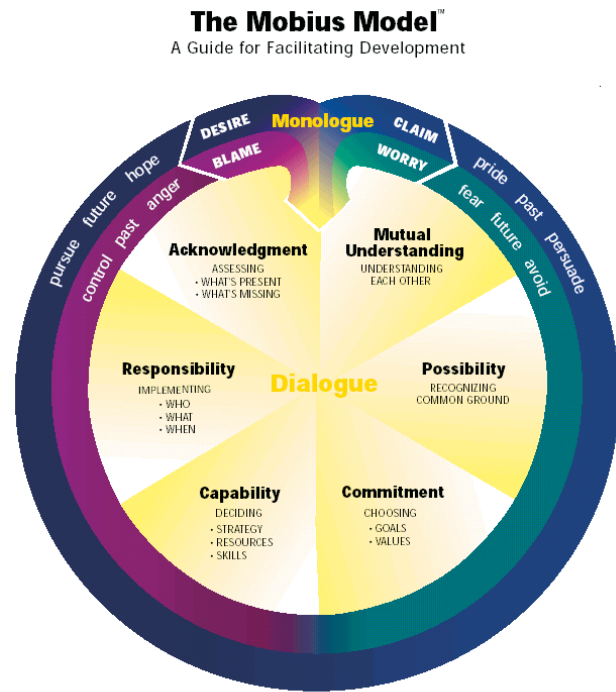


Figure 1. A graphic representation of the Mobius Model™.

and facilitators to respond to different viewpoints in groups by moving from a monologue that is based on the speaker’s assumption that he/she knows the whole truth and doesn’t need to share it or listen to others to a dialogue where all participants listen for understanding, seek common ground, and build commitment for action. The basic premise of the model is that this mutual understanding of differing viewpoints is the most powerful way those in relationship can learn and develop new ways to have more effective and satisfying results (Stockton, 2004). As education, nonprofit, business, and government organizations become more diverse along many dimensions, the Mobius Model™ provides a sound way for a group to acknowledge and appreciate those differences that emanate from such diversity and to build agreements around how to move forward.

Will Stockton originated the model about twenty-five years ago. As Demarest et al. note, “... Stockton discovered that conversations that create satisfying results have identifiable components, which flow in a particular sequence. The Mobius Model™ ... depicts these components and the sequence in which they unfold. It serves as a guide for positively affecting the interactions we all depend on to get things done (2004, p. 1).”

The six characteristics or qualities that contribute to satisfying and effective relationships in groups are:

1. Mutual understanding—each person feels understood and understands the other(s);
2. Possibility—the common ground that leads to everyone recognizing something new that is desirable and seems realistic to create;
3. Commitment—agreement about priorities, goals, and values;
4. Capability—the recognition of the shared skills, knowledge, and resources to meet commitments;
5. Responsibility—agreement around who will

- do what to meet agreed commitments; and
- 6. Acknowledgement—mutual awareness of what the group has accomplished and what is still missing.

The cornerstone of this model is that these characteristics for effective relationships need to be present for all stakeholders in the relationship and that a characteristic cannot be skipped. For example, to get real commitment each member of the group needs to recognize that what they are being ask to commit to is possible; otherwise members may simply comply with what needs to be done without genuinely agreeing with that course of action.

**Mobius Model Instrument™**

Sometimes groups that have been together for a while experience frustration because different points of view can contribute to varying degrees of mutual understanding and commitment that can get in the way of deeper and more meaningful conversations. The Mobius Model Instrument™ (MMI) helps a group of virtually any size self-assess how it is doing on each of the six Mobius Model™ characteristics. The instrument consists of 36 items—six for each of the Mobius Model™ qualities. Respondents rate each item on a four-point Likert Scale on two dimensions: how frequently a given Mobius Model™ characteristic is present in the group, and how important that characteristic is to the success of the group. (See Figure 2.)

