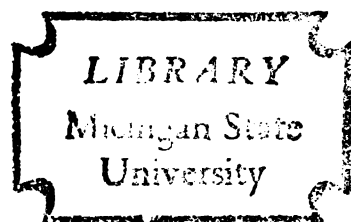
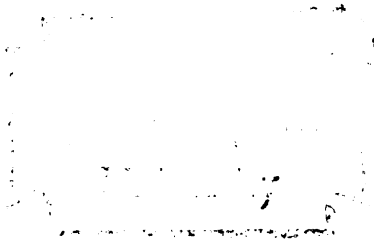




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ABSTRACT

SUPERVISORY FUNCTION IN STUDENT MANAGERIAL ROLE IN HOME MANAGEMENT RESIDENCE

by Reiko Shimonaka

Home management is concerned with goal achievement through decision-making. If a goal requires one person, the manager, arranging the efforts of others for the performance of tasks, integration and supervision occur as well as differentiation and allocation of roles in the group as an essential internal characteristic of organization. The supervisor achieves the goal through workers, because the supervisor cannot perform all the work alone and cannot assume all the responsibility in the group. After a decision is made, the supervisor's effort is focused on organizing human resources to attain goals. It is important for the supervisor to learn the workers' motivation and reaction reflected by the supervisor's particular behavior. It is desirable for the supervisor to devise and practice a suitable supervisory technique for a particular organization.

This study was undertaken (1) to identify one of the two organizational styles in a managerial behavior among the student managers in the home management residence; 1) task-centered style is one in which the manager's emphasis is primarily on the end product, and 2) person-centered style is one in which the manager's emphasis is on the

person performing the task, and (2) to describe supervisory techniques among peers, being focused on directions they gave, communication used, and supervisory method.

Data revealed the student managers' highly person-centered organizational style; eighty per cent of the group appeared highly person-centered, and twenty per cent were moderately person-centered. As to their supervisory techniques: 1) written directions were given especially to the cook and the assistant cook, 2) verbal directions reinforced written directions, 3) the managers considered combination of written and verbal form was the most effective communication, 4) non-verbal (visual aids) was useful for specific tasks, such as setting-table, 5) "casual overseeing" was the most popular pattern of on-the-job supervision, 6) the degree of interaction which manager had with the workers was high, 7) the student managers allowed the workers freedom to be initiators in the work within limits, 8) the manager's plans tended to be flexible according to the needs of the workers, 9) they evaluated that their supervisory techniques were closely related to goal achievement.

While this study has provided some supports indicating interrelationship between the two objectives, further study is needed to appraise techniques associated with organizational style.

SUPERVISORY FUNCTION IN STUDENT MANAGERIAL ROLE
IN HOME MANAGEMENT RESIDENCE

By
Reiko Shimonaka

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CHAPTER I

INTRODUCTION

One of the important objectives of home management is to allocate human capacities among tasks to achieve goals. Home management is concerned with people in their intimate living situations. This situation involves the differentiation and allocation of roles as well as the relationships among the members. This fundamental internal differentiation requires integration and supervision. The supervisor cannot assume all the responsibility for the members. Thus, a crucial task for the supervisor is to organize for the allocation of human resources and to cope with working relationships of members. Moreover, it is helpful for the supervisor to learn workers' reactions which are the result of the supervisor's own behavior.

Increasingly, researchers in industry and in small group behavior have taken the approach which views the dynamics of human relations: namely, the interactional process between workers and supervisor. The focus of this study was an attempt to investigate the home management residence situation in which the organization of work among peers was used as an observation situation for investigating supervision in home management.

Supervision in Home Management

Supervision as a new idea among the Japanese homemakers

The researcher's special concern with the supervisory role is related to her interest in the changing status of Japanese homemakers. No doubt the post-war democratization in Japan brought about one of the most radical changes in the family system. The confusion which followed the war caused a great deal of unhappiness and much suffering among family members and others. Women, submissive for generations, would have to face a new situation, one for which they had no preparation. With emancipation, women became responsible for decision-making for themselves and for their families.

In the transitional period, some of them lacked the ability to practice the new role, and others exercised too much individual initiative and independence; therefore, there were problems of family unity and harmonious relationships among its members. However, they are now in a situation to participate in supervisory function in management in the home, in the school, and in the community. It is important to educate the Japanese women to realize their new roles. Along with the changing status of women, the Japanese society has become concerned with and placed emphasis on healthy, emotionally mature personalities which are able to fulfill the new responsibilities.

Increasingly, more attention has been given to home management residence course in college teaching in Japan.

Home management educators have been making an effort toward reinforcing the role of decision-maker and the decision-making process rather than the practical work of the household. The purpose of supervision has not been fully realized. This may be attributed to the traditional notion that women seldom became supervisors in the home or in the society. But this traditional cultural tendency among the Japanese women to be submissive is changing. Hopefully, in applying supervision principles, they may become aware of the importance of supervision in home management.

This cultural tendency of submissiveness can be observed in the students' dependency on the faculty adviser for the managerial activities in the home management residence in Japan. During the researcher's observation of a Japanese home management residence, the faculty adviser took initiative in managerial activities in order that students might observe an experienced person carrying out the role.

The supervisory function in the home management residence course

It is important for the student, Japanese or American, to experience the new idea of supervision in carrying through the role of manager in the family. In order to develop skill in the supervisory activity, the home management residence course at Michigan State University provides opportunity for students to assume a supervisory role as they live with their peers in a managerial situation. Each

student is given an opportunity to be the "manager" for a period of time during her stay in the home management house. Through the experience the student recognizes and exemplifies the various concepts and generalizations of home management which she may apply to her future professional experience.

In the home management residence, the student manager is responsible for more tasks than she can do alone. These tasks are delegated to the workers and carried out by them. Thus, one of the manager's main roles is conceived as supervisor in the processes of task completion and goal achievement. The goal is achieved through workers with whom the supervisor deals.

In the home management residence, the manager is responsible for organizing because there is more than one task which can be performed by one or more persons. The manager's efforts are needed to assess and allocate non-human resources, to motivate the persons to action, at the same time controlling the outcome to prevent undesirable results. The manager's effort contributes toward the whole organization. The two possible dimensions of organizational style have been pointed out in the research (1). These dimensions were classified by the organizer's emphasis upon either the tangibles of the task itself (task-centered); or the task as a means for the development of the worker (person-centered) (2).

In the home management residence, even with clear

cut and specific responsibilities for each person in the group, the supervisory role is important to create a situation for the smooth running of the whole and for creating possibilities for individuals to learn and grow. An objective for the student manager is to experience supervising peers in carrying through a decision. She develops her ability to implement change in situations based upon the needs of self and others. Supervision is essential to implement her role as manager. The manager makes an effort to attain goals through the constant interaction between workers and supervisors, and among workers. In the supervisory activity the manager develops an awareness of interpersonal competences.

