

AN ANALYSIS OF AGRI-BUSINESS
MANAGEMENT FUNCTIONS AND
IMPLICATIONS FOR PERSONNEL TRAINING

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
VICTOR L. STINE
1969

THESIS

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Implications for Personnel Training

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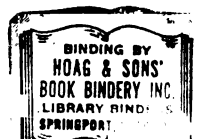
Victor L. Stine

has been accepted towards fulfillment
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ABSTRACT

AN ANALYSIS OF AGRI-BUSINESS MANAGEMENT FUNCTIONS AND IMPLICATIONS FOR PERSONNEL TRAINING

By

Victor L. Stine

This dissertation has been focused on the agri-business manager. The major objective has been to identify and classify the more-or-less common activities, competencies and characteristics of a selected group of such managers with a view toward the development of suitable training curricula.

Because the agri-business manager's position exists within a business organization hierarchy and because of certain company, function and product differences inherent in the situations studied, the position was examined from three different viewpoints and within three basic frames of reference. The perceptions of a set of role definers made up of the focal manager himself, his superior and a randomly selected subordinate were used to assess the positions and personnel under consideration.

The judgments of the role set members were secured in regard to: (a) the relative amount of time allocated to certain competency areas and to certain activities by the

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focal manager, (b) the importance of said competencies and activities as indicated by a cruciality-to-success rating, and (c) the expected role activity or behavior under more-or-less ideal conditions.

All respondents in the study were employed by three Michigan-owned and operated agri-business firms which were operating in four general functional areas of endeavor: processing and manufacturing, single company branch retail outlets, marketing and service, and local multi-service operations with parent firm management.

The research instrument, a survey made up of three questionnaires and containing 188 activity related items, was developed by the author from current literature and adapted to agri-business management situations on the basis of examinations of job descriptions from participating firms and personal experience in the agri-business management field.

The two major questionnaires were divided according to competency categories of: (a) personnel supervision and evaluation, (b) operations and coordination, (c) planning and research, (d) merchandising, (e) finance and control, (f) public relations and community affairs, (g) purchasing and inventory maintenance, and (h) personal demands and improvement. The individual activities within each grouping were rated and ranked according to specified criteria and subsequently a ranking of the categories was made.

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Compilation and analysis of data, with the assistance of the Computer Laboratory at Michigan State University, resulted in the definition of the important competency categories and the identification of the more important activities of the agri-business managers studied. Operations and coordination was ranked, according to a composite evaluation of the responses, at the top of the list of competency categories. In other words, the activities within this category were deemed to be the most consequential to the satisfactory fulfillment of the positions studied. The other top listed competency categories were: finance and control, planning and research, and personal demands and improvement.

Many rank-and-file activities found to be important to the success of the focal manager are not usually considered to be management-type activities but are of a nature that could be routinely handled by other employees. Apparently agri-business managers operate on a less sophisticated level than do many industrial managers. It must be concluded that the successful agri-business manager needs certain technical as well as management skills. On the whole, these persons seem to be current-operations oriented thus leaving little time for long range planning and development.

The techniques used in this study plus the data compiled and results obtained permitted a description of the job requirements of a population of Michigan

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agri-business middle managers; they provided a set of common and identifiable competencies judged necessary to success on the job; and they revealed differences in position requirements and training needs by position or situation of the managers. They permitted inferring of training needs for such managers.

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AN ANALYSIS OF AGRI-BUSINESS MANAGEMENT FUNCTIONS
AND IMPLICATIONS FOR PERSONNEL TRAINING

By

Victor L. Stine

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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Department of Administration and Higher Education

1969

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ACKNOWLEDGMENTS

No doctoral dissertation is the result of the efforts of a single individual. Although it is impossible to recognize all of those who were so kind in their assistance, it would seem appropriate to name a few.

The author is particularly indebted to Professor Russell J. Kleis. Not only has he served as chairman of the doctoral guidance committee in a very scholarly fashion, but he has performed admirably as professional advisor, personal confidant and inspirational beacon. His patience, unselfishness, encouragement and professional zeal have been major factors in completing this doctoral program.

Acknowledgment is also due the members of the doctoral guidance committee. Sincere appreciation is hereby expressed to doctors Duane L. Gibson, Vandel C. Johnson and George R. Myers for their direction, assistance and advice. Mention should also be made of the helpful suggestions offered by Dr. Raymond M. Clark.

To the management personnel and other participants who responded to repeated requests for their time by supplying the raw data for this project, a genuine thank

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you is extended. Their confidence and cooperation reflects an awareness that for the business and the academic communities to mutually assist one another requires more than lip service.

This study would not have been possible without the generous and enthusiastic cooperation of the agri-business firms who allowed us to minutely examine their management programs. Special mention should be made of the executive personnel in these organizations who contributed their time and know-how to the study.

Finally, and most importantly, I wish to acknowledge and thank my wife, Chris, without whose patience, understanding, cooperation and sacrifice this thesis and an entire doctoral program would not have been possible; Holly, my youngest daughter, who often had to give up play periods, weekend trips and many other things so important in the life of a six year old, but who exhibited an understanding far beyond her years and an uncommon interest in her father's success in this venture; and my mother and late father, who were a source of inspiration and continued encouragement.

ACKNOWLEDGMENT

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CHAPTER I

INTRODUCTION

Background

The emergence of management as a distinct and essential institution has been a pivotal point in social history. Rarely, if ever, has a new basic institution emerged so fast, been proven indispensable so quickly, and encountered so little opposition. However, despite its crucial importance, its high visibility and its spectacular acceptance, management is still the least known and the least understood of all business concepts.¹

In modern industrial society a highly refined division of labor has resulted in increased role² specialization within complex organizations. Roles are created, developed and nurtured in order to fulfill the goals of the organization. Therefore, the organization holds a vital concern for the behaviors which are essential to satisfactory role performance.³

¹Peter F. Drucker, The Practice of Management (New York: Harper and Brothers, 1964).

²A role consists of a set of expected behaviors for a member of a social group.

³Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, 1966).

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The good manager is a dynamic, life-giving element in any business. Without managerial leadership the "resources of production" are likely to remain resources only and never become anything more. In a competitive situation, the quality and performance of its managers determine the success of an enterprise; in fact they determine its survival.¹ Management, its competence, its integrity and its importance may be decisive to the United States and to the free world in the exciting decades ahead.

It behooves those in control of business and industry to take serious note of the projected situation in regard to management manpower. Keith Davis² and Grant Venn³ agree, after analysis of the manpower needs for the 1970's, that the nation's management shortage may be more serious than the engineering and scientific shortage. The need for management cannot actually be calculated on a simple supply-and-demand basis because management creates change and change creates the need for management. Therefore, the rate

¹Drucker, op. cit., p. 6.

²Keith Davis, "Management Brain-Power Needs for the 1970's," Journal of the Academy of Management (August, 1960), 125.

³Grant Venn, Man, Education and Work: Post Secondary Vocational and Technical Education (Washington: American Council on Education, 1964), pp. 135-136.

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of innovation and the managerial function are inter-dependent.¹

Since the end of World War II, in the world of business enterprise, rapid advances in technology, business practice and consumer discrimination have accentuated the need for employee training at all levels. The greatest need within this broad area of work, according to qualified students of business activity, is for training and retraining middle or operational managers.² The increasing rate of obsolescence in managerial ranks also highlights the fact that the executive job is changing more and more rapidly; bringing about an unprecedented situation--the obsolete manager.³

The Problem

Until recently it was widely believed that management development was an essentially automatic process

¹Max Ways, "Tomorrow's Management," Fortune, June 1, 1966, p. 85.

²See discussions by: Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Co., 1960); Walter Guzzardi, Jr., The Young Executives (New York: The American Library, Inc., 1964); Robert J. House, Management Development: Design, Evaluation and Implementation (Ann Arbor, Michigan: The University of Michigan Press, 1967).

³Auren Uris, Mastery of Management (Homewood, Illinois: Dow Jones-Irwin, 1968), p. 13.

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which required little attention. It was felt that the normal operation of a business organization would permit the cream to rise to the top, where it would be quite visible, could easily be skimmed off as needed, and would serve its proper function thereafter. Today, however, most firms have discarded this belief in favor of more or less formal training programs which attempt to prepare and re-prepare appropriate personnel for management responsibilities.

The educational process of preparing individuals for the many facets of life implies realistic cognizance of the specific requirements placed on the human animal. James Conant suggests that "the world of work, in all its varied forms, and preparation for that world of work at all levels is an essential part of life for every individual."¹

Total education must, of course, be concerned with the total life of the individual in the real world. A major component of that real world is the world of work. A primary problem for those who would provide specific training for management personnel is the determination of the content for a suitable curriculum. The focus must necessarily be on the individual and what he must learn if he is to succeed as a manager. Relevant

¹James Conant, "Vocational Education and the National Need," (Address delivered to the American Vocational Association, Chicago, December, 1959).

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learning objectives must be defined in terms of recognized management performance requirements.

One of the recognized models for deriving learning objectives is that espoused by Mager.¹ Although not primarily concerned with occupational training, he argues that objectives must be stated in terms that describe expected demonstrable behavior on satisfactory achievement. However, before training objectives for a given job can be appropriately stated, certain specific input data are needed: (a) knowing what tasks the job consists of, (b) knowing what one needs to do to perform the various tasks satisfactorily, (c) knowing how frequently each task is performed, and (d) knowing how crucial each task is to success. It would seem then that the initial step in developing learning objectives and planning a suitable curriculum in any given area of training would be that of securing those specific input data relevant to the situation.

The central purpose of this study was to identify, classify and analyze the more or less common activities, competencies and characteristics of selected personnel in middle management positions associated with agribusiness organizations. It was assumed that through

¹Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962), pp. 13-44.

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the manager's own perceptions, plus those of his superior and a randomly selected subordinate, it would be possible to identify those activities, competencies and characteristics for each of the selected managers. Furthermore, it was assumed that from the rankings of time allocated to identified activities, cruciality ratings of identified activities and indications of the expected activities of each focal manager it would be possible to assess the relative importance of management functions which are particularly relevant to these selected agribusiness managers.

Several basic questions proved to be of primary concern in the analysis of agri-business positions and personnel. A major interest was lodged in the question 'what does the agri-business middle manager do'? To know that an individual occupies a management position is to know very little about his work. The specific parameters of that position need to be determined if the management function is to be clearly understood and effective training provided for it.

The most appropriate procedure for answering the above question appeared to rest in the determination of: (1) the proportion of his daily time allocated to certain routine activities and (2) the perception of the importance or cruciality of said activities.

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their performance might be in an ideal situation, it was deemed necessary to add a third dimension to the analysis; what should the manager do or what was his expected behavioral performance?

Other basic questions considered were:

1. Do the focal managers share common characteristics, activities and competencies?
2. Is there agreement as to cruciality of activities and role expectations as perceived and rated by the managers themselves, their superiors and their subordinates?
3. Is there intrapositional and interpositional agreement upon time allocation of activities, cruciality of activities and role expectation?
4. What are the differences between the ratings of importance of selected components of actual role behavior and those of expected role behavior?
5. What is the correlation between type of firm, and manager's job tenure, age and level of education and actual role behavior? Expected role behavior?
6. Can the results of the time ranking of activities, the cruciality ratings and the expressions of role expectations be correlated to the point that the functions of agri-business management personnel are clearly visible?

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An intensive study of this type, it was assumed, should provide an empirical foundation on which to base decisions relative to initiating and/or revising training curricula for persons who hold or aspire to hold middle management positions in agri-business firms.

Definition of Terms

Most of the terms and concepts used in this study are familiar and are used in the conventional manner; a few are employed with particular meanings, or with special significance. To aid in communication, a list of definitions is included here.

Agri-business.--Non-farm business firms which supply or service agricultural producers or process agricultural products.

Middle manager.--A person in charge of a department, division or operation of the firm. He customarily operates at a level below the top range of administration and has supervisory authority over a group of employees.

Focal manager.--A person who occupies an agri-business middle management position central to this study.

Superior.--The man in the organizational hierarchy to whom the focal manager reports.

Subordinates.--Workers of various types who are under the direct supervision of the focal manager.

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Activity.--A specific operation or task which contributes to the overall performance of a position.

Crucial activity.--An activity which is critical or decisive in fulfilling a specific position.

Time allocation of activities.--The relative amount of time spent, during an average week, on each of several activities in relation to others in the group.

Role set.--Relevant role definers. Those close enough to the subject, both in proximity and function, to effectively observe behavior.

Role expectation.--The expected behavioral attributes and performance of an individual in a given location and situation.

Interpositional consensus.--The degree to which members of a role set agree.

Intrapositional consensus.--Relative agreement among the focal managers themselves.

Overview

A frame of reference for the entire study is developed in Chapter I. A description of the background for the study is presented along with a general statement of the research problem. The major objective of this research is indicated and important terms are defined.

The theoretical basis and conceptual framework for the study are presented in Chapter II. The discussion proceeds from a base of theory in four areas: role theory in relation to management; role as a basis for training; the operations of middle manager; and training for agriculturally related occupations.

The study design and procedures are described in Chapter III. Information is presented relative to subjects studied, instrument construction and administration, data collection and analysis procedures.

Chapter IV contains a presentation of the findings and an analysis of the data. The orientation is from the general to the specific.

A summary of the study, an overview of significant findings, the conclusions and implications are presented in Chapter V.

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CHAPTER II

THEORETICAL BASIS AND CONCEPTUAL FRAMEWORK FOR THE STUDY

Introduction

As indicated by Drucker,¹ little is yet known about the broad and complex science of business management. At present there is very little research available concerning middle management positions and there is a paucity of information relating to "mid-management" curricula. Even less is known about the management function in agribusiness operations and its requirements for personnel training.

Many people assume that management is management and that its principles and the application of those principles are fairly constant regardless of setting. This intensive and clinical look at the people, the positions and the functions which make up this sector of the management spectrum have provided a test of that assumption.

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As a framework for the study, certain limited areas of research were reviewed as they appeared to be directly or indirectly pertinent to the topic at hand.

Role Theory in Relation to Management

From the strictly psychological viewpoints of Maslow¹ and Herzberg² to the sociological and environmental concepts of Kahn³ and Merten⁴ there ranges a broad gamut of theories which attempt to explain human behavior. Between the two extremes, social psychology appears to provide a conceptual framework for investigating the factors which influence the agri-business manager and their affects on his performance. That portion of social psychology known as role theory offers an unique way of looking at these relationships; and it can be operationalized to actual situations.⁵

¹Abraham Maslow, Motivation and Personality (New York: Harper Brothers, 1954).

²Frederick Herzberg, Work and the Nature of Man (Cleveland: World Publishing Company, 1966), pp. 71-91.

³Katz, and Kahn, The Social Psychology of Organizations, op. cit.

⁴Robert K. Merton, Social Theory and Social Structure (New York: John Wiley & Sons, 1957).

⁵See Bruce J. Biddle, The Present Status of Role Theory (Columbia, Missouri: University of Missouri Press, 1961), p. 2.

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It is commonly assumed that a manager's job is defined by a position description which states his responsibilities and authority, and a title which locates his position in the organizational hierarchy. Such a definition is a gross oversimplification of reality. Many influences define and limit acceptable behavior. Items such as company policies and control procedures are necessary considerations. Of equal importance are the expectations of others (superiors, subordinates, peers, customers, etc.) about how the responsibilities of the position should be fulfilled.¹

Another most relevant factor affecting management behavior is that of organizational change. The goals, needs, policies and structure of the firm are not static, but rather occur in what Katz and Kahn² have called a dynamic equilibrium. Similarly, and out of necessity, the individual incumbent does not exist in a static condition. He is constantly adjusting to that changing environment.

Gross, Mason and McEachern,³ after reviewing much literature concerned with role, determined that most

¹See Douglas McGregor, The Professional Manager (New York: McGraw-Hill Book Co., 1967), p. 46.

²Katz, and Kahn, The Social Psychology of Organizations, op. cit., p. 456.

³Neal Gross, Ward S. Mason and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley & Sons, 1965), pp. 63-65.

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Role, according to Biddle,¹ is a set of cognitions maintained for a person . . . by himself or others. An individual's own expectations for his performance and attributes plus the expectations of relevant others regarding his activities and competencies define his role in a given social system.

In an organization roles are created in order to fulfill goals established by that particular group. Roles thus conceived represent organizational needs. Therefore, the organization, which is largely composed of relevant others, holds a vital concern for the behaviors which are considered essential to the successful role performance of each individual.²

If role, then, is a set of expectations about the performance and attributes of an individual in a given location and situation, a key factor in analysis would be the identification of the definers of the role, i.e., those who have pertinent relevant expectations.

Some social researchers have encountered difficulty because they did not adequately and appropriately

¹Biddle, op. cit., pp. 63-65.

²According to Robert L. Kahn et al., Organizational Stress (New York: John Wiley & Sons, 1964), pp. 13-14.

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identify the group of role definers (the role set). The parameters of the population included as role definers have often been too indefinite for empirical usefulness. Furthermore, the degree of influence of each of the relevant role definers may have been incorrectly identified. Including the expectations of all possible members of a role set may give as distorted a picture as not having included certain relevant members.¹

It has been assumed here that, by virtue of the hierarchical position of the agri-business manager, immediate superiors and subordinates would be the most logical and relevant members of the role set. The rationale for this assumption rests in two areas. First, any formal rewards or sanctions imposed on an individual's role behavior are most likely to come, at least indirectly, from his superior. In addition, this superior usually represents the organization and its expectations of role fulfillment.

Secondly, since the agri-business manager is evaluated, at least in part, on the performance of his subordinates, he will need to be cognizant of their expectations relative to his own performance. It is assumed that other role definers, such as customers and boards of directors, are rarely involved enough in the every day work situation to impose governing expectations.

¹Gross, Mason and McEachern, op. cit., p. 5.

Such expectations as they do impose are likely to be reflected through superiors or subordinates of the focal manager.

The focal individual, the manager, is, of course, an integral member of his own role set and hence his own perceptions of role and role fulfillment are most relevant. Although many forces bring pressures to bear upon the manager's perception of his role, his performance is greatly influenced by his assessment of his own capabilities. This, in turn, affects the ways in which he relates to others.¹

With a role set of the focal manager, his superior and a representative subordinate, what can be expected in the way of role definition consensus or conflict? A number of studies at various managerial levels have consistently revealed marked discrepancies between the superior's views of the role of his subordinates and subordinates' perceptions of these expectations.²

Operational management personnel frequently find that they cannot fulfill the role that they perceive as being thrust upon them by day to day exigencies of organizational life and at the same time act consistently with the requirements of the imposed-from-above job

¹McGregor, The Professional Manager, op. cit., p. 53.

²Kahn et al., op. cit., pp. 13-14.

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description.¹ The various role pressures of others often make a mockery of the neat, logical, formal statements of what they should be doing. Gross, Mason and McEachern² conclude that the extent to which there is consensus on role definition will likely be an important factor affecting the functioning of specific social systems.

Role as a Basis for Training

A system for classifying the demands and characteristics of management jobs, and the extent to which managerial positions vary in their possession of these characteristics, is necessary to an understanding of the varied and complex functions of managers.³ Such understanding is prerequisite to any effort to properly devise training and education programs.

There have been four major approaches to the problem of analysis. The classical approach attempts to define management and possibly describe some of the tasks that managers are supposed to perform. This approach has led to a consensus of conclusions to the effect that managers planned, organized, motivated and controlled, none of

¹Chris Argyris, Intergrating the Individual and the Organization (New York: John Wiley & Sons, Inc., 1964), p. 49.

²Gross, Mason and McEachern, op. cit., p. 5.

³Rosemary Stewart, "The Use of Diaries to Study Manager's Jobs," The Journal of Management Studies (May, 1965).

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which was much help in deciding how managers should be trained.¹

The second approach employs job descriptions which outline the responsibilities of all supervisory and managerial positions in the organization. A severe limitation of this approach is the fact that such descriptions usually indicate what is supposed to happen or what some people think happens. In reality, these may be a far cry from actual activities. An attempt to overcome this limitation by devising a job description based on, and in terms of, work flow was undertaken by Chapple and Sayles.² They appear to have been only partially successful.

The third method of looking at managers' jobs asks the question, 'how can they be compared and evaluated'? A system, which sought to assess all aspects of a position under the general headings of application of knowledge, judgment, creative thought and management of men, was developed by Doulton and Hay.³ Their purpose was to create a system for devising relative salary grades for widely differing managerial positions in the

¹See Rosemary Stewart, The Reality of Management (London: Heinemann & Company, 1963).

²Elliot D. Chapple and Leonard Sayles, The Measure of Management: Designing Organizations of Human Effectiveness (New York: MacMillan, 1961), p. 18.

³Joan Doulton and David Hay, Managerial and Professional Staff Grading (London: Allen & Unwin, Ltd., 1962).

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British Broadcasting Corporation. This method offers little assistance in the identification of training needs.

"In what activities do managers spend their time?" is the primary question asked under the fourth method of management job analysis. This was essentially the question asked in this study. Answers to the question must be based on objective data and hence there was need to collect and classify information about specific management behavior.

Gleason¹ indicates that identification of the activities and competencies of a management function presents a picture of all areas of performance required to fulfill that function. Carmichael² concluded that there are sets of identifiable activities essential to the success of retail middle managers in different types of firms and by position functions.

Another study found general agreement among the role set as to certain specific activities on which field sales managers spent some of their time. However, it was

¹William E. Gleason, "Functions of Industry Approach to Curriculum for Vocational Education" (unpublished Ph.D. dissertation, Michigan State University, 1967).

²John H. Carmichael, "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development" (unpublished Ph.D. dissertation, Michigan State University, 1968).

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discovered that the responsibility and overall authority of this person was far from clear in the minds of his subordinates.¹ This study by Evans, and the previously mentioned study by Carmichael,² both used a measure of cruciality to determine the activities deemed to be of most consequence to a given manager's position. Indicators of the importance of an activity were (1) the amount of time allocated to each, and (2) the perceptions of the role set as to which activities were most crucial to success of the position. These indicators have been employed as a basis for the study of agri-business manager in this project.

In a similar vein, Stewart³ used a diary analysis of the time devoted to certain basic managerial functions and activities, while Hemphill⁴ determined the relative importance of a large group of management activities by means of respondent rankings on a comprehensive questionnaire. In both instances, it was felt that this type of

¹Rodney E. Evans, "An Emperical Analysis of the Functions and Role of Field Sales Managers" (unpublished Ph.D. dissertation, Michigan State University, 1968).

²Carmichael, op. cit.

³Stewart, "The Use of Diaries to Study Manager's Jobs," op. cit.

⁴John K. Hemphill, Dimensions of Executive Positions (Columbus, Ohio: Bureau of Business Research, Ohio State University, 1960).

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data established a rather clear picture of the behavior of selected managers and their positions.

The Operations or Middle Manager

Most management texts make only slight mention of persons functioning in middle or operational management positions. This is probably due to the fact that many authors, for the most part professors and theoreticians, believe that the basic skills of management are similar for all types of organizations and at all levels of management. While this may be true in the very broad sense, it is not compatible with the contemporary demands for precise job description to provide guidance for training.

McFarland,¹ in his basic management text, lists six divisions of the management group: the chief executive, the senior executives, department or division heads, superintendents, general foremen, and first-line supervisors. Each of these is a distinct part of the organizational hierarchy, that framework of activity groupings and authority relationships within which people work together.

Although the extent of decentralization of functions and personnel varies with the size of the company, the

¹Dalton E. McFarland, Management: Principles and Practices (2nd ed.; New York: The MacMillan Company, 1964), p. 239.

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various structural levels are provided in order to more effectively accomplish the objectives of the firm.¹ In order for an individual to understand where he fits into an organization and how he should operate within it, he needs to be totally aware of the structure and how it may influence his relationships and regulate his behavior.

In a survey of management development within 121 industrial firms, Newport² concluded that:

Middle management is that segment of an organization which includes personnel at levels of authority found between, but including neither, the vice presidential level and the first level of supervision (most frequently referred to as the foreman level) . . . middle managers are accustomed to performing within the confines of a technically oriented functional area.

McLarney³ indicates that the middle management group, which actually may include more than one hierarchical level, is concerned with the internal running of the business, whereas top management is primarily occupied with overall company policies and the handling of the firm's external activities.

Following several years of consultation, practice and instruction, seven broad behavior-task guides for the

¹Drucker, op. cit., pp. 193-225.

²Marvin Gene Newport, "Middle Management Development in Industrial Organizations" (unpublished Ph.D. dissertation, University of Illinois, 1963).

³William J. McLarney, Management Training: Cases and Principles (Homewood, Illinois: Richard D. Irwin, Inc., 1964), p. 99.

middle management level were developed by Pfiffner and Sherwood.¹ They suggest that persons operating at this level maintain closer contact with day-to-day results; participate in operational decisions; evaluate personnel from a standpoint of immediate usefulness rather than future potential; are concerned with production results rather than program results; make specific plans for achieving goals established by the upper echelon; and implement policy decisions within the limitations set by higher level members of the hierarchy.

Although the above-mentioned investigators have presented rather basic information relative to the identification and classification of the middle management position, McGregor² insists that there are additional factors which must be considered. He argues that the dimensions of such positions can be precisely defined only for a particular incumbent, in a particular set of circumstances, at a given point in time. Variables which affect the "shape" of the position include (a) the way in which relevant others perceive and perform their own jobs, (b) the individual's qualifications and competencies, (c) the individual's perception of his managerial role, and the (d) constantly changing external situation.

¹John M. Pfiffner and Frank P. Sherwood, Administrative Organization (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1960), pp. 148-149.

²McGregor, The Human Side of Enterprise, op. cit., p. 80.

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Training for Agriculturally Related
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Many studies have been directed toward identifying curriculum content for educational programs designed to train workers for agriculturally related industries. A great number of these have focused on identification of competencies of an agricultural nature. They have attempted to identify those areas covered in traditional educational programs for farm occupations which appear to be appropriate to non-farm occupations.

In 1959, Kennedy¹ documented what many others had been suspecting, namely, that agricultural competencies traditionally provided for farm workers would not suffice for non-farm agriculture related occupations. He found a high degree of dissimilarity between the kinds of abilities needed by farm workers and those needed in agri-business situations. Therefore, it no longer seems logical to approach the development of training programs from this viewpoint exclusively.

Thompson² indicates, however, that about equal emphasis should be placed on agriculture and business

¹Henry Kennedy, "A Classification of Relationships Between Farming and Certain Other Agricultural Occupations with Implications for Guidance and Counseling Curriculum Development" (unpublished Ph.D. dissertation, Michigan State University, 1959).

²John Thompson, Report of the Forty-Second Annual Conference on Agricultural Education, Central Region, Chicago, 1963 (Washington: U. S. Office of Education).

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education for students being trained for certain off-farm agricultural endeavors. Others have suggested the need for training programs that cut across traditional fields of instruction because wide areas of competencies are needed by workers in off-farm occupations.¹

The concept of an "educational mix," to be used in preparing workers for certain non-farm agricultural endeavors was devised by Taylor² in work at the National Center for Vocational and Technical Education. Educational mix, in this instance, refers to combinations of agricultural, business and industrial competencies, with emphasis on the latter two.

Although the bulk of research related to agribusiness work has been pointed toward other than management personnel, there are a few recent reports which refer to management activities and competencies. The team of Hamilton and Bundy,³ in reporting on competencies necessary for success in the retail feed business area, indicate that there were sixteen competencies relevant to dealing

¹Raymond Clark, Vocational Competencies Needed by Workers on Non-Farm Agricultural Occupations (East Lansing, Michigan: Michigan State University, 1964). (Mimeographed.)

²Robert Taylor, "Off Farm Programs: A Search for a Solid Base," American Vocational Journal (February, 1966), 34-37.

³William Hamilton and Clarence Bundy, "Agricultural Competencies in Retail Feed Businesses," The Agricultural Education Magazine, January, 1965.

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Gleason,¹ with the help of a jury of experts, identified seventy-six activities related to the management function and its proper fulfillment. His analysis revealed a total of thirty-five competencies necessary to perform the activities of the management function in the area of farm machinery sales. These were viewed as items which occupational training should cover.

While not specifically concerned with agri-business management, there are many reports which suggest that the success of any type of working organization, especially the business firm, is almost entirely dependent upon its ability to nurture, train and develop managerial talent. In nearly all cases this process was directed toward specific types of management situations and functions.²

Techniques Used in Other Management Studies

There are many research methods which have been used to determine the occupational training demands of various jobs or positions. Most of these have been examined

¹Gleason, op. cit.

²See discussions by: S. C. Hungeryager and J. L. Heckman, Human Relations in Management (Chicago: Southwestern Publishing Co., 1967); E. H. Schein, "Management Development as Process of Influence," Management Review, May, 1961; Charles R. DeCarlo and Ormsbee W. Robinson, Education in Business and Industry (New York: The Center for Applied Research in Education, 1966).

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thoroughly prior to selecting the procedure to be used in this investigation. Among those methods used to analyze the activities of personnel in management positions are: (a) work sampling, (b) the shadow technique, (c) critical incident analysis, (d) card sort, (e) case history study, (f) Q-sort, (g) personal interview, (h) questionnaire and (i) a combination of personal interview and questionnaire. Each of these will be described briefly.

Johnson¹ used work sampling, a technique consisting of a random sampling of observations, to classify and analyze management activities of a limited number of food production managers performing at the middle management level. This technique was judged to be appropriate for determining objectives for a suitable training curriculum.

Routson,² when analyzing the performance of personnel in department stores, used the shadow technique, a method similar to work sampling. The subjects were observed for several days during a seven-week period. The observations provided data which appeared to be useful in

¹Virginia K. Johnson, "Responsibilities of Food Production Managers Performing at the Middle Management Level" (unpublished Ph.D. dissertation, University of Wisconsin, 1960).

²Jack C. Routson, "An Observational Analysis of Functional Performance of Retail Sales Personnel" (unpublished Ph.D. dissertation, University of Illinois, 1964).

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devising training programs. In a similar vein, Stewart¹ used a diary method to determine how managers spent their time. The twenty-five variables used were derived from the diary entries. None of these methods would seem to provide information relative to expected role behavior, an important aspect of this project.

Flanagan,² the developer and primary advocate of the use of critical incidents as indicators of job requirements or training needs, has conducted many analyses with this technique. The approach consists of a set of procedures for collecting information by direct observation of focal individuals. Subsequently, it analyzes effective and ineffective behaviors related to the actual job performance. The result is a formulation of the critical requirements of a position. Although this procedure was developed primarily for applications related to armed services personnel, adaptations have been made by many investigators since its inception.³

¹Rosemary Stewart, Managers and Their Jobs (London: MacMillan Co., 1967).

²John C. Flanagan, "The Critical Incident Technique," Psychological Bulletin (July, 1954).

³For instance see: Jack W. Fleming, "The Critical Incident Technique as an Aid to Inservice Training," American Journal of Mental Deficiency (May, 1962); Fred J. Peabody, "An Analysis of Critical Incidents for Recently Employed Michigan Cooperative Extension Agents with Implications for Training" (unpublished Ph.D. dissertation, Michigan State University, 1968).

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In determining the vocational competencies needed for employment in the agri-chemical industry in Michigan, Christensen and Clark¹ use a personal interview-card sort technique. The interviewee was told by the interviewer to place cards, colored according to job function and competencies, into compartments of a box which was partitioned according to scale value. The means of the ratings were used in determining subsequent instructional programs.

Wald,² investigating the characteristics of executives and trends in these characteristics, used the case history method to study a limited number of management personnel. Definitive use of this procedure to determine the dimensions of the management function was also accomplished by McLarney.³ A profile of characteristics of the business executive is extracted from this form of intensive interviewing and testing and is useful in identifying the needs of future business leaders. The method is quite adaptable to the study of top management personnel because the administrative skills required at

¹Maynard Christensen and Raymond M. Clark, Vocational Competencies Needed for Employment in the Agricultural-Chemical Industry in Michigan (East Lansing: Michigan State University, 1967).

²Robert M. Wald, "Who Will Be the Managers?" The Iron Age, October 5, 1967.

³McLarney, op. cit.

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this level are quite similar for a wide range of enterprises. However, persons in management at lower levels and in quite disparate circumstances, although needing basic administrative skills, are assumed to also need specialized knowledge for their particular area of endeavor.

A modified Q-sort technique was used by Schill and Arnold¹ in developing curriculum content to prepare students for employment in six technical occupations. A group of cards was designed to represent the content of various courses taken in preparation for various positions. Each respondent sorted the cards into three groups--those closely related to job performance, those somewhat related, and those unrelated. A core curriculum was developed after analysis of all responses and groupings.

Glickman, Hahn, Fleishman and Baxter² used the personal interview to study the factors affecting advancement to top management positions in business organizations. The primary subjects of the study were persons who had recently advanced to their positions. Specific questions were raised as to just how, in their own views, they had

¹William J. Schill and Joseph P. Arnold, Curriculum Content for Six Technologies (Urbana, Illinois: University of Illinois, 1965).

²Alfred S. Glickman, Clifford P. Hahn, Edwin A. Fleishman and Brent Baxter, Top Management Development and Succession (New York: MacMillan Co., 1968).

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reached these positions. The interviewers put constant emphasis on what the interviewees considered to be important in their experience, judgments and decisions. Ertel¹ also used the personal interview to secure the major portion of his data in identifying major tasks performed by retailing personnel. Time and financial limitations prevented the use of the interview for this project.

It would appear that the most widely used method of investigating business management functions and activities is that of the specifically structured questionnaire. Mahoney, Jerdee and Carroll² are one group of many who have used such an instrument for measuring management performance in a variety of firms. Their questionnaire consisted of a brief check-list of duties and responsibilities which could be administered by mail. Hemphill³ and the Educational Testing Service, in a study of the dimensions of executive positions, also used a specific questionnaire to analyze the work of ninety-three executives in five firms. Likewise, the American

¹Kenneth A. Ertel, "Identification of Major Tasks Performed by Merchandising Employees in Three Establishments" (unpublished Ph.D. dissertation, Washington State University, 1967).

²Thomas A. Mahoney, Thomas Jerdee and Stephan Carroll, The Development of Managerial Performance--A Research Approach (Cincinnati: Southwestern Publishing Co., 1963).

³Hemphill, op. cit.

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Institute of Management¹ uses a series of especially designed questionnaires to facilitate the gathering and classifying of information upon which their management audits are based.

A survey by Brandon² made use of the personal interview-survey questionnaire combination in several Michigan communities to provide occupational data for educational planning at the post-secondary level. Bomelli³ also used this method to secure data in regard to actual management performance in corporate organizations.

After serious consideration of the alternatives relative to research methods or techniques it was decided that a specifically structured and administered questionnaire would be the most logical for data procurement for this study.

Summarization

1. The success of any business organization may well depend on its ability to nurture, train and develop managerial talent.

¹American Institute of Management, Management Audit Questionnaires (New York: American Institute of Management, 1961).

²George Brandon, Twin Cities Technicians (East Lansing, Michigan: Michigan State University Press, 1958).

³Edwin C. Bomelli, "The Audit of Management Performance" (unpublished Ph.D. dissertation, Michigan State University, 1963).