Usually a member of the MMI Group or certified facilitator administers the MMI in a group session.<sup>2</sup> The MMI Group LLC produces computer-generated confidential reports for each individual who completes the questionnaire.<sup>3</sup> The report consists of four sections. The first provides an overview of the MMI and the Mobius Model™. The next section presents the Group Results Report that shows the areas of greatest and least satisfaction for the group. It also illustrates the items with which there are the greatest disagreements about what the group members think are important and about what members of the group actually do. The third section

shows how the individual who completed the instrument wants the group to work and how often that individual thinks the group works that way. The fourth section presents the aggregated individual perspectives for both the frequency with which members perceive the group exhibits each of the Mobius Model™ characteristics and importance each member accords to those characteristics. In short, the data will provide a snapshot of where the group is in agreement about their strengths and areas of challenge so that the group can see what it needs to do to move toward committed action.

The group reviews the data with a certified facilitator in a half-day or full-day facilitated meeting. In the first part of the session, the facilitator walks the group through the report and tests out the group’s perceptions of the data in order to build a mutual understanding of where the group at this point in time. In the second part of the session, the facilitator guides a dialogue to assist the group in identifying possibilities (i.e., common ground) for moving forward and in building commitment to a set of priorities, values, and results the group collectively states it wants to achieve.

According to Demarest et al. (2004, p. 52), the following conditions increase the usefulness of the MMI in a small group OD intervention. First, there needs to be agreement among team or group members to examine how the group is working and a willingness to explore ways to increase collaboration, productivity, and satisfaction. Second, stable team membership is important. If team members rotate attendance or if there is frequent turnover of membership, there are two possible results: (a) an individual completes the MMI, but is not able to participate in a dialogue about the results with the other team members; or (b) a member of the group does not complete the MMI prior to the facilitated session and does not have the benefit of seeing their own data as it compares to that of the group. Neither situation contributes to committed action. Third, the group needs to be willing allocate sufficient time (at least one-half day) to

<b>Mobius Model Instrument™</b>													
<b>For this team, how often is it true that</b>					<b>For the success of this team, how important is it that</b>								
<i>Almost never</i>		<i>Sometimes</i>			<i>Usually</i>		<i>Nearly always</i>			<i>Critically Important</i>			
										<i>Important</i>			
										<i>Somewhat important</i>			
										<i>Unimportant</i>			
0	0	0	0	1	1. We understand our differing strength and limitations					0	0	0	0

Figure 2. A sample from the MMI questionnaire showing the format for one of the items.

<sup>2</sup> Currently facilitators who wish to use the MMI need to complete a two-day training program with the MMI Group, LLC who is the organization that develops and markets the instrument.

<sup>3</sup> An online version of the MMI is under development. At this time, the MMI Group completes the scoring and report preparation separately from the time that they administer the MMI. Because all persons completing the MMI receive their own confidential report that benefits from a facilitated interpretation of the results, every person who completes the MMI receives their copy at the beginning of the facilitated session—usually about one week after administration.

talk about the results and to decide what actions to take. Trying to shortcut the dialogue leads to less than optimal results. Fourth, members of the group need to possess sufficient communication, feedback, and listening skills. The use of the MMI presumes that at least a basic skill level is present for all stakeholders. Fifth, there needs to be commitment among the leadership of the group to support individual and group development that is consistent with the results the group agrees it wants to see in the future.

## APPLICATION OF THE MMI: A CASE STUDY

### Introduction

Donmoyer (1990) specifically addresses the generalizability of the results of case studies. He defines generalizability as the patterns and understandings that emerge that can inform a broader conceptualization of the phenomenon under study. While members of the MMI Group, LLC and others have used the Mobius Model™ for over twenty-five years to facilitate communication toward committed action in many settings, the MMI is relatively new and its developers welcome the application of the tool to a variety of settings to help advance a better understanding of its usefulness as an OD tool that overcomes the limitations of some of the more traditional intervention methods. The case study that this paper presents is representative of the typical OD intervention and therefore will provide support for the generalizability of the tool to similar situations.