Investigations of the function of the student supervisory role in the peer group have not been found in any research in home management. This investigation identified kinds of organizational styles used by the managers and the supervisory techniques used.

Objectives

1. To classify the managers in home management residence by organizational styles.
2. To investigate and describe the manager's supervisory technique associated with organizational styles.

CHAPTER II

REVIEW OF LITERATURE

Supervision in Time and Space

It is believed that leadership in a family shifts over time, is associated with the nature of the family structure, and is held in different view from place to place. For example, in a highly patriarchal family, such as the traditional family of the Chinese peasantry or a typical Japanese extended family, females as homemakers had little influence. Primarily, women were not decision-makers in the family. The status of women was expressed as follows:

A woman should obey her father before marriage, obey her husband after marriage, and obey her son when her husband had deceased (3).

Informally, however, women, especially grandmothers, exercised considerable influence in decision-making and management of the household in these above mentioned cultures.

Gross and Crandall clarify a misconception concerning the role of the leader in household activities; that is, "in each family there should be one person who is 'the' manager." They also state:

While it is true that there is usually a leader, all family members who are old enough to make decisions can and should participate in home management. Not only do they help make choices in relation to group resources and group goals, but every individual has certain resources for which he or she alone is responsible (4).

This indicates that management is not limited to one or to only the leader of a group.

By and large, there has been a radical change in social system in many cultures in the last fifty years. Man has achieved tremendous success through technological changes. In the highly technological cultures, the society becomes more complex and interdependent than in the previous century. Haire expresses the relationship between this technological development and changing society, describing the influence of the fundamental change of society upon operating daily living:

. . . our whole culture, both industrial and non-industrial, is moving in the direction of a more and more highly interdependent society. We are no longer as self-sufficient as our fathers were. In the home, technological developments in processing and distribution techniques have relieved the housewife of many arduous jobs of baking, preserving, washing, and the like. But, at the same time, they have made her more dependent on the regular schedules of the baker, the laundryman, and the supplier of frozen foods at the market. As we progress, we can no longer do for ourselves. We build a more complex and hence more interdependent society, where each plays a specialized role and depends on the other to carry out his role. . . . As we become more complex, we depend more and more on one another, and our relations with others become more and more important for the smooth working of the system (5).

Along with this interdependence within the society, the internal feature of each organizational unit is believed to have changed, too. It is important for a supervisor as manager to see an organization as a set of relationships among people, and how best to organize the human resources to achieve goals.

Cultural value may be another important factor that has influenced the relationship between supervisor and workers. Traditionally, the American culture has given the individual greater freedom and initiative than some other societies. Instead of giving direct and unexplained orders, it is desirable for a supervisor to give the workers opportunities of participating in decisions, in the homes, in the schools and in the communities.

Supervisory Function in Management

Supervisory activity in home management

Home management is a means to an end. The broadly accepted definition is that "home management consists of a series of decisions making up the process of using family resources to achieve family goals" (4). Gross and Crandall further point out that this managerial process has "an . . . important phase when plans made by one person are carried out by others," and this phase "which occurs in the control step is supervision" (4).

The supervisory activity is that part of management which deals with complex interaction of persons. In regard to this point, management in the family tends to be more humanistic and behavioristic. Liston, at the 1964 Home Management Conference at Michigan State University indicated that:

If management is conceived as an aspect of family behavior, attention must also be given to the psychological and social processes of interaction during participation in making decisions: communication

and the diffusion of ideas and practices; role responsibilities with respect to leadership, information seeking, evaluation, organization, and supervision; processes related especially to achievement of human needs and performance of social functions of the family such as consumption (broadly interpreted) and motivation. To improve our understandings of management in home and family life we must give attention to these social and behavioral concepts in our research, teaching, counseling, writing, and the like (6).

Little has been written specifically concerning supervision in the home. Management regularly involves supervision which is directly connected with a goal. A goal is set as a chosen result. If the goal requires one person who arranges the effort of other persons, a supervisor and worker relationship exists on that organizational level. Usually a homemaker is responsible as a supervisor to organize human resources toward the goals of the family. Since home management is concerned with goal achievement, it is important for a home manager, as an organizer, to understand that there are intangible as well as tangible outcomes of supervision.

Nichols designed a research to identify organizational style among 125 homemakers who were all in one occupational group, that of automotive manufacturing operative. The conceptual framework set up by her, indicates that "the organization of home tasks is a process; a process is defined as operations conducing to an end, and, hence, implies movement from a beginning to an end, thus the operations would appear to begin with selecting someone among those available to do the task and to end with some evaluation

of the performance" (2). According to her conceptualization, six operations, assigning, authorizing, actuating, supervising, co-ordinating, evaluating, were performed by the manager in the process of organizing tasks (2). An instrument was developed by her as a forced-choice style questionnaire consisting of statements indicating the content of task-centered style and person-centered style, using the foregoing six organizational components as a basis. Her study demonstrates that those who were most task-centered constituted 30.8 per cent of the sample; those who were moderately person-centered constituted 40.0 per cent of the sample, those who were highly person-centered constituted 29.0 per cent of the sample (2).

Supervision as an aspect of organization

It is generally considered that a supervisor or a leader is the one who has authority within groups. The authority simply tends to be expressed in terms of influence which a person can regularly exert over group members. Small group study explains that "authority is an interactional process by means of which the organization defines for each individual the scope for action he has in making decisions, carrying out responsibilities, and enlisting the cooperation of others" (7). Haire states as follows:

The superior is in a superior position because he is responsible for more work than one man can do. That is why he has subordinates. . . . The principal defining characteristic of his job is as simple as that. He is responsible for more work than he can do alone; therefore, he has subordinates to

help him get it done. The successful accomplishment of the superior's job depends primarily on his ability to get help from his subordinates in getting the job done. This means that the superior's job--at any level of the management hierarchy--is people, not production. He may be responsible for production, but the medium through which he accomplishes it is people, and his success or lack of it depends chiefly on his ability to work through people (5).

Furthermore, Haire continues to suggest some techniques of supervision. In order to do his job well, the supervisor must create conditions so that he gets help from others. According to Haire, "knowledge of various sorts, an atmosphere of approval, and consistent discipline . . . the encouragement of growth and expansion of egoistic and social need-satisfaction, participation, and the right to appeal," help the subordinates to feel secure, and make possible the development of independence (5).

Likert suggests that modified theory of organization and management is needed because the traditional theory ignores the importance of motivation. "The modified theory emphasizes the necessity of a high level of motivation throughout the organization if the goals of the organization are to be achieved" (8). In their study, Likert and his associate witnessed the two patterns of supervisory behavior displayed by the high-producing supervisors and the low-producing supervisors. Likert states:

Supervisors who base their activity on the concept of management are more often found to be in charge of units producing at a low rather than a high level; that is, those supervisors whose units have a relatively poor production record tend to concentrate on keeping their subordinates busily engaged in

going through a specified work cycle in a prescribed way and at a satisfactory rate as determined by time standards. Supervisors with the best records of performance focus their primary attention on the human aspects of their subordinate's problems and on endeavoring to build effective work groups with high performance goals (9).