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2. Training can be a valuable asset to managerial development provided relevant and realistic curricula can be devised.
3. In order to appropriately train persons for occupations it is necessary to be solidly aware of the requirements placed on individuals in given positions.
4. Management functions are so varied and complex that the answer to 'what does a manager do' is not easy to come by. However, the identification of the activities and competencies which are deemed essential to success in a management position has been helpful in answering the question.
5. There are sets of identifiable activities considered to be essential to satisfactory management performance.
6. Very little is known relative to the agribusiness manager; his function and his role.
7. Non-farm agricultural occupations require competencies over and above those developed in the traditional agricultural training programs.
8. The middle manager position may occupy more than one structural level in the organizational hierarchy. In any case, it is primarily concerned with the internal operations of the business and with day-to-day results.

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9. The dimensions of a middle management position should be defined in relation to the particular incumbent, the set of circumstances, and the given point in time.
10. Role theory, which suggests that individuals in social situations behave with reference to expectations, offers a unique method for looking at the factors which influence managerial performance.
11. Many influences define, shape and limit acceptable role behavior.
12. The organization holds a vital concern for the behaviors which are considered essential to successful role performance.
13. Identification of a relevant set of role definers is necessary in studying role behavior.
14. Consensus among the role set, relative to role definition, is not usually expected.
15. The amount of time allocated to each activity plus the perceptions as to cruciality of each have been used as satisfactory indicators of the importance of management functions. Additionally, pertinent information has been secured in the form of perceptions as to expected or ideal role behavior.

16. There are several reputable methods which have been used to secure pertinent data relative to management functions and on which certain curriculum decisions could be based.

Assumptions Relative to the Study

The following assumptions were established for the purpose of this study:

1. That knowledge of activities and competencies required of agri-business managers provides an appropriate basis for deriving instructional objectives for training programs for such managers.
2. That the continuing education segment of the educational process would be the logical purveyor of training programs for agri-business managers.
3. Role theory, would appear to offer a satisfactory route for investigating the relationships of men in management positions.
4. In agri-business firms the organizational boundary for middle management is above the supervisory level at the lower end and immediately below the executive level at the upper end of the management spectrum.
5. There are certain similar activities performed by a wide range of middle management personnel in agri-business settings.

6. That daily activities can be grouped into areas or categories which relate to fields of managerial competence.
7. That a cruciality rating of activities, a time ranking of activities and an expression of role expectations are sound and acceptable indicators of activities and characteristics involved in the management function.
8. The focal manager, his superior and a randomly selected subordinate were considered to be the most logical and relevant members of the role set.
9. The broad similarity of the management functions in agri-business operations and industrial organizations allows the use of research instruments of similar nature.
10. That a valid and reliable measure of the nature of the agri-business management function can be secured by analysis of the activities, competencies and characteristics of incumbent managers.
11. The most appropriate research technique for this study appeared to be that of a specifically structured questionnaire

Limitations of the Study

1. The study has been subject to the limitations of mail questionnaire surveys, especially those

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involving accuracy of responses and semantic difficulties.

2. The representativeness of the focal manager respondents, of any more general population of managers, cannot be effectively proved or disproved.
3. Confidence in the findings may be limited in certain instances due to the relatively small number of subjects involved.
4. Results will be based on job behaviors as they currently exist and expectations as currently viewed. Changes over time might materially affect data and conclusions.
5. There are many factors and pressures which have an affect on management role behavior. Due to the nature of the inquiry, certain items are not specifically considered. These would include: (a) the constantly changing external situation, (b) the way in which relevant others perform their own jobs, (c) the vagaries of organizational structure and life, (d) the manager's sense of commitment, (e) the extent and relationship of authority and responsibility invested in each individual, (f) the skills and competencies of peers, and (g) the personal interests of the manager.

6. Certain competencies such as communications, leadership ability, decision-making and others have been touched upon only indirectly in this study.
7. Individuals were selected for sample inclusion from among those currently occupying management positions. No distinction was made on the basis of selection criteria such as potential managerial talent, which may have influenced their appointment to their positions.
8. Little distinction is made between position description and man description in studying the management function. In certain instances this may be a limiting factor.

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CHAPTER III

RESEARCH METHODOLOGY

Introduction

The methods employed to determine the tasks of the agri-business manager and the nature of his position, and to identify the indicated training needs are described in this chapter. Four major sections are developed. The first provides information relative to the subjects or sample population. The second section describes the instruments employed. The next is concerned with questionnaire administration and data collection and finally, data analysis is discussed and research questions presented.

The Subjects

Agri-business is one of the major economic assets of the state of Michigan. Not only are the business firms so engaged operating in a wide range of non-farm agricultural endeavors but they are also widely scattered geographically speaking. The companies used in this study are based at Lansing, Flint and Saginaw, are Michigan owned and operated and each does a yearly volume of business in excess of 12 million dollars.

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Because the agri-business middle manager is in a structural position in a business organization hierarchy, his position was examined from a variety of viewpoints. In effect, it was necessary to assume that despite structural similarities, certain company, function and product differences in both role behavior and role expectations might be present. It was further assumed that the larger the proportion of similarities in role behavior identified the more generalizations could be made about the position itself; and the larger the proportion of differences, the fewer the generalizations that could be made.

In line with the assumed differences mentioned above, it was evident that an intensive investigation of a single company or type of firm would probably not produce the necessary results. At the least, generalization would have been tenuous. Four groups of agri-business firms were, therefore, selected as representative¹ of the industry. The four general functional areas in which they operate are (a) processing and manufacturing, (b) single company branch retail supply outlets, (c) marketing and service, and (d) local multiservice operations with parent firm management.

¹Upon the advice of: The Michigan State Chamber of Commerce, The Michigan Agricultural Conference, The Cooperative Extension Service, Michigan State University.

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As indicated previously, the role set defined for this investigation contained (a) the focal manager, (b) the superior to whom this manager reports, and (c) a randomly selected subordinate.

Assistance in sampling was provided by participating company officials. Since extensive discussions regarding the entire project had been held with these officials and since they had assisted in designing the study, it was assumed that they were sufficiently familiar with the situation at hand and with their own work forces to take the lead in the selection of a thirty-person sample from a management population of over sixty individuals.

As each focal manager was designated, his superior was automatically indicated. The criteria for selection were: that the focal manager be serving in a middle or operational management position, that he had been so engaged for at least six months, and that he have direct involvement with a superior plus serving as a supervisor of other employees.

The subordinate, in each case, was randomly picked from within the group of employees (an average of seven) routinely supervised by each designated manager. Each subordinate was, of course, geographically located the same as his focal manager.

Although no effort was made, in selecting the focal managers, to secure a specified geographical distribution, the respondents reported from nearly every area of the

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lower peninsula of Michigan (from Allegan to Benton Harbor, Traverse City to Monroe, Holland to Lapeer and areas between).

Table 1 provides a composite picture of the respondent focal managers according to the type of firm in which they function.

Twenty-eight agri-business middle managers functioning in four general types of firms, from all areas of lower Michigan comprised the study sample. These men had been in their present positions for an average of over five years, were in their late thirties and all but one had graduated from high school. Fifty per cent of the focal managers reported some form of special training beyond their formalized schooling.

Instrumentation

In line with the objectives of determining the nature of the agri-business manager's position, defining the normative aspects of his activity and securing an indication of role expectations, two questionnaires were developed as Parts A and B of the Agri-Business Management Survey. The 188 statements or activities used on the two were selected from available literature¹ such as

¹According to: Hemphill, op. cit.; American Institute of Management, op. cit., Evans, op. cit., Glickman, Hahn, Fleishman and Baxter, op. cit.; Gleason, op. cit.; Standard Oil Company of New Jersey, Employee Relations Research in the Standard Oil Company (New Jersey) and Affiliates (New York: Employee Relations Department, Standard Oil Company of New Jersey); Stewart,

TABLE 1.--Characteristics profile of respondent managers.

Firm Type	N	Average Age	Job Tenure	Years Experience	Average Education	Special Training
		Years	Years	Years	Years	
Processing and Manufacturing	6	40.0	6.7	8.9	12.5	33%
Branch Retail Supply	8	38.0	6.1	6.8	12.8	63%
Marketing and Service	8	36.6	4.2	6.3	12.5	50%
Multiservice	6	37.3	3.5	8.3	12.0	50%
All Focal Managers	28	37.9	5.1	7.5	12.7	50%

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reports of management research, management audit vehicles of major firms and certain doctoral dissertations.

Subsequently, the statements were supplemented and adapted to agri-business middle management situations on the basis of examinations of job descriptions from participating firms and considerable personal experience in the agri-business management field. In addition, consultations with executives of the participating firms and with research consultants from Michigan State University aided in structuring the research instruments in such a way as to get the desired data.

Part A of the Agri-business Management Survey (see Appendix A) had a two-fold purpose. First, it provided a means of obtaining data on the current behavior of the focal manager, his present tasks and their relative importance. Secondly, it provided a vehicle for indicating the perceived cruciality to success on the job of each of the various tasks performed.

Since a measure of relative importance of normal activities was desired, the respondents were asked to rank the items using time spent on each during an average work week as the ranking criterion.

Managers and Their Jobs, op. cit.; John K. Trocke, Managing for Profit (East Lansing, Michigan: Cooperative Extension Service, Michigan State University, 1968); Carmichael, op. cit.

In addition, heeding Parten's¹ warning about the ability of an individual to accurately rank a large group of items, the activities were sub-divided into eight general categories. To avoid any bias or unintended influence upon the responses, the categories were not given titles on the questionnaire. They were, however, on the advice of previously mentioned consultants, grouped for analysis purposes into the areas of: (1) personnel supervision and evaluation, (2) operations and coordination, (3) planning and research, (4) merchandising, (5) finance and control, (6) public relations and community affairs, (7) purchasing and inventory maintenance, and (8) personal demands and improvement.

It should be noted that this ranking procedure was ordinal; the interval between ranks could not be determined. It should also be noted that the ranking was within categories. The importance of the results could be assessed only on the basis of the relationship of one activity to another within each of the eight sections. Therefore it became desirable to determine the amount of time spent on each of the groups as a whole. To this end, each respondent was asked to estimate the time spent on each of the activity groups by the focal manager. Furthermore, an analysis of

¹Mildred Parten, Surveys, Polls and Samples (New York: Harper and Brothers, 1950).

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the groups provided indications as to the competencies important to the particular position.

Instrument A also secured data relative to the crucialness to success of each activity listed. A 1 to 5 rating scale provided an opportunity for the respondents to indicate judgement as to the cruciality of each item. This further indication of the importance of an activity seemed to be a considerable refinement over the time allocation alone. Again, both individual activities and groups of activities were used for comparison purposes.

Part B of the Agri-business Management Survey was designed to define the role of the agri-business middle manager. A sufficient number of items were included to allow an assessment of the various respondents' perceptions of the organizational position and function of the focal manager. Respondents were asked to approach each of the listed activities as if it would be possible to completely determine what the role and role behavior should be. They were asked two questions: (1) whether they believed a middle manager in this type of setting should or should not engage in a particular activity, and (2) the strength of that belief.

Particular pains were taken to make sure that the items in this part (Part B) were congruent with the items in Part A so that comparisons could be made. In effect, then, a comparison of role expectations and role behavior

was made possible. As in Part A, the activities were categorized, but not identified, in eight groups. This too, allowed for comparisons of actual and expected competencies.

Both Part A and Part B of the questionnaire were adapted and presented to each member of each role set. Each respondent focused only on the activities of the focal manager. The questionnaires were identical for managers, supervisors and subordinates with the exception that the instructions were adapted to the particular respondent.

A third instrument, Agri-Business Management Survey (Part C), was prepared for and sent only to the focal manager. Its purpose was to secure pertinent information as to personal demographic data plus a brief picture of the background, attitudes and general characteristics of the individual--a profile of the man himself.

Questionnaire Administration and Data Collection

The cooperating agri-business firms had, approximately one month prior to mailing the questionnaires, alerted their personnel to the effect that a management study was being developed and was soon to be undertaken.

After selected company representatives had assisted in validating the instruments and procedures, further word was sent out through company channels indicating

the type of study to be performed and the fact that certain personnel might be receiving requests to participate.

The questionnaires were coded according to each hierarchical position. However, all respondents were assured of the confidence of their answers and no signatures were solicited. The only other difference among the forms were in the use of pronouns and in the instructions provided for each part since the objective was to concentrate on the focal manager.

A package including the questionnaire, a set of instructions, a letter from the investigator (see Appendix A), a cover letter from the participating firm's headquarters and a stamped and addressed return envelope was sent to each previously selected respondent. This amounted to a total of thirty-one role sets of three members each. An urgent request was made that the questionnaires be returned within two weeks.

The response from the focal managers and the superiors was substantial and on time. Ninety per cent (twenty-eight) of the former and 93 per cent (twenty-nine) of the latter complied as requested. Initial returns from the subordinate group amounted to only 28 per cent (nine). Subsequent encouragement by the participating firms brought in a final return of 81 per cent (twenty-five) which resulted in twenty-five complete role sets.

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Data Analysis

Since consensus on role definition between the manager and other managers and between each manager and other members of his role set is an important factor in the functioning of the business as a social system and since it will also tend to provide an accurate picture of the various role expectations, two aspects of consensus have been considered; intrapositional and interpositional.¹

Intrapositional consensus indicates the relative agreement among the focal managers themselves on their commitments and the extent of those commitments to particular activities. Interpositional consensus is, on the other hand, a reflection of the degree to which members of a role set agree on a particular activity or group of activities.

The responses to the management survey questionnaire were coded and the raw data transferred by the researcher to a Computer Laboratory Fortran Coding Form. Data cards were subsequently keypunched accordingly. Consultants in the Applications Programming Section of the Computer Laboratory designed an appropriate program for statistical treatment of the data.

Tabulations and appropriate statistical calculations were performed by the Control Data 3600 computer of the

¹This distinction is used extensively by Gross, Mason and McEachern, op. cit.

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Computer Institute for Social Science Research at Michigan State University.

Computer print-outs provided analysis of the responses in time allocation and cruciality rating of each activity and a breakdown of responses by type of firm, competency groupings, role performance and role expectations for each of the three member role sets.

The Questions

In attempting to accomplish the stated objective, to identify and classify the more-or-less common activities, competencies and characteristics of personnel in agri-business middle management positions, a series of pertinent questions were considered:

1. What are the characteristics of the selected focal managers? Re: age, education, job tenure, experience and special training.

Previous investigators have concluded that a valid and systematic method for examining specific management positions is to first determine what activities are undertaken in the fulfillment of the job requirements. To get a more accurate account of these activities, the views of the incumbent, his superior and a subordinate were deemed appropriate. Hence, the following question:

2. What does the agri-business middle manager do?
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- a. As identified by himself?
- b. As identified by his superior?
- c. As identified by a subordinate?

Obviously, a simple listing of activities, with no further qualifying factors, provides no indication of the relevance or importance of each such activity either in relation to other activities or to the position itself. It was assumed that, external pressures of various types might result in certain activities of managers being more time consuming than consequential. The next two questions, therefore, appeared to be quite pertinent.

- 3. What proportion of the manager's time is allocated to each activity? To each competency group?
 - a. As perceived by himself?
 - b. As perceived by his superior?
 - c. As perceived by a subordinate?
- 4. How crucial to his success as a manager is each activity? Each Group?
 - a. As rated by himself?
 - b. As rated by his superior?
 - c. As rated by a subordinate?

Seldom does a manager operate under what might be considered ideal conditions. Most managers, however, as well as their superiors and subordinates have more-or-less definite expectations as to what the manager should

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be doing or would be doing in their present position, were there no interference factors. These expected behavioral performances are solicited in the question:

5. What should the agri-business manager do?

(Role expectations)

- a. As rated by himself?
- b. As rated by his superior?
- c. As rated by a subordinate?

Since a training curriculum individually designed for each agri-business manager according to a specific situation would be neither feasible nor practical, the degree of commonality of characteristics and performance among the focal incumbents was considered vital. An interest in determining the similarity or dissimilarity of the managers studied led to the following questions:

6. Do the managers studied share common characteristics?

7. Do they share common activities?

- a. As indicated by the focal manager?
- b. As indicated by the superior?
- c. As indicated by a subordinate?

8. Do they share common competencies? (According to groupings)

- a. As ranked by the focal manager?
- b. As ranked by a superior?
- c. As ranked by a subordinate?

9. Do they share common perceptions as to cruciality of activities?
 - a. As rated by the focal manager?
 - b. As rated by the superior?
 - c. As rated by a subordinate?
10. Do they share common role expectations?
 - a. As rated by the focal manager?
 - b. As rated by the superior?
 - c. As rated by a subordinate?
11. What are the differences between the perception of importance of actual role activity and the perception of importance of expected role activity?

It has been postulated that consensus on role definition between the incumbent manager and his role set is an important factor in the functioning of the system of which all are members. Likewise, lack of consensus would tend to generate role conflict and hence might limit effectiveness of performance. Essentially this means that if the focal manager experiences undue conflict in the fulfillment of his duties, some of his attention, energy and expertise may be diverted from the performance of his job to the mitigation of the conflict. The two aspects of consensus are considered in the following two questions.

12. Is there intrapositional agreement upon:

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- a. The time allocation of activities? Of competency categories?
 - b. The cruciality ratings of activities? Of categories?
 - c. The role expectation ratings of activities? Of categories?
13. What are the differences in the intrapositional ratings?
14. Is there interpositional agreement upon:
- a. The time allocation of activities? Of competency categories?
 - b. The cruciality ratings of activities? Of categories?
 - c. The role expectation ratings of activities? Of categories?
15. What are the differences in the interpositional ratings?

Although it may be assumed that all agri-business middle managers have certain areas of responsibility which result in many quite similar activities, it must also be assumed that variations in type of firm and general function would have some bearing on the role and behavior of said managers. The following question inquires into these assumptions:

16. What is the relationship between the type of firm in which the focal manager operates and:

- a. Time allocation of activities?
- b. Cruciality ratings of activities?
- c. Role expectations relative to activities?

Finally, there are questions which tend to summarize the data and the intent of the study:

- 17. What would the profile of an ideal manager be?
 - a. Related to individual activities?
 - b. Related to competency groupings?
- 18. Can the results of the time ranking of activities, the cruciality ratings and the expressions of role expectations be correlated to the point that the functions of agri-business management personnel, considered herein, are clearly visible?
- 19. Is there sufficient correlation between the category groupings to indicate the competencies most appropriate to carrying out those functions and thus to establish the bases for development of training programs for agri-business middle managers?



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CHAPTER IV

THE FINDINGS

The major objective of this study was to identify and classify the more-or-less common activities, competencies and characteristics of personnel in agri-business management positions. To clinically investigate the role behavior of the selected individuals it was determined that their activities should be examined from three different viewpoints and against three different criteria of significance.

Each member of the role set, composed of the focal manager, his superior and a subordinate, has indicated his views relative to the ranking of certain activities according to time allocation; the relative importance of those activities as suggested by a rating of cruciality; and indications of the expected activities under more ideal conditions, with respect to the work of twenty-eight men who occupied agri-business management positions in the summer of 1969.

The primary findings of the study are presented in this chapter. The compilation and classification of the

data secured from the various three-member role sets is presented herein in an attempt to answer the questions posed in Chapter III.

Time Allocation of Activities

There is probably no more objective way of ascertaining what a manager does than by focusing on the expenditure of his time during a routine working day or period of time. The portion of the questionnaire devised for securing this data from the focal manager, his superior and a subordinate was divided into eight categories with provisions for time allocation rankings within each grouping. No overall ranking of individual activities was obtained.

Comments herein will be concerned first with the eight categories of competency (Personnel Supervision and Evaluation, Operations and Coordination, Planning and Research, Merchandising, Finance and Control, Public Relations and Community Affairs, Purchasing and Inventory Maintenance and Personal Demands and Improvement) and the relative importance of these categories as judged by the amount of time perceived as being devoted to each. Subsequently, comparisons of amounts of time allocated to specified individual activities within each category will be discussed.

It is of interest to note that, generally speaking, the perceptions of the focal manager and those of his superior, in regard to the allocation of time to his various

activities, are relatively congruent throughout this section. On the other hand, the subordinate's perception of time allocation is often somewhat at variance with the other two members of the role set. In certain instances this lack of consensus tended to have considerable effect on the composite ranking of the activities within the group.

According to the time ranking of competence categories in Table 2 and illustrated in Figure 1, activities listed under the Operations and Coordination category along with those pertaining to merchandising are accorded the greatest percentage of total time by the focal managers. There tends to be a rather significant consensus as to which of the groups should be ranked in the upper and which should be in the lower portion of the list.

The findings here seem to corroborate the previous findings of Carmichael,¹ Evans,² and Bomelli³ who reported that merchandising or selling, finance and control and operational duties were the most important general functions of operational managers in various industrial situations.

Of the fourteen activities listed in the Operations and Coordination category, Table 3 and Figure 2, the items

¹Carmichael, op. cit.

²Evans, op. cit.

³Bomelli, op. cit.

TABLE 2.--Percentage of total time allocated to major areas of managerial competence by agri-business managers as perceived by the managers themselves, their superiors and their subordinates.

| Competency Group | As Reported By | | | |
|--|----------------|----------|-------------|-----------|
| | Focal Mgr. | Superior | Subordinate | Composite |
| | Mean | Mean | Mean | Mean |
| Operations and Coordination | 15.3 | 20.0 | 14.8 | 16.8 |
| Merchandising | 16.3 | 14.3 | 20.0 | 16.4 |
| Finance and Control | 15.6 | 13.0 | 15.6 | 14.7 |
| Personnel Supervision and Evaluation | 11.9 | 15.4 | 9.7 | 12.5 |
| Planning and Research | 12.8 | 12.6 | 11.7 | 12.4 |
| Purchasing and Inventory Maintenance | 12.1 | 9.9 | 11.4 | 11.1 |
| Public Relations and Community Affairs | 7.0 | 7.6 | 9.5 | 7.9 |
| Personal Demands and Improvement | 8.4 | 6.9 | 7.8 | 7.7 |

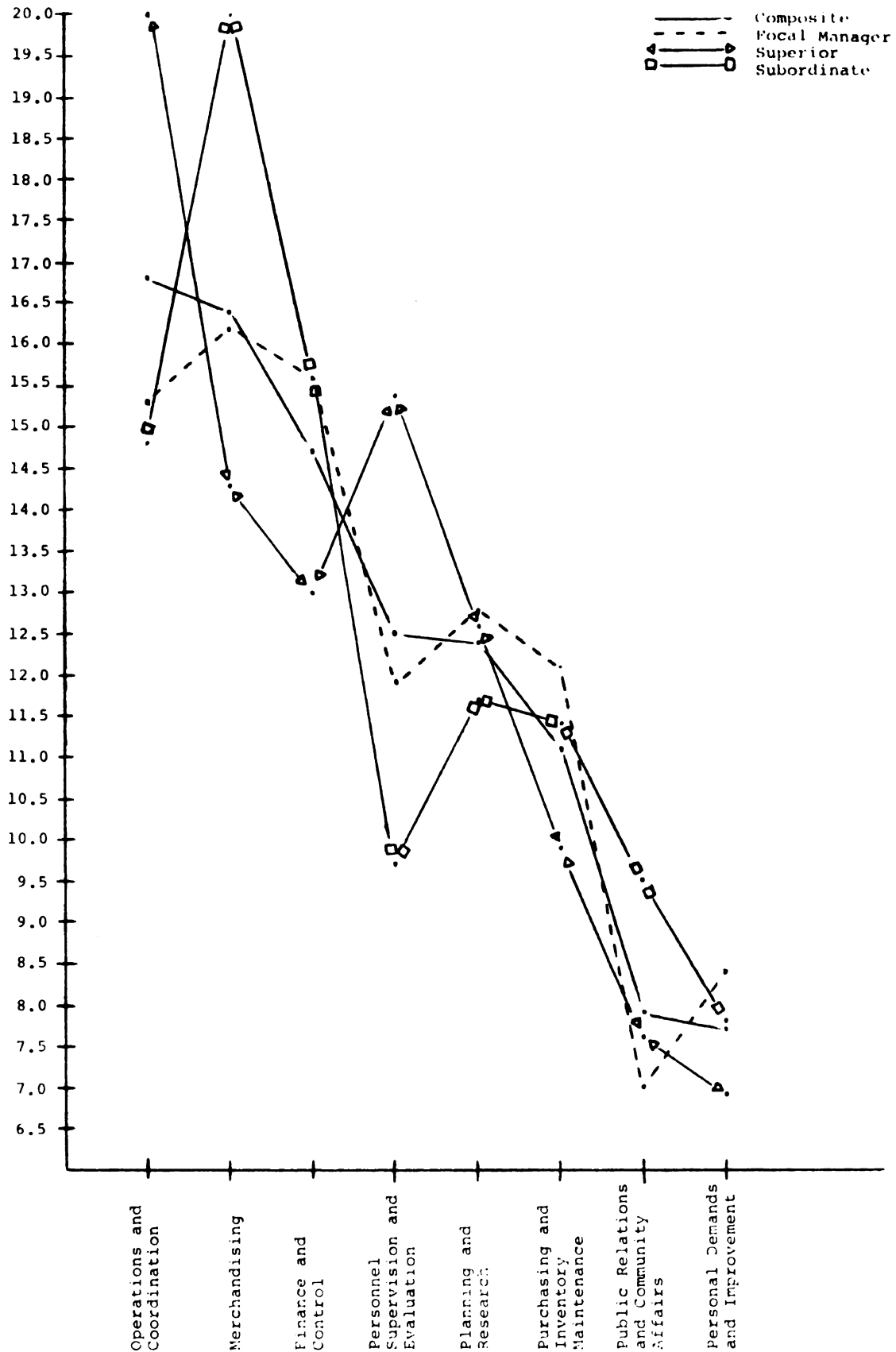


Figure 1.--Percentage of total time allocated to major areas of managerial competence by agri-business managers as perceived by the managers themselves, their superiors and their subordinates.

TABLE 3.--Time allocation of selected operations and coordination activities of agribusiness managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Using a telephone | 5.4 | 3.8 | 5.2 | 4.6 | 3.7 | 3.1 | 4.8 | 3.8 |
| Planning and supervising the flow of goods | 5.5 | 2.5 | 6.6 | 2.1 | 5.9 | 3.6 | 6.0 | 2.6 |
| Organizing the department's work efforts | 4.4 | 2.9 | 4.5 | 4.3 | 12.0 | 13.0 | 6.7 | 9.1 |
| Balancing products or production to seasonal needs | 5.2 | 4.0 | 5.4 | 3.7 | 10.4 | 11.7 | 6.8 | 7.4 |
| Developing harmonious working relations among employees | 7.8 | 3.7 | 5.9 | 2.1 | 7.8 | 5.4 | 7.1 | 3.9 |
| Completing routine paper work | 7.8 | 4.2 | 7.3 | 3.8 | 7.2 | 8.3 | 7.4 | 5.6 |
| Analyzing the structure and effectiveness of the department | 7.6 | 3.4 | 7.5 | 4.0 | 7.9 | 3.1 | 7.7 | 3.5 |
| Trouble shooting | 8.0 | 2.3 | 7.7 | 4.3 | 7.9 | 5.2 | 7.9 | 4.0 |
| Determining and establishing priorities for the department | 5.1 | 3.8 | 7.7 | 3.9 | 13.0 | 13.1 | 8.4 | 9.3 |
| Assigning special jobs to certain people | 8.4 | 3.5 | 9.5 | 3.0 | 7.7 | 3.3 | 8.6 | 3.3 |
| Meeting production and/or sales quotas | 7.4 | 4.0 | 6.1 | 3.1 | 14.1 | 14.0 | 8.9 | 8.6 |
| Keeping records and files of transactions | 9.1 | 4.8 | 9.9 | 7.3 | 7.3 | 5.0 | 8.9 | 5.9 |
| Arranging and conducting meetings of employees | 11.8 | 1.6 | 10.4 | 2.9 | 8.9 | 4.4 | 10.4 | 3.3 |
| Reporting to headquarters on departmental activities | 11.5 | 2.0 | 11.7 | 3.0 | 8.8 | 3.7 | 10.8 | 3.1 |

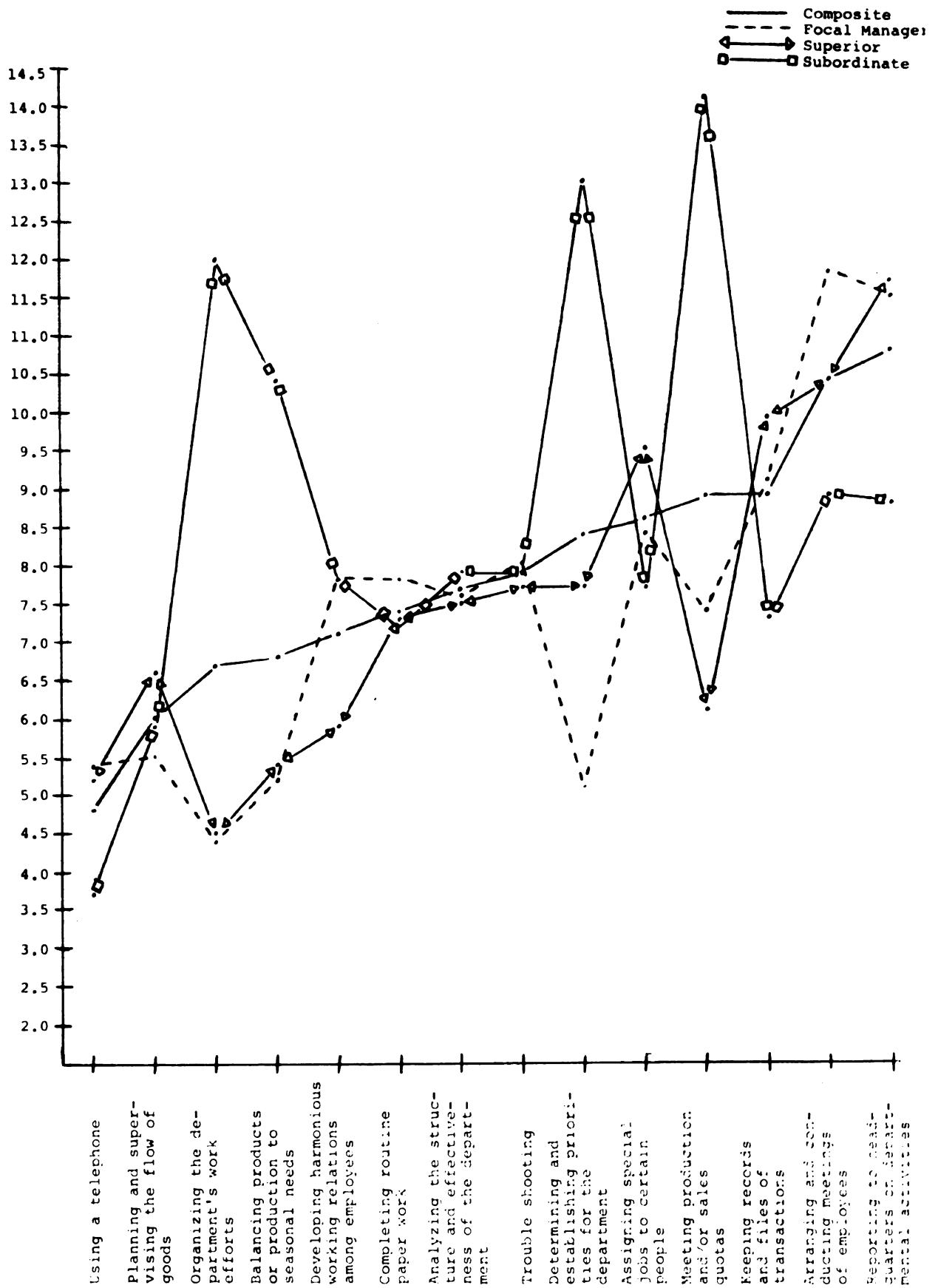


Figure 2.--Time allocation of selected operations and coordination activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

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which require the most relative time have to do with organizing the department's work efforts around the flow of goods. In such instances the telephone is apparently an important managerial tool as attested by its ranking as the foremost time consumer of this particular group. The lowest ranking activity in the group, concerned with the reporting to company headquarters, may or may not indicate a considerable degree of autonomy in operations on the part of the focal managers.

Mention should be made of the discrepancy between the responses of the subordinates and the other role set members. As an example, both the focal managers and the supervisors reported "Organizing the department's work efforts" as being the most time consuming activity, while the subordinates placed this item near the bottom of the ranking. Apparently this is an activity which is often not visible to the subordinate, therefore his perception as to time consumption.

Table 4 and Figure 3 show the relative importance, time-wise, of the focal manager's Merchandising activities. This group is one of the two most important in terms of time commitment, taking an average of over 16 per cent of the manager's time (Table 2). As might be expected, customer contact is shown as the major concern. Special promotional events and the establishment of sales policies also rank high on the merchandising time requirement list.