In May of 2004, the office manager for a nonprofit organization, hereafter called The Council, contacted me on behalf of the executive director with an invitation to work with their nineteen-member board of directors. The office manager requested me to conduct a two-hour team building and diversity “training exercise” that would emphasize the value of building trust and respecting the characteristics of the different cultures represented on the board as well as conflict resolution in atmosphere that would be fun! Having an organization present the approach that it wants but does not necessarily need to a consultant at the first meeting is a typical behavior.

In a subsequent meeting among the executive director, the office manager, and myself, I learned a number of facts about this board of directors. First, it serves as the local board for The Council that is a local chapter of a national organization. Effective January 1, 2004, The Council changed its affiliation to another competing national organization because of philosophical differences with the previous national entity even though it meant ending a twenty-eight year relationship. The change process was very contentious and left major rifts among some board members. Second, the current board membership was “very diverse with representation from many different ethnic communities as well as corporate members, and minority business owners.” Third, ten standing board committees did most of the “work” for the organization that the three-person staff believed it should be doing. At the same time, the board members constantly complained about having too many meetings to attend and the fact that there were not enough staff resources to get things completed. The office manager

summarized the situation this way: “There seems to be a lack of trust and board members feel disconnected with each other. Many structural changes took place in 2003 and there were many differing opinions and ideas on how to move forward. As a result, perceptions of hidden agendas, rumors, a general level of mistrust, and a general questioning of the organization’s and the board’s leadership abound. With many diverse cultures, opinions, experiences, and ideas, it has been challenging to get the board to work as a team and to focus on an objective. We need to move forward with the 2004 Scorecard and Strategic Plan.”

It was clear to everyone at the meeting that the original idea of a fun, two-hour team-building session was probably going to make matters worse. The executive director and office manager also owned the fact that what they had just provided to me were their perceptions of the board issues. They suggested that I interview a representative subset of the board to get its insights and then share that data with the entire board of directors with some suggestions for how to move ahead. Then I learned that they had already engaged someone to facilitate a strategic planning session and now both staff members were concerned that the board would not be ready to take on that strategic planning exercise.

I pointed out the drawbacks of the interview method as noted earlier in this paper and also reviewed the resource requirements that interviews would entail. Both agreed to consider an alternative approach. I suggested the use of the MMI to help the board build mutual understanding of its diverse perspectives, see possible ways it could work together, and then make some commitments about how it wanted to proceed. The executive director and office manager decided to move forward with the MMI.

In reviewing the five key conditions for the applicability of the MMI in small group settings, it looked like the MMI would be useful for The Council’s board of directors. First, there was a willingness on the part of the staff, the executive committee of the board and most board members that an examination of how the board was working needed to occur. Second, board membership was relatively stable. This current board of directors had been together for six months and would remain intact with just a couple of exceptions for the next twelve. Third, the board of directors was willing to agree to a full day meeting as well as an additional follow-up session if necessary. Fourth, the board of directors consisted of primarily professional individuals with the requisite communication skills. Finally, the executive director and the board chairperson agreed to support this effort.

Although it is not ideal, all nineteen board members and the three staff received the MMI in the mail with a request that they complete the instrument and return it to the office manager. One board member did not complete the questionnaire in time for scoring prior to the first meeting despite numerous email and voicemail reminders. That member did participate in the facilitated sessions. A six-hour facilitated session took place in June 2004, with a half-day follow-up meeting occurring the following month.

### Results of the MMI and Facilitated Sessions

The first set of data that the board of directors reviewed was the areas of agreement on what the group found most satisfying and least satisfying. The areas of greatest satisfaction are those areas for which all report little or no gap between what the members do (frequency of the Mobius Model™ characteristic) as a group and what they want (importance of the Mobius Model™ characteristic). Areas of least satisfaction are those areas for which there is the greatest gap between what the members do as a group and what they want.

