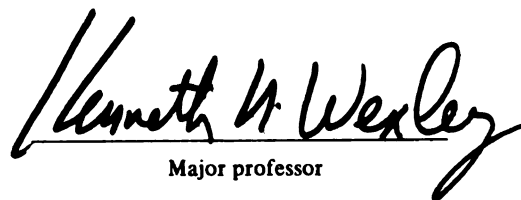


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SOME ORGANIZATIONAL VARIABLES
WHICH AFFECT THE TRANSFER
OF HUMAN RELATIONS TRAINING

By

Richard F. Malacrea Jr.

A THESIS

Submitted to
Michigan State University
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ABSTRACT

SOME ORGANIZATIONAL VARIABLES WHICH AFFECT THE TRANSFER OF HUMAN RELATIONS TRAINING

By

Richard F. Malacrea Jr.

This study utilized in-baskets to determine the influence of climate on the transfer of participative management training. Forty-five participants went through a 2 1/2 hour training module and 60 people were assigned to a control group. One week after the training group completed the training module, all 105 participants were administered two in-baskets at one week intervals. The in-baskets contained background information and items that simulated an organization with a participative, autocratic, or neutral climate. The participants were assigned to one of the three climate conditions. It was hypothesized that the training group would be more participative than the control group and that the individuals in the training group people assigned to an autocratic climate would not use the skills they learned in training. Although the results were in the hypothesized direction, they were not significant. Attitudes toward human relations skills and time were the only two significant factors that influenced transfer.

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INTRODUCTION

This research project was designed to determine which types of organizational factors affect the transfer of human relations training. Environmental conditions must exist within an organization which support the use of human relations skills, so that there will be transfer of training. An organization which does not have an internal psychological environment which facilitates the use of human relations skills will not have trainees who use their learned human relations skills on the job. Although practitioners and researchers agree that the facilitativeness of the organization's internal psychological environment is important for transfer, there is not enough information about which specific variables are important. Consequently, there does not seem to be agreement about how the organization's internal psychological environment should be measured which causes this factor to be ignored when designing and implementing training programs.

This study utilized in-baskets to simulate an organization and its climate, to help determine which factors affect transfer. Furthermore, the measures used as manipulation checks for the independent

variables were intended to be tools which are useful in assessing the organization's climate in the organizational analysis step of a training needs assessment.

Transfer of Training

Transfer occurs when an individual uses the skills learned during training in the performance situation (i.e., on the job). There are various classifications of transfer. Royer (1979) distinguishes between: lateral vs. vertical transfer, specific vs. nonspecific transfer, literal vs. figural, and near vs. far transfer.

Lateral transfer is a generalization of a set of learned skills that are used across various situations at the same level of complexity. Vertical transfer is the acquisition of a new skill which contributes to a superordinate skill. Specific transfer occurs if there is a clear similarity between stimuli in the learning situation and those in the performance situation. The lack of shared stimuli in the learning and performance situations involves nonspecific transfer. Literal transfer involves the use of an intact clearly defined skill in a new learning task, while figural transfer does not. Near transfer involves the use of the same skill in both the learning and performance situations and far transfer requires that only the general principles learned during training be applied. These classifications are not mutually exclusive, but they are useful concepts for the definition of transfer.

A majority of the human relations skills learned in industrial settings seem to require lateral, specific, literal, and far transfer. Human Relations Training generally involves learning a set of skills and the general principles which underpin those skills. These skills must then be used across many situations. These types of transfer can be explained in terms of the identical elements theory of transfer. The identical elements theory addresses the situational constraints on behavior which affect transfer. Identical elements exist (between the training and performance situations) when the task stimuli and the responses required during learning are the same as the task stimuli and responses required in the performance setting (Goldstein, 1974; Hilgard and Bower, 1975). The greater the similarity between the task stimuli and the responses in the two settings, the more identical elements exist, and the greater the amount of positive transfer (Table 1). No transfer occurs if there is no similarity between the two sets of task stimuli and responses. Negative transfer occurs when the task stimuli are the same but the required responses are different for the two similar sets of task stimuli.

Table 1. Amount of transfer: Depending on the similarity between the Task Stimuli and Responses to the training and performance settings

Task Stimuli	Responses	Transfer
same	same	high positive
different	different	none
different	same	positive
same	different	negative

The notion of similar task stimuli to facilitate transfer indicates that it is necessary to make the learning situation as similar as possible to the performance situation. The training program or the work environment can be adjusted to create similar task stimuli between the two environments, so that the two sets of task stimuli are physically and psychologically similar. This creation of physical and psychological fidelity follows from the assumption that the task stimuli exist not only in the procedures of the learning and performance environments, but also in the substance (i.e., context) of those environments (Hilgard and Bower, 1975).

Practical Implications of Transfer Theory. The importance of discussing transfer becomes clear when one considers the learning-performance distinction. Learning does not cause behavior change but rather a change in behavior potentiality (Kimble, 1968). A person may learn but they may not perform. The constraints upon the person which could prevent performance are both internal and

external. Lack of motivation is a potential internal constraint, while environmental restrictions such as lack of resources, physical barriers, and situational obstacles are external constraints. Environmental constraints can also be demotivating, thereby illustrating how external constraints can foster internal constraints.

A lack of Identical Elements would be considered a situational constraint that could eventually decrease motivation. A person may not exhibit transfer because the skills learned in training do not match with the performance situation task stimuli. In terms of identical elements transfer theory this means that the responses and task stimuli in the learning environment were different from those in the performance environment.

The application of transfer theory involves the creation of several conditions in the learning environment so that transfer occurs. These conditions are:

1) similarity between the learning environment and the performance situation, 2) provide the trainee with experience on the original task, 3) provide a variety of stimulus situations, 4) label and identify key task features, 5) and make sure that general principles are understood (Goldstein, 1974; Wexley and Latham, 1981).

The first condition (similarity between learning and performance situation) refers to the physical and psychological fidelity prescribed from the identical

elements theory of transfer. The other conditions for transfer must be applied within the context of this first condition so that they also are effective in the facilitation of transfer.

Creating a learning situation which is similar to the performance situation involves utilizing similar tasks across the two situations and also creating a similar context (i.e., psychological environment) across the two situations. If this is not accomplished, the job situation may be embedded in an internal environment which prevents, or constrains, the use of the skills learned during training. Using identical elements terminology, the task stimuli differ between the learning and performance situation. Either the training environment must be altered or the performance environment must be altered, so the two match. The organization must assess the context and content factors in the performance situation prior to training design so that it has the information to create physical and psychological fidelity. The measurement of the organization's internal environment will tap the contextual (psychological) conditions of the job situation and provide information as to whether or not the current job environment facilitates transfer. Furthermore, the assessment of these organizational factors will provide information needed to develop the other conditions for transfer. This information allows the training specialist to decide how the

training should be designed, or if the job environment should be changed to fit a desired training program, so that there is a match between the two situations.

Organizational Analysis

The training literature does indicate that the measurement of organizational variables (e.g., the internal environment) is a necessary step in the process of designing and implementing training programs. An organizational analysis is part of the needs assessment phase of a training program. Needs assessment is the first of three phases employed in a training program. The other two phases are implementation and evaluation (Bass and Vaughn, 1966; Goldstein, 1974; Goldstein, 1980). The needs assessment phase consists of three steps which are a person, task, and organizational analysis. Despite an excellent person and task analysis, a training program will not be effective without a proper organizational analysis (Goldstein, 1974; Mealia and Duffy, 1980; Wexley and Latham, 1981). The organizational analysis is important because it facilitates the essential match between the training program and the organization's needs (Von Der Embse, 1973; Goldstein, 1974; Braun, 1979). The organizational analysis provides information about the organization's resources, goals, and internal environment which allows the training program to match organizational reality (Goldstein and Buxton, 1982). This organizational reality includes the organization's

psychological context.

The rationale behind the use of an organizational analysis is consistent with transfer theory. The organization is a system, which means that individual behavior is imbedded in organizational factors such as policy, organizational goals, and organizational practices. These characteristics contribute to the task stimuli described in transfer theory. They influence individual behavior within an organization because different cognitive and emotional states arise from different organizational characteristics (Lawrence and Lorsch, 1969a; Gailbraith, 1973). The cognitive and emotional states lead to a set of psychological conditions (e.g., conflict, autonomy, trust, etc.) which are reflected in an organization's internal environment. This is all part of the organizational reality described by Goldstein and Buxton (1982), which constitutes the task stimuli of the job situation.

Although several researchers discuss the importance of an organizational analysis, they are not very specific about what variables are important to measure, and also how they should be assessed. Zelra (1974) states that the willingness to utilize a training program must exist before implementation so that training will be successful (i.e., transfer). Goldstein and Buxton (1982) note that training programs frequently fail because attitudinal problems exist prior to training which conflict with the training content.

Bahn (1973) suggests that a counterforce to training may exist in an organization. This force is a communication controlled problem which is in the form of scuttlebutt and is passes through the grapevine. It molds skills, knowledge, and attitudes related to the job which can contradict the goals of a training program. Other research indicates that some intraorganizational forces, or styles, are instrumental in the adoption of training content (Thayer & McGehee, 1977; Alderfer, 1977; Freda et al., 1980).

These statements suggest that a set of psychological conditions persist throughout the organization and these conditions affect the use of training material on the job. These psychological conditions are part of the organization's internal environment and must be assessed prior to training implementation to determine if favorable conditions exist for transfer.

The OD Literature. An assessment of the psychological environment within an organization is also consistent with the organizational development literature (Beckhard, 1969; Lawrence & Lorsch, 1969a; Gailbraith, 1973; Bennis, 1977; Burke, 1982, Oppenheimer, 1982). These authors suggest that before any organizational change processes are implemented, various organization-wide psychological conditions (e.g., autonomy, trust, fear, etc.) should be assessed during an organizational diagnosis. These variables are measured because they influence the change process. The existence of

certain conditions, such as distrust or fear, could inhibit the change process. Argyris (1957), McGregor (1960), and Likert (1967) discuss the importance of participation and trust in an organization because these variables influence individual behavior in an organization, and ultimately organizational effectiveness. Individuals will not perform to their potential if these conditions do not exist. Thus, OD practitioners acknowledge the influence of the organization's psychological environment on individual behavior.

Current Use of Organizational Analysis. Organizations do not consistently employ an organizational analysis and there is a dearth of research investigating the variables involved in a useful organizational analysis (Goldstein, 1980; Goldstein et al., 1981; Dreilinger & Robinson, 1982). When organizational analysis is implemented, it usually only addresses organizational goals and manpower needs. Variables associated with the psychological environment which affect transfer, such as climate, are typically not considered.

Some researchers have attempted to identify pertinent organizational variables. Mealia and Duffy (1980) present a model which describes what type of organization would benefit from a training program. They advocate that training is most effective for an organization with a large complex internal structure, a young mobile work force,

and limited external manpower resources. Unfortunately, Mealia and Duffy's typology seems to fit most U.S. companies. It does not seem that these characteristics would predict which training programs would succeed because these organizational variables are so general.

Zelra (1974) states that organizational analysis should include organizational structure, goals, phases, manpower statistics, and the interaction between the organization and the external environment. Zelra's, as with Mealia and Duffy's, prescriptions have two major shortcomings. Both approaches to organizational analysis do not seem to tap the organization's task stimuli (i.e., internal environment) and neither of the models has been empirically tested.

Typical organizational analysis variables discussed in the practitioner literature are very similar to the aforementioned models. These variables tend to be vague and do not completely address all of the reasons for conducting an organizational analysis. Past and current methods satisfy training content needs because they help ensure that the program is consistent with goals and skill needs. They do not, however, assess the organization's psychological environment. It is not possible to determine the compatibility of the training program task stimuli and the job situation task stimuli because the psychological conditions are not assessed. Consequently, transfer may be jeopardized.

Implications for Organizational Analysis. The literature which indicates the need to assess the psychological context of the job environment seems to support the measurement of organizational climate during an organizational analysis. Organizational climate measures could provide information about the psychological environment of the job situation to facilitate the match between training and performance task stimuli. The use of climate measures to attack the transfer problem does seem to address the psychological conditions discussed in the OD literature, plus the attitudinal, counterforce and intraorganizational style factors discussed in the training literature. Hand and Slocum (1972) state that a "fundamental tenet in training is to develop a climate for people to utilize the talents," (p. 416).

Organizational Climate

Climate is a molar construct which is often used in organizational descriptions. Although climate is conceptualized at the organizational level, it is usually measured at the individual level. The individual perceives environmental properties of the organization (Litwin & Stringer, 1968) and develops a set of expectancies and feelings from these perceptions. This set of expectancies and feelings represent a global property of the environment which helps the individual characterize a situation (Schneider & Hall, 1972). The individual is able to

characterize a situation because the set of expectancies and feelings allows the individual to assign some set of human traits to the environment. The individual may label the environment as friendly, warm, strict, considerate, and so on.

Climate can link organizational factors to individual behavior because climate is the individual's perception of that environment. The individual characterizes his/her own environment and interacts with the environment in a manner consistent with the characterization. Although climate is an individual's perception, research indicates that aspects of climate are very salient and that a group of individuals within an organization could share similar climate perceptions (McGregor, 1960; Likert, 1967; Schneider, 1973; Powell & Butterfield, 1978; Schneider et al., 1980). It is possible to aggregate those individual perceptions into an organizational climate description when there is agreement among individuals (Drexler, 1977; Jones & James, 1979; James, 1982). These aggregated climate scores can be a useful tool to explain individual behavior in organizations.