TABLE 4.--Time allocation of selected merchandising activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Greeting or talking to customers | 5.1 | 3.6 | 4.1 | 3.2 | 4.0 | 3.2 | 4.4 | 3.3 |
| Planning and arranging special promotional events | 5.4 | 4.5 | 5.7 | 3.3 | 4.5 | 3.6 | 5.2 | 3.9 |
| Establishing sales policies and procedures | 4.4 | 2.7 | 4.8 | 4.5 | 7.2 | 2.6 | 5.4 | 3.6 |
| Assisting in special sales | 7.3 | 3.1 | 5.7 | 2.3 | 4.0 | 2.0 | 5.8 | 2.8 |
| Pricing merchandise or products | 5.7 | 2.9 | 6.4 | 3.5 | 5.8 | 4.9 | 6.0 | 3.6 |
| Analyzing total merchandising techniques | 7.1 | 2.4 | 7.6 | 2.9 | 5.8 | 2.7 | 6.9 | 2.7 |
| Submitting sales reports to superiors | 7.9 | 4.3 | 7.3 | 2.7 | 9.8 | 3.7 | 8.2 | 3.7 |
| Evaluating effectiveness of advertising and promotion | 9.3 | 3.8 | 10.1 | 4.5 | 5.7 | 3.8 | 8.6 | 4.4 |
| Approving customers returns and/or allowances | 8.6 | 5.0 | 9.1 | 3.6 | 9.0 | 3.4 | 8.9 | 4.0 |
| Planning advertising programs and schedules | 8.6 | 3.7 | 8.6 | 4.6 | 9.4 | 1.7 | 8.9 | 3.6 |
| Handling customer complaints | 9.4 | 3.3 | 8.3 | 3.4 | 10.4 | 2.2 | 9.3 | 3.1 |
| Checking customer credit | 10.1 | 4.1 | 10.6 | 2.3 | 7.7 | 5.5 | 9.6 | 4.2 |
| Expediting customer orders | 10.8 | 2.9 | 9.3 | 2.9 | 9.8 | 3.8 | 10.0 | 3.2 |
| Selecting and preparing merchandise for display | 8.6 | 4.9 | 10.7 | 3.4 | 11.4 | 3.0 | 10.2 | 4.0 |

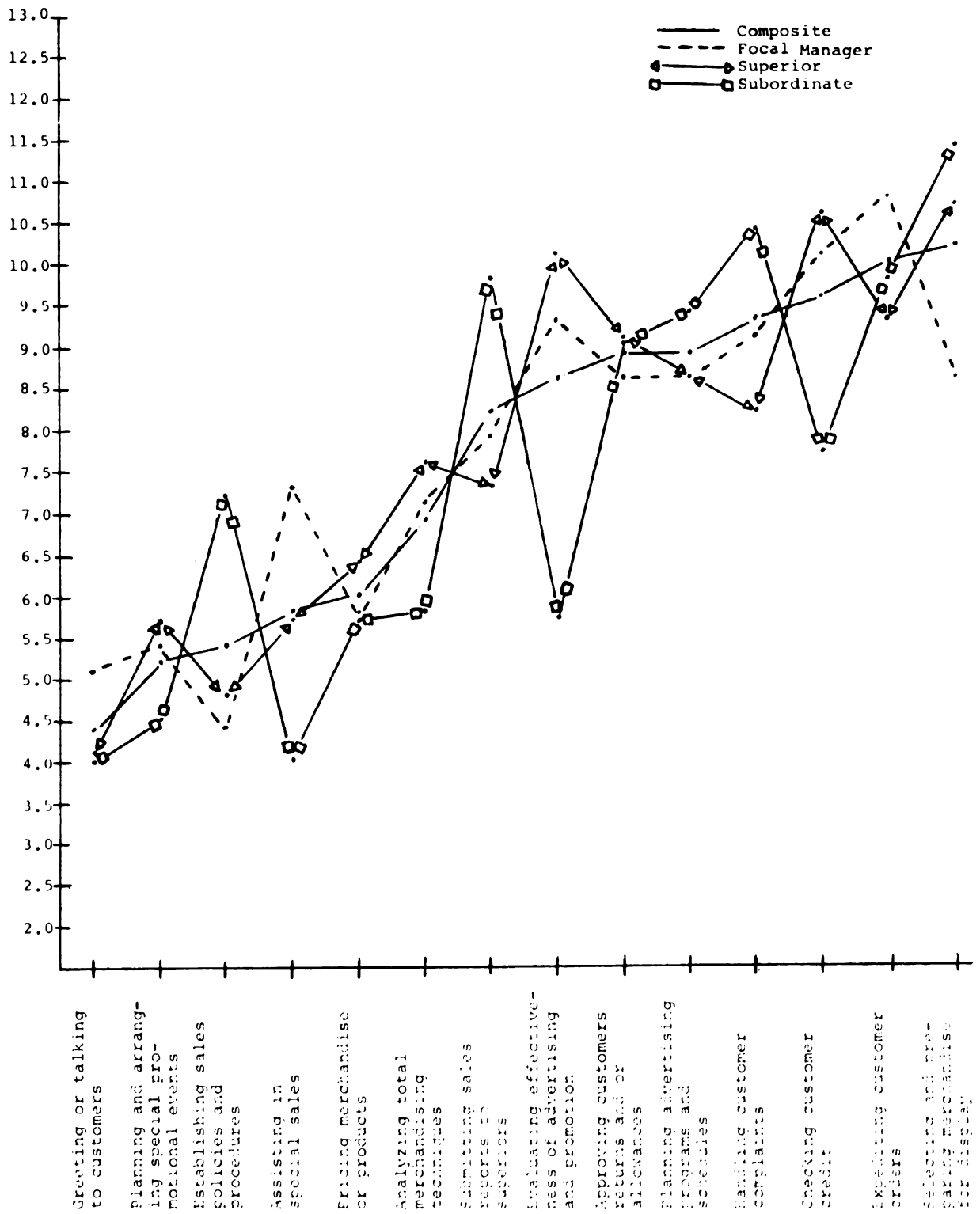


Figure 3.--Time allocation of selected merchandising activities of merchandising managers as ranked by the managers themselves, their superiors and their subordinates.

This is one instance in which there is consensus among the role set members relative to high and low priority activities.

Apparently the majority of the focal managers leave many of the routine tasks such as checking customer credit and expediting orders to their employees and devote more of their time to managerial-type activities. According to most management experts, this is the way it should be.¹

"Handling responsibilities which cannot be delegated" received one of the numerically lowest composite mean time allocation scores given to any activity. This would indicate its high priority in the management scheme of the agribusiness firms surveyed. Table 5 and Figure 4 indicate its importance by placing it at the top of the Finance and Control category. These results indicate that not only was this activity an important time factor in this particular category, but that there was a high degree of respondent agreement as to its relative importance. Likewise, there appears to be a feeling that there are certain time consuming duties which must be handled by the manager himself.

The variance of responses accorded similar activities in different categories is most interesting. In the Merchandising grouping, sales and pricing policies were considered to be quite important. However, within the Finance

¹See McGregor, op. cit.; Stewart, op. cit.; Argyris, op. cit.

TABLE 5.--Time allocation of selected finance and control activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Handling responsibilities which cannot be delegated | 3.3 | 2.7 | 2.2 | 1.5 | 6.2 | 4.1 | 3.8 | 3.3 |
| Determining and handling insurance needs | 6.3 | 1.8 | 4.8 | 2.9 | 3.3 | 3.0 | 4.9 | 2.8 |
| Establishing customer credit policies | 3.6 | 2.2 | 4.8 | 2.4 | 6.8 | 2.3 | 5.0 | 2.6 |
| Preparing budgets | 4.8 | 3.5 | 4.3 | 3.8 | 5.9 | 2.3 | 5.0 | 3.2 |
| Securing clearance from superiors for variations in policy | 7.4 | 3.1 | 6.8 | 3.3 | 6.0 | 3.0 | 6.8 | 3.2 |
| Meeting with superiors regarding departmental finances | 6.2 | 3.3 | 5.5 | 3.6 | 10.0 | 3.7 | 7.0 | 4.0 |
| Dictating letters and reports | 7.1 | 2.7 | 7.2 | 4.1 | 6.7 | 3.8 | 7.0 | 3.5 |
| Working with calculators and other office machines | 7.4 | 4.8 | 7.9 | 3.4 | 6.6 | 3.9 | 7.3 | 4.0 |
| Analyzing sales figures and operating costs | 6.8 | 4.2 | 10.0 | 3.7 | 7.8 | 3.6 | 8.2 | 4.1 |
| Handling company monies | 9.0 | 3.3 | 8.2 | 3.5 | 7.7 | 4.1 | 8.3 | 3.5 |
| Analyzing profit and loss statements | 9.6 | 3.7 | 9.7 | 2.7 | 8.5 | 3.9 | 9.3 | 3.4 |
| Keeping a close check on the finances of the department | 10.9 | 2.7 | 10.2 | 3.0 | 7.8 | 4.0 | 9.7 | 3.4 |
| Arranging for proper payroll control | 10.9 | 2.6 | 10.7 | 2.6 | 10.0 | 2.9 | 10.6 | 2.7 |
| Establishing pricing margins and policies | 10.7 | 2.1 | 10.6 | 2.6 | 12.0 | 1.9 | 11.0 | 2.3 |

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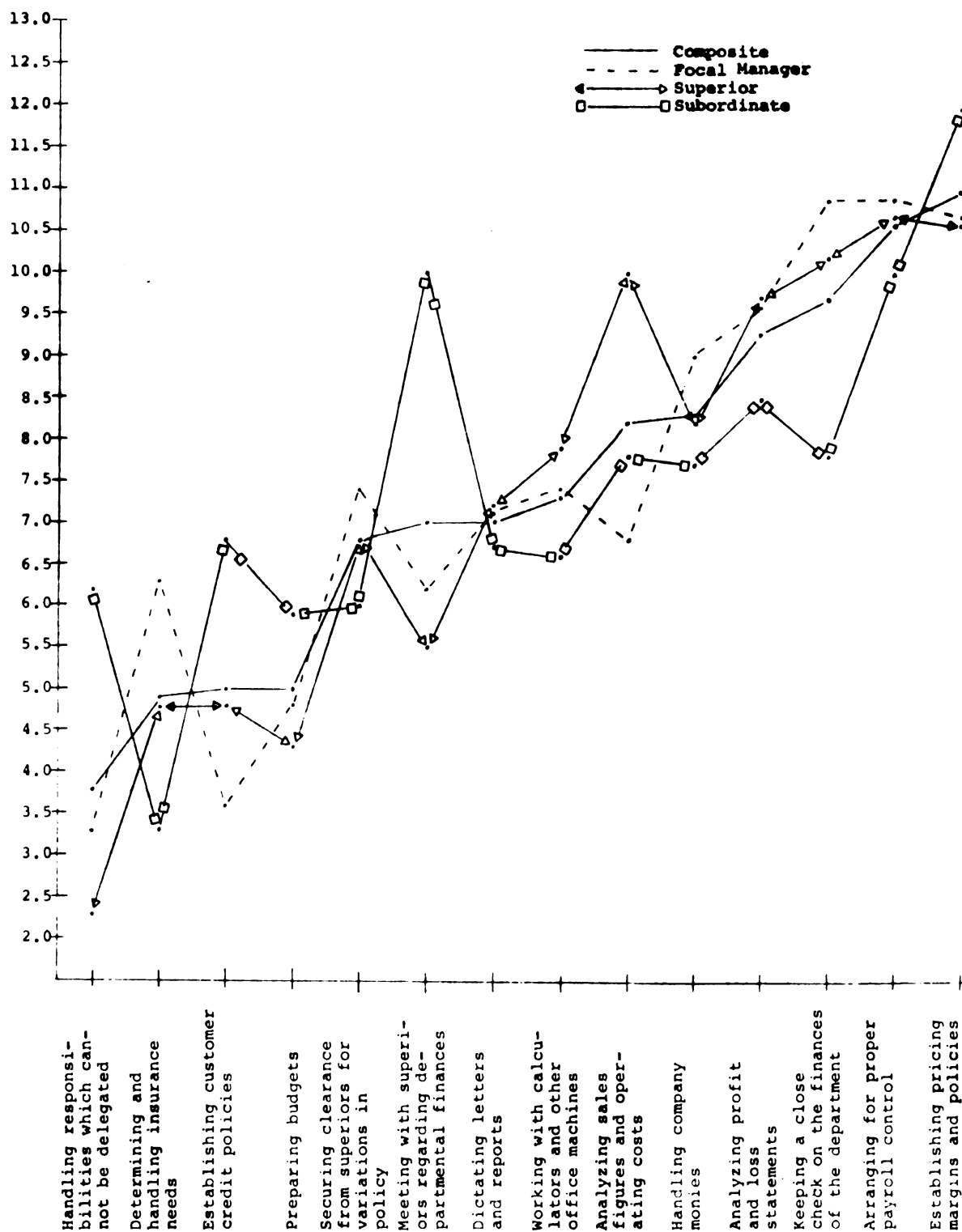


Figure 4.--Time allocation of selected finance and control activities of agribusiness managers as ranked by the managers themselves, their superiors and their subordinates.

and Control category the establishment of pricing margins and policies was given the lowest possible ranking.

Although some authorities¹ suggest that business management is first of all "people management," Personnel Supervision and Evaluation was ranked in the middle of the category groupings (Table 2, Figure 3) by the agri-business respondents. Within the grouping in Table 6 and Figure 5, however, the three most important time-ranked activities were directly concerned with personnel supervision. In addition, each member of the role set placed these items at the top of the list; the only time that such complete agreement occurred. Nearly unanimous agreement was also evident in placing the employee personal problems advisement item at the bottom of the category listing.

The composite mean rankings of the activities in the Planning and Research category suggest a tendency on the part of the focal managers to systematically plan ahead according to consumer demand and to keep abreast of the times. In the light of this tendency, it is difficult to understand the apparent limited amount of time devoted to new and pending legislation. Table 7 and Figure 6 provide the specific information in this respect. The low time allocation ranking of the training of potential managers is quite typical of most management situations and thinking.

¹According to Drucker, op. cit.; House, op. cit.; Uris, op. cit.

TABLE 6.--Time allocation of selected personnel supervision and evaluation activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Checking and evaluating work done by subordinates | 3.1 | 1.1 | 3.3 | 2.1 | 3.2 | 2.2 | 3.2 | 1.8 |
| Establishing job priorities and assigning work to others | 2.0 | 1.2 | 3.6 | 2.2 | 6.4 | 5.1 | 3.9 | 3.6 |
| Direct supervision of subordinates | 4.6 | 3.6 | 3.9 | 2.6 | 5.2 | 8.6 | 4.5 | 5.3 |
| Motivating employees and keeping up morale | 3.8 | 2.7 | 5.3 | 3.3 | 6.8 | 9.6 | 5.2 | 5.9 |
| Training new employees | 7.7 | 2.3 | 5.8 | 3.1 | 8.4 | 4.0 | 7.2 | 3.3 |
| Communicating with superiors regarding employee situations | 8.4 | 3.6 | 8.2 | 3.7 | 8.3 | 2.2 | 8.3 | 3.1 |
| Explaining company policies and procedures | 8.2 | 3.7 | 9.3 | 3.6 | 9.1 | 13.1 | 8.8 | 7.7 |
| Interviewing job applicants and hiring employees | 9.6 | 3.3 | 8.8 | 3.5 | 9.0 | 3.1 | 9.1 | 3.3 |
| Filling in for absent employees | 8.2 | 4.3 | 8.9 | 4.5 | 10.3 | 4.1 | 9.1 | 4.3 |
| Resolving employee grievances | 10.0 | 2.7 | 8.9 | 2.7 | 9.5 | 4.6 | 9.5 | 3.4 |
| Providing for employee health, safety and working conditions | 9.4 | 2.7 | 10.4 | 3.1 | 8.7 | 2.2 | 9.5 | 2.8 |
| Handling problem employees | 10.2 | 3.8 | 6.9 | 3.8 | 12.3 | 18.3 | 9.6 | 10.6 |
| Handling employee benefit programs (insurance, vacations, etc.) | 9.0 | 3.1 | 11.8 | 1.8 | 8.3 | 3.4 | 9.8 | 3.2 |
| Advising employees on personal problems | 10.6 | 2.2 | 10.0 | 2.6 | 11.2 | 3.6 | 10.1 | 2.8 |

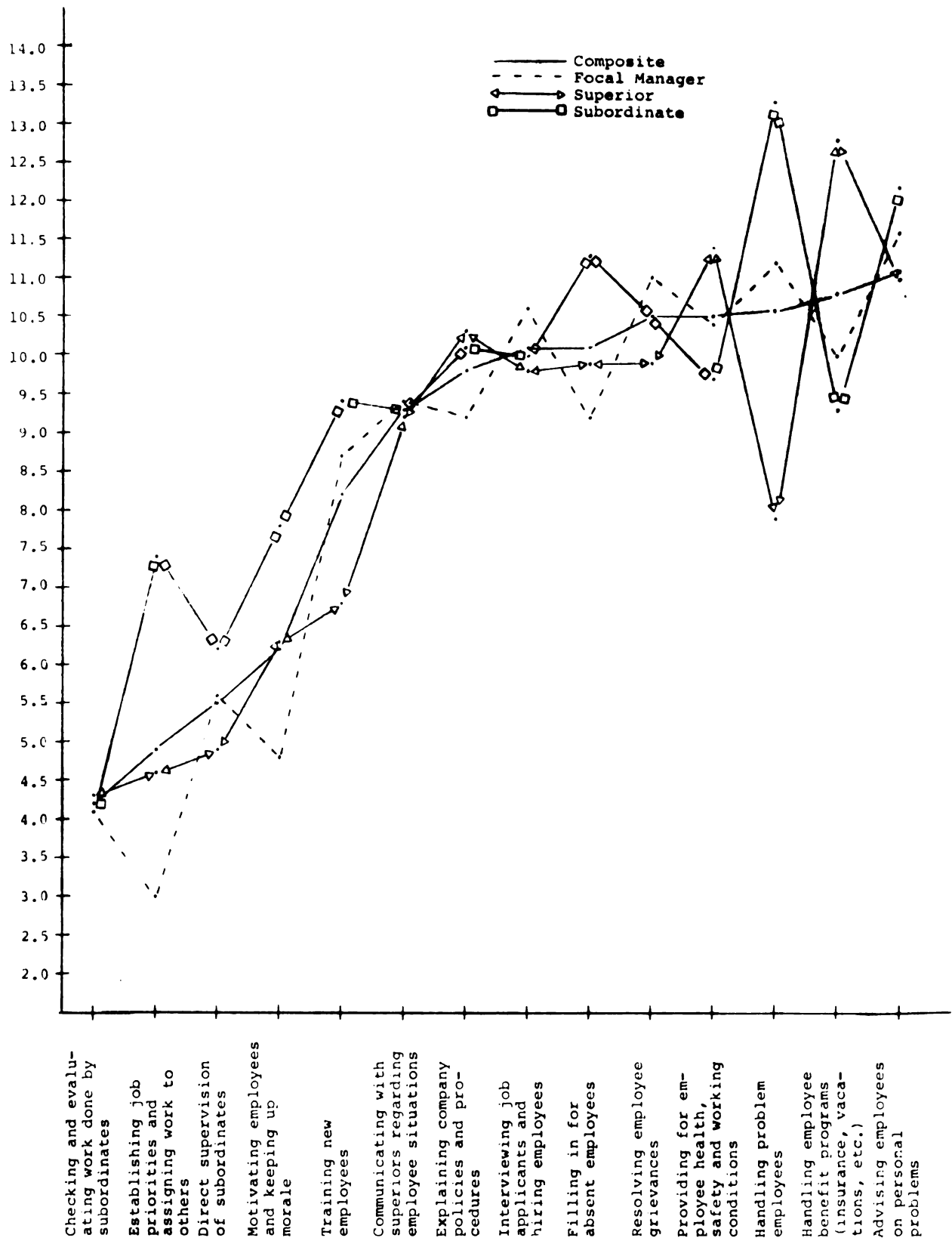


Figure 5.--Time allocation of selected personnel supervision and evaluation activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| No. | Sex | Age | Occupation | Place of residence | Date of onset | Date of admission | Specimen | Isolation | Identification | Sensitivity | Remarks |
|-----|-----|-----|------------|--------------------|---------------|-------------------|----------|-----------|--------------------|-------------|---------|
| | | | | | | | | | | | |
| 1 | M | 25 | Farmer | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 2 | F | 35 | Homemaker | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 3 | M | 45 | Farmer | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 4 | F | 25 | Homemaker | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 5 | M | 35 | Farmer | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 6 | F | 45 | Homemaker | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 7 | M | 55 | Farmer | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 8 | F | 65 | Homemaker | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 9 | M | 75 | Farmer | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |
| 10 | F | 85 | Homemaker | Rural | 10/10/71 | 10/10/71 | Stool | + | <i>S. flexneri</i> | + | |

TABLE 7.--Time allocation of selected planning and research activities of agribusiness managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Determining the responsibilities of employees | 5.3 | 2.6 | 5.6 | 3.0 | 5.1 | 2.6 | 5.3 | 2.7 |
| Determining and studying consumer demand | 7.3 | 3.8 | 4.1 | 2.6 | 4.7 | 2.9 | 5.4 | 3.4 |
| Looking for ideas to improve performance | 4.2 | 2.7 | 6.2 | 2.9 | 5.9 | 2.5 | 5.4 | 2.8 |
| Determining the resources needed to operate the department | 4.2 | 3.2 | 4.5 | 2.4 | 8.2 | 3.2 | 5.5 | 3.4 |
| Obtaining and studying market information | 8.0 | 4.6 | 4.7 | 3.9 | 7.4 | 3.6 | 6.6 | 4.3 |
| Establishing standards for the department or area of work | 5.9 | 3.5 | 7.4 | 4.0 | 6.6 | 4.1 | 6.6 | 3.7 |
| Forecasting future trends and events | 9.2 | 3.1 | 7.0 | 3.7 | 7.3 | 3.7 | 7.7 | 3.6 |
| Reviewing competitors activities | 9.2 | 2.2 | 7.9 | 3.1 | 6.0 | 2.7 | 7.8 | 3.0 |
| Following plans handed down by superiors | 7.6 | 4.9 | 10.2 | 3.4 | 6.8 | 4.8 | 8.3 | 4.7 |
| Evaluating proposals and suggestions of employees | 6.5 | 4.3 | 8.6 | 3.9 | 9.6 | 3.0 | 8.3 | 4.0 |
| Attending company policy and planning meetings | 9.3 | 3.6 | 10.5 | 2.3 | 6.1 | 4.2 | 8.8 | 3.8 |
| Searching for new items, products or lines | 7.8 | 4.4 | 8.4 | 3.6 | 6.3 | 3.8 | 9.0 | 5.4 |
| Training potential future managers | 8.3 | 3.6 | 10.6 | 2.9 | 10.7 | 2.4 | 9.8 | 3.2 |
| Studying new and pending legislation | 11.7 | 3.0 | 11.2 | 3.7 | 11.7 | 3.3 | 11.5 | 3.3 |

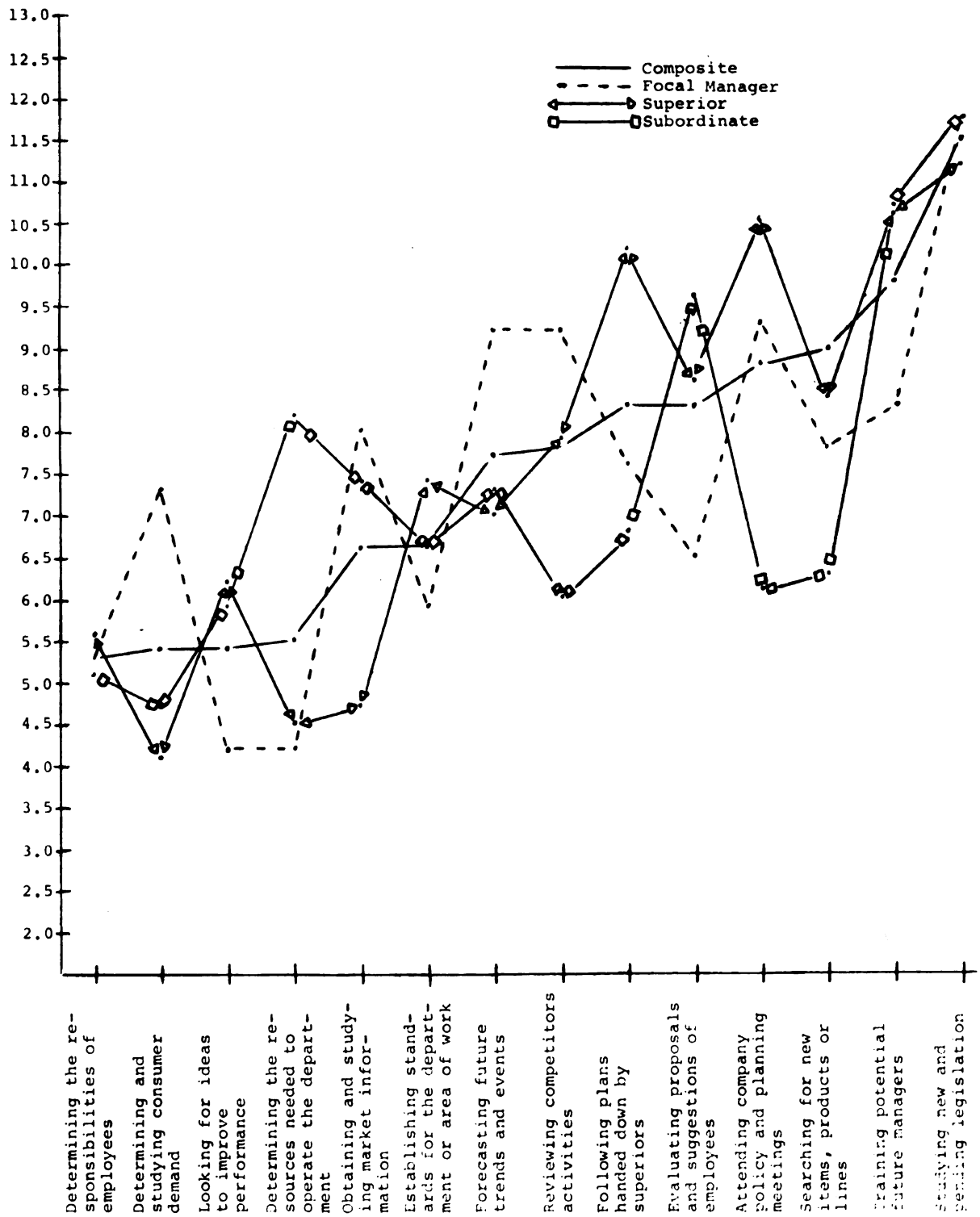


Figure 6.--Time allocation of selected planning and research activities of agricultural business managers as ranked by the managers themselves, their superiors and their subordinates.

Contrary to the apparent tendency to delegate certain routine tasks to subordinates in the previously considered categories, the focal manager seems to spend a great deal of time in non-management-type activities within the Purchasing and Inventory grouping (Table 8, Figure 7). It must be assumed that he actually spends time "Adding new supplies or merchandise to inventory records" and "Ordering special merchandise for customers" rather than supervising subordinates in these functions.

Except for "Checking the condition of equipment, buildings and property," the last ranked activity, there is exhibited a considerable amount of non-consensus among the role set members in this category. In fact there appears to be no pattern of agreement in their perceptions.

The time priority within the Public Relations and Community Affairs grouping, Table 9, Figure 8, appears to rest strongly in the area of improvement of the company image. It should also be noted that management efforts in this area are of a more subtle nature rather than the direct community involvement associated with company representation in local projects or pressures applied to employees to participate in community activities in the name of the firm.

All respondents, regardless of position, agreed that Personnel Demands and Improvement Activities of the focal managers were allotted the least amount of time of any of

TABLE 8.--Time allocation of selected purchasing and inventory maintenance activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Studying suppliers catalogues and price sheets | 4.6 | 2.7 | 5.9 | 4.2 | 8.1 | 3.9 | 6.1 | 3.9 |
| Adding new supplies or merchandise to inventory records | 5.2 | 4.2 | 6.3 | 3.7 | 7.4 | 3.7 | 6.3 | 3.9 |
| Determining items to be ordered and reordered | 9.4 | 3.4 | 9.3 | 4.1 | 6.3 | 2.7 | 6.4 | 3.7 |
| Ordering special merchandise for customers | 7.3 | 5.2 | 7.7 | 4.1 | 4.1 | 4.5 | 6.5 | 4.8 |
| Confirming orders, inventories or prices with headquarters | 7.6 | 3.6 | 6.9 | 2.6 | 4.9 | 4.4 | 6.5 | 3.7 |
| Certifying receipt of and/or signing checks for merchandise received | 6.4 | 4.2 | 7.0 | 3.6 | 7.4 | 4.4 | 6.9 | 4.0 |
| Arranging for the proper storage of merchandise and supplies | 5.1 | 2.7 | 6.9 | 3.8 | 8.8 | 2.7 | 6.9 | 3.5 |
| Checking invoices and purchase orders | 7.0 | 3.8 | 5.9 | 3.1 | 8.4 | 4.8 | 7.0 | 4.0 |
| Listening to salesmen | 6.0 | 2.9 | 8.1 | 4.2 | 7.4 | 4.0 | 7.1 | 3.8 |
| Checking and verifying inventory lists | 8.0 | 2.8 | 7.6 | 2.9 | 7.1 | 2.6 | 7.6 | 2.8 |
| Arranging for repairs of equipment, buildings and facilities | 7.0 | 3.3 | 7.8 | 3.2 | 8.0 | 4.0 | 7.6 | 3.5 |
| Coordinating orders with other departments | 8.5 | 4.2 | 8.8 | 3.2 | 6.8 | 4.5 | 8.1 | 4.0 |
| Contacting suppliers regarding incoming orders and shipments | 9.3 | 2.8 | 7.8 | 4.3 | 8.4 | 3.7 | 8.5 | 3.7 |
| Checking the condition of equipment, buildings and property | 10.1 | 4.2 | 9.8 | 3.7 | 10.1 | 3.9 | 10.0 | 3.9 |

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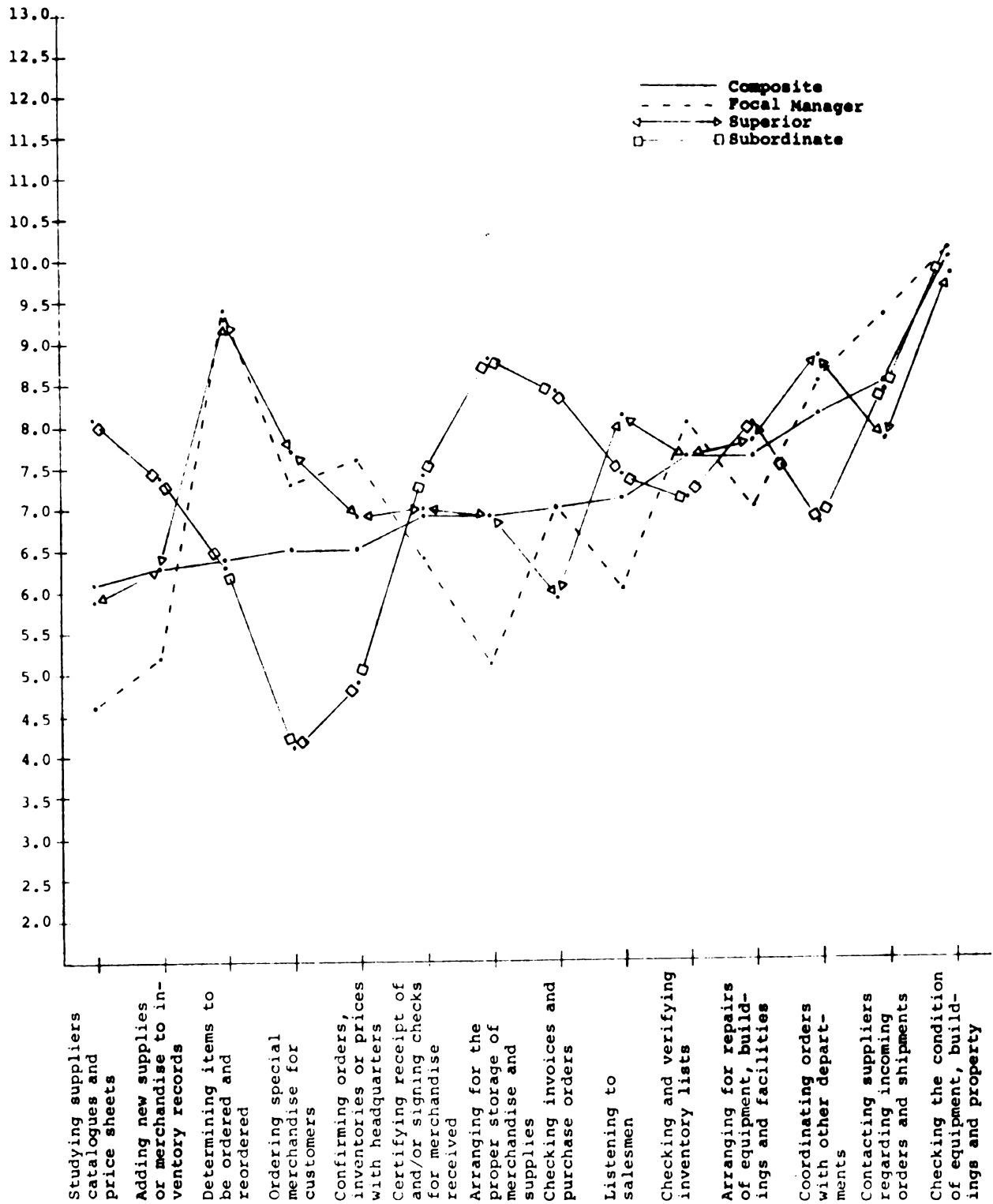


Figure 7.--Time allocation of selected purchasing and inventory maintenance activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

TABLE 9.--Time allocation of selected public relations and community affairs activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Checking on the company image | 4.1 | 5.3 | 4.9 | 3.2 | 4.2 | 1.4 | 4.4 | 3.7 |
| Talking about company products and/or services with outsiders | 6.5 | 3.8 | 3.2 | 2.8 | 6.9 | 3.4 | 5.4 | 3.7 |
| Speaking at public gatherings | 5.9 | 3.3 | 5.3 | 2.6 | 4.4 | 2.0 | 5.2 | 2.8 |
| Listening to unhappy customers | 6.5 | 3.8 | 3.2 | 2.8 | 6.9 | 3.4 | 5.4 | 3.7 |
| Keeping in close touch with public opinion | 7.1 | 3.4 | 6.4 | 4.0 | 5.4 | 3.9 | 6.3 | 3.8 |
| Improving internal communications and public relations | 6.7 | 3.4 | 7.0 | 4.1 | 6.4 | 3.7 | 6.7 | 3.7 |
| Authorizing company contributions to charitable organizations | 7.5 | 14.6 | 4.3 | 3.4 | 10.0 | 4.7 | 7.0 | 9.3 |
| Transmitting customer comments to headquarters | 11.1 | 8.4 | 5.7 | 2.9 | 7.8 | 3.6 | 8.2 | 6.0 |
| Determining methods of improving relations with the consumer public | 8.9 | 3.8 | 9.4 | 2.7 | 9.5 | 3.7 | 9.2 | 3.4 |
| Encouraging employees to be community minded | 11.1 | 2.8 | 10.2 | 2.8 | 7.5 | 4.2 | 9.7 | 3.6 |
| Participating in community service activities | 9.4 | 3.6 | 9.7 | 3.0 | 10.7 | 3.1 | 9.9 | 3.2 |
| Developing contacts with the community power structure | 11.8 | 6.2 | 9.4 | 3.7 | 10.3 | 2.2 | 10.5 | 4.5 |
| Meeting with newspaper and/or radio reporters | 9.7 | 5.6 | 12.1 | 2.0 | 10.1 | 3.2 | 10.7 | 4.0 |
| Representing the company in local projects | 11.4 | 2.3 | 11.1 | 2.6 | 10.8 | 3.1 | 11.1 | 2.7 |

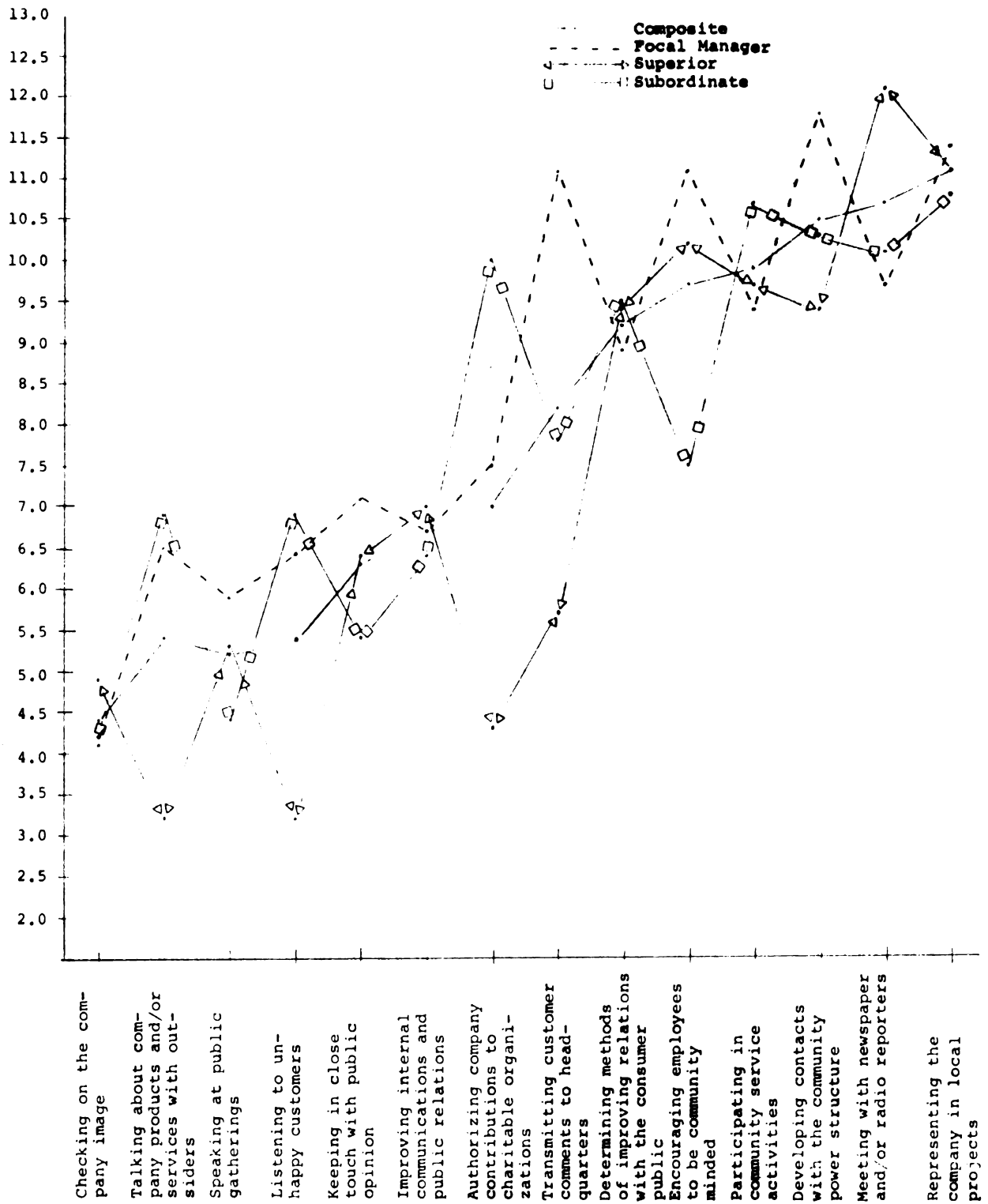


Figure 8.--Time allocation of selected public relations and community affairs activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

the categories (see Table 2, p. 59). There would appear to be a bit of incongruity in the ranking of "Planning my own activities" as number one and at the same time placing "Evaluating my own effectiveness as a manager" in position number twelve in Table 10 and Figure 9.