After reviewing this part of the MMI Group and Individual Report, this group agreed that that following were present:

- A lot of work gets done by dedicated people in committees.
- We are very tactical.
- We measure how many people come to the meetings.
- We have different cultural representation on the board.
- We have people who are passionate about the mission.
- All are willing to share and mentor each other.
- Everyone has a different view of what should be done.

They also agreed the following elements tended to be missing in their interaction:

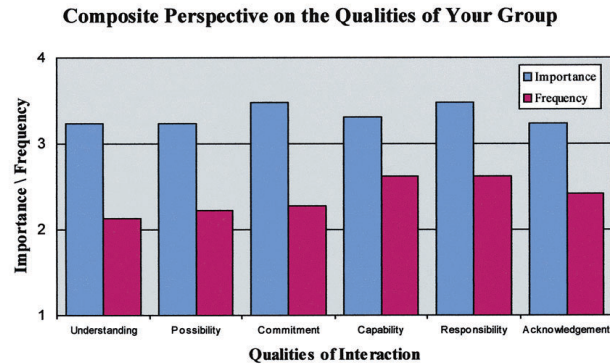
- Rewards we believe we need to focus on making board “successful” and we have not defined success.
- Plans, priorities, and vision are unclear.
- We don’t really understand cultural differences—businesses, personal.
- We don’t really understand the differences between corporate and non-corporate members.
- There is a lack of clarity on the difference between the roles of The Council and the board.
- We don’t understand what makes us effective.
- We lack a strategic plan, vision, direction, focus, and priorities.
- We have no policies or procedures to guide committees.
- We are not clear on expectations we have for each other.
- There is a lack of clarity for staff roles
- Commitment to the board is unclear

The facilitated session then shifted to a conversation about the areas of greatest disagreement about what members see as important and what members actually do when they work together. In other words, these were areas where some members saw something as critically important while others saw it as not important at all; or where some said a particular behavior always happens while others said it almost never happens. This group had the greatest disagreement on how important it was to look for better ways to understand each other, hold each other accountable, agree on new expectations, and have a safe place to say what each one really thinks. They also disagreed on how often they believed they held each other accountable.

Once the group established mutual understanding around the areas of greatest agreement and disagree-

ment, the conversation shifted to a graphic representation of the group’s composite perspective on the qualities for effective and satisfying group relationships. *Figure 3* shows the average ratings of importance (blue bars) and frequency (red bars) side by side for each of the six qualities of the Mobius Model™ that the MMI measures for The Council. Gaps between what the group wants or sees as important and what the group does represent opportunities for development. This composite profile revealed several interesting patterns about this group.

First, the group tends to place a great deal of importance on all six of the qualities for effective and satisfying group work. All importance ratings are above “3” which



*Figure 3. The group’s average ratings for the six qualities on the MMI.*

indicates that most people rated each of these qualities as “critically important” or “important.” However, the group rated “commitment” (i.e., agreement about priorities, goals, and values) and “responsibility” (i.e., agreement around who will do what to meet agreed commitments) as more important than the other qualities. Recall that the premise of the Mobius Model™ is that all six qualities need to be present for effective and satisfying group work and that it is not possible to skip over a quality. A possible characteristic of groups with this profile is a tendency to rush to agreement on goals without sufficient attention given to developing mutual understanding and possibility through which common ground gets created as a foundation for building commitments on moving forward. By acknowledging that committees were working on various projects without really understanding how each project fit the purpose of the overall organization and the lack of clarity around priorities and goals, The Council realized most were unsure about what each was committing to do.