Research on Climate. Variables frequently examined in climate research include: 1) support (Litwin & Stringer, 1968; Frielander & Greenberg, 1971; Schneider, 1972), 2) ambiguity and conflict (Litwin & Stringer, 1968; Schneider, 1972; House & Rizzo, 1972a, b), 3) consideration (King, 1960; Baumgartel & Jeanpierre, 1972), 4) structure and

formalization (Litwin & Stringer, 1968, Schneider, 1972; House & Rizzo, 1972a), 5) autonomy (Litwin & Stringer, 1968; Lawler, 1971; Schneider & Hall, 1972; Baumgartel & Jeanpierre, 1972; Bass et al., 1975), and 6) participativeness (Lawler, 1971; Baumgartel & Jeanpierre, 1972; Bass et al., 1975).

Various climate dimensions seem to be independent variables related to several outcomes. Kaczka and Kirk (1967) used a computer simulation to show that climate affects organizational performance. They found that managerial climate affected costs, profits, sales and group cohesion. They also found that an employee centered climate does not always increase organizational effectiveness. House and Rizzo (1972) found that formalization, conflict, job pressure, and tolerance of error correlated with scores on the Leader Behavior Description Questionnaire completed by subordinates. Pritchard and Karasick (1973) found climate dimensions such as warmth and support were related to job satisfaction and performance for managers. Lawler, Hall, and Oldham (1974) also found that climate was related to satisfaction and performance. They found that the more competence, risk, responsible, and impulsive oriented organizations generated higher performance levels from the employees. These results support James's (1982) statement that climate scores indicate how people assign meaning to their environment and thus predict how people will respond

In that environment.

There is also evidence that subsystem climates may exist (Pritchard & Karasick, 1973; Johnston, 1976; Powell & Butterfield, 1978), and that there are several types of climate in any particular organization (Litwin & Stringer, 1968; Jones & James, 1979; Zohar, 1980; Schneider, 1981). These types of multiple climates could include a safety climate, leadership climate, motivation climate and so on. The impact of multiple climates is such that safety climate influences safety behavior, leadership climate influences leader behavior, and motivation climate reflects the type of reward systems. The evidence for multiple climates supports the notion that a climate for training transfer may exist. Yet, the role of climate measures in organizational analysis is not addressed in the aforementioned literature. It is possible that there are specific climates related to the transfer of certain types of training programs. Practitioners certainly stress the importance of climate in transfer despite the lack of definitive information. Because climate has been shown to influence other behaviors, it seems reasonable to assume it can also influence the transfer of training.

The Role of Climate in Transfer. Organizational climate is a construct that can be used to assess the organization's internal psychological environment. Thus, climate is a way to describe the job context and is

therefore a potential measure of the task stimuli in the performance setting. Because climate reflects the task stimuli in the performance setting, it can cue a person to what responses are appropriate in that setting. Therefore, climate probably affects transfer because climate perceptions are information about the reward conditions in the work setting (Forehand & Gilmer, 1964). An individual will not persistently exhibit behaviors which are not perceived as potentially reinforcing to that individual. Maintenance of training behaviors on the job will not occur if those behaviors are punished or simply not rewarded in the work environment (Byham et al., 1976; Latham & Saari, 1979). Thus, measuring climate can provide information about which behaviors are most likely to occur in the organization.

There should be consistency between target behaviors of training and those behaviors accepted and rewarded on the job. An organization with a very poor, or unhealthy, climate will probably experience negative transfer because behaviors taught in training will result in aversive consequences when exhibited on the job. This is consistent with the identical elements theory of transfer because the responses differ for two similar sets of task stimuli (Table 1). A behavior associated with a particular task stimulus is rewarded during training, but that same stimulus-response pair is punished on the job.

The final reason why climate is an important variable in the organizational analysis is an extension of the previously discussed reason. Modeling constantly occurs in work settings (Goldstein & Sorcher, 1974; Sims & Manz, 1982). Consequently, the behaviors in training should not conflict with the behaviors modeled on the job. There must be social reinforcement of training target behaviors so that those behaviors will persist (Goldstein & Sorcher, 1974; Manz & Sims, 1981). Reinforcement of target behaviors will only happen if the target behaviors are congruent with the behaviors exhibited by the trainee's co-workers and superiors. Climate measures can provide information about which behaviors are exhibited in the work setting and, therefore, which behaviors are modeled.

Research about Climate and Transfer. There are several studies which have specifically examined the relationship between climate and training transfer. Baumgartel, Sullivan, & Dunn (1976, 1978) reported that pressure to perform, growth orientation, freedom to set goals, expected use of new knowledge, nonrestrictive rules, and encouraged risk taking were all characteristics of organizations which display training transfer. They gathered this data from aggregated mean scores on 130 item climate questionnaires for 811 managers in 28 companies. They used step-wise multiple regression to find an overall favorableness of climate which affected adoption of training for all programs

in those companies. They also found five climate dimensions which did not correlate with the adoption of training content. These dimensions were trust, openness, consideration, adequacy of information, and good company organization.

Fleishman (1953) found that leadership climate affects transfer of human relations training for foreman. Fleishman measured two dimensions of climate, initiating structure and consideration. He used a 48 item Foreman Behavior Description Questionnaire, a 48 item Supervisory Behavior Description Questionnaire, and a 40 item What Your Boss Expects of You Questionnaire. The first measure assessed the foreman's behavior with his subordinates, and the latter two measures assessed the foreman's supervisor's behavior with that foreman. Fleishman found that foremen exhibited a set of behaviors toward their work group, that was congruent with how that foreman's supervisor interacted with the foreman, regardless of training.

Finally, Broad (1982) surveyed a group of 1978 presidents of the nonstudent chapters of the American Society for Training and Development to review a list of 74 actions management can take to support the transfer of training to the job. These professionals were asked to report how frequently they observed these actions and the importance of these actions for transfer. Items that related to climate variables were in this survey (Table 2).

Almost all of the items on the entire survey could be considered indicators of management's attitude toward the utility of the training, which can affect the climate. Broad did not indicate the number of professionals involved in the study and she was not always clear about the response rate.

Table 2. Items from Broad's (1982) survey that are related to climate.

ITEM	% that felt the item was important
-assigns trainee to a supervisor who is a good model	92
-has trainee share experiences from training with co-workers	90
-gives positive reinforcement for desired trainee performance	93
-requests reports from trainees on the use of new skills and knowledge on the job	85

The measures used in these studies of climate and transfer include a broad spectrum of climate dimensions, that were rather cumbersome. Although this type of research does provide information about the role of climate in transfer, there is a need to further explore what dimensions of climate affect the transfer of what types of training. It also is necessary to develop simpler, more cost effective, measures of climate that can easily be incorporated into organizational analysis.

Finally, the research about climate and transfer does not provide sufficient information about the possible existence of a training by climate interaction.

This research will provide information which will help answer these three aforementioned issues. It is possible to determine the effects of a specific climate dimension because this study examines the transfer of "Participative Decision Making" within the context of a narrowly defined climate induced in an in-basket simulation. This eliminates the confounding effects of other climate variables that could operate in a real organization. The measures used as manipulation checks for the simulated climate and those used as independent variables are adapted from Likert's Profile of Organizations. These measures assess the extent of participativeness in a company, are very short, and are simple to use. They could be useful in an organizational analysis given that scores on these measures predict transfer.

A group of individuals went through a training session designed to teach participative management. These individuals then were administered in-basket exercises one week and two weeks after training. Another group of individuals who did not participate in the training module (the control group) also were administered the two sets of in-baskets. The two in-baskets administered to each individual depicted one of three types of organizational

climates. The in-baskets simulated either a company which supports, inhibits, or is neutral toward, the use of participativeness. It was hypothesized that, when controlling for factors such as age, sex, attitudes and work experience, individuals who experience the in-baskets with nonparticipative organization will be less participative than those who experience a participative organization. Therefore, there should be less transfer of training for those individuals who experience the nonparticipative in-baskets.

The people who went through training should be more participative than those people in the control group for the neutral and participative in-baskets. There should be no differences between the training and control group for the autocratic in-baskets.

METHOD

Subjects

One hundred and five undergraduates from business and psychology courses were recruited to participate. Forty-five of the volunteers participated in the training module and then took the two in-baskets. Fifteen of the training group were administered in-baskets which depicted a participative company, 15 were administered in-baskets with an autocratic company, and 15 were given in-baskets which were neutral with respect to participativeness. All assignments to groups was random.

Sixty persons did not go through training, but were given the two in-baskets at the same time as the training group. These 60 people were the control group. They were assigned to in-basket climates in the same manner as the training group.

Measures and Manipulations(Appendix A)

Covariates. There were five proposed covariates which were sex, age, work experience, attitudes towards the use of human relations skills, and the climate of the last organization in which they were employed. Sex, age and years of work experience were demographic data recorded in a categorical fashion. Age was divided into three categories: a) 18-19 b) 20-21 c) 22-above. Years of work experience

was divided into five categories: a) 1-2 b) 3-4 c) 5-6
d) 7-8 e) 9-10.

Attitudes towards human relations skills was assessed by an eight item questionnaire designed to measure how the participant regarded the utility of participativeness. This questionnaire was constructed for this study and it required the respondent to react by using a five point strongly agree to strongly disagree scale.

The Climate of the Last Organization Employed measure was a fifteen item questionnaire designed to assess the participativeness of the respondent's current work organization, or most recent work organization. The questionnaire was derived from items listed in Likert's Profile of Organizations Survey (1967). Only fifteen items from the Profile of Organizations were used because research on the Profile of Organizations indicates the survey has excellent internal consistency, but that the scales are not independent. Reliability for the entire measure has been reported as .90 for split-half (Robinson et al. 1978), and a .98 alpha coefficient (Robinson 1982). Butterfield and Farris (1974) reported a .80 alpha for a shorter version of the survey.

Yet an examination of the correlation matrix provided by Likert (1967), indicates that all of the items are highly correlated. It is not necessary to use the entire measure. Consequently, fifteen items were selected from the survey to

construct the Climate of the Last Organization Employed measure. Item correlations (Appendix A) ranged from .54 to .83 (Likert 1967). The anchors from the original twenty point Profile scale were used to create a more manageable five point multiple choice item, with one choice as "no opinion".

Manipulation Checks. The manipulation check measures were also derived from the Profile of Organizations. Anchors from eight of the Profile items were converted into items for the manipulation checks. The manipulation check was an eight item questionnaire arranged in a strongly agree to strongly disagree format, with a five point scale.

The manipulation check was constructed such that the participant assessed the climate for participativeness of each in-basket that was administered. The participants completed the manipulation checks for both of the in-baskets at the same time. Items in the check included statements such as "Communication is mostly downward in this company", and "Subordinates are not involved in decision making".

Training Measures. Reaction and learning measures were constructed to assess training effectiveness. Both were constructed specifically for this study. The reaction measure was a seven item questionnaire with a five point strongly agree to strongly disagree scale. Items in the reaction measure included statements such as, "This was a well run training module", "I learned some useful skills in

this training module", and "Managers should receive training such as this".

The learning measure was a fifteen item multiple choice test with four foils per item. The questions in the learning measure reflected the learning points presented in the training module.

In-baskets. There were two different in-baskets used for the two in-basket administrations and each in-basket had three forms designed to represent a participative, autocratic, and neutral organization. One in-basket was titled "Big Mart Supermarket" that required the participant to assume the role of a store manager. The other in-basket was titled "Moyle's Department Store" that required the participant to be a clothing department manager.

The climate was created in the participative and autocratic in-baskets by altering the background information and adding three items to each in-basket so that the in-baskets depicted a System 1 or a System 4 organization (Likert 1967). The background for the neutral in-basket did not contain climate information and no items were added to the neutral in-basket. The background information in the participative and autocratic in-baskets included statements about how management utilized employee input, management philosophy, and the managerial style of the managers in the company. The items added to further enhance the climate manipulation were placed in the beginning of the in-basket.

These climate items were items number one, two, and five in the in-basket. These items were statements and memos sent to the acting manager from a superior. These items did not require a response from the participant. The three climate items were statements about the usefulness of employee input, the expected behavior of a manager in that company, and company policy on human resource management. Thus, there were two different in-baskets, with three different versions of climate.

The strength of the climate manipulations was tested by administering the in-baskets and manipulation checks to a pilot group. Thirty volunteers completed the in-baskets such that five people were exposed to each of the three climate versions of the two in-baskets. The means and standard deviations for the pilot group's manipulation checks are presented in Table 3. There was no difference between the two in-basket scenarios, so the data was collapsed across climate categories. It was concluded that the manipulated climate was perceived by the pilot group and the in-baskets were acceptable for use in the study. Although the neutral group had a similar average score as the participative group, the neutral group also had a higher standard deviation. The key to the neutral group is the standard deviation, because this indicates if there is any agreement the climate. A high standard deviation indicates that there is low agreement, which would be expected in the

neutral group because no climate was simulated in those in-baskets.

Table 3. Means and Standard Deviations of the Manipulation Check Scores for the Pilot In-baskets

	\bar{X}	SD
Participative	21.5	2.95
Neutral	22	4.95
Autocratic	29.5	2.80

Note: A low score indicates participativeness

Procedure

Training. The 45 people in the training group received 2 1/2 hours of behavioral modeling training which focused on participative decision making and problem solving. The training involved watching videos of appropriate and inappropriate behaviors, role plays and group discussion (Appendix B).