Consensus among the role set members was again quite evident in the agreement that special work for or with a superior had a low time priority for the focal manager.

While a ranking of the agri-business manager's activities according to the amount of time devoted to each may well determine what he does on the job, it does not necessarily provide an indication of the relative importance of each activity nor of its crucialness to the individual's success in his position. Therefore, an opportunity to place an additional judgment of importance on each item and group was provided for each respondent.

Cruciality Ratings of Activities

As was the case in the time allocation section, the portion of the questionnaire devised for securing cruciality data from each member of the role set was divided into eight categories with provisions for rating the same activities within each grouping.

No general pattern emerged in this section relative to the congruence of the interpositional responses exhibited in Table 11 and Figure 10. There was, however, a noticeable

TABLE 10.--Time allocation of selected personal demands and improvement activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Planning my own activities | 4.2 | 2.4 | 5.8 | 3.1 | 4.9 | 3.5 | 5.3 | 2.9 |
| Reading trade publications | 6.4 | 3.2 | 4.8 | 3.9 | 7.0 | 2.4 | 6.0 | 3.6 |
| Exhibiting model personal habits of dress, attitude and demeanor | 5.8 | 2.7 | 5.4 | 3.2 | 8.1 | 4.7 | 6.3 | 3.7 |
| Determining how to improve the morale of my department | 7.0 | 4.7 | 5.3 | 3.8 | 6.6 | 2.5 | 6.3 | 3.8 |
| Attending formal training meetings and conferences | 5.8 | 3.6 | 5.9 | 3.9 | 7.9 | 4.3 | 6.4 | 4.0 |
| Learning how to better communicate with and understand employees | 8.7 | 3.2 | 6.2 | 3.1 | 5.0 | 4.7 | 6.7 | 4.0 |
| Attending trade meetings and conferences | 4.9 | 3.2 | 6.7 | 3.5 | 9.3 | 4.6 | 6.8 | 4.1 |
| Developing a positive attitude toward the position and the company | 6.1 | 4.8 | 8.3 | 4.3 | 8.3 | 4.8 | 7.6 | 4.7 |
| Working overtime | 7.8 | 3.9 | 7.3 | 3.1 | 7.2 | 4.0 | 7.4 | 3.6 |
| Listening to suggestions and complaints of employees | 10.3 | 4.1 | 12.4 | 2.9 | 6.2 | 3.5 | 9.8 | 4.3 |
| Working at home on office business | 11.0 | 2.4 | 10.5 | 3.2 | 8.5 | 3.9 | 10.1 | 3.3 |
| Evaluating my own effectiveness as a manager | 11.5 | 3.1 | 10.7 | 3.5 | 8.5 | 3.2 | 10.3 | 3.5 |
| Doing special jobs for superiors or for the company | 11.8 | 6.2 | 9.4 | 3.7 | 10.3 | 2.2 | 10.5 | 4.5 |
| Getting personal assistance from my superior | 11.9 | 3.9 | 14.5 | 4.6 | 10.3 | 4.1 | 12.5 | 4.8 |

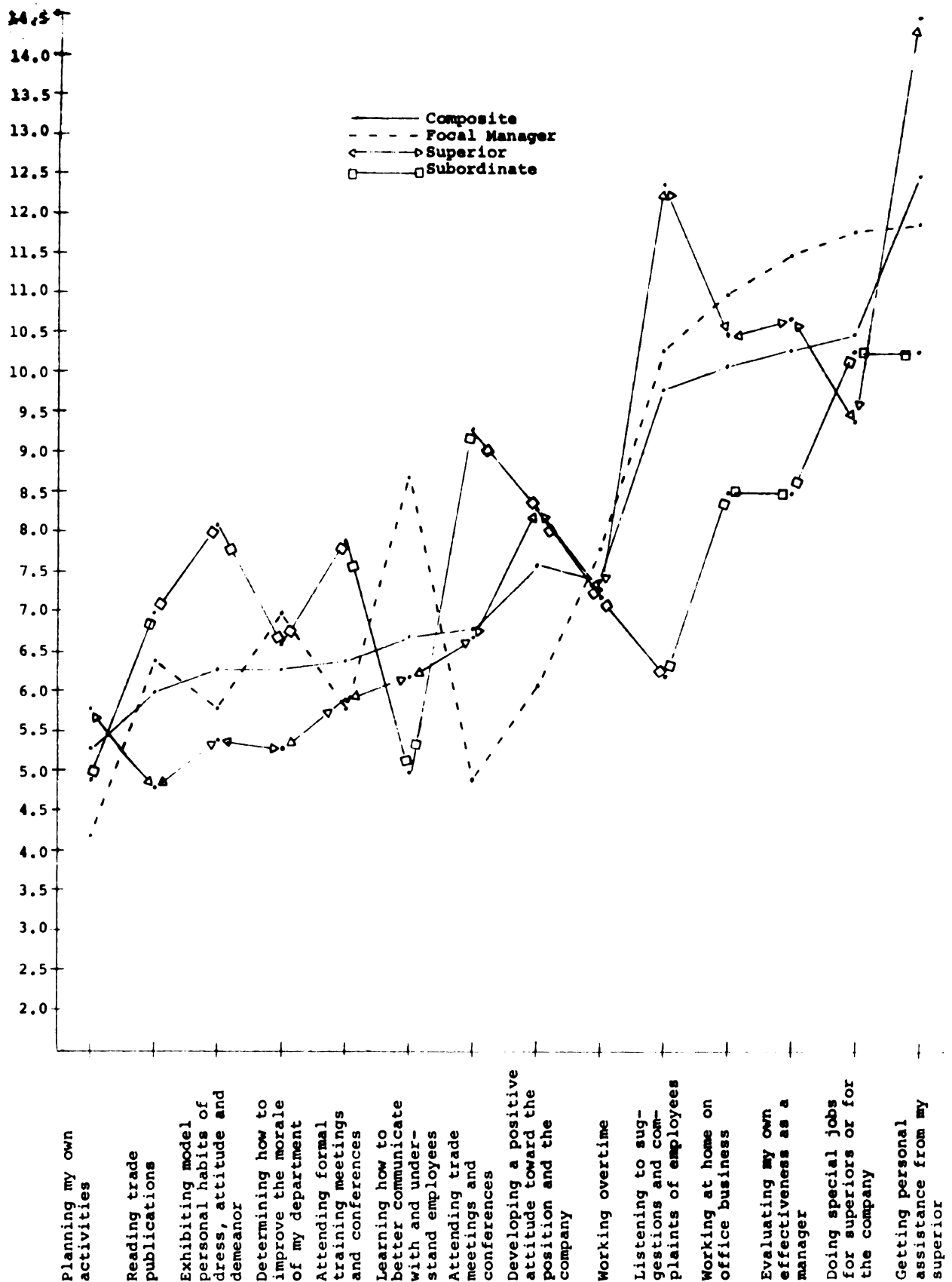


Figure 9.--Time allocation of selected personal demands and improvement activities of agri-business managers as ranked by the managers themselves, their superiors and their subordinates.

TABLE 11.--Cruciality rating of major areas of managerial competence for agri-business managers as perceived by the managers themselves, their superiors and their subordinates.

| Competency Group | As Reported By | | | |
|--|----------------|------|----------|------|
| | Focal Mgr. | | Superior | |
| | Mean | | Mean | Mean |
| Planning and Research | 2.50 | 2.61 | 2.08 | 2.40 |
| Operations and Coordination | 2.38 | 2.70 | 2.41 | 2.47 |
| Finance and Control | 2.42 | 2.80 | 2.21 | 2.48 |
| Personal Demands and Improvement | 2.57 | 2.49 | 2.39 | 2.49 |
| Purchasing and Inventory Maintenance | 2.44 | 2.82 | 2.45 | 2.56 |
| Personnel Supervision and Evaluation | 2.60 | 2.90 | 2.30 | 2.59 |
| Public Relations and Community Affairs | 2.62 | 2.71 | 2.48 | 2.60 |
| Merchandising | 2.58 | 2.84 | 2.46 | 2.61 |

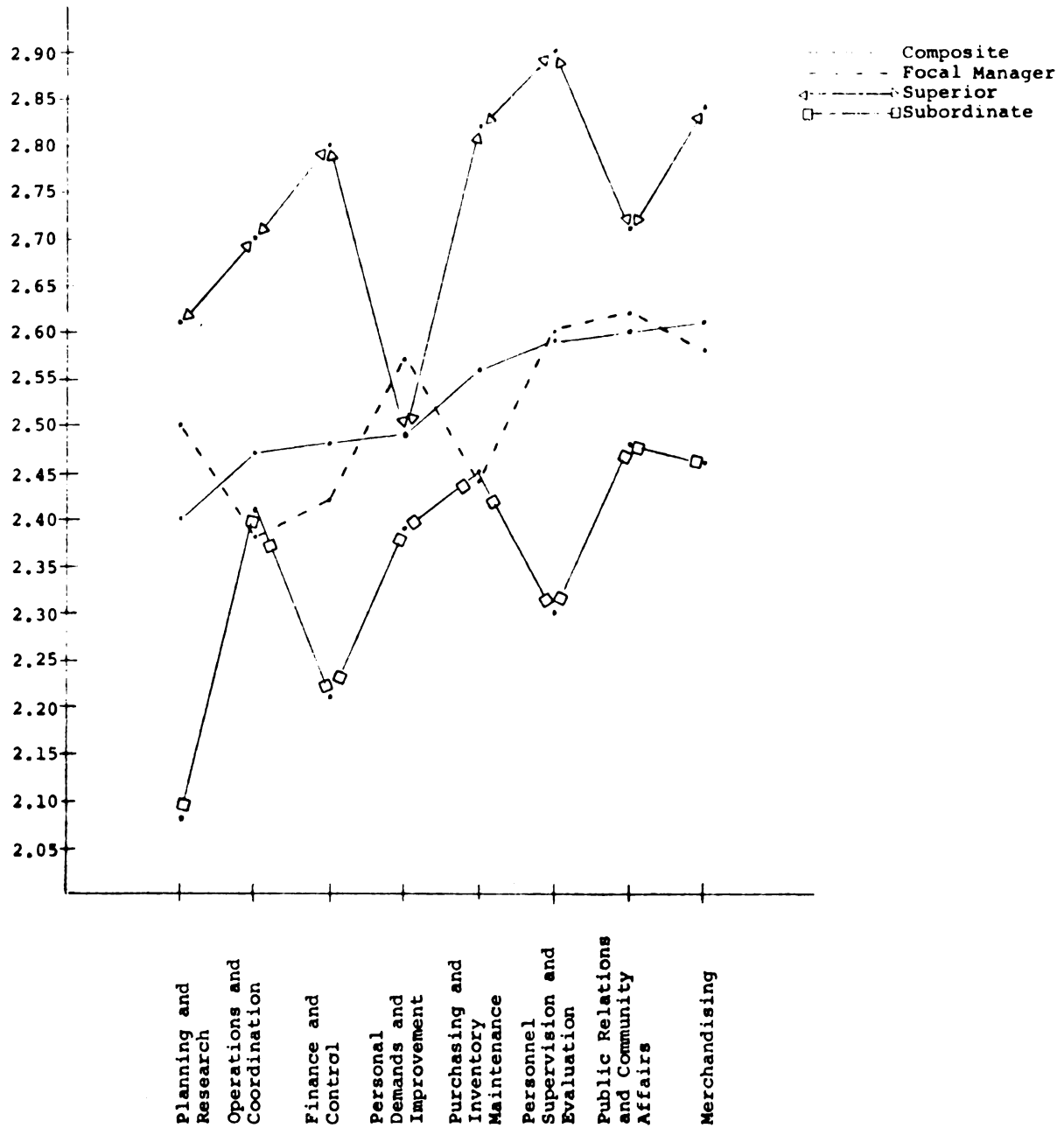


Figure 10.--Cruciality rating of major areas of managerial competence for agri-business managers as perceived by the managers themselves, their superiors and their subordinates.

tendency on the part of the subordinate respondents to rate all activities at a lower level while the superiors tended to rate all of them at a relatively higher level.

Although the focal managers did not view Planning and Research as the most crucial category of activities, the composite ratings of the entire role set placed this activity at the top of the list. The next most important categories were those of Operations and Coordination and Finance and Control. These were also high ranking groupings in the time allocation section. Contrary to certain other research findings¹ and to the time allocation rankings, Merchandising was rated at the bottom of the category groupings and therefore was considered to be the least crucial to success on the job.

Table 12 and Figure 11 display the relative ratings of the Planning and Research activities of the agri-business managers studied. It should be noted that the three top items, "Looking for ideas to improve performance," "Determining the responsibilities of employees," and "Determining and studying consumer demand" were not only given an identical composite rating but were the identical top items in the time allocation ranking of this group of activities (Table 7, p. 72). Likewise, the three items given the lowest cruciality rating were at the bottom of the time allocation ranking.

¹As reported by Drucker op. cit.; Carmichael, op. cit.

TABLE 12.--Cruciality of selected planning and research activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Looking for ideas to improve performance | 1.9 | 1.3 | 1.7 | 1.0 | 1.9 | 1.2 | 1.8 | 1.1 |
| Determining the responsibilities of employees | 2.4 | 1.0 | 1.9 | 0.8 | 1.6 | 0.5 | 1.9 | 0.9 |
| Determining and studying consumer demand | 2.2 | 0.7 | 1.8 | 0.9 | 1.7 | 0.5 | 1.9 | 0.8 |
| Establishing standards for the department or area of work | 2.3 | 1.2 | 1.9 | 1.0 | 1.7 | 0.6 | 2.0 | 1.0 |
| Determining the resources needed to operate the department | 1.9 | 0.8 | 2.1 | 1.0 | 2.2 | 1.0 | 2.1 | 0.9 |
| Evaluating proposals and suggestions of employees | 3.6 | 1.0 | 2.8 | 0.9 | 1.5 | 0.7 | 2.3 | 1.0 |
| Obtaining and studying market information | 2.4 | 1.0 | 2.4 | 1.3 | 1.8 | 0.8 | 2.3 | 1.1 |
| Training potential future managers | 2.1 | 1.0 | 2.6 | 0.9 | 2.6 | 0.7 | 2.4 | 0.9 |
| Following plans handed down by superiors | 2.5 | 1.3 | 3.8 | 1.3 | 2.0 | 0.7 | 2.6 | 1.3 |
| Attending company policy and planning meetings | 2.3 | 0.9 | 2.8 | 1.0 | 2.6 | 0.9 | 2.6 | 1.0 |
| Forecasting future trends and events | 2.6 | 1.2 | 2.6 | 1.1 | 2.7 | 0.7 | 2.7 | 1.0 |
| Searching for new items, products or lines | 2.8 | 1.4 | 2.9 | 1.0 | 2.6 | 0.9 | 2.8 | 1.1 |
| Reviewing competitors activities | 3.0 | 0.9 | 2.9 | 1.1 | 2.6 | 0.8 | 2.8 | 0.9 |
| Studying new and pending legislation | 3.4 | 0.9 | 3.9 | 1.5 | 2.8 | 1.0 | 3.4 | 1.3 |

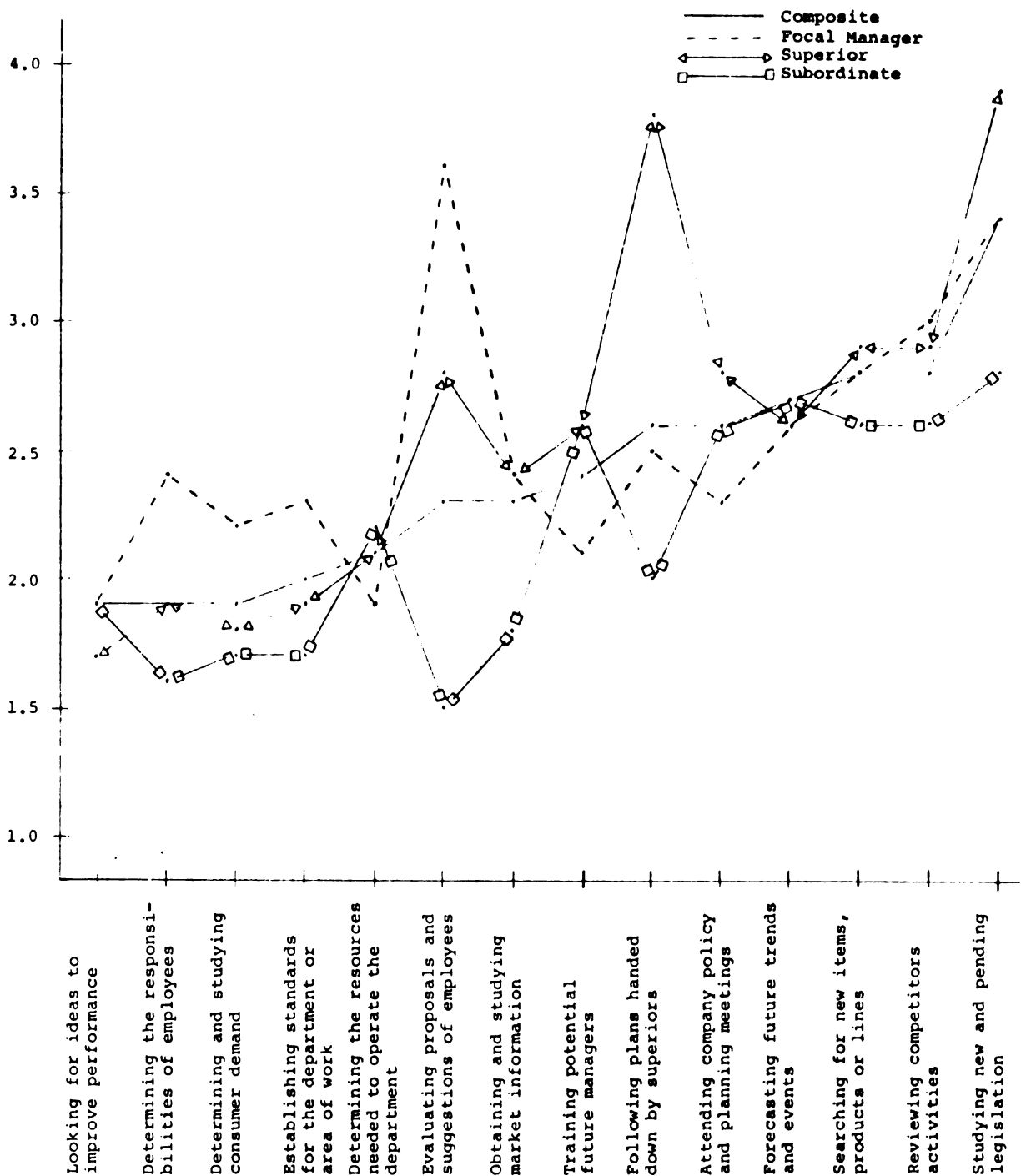


Figure 11.--Cruciality of selected planning and research activities of agribusiness managers as rated by the managers themselves, their superiors and their subordinates.

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"Organizing the department's work efforts" not only appeared at the top of the Operations and Coordination activities cruciality list but it was given one of the highest cruciality ratings of any single activity performed by managers. Further study of Table 13 and Figure 12 bring to light the fact that certain activities which were indicated as being quite time consuming in Table 8 (p. 75) are not considered to be as crucial to success on the job as might have been assumed. As an example, "Using a telephone" was shown to have the greatest amount of time allocated to it, but in the cruciality ratings this item was far down the list. In a similar manner, "Completing routine paper work" was ranked sixth in time allocation but was perceived to be the least crucial of all the activities in this group and ranked fourteenth.

The focal managers and the superiors were almost identical in their ratings of the activities in the Finance and Control category, Table 14 and Figure 13. With the exception of the last three items, the subordinates tended to not agree with the other two role set members in regards to ratings of specific activities. Another example of activity time allocation not necessarily being equal to cruciality of that activity is demonstrated in a comparison of the ranking of "Establishing pricing margins and policies" and "Analyzing profit and loss statements" at the top of the cruciality ranking here but at the bottom of the time allocation group on Table 5 (p. 67).

TABLE 13.--Cruciality of selected operations and coordination activities of agribusiness managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Organizing the department's work effort | 1.5 | 0.9 | 1.3 | 0.5 | 1.6 | 0.7 | 1.5 | 0.7 |
| Developing harmonious working relations among employees | 1.6 | 0.5 | 2.0 | 0.9 | 1.5 | 0.5 | 1.7 | 0.7 |
| Planning and supervising the flow of goods | 1.3 | 0.5 | 2.4 | 1.0 | 2.1 | 0.9 | 1.9 | 0.9 |
| Determining and establishing priorities for the department | 2.1 | 1.1 | 2.3 | 1.0 | 1.5 | 0.7 | 2.0 | 1.0 |
| Balancing products or production to seasonal needs | 1.8 | 1.0 | 2.1 | 0.7 | 2.7 | 0.6 | 2.0 | 0.8 |
| Meeting production and/or sales quotas | 2.3 | 1.2 | 2.0 | 0.8 | 2.8 | 1.0 | 2.3 | 1.0 |
| Analyzing the structure and effectiveness of the department | 2.7 | 0.7 | 2.5 | 1.4 | 1.9 | 0.9 | 2.4 | 1.1 |
| Using a telephone | 2.4 | 1.0 | 2.8 | 1.3 | 2.2 | 0.7 | 2.5 | 1.1 |
| Trouble shooting | 2.9 | 1.1 | 3.4 | 1.6 | 3.1 | 1.0 | 2.8 | 1.2 |
| Keeping records and files of transactions | 2.5 | 1.3 | 3.3 | 1.7 | 2.8 | 0.8 | 2.9 | 1.2 |
| Arranging and conducting meetings of employees | 3.1 | 0.9 | 3.2 | 0.8 | 2.7 | 0.8 | 3.0 | 0.8 |
| Reporting to headquarters on departmental activities | 3.2 | 0.9 | 3.4 | 1.2 | 2.8 | 1.1 | 3.1 | 1.1 |
| Assigning special jobs to certain people | 2.9 | 1.0 | 3.9 | 1.0 | 3.0 | 1.1 | 3.3 | 1.1 |
| Completing routine paper work | 2.9 | 0.8 | 3.7 | 0.9 | 3.6 | 0.9 | 3.4 | 0.9 |

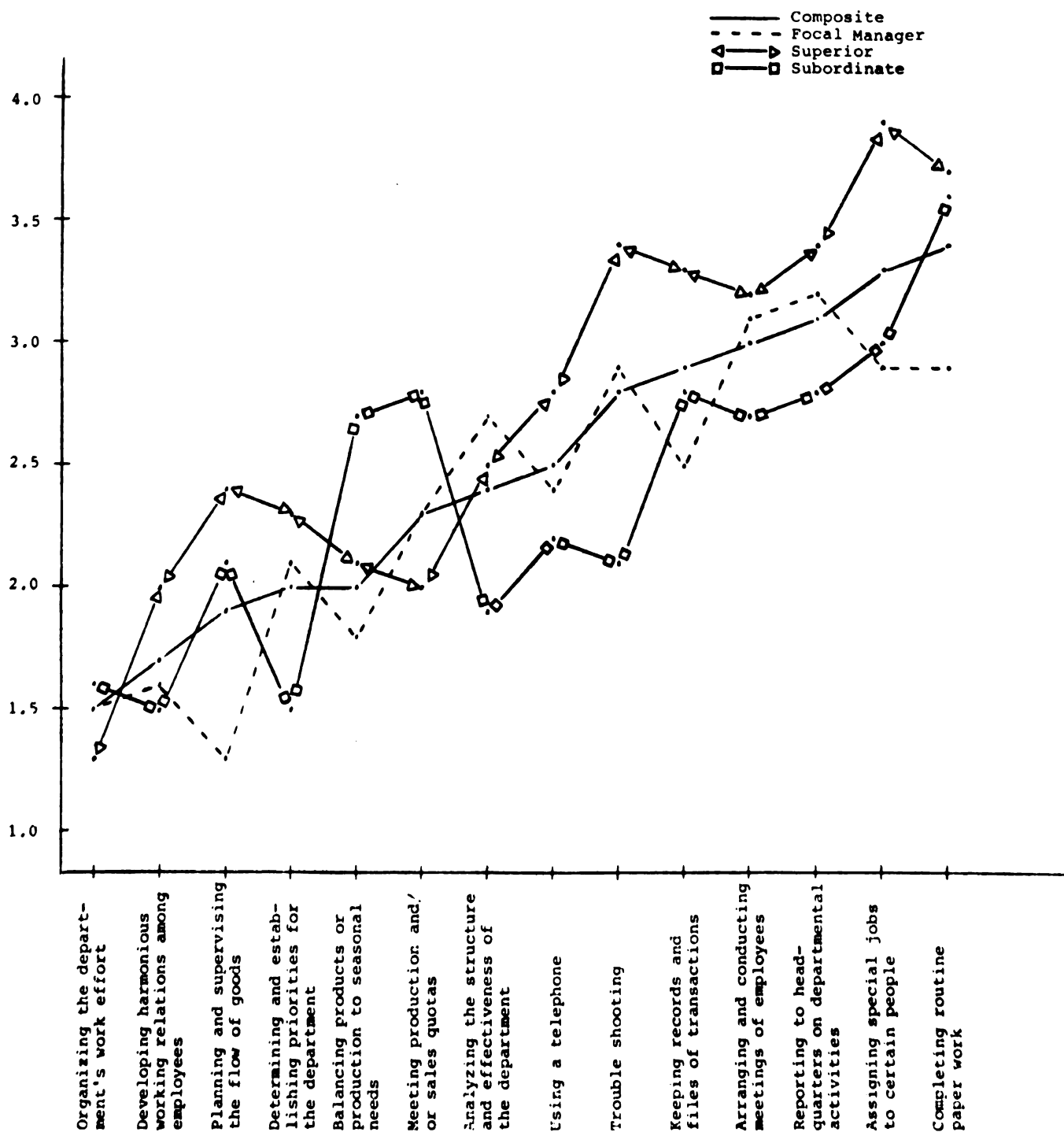


Figure 12.--Cruciality of selected operations and coordination activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

TABLE 14.--Cruciality of selected finance and control activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Establishing pricing margins and policies | 1.6 | 1.1 | 1.5 | 1.0 | 1.7 | 0.6 | 1.6 | 0.9 |
| Analyzing profit and loss statements | 1.6 | 0.6 | 1.6 | 0.6 | 2.1 | 0.8 | 1.7 | 0.7 |
| Analyzing sales figures and operating costs | 1.8 | 0.9 | 2.0 | 1.1 | 1.7 | 0.8 | 1.8 | 1.0 |
| Establishing customer credit policies | 1.6 | 0.8 | 2.1 | 0.9 | 1.8 | 0.8 | 1.8 | 0.9 |
| Keeping a close check on the finances of the department | 1.9 | 0.8 | 2.1 | 1.1 | 1.9 | 0.6 | 1.9 | 0.9 |
| Handling responsibilities which cannot be delegated | 2.0 | 1.2 | 2.2 | 0.9 | 1.6 | 0.7 | 2.0 | 1.0 |
| Preparing budgets | 2.0 | 0.6 | 2.5 | 0.9 | 2.0 | 0.8 | 2.2 | 0.8 |
| Meeting with superiors regarding departmental finances | 2.7 | 0.9 | 2.9 | 1.1 | 2.5 | 1.0 | 2.7 | 1.0 |
| Arranging for proper payroll control | 3.0 | 0.9 | 3.6 | 1.3 | 1.7 | 0.9 | 2.8 | 1.3 |
| Handling company monies | 2.4 | 1.5 | 2.8 | 1.0 | 3.1 | 0.9 | 2.8 | 1.1 |
| Determining and handling insurance needs | 3.0 | 0.9 | 4.0 | 1.6 | 1.9 | 0.9 | 3.0 | 1.4 |
| Securing clearance from superiors for variations in policy | 3.5 | 1.3 | 3.3 | 1.1 | 2.5 | 1.2 | 3.2 | 1.3 |
| Dictating letters and reports | 3.6 | 0.9 | 3.8 | 0.9 | 2.8 | 0.8 | 3.4 | 1.0 |
| Working with calculators and other office machines | 3.5 | 0.8 | 4.1 | 0.8 | 3.5 | 0.7 | 3.7 | 0.8 |

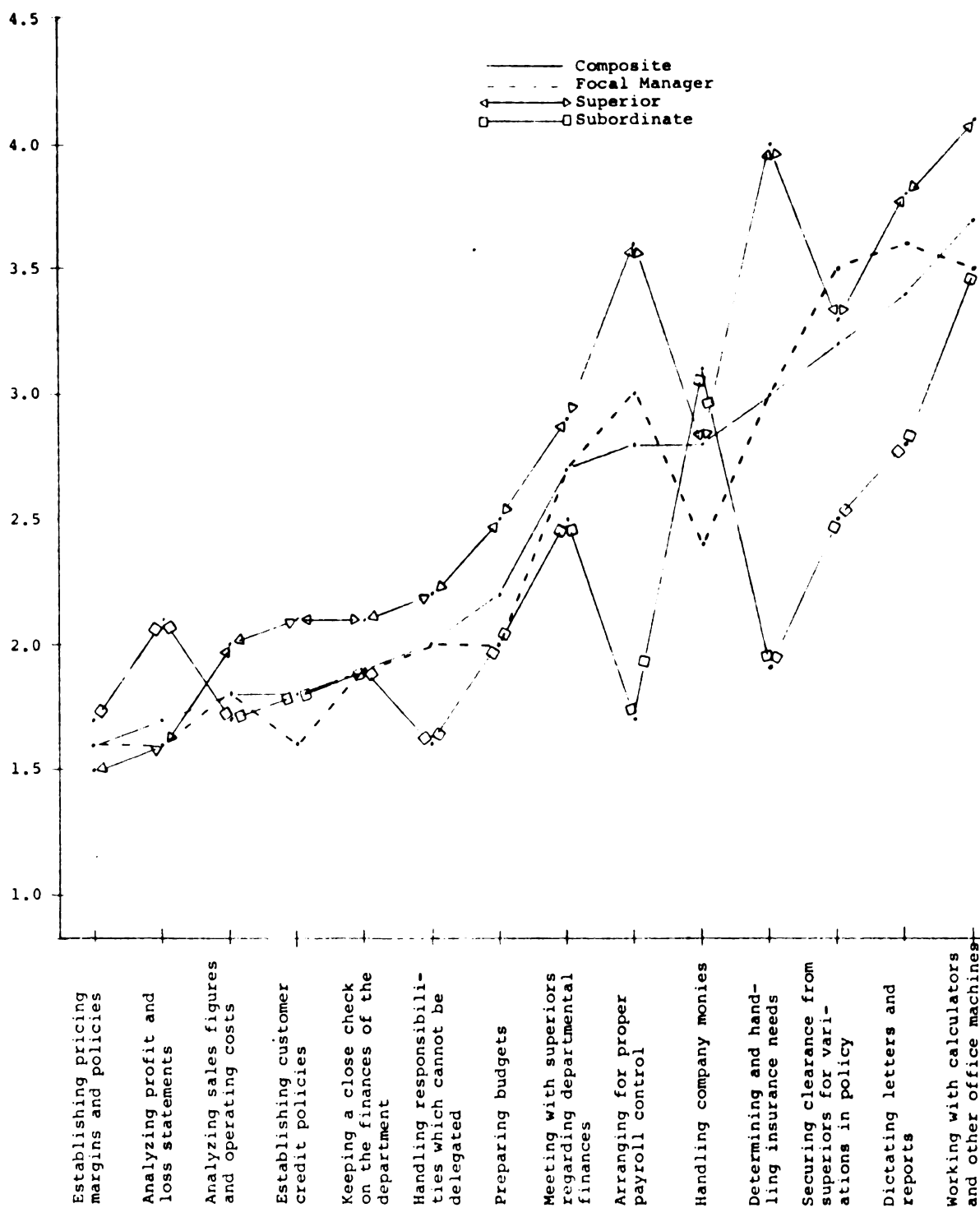


Figure 13.--Cruciality of selected finance and control activities of agribusiness managers as rated by the managers themselves, their superiors and their subordinates.