Second, the gap between what the group wants and what it does is quite large for each of the six qualities. However, it is most pronounced for mutual understanding, possibility, and commitment. In other words, the group is saying that it “almost never” or only “sometimes” focuses on mutual understanding, possibility and commitment when virtually all members see each of these areas as quite important. Given that the basic premise of the model is that mutual understanding of differing viewpoints is the foundation upon which committed action stands, it was eye-opening for this group to learn that they really were not listening to each other for understanding. An outcome of this particular

conversation was a deepened realization that there were multiple perspectives about what kind of board of directors (e.g., working board or governing board) this group should be. Moreover, there were multiple perspectives about the role of the staff and the executive director particularly around decision-making authority.

Figure 4 shows the aggregated individual perspectives on group qualities. Note that to ensure confidentiality the sequence of member ratings for each chart is different. There are two aspects of this graphic that were noteworthy for the group. First, the lack of variability in the importance ratings really struck home with this group. The members realized that there was alignment around the importance of these qualities. What was equally surprising to the group was the greater variability in the perception of the members of how frequently different qualities were present—particularly in the areas of understanding, possibility, and commitment.

As a result of this snapshot in time and the facilitated dialogue about the data, the group set the following priorities: First, it agreed to be a governing board that sets

agreed to craft a set of group norms that would ensure mutual understanding of diverse perspectives as a prerequisite for building common ground and committed action.

DISCUSSION

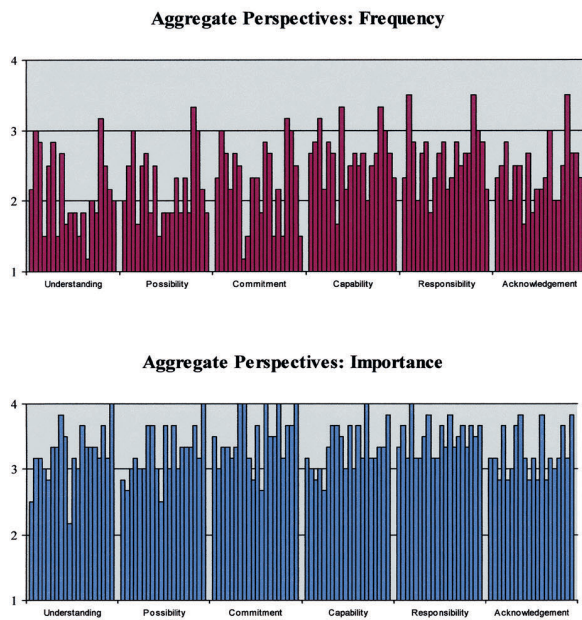
The purpose of this paper was to demonstrate the efficacy of the MMI as an alternative to more textbook approaches to an OD intervention. The first section of this paper cited four limitations to the traditional textbook approach. It certainly makes sense to evaluate how the MMI overcomes or at least neutralizes the objection to the Burke (1982) approach in the context of the experience gleaned from this case study.

The first limitation of the textbook approach had to do with the extent to which an OD intervention is a Foucauldian discursive formation with defined rules and roles about who gets to speak, when and in what context. Additionally, the consultant, not the group defines what “truth” the data represent. A critical reader could argue that the MMI and the Mobius Model™ also represent a discursive formation that has implications for the locus of power and control. However, the MMI represents the group’s data—not the consultant’s interpretation of the group data. Moreover, the process of debriefing the data focuses on getting all of the diverse voices in the group into the play by facilitating a dialogue that builds mutual understanding of the diverse points of view, seeks possibilities for future work together by discovering the common ground, and asks the group to say “yes” or “no”—in other words to commit—to agreements for future action. Particularly in the context of this case study where the group had much diversity, the MMI helped the group move ahead in a little over a day’s worth of time. Moreover, because the group was working their own data and had an opportunity to evaluate whether or not the data made sense to them, the group is also much more likely to “own” the data and any action to which it might commit.