The supervisors with favorable attitudes to the subordinates are called employee-centered, and those whose primary concern is task rather than subordinates, are termed job-centered. Apparently, treating people as "human beings" is highly related to the behavior and motivation of the workers.

Gross and Crandall pointed out the two supervisory forms; the first is called directing which is defined as "the technical aspects of the job and the resulting end product are uppermost in the mind of the manager," and guiding defined, "the effect of supervision on the person's development is uppermost" (4).

Urwick identifies two types of leaders as 1) "the man who cannot delegate properly and therefore demands a tight span of control so that he can pass on every subordinate decision, important or not" and 2) "the executive who is prepared to trust his subordinates and therefore wishes to see little of them." He states:

The first type of manager is simply one who does not know how to lead and hence tries to dominate. The latter type is one who does not realize that leadership calls for as much constant personal contact as circumstances permit (10).

He concludes that leadership has other functions besides administration, that is "functions of representation, initiation, and interpretation." First of all, therefore,

the most crucial responsibility of supervisor is "to know his men" (10).

Research findings indicate, however, that the supervisory function is much more complex. It may be necessary to measure another class of variables which may influence the supervisory process. In recent years, "it is now possible to measure such dimensions of organizational functioning as motivational forces, communication effectiveness, and decision-making processes" (9). These are also believed to influence the end results significantly. Likert called these "intervening variables" (9). Measurement of the intervening variables can be of great assistance in supervision because, he states:

The supervisory act alone does not determine the subordinate's response. The subordinate's reaction to the supervisor's behavior always depends upon the relationship between the supervisory act as perceived by the subordinate and the expectations, values, and interpersonal skills of the subordinate (9).

It is considered that "both of these variables are influenced by the subordinate's background, values, and past experience, culturally conditioned sets" (9). These intervening variables can reveal the expectations, values, and perceptions of the persons with whom each supervisor interacts. Supervisors need to adapt their behavior according to the outcome of each interaction. Likert suggests that this generalization is valid for "all his relationships with other persons: his superiors, his peers and his subordinates" (9).

In examining the overall characteristics of the supervisory function in newer management theory, it is generally accepted by researchers that the high producing managers tend to develop highly coordinated, highly motivated, cooperative social systems. The supervisory technique is primarily that of human relationships. Likert introduces the principle, which may provide an invaluable guide in any attempt to apply the newer theory of management in an organization: in the home, in the school, or in the community, that is:

The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of his background, values, and expectations, view the experience as supportive and on which builds and maintains his sense of personal worth and importance (9).

The understanding of supervisory function is of great assistance towards an effective management and creation of harmonious human relationships in an organization.

Purpose of the Supervisory Activities in the Family

The family is considered as a problem-solving unit, that is, the family is a social organization. Bakke defines a social organization as follows:

A social organization is a continuing system of differentiated and coordinated human activities utilizing, transforming, and welding together a specific set of human, material, capital, ideational, and natural resources into a unique problem-solving whole engaged in satisfying particular human needs in interaction with other systems of human activities and resources in its environment (11).

According to family sociologists, family management is one of the internal activities in the family. Family management may be related to other internal activities, such as task performance. Bell and Vogel state:

Because the family is a stable group with the same membership over a relatively long period of time, its division of leadership is ordinarily rather clearly structured. For example, parents have clear-cut leadership over children. However, because of the complex nature of the family and the wide variety of activities within it, many subtle considerations are involved in its leadership depending on such things as the particular activity pursued, the present family situation, the needs of family members, and the willing (though not necessarily conscious) turning over of leadership in certain affairs to other members (12).

As mentioned before, leadership or supervision in the family may involve a wide range of activities; "organizing the activities of various members to carry out various tasks, or organizing motivation and trained performance capacities to insure that they are carried out" (12). The home manager, as supervisor, plays an important role in the family leadership. Nichols states that the home manager is to be responsible for two major family functions, that is, decision-making and organization (2). A goal is set as a result of decision-making; organization directs resources toward the expected result. Constantly, the manager controls the interaction of these two managerial processes to achieve goals. The maintaining of the motivational level of family members is important so that goals are achieved or tasks are performed.

The supervisory activities are considered an important

part of home management. Family sociologists have mentioned the supervisory activities in the family have "wide-ranging effects upon the developing and the developed personality" (12). The supervisory aspects of management especially, assigning role and delegating task, seem to bring about change in personality of the family members, because "personality is acquired through the process of accepting roles assigned by parents" (12). Home management also concerns "development of individual" (13).

CHAPTER III

PROCEDURE

Design for Study

The study was designed to classify managers in the home management residence into one of two organizational styles--"task-centered," or "person-centered." Then it was attempted further to investigate the manager's supervisory techniques.

The main concerns of this study were to learn how the student manager accomplished her supervisory role in the home management residence and whether any common supervisory techniques were used at this particular level of home management.

The manager as supervisor was responsible for planning and giving directions to the workers and organizing their efforts toward the goals. Consequently, the fulfillment of her goals depended on the workers since goal achievement came through the workers.

Development of Instruments

Nichols' instrument and modification for this study

Nichols' forced-choice test was used to derive each manager's specific behavior in organization; i.e., task-centered, indicating that the manager's concerns were primarily the activity or person-centered, indicating that

the manager's concerns were primarily the human aspects of the workers. The statements in Nichols' instrument indicating the content of task-centered style and person-centered style, were formulated for each of the six organizational components; that is, assigning, authorizing, actuating, supervising, co-ordinating, evaluating.

For the attempt to identify the organizational styles among student managers in the home management residence, it was necessary that the Nichols' original forced-choice instrument be modified. The basic structure of each sentence was not modified, but more appropriate words were substituted for this particular group. (See Appendix.)

Development of the second questionnaire

A second questionnaire was designed for the purpose of learning the technical aspects of supervision which the managers commonly used in the home management residence; the kind of directions they gave, the communication they used, the pattern of supervision.

Eight open-ended questions and four direct-questions were formulated to identify supervisory techniques from the standpoints of responsibility, communication, interaction, freedom given to the workers, flexibility of manager's plans and reasons of dissatisfaction with the task (see Appendix). Questions were designed to get at amounts and kinds of supervisory techniques.