As has often been postulated, effective communication is perceived to be very crucial to successful job performance on the part of agri-business managers. Table 15 and Figure 14 show this to be true by locating "Learning how to better communicate with and understand employees" at the top of the Personal Demands and Improvement group. There appeared to be a relatively high degree of interpositional consensus concerning the cruciality of activities in this category.

"Checking invoices and purchase orders," "Checking the condition of equipment, buildings and property," and "Determining items to be ordered and reordered" all received identical ratings in Table 16 and Figure 15, Purchasing and Inventory, and therefore must be considered equally crucial in the minds of the respondents. It would appear that the results here are not entirely compatible with those mentioned earlier in regard to the tendency of the managers to assign certain routine duties to subordinates and to reserve management-type duties for themselves. It would seem that the first and third items mentioned above could be considered as routine activities which any responsible person might usually handle. However, the focal managers apparently believe that these are functions which they must perform and which are quite crucial to the job.

Comparison of this group of activities, as rated for cruciality, with the same group as ranked according to

TABLE 15.--Cruciality of selected personal demands and improvement activities of agricultural business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Learning how to better communicate with and understand employees | 1.7 | 1.0 | 1.7 | 0.8 | 1.3 | 0.6 | 1.6 | 0.8 |
| Developing a positive attitude toward the position and the company | 1.9 | 1.0 | 1.5 | 0.7 | 1.7 | 0.8 | 1.7 | 0.9 |
| Determining how to improve the morale of my department | 1.6 | 0.7 | 2.0 | 1.0 | 1.7 | 0.9 | 1.8 | 0.9 |
| Listening to suggestions and complaints of employees | 2.1 | 0.9 | 2.2 | 0.6 | 1.4 | 0.7 | 1.9 | 0.8 |
| Evaluating my own effectiveness as a manager | 2.1 | 1.0 | 2.1 | 1.0 | 1.6 | 0.7 | 2.0 | 0.9 |
| Planning my own activities | 2.1 | | 2.3 | | 1.5 | | 2.0 | |
| Reading trade publications | 2.2 | 1.2 | 2.6 | 0.9 | 2.3 | 1.2 | 2.4 | 1.1 |
| Exhibiting model personal habits of dress, attitude and demeanor | 3.0 | 1.3 | 2.5 | 0.8 | 2.4 | 1.0 | 2.6 | 1.0 |
| Attending formal training meetings and conferences | 2.4 | 1.1 | 2.7 | 0.8 | 2.8 | 1.0 | 2.6 | 1.0 |
| Attending trade meetings and conferences | 2.6 | 0.9 | 3.2 | 0.9 | 2.3 | 0.9 | 2.7 | 0.9 |
| Getting personal assistance from my superior | 2.9 | | 2.9 | | 3.2 | | 2.9 | |
| Doing special jobs for superiors or for the company | 3.3 | 1.2 | 3.6 | 1.0 | 3.3 | 1.1 | 3.4 | 1.1 |
| Working overtime | 3.4 | 1.5 | 3.8 | 0.8 | 2.9 | 1.2 | 3.4 | 1.2 |
| Working at home on office business | 3.6 | 1.1 | 3.8 | 1.1 | 3.3 | 1.1 | 3.6 | 1.1 |

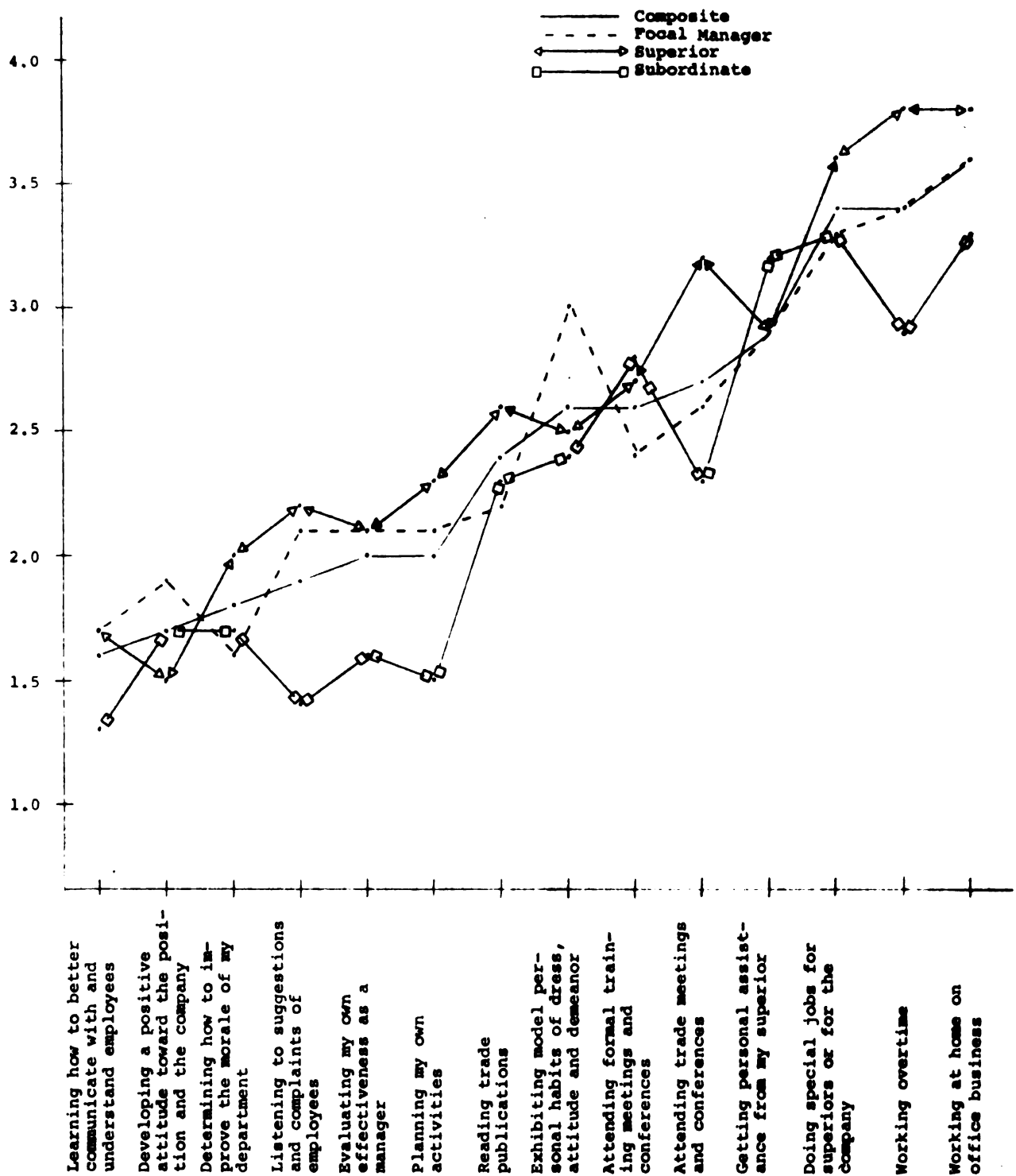


Figure 14.--Cruciality of selected personal demands and improvement activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

TABLE 16.--Cruciality of selected purchasing and inventory maintenance activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Checking invoices and purchase orders | 1.9 | 1.0 | 1.6 | 0.6 | 2.6 | 1.2 | 2.0 | 1.0 |
| Checking the condition of equipment, buildings and property | 2.0 | 0.9 | 2.0 | 0.8 | 2.1 | 0.7 | 2.0 | 0.8 |
| Determining items to be ordered and reordered | 1.9 | 1.0 | 2.5 | 1.2 | 1.5 | 0.7 | 2.0 | 1.1 |
| Arranging for repairs of equipment, buildings and facilities | 2.3 | 0.9 | 2.1 | 1.0 | 2.0 | 0.9 | 2.2 | 0.9 |
| Arranging for the proper storage of merchandise and supplies | 2.2 | 1.2 | 2.6 | 1.1 | 2.1 | 1.2 | 2.3 | 1.2 |
| Checking and verifying inventory lists | 2.0 | 1.2 | 2.9 | 1.2 | 2.2 | 0.8 | 2.4 | 1.1 |
| Certifying receipt of and/or signing checks for merchandise received | 2.2 | 0.8 | 2.8 | 1.3 | 2.2 | 0.6 | 2.4 | 1.0 |
| Adding new supplies or merchandise to inventory records | 2.3 | 0.8 | 3.1 | 1.3 | 2.5 | 1.0 | 2.6 | 1.1 |
| Contacting suppliers regarding incoming orders and shipments | 2.5 | 1.0 | 2.9 | 0.8 | 2.6 | 0.9 | 2.7 | 0.9 |
| Listening to salesmen | 2.3 | 1.0 | 3.3 | 0.6 | 2.9 | 1.1 | 2.8 | 1.0 |
| Coordinating orders with other departments | 3.0 | 1.4 | 3.0 | 1.2 | 2.5 | 1.4 | 2.9 | 1.3 |
| Confirming orders, inventories or prices with headquarters | 3.1 | 1.3 | 3.2 | 1.0 | 2.9 | 1.1 | 3.1 | 1.1 |
| Studying suppliers catalogues and price sheets | 3.1 | 1.2 | 3.2 | 0.6 | 2.8 | 0.9 | 3.1 | 0.9 |
| Ordering special merchandise for customers | 3.3 | 1.4 | 3.7 | 1.0 | 3.1 | 0.7 | 3.4 | 1.1 |

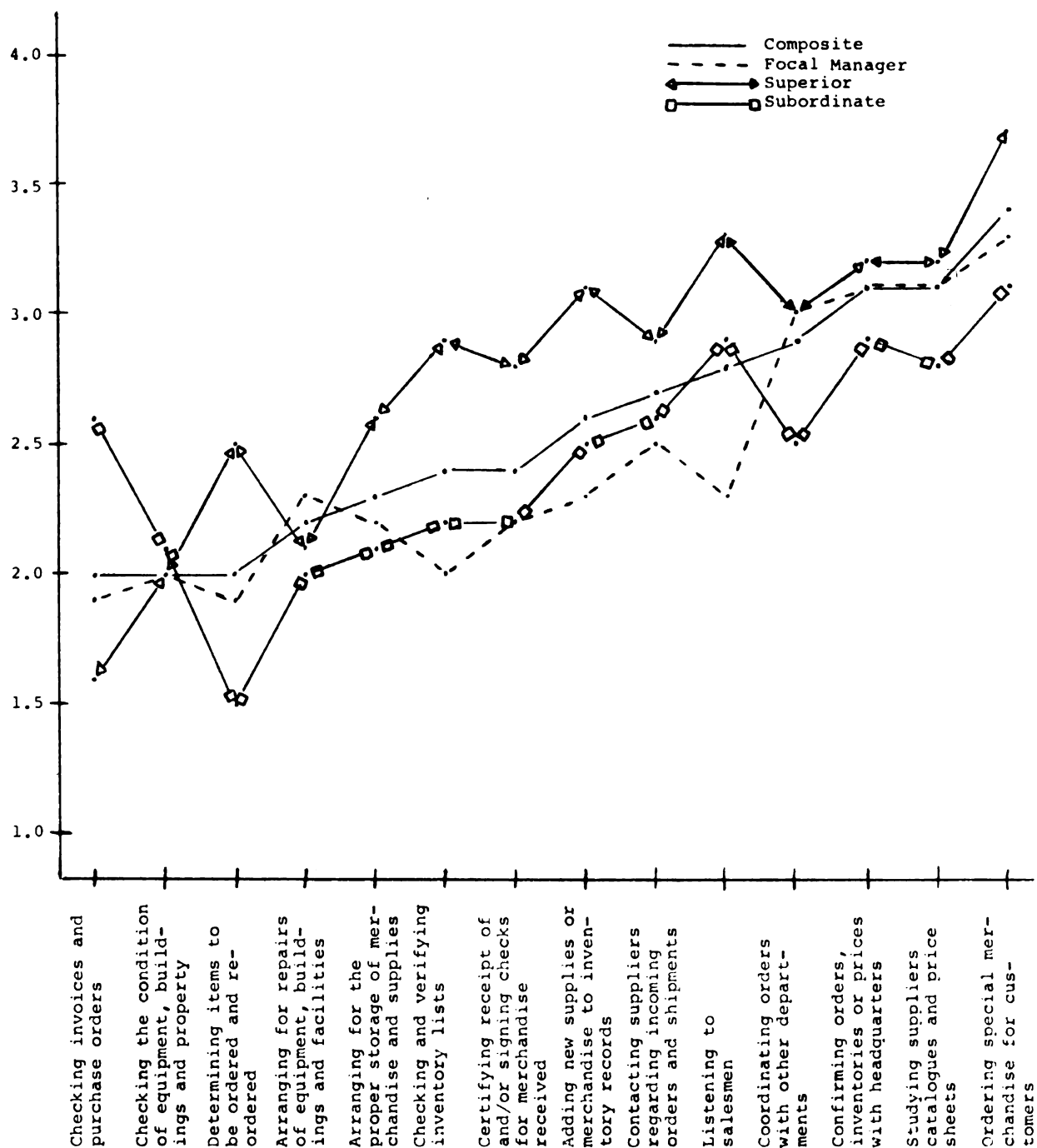


Figure 15.--Cruciality of selected purchasing and inventory maintenance activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

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time allocation (Table 8, p. 75) indicates that many of the time consuming activities are not considered crucial activities by the respondents, i.e., "Checking the condition of equipment, buildings and property" was ranked at the top of the cruciality list but at the bottom of the time allocation list.

Table 17 and Figure 16 show the relative importance of the various Personnel Supervision and Evaluation activities as rated by role set members. Although both the focal managers and the superiors perceived "Checking and evaluating work done by subordinates" as the most crucial to the job, the subordinates placed this activity far down the list. On the other hand, the subordinates felt that "Resolving employee grievances" should be the most crucial of this category, while the focal manager and superiors ranked it quite low. There was complete agreement relative to placing "Filling in for absent employees" and "Advising employees on personal problems" at the bottom of the cruciality ratings for this category.

Although the Public Relations and Community Affairs group of activities was considered to be one of the least crucial by the respondents, the individual activity "Improving internal communications and public relations" was given the highest rating of all 112 items by each of the role set groups. Table 18 and Figure 17 also show that "Keeping in close touch with public opinion" to also be

TABLE 17.--Cruciality of selected personnel supervision and evaluation activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Motivating employees and keeping up morale | 2.0 | 0.7 | 1.8 | 0.8 | 2.0 | 0.7 | 1.9 | 0.7 |
| Establishing job priorities and assigning work to others | 2.0 | 0.9 | 1.9 | 0.8 | 1.8 | 0.7 | 1.9 | 0.8 |
| Checking and evaluating work done by subordinates | 1.9 | 1.0 | 1.5 | 0.6 | 2.6 | 0.8 | 1.9 | 1.0 |
| Training new employees | 1.9 | 0.9 | 2.3 | 1.0 | 2.0 | 1.0 | 2.1 | 1.0 |
| Direct supervision of subordinates | 2.8 | 1.1 | 1.9 | 0.6 | 2.6 | 0.8 | 2.2 | 0.9 |
| Interviewing job applicants and hiring employees | 2.0 | 1.1 | 2.3 | 0.7 | 2.3 | 0.8 | 2.2 | 1.0 |
| Providing for employee health, safety and working conditions | 2.2 | 0.9 | 3.3 | 1.3 | 1.7 | 0.7 | 2.5 | 1.2 |
| Handling problem employees | 2.6 | 1.5 | 2.9 | 1.2 | 2.2 | 0.9 | 2.6 | 1.3 |
| Handling employee benefit programs (insurance, vacations, etc.) | 2.5 | 1.0 | 3.8 | 1.3 | 2.0 | 1.1 | 2.8 | 1.4 |
| Resolving employee grievances | 3.3 | 1.1 | 3.3 | 1.0 | 1.6 | 0.8 | 2.8 | 1.2 |
| Explaining company policies and procedures | 3.3 | 1.0 | 3.0 | 1.1 | 2.3 | 1.1 | 2.9 | 1.1 |
| Communicating with superiors regarding employee situations | 3.6 | 1.6 | 3.2 | 1.0 | 2.8 | 0.8 | 3.2 | 1.2 |
| Filling in for absent employees | 3.8 | 0.9 | 4.0 | 1.0 | 2.8 | 0.8 | 3.6 | 1.1 |
| Advising employees on personal problems | 4.0 | 0.6 | 3.8 | 0.7 | 3.4 | 0.8 | 3.7 | 0.7 |

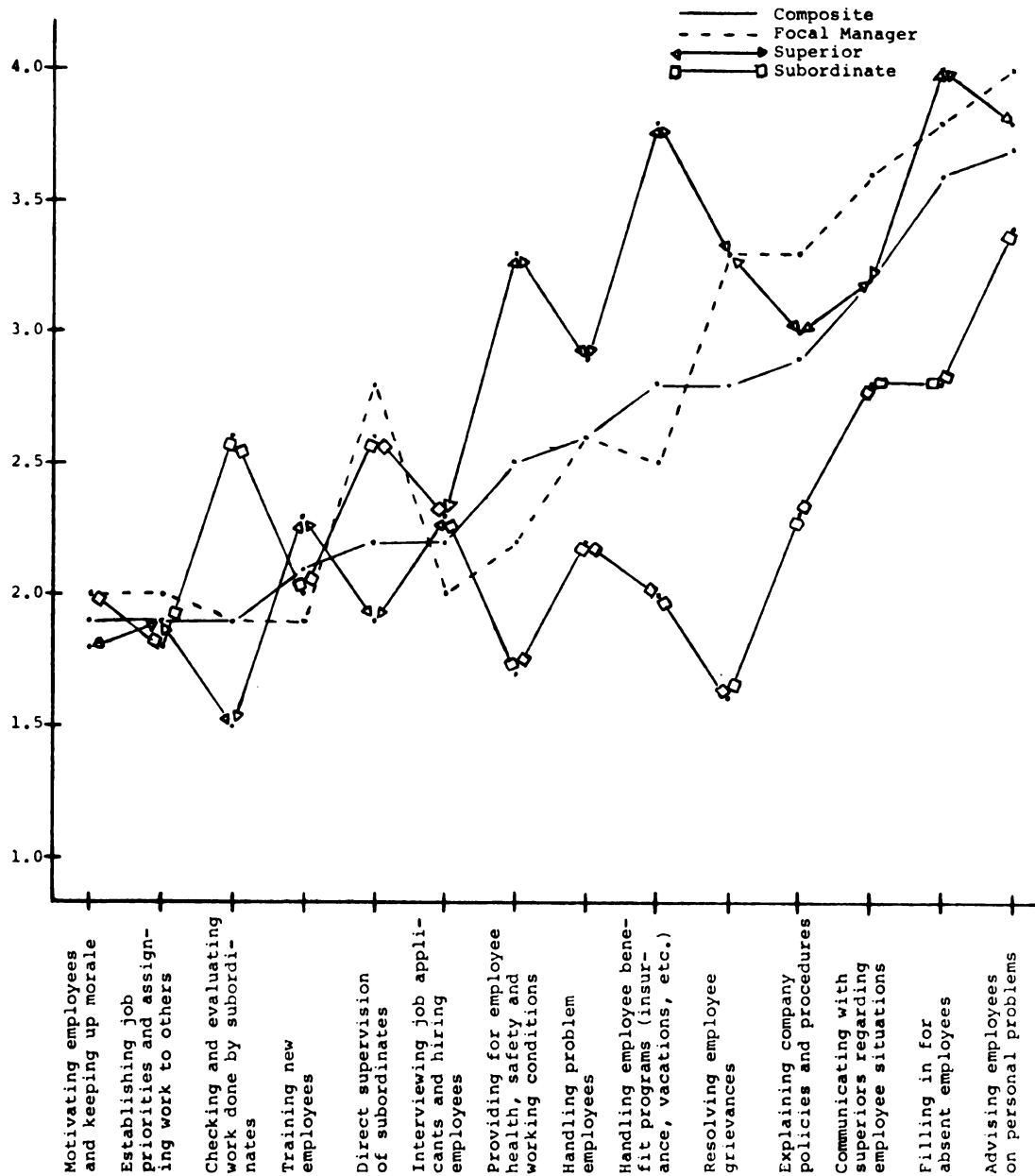


Figure 16.--Cruciality of selected personnel supervision and evaluation activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

TABLE 18.--Cruciality of selected public relations and community affairs activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Improving internal communications and public relations | 1.6 | 0.6 | 1.6 | 1.0 | 1.3 | 0.6 | 1.5 | 0.8 |
| Keeping in close touch with public opinion | 2.1 | 0.8 | 1.9 | 1.0 | 1.5 | 0.6 | 1.8 | 0.9 |
| Listening to unhappy customers | 2.1 | 1.1 | 2.4 | 0.7 | 1.1 | 0.8 | 1.9 | 0.9 |
| Determining methods of improving relations with the consumer public | 2.2 | 1.7 | 1.9 | 0.8 | 1.8 | 0.7 | 2.0 | 0.9 |
| Checking on the company image | 2.1 | 0.9 | 2.3 | 1.1 | 1.9 | 0.9 | 2.1 | 1.0 |
| Talking about company products and/or services with outsiders | 1.9 | 0.9 | 2.6 | 0.9 | 2.1 | 1.0 | 2.2 | 1.1 |
| Representing the company in local projects | 2.2 | 0.9 | 2.7 | 1.1 | 3.0 | 0.8 | 2.6 | 1.0 |
| Developing contacts with the community power structure | 3.4 | 1.1 | 2.5 | 0.9 | 2.6 | 1.0 | 2.8 | 1.0 |
| Participating in community service activities | 2.9 | 1.0 | 2.9 | 0.8 | 3.0 | 0.8 | 2.9 | 0.8 |
| Speaking at public gatherings | 2.9 | 1.0 | 3.1 | 1.1 | 3.1 | 0.9 | 3.0 | 1.0 |
| Transmitting customer comments to headquarters | 3.3 | 1.2 | 3.3 | 0.8 | 2.8 | 0.9 | 3.1 | 1.0 |
| Encouraging employees to be community minded | 3.6 | 1.0 | 3.1 | 0.7 | 3.0 | 0.9 | 3.2 | 0.9 |
| Authorizing company contributions to charitable organizations | 3.1 | 1.2 | 4.1 | 0.7 | 3.1 | 0.8 | 3.5 | 1.1 |
| Meeting with newspaper and/or radio reporters | 3.8 | 0.8 | 3.7 | 0.7 | 3.8 | 0.5 | 3.8 | 0.7 |

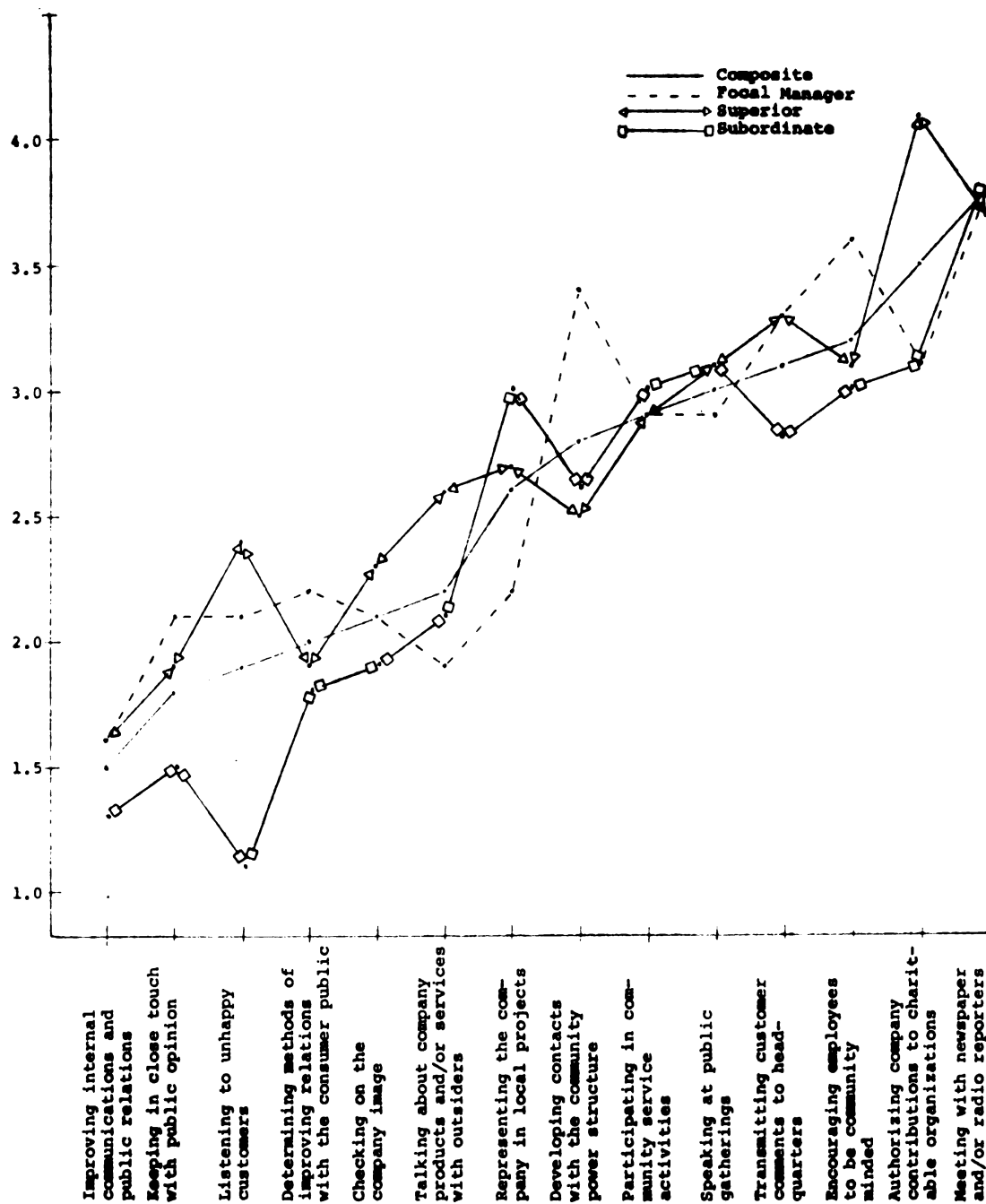


Figure 17.--Cruciality of selected public relations and community affairs activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

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a crucial activity. As was indicated in both this table and in Table 9 (p. 77), the managers studied apparently do not depend on the public communication media as an instrument of community relations because "Meeting with newspaper and/or radio reporters" was given a very low priority in each case.

Another activity judged to be highly crucial was "Establishing sales policies and procedures." It was rated the most crucial of all Merchandising activities as exhibited in Table 19 and Figure 18. Although the subordinates did not place this item at the top of their list, there did appear to be a fairly consistent consensus among the role set members as to the activity ratings within this category.

Table 20 presents the key activities of the managers as determined by the composite mean cruciality ratings of all respondents. The 1.5 to 2.0 range was used here because it represented all items which were considered to be either extremely crucial or quite crucial. Twenty-nine of the 112 activities were placed in this group, while 57 were rated between 2.1 and 3.0 or perceived as being moderately crucial to success on the job.

Role Expectation Ratings

As mentioned previously, the actual role behavior in a given management position may be considerably different from the expected or ideal role behavior. If

TABLE 19.--Cruciality of selected merchandising activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Establishing sales policies and procedures | 1.5 | 0.8 | 1.6 | 0.7 | 1.6 | 0.7 | 1.5 | 0.7 |
| Analyzing total merchandising techniques | 2.1 | 0.9 | 2.2 | 1.1 | 1.8 | 0.7 | 2.1 | 0.9 |
| Handling customer complaints | 2.4 | 1.1 | 2.3 | 1.1 | 1.5 | 0.7 | 2.1 | 1.1 |
| Checking customer credit | 2.2 | 1.0 | 2.0 | 0.9 | 2.0 | 0.9 | 2.1 | 0.9 |
| Expediting customer orders | 1.9 | 1.0 | 2.4 | 1.5 | 2.3 | 1.0 | 2.2 | 1.2 |
| Greeting or talking to customers | 2.3 | 1.1 | 1.9 | 1.0 | 2.4 | 0.7 | 2.2 | 1.0 |
| Pricing merchandise or products | 2.0 | 1.1 | 2.2 | 1.2 | 2.6 | 1.3 | 2.6 | 1.2 |
| Submitting sales reports to superiors | 2.6 | 1.2 | 3.2 | 1.0 | 2.4 | 0.7 | 2.8 | 1.1 |
| Planning advertising programs and schedules | 2.7 | 1.2 | 3.3 | 0.9 | 2.7 | 1.0 | 2.9 | 1.1 |
| Assisting in special sales | 2.6 | 1.2 | 3.4 | 0.8 | 2.8 | 1.1 | 3.0 | 1.1 |
| Planning and arranging special promotional events | 3.0 | 1.3 | 3.3 | 0.8 | 2.8 | 0.8 | 3.1 | 1.0 |
| Approving customers returns and/or allowances | 2.9 | 1.3 | 3.8 | 1.0 | 2.8 | 1.0 | 3.2 | 1.4 |
| Evaluating effectiveness of advertising and promotion | 3.3 | 1.1 | 3.6 | 1.0 | 2.9 | 1.3 | 3.3 | 1.7 |
| Selecting and preparing merchandise for display | 3.5 | 1.6 | 4.1 | 1.0 | 2.8 | 1.0 | 3.5 | 1.3 |

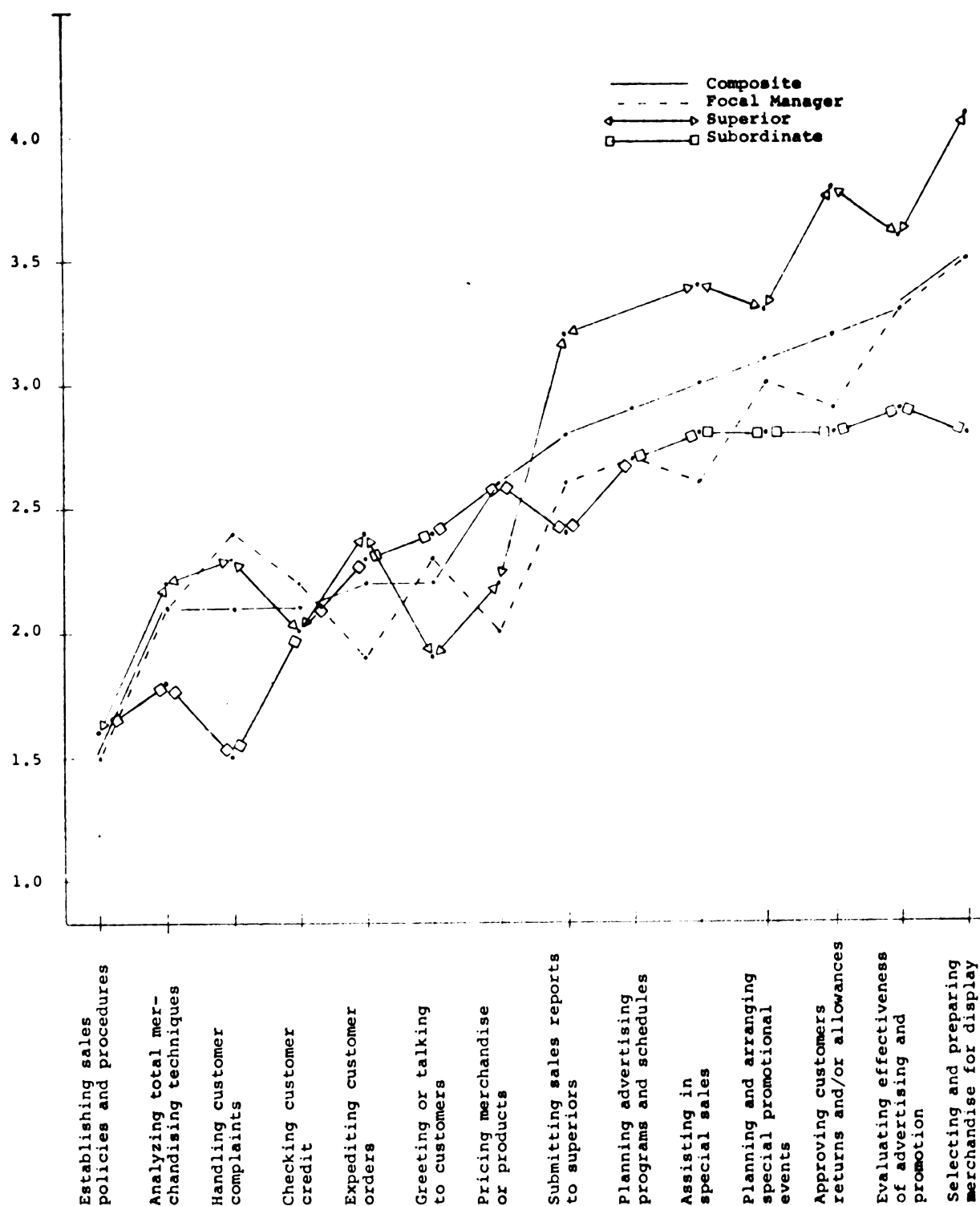


Figure 18.--Cruciality of selected merchandising activities of agri-business managers as rated by the managers themselves, their superiors and their subordinates.

TABLE 20.--The most crucial individual activities of agri-business managers as reflected in the composite responses of the managers themselves, their superiors and their subordinates (mean rating of 2.0 or higher).

| | |
|------|--|
| I. | Mean Rating: 1.5 |
| | --Organizing the department's work effort |
| | --Improving internal communications and public relations |
| | --Establishing sales policies and procedures |
| II. | Mean Rating: 1.6 |
| | --Establishing pricing margins and policies |
| | --Learning how to better communicate with and understand employees |
| III. | Mean Rating: 1.7 |
| | --Developing harmonious working relations among employees |
| | --Analyzing profit and loss statements |
| | --Developing a positive attitude toward the position and the company |
| IV. | Mean Rating: 1.8 |
| | --Analyzing sales figures and operating costs |
| | --Establishing customer credit policies |
| | --Determining how to improve the morale of the department |
| V. | Mean Rating: 1.9 |
| | --Looking for ideas to improve performance |
| | --Determining the responsibilities of employees |
| | --Determining and studying consumer demand |
| | --Planning and supervising the flow of goods |
| | --Keeping a close check on the finances of the department |
| | --Listening to suggestions and complaints of employees |
| | --Motivating employees and keeping up morale |
| | --Establishing job priorities and assigning work to others |
| | --Checking and evaluating work done by subordinates |
| | --Listening to unhappy customers |
| VI. | Mean Rating: 2.0 |
| | --Establishing standards for the department or area of work |
| | --Determining and establishing priorities for the department |
| | --Balancing products or production to seasonal needs |
| | --Handling responsibilities which cannot be delegated |
| | --Evaluating my own effectiveness as a manager |
| | --Planning my own activities |
| | --Checking invoices and purchase orders |
| | --Checking the condition of equipment, buildings and property |

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a true perspective of the agri-business manager and his position is to be secured, then this third criterion of significance, ideal behavior, must be taken into account. It must be considered along with time allocation rankings and cruciality ratings of the focal manager's real behavior or activities.