The second limitation was around the extent to which an approach is results driven. Once the group has reviewed the MMI data, the conversation turns to answering the question of what success (i.e., a result) would look like for the group nine to twelve months from the present if the group chose to move from where they are now to where they want to be—in other words the next level of development for the group. So by definition, the MMI approach starts with mutual understanding and ends with the group making a commitment to the results it would like to achieve at some point in the future. Once the group makes this commitment, then it can evaluate its capabilities, assign roles and responsibilities, and then acknowledge what worked and what was missing in its approach on its own. In other words, it can complete the Mobius Model™ dialogue.

The MMI also overcomes the time consuming and expense limitation of a more traditional OD approach. In this case study, designing and conducting interviews with twenty-two participants, analyzing the data, and then preparing a report would realistically take forty to

Aggregated Individual Perspectives on Group Qualities \*



\*To ensure confidentiality, the sequence of member ratings for each chart is different.

Figure 4. The aggregate graph of individual perspectives showing the variability present in frequency and importance ratings for the six qualities on the MMI.

policy and the strategic direction for the organization rather than a working board that participates in the day-to-day activities of The Council. Second, they agreed to align the strategy of the organization around the mission and to allow the executive director to execute the plan and to manage the participation of the board members in completing the objectives in the plan. Third, the board

fifty hours. In this case, the facilitation took just over nine hours—about one fifth the amount of time. So even figuring in the cost of the administration of the MMI which is currently \$50 per person, this approach is still much more cost effective than a traditional OD intervention—as long as the conditions necessary for the effective use of the MMI are present in the group.

It is also useful and appropriate to evaluate the MMI by using an independent set of criteria. If we focus on the MMI as a data gathering tool, Franklin (1995, p. 153–154) identifies six criteria for evaluating a data gathering method:

1. *Efficiency includes the financial costs and time required to collect and analyze the data.* As noted above, a principle advantage of the MMI is its efficiency.
2. *Objectivity reflects how much the method is subject to the consultant or respondent bias.* Clearly, the MMI minimizes the bias of the consultant. One could argue, however, that by basing the MMI on the Mobius Model™ there is some inherent responder bias based on the way that a group member may interpret the questions. The facilitation of the interpretation of the data with the full group minimizes responder bias because it gives each member the opportunity to either concur with or refute the data.
3. *Comparability indicates how easy it is to compare results across time to determine progress.* While the MMI Group and its associates have not conducted pre- and post-dialogue administration of the MMI, it certainly would lend itself to repeated administrations to determine how the group might view itself differently at some time in the future as it continues to develop. In fact, during the acknowledgement component of the Mobius Model™ dialogue, a group will often ask two questions: what worked well and what was missing in the way the group worked such that if that missing element were present the group could have been even more effective. By answering these two questions the group commits to its continued development and the cycle can begin again with the help of the MMI to provide another snapshot of the group.
4. *Completeness refers to how well the method can cover a broad range of issues.* As noted, the MMI focuses on how important the group views the characteristics of effective group action and how frequently the group perceives that it engages in these effective characteristics. The premise of the instrument is that these characteristics are always present in effective and satisfying group experiences, and therefore, apply to a broad range of issues.
5. *Accuracy/validity includes the perception that the information reflects what actually exists in the organization.* In the context of the MMI, the facilitated dialogue about the data in the report allows the group to make the determination of whether or not the data make sense to it.
6. *Flexibility indicates how well the method can be modified based on the information gathered.* In this case study there was a large gap between what group members viewed as important and the how frequently the

group engaged in those behaviors it viewed as important. With other groups, the gap could be much smaller or limited to just one or two characteristics. In either case the flexibility of the instrument comes in the adaptability of the facilitation of the dialogue to the specific data for each group.

## CONCLUSION

This paper has demonstrated the usefulness of the MMI in helping one particular group—a large nonprofit board of directors—build agreements on how to move forward in development in a very efficient manner. What remains is for this instrument to continue to be tested in a variety of settings. In the meantime, it does seem to overcome some of the limitations of the traditional OD intervention approach and suggest broad-based applicability to leading groups toward committed action. ■

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