The 45 participants in the training program were allowed to choose one of four possible training dates (Monday through Thursday). The participants were told they must take the first in-basket one week after their chosen training session. There were eight to fourteen persons per training session. The experimenter was the trainer and he recruited two assistants to serve as fill-ins for the role plays if the number of trainees did not match the role play requirements.

The training session began with a five minute introduction to explain the utility of participativeness training and also to outline the learning points. A five minute video that depicted appropriate participative behaviors followed the presentation of the learning points. The video scenario involved six graduate students acting as managers in a meeting in which the participants were attempting to solve a production problem. The same six actors were used in all of the videos. The trainees discussed the behaviors they observed after the first video ended. Then a second video depicting a scheduling problem was presented after the discussion. The second video included both appropriate and inappropriate behaviors that the trainees discussed after the video.

The first role play followed the discussion of the second video. Four to six people were involved in the first role play which was an incident where a manager had to discuss possible changes in work procedures. The role play required four players and no more than two observers. The role play was titled "Change in Work Procedures" from Maier, Solem, and Maier's (1957) book of training exercises. The role play lasted from 10 to 15 minutes and groups remained together for approximately 10 more minutes to discuss the appropriate and inappropriate behaviors exhibited in the role play. A five minute break followed the first role play.

The next training exercise was the presentation of a third video that depicted appropriate and inappropriate behaviors. The video was seven minutes long and it involved a quality control problem. After reviewing the video, the trainees were divided into groups again to participate in the final role play. The role play required six to eight persons and it was titled "The Proper use of Office Phones" (Maler et al. 1957). The procedure for the second role play was the same as the first role play. After completion of the second role play, the trainer summarized the training module and reviewed the learning points. The Learning Measure and the Reaction Measure were then administered after the trainer's summary.

The training group also completed two measures prior to training. They completed the Attitudes Toward Human Relations Skills and the Climate of the Last Organization Employed questionnaires.

In-basket administration. Two in-baskets were administered to all participants (the training and control groups). The first in-basket was given one week after training and the second in-basket was given two weeks after training. The control group was allowed to sign up for preferred administration times and took the in-baskets with the training group (Table 4).

The training and control groups were assigned to take one of the three climate forms for both in-basket exercises.

Table 4. Outline of the Procedure for this Study

		<u>1 week</u>	<u>2 weeks</u>
	Training	First in-basket	Second in-basket
Training Participants	X	X	X
Control Group		X	X

Thus, all participants completed two different in-baskets each having the same type of climate. The in-baskets were counterbalanced across week 1 and week 2 to eliminate ordering affects due to the type of in-basket.

The participants were allowed 45 minutes to complete the first in-basket and 40 minutes to complete the second in-basket. Several measures were given to both the training and control groups after completion of the second in-basket. The training group completed the manipulation checks to test if they noticed the simulated climate, and they also provided information about their age, sex, and years of work experience. The control group provided the aforementioned information, plus they completed questionnaires which assessed their Attitudes Toward Human Relations Skills, Learning, and the Climate of the Last Organization Employed. These last three measures were the same measures administered to the training group during the training module. Thus, the training and control groups had been given all the same measures (Table 5).

Table 5. Summary of Administration of Measures

Training		Second In-basket
Training Group		a) demographic data b) manipulation checks
-pre	a) Attitude Toward Human Relations Skills b) Climate of Last Organization Employed	
-post	a) Reaction Measure b) Learning Measure	
Control Group		a) demographics b) manipulation checks c) Attitudes Toward Human Relations Skills d) Climate of Last Organization Employed e) Learning Measure

In-basket Scoring. Two scoring formats were employed with two different sets of three raters (Appendix C). One rating method was an eight item questionnaire (Opinion Rating) and the other rating method was a system in which points were assigned to participative responses (Point Rating).

The Opinion Rating method was the same questionnaire as the manipulation check, but with the items reworded so that they referred to a manager not an organization. The three raters used a five point strongly agree to strongly disagree scale. The three raters scored all of the in-baskets, and

they completed their ratings for any given in-basket after they had reviewed all the responses for that in-basket.

The Point Rating system required raters to assign points for each item that the rater recorded certain participative actions. A point was given for every statement within an item that indicated participativeness. Any given item could have several points because more than one participative action could occur in an item. The raters scored as they read each in-basket item response, and the number of points were totaled to compute a score for the in-basket. Theoretically, there was no limit to the number of possible points for an in-basket.

Both sets of raters received three hours of training before rating the in-baskets. The pilot in-baskets were used as practice materials. The raters had to first become familiar with both in-baskets and the items in the in-baskets. Then the rating method was explained to the raters and examples of participative and autocratic responses were presented. The final portion of rater training involved the raters practicing with the pilot in-baskets. The experimenter rated all thirty of the pilot in-baskets with both rating methods. The raters would rate the pilot in-baskets and compare their scores with each other and the experimenter's ratings.

At the conclusion of rater training, the Opinion Method raters never disagreed more than one unit on the rating

scale for any given item rating. This level of agreement was also established between the raters' practice ratings and the trainer's ratings of the pilot in-baskets. The level of agreement for the Point Method reached the point where no rater differed more than two points from any other rater for any given in-basket. This also applied to the trainer's ratings.

RESULTS

This study used a 2 x 3 x 2 factorial design with repeated measures on the third factor. The three factors were training, climate and time. Training versus no training were the two levels for the first factor and the three types of in-basket climates were the levels for the climate factor. The in-baskets were administered twice to all participants which requires repeated measures analysis. The dependent variables were the two types of ratings used to score each participant's performance on both of the in-baskets. Two different sets of raters were used to rate the in-baskets with the two types of scoring formats. The other variables assessed (e.g., sex, attitudes, work experience) were regarded as possible covariates.

Means, standard deviations, and internal consistencies for all variables are reported in Table 6. The measures for which internal consistency could be calculated have acceptable reliabilities.

Manipulation Check Analysis of variance of the manipulation check scores by climate showed that the three climate simulations did result in different manipulation check scores (Table 7). The manipulation check for the first in-basket correlated .48 ($p = .001$) with the second in-basket. The correlation between the two manipulation

checks can be corrected due to unreliability in the measures and the corrected correlation is .73. Although the uncorrected correlation is significant, it is rather low.

Table 6. Means, Standard Deviations and Internal Consistencies for Measures

Variable	\bar{X}	SD	α	Scale Range	Score Interpretation
Age	2.17	.61	na	1-3	1=low 3=high
Years of work Experience	2.86	.92	na	1-5	1=low 5=high
Attitudes toward Human Relations Skills	13.89	3.44	.70	8-40	8 = favorable 40=unfavorable
Climate of Last Organization Employed	43.44	12.66	.88	15-75	15=participative 75=autocratic
Manipulation Check for First In-basket	23.74	4.93	.71	8-40	8=participative 40=autocratic
Manipulation Check for Second In-basket	25.00	5.01	.69	8-40	8=participative 40=autocratic
Learning Score	10.19	3.46	.68	1-15	15=perfect score
Reaction	1.90	.56	.80	7-35	7=favorable 35=unfavorable

na = not applicable

Table 7. ANOVA for Manipulation Check Scores by Climate

	<u>Sum of Squares</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>P</u>
<u>First In-Basket</u>					
Climate (between groups)	775.382	2	387.691	22.56	.0000
In-basket (within groups)	1,752.675	102	17.183		
Total	2,528.057	104			
<u>Second In-Basket</u>					
Climate	520.837	2	260.418	12.696	.0000
In-basket	2,092.154	102	20.511		
Total	2,612.991	104			

This may be due to the fact that the participants were required to complete both manipulation checks after the second in-basket. Forgetting may have caused some problems because it had been one week since they had been exposed to the first in-basket.

If the correlation between the two in-basket manipulation checks is broken down by the climate manipulation (Table 8), it becomes clear that people were much more sensitive to the autocratic climate. The saliency of the autocratic climate is further supported when one examines the means and standard deviations for the manipulation checks broken down by the climate manipulation. The lack of correlation between the two neutral climate in-

baskets is consistent with the hypotheses because there was no climate for those individuals to report. The participative climate seemed generally perceived as such, but apparently it was not as strong a manipulation as the autocratic climate. Finally, all of the second in-baskets were perceived as slightly more autocratic compared to the first in-basket.

Table 8. Means and Standard Deviations for Manipulation Check Scores Broken Down by Climate

Climate	Manipulation Check for the <u>First In-basket</u>	Manipulation check for the <u>Second In-basket</u>	r
Participative			
\bar{X}	21.11	23.00	.261
SD	3.65	4.9	p=.13
Autocratic			
\bar{X}	27.42	28.05	.725
SD	4.68	4.59	p=.000
Neutral			
\bar{X}	22.56	23.85	-.199
SD	4.02	4.02	p=.26

*Scale range from 8-40.

A t-test compared the means on the learning score for the training group and the control group. The training group averaged a 12.82 out of 15 (standard deviation = 1.95) and the control group average was 8.18 (standard deviation = 2.97), with the t-test significant ($p < .001$).

Dependent Measures. Internal consistencies could only be calculated for the Opinion Rating method which used the eight item five point scale. The Point Rating method involved only a point total for each in-basket. The Opinion Rating method exhibited good internal consistency for time one and time two. Rater A had a coefficient alpha of .86 for time one and a .90 for time two. Rater B and rater C were .88, .87 and .90, .89 respectively.

Pearson correlations were calculated for all raters and rating methods (Table 9). The correlations within the triangles in Table 9 are the interrater reliabilities for the same rating method and the same in-basket administration. All of the correlations within the triangles are significant at $p < .001$, but the Point Rating method had the higher interrater reliability.

The correlations in the dotted boxes are the correlations between the first and second in-baskets for the same rating method. The Opinion Rating method was not correlated between in-basket one and in-basket two, but the Point rating method was correlated across in-basket administrations.

The solid boxes in Table 9 contain the correlations between the two rating methods for in-basket one and also in-basket two. Sixteen of eighteen of the correlations are significant at $p < .001$, and the two correlations that are significant at $p < .05$ are from the same rater. The two

Table 9. Correlations Between Raters for the Opinion Ratings and the Point Ratings

Opinion Rating	1	2	3	4	5	6	7	8	9	10	11	12
First In-basket												
1) rater A	-											
2) rater B	.65 ¹	-										
3) rater C	.85 ¹	.57 ¹	-									
Second In-basket												
4) rater A	.15	.03	.16 ²	-								
5) rater B	.07	.05	.11	.71 ¹	-							
6) rater C	.04	.04	.11	.70 ¹	.65 ¹	-						
Point Rating												
First In-basket												
7) rater D	-.34 ¹	-.34 ¹	-.34 ¹	-.12	-.12	-.16 ²	-					
8) rater E	-.31 ¹	-.27 ²	-.27 ²	-.07	-.17 ²	-.14	.86 ¹	-				
9) rater F	-.34 ¹	-.31 ¹	-.31 ¹	-.15	-.22 ²	-.17 ²	.78 ¹	.89 ¹	-			
Second In-basket												
10) rater D	-.21 ²	-.16 ²	-.15	-.37 ¹	-.33 ¹	-.46 ¹	.37 ¹	.39 ¹	.44 ¹	-		
11) rater E	-.15	-.14	-.09	-.38 ¹	-.28 ²	-.48 ¹	.32 ¹	.26 ²	.31 ¹	.85 ¹	-	
12) rater F	-.08	-.14	-.15	-.37 ¹	-.29 ¹	-.36 ¹	.37 ¹	.36 ¹	.40 ¹	.83 ¹	.81 ¹	-

¹ p < .001² p < .05

rating methods are negatively correlated because a low score on the Opinion Rating indicates participativeness, while a high score on the Point Rating indicates participativeness.

Because there was interrater reliability for both types of rating methods, the raters' scores for each method were combined into one total score for each method for both in-baskets. Thus, the Opinion Rating method had two scores, one for the first in-basket and one for the second. This combining of all three rater scores to compute a total score was also done for the Point Rating method. The internal consistency for the Opinion Rating Method was quite high. Alpha for the Opinion Rating method at time one (first in-basket) was .94 and .95 for time two. These combined scales had the same characteristics as the individual scales (Table 10). The Opinion Rating method was not correlated across the first and second in-baskets, but the Point Rating method was correlated across in-basket administrations. The rating methods were also significantly negatively correlated with each other.

Table 10. Correlations for the Combined Rating Scales

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Opinion Rating Method				
First In-Basket				
1) Rater A + B + C	--			
1 1 1				
Second In-Basket				
2) Rater A + B + C	.09	--		
2 2 2				
Point Rating Method				
First In-Basket				
3) Rater D + E + F	¹ -.38	² -.173	--	
1 1 1				
Second In-Basket				
4) Rater D + E + F	² -.18	¹ -.45	¹ .40	--
2 2 2				

Note. The negative correlation is a result of a high score indicating participativeness for the Point Rating and a low score for the Opinion Rating

¹
p < .001

²
p ≤ .05

Relationships Between Covariates and Dependent Measures. Various measures of association were used to determine which variables should be included as covariates in the final analyses. Only Attitudes Toward Human Relations Skills was a potential covariate (Table 11). Learning Score was also related to the dependent measures, but this variable is accounted for if Training versus No Training is included in the final analysis. Age, sex, work experience and the climate of the last organization for which the person was employed were not related to the rating scores.