Description of Group

The thirty respondents who constituted the group were either juniors or seniors, who were enrolled in HMC 332, Theory and Application of Home Management, in the fall term of 1964 at Michigan State University. All of these students were Home Economics Teaching majors and were carrying full-time academic programs. As a part of the course requirement, the students, five in a group, lived for three weeks in a home management house. Each student, for a three-day period, was the "manager" of the group which meant she made and controlled plans for the group. Each group established its own goals, its organization of work, its schedule and a budget. In the managerial role, the manager made decisions for the members of the group to put plans into action. The manager took leadership in activities to ensure achievement of the goals while she was consciously making decisions and controlling her plans. She was responsible for 1) planning the menu, 2) arranging the market order, 3) posting work plans, 4) budgeting, 5) paying bills and making permanent records, 6) taking charge of some additional activities. The manager was responsible for acting as hostess for the group. Since a part of the organization of the work was planned by the group, supervising opportunities existed primarily for the manager in making work plans and giving directions to those who prepared and served the meals, and to those who carried out a special activity under her supervision. Primarily, the manager gave her attention to giving directions

to the cook and the assistant cook.

Coding, Tabulation and Analysis

The questionnaires were given to the students after the completion of the managership. Thus, the last week of the fall term in 1964 was chosen to administer these questionnaires. The first questionnaire--the Nichols' instrument--was given to the whole group at one time. One student was absent although she had a chance to be tested later. Everyone was asked to identify her questionnaires. The second questionnaires were given to the whole group three days after the first one.

CHAPTER IV

FINDINGS

Objective I

The first objective was to categorize the respondents as to organizational style. To classify the thirty managers into one of two organizational styles, responses were tabulated, scores were derived and categorizations of organizational style were made.

Organizational style

The instrument which was used for the first objective had twelve pairs of statements--two pairs for each component. One statement of each pair indicates task-centered and the other is person-centered.

The number of task-centered and person-centered statements chosen by the respondents for each organizational component is shown in Table 1. Of the two pairs of task-centered and person-centered statements each about the six components the highest number of person-centered responses (59) was for the component "assigning." Most of the respondents (57) chose person-centered statements for actuating and supervising; only three task-centered statements were chosen. For co-ordinating and evaluating, a high number of person-centered responses (56) can be seen; four task-centered responses were chosen for each component. The highest

number (9) of task-centered responses occurs in authorizing. The total number of responses of person-centered is about fourteen times as great as that of task-centered. This distribution clearly shows the highly person-centered tendency among the student managers.

Table 1.--Responses to individual style inventory statements
(N=30)

Organizational Components	Responses to Statements	
	Task-centered Responses	Person-centered Responses
	Number of Responses	
Assigning	1	59
Authorizing	9	51
Actuating	3	57
Supervising	3	57
Co-ordinating	4	56
Evaluating	4	56
Total	24	336

Organizational style scores

Organizational style score was obtained in the following manner. "The total number of person-centered statements selected for the 12 pair by each respondent was counted and divided by 12 to obtain the percentage of person-centered responses the respondent gave to the style inventory as a whole" (2). This gave results of possible style scores

of zero (no person-centered responses) to 100 (all person-centered responses).

Table 2 shows the style score obtained. It ranged from a low of 75 to a high of 100. No respondents selected all task-centered statements. More than half the number of respondents (16 respondents) chose all person-centered statements.

Table 2.--Distribution of style scores

Style Scores	Number of Respondents
75	3
83	3
91	8
100	16
Total	30

Style categories

After making an ordinal ranking of the style score, the respondents were classified into two style categories, selected on the basis of percentage of responses in each category. The distribution of scores for the two style categories is shown in Table 3. The first category, style I, indicates those who chose relatively fewer person-centered responses; they were moderately person-centered. They consist of only 20.0 per cent of the whole group. Their style scores ranged from 75 to 85 per cent. The style II category consists of those who chose all person-centered

statements or chose only one task-centered statement; those represent 80.0 per cent of the group and are considered highly person-centered, as shown by style scores ranging from 91 to 100 per cent.

Table 3.--Distribution among style categories

Style Category	Style Scores	Respondents	
		Number	Per Cent
I	75-83	6	20.0
II	91-100	24	80.0
Total		30	100.0

Objective II

The second objective was to describe the supervisory techniques which were used by student managers. Responses were categorized according to the six components of supervision.

Designating the degree of responsibility

The degree to which managers gave workers responsibility was indicated by the responses they gave to the question asking to what degree directions were given, especially to the cook and assistant cook. Their responses were categorized into three groups according to the manager's description of amount and preciseness of directions:

- 1) very little, and general.
- 2) little, but precise and detailed.
- 3) very much, and extensive and specific.

These three categories are described and tabulated in Table 4.

Most of the respondents reported that the workers were quite experienced. By the time of the last managership, the workers became well-acquainted with what they had to do, their role expectation, and a pattern of working had been set up within a group. Therefore, the manager respondents expected more procedural decision-making and less initiative than was true earlier in the term. The general written directions were reinforced with verbal consultation.

The second category of the responses indicated that the respondents gave rather precise and detailed directions, because of lack of workers' skills, although directions were not always given to a great extent. Managers reported that what they had done was necessary to achieve goals, particularly during the period the workers were not well-acquainted with the situation. Managers expected the workers to make decisions if possible.

Table 4.--Amount of directions given (N=29)

Category of Direction	Respondents	
	Number	Per Cent
I. The directions were very <u>little</u> , and <u>general</u> .	14	48.2
II. The directions were <u>little</u> , but <u>precise</u> and <u>detailed</u> .	5	17.3
III. The directions were <u>very much</u> , and <u>extensive</u> and <u>specific</u> .	10	34.5
Total	29	100.0

In the third category, more than one-third of all respondents felt that they needed to give directions to a great extent. Their directions were very specific and detailed. These respondents gave extensive directions, not because the workers could not do the job satisfactorily, but because, as managers, they were very conscious of their responsibility. Their self-expectations in terms of responsibility as manager in the situation were obvious. Thus they designated a clear degree of responsibility for themselves and for the workers. They emphasized a clear-cut expectation of each role. Their goals and standards associated with the group were clearly set up to be achieved and to be followed by the workers. As they were concerned with their own roles as manager, they expected little decisions by the workers. Regardless of the workers' skillfulness and experience, they prepared extensive task-centered directions for them, because of manager's responsibility.