Part B of the Agri-Business Management Survey (see Appendix A) was constructed so that the respondents rated the specified activities from one to five according to their judgment as to whether the focal manager should or should not perform in a certain manner. A rating of one indicated a strong positive reaction and a rating of five a strong negative reaction. This represented an effort to elicit from the members of the role set their perceptions as to the "ideal manager" and his position.

According to the composite mean rating of all respondents, Table 21 and Figure 19, Operations and Coordination proved to be the most important category of role expectation activities. However, three categories were very close in mean scores. Likewise, the fourth, fifth and sixth categories were very close with only .06 points separating the scores.

A rather surprising response placed the Merchandising category near the bottom of the list. Such a rating did, however, correspond to the low ranking of this group of activities in the cruciality section (Table 10, p. 80).

TABLE 21.--Role expectation rating of major areas of managerial competence as perceived by the focal managers, their superiors and their subordinates.

| Competency Groups | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | Rank | Mean | Rank | Mean | Rank | Mean | Rank |
| Operations and coordination | 1.9 | 1 | 1.9 | 1 | 2.0 | 2 | 1.93 | 1 |
| Personal demands and improvement | 2.0 | 3 | 2.1 | 2 | 1.9 | 1 | 2.00 | 2 |
| Finance and control | 1.9 | 2 | 2.2 | 3 | 2.1 | 3 | 2.07 | 3 |
| Planning and research | 2.1 | 5 | 2.2 | 4 | 2.1 | 4 | 2.13 | 4 |
| Personnel supervision and evaluation | 2.1 | 6 | 2.3 | 5 | 2.1 | 5 | 2.17 | 5 |
| Purchasing and inventory maintenance | 2.0 | 4 | 2.3 | 6 | 2.2 | 6 | 2.19 | 6 |
| Merchandising | 2.3 | 7 | 2.5 | 7 | 2.3 | 7 | 2.37 | 7 |
| Public relations and community affairs | 2.5 | 8 | 2.7 | 8 | 2.6 | 8 | 2.60 | 8 |

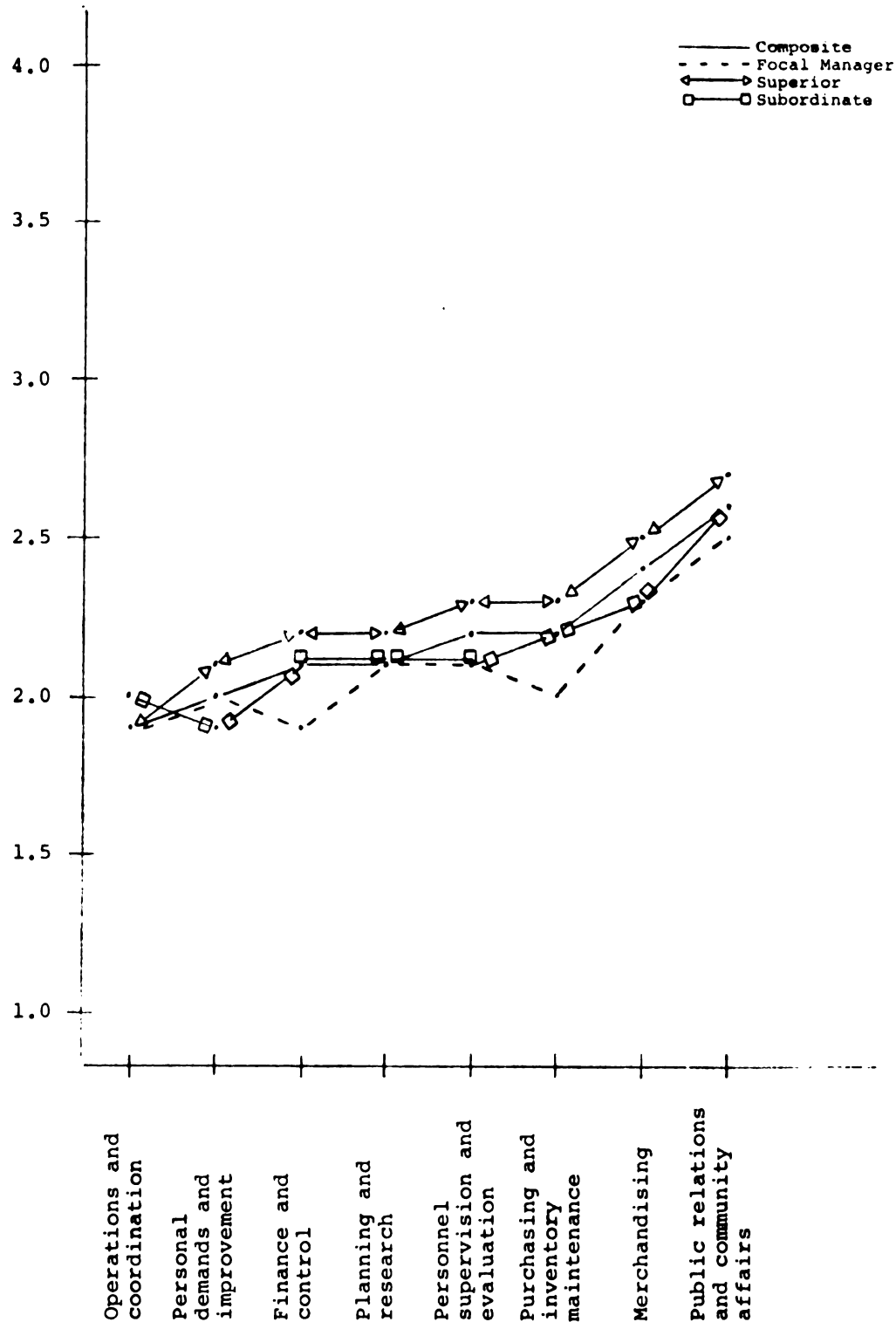


Figure 19.--Role expectation rating of major areas of managerial competence as perceived by the focal managers, their superiors and their subordinates.

In fact, generally speaking, the rank order of role expectation and that of cruciality were very similar.

Equally surprising was the interpositional consensus exhibited by the role set members which resulted in very similar rankings of the eight categories. In addition, and unlike the cruciality ratings, the levels of the mean ratings were almost identical for the focal managers, the superiors and the subordinates.

Attention should also be called to the striking agreement among the role definers in the following eight tables (Tables 22 through 30). In nearly every instance, they all ranked the same items in the top three places in each category and similarly agreed as to which activities belonged at the bottom of each.

Table 22 and Figure 20, which are concerned with the Operations and Coordination functions of the focal managers, indicate that full jurisdiction over subordinates, an open line of communications with the firm's human hierarchy, and familiarity with company policies and regulations are considered by the respondents to be important items of role behavior for managers. These same respondents felt that being able to make special commitments for the home office was a relatively unimportant function and therefore placed this item at the bottom of the category ranking.

Note should be made of the rating given the top item "Have full jurisdiction over the number and work of

TABLE 22.--Expected role behavior of agri-business managers relative to operations and coordination activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Have full jurisdiction over the number and work of subordinates | 1.1 | 0.3 | 1.5 | 0.8 | 2.0 | 0.9 | 1.5 | 0.8 |
| Keep an open line of communications to superiors and subordinates | 1.6 | 0.7 | 1.7 | 0.5 | 1.2 | 0.4 | 1.5 | 0.6 |
| Be familiar with all company policies, regulations and viewpoints | 1.5 | 0.7 | 1.7 | 0.9 | 1.4 | 0.5 | 1.5 | 0.7 |
| Expect loyalty and cooperation from the firm and from employees | 1.4 | 0.6 | 2.0 | 0.7 | 2.2 | 0.7 | 1.9 | 0.7 |
| Pay close attention to how managers in other departments operate | 1.8 | 0.7 | 2.0 | 0.6 | 1.8 | 0.7 | 1.9 | 0.7 |
| Be regarded as an integral part of the firm's management team | 2.1 | 1.3 | 1.7 | 0.8 | 1.8 | 0.4 | 1.9 | 0.9 |
| Keep superiors and subordinates appraised of his activities | 2.1 | 0.6 | 1.8 | 0.5 | 2.1 | 0.7 | 2.0 | 0.6 |
| Make sure all rules, regulations and procedures are followed | 2.4 | 0.6 | 1.7 | 0.5 | 2.4 | 0.7 | 2.1 | 0.7 |
| Be able to commit home office to other than normal terms of sale | 2.9 | 0.9 | 3.4 | 1.0 | 3.0 | 0.8 | 3.1 | 0.9 |

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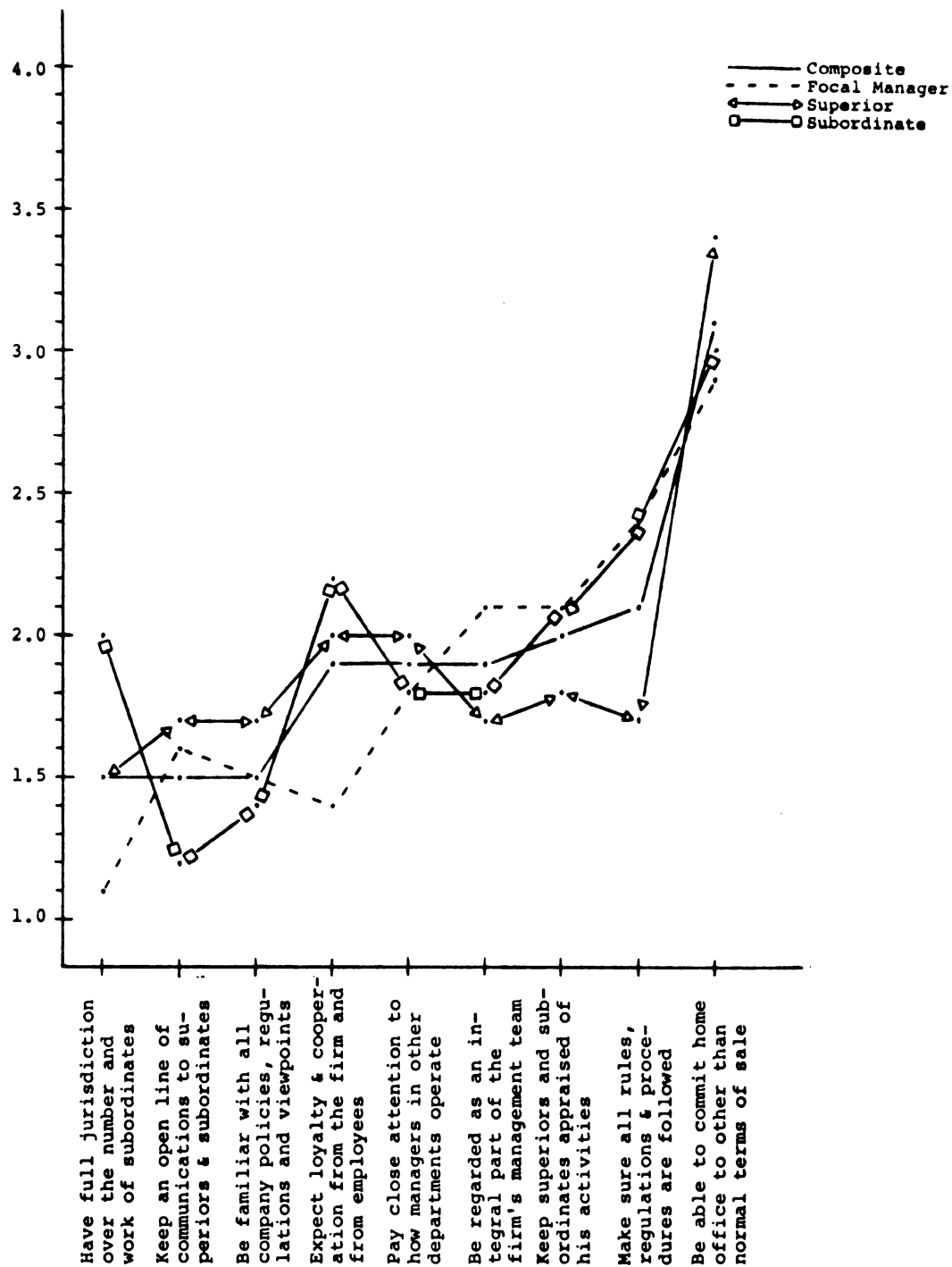


Figure 20.--Expected role behavior of agri-business managers relative to operations and coordination activities as rated by the managers themselves, their superiors and their subordinates.

subordinates" by the focal managers. This rating of 1.1 suggests that this is considered the most important of all of the sixty-eight items in this section by the managers themselves.

Again there was complete interpositional agreement as to which items should be ranked first and second in the Personal Demands and Improvement category; Table 23 and Figure 21. In fact the top ranked item, "Keep an open mind--prevent emotions from influencing decisions" was given one of the highest ratings by the subordinates.

There appeared to be a strong negative feeling on the part of all respondents regarding the value of managers spending a great deal of time with routine office work. This was exhibited in Table 24 and Figure 22, which had to do with Finance and Control functions, wherein this item was ranked at the bottom of the list. Not only was the composite mean rating the lowest of all sixty-eight items, but both superiors and subordinates were in agreement with the managers in their ratings of this particular function.

No one would argue with the belief that the agribusiness manager should "Continually search for new and better methods of operation," as expressed in the positive ratings given this item by the respondents in Table 25 and Figure 23. Likewise, the development of long range goals would generally be considered as a desirable attribute for

TABLE 23.--Expected role behavior of agri-business managers relative to personal demands and improvement activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Keep an open mind--prevent emotions from influencing decisions | 1.5 | 0.5 | 1.3 | 0.5 | 1.2 | 0.4 | 1.4* | 0.5 |
| Be a good listener | 1.8 | 0.7 | 1.8 | 0.9 | 1.5 | 0.8 | 1.7 | 0.8 |
| Strive to update personal knowledge of the business and products | 1.7 | 0.5 | 2.0 | 0.7 | 1.6 | 0.6 | 1.8* | 0.6 |
| Set an example for the department as to grooming, dress and demeanor | 1.7 | 0.8 | 1.9 | 0.8 | 2.0 | 0.8 | 1.9 | 0.8 |
| Receive management training prior to assuming this position | 1.9 | 0.8 | 1.8 | 0.6 | 2.0 | 0.5 | 1.9 | 0.6 |
| Have had previous management experience | 1.7 | 0.7 | 1.9 | 0.8 | 2.7 | 0.8 | 2.0 | 0.7 |
| Keep abreast of local and state legislation | 2.1 | 0.8 | 2.5 | 1.0 | 2.2 | 0.7 | 2.3 | 0.8 |
| Attend trade meetings and read trade publications | 2.3 | 0.7 | 2.2 | 0.6 | 2.3 | 0.6 | 2.3 | 0.6 |
| Be able to do the job of every employee in the department | 3.0 | 0.6 | 3.2 | 0.6 | 1.8 | 0.8 | 2.7* | 0.9 |

*P > .05

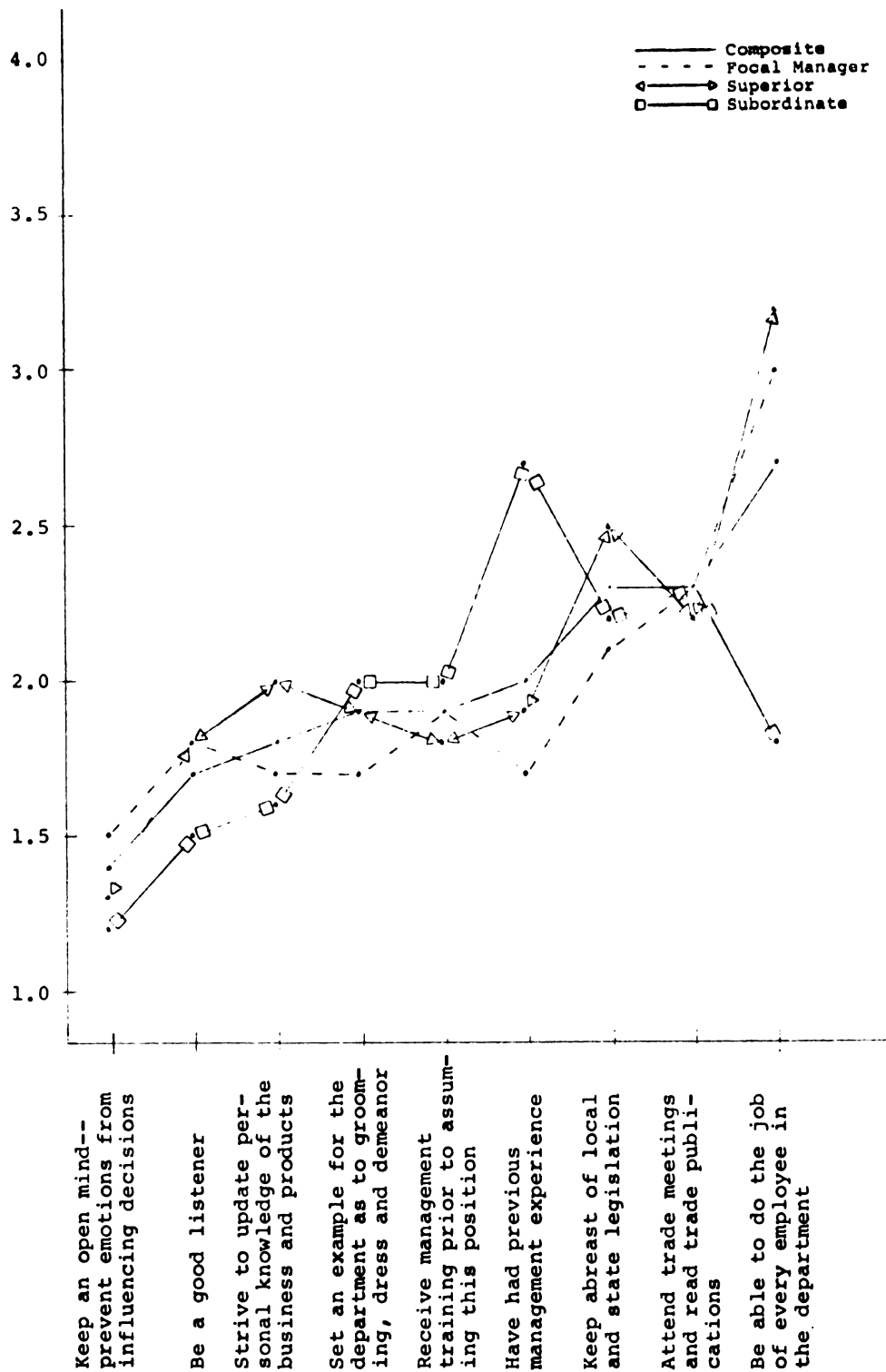


Figure 21.--Expected role behavior of agri-business managers relative to personal demands and improvement activities as rated by the managers themselves, their superiors and their subordinates.

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TABLE 24.--Expected role behavior of agri-business managers relative to finance and control activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Be viewed as the key link between the firm and its employees | 1.4 | 0.6 | 1.4 | 0.6 | 1.5 | 0.6 | 1.4 | 0.6 |
| Be able to analyze and interpret business data | 1.6 | 0.7 | 1.7 | 1.0 | 2.6 | 0.7 | 1.8 | 0.9 |
| Understand the correct use of capital and credit | 1.4 | 0.7 | 2.0 | 1.0 | 1.8 | 0.7 | 1.8 | 0.8 |
| Be entirely responsible for the performance of the department | 1.8 | 1.0 | 1.8 | 0.9 | 1.6 | 0.8 | 1.8 | 0.9 |
| Assume control of production and/or operating costs | 1.9 | 0.8 | 1.8 | 0.6 | 1.7 | 0.5 | 1.8 | 0.6 |
| Understand all phases of business ethics | 2.0 | 0.7 | 2.1 | 0.5 | 1.9 | 0.4 | 2.0 | 0.6 |
| Prepare and analyze financial statements | 1.8 | 0.7 | 2.1 | 0.7 | 2.0 | 0.6 | 2.0 | 0.7 |
| Understand the fundamentals of advertising and merchandising | 1.9 | 1.0 | 2.6 | 0.6 | 2.0 | 0.7 | 2.1 | 0.8 |
| Spend a great deal of time with routine office work | 3.5 | 1.0 | 4.2 | 0.9 | 3.8 | 0.6 | 3.9 | 0.9 |

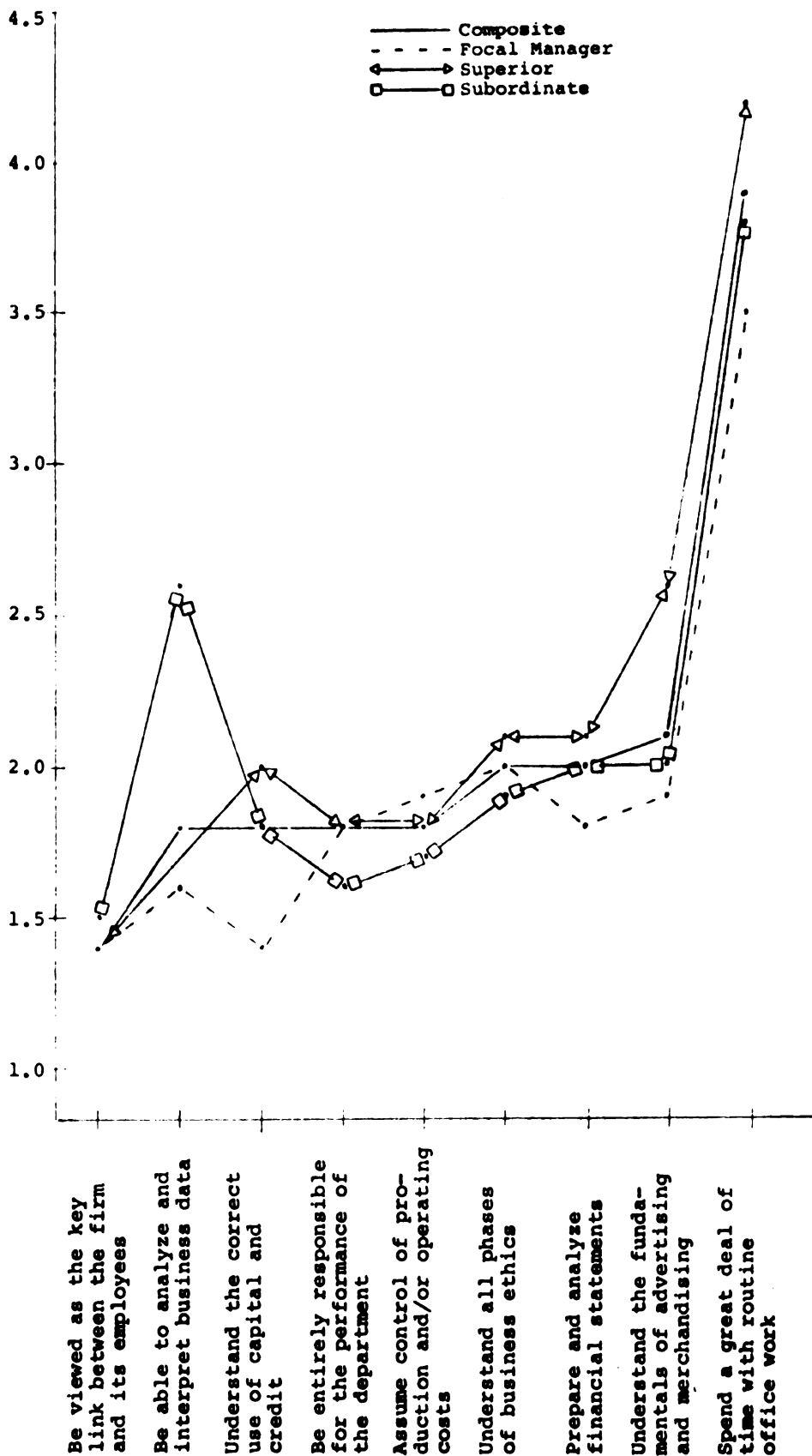


Figure 22.--Expected role behavior of agri-business managers relative to finance and control activities as rated by the managers themselves, their superiors and their subordinates.

TABLE 25.--Expected role behavior of agri-business managers relative to planning and research activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|---|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Continually search for new and better methods of operation | 1.3 | 0.6 | 1.6 | 0.7 | 1.7 | 0.8 | 1.5 | 0.7 |
| Develop long range plans and goals for the department | 1.6 | 0.7 | 1.3 | 0.5 | 1.8 | 0.6 | 1.6 | 0.6 |
| Be included in management planning discussions for the firm | 1.7 | 0.8 | 1.4 | 0.6 | 2.0 | 0.7 | 1.7 | 0.7 |
| Be aware of and familiar with competitive products | 1.8 | 0.8 | 2.1 | 0.6 | 1.4 | 0.5 | 1.8 | 0.7 |
| Prepare operating plans for the approval of superiors | 2.1 | 1.2 | 2.1 | 0.6 | 2.3 | 0.9 | 2.2 | 0.9 |
| Determine all responsibilities of employees | 2.3 | 1.0 | 2.1 | 0.8 | 2.4 | 1.0 | 2.2 | 0.9 |
| Participate in new product(s) planning and development | 2.5 | 1.0 | 2.6 | 0.6 | 2.6 | 0.8 | 2.6 | 0.8 |
| Spend most of the time in the office | 3.1 | 0.9 | 3.9 | 0.6 | 3.8 | 0.8 | 3.6 | 0.8 |

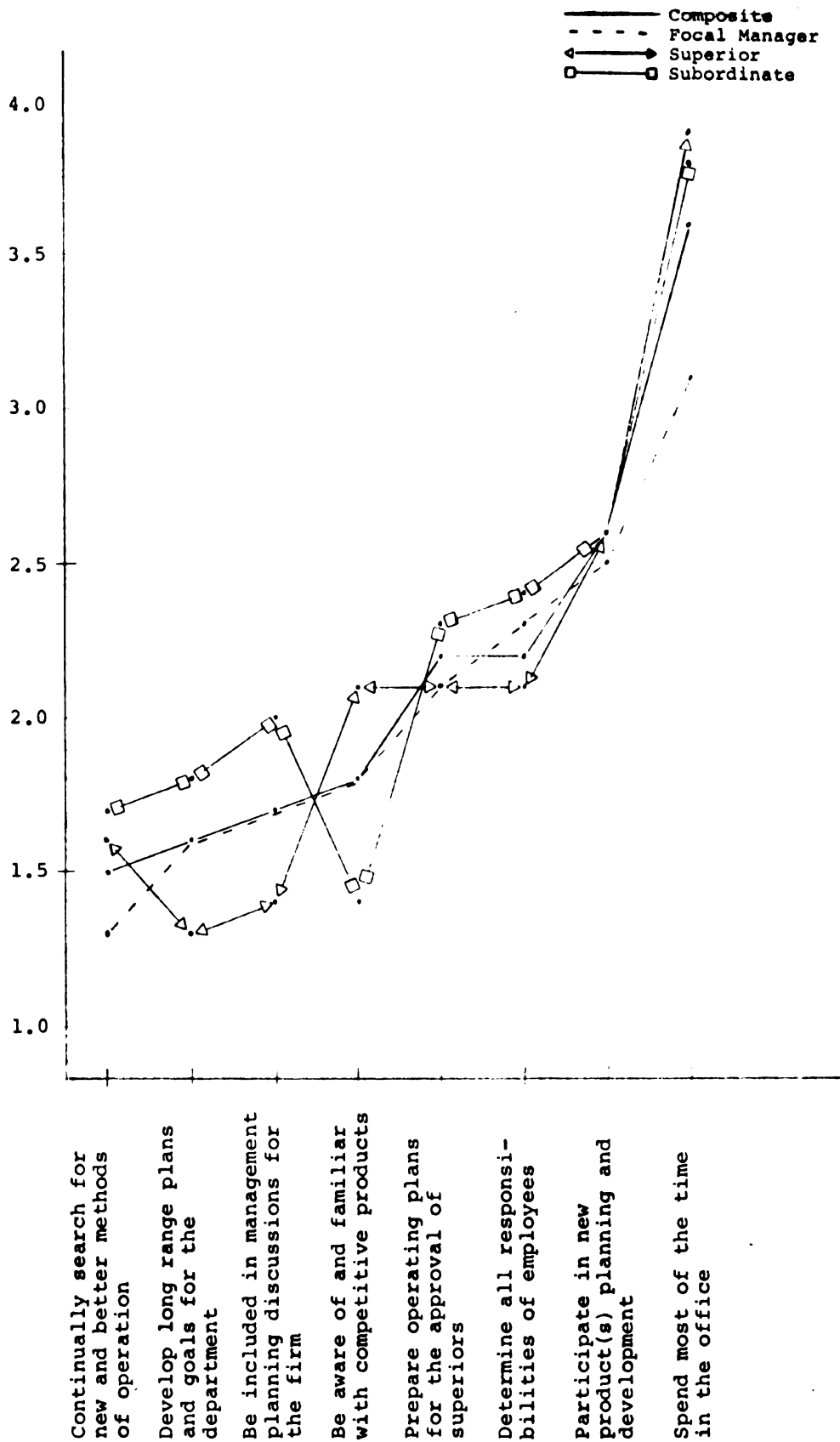


Figure 23.--Expected role behavior of agri-business managers relative to planning and research activities as rated by the managers themselves, their superiors and their subordinates.

any manager. The latter was ranked second among the Planning and Research functions listed in this category. The respondents also seem to prefer an active, involved manager because they relegated the "Spend most of the time in the office" to the lowest ranking with a quite negative rating.

The expected role behavior of the focal managers relative to Personnel Supervision and Evaluation is shown in Table 26 and Figure 24. The rankings indicate that the motivation and training of employees should be of primary importance, but that the holding of regular employee meetings is probably not a requirement. The very negative rating given to the last item also suggests that being a pal to subordinates is not the way to motivate for effective performance.

There appeared to be little difference between the top five items in Table 27 and Figure 25 as indicated by the relatively close composite ratings. In this category of Purchasing and Inventory Maintenance the respondents did feel that the utilization of buildings and space was the most important function of the ideal manager and that the taking of inventory personally was the least important of the items listed.

Table 28 and Figure 26 display the relative importance accorded the listed Merchandising activities or functions by the various members of the role set.

TABLE 26.--Expected role behavior of agri-business managers relative to personnel supervision and evaluation activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Be able to motivate subordinates to effective performance | 1.6 | 0.6 | 1.2 | 0.4 | 2.0 | 0.6 | 1.6 | 0.6 |
| Provide a training program for new employees | 1.9 | 0.7 | 1.9 | 0.8 | 1.7 | 0.6 | 1.8 | 0.7 |
| Have a feel for people and be quick to sense their needs | 1.9 | 0.7 | 1.7 | 0.6 | 1.7 | 0.7 | 1.8 | 0.7 |
| Understand basic labor-management relations | 1.8 | 0.7 | 2.0 | 0.6 | 1.8 | 0.7 | 1.9 | 0.7 |
| Develop a safety program for the protection of employees and customers | 1.8 | 0.6 | 2.6 | 1.1 | 1.1 | 0.3 | 2.0 | 1.0 |
| Establish standards for employee performance | 1.9 | 0.9 | 2.2 | 1.2 | 2.1 | 0.7 | 2.1 | 1.0 |
| Hold regular employee meetings | 2.6 | 0.8 | 2.6 | 0.8 | 2.5 | 0.6 | 2.6 | 0.8 |
| Be a pal to employees | 3.6 | 1.0 | 3.8 | 1.2 | 3.6 | 0.6 | 3.7 | 0.9 |

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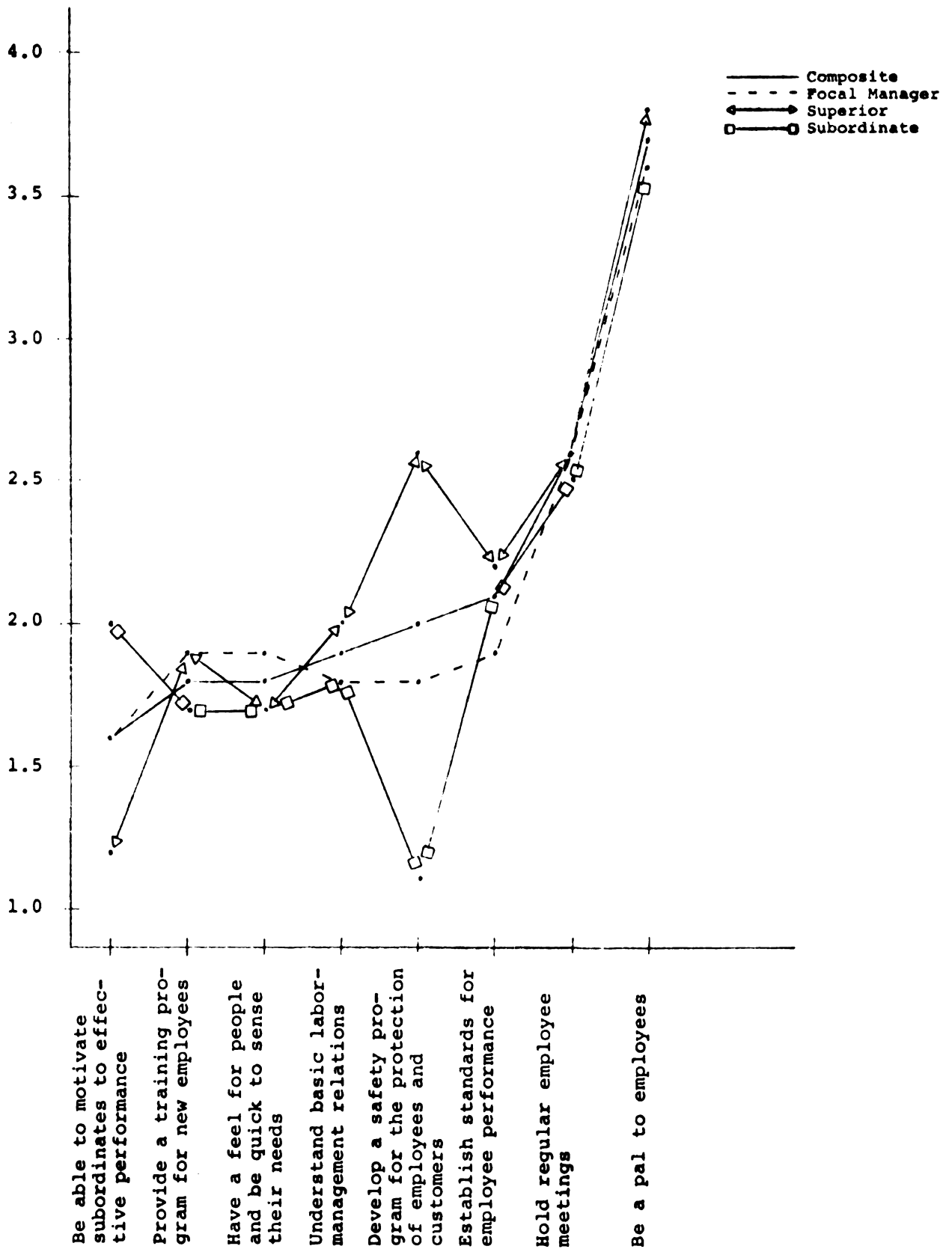


Figure 24.--Expected role behavior of agri-business managers relative to personnel supervision and evaluation activities as rated by the managers themselves, their superiors and their subordinates.