Table 11. Correlations Between Attitudes Toward the Use of Human Relations Skills, the Learning Measure and the Ratings

	<u>Learning Score</u>	<u>Attitudes Toward Human Relations Skills</u>
Opinion Rating	1	1
First In-basket	-.18	.21
Second In-basket	-.16	.15
Point Rating	1	1
First In-basket	.18	-.19
Second In-basket	.17	-.11

1

p=.05

Main Analyses. Repeated measures Analysis of Covariance was utilized (Tables 12 and 13) to determine the relationship between training, climate and time on the ratings. The same analyses were done for both types of rating methods.

Three findings were evident across all of the ANCOVAs. There were no main effects for climate, no main effects for training and that Attitudes Toward Human Relations Skills was significantly related to the Opinion Rating scores on the in-baskets. This is interesting considering the restriction of range for that variable. Examination of the cell means (Tables 13 and 14) show that the relationships are in the hypothesized direction, but that this trend is negated by the large cell standard deviations.

Graphs of the cell means (Figures 1 and 2) also indicate that the results were in the hypothesized direction. The people who were exposed to a participative climate exhibited more participative responses than the people who experienced an autocratic climate. The training group was also more participative than the control group. These results in the group means persisted across all in-baskets and for both rating methods. Yet the results are not significant in the ANCOVA because of the large standard deviations for the cells.

Time was a factor for the Point Rating method ($p < .001$), but not for the Opinion Rating method.

Examination of the means for the two in-baskets indicated that people become more autocratic on the second in-basket. This is consistent with the earlier observation that people tended to perceive the second in-baskets as more autocratic.

Learning Score was used as a covariate for one set of analyses, under the assumption that it may account for something more than just training. This follows from the fact that the learning score did show some relationship with age and work experience. The factor of Training/No Training was not used in this analysis and the learning score had no significant affect on the ratings.

Table 12. Three Way ANCOVA for the Opinion Rating Method

	SS	DF	MS	F	PROBABILITY	REGRESSION COEFFICIENT
Climate	1046.08	2	523.04	2.14	.12	
Training	712.72	1	712.72	2.19	.09	
Climate/ Training	14.30	2	7.15	.03	.97	
Attitudes Toward Human Relations (covariate)	1107.90	1	1107.90	4.53	.04	.70
Error	23989.46	98	244.80			
Time	486.17	1	486.17	2.19	.14	
Time/Climate	499.73	2	249.86	1.12	.33	
Time/Training	25.03	1	25.03	.11	.73	
Time/Climate/ Training	329.59	2	184.80	.74	.48	
Error	21999.88	99	222.22			

Table 13. Three Way ANCOVA for the Point Rating Method

	SS	DF	MS	F	PROBABILITY	REGRESSION COEFFICIENT
Climate	359.64	2	179.82	1.81	.17	
Training	188.13	1	188.13	1.89	.17	
Climate/Training	209.00	2	104.50	1.05	.35	
Attitudes Toward Human Relations (covariate)	170.08	1	170.08	1.71	.19	-.27
Error	9736.97	98	99.36			
Time	556.99	1	556.99	11.95	.0008	
Time/Climate	59.94	2	29.97	.64	.52	
Time/Training	33.15	1	33.15	.71	.40	
Time/Climate/ Training	51.33	2	25.66	.55	.58	
Error	4614.14	99	46.60			

Table 14. Adjusted Means and Standard Deviations for the Point Rating Method*

Means	Participative Training	Participative Control	Autocratic Training	Autocratic Control	Neutral Training	Neutral Control	Total
In-basket 1	19	18	18	12	18	21	18
In-basket 2	17	14	15	11	15	14	14
Total	18	16	17	12	17	18	
Standard Deviations							
In-basket 1	9	8	9	8	12	11	
In-basket 2	8	7	7	6	10	8	

* All numbers have been rounded to the nearest single digit for easier interpretation.

Table 15. Adjusted Means and Standard Deviations for the Opinion Rating Method*

Means	Participative Training	Participative Control	Autocratic Training	Autocratic Control	Neutral Training	Neutral Control	Total
In-basket 1	74	82	78	82	79	80	79
In-basket 2	72	72	79	83	74	79	77
Total	73	77	79	83	76	80	
Standard Deviations							
In-basket 1	15	14	14	17	15	18	
In-basket 2	15	18	13	17	12	15	

* All numbers have been rounded to the nearest single digit for easier interpretation.

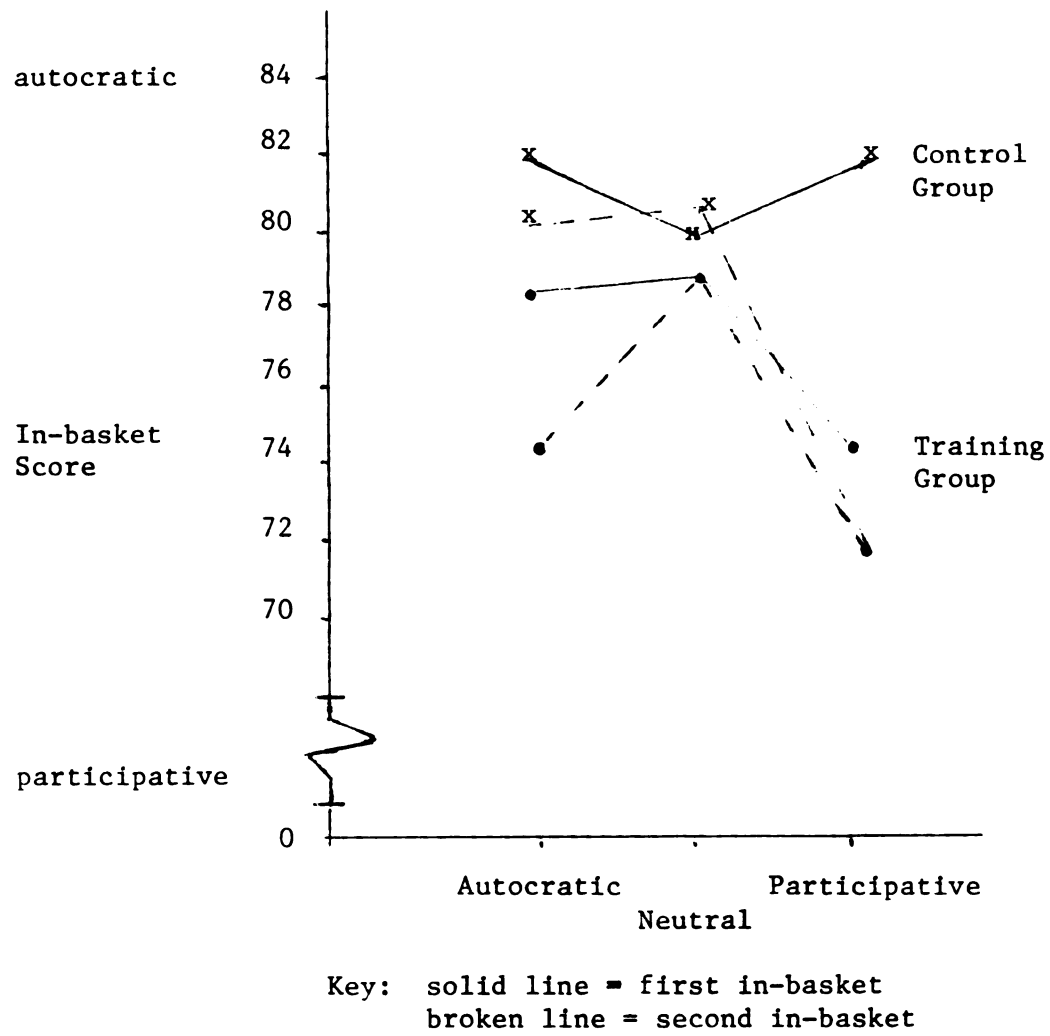
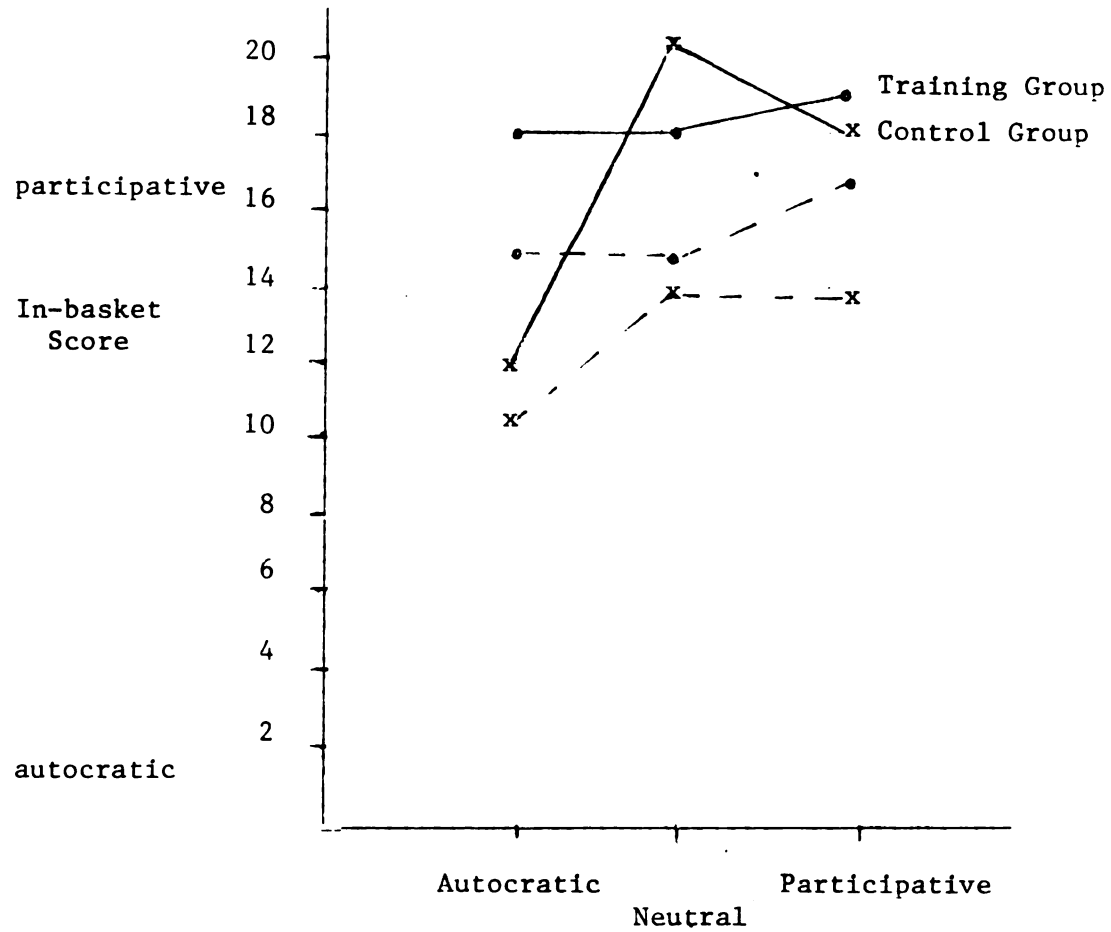


Figure 1. Plot of the Opinion Rating Means by Climate



Key: solid line = first in-basket
broken line = second in-basket

Figure 2. Plot of the Point Rating Means by Climate

DISCUSSION

There were several trends apparent in the results of this study, but very few were statistically significant. There were slightly different results depending on the scoring format that was analyzed. Examination of the means and figures for the Point Rating method indicates that those who went through training tended to be more participative than the control group. Although the data for the Point Rating method indicates that all groups exposed to a participative climate tended to be more participative than those groups exposed to an autocratic climate, this effect is stronger for the control group. There did seem to be an interaction between training and climate, such that training negated some of the effects of an autocratic climate. This result is the opposite of the hypothesized interaction. The training group tended to vary much less in participativeness across climate than the control group. Attitudes toward the use of human relations skills also had an impact on participativeness. Individuals were more participative if they had a positive attitude toward human relations skills. Time was also a factor with the Point Rating method because people became more autocratic in the second in-basket across all groups. Yet the effect of time was the only statistically significant result for the Point

Rating method data trends.

The Opinion Rating method also had only one statistically significant result among several trends. Attitudes toward the use of human relations skills was the only variable that significantly influenced participativeness. There were no differences across in-basket administrations, although the training group did tend to be more participative than the control group. People who were exposed to the participative climate also tended to be more participative than those exposed to an autocratic climate. The Opinion Rating method was similar to the Point Rating method in terms of data trends, but these trends were not significant due to the large variance within groups.

Problems with the Design

The major reason for the lack of results is most likely due to design problems in the experimental task and the manipulation. The nature of the in-baskets does not seem to facilitate participative behavior because there is not enough opportunity for participation. There is some opportunity for delegation (a component of participation), but communication is only one-way in the traditional in-basket. Many participative behaviors require two-way communication. There is just not enough interaction in a traditional in-basket to allow two-way communication.

Although the task may have affected the results, it seems that the primary problem with the study is with the climate manipulation. It is very difficult to simulate climate and it may not have been strong enough in this research. Although the participants noticed the climate manipulation, climate may not have been a major factor in their decisions about in-basket items. There is no way to determine what variables were factors in the participants' decision process because decision data were not collected.

Climate may not have been a factor in the decision process because there were no consequences associated with behaviors that were consistent or inconsistent with the climate. Usually, in organizations, an individual receives some form of feedback if they engage in behaviors that contradict those reflected in the climate. This feedback would probably be punitive and could lead to negative transfer if the person had gone through a training program that taught those behaviors. This study did not adequately test the identical elements theory of transfer because there were no contingencies for behavior in the performance situation.