Communication used

Form of communication.--In the home management residence, it was one of the major responsibilities for the manager to give the workers directions: a clear idea of what was expected of them, what resources were available. Among the student managers in the home management residence, three types of communication were used for giving directions to the cook and the assistant cook: written, verbal, non-verbal (visual aids). The managers were asked to allocate

among the three types of communication used the relative proportion of directions given the cook and her assistant. The distribution of responses as to the relative proportion of the three types of communication used by each manager is shown in Table 5. The percentage of three types of communication used by managers was arbitrarily divided into the following three ranks:

0 - 30%	Lower
31 - 60%	Medium
61 - 100%	Higher

Table 5.--Distribution of responses as to the relative proportion of the three types of communication

Rank	Number of Respondents			Number of Respondents		
	Cook			Assistant Cook		
	Written	Verbal	Non-verbal	Written	Verbal	Non-verbal
Lower	4	15	29	9	21	22
Medium	15	11	-	13	6	5
Higher	10	3	-	7	2	2
Total	29	29	29	29	29	29

Using these three ranks as a basis, it is observed that most of the respondents used a higher or medium degree of written communication especially for the cook. For the assistant cook, some of the respondents used a higher or medium degree of non-verbal communication, compared to that none of them used a higher or medium degree of non-verbal communication

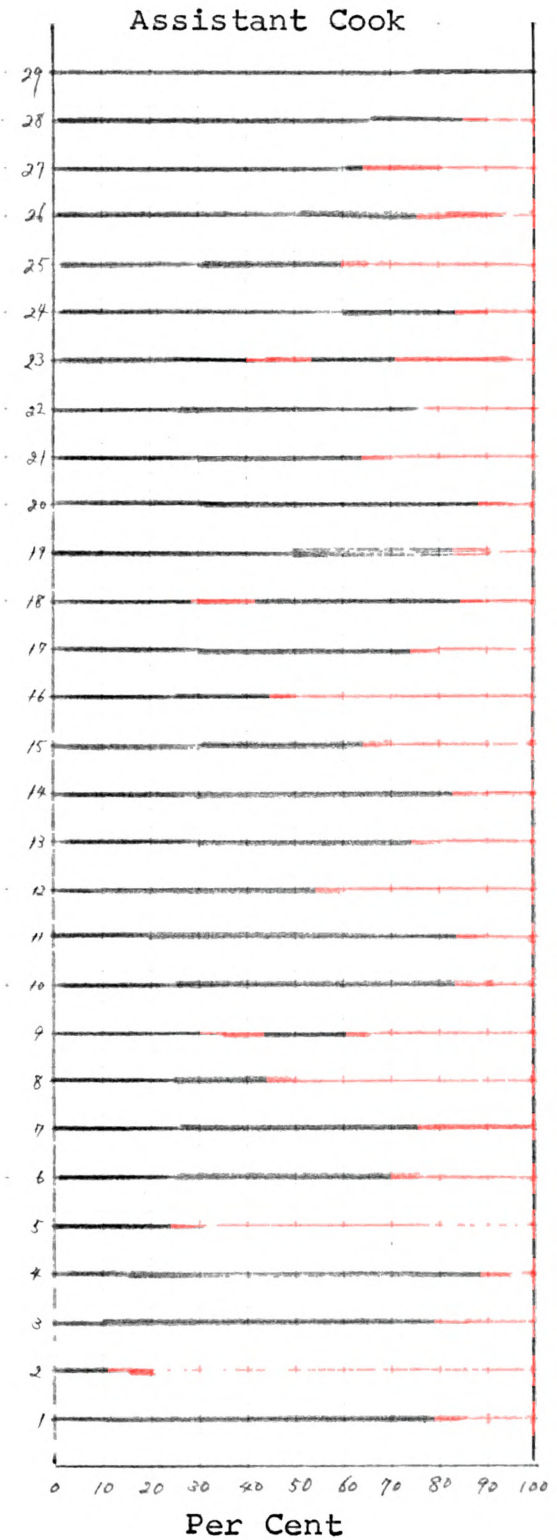
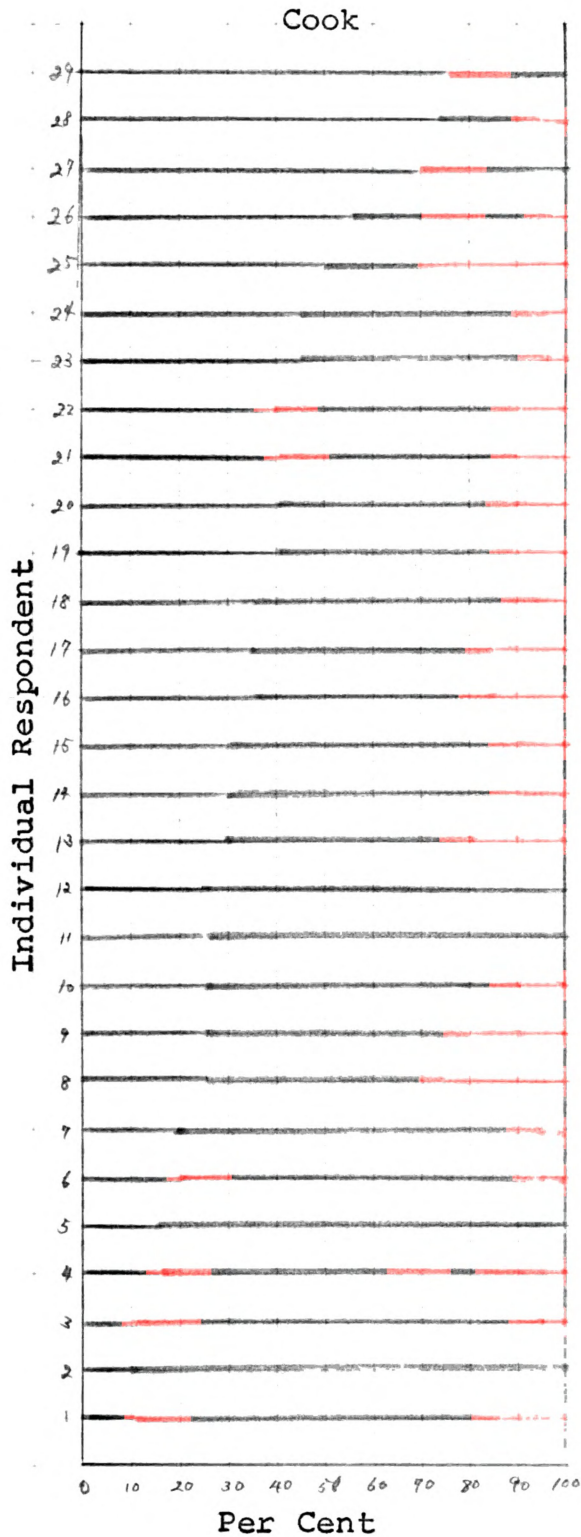
for the cook.

More specifically, the form of communication used by the student managers is shown by Chart I which indicates each individual's proportional combination of three types of communication. The rank ordering of each manager by the amount of verbal directions given to the cook results in a similar ordering in the amount of verbal directions given to the assistant cook. The chart shows that most of the respondents used more non-verbal communication for the assistant cook than for the cook, more varieties of form of these three can be seen for the assistant cook than for the cook, and more than half of all the respondents indicate that they used about the same form of communication both for the cook and the assistant cook.

Communication used to the housekeeper and dishwasher.--

The student managers were also asked to indicate which type of communication they used the most, when giving directions to the housekeeper and the dishwasher. Nearly half of the respondents reported that they used mostly verbal communication to the housekeeper and to the dishwasher. Approximately one-third of them used the combination of written and verbal communication. The rest indicated that they did not give any directions to the housekeeper and the dishwasher. The distribution of the responses is shown in Table 6.