TABLE 27.--Expected role behavior of agri-business managers relative to purchasing and inventory maintenance activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Be able to utilize buildings and space effectively | 1.5 | 0.7 | 1.7 | 0.6 | 2.0 | 0.8 | 1.7 | 0.7 |
| Maintain a proper inventory of merchandise and materials | 1.3 | 0.6 | 2.3 | 1.0 | 1.7 | 0.5 | 1.8 | 0.8 |
| Have a free hand in ordering supplies | 1.7 | 0.8 | 2.0 | 0.7 | 1.8 | 0.6 | 1.8 | 0.7 |
| Maintain insurance on merchandise and property | 1.8 | 0.7 | 1.8 | .09 | 1.7 | .09 | 1.8 | .06 |
| Use the laws of supply and demand when ordering materials | 1.7 | 0.6 | 2.0 | 0.7 | 1.9 | 0.6 | 1.9 | 0.7 |
| Be familiar with the firms that supply materials and merchandise | 2.1 | .05 | 2.4 | 1.0 | 2.6 | 0.8 | 2.4 | .07 |
| Spend time with vendor's salesmen | 2.5 | 0.6 | 2.5 | 1.0 | 2.3 | 0.7 | 2.4 | 0.8 |
| Take inventory personally | 3.3 | 1.0 | 3.3 | 0.8 | 3.5 | 0.9 | 3.3 | 0.9 |

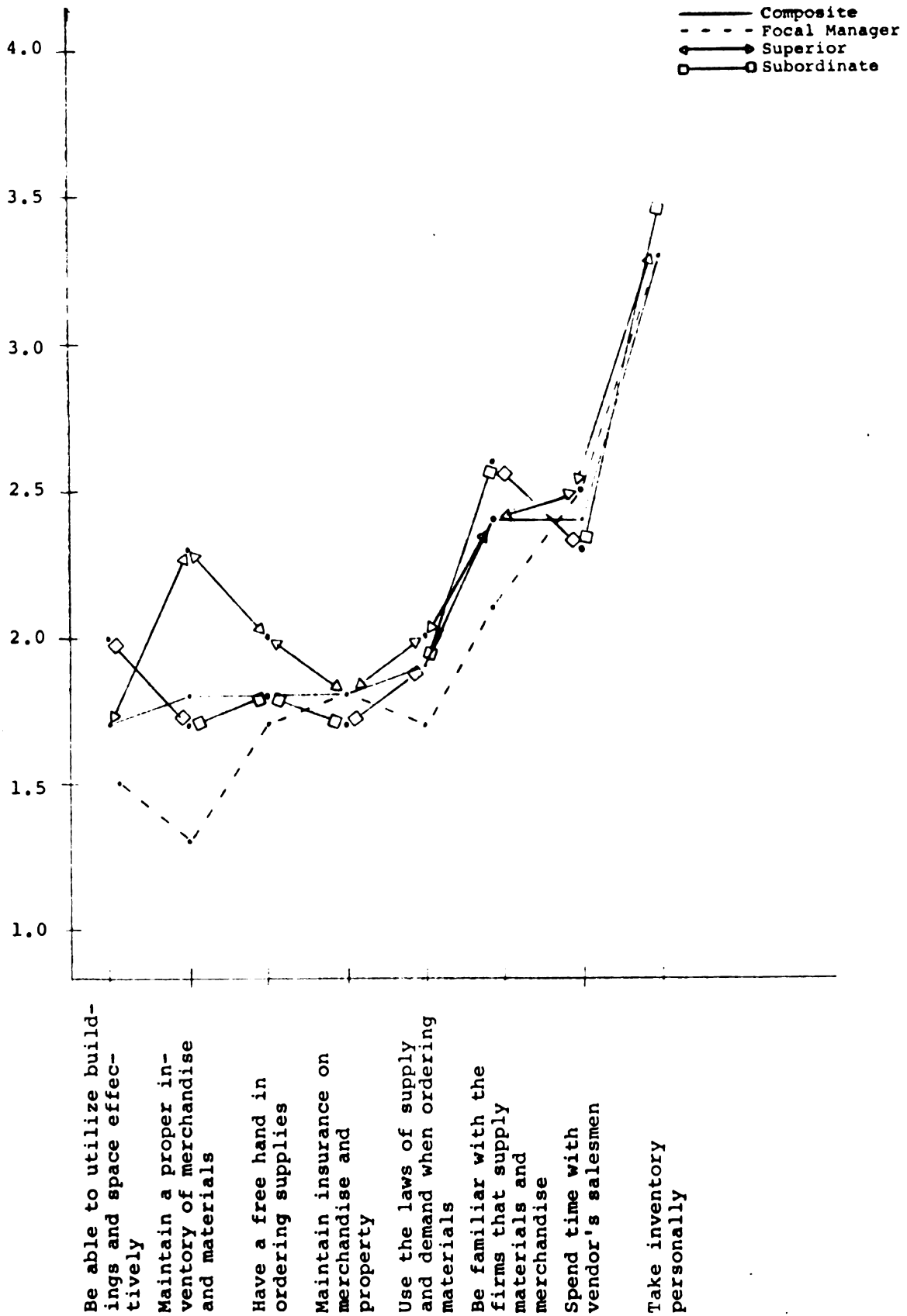


Figure 25.--Expected role behavior of agri-business managers relative to purchasing and inventory maintenance activities as rated by the managers themselves, their superiors and their subordinates.

TABLE 28.--Expected role behavior of agri-business managers relative to merchandising activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Concentrate on quality control | 1.9 | 1.1 | 2.2 | 0.6 | 2.0 | 0.8 | 2.0 | 0.9 |
| Be a student of market conditions | 1.9 | 0.7 | 2.1 | 0.7 | 2.0 | 0.9 | 2.0 | 0.8 |
| Analyze employees sales techniques and assist with improvement | 2.3 | 1.2 | 2.5 | 0.9 | 2.2 | 0.7 | 2.3 | 1.0 |
| Be a good salesman | 2.2 | 0.8 | 2.6 | 0.6 | 2.3 | 0.6 | 2.4 | 0.7 |
| Be available to any customer when requested | 2.4 | 0.8 | 2.5 | 0.8 | 2.2 | 0.9 | 2.4 | 0.9 |
| Develop and supervise advertising programs | 2.6 | 0.7 | 2.8 | 0.7 | 2.2 | 0.5 | 2.5 | 0.7 |
| Have the ability to initiate and oversee standard business forms | 2.4 | 0.7 | 2.4 | 0.8 | 2.3 | 0.8 | 2.6 | 0.8 |
| Oversee delivery schedules of outgoing merchandise | 2.6 | 1.0 | 3.1 | 0.8 | 3.0 | 0.8 | 2.9 | 0.9 |

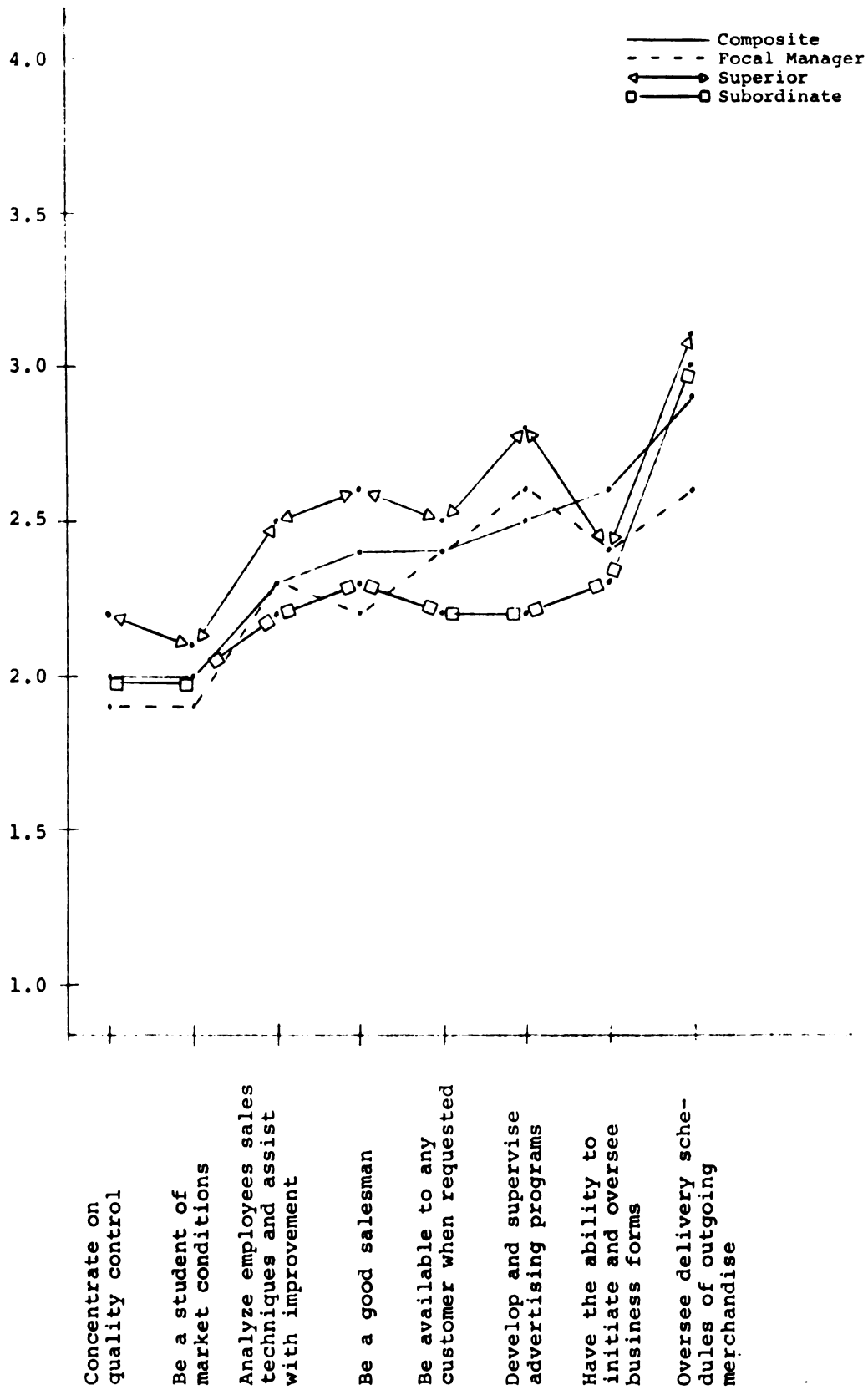


Figure 26.--Expected role behavior of agri-business managers relative to merchandising activities as rated by the managers themselves, their superiors and their subordinates.

Apparently, in this case, there is a belief that the manager should concentrate more on management-type activities and less on routine functions which can often be handled by other employees.

The general trend of the ratings and rankings in Table 29 and Figure 27 appears to be very similar to the same category in the cruciality section (Table 17, p. 98). Company goodwill, public opinion and public relations policies are judged to be of greatest importance while socializing with superiors and/or subordinates after hours has been ranked as least important.

Table 30 presents a profile of the expected performance of the "ideal" manager using the composite mean responses of the role set members to the items on the role expectation questionnaire. The higher the mean response, the more intense are these respondents' expectations that a manager should perform in the manner indicated. Only those functions which rated a positive 2.0 or higher are included. Over half of the 68 items were rated at this level.

As might be expected, the top ranked categories contributed a higher proportion of the items to the "ideal" manager's profile than did the lower ranking categories.

TABLE 29.--Expected role behavior of agri-business managers relative to public relations and community affairs activities as rated by the managers themselves, their superiors and their subordinates.

| Activity | Focal Mgr. | | Superior | | Subordinate | | Composite | |
|--|------------|------|----------|------|-------------|------|-----------|------|
| | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| Understand the practices essential to promote company goodwill | 1.8 | 0.8 | 1.9 | 0.8 | 2.0 | 0.8 | 1.9 | 0.8 |
| Keep informed on public opinion, trends and needs | 2.0 | 0.7 | 2.0 | 0.8 | 1.9 | 1.0 | 2.0 | 0.7 |
| Establish internal and external public relations policies | 2.1 | 0.7 | 2.6 | 0.5 | 1.9 | 0.7 | 2.2 | 0.7 |
| Be a leader in community functions | 2.7 | 0.7 | 2.4 | 0.8 | 2.8 | 0.4 | 2.6 | 0.7 |
| Engage in community activities to promote company goodwill | 2.8 | 0.7 | 2.5 | 0.6 | 2.6 | 0.7 | 2.6 | 0.7 |
| Encourage subordinates to participate in community affairs | 2.7 | 0.8 | 2.8 | 0.7 | 3.4 | 0.7 | 2.9 | 0.8 |
| Be able to commit company funds to local causes | 2.6 | 0.6 | 3.5 | 0.5 | 3.0 | 1.0 | 3.0 | 0.8 |
| Socialize after work with superiors and subordinates | 3.6 | 0.8 | 4.0 | 0.9 | 3.5 | 0.7 | 3.7 | 0.8 |

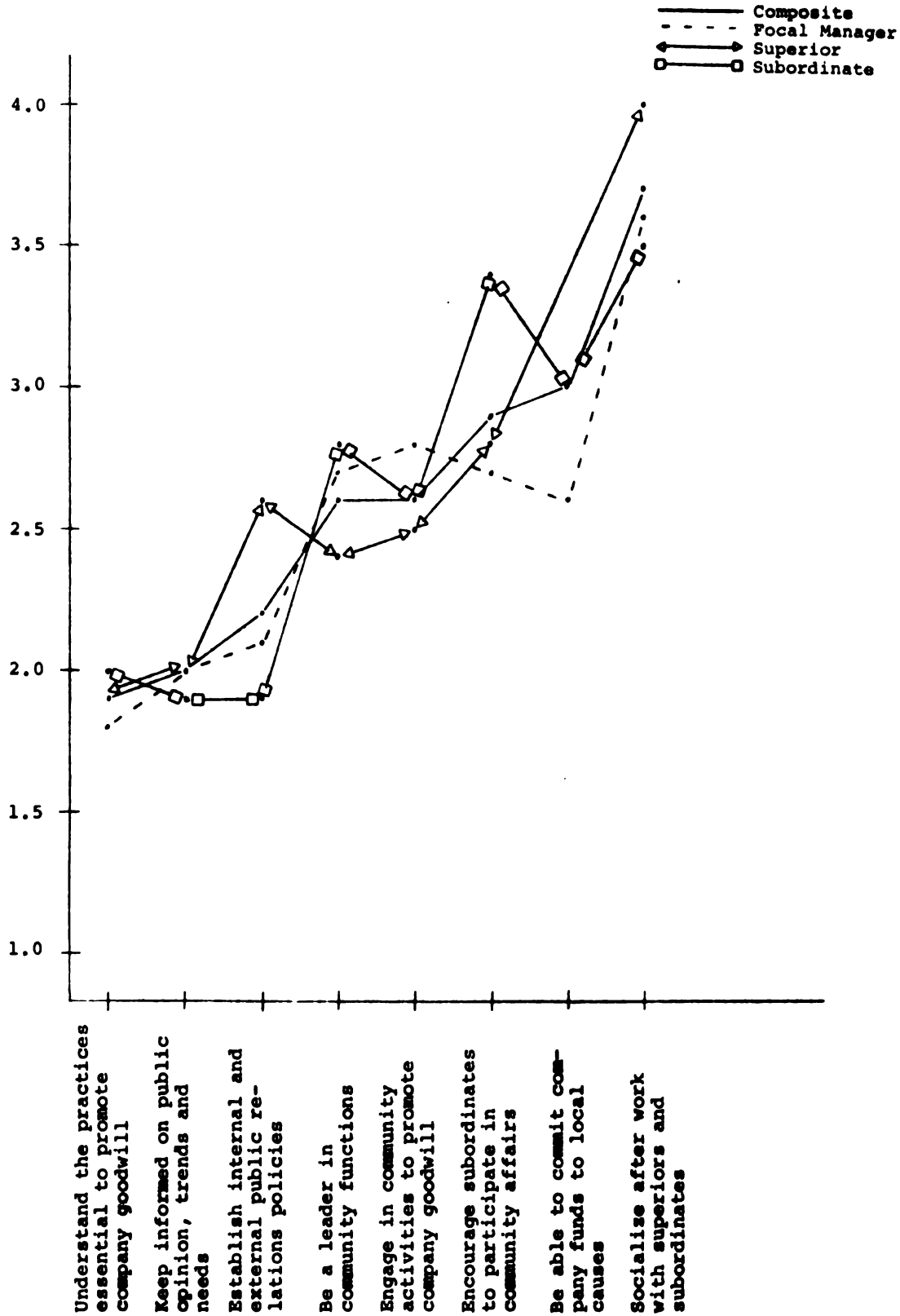


Figure 27.--Expected role behavior of agri-business managers relative to public relations and community affairs activities as rated by the managers themselves, their superiors and their subordinates.

TABLE 30.--The expected performance of the "ideal" agri-business manager as reflected in the composite responses of the managers themselves, their superiors and their subordinates (mean rating of 2.0 or less).

| | |
|------|--|
| I. | Mean Expectation: 1.4 |
| | --Keep an open mind--prevent emotions from influencing decisions |
| | --Be viewed as the key link between the firm and its employees |
| II. | Mean Expectation: 1.5 |
| | --Have full jurisdiction over the number and work of subordinates |
| | --Keep an open line of communication to superiors and subordinates |
| | --Be familiar with all company policies, regulations and viewpoints |
| | --Continually search for new and better methods of operation |
| III. | Mean Expectation: 1.6 |
| | --Develop long range plans and goals for the department |
| | --Be able to motivate subordinates to effective performance |
| IV. | Mean Expectation: 1.7 |
| | --Be a good listener |
| | --Be included in management planning discussions for the firm |
| | --Be able to utilize buildings and space effectively |
| V. | Mean Expectation: 1.8 |
| | --Strive to update personal knowledge of the business and products |
| | --Be able to analyze and interpret business data |
| | --Understand the correct use of capital and credit |
| | --Be entirely responsible for the performance of the department |
| | --Assume control of production and/or operating costs |
| | --Be aware of and familiar with competitive products |
| | --Provide a training program for new employees |
| | --Have a feel for people and be quick to sense their needs |
| | --Maintain a proper inventory of merchandise and materials |
| | --Have a free hand in ordering supplies |
| | --Maintain insurance on merchandise and property |
| VI. | Mean Expectation: 1.9 |
| | --Expect loyalty and cooperation from the firm and from employees |
| | --Pay close attention to how managers in other departments operate |
| | --Be regarded as an integral part of the firm's management team |
| | --Set an example for the department as to grooming, dress and demeanor |
| | --Receive management training prior to assuming this position |
| | --Understand basic labor-management relations |
| | --Use the laws of supply and demand when ordering materials |
| | --Understand the practices essential to promote company goodwill |
| VII. | Mean Expectation: 2.0 |
| | --Keep superiors and subordinates appraised of activities |
| | --Have had previous management experience |
| | --Understand all phases of business ethics |
| | --Prepare and analyze financial statements |
| | --Develop a safety program for the protection of employees and customers |
| | --Concentrate on quality control |
| | --Be a student of market conditions |
| | --Keep informed on public opinion, trends and needs |

7

The Composite Picture of the Three
Criteria of Significance

To arrive at specific conclusions relative to the activities and functions of agri-business managers, all pertinent data must be considered. Not only must each specified area of interest be examined in itself, but the relationship between areas and the resulting whole are also of considerable consequence.

A comparison of the major categories of competence as reflected in the time allocation, cruciality and role expectation ratings of all role set respondents is shown in Table 31. The ranking of the categories are listed for each criteria segment according to the type of respondent. A mean ranking is also provided in each case, which indicates the relative overall perceived importance of each category of activities.

The composite ranking places Operations and Coordination at the top of the list by a fairly substantial margin. The second and third items, Finance and Control and Planning and Research are closely grouped; as are items 4, 5, 6 and 7. Public Relations and Community Affairs was clearly allocated to the bottom of the field.

Although not identical in their rankings of competency categories, the various segments of the role set do present a reasonably high degree of interpositional consensus as to which items should be in the upper and which should be in the lower half of the list.

TABLE 31.--Rank order comparison of major areas of managerial competence for agribusiness managers as reflected in the time allocation, cruciality and role expectation ratings by the managers themselves, their superiors and their subordinates.

| Competency Group | Composite | | | | | Focal Mgr. | | | | | Superiors | | | | | Subordinates | | | | |
|--|-----------|---|----|----|---|------------|----|----|---|---|-----------|----|---|---|----|--------------|---|---|----|--|
| | Ranking | | | | | Ranking | | | | | Ranking | | | | | Ranking | | | | |
| | *T | C | RE | MR | T | C | RE | MR | T | C | RE | MR | T | C | RE | MR | T | C | RE | |
| Operations and Coordination | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 3 | 3 | 5 | 2 | |
| Finance and Control | 3 | 3 | 4 | 2 | 2 | 2 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 1 | 2 | 2 | 4 | |
| Planning and Research | 5 | 1 | 5 | 3 | 4 | 4 | 4 | 3 | 5 | 2 | 5 | 3 | 5 | 2 | 5 | 2 | 4 | 1 | 4 | |
| Personal Demands and Improvement | 8 | 4 | 2 | 6 | 8 | 5 | 3 | 2 | 8 | 1 | 2 | 4 | 8 | 3 | 1 | | | | | |
| Personnel Supervision and Evaluation | 4 | 6 | 5 | 7 | 5 | 7 | 6 | 5 | 2 | 8 | 5 | 6 | 6 | 4 | 5 | | | | | |
| Merchandising | 2 | 8 | 7 | 5 | 1 | 6 | 7 | 6 | 3 | 7 | 7 | 5 | 1 | 7 | 7 | | | | | |
| Purchasing and Inventory Maintenance | 6 | 5 | 6 | 4 | 5 | 3 | 4 | 7 | 6 | 6 | 6 | 7 | 5 | 6 | 6 | | | | | |
| Public Relations and Community Affairs | 7 | 7 | 8 | 8 | 7 | 8 | 8 | 8 | 7 | 4 | 8 | 8 | 7 | 8 | 8 | | | | | |

*T = Time; C = Cruciality; RE = Role Expectation; MR = Mean Rank.

Figure 28 graphically portrays the relationship between actual and ideal role behavior for the focal managers as revealed by the mean ratings of each competency category. In almost all instances, the role expectation ratings were higher than the cruciality ratings for the same items. In other words, the respondents expected a higher or more professional level of behavior on the part of the focal managers than that which was actually exhibited by the managers studied.

Note should also be made of the tendency for the subordinates, in both instances, to place a higher mean rating on nearly every item than did the focal managers. Likewise, the superiors tended to react in an opposite fashion by placing lower ratings on each item.

Variations in Activities of Focal Managers According to Firm

To determine the impact, if any, of the type of firm on the behavior of focal managers, the responses of all role set members were grouped according to the type of firm in which they were employed and then examined in the light of each criteria segment. The composite results according to competency groupings are displayed in Tables 32, 33, and 34.

The distribution of time allocation percentages shown in Table 32 indicate total intrapositional consensus concerning the relative amount of time spent on Purchasing

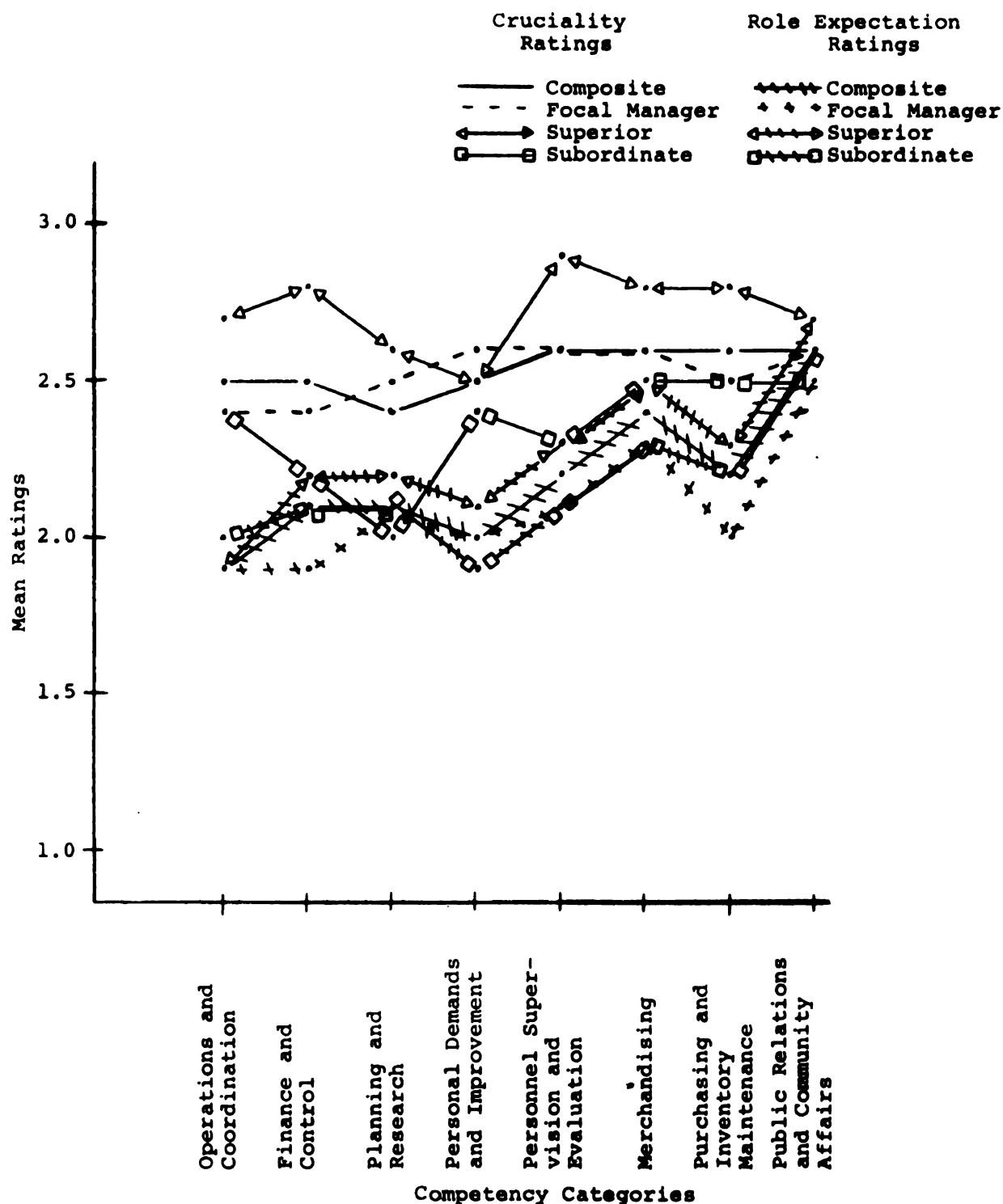


Figure 28.--A comparison of the cruciality ratings of responsibilities actually performed and significance ratings of elements of expected role behavior of agri-business managers as judged by the managers themselves, their superiors and their subordinates.

TABLE 32.--Distribution of composite time allocation percentages and rankings of the major categories of managerial competence according to type of firm.

| | Multi-Service | | Branch Retail | | Processing and Manufacturing | | Marketing and Service | |
|--|---------------|-------|---------------|-------|------------------------------|-------|-----------------------|-------|
| | Rank | Mean | Rank | Mean | Rank | Mean | Rank | Mean |
| Operations and Coordination | 1 | 19.8% | 2 | 16.2% | 1 | 18.3% | 3 | 15.8% |
| Merchandising | 2 | 15.7 | 1 | 17.1 | 3 | 13.9 | 1 | 17.9 |
| Finance and Control | 4 | 13.5 | 4 | 13.9 | 2 | 15.2 | 4 | 15.6 |
| Personnel Supervision and Evaluation | 3 | 13.8 | 3 | 14.2 | 6 | 11.1 | 5 | 10.1 |
| Planning and Research | 5 | 11.8 | 6 | 11.7 | 5 | 11.7 | 2 | 16.5 |
| Purchasing and Inventory Maintenance | 6 | 10.9 | 5 | 12.0 | 4 | 13.1 | 6 | 9.0 |
| Public Relations and Community Affairs | 8 | 6.8 | 8 | 7.3 | 7 | 8.9 | 7 | 7.9 |
| Personal Demands and Improvement | 7 | 6.9 | 7 | 8.3 | 8 | 7.8 | 8 | 6.7 |

and Inventory Maintenance and Personal Demands and Improvement. There is, however, much less agreement as to the time spent on other managerial responsibilities.

As might have been expected, the Multi-service and Processing and Manufacturing managers perceived the activities included in the Operations and Coordination category to be the most time consuming. On the other hand, the Branch Retail and Marketing and Service managers ranked Merchandising as their most important general area of activity as denoted by time expended.

The most noticeable difference in time allocation came in the Planning and Research area. While the Marketing and Service managers ranked this group of activities second in relative amount of time devoted to it, the other managers placed that category much lower.

Table 33 provides a picture of the cruciality ratings as perceived by the managers, superiors and subordinates from the four types of firms. In this case the type of firm apparently has some bearing on the responses because there appears to be a considerable difference between the level of ratings for the Marketing and Service firms as compared to the Multi-service firms' represented. Every item except one is rated as being more crucial to the former than to the latter.

In addition, there is a considerable lack of uniformity in the ranked positions of the competency categories

TABLE 33.--Distribution of composite mean cruciality ratings and rankings of the major categories of managerial competence according to type of firm.

| | Multi-Service | | Branch Retail | | Processing and Manufacturing | | Marketing and Service | |
|--|---------------|------|---------------|------|------------------------------|------|-----------------------|------|
| | Rank | Mean | Rank | Mean | Rank | Mean | Rank | Mean |
| Planning and Research | 1 | 2.53 | 4 | 2.52 | 1 | 2.46 | 1 | 2.14 |
| Operations and Coordination | 5 | 2.58 | 5 | 2.55 | 8 | 2.73 | 2 | 2.21 |
| Finance and Control | 2 | 2.53 | 3 | 2.54 | 4 | 2.66 | 3 | 2.31 |
| Personal Demands and Improvement | 3 | 2.55 | 1 | 2.20 | 2 | 2.60 | 7 | 2.57 |
| Purchasing and Inventory Maintenance | 6 | 2.58 | 6 | 2.60 | 6 | 2.68 | 5 | 2.38 |
| Personnel Super-vision and Evaluation | 8 | 2.68 | 8 | 2.78 | 5 | 2.66 | 4 | 2.37 |
| Public Relations and Community Affairs | 4 | 2.58 | 7 | 2.61 | 3 | 2.65 | 6 | 2.47 |
| Merchandising | 7 | 2.63 | 2 | 2.38 | 7 | 2.69 | 8 | 2.61 |

between the various types of firms. At the same time, however, there is actually little real variation in the rating scores. For example, there is a spread of only .3 points between the top and bottom ranked items in the Processing and Manufacturing column; the Multi-service column shows even less differential between numbers one and eight.

While Merchandising is ranked second by the branch retail representatives, it is ranked near the bottom by the other three groups. At the same time, the Marketing and Service managers ranked Personnel Demands and Improvement seventh in the list of eight, while the other groups placed it at or near the top.

The mean role expectation ratings of the competency categories by representatives of the various firms is shown in Table 34. Here the Marketing and Service managers seem to be at odds with the remainder all the way down the line. There is an amazing consistency among the Multi-service, Branch Retail and Processing and Manufacturing representatives in regard to rank order of the categories. This consistency does not hold, however, relative to the actual rating scores.

Summary

The activities and functions of agri-business managers were examined, rated and ranked by categories and

TABLE 34.--Distribution of composite mean role expectation ratings and rankings of the major categories of managerial competence according to type of firm.

| Competency Group | Multi-Service | | Branch Retail | | Processing and Manufacturing | | Marketing and Service | |
|--|---------------|------|---------------|------|------------------------------|------|-----------------------|------|
| | Rank | Mean | Rank | Mean | Rank | Mean | Rank | Mean |
| Operations and Coordination | 3 | 1.82 | 3 | 1.82 | 3 | 2.39 | 2 | 2.13 |
| Personal Demands and Improvement | 1 | 1.66 | 1 | 1.67 | 1 | 1.99 | 5 | 2.23 |
| Finance and Control | 2 | 1.78 | 2 | 1.80 | 6 | 2.53 | 8 | 2.62 |
| Planning and Research | 4 | 1.96 | 4 | 1.85 | 4 | 2.50 | 6 | 2.49 |
| Personnel Supervision and Evaluation | 5 | 2.00 | 5 | 1.95 | 5 | 2.51 | 1 | 2.03 |
| Purchasing and Inventory Maintenance | 6 | 2.05 | 6 | 2.00 | 2 | 2.39 | 7 | 2.52 |
| Merchandising | 7 | 2.25 | 7 | 2.19 | 7 | 2.58 | 3 | 2.18 |
| Public Relations and Community Affairs | 8 | 2.34 | 8 | 2.39 | 8 | 2.72 | 4 | 2.20 |

individually within these according to significance in the performance of more-or-less routine duties. Significance was judged three ways; by the amount of time devoted to each activity, by the degree of cruciality to success accorded each activity and by a declaration of the expected or ideal role activity. The perceptions of significance as reported by the managers themselves, their superiors and their subordinates were recorded and considered in each instance.

A summarization of the results of the analysis can be seen in Tables 20, 30 and 31 on pages 109, 133 and 135, respectively.

Generally speaking, the focal managers and their superiors usually responded in a similar manner, while the subordinates were often at variance with the other two. The composite ratings and resulting rankings of the competency groups in regard to cruciality and role expectations were also usually quite similar. These two, however, did not always coincide with the time allocation rankings. In fact, many rather time consuming activities were rated quite low as far as cruciality to success on the job was concerned.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

This dissertation has been focused on the agri-business manager. The major objective of the study has been to identify and classify the more-or-less common activities, competencies and characteristics of a selected group of such managers with a view toward the development of suitable training curricula.

The perceptions of the focal managers relative to their activities and categories of activities on the job, plus the perceptions of their superiors and subordinates concerning those activities and categories of activities were considered to be logical indicators for making the desired determinations. The various perceptions were expressed in terms of three measures of importance: time allocation, cruciality to success and rating within a hypothetical ideal situation.