The probability that the climate manipulation had no impact was related to the characteristics of the participants. All of the volunteers were undergraduates who had relatively little work experience. Organizational climate is not an issue to them because they never have been

exposed to the impact of climate. They would not perceive climate as a significant issue to be considered when solving organizational problems.

The results also were slightly different depending on the rating method used as the criterion. Although the correlations between the rating methods were significant, they were not very high correlations (Table 9). Only 2 of 18 of the correlations between raters across the rating methods were above .40. The Point Rating Method is a more structured system because the scoring requires specific examples of actions and certain types of item responses. Judgment is minimized in the Point Rating method compared to the Opinion Rating method. The Opinion rating method is more subjective with the strongly agree to strongly disagree format. Consequently there is more opportunity for variability.

The differences in the results from the two rating systems may be due to the inferiority of the Opinion Rating method compared to the Point Rating method. The Point Rating method had higher interrater reliability, was less subjective, and had more stability.

Implications of this Research

The few results that were significant require some elaboration. Time was a factor with the Point Rating method in that people were more autocratic for the second in-basket. This is consistent with the fact that all the

participants tended to perceive the second in-basket climate as more autocratic. One possibility is that the participants were conforming with what they perceived as a more autocratic environment. Another explanation is that participants were really responding to their own autocratic tendencies when describing the organization's climate with the manipulation check.

Attitudes toward the use of human relations skills was another variable that was significant for the Opinion Rating method. This lends some support to the potential impact of climate on transfer because climate measures are an aggregated summary of attitudes across people. Attitudes may influence transfer, and an indicator of attitudes could be a climate measure. These results indicate that the attitudes of the trainee is one key to transfer. Yet this study provides no information about how others' attitudes may influence the trainee's attitudes. The relationship between attitudes and climate becomes more complex when one differentiates between trainees who are job incumbents and trainees who are new employees. The role of climate in the development and maintenance of attitudes for these two groups may differ. This study provides information that indicates attitudes are important in transfer, but it does not address any issues about how climate and attitudes interact to potentially influence transfer.

Improvements to this Design and Future Research

Improvements to the design of this study may help provide more information about the role of climate in transfer. Changes in this design should be made in the manipulation, the task, the timing of the measures, and the criteria. The most important changes involve the manipulation and the task.

A much stronger and more realistic creation of climate is a key to improving this type of study. A major problem with the current design is that there are no realistic contingencies associated with compliance or contradiction of the climate. Some type of feedback should be given to the participants after they have completed their first set of tasks. After the first in-basket they could receive a letter or memo from a superior that critiques their performance. This critique would be given before they begin the next in-basket. The key is making the feedback realistic and more than a one time occurrence.

Changing the nature of the task would facilitate the improvement of the manipulation. The task should involve interaction and include more points in time than the current study. This will provide a greater opportunity for feedback and also a greater range of participative and autocratic actions. Three or four interactive in-baskets that are all linked together because they are for the same organization and situation may be an acceptable

alternative. Feedback for the previous in-basket would be imbedded in the following in-basket. Feedback could be in the form of subordinate responses to actions, peer comments and memos, and letters from superiors. This type of in-basket would be very similar to a series of role plays that involve one real person and several "paper people". Role plays using confederates as the participant's subordinates and superiors could be another type of task. Climate information and feedback could then be incorporated into memos and actual behaviors. Using people with more work experience as participants may also cause the manipulation to be more salient because they presumably have a more realistic impression of what issues to consider when making decisions in an organization.

Changing the timing and the content of some of the measures would also improve this study. The manipulation checks should be administered after each presentation of the task. The rationale for administering the manipulation checks at the end of the study was to avoid demand characteristics, but this seems less important than the potential loss of accuracy due to the time delay between the task and the measure.

Because attitudes seem to be a factor in transfer, it may be useful to track attitudes throughout the study. Attitudes toward the use of human relations skills should be assessed after each task to measure any potential changes

over time. It would also be useful to determine which factors were important when participants were making decisions. A simple open-ended question at the end of each task could assess what variables influenced the respondent's actions.

The final improvements to this type of research involves criterion measurement. A structured format that assesses specific behavior frequency such as the Point Rating method is preferable to more subjective ratings such as the Opinion Ratings. This type of rating is less contaminated with interpretation and judgement, plus it is easier to implement.

Conclusion

This study provided some information about the role of climate in transfer. The three goals of this research were to 1) provide information about what climate dimensions influence which types of training, 2) develop simpler measures of climate that can be used in organizational analysis, and 3) provide information about the possible existence of a climate by training interaction. The second of the three goals was most fully realized. Only partial information was generated for goals one and three.

The measures of participativeness proved to be accurate and simple to use, but their utility has not yet been determined. More information is needed about what types of climates influence various training programs.

The trends exhibited in the results indicate that there is a climate for the transfer of participativeness training. The climate dimension assessed in this research may also be important to the transfer of other types of human relations training. If it is proven that this climate dimension influences transfer of participativeness training, the next step is to determine if this climate dimension influences other types of human relations training.

The trends depicted in this study were inconclusive about a climate by training interaction. There was no statistically significant interaction, but the training did appear to counter the effects of an autocratic climate. This trend in the data was in the opposite direction of the hypotheses. It is possible that training can reverse the influence of climate, but only in the short run. This research provides no information on long term effects of climate on transfer because it only covered a two week time period.

If climate does influence transfer, at what level or strength must that climate have in order to affect transfer? It may be that a certain level of agreement for a climate score must exist within the organization before that climate does influence transfer. Assuming that climate does influence transfer, we must determine if differential effects exist for incumbent trainees and new employee trainees.

APPENDIX A

Measures and Manipulations

- Demographics
- Attitudes Toward Human Relations Skills
- Climate of Last Organization Employed
- Correlation Matrix for Likert's Profile of Organizations
- Manipulation Check
- Learning Measure
- Reaction Measure
- In-baskets

Demographics

Sex

Male () Female ()

Age

18-19 () 20-21 () 21-above ()

Number of years of work experience(include summer jobs)

1-2 () 3-4 () 4-6 () 6-8 () 8-10 ()

Attitudes Toward the Use of Human Relations Skills

- a. strongly agree
b. agree
c. neutral
d. disagree
e. strongly disagree

1) Participation is important in an organization.

a. __ b. __ c. __ d. __ e. __

2) There are times when the manager should be the only one making decisions.

a. __ b. __ c. __ d. __ e. __

3) Being aware of employees' feelings is important.

a. __ b. __ c. __ d. __ e. __

4) People are basically lazy and will not work hard if not supervised.

a. __ b. __ c. __ d. __ e. __

5) Quality Control Circles are expendable during tough financial times for the firm.

a. __ b. __ c. __ d. __ e. __

6) Subordinates can frequently can provide useful information to management.

a. __ b. __ c. __ d. __ e. __

7) Employee participation programs improve organizational effectiveness.

a. __ b. __ c. __ d. __ e. __

8) Subordinates will often make decisions which will reduce their workload but not necessarily help the company.

a. __ b. __ c. __ d. __ e. __

Climate of the Last Organization Employed

For each item, choose the phrase that best describes the organization for which you currently work(or the last organization for which you worked).

- 1) Extent to which immediate supervisor(s) in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them.
 - a) always gets ideas and opinions and always tries to make constructive use of them
 - b) usually gets ideas and opinions and usually tries to make constructive use of them
 - c) sometimes gets ideas and opinions of subordinates in solving job problems
 - d) seldom gets ideas and opinions of subordinates in solving job problems
 - e) no opinion
- 2) Manner in which motivation used
 - a) fear, threats, punishment and occasional rewards
 - b) rewards and some actual or potential punishment
 - c) rewards, occasional punishment, and some employee involvement
 - d) economic rewards based on pay system developed through participation; group participation and involvement in setting goals, improving methods, appraising progress
 - e) no opinion
- 3) Amount of responsibility felt by each member of the organization for achieving organization's goals
 - a) personnel at all levels feel real responsibility for organizational goals
 - b) substantial proportion of personnel, especially at higher levels, feel responsibility
 - c) managerial personnel usually feel responsibility; rank and file usually feel relatively little responsibility for achieving organizational goals
 - d) high level management feel responsibility; lower levels feel less; rank and file feel little
 - e) no opinion
- 4) Direction of information flow
 - a) downward
 - b) mostly downward
 - c) down and up
 - d) down, up, and with fellow workers
 - e) no opinion
- 5) Where is downward communication initiated
 - a) all levels
 - b) patterned on communication from top, but with some initiation at lower levels
 - c) primarily at top or patterned on communication from top
 - d) at top of organization, or to implement a top directive
 - e) no opinion

- 6) Extent to which superiors willingly share information with subordinates
 - a) provide minimum of information
 - b) gives subordinates only information superior feels the subordinates need
 - c) gives information needed and answers most questions
 - d) seeks to give subordinates all relevant information and all the information the subordinates want
 - e) no opinion
- 7) Adequacy of upward communication via line organization
 - a) very little
 - b) limited
 - c) some
 - d) a great deal
 - e) no opinion
- 8) Subordinate's feeling of responsibility for initiating accurate upward communication
 - a) none
 - b) relatively little, and then only when requested, may "yes" the boss
 - c) some to moderate degree of responsibility to initiate
 - d) considerable responsibility felt and much initiative; group communicates all relevant information
 - e) no opinion
- 9) Need for supplementary upward communication system
 - a) none
 - b) slight, suggestion systems may be used
 - c) upward communication often supplemented with suggestion systems and other similar devices
 - d) great need, supplement upward communication with spy systems, suggestion systems, and similar devices
 - e) no opinion
- 10) Amount of cooperative team work
 - a) very substantial amount in the organization
 - b) moderate amount
 - c) relatively little
 - d) none
 - e) no opinion
- 11) Extent to which subordinates can influence the goals, methods, and activity of their units and departments
 - a) none, except through informal organization
 - b) little, except through informal organization
 - c) moderate amount, directly
 - d) substantially
 - e) no opinion

- 12) At what level are decisions formally made?
- a) bulk of the decisions are made at the top of the organization
 - b) policy at the top, many decisions within the prescribed framework made at lower levels but usually checked with at the top before action taken
 - c) broad policy decisions at top, more specific decisions at lower levels
 - d) widely done throughout the organization, well integrated through linking process provided by overlapping groups
 - e) no opinion
- 13) To what extent are decision makers aware of problems, particularly at lower level of the organization
- a) generally quite well aware of problems
 - b) moderately aware of problems
 - c) aware of some, unaware of other problems
 - d) often are unaware or partially aware of lower level's problems
 - e) no opinion
- 14) To what extent are subordinates involved in decisions related to their work?
- a) not at all
 - b) never involved in decisions, occasionally consulted
 - c) usually are consulted but ordinarily not involved in decision making
 - d) are involved fully in all decisions related to their work
 - e) no opinion
- 15) How are goals set or ordered?
- a) except in emergencies, goals are usually established through group participation
 - b) goals are set or orders are issued after discussion with subordinates of problems and planned action
 - c) orders issued, opportunity to comment may or may not exist
 - d) orders issued
 - e) no opinion

Correlation Matrix Provided by Likert(1967) for Selected Items from the Profile of Organizations Survey.

- 1) The numbers in the far left column correspond to the item numbers from the Climate of the Last Organization Employed measure used in this research. The numbers in the right column correspond to the item numbers in Likert's Profile of Organizations (1967).

		2	5	9	10	12	13	16	21	23	26	28	33
2	2	-											
3	5	.73	-										
4	9	.65	.75	-									
5	10	.69	.67	.74	-								
7	12	.73	.62	.73	.59	-							
8	13	.68	.71	.73	.61	.77	-						
9	16	.57	.54	.63	.58	.58	.66	-					
10	21	.74	.75	.70	.73	.66	.74	.66	-				
11	23	.69	.74	.77	.65	.72	.72	.64	.68	-			
12	26	.71	.73	.72	.67	.64	.72	.66	.65	.76	-		
13	28	.65	.70	.69	.66	.59	.64	.63	.75	.64	.75	-	
15	33	.77	.69	.70	.71	.69	.69	.70	.76	.70	.79	.71	-

Items 1, 6, and 14 from the survey used in this research did not have correlations reported by Likert because these items were added to the Profile of Organizations after the initial reliability checks.

Manipulation Check

to in the In-Basket you took last week and the In-Basket you finished today. Thus, for each statement you will have two responses. The In-Basket from last week will be the first response and the In-Basket from today will be the second response. It is possible to give the same rating to both In-Baskets. DO NOT ANSWER THESE QUESTIONS IN TERMS OF YOUR MANAGEMENT STYLE, BUT RATHER YOUR IMPRESSION OF THE COMPANY WITHOUT YOUR INFLUENCE.

- a) strongly agree
- b) agree
- c) don't know/neutral
- d) disagree
- e) strongly disagree

-Immediate supervisors for this company will get ideas and opinions from their subordinates.

- 1) a. ___ b. ___ c. ___ d. ___ e. ___
- 2) a. ___ b. ___ c. ___ d. ___ e. ___

-Communication is mostly downward.

- 3) a. ___ b. ___ c. ___ d. ___ e. ___
- 4) a. ___ b. ___ c. ___ d. ___ e. ___

-Downward communication is started at the top levels of the company.

- 5) a. ___ b. ___ c. ___ d. ___ e. ___
- 6) a. ___ b. ___ c. ___ d. ___ e. ___

Non-management employees influence the goals, methods and activities of their departments.

- 7) a. ___ b. ___ c. ___ d. ___ e. ___
- 8) a. ___ b. ___ c. ___ d. ___ e. ___

-Decisions are made at all levels of the company, rather than just at the top.