Chart 1.--Rank ordering of managers by verbal directions given to the cook



Directions
 Verbal ———
 Written ———
 Non-verbal ———

Table 6.--Distribution of responses: Communication used
for the housekeeper and the dishwasher

Communication	Respondent	
	Number	Per Cent
Written and Verbal	10	34.4
Verbal	13	44.9
None	6	20.7
Total	29	100.0

Among those who gave directions to the housekeeper and the dishwasher, two different types of directions were found: 1) posted written directions of a list of routine duties for the day, reinforced by verbal; 2) verbal directions only for specific tasks, such as new furniture arrangement or Christmas decoration.

The most effective communication.--The student managers rated what they believed to be the most effective type of communication when giving directions to the workers, i.e., written, verbal, non-verbal or a combination of these. As shown in Table 7, nearly half of the respondents reported that the combination of "written and verbal" brought the best result, especially when they used written form with reinforcement by verbal directions.

Approximately one-third of the respondents reported that written communication brought the best result; actually, half of these gave mostly written directions for both

the cook and the assistant cook. One-fourth of the respondents thought that verbal communication brought about the best result when directing the cook and the assistant cook.

Nearly one-fourth of the respondents reported that visual aids communication was very useful for a specific task. They used the technique of display to communicate with the assistant cook when giving directions for table setting; these managers displayed their respective selections of place mat, dishes, glass, silver to be used for the meal, so that the assistant cook could easily see which to use. The visual form of a specific table setting conveyed to the worker the directions which in written or verbal form would have necessitated details which would seem superfluous or condescending to the worker.

Table 7.--Distribution of responses about the most effective communication for the cook and assistant cook

The Most Effective Communication	Respondent	
	Number	Per Cent
Written	9	31.1
Verbal	7	24.1
Combination of Written and Verbal	13	44.8
Total	29	100.0

Interaction between manager and workers

Time of interaction.--As shown in Table 8, most of the respondents had interaction with the cook both before

and after the work was started by discussing and clarifying the directions. Only five of them reported that they had contact with the cook only before the work was started. Looking back at their combination style which compared the proportion of three types of directions, it is seen that four of these five respondents gave written directions to a great degree.

Equal number of respondents interacted at both times with the assistant cook as with the cook, but they were not the same persons. Three of the respondents interacted with the assistant cook only before the work was started, and two of them only after the work was underway.

Table 8.--Distribution of responses: Time of interaction with the cook and the assistant cook

Time	Cook		Assistant Cook	
	Respondents		Respondents	
	Number	Per Cent	Number	Per Cent
Before the work was started	5	17.3	3	10.3
After the work was underway	-	-	2	7.0
Both times	24	82.7	24	82.7
Total	29	100.0	29	100.0

Degree of interaction.--The three groups were arbitrarily categorized as low, moderate, and high degree of interaction: 1) low--"sometimes," 2) moderate--"half of

the time," and 3) high--"most of the time, and usually."

As shown in Table 9, more than two-thirds of the respondents had a high degree of interaction. Those who had a low degree of interaction tended to give written directions to a great extent. A few of them mentioned their heavy school schedules which made them unavailable at the request of the workers.

Table 9.--Distribution of degree of interaction

Degree of Interaction	Cook		Assistant Cook	
	Respondents		Respondents	
	Number	Per Cent	Number	Per Cent
Low	5	17.3	4	13.9
Moderate	3	10.3	3	10.3
High	21	72.4	22	75.8
Total	29	100.0	29	100.0

Supervisory method.--Three on-the-job supervisory methods were described as "close," "moderate," and "casual."

"close": the manager carried on her own work in the vicinity of the workers so that she could direct as necessary.

"moderate": the manager attempted to be on hand at crucial times so that she could oversee the actual job being done.

"casual": the manager tried to be available during the work time to answer necessary questions.

As shown in Table 10, most of the respondents favored "casual overseeing" as their pattern of supervision. Those respondents mentioned in their comments that they thought it was

necessary to be available to answer questions upon request of the workers, but it was better to stay out of the area of work, because they felt the workers would rather work alone.

A few respondents reported "close overseeing" and "moderate overseeing" as their supervisory methods. In their comments, they indicated that they were always in the vicinity and checked on specific tasks, but it did not always mean a constant watching over the jobs of others.

There was one respondent who attempted to give the entire initiative to the workers in carrying through their tasks. Thus she had little personal contact with the workers.

Table 10.--Distribution of supervisory method

Supervision Methods	Respondents	
	Number	Per Cent
Close	3	10.3
Moderate	1	3.5
Casual	24	82.7
None	1	3.5
Total	29	100.0

Most of the respondents reported that they did very little on-the-job supervision, as shown in Table 10. Because the respondents felt that the workers were competent and skillful, they allowed them to make their own decisions in appropriate situations. They indicated that they did

just general overview, like "how everything was coming along," or "if there were any problems," although they tried to check on specific tasks. Four managers did close or moderate supervision-on-the-job during the period when the workers weren't familiar with the house; they felt that more overseeing was needed. Their attention was primarily given to checking on "setting table," and "serving meal."

Checking on-the-job.--Most of the respondents reported the necessity of checking after the task was completed, as shown in Table 11. Two characteristics analyzed were found in their contents of responses: 1) general-checking of outcome of the tasks, i.e., what things were in order, neatness of kitchen, or end product; 2) specific-checking of the tasks, i.e., whether the work was done the way the manager planned, or the directions were followed, or all work was done satisfactorily and on time. Approximately one-third of the respondents did general checking, and nearly one-fifth of them did specific checking-on-the-job. As shown in Table 11, a few respondents thought that checking was not necessary, for they feared that the worker's personal pride would be hurt, and they judged that the workers were very responsible.

Table 11.--Distribution of checking on-the-job

Degree of Checking	Respondents	
	Number	Per Cent
Specific-checking was necessary	6	20.7
General-checking was necessary	19	65.5
No check	4	13.8
Total	29	100.0

Modification of manager's directions

The respondents either gave directions and explained and clarified ideas, manager gave directions and exchanged ideas with the workers and sharing in decision-making (Table 12).

Only one person, who did not modify her directions, clarified and explained the ideas of the directions to the workers. She is considered as the former type. The remaining twenty-eight respondents modified their directions as they talked with workers, very often in informal situations of unplanned meetings with them. Modifications of directions were made not only in timing sequences, menu, delegation of duties to avoid time conflicts, but also procedure of work--different ways of cooking, serving meals, or setting table. Also, some of those respondents took advantage of the workers' experience and skillfulness, because very often the workers had more experience than the manager in the peer group. Some of those respondents reported that

they tried to make the situation appropriate to the workers by modifying their directions according to the workers' knowledge, ability and needs, so the task not be too difficult nor so simple that no learning took place.