The Respondents

All respondents in this study were employed by three Michigan owned and operated agri-business firms as of July 15, 1969. A summary of findings and information relative to the respondents is given below:

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1. Of the eighty-two respondents, twenty-eight were focal managers, twenty-nine were superiors of these or other middle managers, and twenty-five were subordinates of the focal managers. In twenty-three instances, the focal manager, his superior and the subordinate were directly related in their routine job performance in the organizational hierarchy.
2. The firms employing the respondents represented four general functional areas of agri-business endeavor: Processing and manufacturing, Single company branch retail outlets, Marketing and service, and Local multi-service operations with parent firm management.
3. The average age of the focal managers was 37.9 years (two-thirds of the group were 36 or older), and they had been in their present managerial position for an average of 5.1 years. The ranges here were 27 to 53 years of age and 6 months to 23 years of job tenure.
4. All but one of the focal managers had graduated from high school. The average amount of formal schooling completed by the focal managers proved to be 12.7 years and 50 per cent of them reported some form of special out-of-school training in addition.

Procedures

With information available in the literature, examination of pertinent job descriptions and assistance from business and educational consultants, questionnaires were developed, checked and approved as being appropriate for the desired purpose.

Three general criteria segments, embodied in the questionnaires, were used in order to secure the necessary picture of the agri-business manager and his position. Specifically, there were: (a) the relative allocation of time to certain activities by the focal manager, (b) a judgment of the importance of said activities by means of a cruciality rating, and (c) an indication as to which activities or functions should be performed by the manager under ideal conditions.

The descriptive statistics employed to analyze the responses were percentage and frequency distributions, mean scores of importance, standard deviation of scores, significance of probability and derived rank order. The data were processed by the Computer Laboratory at Michigan State University. The findings were presented in detail in Chapter IV. The balance of this chapter is devoted to a summary of the principal findings and to conclusions based upon those findings.

Summary of Findings

Agri-business middle managers perform a wide range of activities in fulfilling the requirements of their

positions. Many are quite important while others are much less critical. Some very time consuming activities are merely time consuming because they are judged by respondents to be not really crucial to successful performance on the job. As an example, the managers spend, on the average, over 16 per cent of their time performing the merchandising activities specified in Chapter IV. However, this category of activities for managers was relegated to the lowest spot on the cruciality priority list and received a quite negative rating relative to expected role behavior.

The perceptions relative to role behavior of the focal managers were occasionally quite comparable to those of the superiors and subordinates. In more instances, however, there appeared to be considerable divergence of opinion. These results tend to coincide with the findings of Kahn¹ referred to earlier. Generally speaking, the superiors were much more nearly in agreement with the focal managers than were the subordinates. The subordinates also tended to be more critical in their ratings of activities and competencies. There appeared, therefore, to be no definite overall interpositional consensus.

Complete intrapositional consensus also seemed to be lacking. Inter-firm variations were quite apparent, especially in the cruciality and role expectations ratings. This also is consistent with earlier studies.²

¹Kahn et al., op. cit.

²Carmichael, op. cit.

A major difference exists between the perceptions of activity importance and priority reported by the Marketing and service managers as compared to the managers in other types of operation. Apparently the different orientation, concepts and objectives of this type of agri-business situation were responsible for much of the variation rather than any special attributes of the managers themselves.

The summary of competency category rankings in Table 35 reflects the composite perceptions of all respondents relative to competencies deemed necessary for successful performance as an agri-business manager. The sub-items or important activities are more specific job requirements perceived as most critical by the respondents. The Operations and Coordination competency is regarded as the uppermost requirement, followed by Finance and Control and Planning and Research.

No overall ranking of individual activities was secured. The most important activities in each category are, however, listed. The forty items identified in Table 35 provide a rather complete picture of the more necessary duties, responsibilities and functions of the selected managers. They should also serve as a guide for training curriculum development.

TABLE 35.--Summary of the composite rank order of competency categories, and the component activities rated as being most important in each, of agri-business managers.

| Competency Categories | Important Activities |
|---|---|
| 1. OPERATIONS AND COORDINATION | <ul style="list-style-type: none"> --Organizing the department's work efforts --Developing harmonious working relations among employees --Keeping an open line of communication between hierarchical levels --Planning and supervising the flow of goods --Balancing products or production to certain needs |
| 2. FINANCE AND CONTROL | <ul style="list-style-type: none"> --Establishing proper credit policies --Serving as a key link between the firm and its employees --Analyzing and interpreting financial data --Preparing satisfactory budgets --Establishing pricing policies |
| 3. PLANNING AND RESEARCH | <ul style="list-style-type: none"> --Establishing standards for the department or area of work --Searching for new and better methods of operation --Determining the responsibilities of employees --Developing long range plans and procedures for the department --Determining consumer demand |
| 4. PERSONAL DEMANDS AND IMPROVEMENT | <ul style="list-style-type: none"> --Striving to update personal knowledge of the firm and its products --Determining how to improve the morale of the department --Keeping an open mind--preventing emotions from influencing decisions --Planning own activities and procedures --Listening to employees and peers |
| 5. PERSONNEL SUPERVISION AND EVALUATION | <ul style="list-style-type: none"> --Checking and evaluating work of subordinates --Training new employees --Motivating employees to effective performance --Establishing job priorities and assigning work accordingly --Direct supervision of subordinates |
| 6. MERCHANDISING | <ul style="list-style-type: none"> --Establishing sales policies and procedures --Concentrating on quality control --Analyzing total merchandising techniques --Being a student of market conditions --Handling customer complaints |
| 7. PURCHASING AND INVENTORY MAINTENANCE | <ul style="list-style-type: none"> --Maintaining a proper inventory of merchandise and materials --Checking invoices and purchase orders --Arranging for repairs of equipment, buildings and facilities --Utilizing buildings and space effectively --Determining items to be ordered and reordered |
| 8. PUBLIC RELATIONS AND COMMUNITY AFFAIRS | <ul style="list-style-type: none"> --Keeping in close touch with public opinion, trends and needs --Improving internal communications and public relations --Checking on the company image --Following practices which promote company goodwill --Talking about company products and/or services to outsiders |

Limitations

1. Confidence in the findings may be limited in certain instances due to the relatively small number of subjects involved.
2. The results of this study are subject to the limitations of cross-sectional research. Findings have been based on job behaviors as they currently exist and expectations as currently viewed. Changes over time might materially affect data and conclusions.
3. There are many factors which influence management behavior. Due to the nature of the inquiry, certain items are not specifically included. Likewise, certain competencies have been touched upon only indirectly.
4. The relatively low level of agreement among the role set members, in certain instances, may limit the extent to which these findings ought to be generalized.

Summary of Conclusions

1. There are common and identifiable activities which are agreed upon by high level managers, middle managers and rank and file employees as being critical to the success of agri-business managers in Michigan. These fall principally into the categories of: Operations and

Coordination, Merchandising, Finance and Control, Personnel Supervision and Evaluation, Planning and Research, Purchasing and Inventory Maintenance, Public Relations and Community Affairs, and Personal Demands and Improvement.

2. There are certain general competency areas which are elemental to effective and appropriate management behavior. These are: Operations and Coordination, Personal Demands and Improvement, Finance and Control, and Planning and Research.
3. Managerial perceptions of job requirements differ somewhat according to the type of firm in which the men are employed. For example; the managers in multi-service and processing and manufacturing firms felt that merchandising was a relatively non-crucial function, but the branch retail firm managers believed that the merchandising function was highly crucial.
4. Many activities judged to be important to the success of managers are not usually considered to be management-type activities but are of a nature that could be handled by other employees, e.g., checking invoices and purchase orders or greeting customers.
5. To be successful, managers apparently need certain technical as well as managerial skills.

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These would include: speaking at public gatherings, preparing budgets and interviewing job applicants.

6. Agri-business managers seem to be current-operations oriented, giving little time to long range planning and development. They apparently concern themselves with the implementation of policies handed down from a higher management level.
7. Perceptions of the importance of managerial competencies appear to differ according to the type of respondent. Managers perceive the Personal Demands and Improvement competency as being ranked sixth in importance, while the superiors place it second and the subordinates rank it fourth in importance. Similarly, Purchasing and Inventory Maintenance is ranked much higher by the focal managers than by the other role set members.
8. Managers tend to differentiate between the amount of time allocated to a given activity and the importance or cruciality of that activity. Examples would include: "checking the condition of equipment, buildings and property" which was ranked at the top of the cruciality list but at the bottom of the time allocation listing.

9. Perceptions as to the proportion of time allocated to activities and competency categories appear to vary according to the position of the respondent, e.g., the focal managers indicated that 11 per cent of their time was spent on activities in the Personnel Supervision and Evaluation category while the superiors perceived an expenditure of over 15 per cent and the subordinates judged the amount to be only 9 per cent for this same group of activities.
10. Perceptions as to the cruciality of activities vary more among types of firms than among role set members.
11. Managers generally share common role expectations, especially as they pertain to major competency areas.
12. A higher or more professional level of behavior is generally expected from managers than that which has been revealed by this study.
13. Intrapositional agreement is more likely in the allocation of time to activities and competency areas than in perceptions of cruciality or role expectations.
14. Interpositional agreement relative to time allocation of activities, cruciality of activities and expected role behavior is more probable

between managers and their superiors than between managers and their subordinates.

15. Managers and their superiors tend to perceive the relative importance of competency areas in a similar fashion but subordinates appear to hold differing views, especially in regard to cruciality to success on the job.
16. An ideal agri-business manager would be quite competent in areas of operations, coordination, finance, control, planning and research. He would also be concerned with his personal relationships and with endeavors leading to self-improvement.
17. The techniques used in this study plus the data compiled and the results obtained permitted a description of the job requirements of a population of agri-business middle managers; they identified a set of activities necessary to success on the job of men involved in management functions for agri-business firms; they permitted inferences of training needs for such managers; and they revealed differences in inferred job requirements and training needs by position or situation of the managers.

Conclusions Relative to the Training
of Agri-Business Managers

Rapid changes in the agri-business world, followed by changing demands on the management function, place emphasis on the need for occupational adaptability of persons involved in such situations. Sound and applicable training programs can and should lay a substantial foundation for this adaptability.

If sound programs of satisfactory management training for agri-business situations are to be developed, planners should consider: (1) their relatedness of the functional areas in which trainees will eventually perform, (2) the appropriate mix of general and specific curriculum areas required, (3) the career objectives of the trainee(s), and (4) the level of competence desired.

Many rank and file activities were found to be important to the success of the managers studied. In the light of this information it would appear logical to raise the question as to the form that training, for such functions, should take. Perhaps much could be accomplished in this area by means of a period of practical learning within an intern-type format. Similarly, such items as trouble shooting, determining responsibilities of employees and determining items to be reordered are quite difficult to teach in a formal setting.

Because the activities and responsibilities of agri-business managers are continuously changing as newer and

more refined concepts emerge, training instructors should work very closely with employers and experts in the field so that all involved will be kept abreast of any such changes and the resulting needs of all concerned.

Implications for Curriculum Development

The results of this study offer several practical implications to employers, managers, and especially to professional training personnel. Management training needs were identified as they occurred within the reality of the situation in which managers work. Hierarchies were specified for certain competency categories and for activities within each. The competency categories and activities listings should provide an understanding of the items the focal managers, their superiors and subordinates consider critical for successful job performance.

Before any extensive planning relative to curriculum is undertaken, it would appear axiomatic that a decision should be made as to the intent or objective of the proposed training. If the functions of the manager are to be upgraded and improved according to the indications of ideal behavior then the rankings shown in Tables 21 through 29 should be given major consideration. If, on the other hand, management training is to be given only to maintain the present level of competency exhibited by personnel within the firm, then the time allocation rankings (Tables

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2 through 10) and cruciality ratings (Tables 11 through 19) become more important.

Additional consideration must be given to the goals, objectives and general operations of the firm(s) employing the trainees. Since middle management, as considered in this study, is equated with operations management, it should be emphasized that a manager in a retailing situation has considerably different competency and activity priorities than one who is functioning in a manufacturing setting. In other words, the man must be trained to function within the scope and framework of the firm which will hopefully reap the results of any training program.

It seems to be clear that training endeavors must include items which are generally agreed upon as being critical or important to those in agri-business situations. One of the major tasks of the trainer would be to provide worthwhile training experiences in Operations and Coordination, Finance and Control, Planning and Research and Personal Improvement. Rather than attempting to cover only the specific items listed in these categories it would seem feasible to suggest that training should embody the major principles of these management areas.

This is not to say that the remaining areas of Personnel Supervision, Merchandising, Purchasing and Public Relations should be ignored. Obviously, many of the activities in these categories are also important

parts of management. Table 35 on page 145 should be helpful in this respect.

Reference has been made to certain non-management-type activities which appear to be important in some instances. The fact that these may be considered important herein does not necessarily indicate the necessity of spending time on them in a training program. Again, the objectives of the training effort must be a factor.

The format of the training program, depending on what is to be accomplished, may include a certain amount of on-the-job experience as well as formalized instruction. In either instance, major emphasis will need to be placed on certain items and minor emphasis on others. It would not appear propitious to generalize at this point.

Recommendations for Further Research

1. Future research in this field, if it is to analyze the variables by management position, should involve greater numbers of managers. There is also a need for studies similar to this investigation in other lines or forms of agri-business enterprise.
2. Additional data in the areas of manager's attitudes, the abilities and performance of peers, and the impact of outside forces on the management function would add further dimensions to the agri-business management picture.

3. The question of changes in the manager's perception of role requirements over a period of time seems valid for future research. Also, to what extent do managers differ in employment role perception at the point of entry into the position of manager?
4. There is a need for a study of the job mobility patterns of management personnel in agri-business situations and the implications for training of such movement.
5. The classification system employed in this study probably requires more refinement. Since it does seem to hold promise for analyzing management job performance, other researchers may choose to make adaptations to the system.
6. This research made no attempt to assess the relative importance of the members of the role set as perceived by the focal manager in the delineation of his role. In fact the role set was constructed on an a priori basis. Research to indicate the important role definers would have significance.
7. Research is needed to determine the extent and nature of training and experience appropriate to prospective instructors who would seek to train agri-business management personnel.

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APPENDIX

MICHIGAN STATE UNIVERSITY
SPECIAL STUDY AND SURVEY OF AGRI-BUSINESS MANAGEMENT
Summer, 1969

This study is designed to identify the more-or-less common activities carried on by management personnel and to determine the relative importance of such activities.

The entire project is designed and conducted by the University. You are not asked to identify yourself in any way. The information obtained herein will be used only for this project and kept in strictest confidence.

The survey consists of three parts, all attached. Part A is concerned with the way you spend your time in carrying out the duties of your present position. It also asks for an indication of the crucialness to success of your job of these various activities. Part B provides an opportunity for you to give your views regarding the "ideal" manager while part C is only for the purpose of securing some supplemental information about yourself.

Please be completely frank and honest with yourself and your position as you complete these questionnaires.

Brief descriptions of activities or duties which may or may not be a part of your present position will be listed. Please follow the instructions as you consider each item.

Since firms vary in their structure and the terms they use for identifying the parts of the organization, we have arbitrarily used the term department to designate the area of company operations which is under your direct supervision.

AGRI-BUSINESS MANAGEMENT SURVEY

Part A

Please rank, in the left hand column, the listed activities from 1 to 14 in terms of the amount of time you believe you spend during an average week on each in relation to the others in the group. (1 indicating the most time spent and 14 the least time spent.) If you have nothing to do with certain items, rank them in order of importance at the end of the scale but insert an N along-side the number (such as 12N).

At the end of each section, we ask that you indicate the percentage of your total time that you believe you spend on the activities in the group as a whole. The sum of your percentages for the eight headings should be 100 per cent.

In the right hand column, rate each item from 1 to 5 according to your feeling as to how crucial it is to success in your position. 1 would indicate that the item is extremely crucial, 2 would suggest the item to be quite crucial, 3 equals moderately crucial, 4 indicates probably not crucial, and 5 equals not crucial at all.

Group A

- | | | |
|----------|---|-------|
| _____ A. | Interviewing job applicants and hiring employees. | _____ |
| _____ B. | Checking and evaluating work done by subordinates. | _____ |
| _____ C. | Establishing job priorities and assigning work to others. | _____ |
| _____ D. | Training new employees. | _____ |
| _____ E. | Direct supervision of subordinates. | _____ |
| _____ F. | Resolving employee grievances. | _____ |
| _____ G. | Advising employees on personal problems. | _____ |
| _____ H. | Communicating with superiors regarding employee situations. | _____ |
| _____ I. | Providing for employee health, safety and working conditions. | _____ |

Part A

- _____ J. Handling problem employees. _____
- _____ K. Handling employee benefit programs
(insurance, vacations, etc.) _____
- _____ L. Motivating employees and keeping up
morale. _____
- _____ M. Filling in for absent employees. _____
- _____ N. Explaining company policies and pro-
cedures. _____

After you have completed the item checks above, please indicate the percentage of your total time which you estimate you spend, during an average week, on the above activities as a group. _____%

Group B

Please check the items in this group in a fashion similar to Group A on the preceding page. Rank the listed activities from 1 to 14 in the left hand column according to time spent in relation to the others. Fill in the estimated percentage of total time spent for the group at the bottom and rate the cruciality of each item from 1 to 5 in the right hand column. If not clear, refer to the instructions for Group A.

- _____ A. Organizing the department's work efforts. _____
- _____ B. Arranging and conducting meetings of
employees. _____
- _____ C. Analyzing the structure and effectiveness
of the department. _____
- _____ D. Determining and establishing priorities
for the department. _____
- _____ E. Keeping records and files of trans-
actions. _____
- _____ F. Reporting to headquarters on depart-
mental activities. _____
- _____ G. Developing harmonious working relations
among employees. _____

Part A

- _____ H. Using a telephone. _____
- _____ I. Balancing products or production to seasonal needs. _____
- _____ J. Completing routine paper work. _____
- _____ K. Trouble shooting. _____
- _____ L. Meeting production and/or sales quotas. _____
- _____ M. Planning and supervising the flow of goods. _____
- _____ N. Assigning special jobs to certain people. _____

Estimated percentage of total time spent, during an average week, on the above activities as a group. _____ %

Group C

Please complete this page in a fashion similar to the preceding pages. Refer to Group A for complete instructions for each group.

- _____ A. Establishing standards for the department or area of work. _____
- _____ B. Determining the responsibilities of employees. _____
- _____ C. Attending company policy and planning meetings. _____
- _____ D. Reviewing competitors activities. _____
- _____ E. Following plans handed down by superiors. _____
- _____ F. Determining the resources needed to operate the department. _____
- _____ G. Looking for ideas to improve performance. _____
- _____ H. Evaluating proposals and suggestions of employees. _____

Part A

- _____ I. Obtaining and studying market information. _____
- _____ J. Searching for new items, products or lines. _____
- _____ K. Forecasting future trends and events. _____
- _____ L. Determining and studying consumer demand. _____
- _____ M. Training potential future managers. _____
- _____ N. Studying new and pending legislation. _____

Estimated percentage of total time spent on this group of activities. _____%

Group D

Please complete this page in a fashion similar to the preceding pages. Refer to Group A for complete instructions for each group.

- _____ A. Greeting or talking to customers. _____
- _____ B. Establishing sales policies and procedures. _____
- _____ C. Planning advertising programs and schedules. _____
- _____ D. Selecting and preparing merchandise for display. _____
- _____ E. Pricing merchandise or products. _____
- _____ F. Handling customer complaints. _____
- _____ G. Planning and arranging special promotional events. _____
- _____ H. Expediting customer orders. _____
- _____ I. Evaluating effectiveness of advertising and promotion. _____
- _____ J. Approving customers returns and/or allowances. _____

Part A

- _____ K. Submitting sales reports to superiors. _____
- _____ L. Analyzing total merchandising techniques. _____
- _____ M. Assisting in special sales. _____
- _____ N. Checking customer credit. _____

Estimated percentage of total time spent on this group of activities. _____%

Group E

Please complete this page in a fashion similar to the preceding pages. Refer to Group A for complete instructions for each group.

- _____ A. Dictating letters and reports. _____
- _____ B. Preparing budgets. _____
- _____ C. Analyzing sales figures and operating costs. _____
- _____ D. Arranging for proper payroll control. _____
- _____ E. Securing clearance from superiors for variations in policy. _____
- _____ F. Establishing customer credit policies. _____
- _____ G. Analyzing profit and loss statements. _____
- _____ H. Meetings with superiors regarding departmental finances. _____
- _____ I. Handling responsibilities which cannot be delegated. _____
- _____ J. Establishing pricing margins and policies. _____
- _____ K. Determining and handling insurance needs. _____
- _____ L. Keeping a close check on the finances of the department. _____

Part A

_____ M. Working with calculators and other office machines. _____

_____ N. Handling company monies. _____

Estimated percentage of total time spent on this group of activities. _____%

Group F

_____ A. Participating in community service activities. _____

_____ B. Transmitting customer comments to headquarters. _____

_____ C. Keeping in close touch with public opinion. _____

_____ D. Developing contacts with the community power structure. _____

_____ E. Representing the company in local projects. _____

_____ F. Encouraging employees to be community minded. _____

_____ G. Meeting with newspaper and/or radio reporters. _____

_____ H. Speaking at public gatherings. _____

_____ I. Authorizing company contributions to charitable organizations. _____

_____ J. Checking on the company image in the community. _____

_____ K. Improving internal communications and public relations. _____

_____ L. Talking about company products and/or services with outsiders. _____

Part A

- _____ M. Listening to unhappy customers. _____
- _____ N. Determining methods of improving relations with the consumer public. _____

Estimated percentage of total time spent on this group of activities. _____%

Group G

Please complete this page in a fashion similar to the preceding pages. Refer to Group A for complete instructions for each group.

- _____ A. Checking invoices and purchase orders. _____
- _____ B. Ordering special merchandise for customers. _____
- _____ C. Checking the condition of equipment, buildings and property. _____
- _____ D. Listening to salesmen. _____
- _____ E. Studying suppliers catalogues and price sheets. _____
- _____ F. Checking and verifying inventory lists. _____
- _____ G. Determining items to be ordered and reordered. _____
- _____ H. Contacting suppliers regarding incoming orders and shipments. _____
- _____ I. Adding new supplies or merchandise to inventory records. _____
- _____ J. Coordinating orders with other departments. _____
- _____ K. Certifying receipt of and/or signing checks for merchandise received. _____
- _____ L. Confirming orders, inventories or prices with headquarters. _____

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Part A

- _____ M. Arranging for repairs of equipment, buildings and facilities. _____
- _____ N. Arranging for the proper storage of merchandise and supplies. _____

Estimated percentage of total time spent on this group of activities. _____%

Group H

Please complete this page in a fashion similar to the preceding pages. Refer to Group A for complete instructions for each group.

- _____ A. Reading trade publications. _____
- _____ B. Attending formal training meetings and conferences. _____
- _____ C. Learning how to better communicate with and understand employees. _____
- _____ D. Developing a positive attitude toward the position and the company. _____
- _____ E. Determining how to improve the morale of my department. _____
- _____ F. Attending trade meetings and conferences. _____
- _____ G. Working overtime. _____
- _____ H. Evaluating my own effectiveness as a manager. _____
- _____ I. Listening to suggestions and complaints of employees. _____
- _____ J. Exhibiting model personal habits of dress, attitude and demeanor. _____
- _____ K. Working at home on office business. _____
- _____ L. Doing special jobs for superiors or for the company. _____

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Part A

- _____ M. Planning my own activities. _____
- _____ N. Getting personal assistance from my superior. _____

Estimated percentage of total time spent on this group of activities. _____%

Part B

We would like you to approach each statement in this part as if there were no restrictions to setting up your position exactly as you would want it to be. In a sense, we want your ideas on the "ideal" manager; the ultimate objective being to make the position as effective as possible for both the company and the man.

Using the scale below, please circle the number which most nearly reflects your true feelings about each statement.

The ideal manager in this position:

- 1 Absolutely must
- 2 Probably should
- 3 May or may not
- 4 Probably should not
- 5 Absolutely must not

1. 1 2 3 4 5 Have had previous management experience.
2. 1 2 3 4 5 Be regarded as an integral part of the firm's management team.
3. 1 2 3 4 5 Have full jurisdiction over the number and work of subordinates.
4. 1 2 3 4 5 Understand basic labor-management relations.
5. 1 2 3 4 5 Be included in management planning discussions for the firm.
6. 1 2 3 4 5 Engage in community activities to promote company goodwill.

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|-----|---|---|---|---|---|--|
| 7. | 1 | 2 | 3 | 4 | 5 | Participate in new product(s) planning and development. |
| 8. | 1 | 2 | 3 | 4 | 5 | Establish standards for employee performance. |
| 9. | 1 | 2 | 3 | 4 | 5 | Pay close attention to how managers in other departments operate. |
| 10. | 1 | 2 | 3 | 4 | 5 | Receive management training prior to assuming this position. |
| 11. | 1 | 2 | 3 | 4 | 5 | Be viewed as the key link between the firm and its employees. |
| 12. | 1 | 2 | 3 | 4 | 5 | Be a good salesman. |
| 13. | 1 | 2 | 3 | 4 | 5 | Be able to analyze and interpret business data. |
| 14. | 1 | 2 | 3 | 4 | 5 | Use the laws of supply and demand when ordering materials. |
| 15. | 1 | 2 | 3 | 4 | 5 | Be a pal to employees. |
| 16. | 1 | 2 | 3 | 4 | 5 | Understand the correct use of capital and credit. |
| 17. | 1 | 2 | 3 | 4 | 5 | Have the ability to initiate and oversee use of standard business forms. |
| 18. | 1 | 2 | 3 | 4 | 5 | Understand the fundamentals of advertising and merchandising. |
| 19. | 1 | 2 | 3 | 4 | 5 | Spend most of the time in the office. |
| 20. | 1 | 2 | 3 | 4 | 5 | Be able to motivate subordinates to effective performance. |
| 21. | 1 | 2 | 3 | 4 | 5 | Prepare and analyze financial statements. |
| 22. | 1 | 2 | 3 | 4 | 5 | Be aware of and familiar with competitive products. |
| 23. | 1 | 2 | 3 | 4 | 5 | Analyze employees sales techniques and assist with improvement. |
| 24. | 1 | 2 | 3 | 4 | 5 | Be entirely responsible for the performance of the department. |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 25. | 1 | 2 | 3 | 4 | 5 | Develop and supervise advertising programs. |
| 26. | 1 | 2 | 3 | 4 | 5 | Keep superiors and subordinates appraised of his activities. |
| 27. | 1 | 2 | 3 | 4 | 5 | Understand the practices essential to good customer relations. |
| 28. | 1 | 2 | 3 | 4 | 5 | Provide a training program for new employees. |
| 29. | 1 | 2 | 3 | 4 | 5 | Be a student of market conditions. |
| 30. | 1 | 2 | 3 | 4 | 5 | Spend a great deal of time with routine office work. |
| 31. | 1 | 2 | 3 | 4 | 5 | Socialize after work with superiors and subordinates. |
| 32. | 1 | 2 | 3 | 4 | 5 | Maintain a proper inventory of merchandise and materials. |
| 33. | 1 | 2 | 3 | 4 | 5 | Be available to any customers when so requested. |
| 34. | 1 | 2 | 3 | 4 | 5 | Set an example for the department as to grooming, dress and demeanor. |
| 35. | 1 | 2 | 3 | 4 | 5 | Be able to commit the home office to other than normal sale terms. |
| 36. | 1 | 2 | 3 | 4 | 5 | Develop a safety program for the protection of employees and customers. |
| 37. | 1 | 2 | 3 | 4 | 5 | Understand all phases of business ethics. |
| 38. | 1 | 2 | 3 | 4 | 5 | Concentrate on quality control. |
| 39. | 1 | 2 | 3 | 4 | 5 | Determine all responsibilities of employees. |
| 40. | 1 | 2 | 3 | 4 | 5 | Be a leader in community functions. |
| 41. | 1 | 2 | 3 | 4 | 5 | Strive to up-date personal knowledge of the business and products. |
| 42. | 1 | 2 | 3 | 4 | 5 | Keep an open line of communications to superiors and subordinates. |
| 43. | 1 | 2 | 3 | 4 | 5 | Continually search for new and better methods of operation. |

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|-----|---|---|---|---|---|--|
| 44. | 1 | 2 | 3 | 4 | 5 | Assume control of production and/or operating costs. |
| 45. | 1 | 2 | 3 | 4 | 5 | Prepare operating plans for the approval of superiors. |
| 46. | 1 | 2 | 3 | 4 | 5 | Be able to commit company funds to local causes. |
| 47. | 1 | 2 | 3 | 4 | 5 | Keep abreast of local and state legislation. |
| 48. | 1 | 2 | 3 | 4 | 5 | Have a free hand in ordering supplies. |
| 49. | 1 | 2 | 3 | 4 | 5 | Establish internal and external public relations policies. |
| 50. | 1 | 2 | 3 | 4 | 5 | Oversee delivery schedules of outgoing merchandise. |
| 51. | 1 | 2 | 3 | 4 | 5 | Be familiar with all company policies, regulations and viewpoints. |
| 52. | 1 | 2 | 3 | 4 | 5 | Spend time with vendor's salesmen. |
| 53. | 1 | 2 | 3 | 4 | 5 | Be able to do the job of every employee in the department. |
| 54. | 1 | 2 | 3 | 4 | 5 | Encourage subordinates to participate in community affairs. |
| 55. | 1 | 2 | 3 | 4 | 5 | Be a good listener. |
| 56. | 1 | 2 | 3 | 4 | 5 | Develop long range plans and goals for the department. |
| 57. | 1 | 2 | 3 | 4 | 5 | Have a feel for people and be quick to sense their needs. |
| 58. | 1 | 2 | 3 | 4 | 5 | Expect loyalty and cooperation from the firm and from employees. |
| 59. | 1 | 2 | 3 | 4 | 5 | Keep an open mind--prevent emotions from influencing decisions. |
| 60. | 1 | 2 | 3 | 4 | 5 | Be able to utilize buildings and space effectively. |
| 61. | 1 | 2 | 3 | 4 | 5 | Make sure all rules, regulations and procedures are followed. |

62. 1 2 3 4 5 Take inventory personally.
63. 1 2 3 4 5 Hold regular employee meetings.
64. 1 2 3 4 5 Attend trade meetings and read trade publications.
65. 1 2 3 4 5 Keep informed on public opinion, trends and needs.
66. 1 2 3 4 5 Be responsible for all purchase orders (outgoing).
67. 1 2 3 4 5 Be familiar with the firms that supply materials and merchandise.
68. 1 2 3 4 5 Maintain insurance on merchandise and property.

Part C

Check only one item under each question unless instructed otherwise.

1. Your age: _____
2. When did you begin working in your present position?
(Month and year) _____
3. What month and year did you first start to work for
this firm? _____
4. How many years of similar management experience have
you had with this or other firms?
- | | |
|---------------|------------------|
| _____ None | _____ 9-10 |
| _____ Under 1 | _____ 11-12 |
| _____ 1-2 | _____ 13-14 |
| _____ 3-4 | _____ 15-16 |
| _____ 5-6 | _____ 17-18 |
| _____ 7-8 | _____ 19 or more |
5. What was the highest grade level you completed in
school? (Check the item which comes closest to your
situation.)
- | | |
|--------------------------|--------------------------|
| _____ 8th grade | _____ 1 yr. reg. college |
| _____ 10th grade | _____ 2 yrs. college |
| _____ High School grad. | _____ Jr. College grad. |
| _____ 1 yr. short course | _____ Bachelor's degree |
| _____ Short course grad. | |

6. In High School, what type of program did you take?
 _____ Business or commercial (bookkeeping, typing, calculating, etc.)
 _____ Distributive education (merchandising courses with supervised work)
 _____ Agriculture
 _____ College preparatory
 _____ No special emphasis
7. If you have had some post-high school training, what was its emphasis?
 _____ Agr. short course _____ No major
 _____ Liberal arts _____ Other (identify)
 _____ Business
 _____ Management _____ Technical
8. How many general business-type courses have you had since high school? _____
 Management-type courses? _____ (Identify) _____
9. Can you identify any part of your education which has specifically helped you secure your present position?
 _____ (Identify) _____
10. Can you identify any part of your education which has been particularly helpful in performing your present duties? _____
11. In the light of your present position and responsibilities, what type of further training would be most helpful to you? (Be specific) _____
12. If you had the opportunity, would you: (Check each item)
 Yes No
 _____ _____ Go back to college for _____ years.
 _____ _____ Take a short course(s) from a post-secondary institution.
 _____ _____ Take a management course(s) under an adult education or extension program.
 _____ _____ Enroll in company-sponsored training programs.
13. What was your father's occupation or major position held?

14. Your wife's father's occupation or major position?

15. How far (grade) did your wife go in school? _____
 Your father? _____ Your mother? _____ Your wife's father? _____ Your wife's mother? _____

16. As a youth, how did you compare with others of your own sex in rate of progress through school?
- ☐ Advanced much more rapidly than most.
☐ Advanced slightly faster than most.
☐ About the same as most.
☐ Somewhat slower than most.
☐ It was a struggle.
☐ Not in school during teens.
17. As a youth, were you active in:
- Yes No
- ☐ ☐ 4-H Clubs
☐ ☐ Scouts
☐ ☐ Little League
☐ ☐ Church Activities
☐ ☐ Music Lessons
☐ ☐ Boys Camp
18. During your last two years of High School, about how many hours per week, both in and out of school, did you spend on extra-curricular activities?
- ☐ None ☐ 11-14
☐ 1-3 ☐ 15 or more
☐ 4-7 ☐ Don't remember
☐ 8-10
19. How many really close friends (those in whom you would confide) did you have in school?
- ☐ None ☐ Many
☐ One or two ☐ Almost everyone in class
☐ Several ☐ Not sure
20. What was your parent's attitude toward your school work?
- ☐ Continually pushed me ☐ Lukewarm
☐ Always encouraged me ☐ Couldn't care less
☐ Mildly interested ☐ Quite negative
21. What was your parent's attitude toward your involvement in youth activities?
- ☐ Continually pushed me ☐ Lukewarm
☐ Always encouraged me ☐ Couldn't care less
☐ Mildly interested ☐ Quite negative
22. Which one of these statements best describes your childhood home life?
- ☐ Very happy ☐ Unhappy because:
☐ Reasonably happy ☐ _____ parents didn't get
☐ Nothing special ☐ _____ along
☐ _____ of friction with
☐ _____ father
☐ _____ of friction with
☐ _____ mother

23. From your past experience, which of these factors do you feel have been the most important for your success? (Check as many as apply)

☐ Ability to get along with co-workers
☐ Ability to get along with supervisors
☐ Ability to organize details of work
☐ Being at the right place at the right time
☐ Skills and experience
☐ Plain hard work
☐ Guts
☐ Something else

24. Why did you leave your last full-time job?

☐ Dissatisfied with pay
☐ Dissatisfied with working conditions
☐ Little chance for advancement
☐ Had a chance for a better position
☐ Was promoted
☐ Never worked on another job
☐ Personal reasons other than job

25. Do you view your present position as a step toward a higher position?

☐ Yes
☐ No
☐ Maybe
☐ Have no idea

26. What is your ultimate goal in employment? _____
- _____

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