- 9) a. ___ b. ___ c. ___ d. ___ e. ___
- 10) a. ___ b. ___ c. ___ d. ___ e. ___

-Managers care about the problems that occur at the lower levels of the company.

- 11) a. ___ b. ___ c. ___ d. ___ e. ___
- 12) a. ___ b. ___ c. ___ d. ___ e. ___

-Subordinates are not involved in the decision making process.

- 13) a. ___ b. ___ c. ___ d. ___ e. ___
- 14) a. ___ b. ___ c. ___ d. ___ e. ___

-Goals are set by management and orders are issued to employees on how to meet those goals.

- 15) a. ___ b. ___ c. ___ d. ___ e. ___
- 16) a. ___ b. ___ c. ___ d. ___ e. ___

Learning Measure

Choose the best answer for the following set of questions.

- 1) The best way to determine if you completely understand what another person is saying is to
 - a. ask the person to repeat themselves.
 - b. write down what they are saying.
 - c. look at their eyes when they are talking.
 - d. use reflective summary.

- 2) Which statement is true about using a vote to decide what action the group should take.
 - a. it is not necessary if you are the manager.
 - b. it generally leads to quicker implementation than reaching consensus.
 - c. it is the same as reaching consensus.
 - d. it may cause intragroup conflict.

- 3) Asking a subordinate about his/her feelings on a particular idea
 - a. should be a regular practice of supervisors.
 - b. is not necessary unless that subordinate could cause trouble in the work group.
 - c. is not appropriate in the work place.
 - d. prevents a supervisor from being impartial.

- 4) Letting subordinates make their own decisions
 - a. should be done as frequently as possible.
 - b. will usually cause problems.
 - c. is OK for very few employees.
 - d. is a sign of an ineffective manager who is not capable of making good decisions on their own.

- 5) Subordinates will
 - a. usually give information that will get them out of work.
 - b. be valuable sources of information for making decisions.
 - c. tend to only say what their supervisor wants to hear.
 - d. tend to not provide information which makes them look bad.

- 6) Reaching consensus within a the group when trying to make a decision
 - a. wastes production time.
 - b. will lead to unnecessary conflict.
 - c. will lead to better implementatin of a decision.
 - d. may prevent committment to the decision by a few members

- 7) The most effective managers
 - a. "sell" their decisions to their subordinates.
 - b. do not allow their subordinates to have too much control.
 - c. realize that speed is the key to successful decision making
 - d. are not critical of their subordinates' ideas.

- 8) Disagreement within the work group
 - a. occurs because of poor supervision
 - b. prevents effective decision making.
 - c. should be resolved with a vote.
 - d. is not dysfunctional to work group effectiveness.

- 9) Most subordinates
 - a. do not know enough to help the manager with decisions.
 - b. can handle more responsibility than currently receiving in most organizations.
 - c. will have performance problems if feelings are expressed on the job.
 - d. do not and will not trust management.

- 10) Using the entire group to reach a decision
 - a. is almost always more effective than any one individual making the decisions.
 - b. is not necessary for the large majority of management decisions.
 - c. will frequently lead to non-productive conflict.
 - d. reduces the longterm effectiveness of management.

- 11) Participation is the same as
 - a. reaching consensus.
 - b. centralized decision making.
 - c. asking opinions.
 - d. delegation

- 12) Which of the following is essential to successful implementation of change in a company.
 - a. coming to a decision quickly.
 - b. managers who can effectively "sell" the changes to employees
 - c. decentralize the responsibility for change in the company.
 - d. task oriented supervisors.

13) Which type of company probably has the best organizational commitment.

- a. one that allows employees to help set their own performance goals.
- b. one where decisions are made at corporate headquarters.
- c. one with task oriented supervisors.
- d. one that makes decisions and sets performance goals quickly.

14) Which type of organization is probably most innovative.

- a. one that has managers who display effective downward communication.
- b. ones with effective upward communication.
- c. one with a strong centralized headquarters.
- d. one where feelings and other unnecessary information is avoided.

15) Most employees prefer

- a. to avoid conflict.
- b. to have goals set for them.
- c. a participative environment.
- d. avoid responsibility.

Reaction Measure

Indicate the extent to which you agree with the following statements about the training module you just completed.

- a) strongly agree
- b) agree
- c) neutral
- d) disagree
- e) strongly disagree

1) I felt that this was a well run training module.

a.____ b.____ c.____ d.____ e.____

2) This training program would not be very useful to managers.

a.____ b.____ c.____ d.____ e.____

3) I did not like this training module.

a.____ b.____ c.____ d.____ e.____

4) I learned some useful skills in this training module.

a.____ b.____ c.____ d.____ e.____

5) Managers should receive training such as this.

a.____ b.____ c.____ d.____ e.____

6) It will be very difficult to apply the skills learned in this module.

a.____ b.____ c.____ d.____ e.____

7) I will use the skills learned in this training module.

a.____ b.____ c.____ d.____ e.____

Big Mart In-basket with a Neutral Climate

INTRODUCTION TO THE IN-BASKET

You are about to involve yourself in an In-Basket exercise. In the exercise, you will be required to assume the role of a manager in a fictitious company. Your working materials for the In-Basket consist of an organizational chart, a calendar and written materials such as memos, reports and letters. Although the setting for this exercise is an unlikely one, the actual problems within the In-Basket are very realistic. They are based on the types of situations with which managers often deal. Below is some background material for the exercise.

Read the background material closely because it provides information about the type of organization for which you will be making decisions. The background tells how that organization operates and thus may be helpful to you when deciding how to respond to items.

Persons completing In-Baskets do best when they imagine themselves in the "role" depicted in the exercise. They are then able to perform as if they were in the real situation.

IN-BASKET

Background

Big Mart Supermarkets is a respected national food chain. During the last few years, Big Mart has experienced much growth and expansion. They have a reputation of being community-oriented, which has aided greatly in their success.

You have been an assistant manager with another food chain in Detroit, Michigan, for five years. Three weeks ago you were offered the job of store manager for Big Mart Store #113 in Columbus, Ohio, and decided to accept the position.

Milton Hakel is the former Store #113 manager. He was to train you next week, but his ailing health forced him to retire earlier than expected. You will have to start your new job without formal training.

You are in Columbus, Ohio, looking for an apartment for your family. Your boss, Robert Ostrom, has asked you to take care of the items that have piled up in the manager's in-basket before you leave for Detroit. Your first day on the job is not until next week, but you have agreed to help out while you were in town.

IN-BASKET

THE SITUATION

It is 3:30 p.m. Sunday, April 12th. You have finally found a place for your family to live and have just arrived at Big Mart Store #113. You must leave in minutes in order to catch your flight back to Detroit. You will not return until Wednesday, April 15th, which is your official first day on the job.

Your office assistant left the in-basket items on your desk. You cannot reach anyone because it is Sunday. You must write down everything you do or plan to do for each in-basket item. If you delegate work to someone, please indicate what action you expect to be taken. Record any notes to your district manager, office assistant, or others.

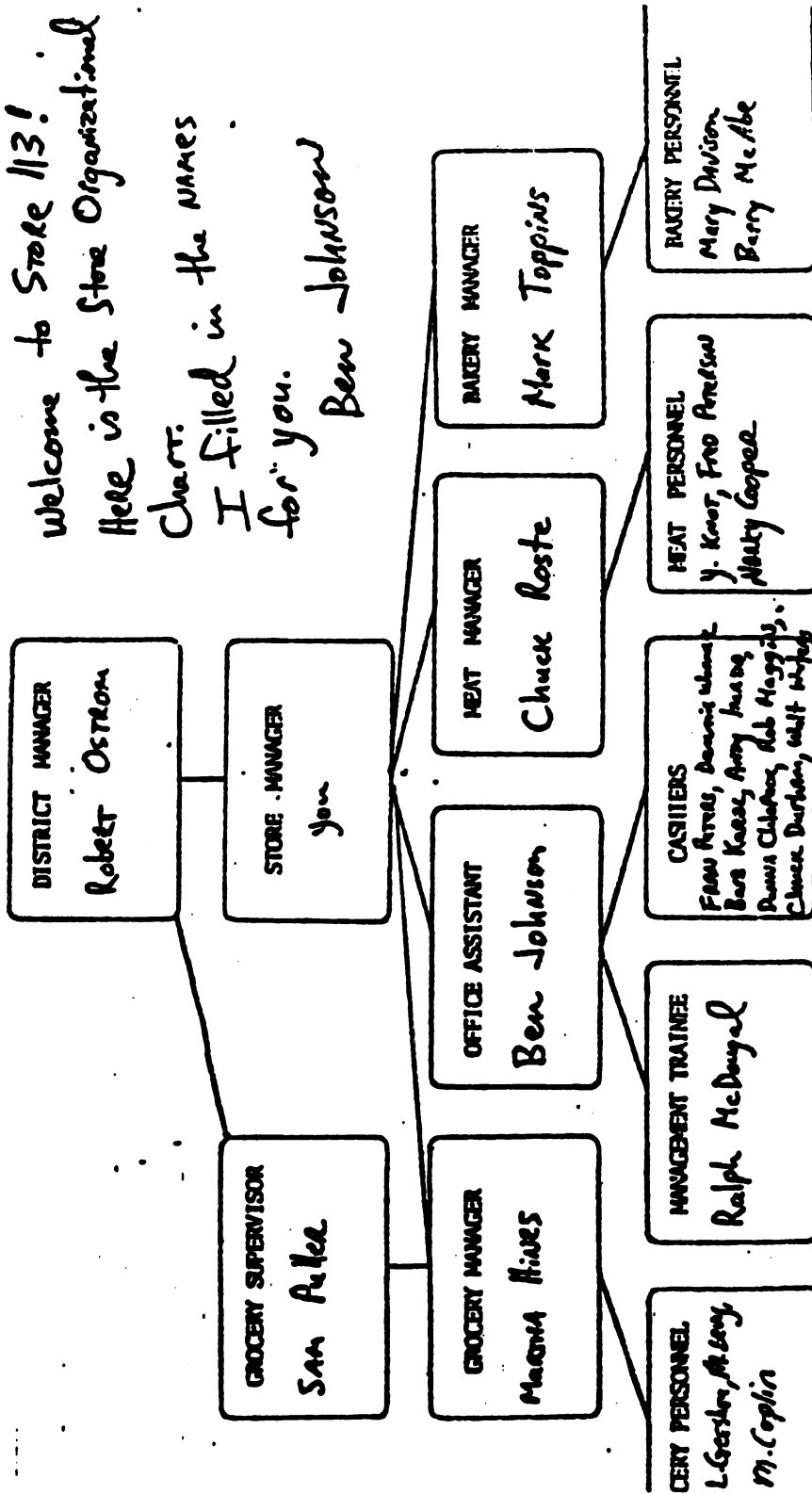
In short, write down everything you do. You may write directly on the items in the in-basket or use the supply of paper that is provided. When using the stationary, clip any notes or letters you write to the items they refer.

Please remember that you cannot have any conversation or meetings before leaving for the airport. Nor can you talk to any one on the phone or take any items on the plane.

As a final tip, most people find it helpful to "get into the character" by pretending they are really in the situation described.

You will have minutes to take the exercise.

Welcome to Store 113!
 Here is the Store Organizational
 Chart.
 I filled in the names
 for you.
 Ben Johnson



In-Basket Exercise Organizational
 Chart

MONTHLY PLANNING CALENDAR

APRIL/MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1 M A Y	2

TO: M. Phil Store 333

DATE: April 8

FROM: B. Ruth, Softball Coordinator

INTER-OFFICE MEMO

SUBJECT: Softball Awards Picnic

Even though your store's softball team had another miserable season, we hope that you and the team will attend the awards picnic to be held on April 19 at 11 a.m. at the Park of the Roses.

The cost is only \$1.50 per person and that includes hot dogs, hamburgers, and all of the fun you can cry in when the awards are presented.

Send a list of who is planning to attend and their money to me in a confidential envelope by Friday April 17.

By the way, tell everyone to bring their gloves-- we'll play a game or two after we eat.

See you there!

BRB:RLH

TO: Store #113

DATE: April 3

FROM: Paul Sackett, Delivery Scheduling

INTER-OFFICE MEMO

SUBJECT: NOTICE OF DELIVERY SCHEDULE CHANGE

As of Monday, April 5 your grocery delivery will be
changed from the present arrival time (9 a.m.) to
an earlier arrival time (6 a.m.)

April 9,

TO: Manager - Store #113

FROM: Billing Dept.

Your phone bill for the past month exceeded the allotted amount because of personal calls made on the store's business phone. Remember, we are charged for each local call, so please use the phone for business only. Staffers must use the pay phone for personal calls.

Belle Ringer
Telephone Billing

622 Harley Drive #5
Columbus, Ohio 43202
April 9

To Whom It May Concern

I have been a customer in your store for many years and, until now, have been more than satisfied with the service I have received.

Prices are bad enough these days without being cheated by your new computer check-out system. For the second time in a row your stupid contraption has charged me double on several items in my order. The first time, I was charged twice for a can of peaches. I thought that perhaps I had bought two and lost one. Last week, however, the computer charged me twice for my bacon and also my ice cream! I was cheated for \$6.32. Maybe your cashiers are scanning some items more than once-- I don't know. I do know I've been overcharged.

I cannot continue to shop at your establishment knowing that probably hundreds of innocent people are being cheated.

Bring back the old registers!