Table 12.--Distribution of modifying manager's directions

Directions Modified	Respondents	
	Number	Per Cent
Yes	28	96.4
No	1	3.4
Total	29	100.0

Amount of freedom given

As shown in Table 13, most of the respondents said that they allowed a great deal of freedom to the workers. The workers were allowed freedom to be initiators in the work within the limitations of the manager's goals and standards; the workers could pace themselves and could use their own ideas and experience to do the job in the way they found worked best. Also, they reported that they trusted the workers to be responsible and skillful.

Table 13.--Amount of freedom given

Degree of Freedom Given	Respondents	
	Number	Per Cent
Little freedom; manager's direction and standards should be followed.	4	13.8
Very much freedom; within general limits.	25	86.2
Total	29	100.0

Among those who gave relatively little freedom, the workers were allowed freedom in timing sequence, and freedom in making any small decision if the manager was not available. On the contrary, most of the managers allowed the workers freedom to use the workers' methods in doing tasks, freedom to make plans flexible, freedom to express their opinions and very often freedom to make a few minor decisions.

Reasons for dissatisfaction with supervision

The managers were given an opportunity to express the evaluation of end-products of their supervision, rather than the evaluation of the manager herself, the manager's ability, or the personal quality of supervision. This question was included to investigate the evaluation of the total interpersonal relationships between the manager and the workers in the group's goal achievement, task performance and the manager's technical procedures in supervision.

Most of the managers reported more than one reason that a job had not been done to their satisfaction as manager. As shown in Table 14, the responses were categorized into eight groups. In the eighth group, one manager found no reason for dissatisfaction with task accomplishment. Groupings of their appraisal were: 1) manager's poor directions, 2) the worker's misunderstanding of the directions, 3) a lack of worker's ability, 4) a lack of concern of the task because of fatigue of the workers, 5) a lack of

communication, 6) differences in values and standards, 7) difficulty of supervision in peer group.

The two main reasons, "manager's poor direction" and "a lack of worker's skills and experience," were considered as the causes which brought about unsatisfactory end products in the home management house. These reasons indicated a lack of experience on the part of both the managers and the workers. The reason, "poor communication or misunderstanding the manager's directions," implies that the managers were not quite aware of supervision as a means of implementing change in situations of interpersonal relationship. As a result, unsatisfactory end products were usually associated with the manager's supervisory technique rather than with the values and standards of any individual.

Table 14.--Reasons for dissatisfaction with supervision

Reasons	Respondents	
	Number	Per Cent
The manager did not give clear enough direction	14	32.5
The worker's misunderstanding of the manager's directions	6	14.0
A lack of knowledge, ability, or experience on the part of the workers	10	23.3
A lack of concern of job, because of the worker's fatigue	4	9.4
A lack of communication or poor communication	4	9.4
Difference of values and standards between the manager and the workers	2	4.5
The directions were not followed--difficulty of the peer group supervision	2	4.5
There wasn't a job that the manager was unsatisfied with	1	2.3
Total	43	100.0

CHAPTER V

CONCLUSIONS AND DISCUSSION

While findings reveal some of the supervisory techniques which the student managers used in home management residence, further research will be needed to generalize the organizational process or dynamics of supervision. Some of the supervisory techniques used and implications will be discussed in this chapter. Relating the findings of the two objectives of this study will be attempted in the conclusion.

Summary

Common supervisory techniques

The student managers in the home management residence gave mainly written directions both to the cook and the assistant cook. Particularly for the cook, these written directions were reinforced by verbal directions. Reinforcing by verbal directions seemed to be important for satisfactory task achievements. Some managers made use of "display method" when giving directions to the assistant cook in setting tables and serving meals.

For the housekeeper and the dishwasher, verbal directions were the most common ones given by the managers. It was desirable for the housekeeper and the dishwasher to carry out their duties by their own ways, because tasks

were conventional and detailed directions were not really needed.

The student managers in the home management house had interaction in terms of a frequent personal contact with the cook and the assistant cook to answer questions and to clarify procedures during the time of the work of the performer. They had interaction with these workers both before and after the work was started. The findings also show a tendency that persons who gave written direction to a great extent tended to have less interaction with the workers than those who gave verbal directions to a great degree.

The most popular pattern of supervision among them was, "the manager tried to be available during the work time to answer necessary questions, but tried to stay out of the area of work--"casual overseeing." Most of the managers thought it was necessary to check after the task was accomplished. These managers can be divided into two types: 1) those who did specific-checking, 2) those who did general-checking.

The student manager in home management residence allowed the workers freedom to be initiators in the task within general limitations. In the process of decision making with the workers, the managers tried to modify their directions according to the workers' needs, such as timing sequence, and delegation of duties. Moreover, some of the managers modified some main plans which were directly related

to end products by the workers' suggestions. Sometimes it promoted manager's dependency upon the workers, because the workers were more skillful than the manager in the peer group. Modifying manager's directions according to both manager and worker's needs seemed to be an important supervisory technique.

Finally, in the reasons for dissatisfaction with supervision evaluated by each manager, it was found that supervisory techniques and interpersonal skills on the part of both of the managers and the workers were closely related to goal achievement.

Techniques associated with organizational style

The findings about techniques support the student managers' highly person-centered organizational style. In the first place, when the managers designated each worker's responsibility, approximately two-thirds of managers allowed decision-making and initiative by the workers.

Secondly, while managers tried to be available and to have frequent personal contact with the workers, casual overseeing was the most common supervisory method used by student managers. Instead of looking constantly for the workers to do the job correctly, the manager tried to create a favorable situation, such as approving or accepting the workers' competence or giving freedom to do the task their own way. Even managers who did closely oversee made comments indicating that it did not always mean a constant

watching over the work of others. This above practice may be associated with their highly person-centered organizational style.

Thirdly, for the managers, end products were important because of responsibility as manager. Thus, most of the managers thought checking-on-the-job was necessary, but they favored doing general checking which usually did not include criticism. They seemed to be concerned with working relationships more than outcomes of the tasks.

Through the managerial experience, each manager engaged in human relations in working situations. She consciously controlled and organized the constant interaction of the group members to attain goals. Throughout the process of supervision managers' behavior was highly person-centered: they were concerned with human aspects of the working group. However, it should not be overlooked that there were a few managers who had some tendencies to be task-centered in their directions or in their supervisory methods.

Implications for Further Study

Since a supervisor adapts his behavior to the interactional process between himself and workers, or among workers, more precise examination of the interaction is required. Dimensions of organization such as motivational forces, communication effectiveness, and decision-making process must be considered in describing supervisory techniques;

to do this requires development of more precise instruments for further study. While it is possible to observe some obvious techniques in supervision, the complexities of dynamics of supervision in a working group require study in depth.

Some implications or a result can be suggested from this study: 1) the degree of interaction between managers and workers could be identified in relation to manager's organizational style. 2) evaluation of outcomes of direction-giving is essential. The pattern of communication described by rank ordering of amount of managers' verbal direction given to the cook might be evaluated by comparing peers' judgment of direction giving. 3) as the findings of this study indicate, further study is needed to learn relationship between the degree to which the manager gave workers responsibility and manager's organizational style.