Sincerely,

Mrs. Myzer
Mrs. Jane Myzer

TO: NEW STORE MANAGER

DATE: APRIL 11

FROM: DEBBIE WILLIAMS, PERSONNEL RECORDS

INTER-OFFICE MEMO

SUBJECT: PERSONNEL DATA FORM

Welcome to the company! We wish you much success in your new job.

At the time you were hired, I forgot to give you the attached form to complete. Fill it out at your convenience and return it to me by May 1.

F

BIG MART SUPERMARKETS

Personnel Data Form

Please Print All Information

Social Security Number	Last Name	First	Middle
____/____/____	_____	_____	_____
Area Code	Home Phone	Present Street Address	
(____)	_____	_____	
Date of Birth	City	State	Zip
____/____/____ mo day yr	_____	_____	_____
Marital Status	Number of Dependents		
_____	_____		
<u>EMERGENCY CONTACT</u>			
	Last Name	First	
Relationship	_____		
_____	Area Code	Telephone Number	
	(____)	_____	

FORMAL EDUCATION

	Name & School Location	Last Year Attended
Elementary	_____	_____
High School	_____	_____
College	_____	_____
Additional Education	_____	_____

Why did you choose Big Mart Supermarkets for employment? (200 words or less)

3214 Lane Avenue
Columbus, Ohio
43210
April 16

To Whom It May Concern:

Recently, I have noticed an increase in the noise level coming from the loading dock of your store which is located directly across the alley from my house. I have been awoken every morning this week by your crews unloading the delivery truck.

I work the evening shift at the G.E. plant and don't get home until 1 a.m. I need my sleep!

Please take care of this early noise problem or I'll be forced to call the police.

Respectfully,

J. Kevin Ford
J. Kevin Ford



ARROW
REFRIGERATION & APPLIANCE CO.
SALES & SERVICE

1945 N. High St.
Lawrence, Kansas
Tel. 862-7879



April 7

Mr. Milton D. Hakel, Manager
Big Mart Store #113
3415 Lane Avenue
Columbus, Ohio 43210

Dear Mr. Hakel:

We are truly sorry that your new frozen food refrigerated cases are still not functioning properly.

Our Columbus service Representative informs us that he is unable to diagnose the problem. We will fly in our corporate trouble shooter as soon as he returns from vacation April 20.

We are sorry for the inconvenience.

Sincerely,

L. Warm
Luke Warm
Customer Service

April 8,

MEMORANDUM

TO: All Store Managers
FROM: R. Ostrom, District Manager
SUBJECT: Accident Reduction

As you know, there have been more accidents this year than last. Most of these seem to be due to carelessness. I feel that we need to do something to increase safety awareness.

My boss has ruled out any contests where we give out prizes or awards.

I would welcome any suggestions you can give me. Please have all suggestions to me by May 1.

Milt,

We have a big problem on our hands!
The refrigerated cases are not working right
and last night all of the frozen food
thawed. It's costing us a lot of
money!

Martha

Grocery Manager

Retail Clerks International Association, AFL-CIO

retail store employees union

Mr. Milton Hakel
Store Manager, Big Mart #113
3415 Lane Avenue
Columbus, Ohio 43210

April 8,

Re: Grievance #404-C
"Non-issuance of work breaks"
B. Wamke, D. Chlopeck, C. Durham, B. Karol
I. Imada, complainants.

Dear Mr. Hakel:

This is to inform you that we have received five (5) complaints from cashiers in your store that they have not been permitted to take their work breaks as specified in the current contract.

I will be at your store on Wednesday, April 15 at 1:30 to discuss this matter with you and the cashiers.

Sincerely,


William R. Strickland
Business Agent
Local 826

MRS/gh

Date: April 7th

To: Mitt

From: Fran Peters

As a loyal Big Mart employee for the last 10 years, I feel it is my duty to report anybody who goes against our fine company's policies. The new cashier, Mary Lou, has been discounting her friends' orders when they come through her line. The rest of us find this both dishonest and an insult to our high moral standing. I demand that something be done. If she won't follow the rules, then why should we?

To Milt
 Date April 6 Time 2PM

WHILE YOU WERE OUT
 MR. Klimoski
 of DATA PROCESSING Dept

Phone _____

Area Code	Number	Extension
TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT

RETURNED YOUR CALL ☐

Message There will be a meeting
for All Store Managers at
1:30 on April 15 to discuss
any problems occurring in
your store with the
new computer Assisted
check outs. Ralph

EFFICIENCY, LINE NO. 4725 AN 8-WPAD PRODUCT

APR 11

Dear New Manager,

The health department made another surprise visit tonight! They found dirty equipment, high bacteria counts and claimed the meat cases were unsanitary.

They will be back early next week for our last inspection before they close the store down.

The night ~~sa~~ man in the meat room refused to stick around and clean up. I couldn't get in touch with anyone to authorize any overtime for me so I punched out at the end of my shift.

Ralph
Management Trainee



90
The Ohio State University

404C West 17th Avenue
Columbus, Ohio 43210

April 11, 1980

Mr. Milton Hakel
Manager
Big Mart Supermarket
3415 Lane Avenue
Columbus, Ohio 43210

Dear Mr. Hakel:

The Ohio State University is pleased to announce the formation of the Buckeye Booster Club. This new organization has two purposes:

- (1) The support of worthwhile projects in our community
- (2) The support of Ohio State Athletics

Planned projects include a fund raising campaign for the new Children's Hospital and the sponsorship of a "walk-a-thon" for the fight against Cancer.

Members of the Buckeye Boosters will be allowed to purchase choice seats for all Ohio State Athletic events!

We hope you will join the many members of the community who have joined us. Columbus needs business men and women who care.

Our Citizen of the Year Awards banquet is being held on April 16 at 9:00 p.m. at the Civic Center. Hope you can make it!

Sincerely,

Bernard Kroten
Chairman, Buckeye Boosters

Background information and items used to create an autocratic climate for the Big Mart in-basket. Items were in positions 1, 2, and 5 in the in-basket.

Background

Big Mart Supermarkets is a respected food chain. During the last few years, Big Mart has experienced much growth and expansion. Big Mart corporate management feels this success is due to a strong, well controlled management philosophy. This philosophy emphasizes a very powerful and centralized decision making system. The finance, accounting, and marketing departments at corporate headquarters gather all the relevant information and then make decisions which affect the various stores. The managers at the individual stores must then set goals to meet the objectives sent down from corporate management. Top management feels this is essential to their success because it is more efficient, leads to consistency across the organization, and it prevents employees who know little of the entire operation from engaging in practices which are not profitable for the company. This also prevents employees from wasting work time trying to make decisions which would only cost the company money. Thus, Big Mart prides itself on selecting disciplined managers who get their subordinates to work hard and achieve the goals set for them.

You have been an assistant manager with another food chain in Detroit, Mi., for five years. Three weeks ago you were offered the job of store manager for Big Mart store #113 in Columbus, OH., and decided to accept the position. Milt Hakel is the former store manager, who had trouble controlling employees.

You are in Columbus looking for an apartment for your family. Your boss, Robert Ostrum, has asked you to take care of the items that have piled up in the manager's in-basket before you return to Detroit. Your first day on the job is not until next week, but you have agreed to help out while you are in town.

To: Milt Hakel
From: Sam Puller, Grocery Supervisor

Milt,

It seems that your store has some problems. Do not let your assistant managers have more control than you, when running the store. They do not have sufficient training, or the knowledge of corporate goals to be able to do an adequate job.....if they are not closely supervised.

This may prevent problems.

Sam Puller

I realize you have not been on the job long, but you must get your department in order. Milt Hakel did not seem to be able to control this store.

Try not to let the employees take advantage of you. They will try to test you because you are new. Remember, you run the department.....not them.

Good Luck. Lets keep things in order this time.

Bob Ostrum

District Manager

To: All Store Managers
From: Corporate Headquarters

All stores have been issued their sales goals for this fiscal year. You have had an opportunity to begin meeting these goals and most stores are doing an adequate job. We have provided several guidelines which may help you to meet these goals.

The guidelines are the following:

- store managers must clearly explain the goals to their department managers, in a formal meeting.
- department managers must develop plans to meet their department goals.
 - a) they must present those plans to their employees
 - b) managers should not allow employees to alter these plans without the manager's prior consent, because the employees are not familiar with the corporate goals and do not understand the overall situation.
- decisions are best made by department managers because they know the overall goals
 - a) this centralization maintains efficiency and consistency.

Background information and items used to create a participative climate for the Big Mart in-basket. Items were in positions 1, 2, and 5 in the in-basket.

Background

Big Mart Supermarkets is a respected national food chain. During the last few years, Big Mart has experienced much growth and expansion. They have a reputation of being community-oriented, which has aided greatly to their success. The Big Mart organization also feels its employees are a major factor in the company's success and Big Mart management views their human resources as the firm's most valuable asset. Management feels that all employees must provide essential input into the decision process if the chain is going to continue to succeed. This emphasis on upward and downward communication leads to excellent teamwork, an open door policy, and few barriers between management and employees.

You have been an assistant manager with another food chain in Detroit, MI., for five years. Three weeks ago you were offered the job of store manager for Big Mart Store #113 in Columbus, OH, and decided to accept the position.

Milton Hakel is the former Store #113 manager. He was to train you next week, but his poor health forced him to retire early. You will have to start your job without formal training.

You are in Columbus looking for an apartment for your family. Your boss, Robert Ostrom, has asked you to take care of the items that have piled up in the manager's in-basket before you leave for Detroit. Your first day on the job is not until next week, but you have agreed to help out while you are in town.

I realize you have not been on the job long, but do your best to make a smooth transition. I am sorry you have to begin without your management training.

The employees can help you learn the ropes quickly. They will know all of the "ins and outs" of the job. They will probably have some useful ideas.

Good luck, do not be afraid to ask questions, or help, ...from anyone.

Bob Ostrum

District Manager

To: Milt Hakel
From: Sam Puller, Grocery Supervisor

Milt,

I just wanted you to know that everyone has responded well to your management. People have appreciated the way you let them in on the problem solving process. Getting their input and letting some people make decisions without watching over their shoulder seems to work pretty well.

Hope you'll be feeling better.

Sam

To: All Store Managers
From: President's Office
re: Big Mart Policy

This is just a quick note to thank all store managers for the way they have represented Big Mart policy. Regarding our Human Resources as our most important asset is a major reason for the chain's success. Executive management appreciates the way you have respected the individual employee and maintained excellent employee-management relations. Those who continue to do so will be rewarded.

George "Big" Mart

President, Big Mart Enterprises

Moyle's Department Store in-basket with a Neutral Climate

INTRODUCTION TO THE IN-BASKET

You are about to involve yourself in an In-Basket exercise. In the exercise, you will be required to assume the role of a manager in a fictitious company. Your working materials for the In-Basket consist of an organizational chart, a calendar and written materials such as memos, reports and letters. Although the setting for this exercise is an unlikely one, the actual problems within the In-Basket are very realistic. They are based on the types of situations with which managers often deal. Below is some background material for the exercise.

Read the background material closely because it provides information about the type of organization for which you will be making decisions. The background tells how that organization operates and thus may be helpful to you when deciding how to respond to items.

Persons completing In-Baskets do best when they imagine themselves in the "role" depicted in the exercise. They are then able to perform as if they were in the real situation.

BACKGROUND

Moyle's is a profitable department store chain with over two hundred stores nationwide. The secret of Moyle's success has been their ability to carry quality merchandise at competitive prices, yet offer customers the service previously found only in higher priced stores. This is possible due to their appeal to a wide range of customers and their high sales volume.

Store #96 in St. Louis, Missouri, is one of Moyle's largest stores and has been doing well since opening 11 years ago. The clothing department has been experiencing difficulty this past year, however. Department manager Bill Loozer has been unable to handle the problems in his department, and was fired last Wednesday, May 15th.

You are working as a management trainee in a smaller Moyle's store located on the east coast. You were offered Bill Loozer's old position on May 16th and immediately accepted looking forward to more responsibility, a change in location, and an increase in salary. This is an important step "up the ladder" in your career at Moyle's.

SITUATION

It is Sunday, May 19th. You have flown in for the weekend to look for a place to live when you start your new position. At your supervisor's request, you have come in after store hours to handle the items which have piled up on your predecessor's desk since his termination. You will not return until Monday, May 27th, which is your official first day on the job.

Your office assistant left you the in-basket items on your desk. You cannot reach anyone because it is Sunday. You must write down everything you do or plan to do for each in-basket item. If you delegate work to someone, please indicate what action you expect to be taken. Record any notes to your district manager, assistant managers or others.

In short, write down everything you do.

Please remember that you cannot have any conversations or meetings before you leave for the airport. Nor can you talk to anyone on the phone. You may not take any items on the plane.

ADDITIONAL INFORMATION

Merchandise for your store is shipped from the Midwest Distribution Center located 257 miles away in Kansas City. Upon arrival at the store, the merchandise is kept in the basement storage facility until needed on the display floor.

You have the authority to change scheduling and hours of your department's employees. Part timers may be switched from one section to another if the need arises. (ex: Part time women's apparel employee may work in men's apparel, if additional help is needed).