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APPENDIX

...the most important thing is to make sure that the job is done
...the most important thing is to make sure that the job is done

...The most important thing is to make sure that the job is done

...the most important thing is to make sure that the job is done

...they should be able to do the job as well as the experienced persons

...instructions should be given to the workers to do the job

...The best way to do the job is to make sure that the job is done

...Having the workers do the job as well as the experienced persons

...It is important to check often to see if they are following

...It is best if the workers do the job as well as the experienced persons

...The workers should be able to do the job as well as the experienced persons

...The workers should be able to do the job as well as the experienced persons

...It is necessary to inspect the job each time to see how well they

...Expecting new workers to do the job as well as experienced persons

___ It is best to start with the group and let it keep up on its own.
-or-

___ The one who can be depended upon to get the job done is the one who should do it. (Check only one statement.)

___ It is best to let the group members know what to do and let them do it on their own.
-or-

___ The helper should be able to do the job in a way that is interesting for him. (Check only one statement.)

___ The way to get the job done is to give them and let them know you will help.
-or-

___ They need to know they will be penalized if they don't help with the work. (Check only one statement.)

___ Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job.
-or-

___ It is best to oversee the work pretty closely in order to have the job done right. (Check only one statement.)

___ They should be expected to do the same amount of work every day.
-or-

___ They need to know the group members' schedule so they can choose their own time for doing their chores without inconveniencing others. (Check only one statement.)

___ It is necessary to do some checking on workers when they are finished so they know supervisor cares.
-or-

___ If the job isn't done right they should do it over until it is.
(check only one statement.)

11. 11. 11. 11. 11

2. Considering your responsibility as a manager in home management house, in a working situation how much freedom did you feel the worker should have in doing the job?

3. Considering the total amount (100%) of directions you gave to the workers (total and constant and) and (total and the written verbal (written) and non verbal (written) and) directions, how would you compare the proportion of these 100% types of directions?

	Verbal	Non-verbal
Written		
Verbal		
Non-verbal		
	Total 100%	Total 100%

4. Of these three types (written, verbal, non-verbal, combination) of directions which you gave to the workers which gave the best results?

1. Did you ever see any of the following?

Yes No

1.

2.

3.

4.

5.

2. Did you ever see any of the following? (If you saw any of the following, please describe them in detail.)

1.

2.

None of the above

Yes No

Yes No

1. 2. 3. 4. 5.

Yes No

Yes No

None of the above

Yes No

Yes No

Continued

Yes No

Yes No

1. 2. 3. 4. 5.

Yes No

Yes No

7. Did you ever see any of the following? (If you saw any of the following, please describe them in detail.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

8. Did you ever see any of the following? (If you saw any of the following, please describe them in detail.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

9. Did you ever see any of the following? (If you saw any of the following, please describe them in detail.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

10. Did you ever see any of the following?

9. How much effort did you expend for the job to be done the way you
thought it should be done? (1 = not at all, 2 = a little, 3 = a
good deal, 4 = a great deal)

10. Did you add any directions as you talk them over with the
other person? (1 = no, 2 = yes)

11. When kind of checking up after the job was finished did you think
was necessary? (1 = not at all, 2 = a little, 3 = a
good deal, 4 = a great deal)

12. If the job had not been done your satisfaction as a manager
would have been: (1 = not at all, 2 = a little, 3 = a
good deal, 4 = a great deal)

100-443887-1

HOW OFTEN DO YOU DO THIS BY YOURSELF?

| | | | | |
|-------------|--|----------|------|--------|
| Practically | | Half the | Some | Rarely |
|-------------|--|----------|------|--------|

| | | | | | |
|------------------------------------|--|--|--|--|----|
| look after the children | | | | | 18 |
| sewing or mending | | | | | 19 |
| wash dishes | | | | | 20 |
| dry dishes and put away | | | | | 21 |
| make laundry to be done or do wash | | | | | 22 |
| iron on clothing | | | | | 23 |
| prepare foods for supper | | | | | 24 |
| sweep floors | | | | | 25 |
| dust | | | | | 26 |
| wash windows | | | | | 27 |
| go to the grocery buying | | | | | 28 |
| take out garbage or trash | | | | | 29 |
| make other beds than your own | | | | | 30 |
| prepare breakfast | | | | | 31 |
| pack lunches | | | | | 32 |
| hang up the wash | | | | | 33 |
| scrub the floors | | | | | 34 |
| vacuum | | | | | 35 |
| make clothes | | | | | 36 |
| pay bills | | | | | 37 |

INSTRUCTIONS: Below are 12 pairs of statements. Place a check before the one statement in each pair with which you most nearly agree. It is important that you give an answer for each pair.

- ☐ The family member who does the job best is the one who should do it.
- ☐ -or-
- ☐ Jobs should be changed around often so family members will enjoy what they do.
- (Check only one statement.)
-
- ☐ They should be able to use their own ideas as to how they will do the job.
- ☐ -or-
- ☐ Directions need to be given so the job will be done right.
- (Check only one statement.)

- The best way to get them to do their jobs is to pay them.
-or-
- Knowing they are contributing to the family is the best way to get them to help.
(Check only one statement.)

40 _____

- It is important to check often to see if they are following instructions.
-or-
- It is best if the mother doesn't stand over the helper while he is working.
(Check only one statement.)

41 _____

- They should expect to get some help with their chores on days when they are busy.
-or-
- Children should have a set schedule for doing their chores and stick with it.
(Check only one statement.)

42 _____

- It is necessary to inspect the job each time to see how well they have done.
-or-
- Expecting them to do the job as well as mother might discourages them from doing it another time.
(Check only one statement.)

43 _____

- It is best to shift jobs among family members to keep up enthusiasm.
-or-
- The one who can be depended upon to get the job done is the one who should do it.
(Check only one statement.)

44 _____

- It is necessary to give directions every time to have the job done the way mother wants it done.
-or-
- The helper should be able to do the job in way that makes it interesting for him.
(Check only one statement.)

45 _____

- The way to get them to do jobs is praise them, and let them know you trust them.
-or-
- They need to know they will be punished if they don't help with the work.
(Check only one statement.)

46 _____

- Asking an occasional question about how they are getting along should be all that is needed in the way of overseeing the job.
-or-
- It is best to oversee the work pretty closely in order to have the job done right.
(Check only one statement.)

47 _____

- They should be expected to do the same amount of work every day.
-or-
- They need to know the family schedule so they can choose their own time for doing their chores without inconveniencing others.
(Check only one statement.)

48 _____

- It is necessary to do some checking on children's work when they are finished so they know you care.
-or-
- If the job isn't done right they should do it over until it is.
(Check only one statement.)

49 _____

DEPARTMENT OF WOMEN AND CHILDREN
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