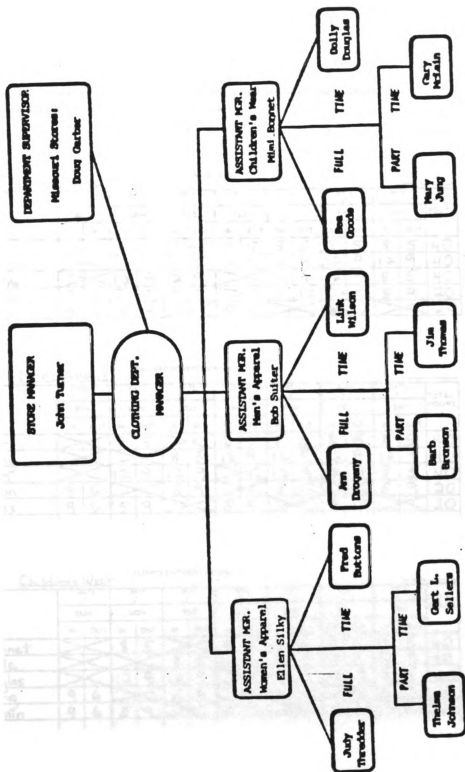
MONTHLY PLANNING CALENDAR

MAY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1 JUNE	2

CLOTHING DEPARTMENT ORGANIZATIONAL CHART

Score 846



These are the weekly work schedules for the clothing department which go into effect unless modifications are made:

STORE NO 96 Women's Apparel STAFF'S WORKING SCHEDULE

NAME	SUN		MON		TUE		WED		THU		FRI		SAT		TOTAL HOURS
	DATE		DATE		DATE		DATE		DATE		DATE		DATE		
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	
Ellen Silky			8	5			8	5	8	5	8	5	8	5	40
Judy Thredder					8	5	12	9	12	9	12	9	12	9	40
Fred Buttons			12	9	12	9			12	9	12	9	8	5	40
Thelma Johnson	9	6			5	9			8	12			5	9	20
Gert L. Sellers	9	6	5	9			5	9			8	12			20

STORE NO 96 Men's Apparel STAFF'S WORKING SCHEDULE

NAME	SUN		MON		TUE		WED		THU		FRI		SAT		TOTAL HOURS
	DATE		DATE		DATE		DATE		DATE		DATE		DATE		
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	
Bob Suiter			8	5			8	5	8	5	8	5	8	5	40
Ann Drogeny					8	5	12	9	12	9	12	9	12	9	40
Link Wilson			12	9	12	9			12	9	12	9	8	5	40
Barb Bronson	9	6			5	9			8	12			5	9	20
Jim Thomas	9	6	5	9			5	9			8	12			20

STORE NO 96 Children's Wear STAFF'S WORKING SCHEDULE

NAME	SUN		MON		TUE		WED		THU		FRI		SAT		TOTAL HOURS
	DATE		DATE		DATE		DATE		DATE		DATE		DATE		
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	
Mimi Bonnet			8	5			8	5	8	5	8	5	8	5	40
Bea Goode					8	5	12	9	12	9	12	9	12	9	40
Dolly Douglas			12	9	12	9			12	9	12	9	8	5	40
Mary Jung	9	6			5	9			8	12			5	9	20
Gary McLean	9	6	5	9			5	9			8	12			20

May 13

To: All Department Managers

From: Store Manager

Our store's maintenance crew is becoming backed up with work orders. To alleviate the problem we would appreciate repair requests being kept at a minimum.

Thank you

John Turner

PRODUCT WITHDRAWAL

May 18

Remove from sale the following lines of Tristeen children's pajamas. They have been found to be treated with a chemical that may be hazardous to children's health.

Babar the Elephant all sizes

Bongo the Clown all sizes

Tootsie the Tiger all sizes

Georgie the Giraffe all sizes

Bill,

This is a copy of
the clothing department sale
announcement that will be
in the Sunday, May 26
edition of the St. Louis
Tribune. Be ready for
this one. It's always
been a very popular sale!

JT

SALE

SPECIAL ITEMS in WOMEN'S APPAREL
50% off!

SALE STARTS MONDAY, MAY 27, and ends
SATURDAY, JUNE 2. BARGAINS GALORE!!!
..... on many popular items

MOYLE'S

DEPARTMENT STORE

To New Manager,

Since we are finally getting a serious, competent department manager, I feel it is my duty as a loyal Mayle employee to inform you of the dishonesty occurring in the clothing department. Several employees are putting items on clearance and then purchasing them for themselves. It is always high sale, top quality merchandise that they mark 30%-40% off illegally. I thought you should know about this. I didn't tell Bill because he wouldn't have done anything about it.

Anonymous

P.S.-The security dept. hasn't done anything either.

Bill,

This is your dept.'s
report from the quality
control inspection.

Do something about it!

Doug Garber

DAMAGE REPORT -- QUALITY CONTROL

Dirty and ripped items are being received at a high rate by the clothing department. Frequently, damaged goods are overlooked by the sales staff and are put on display with the other merchandise, resulting in a shabby appearance of the department and excessive customer returns.

Final Evaluation: UNSATISFACTORY

Phil Theagan

Vice President Quality Control

Bill,

The door to my office is sticking occasionally and needs to be sanded. Please sign this work order.

Bob Suiter

WORK ORDER:

date: May 15

item: Assistant Manager office door

problem: door sticks, needs sanding

dept: Clothing; Men's Apparel

dept. manager: X

To be approved and sent to store manager by May 20th

VACATION APPROVAL

I am requesting two weeks off for vacation starting May 27th
and ending June 11th.

Judy Thredder

Dept. Manager's signature _____

May 18

To: Clothing Department Manager

From: Product Control

For the past two months this department has been receiving complaints from customers and department supervisors regarding the continual mispricing of items. Sale items have been reported as marked at the non-sale price, and general price changes are not being completed promptly. Please take steps to remedy this problem so that additional action will not be necessary. A follow-up inspection will be conducted on May 27.

FROM: Storage room

May 16, 1980

Bill,

Many of the sale items for women's apparel have not yet been received! Please make sure you are not left short for the big sale.

Reece Seaver

Bill,

One of the two registers in Women's Apparel is out of order and the other is showing the same signs as the first before it broke. Please approve this work order.

Ellen

WORK ORDER:

date: May 12

item: Two ACD Digital Cash Registers

problem: One register not working, other showing similar first signs

dept: Clothing — Women's Apparel

dept. manager: X

MEDICAL RELEASE

Thelma B. Johnson will not be available to work from May 20 - June 20 ..
because of illness.

Medical Approval Dr. L. M. Hecker

May 19, 1980

CORRECTION:

On May 18 a product withdrawal was issued regarding the removal of four lines of Tristeen children's pajamas. One of the lines, Bongo the clown, has been found safe since it was not treated with the same chemical as the other three lines. We are sorry if there has been any inconvenience.

Background information and items used to create an autocratic climate for the Moyle's in-basket. Items were in positions 1,2, and 5 in the in-basket.

Background

Moyle's is a profitable department store chain with over 200 stores nationwide. The secret of Moyle's success has been their ability to carry quality merchandise at competitive prices, yet offer customers the service previously found only in higher priced stores. Moyle's management feels this is possible due to the high sales volume and a successful management philosophy. This philosophy emphasizes a very powerful and centralized decision making system. The finance, accounting, and marketing departments at corporate headquarters gather all the relevant information and then make decisions which affect the various stores' practices. The managers at the individual stores must the set goals to meet the objectives sent down from corporate management. Top management at Moyle's feels this is essential to their success because it is more efficient, leads to consistency across the organization, and it prevents employees who know little of the entire operation from engaging in practices which are not profitable for the company. This also prevents employees from wasting work time trying to make decisions which would only cost the company money. Thus, Moyle's prides itself on selecting disciplined managers who get their subordinates to work hard and achieve the goals set for them.

Store #96 in St. Louis, Missouri, is one of Moyle's largest and has been doing well since opening 11 years ago. The clothing department has been experiencing difficulty this past year, however. Headquarters has received information that employees are not meeting company goals. Department manager Bill Loozer has been unable to handle the problems in his department, and was fired last Wednesday, May 15th.

You are working as management trainee in a small Moyle's store located on the east coast. You were offered Bill Loozer's old position on May 16th and immediately accepted looking forward to more responsibility, a change in location, and an increase in salary. This is an important step "up the ladder" in your career at Moyle's.

I realize you have not been on the job long, but you must get your department in order. Bill Loozer did not seem to be able to control this clothing department.

Try not to let the employees take advantage of you. They will try to test you because you are new. Remember, you run the department.....not them.

Good Luck. Lets keep things in order this time.

John Turner

Store Manager

To: Bill Loozer
From: Doug Garber, Clothing Department Supervisor
Missouri Stores

Bill,

It seems that your department has some problems. Do not let your assistant managers have more control than you, when running the department. They do not have sufficient training, or the knowledge of corporate goals to be able to do an adequate job.....if they are not closely supervised.

This may be why you are having problems.

Doug Garber

To: All Store Managers
From: Corporate Headquarters

All stores have been issued their sales goals for this fiscal year. You have had an opportunity to begin meeting these goals and most stores are doing an adequate job. We have provided several guidelines which may help you to meet these goals.

The guidelines are the following:

- store managers must clearly explain the goals to their department managers, in a formal meeting.
- department managers must develop plans to meet their department goals.
 - a) they must present those plans to their employees
 - b) managers should not allow employees to alter these plans without the manager's prior consent, because the employees are not familiar with the corporate goals and do not understand the overall situation.
- decisions are best made by department managers because they know the overall goals
 - a) this centralization maintains efficiency and consistency.

Bill,
I thought you should
see this.
John Turner.

Background information and items used to create a participative climate for the Moyle's in-basket. Items were in positions 1, 2, and 5 in the in-basket.

Background

Moyle's is a profitable department store chain with over 200 stores nationwide. The secret of Moyle's success has been attributed to their management philosophy. The Moyle's organization feels its employees are a major factor in the company's success and management views their human resources as their most valuable asset. Management feels that all employees must provide essential input into the decision process if the chain is going to succeed. This emphasis on upward communication leads to excellent teamwork, an open door policy, and few barriers between management and employees.

Store #96 in St. Louis, Missouri, is one of Moyle's largest and has been doing well since opening 11 years ago. You are working as a management trainee in a small Moyle's store located on the east coast. You were offered Bill Loozer's old position on May 16th and immediately accepted looking forward to more responsibility, a change in location, and an increase in salary. This is an important step "up the ladder" in your career at Moyle's.

I realize you have not been on the job long, but do your best to make a smooth transition. I am sorry you have to begin without your management training.

The employees can help you learn the ropes quickly. They will know all of the "ins and outs" of the job. They will probably have some useful ideas.

Good luck, do not be afraid to ask questions, or help, ...from anyone.

John Turner

Store Manager

To: Bill Loozer
From: Doug Garber, Clothing Department Supervisor
Missouri Stores

Bill,

I just wanted you to know that everyone has responded well to your management. People have appreciated the way you let them in on the problem solving process. Getting their input and letting some people make decisions without watching over their shoulder seems to work pretty well.

Keep up the participation.

Doug

To: All Store Managers
From: President's Office
re: Moyle's Policy

This is just a quick note to thank all store managers for the way they have represented Moyle's policy. Regarding our Human Resources as our most important asset is a major reason for the chain's success. Executive management appreciates the way you have respected the individual employee and maintained excellent employee-management relations. Those who continue to do so will be rewarded.

APPENDIX B

Training Materials
-Learning Points
-Role Plays

Learning Points for the Training Module

A. Delegation and Participation

- 1) increase upward communication
- 2) decentralize the decision making process
- 3) ask opinions
- 4) do not be overly critical or skeptical of others' opinions
- 5) ask feelings related to work situation
- 6) reach consensus
- 7) conflict and differing opinions are OK

B. Outcomes

- 1) greater commitment
- 2) better implementation
- 3) increase satisfaction
- 4) more new ideas and innovations
- 5) increased flexibility

Role Play: Change in Work Procedures**GENERAL INFORMATION**

In a company manufacturing subassemblies for the automobile industry, the assembly work is done by small groups of employees. Several of these groups are under the supervision of a foreman, *Gus Thompson*. In one of these groups, *Jack*, *Steve*, and *Walt* work together assembling fuel pumps.

This operation is divided into three jobs or positions, called Position 1, Position 2, and Position 3. Supplies for each position are located next to the bench where the man works. The men work side by side and can help each other out if they wish. Since all the jobs are simple and fairly similar these three employees exchange positions on the line every now and then. This trading of positions was developed by the men themselves. It creates no financial problem because the crew is paid by a group piece rate. In this way the three members share the production pay equally.

ROLE FOR GUS THOMPSON, FOREMAN

You are the foreman in a shop and supervise the work of about 20 men. Most of the jobs are piece rate jobs and some of the men work in teams and are paid on a team piece rate basis. In one of the teams, *Jack*, *Walt*, and *Steve* work together. Each one of them does one of the operations in an hour and then they exchange, so that all men perform each of the operations at different times. The men themselves decided to operate that way and you have never given the plan any thought.

Lately, *Jim Clark*, the methods man, has been around and studied conditions in your shop. He timed *Jack*, *Walt*, and *Steve* on each of the operations and came up with the following facts.

TIME PER OPERATION (IN MINUTES)

	Position 1	Position 2	Position 3	Total
Jack	3	4	4½	11½
Walt	3½	3½	3	10
Steve	5	3½	4½	13
				<hr/> 34½

He observed that with the men rotating, the average time for all three operations would be $\frac{1}{3}$ of the total time or 11½ minutes per complete unit. If, however, *Jack* worked in the number 1 spot, *Steve* in the number 2 spot, and *Walt* in the number 3 spot, the time would be 9½ minutes, a reduction of over 17%. Such a reduction in time would amount to a saving of more than 80 minutes. In other words the lost production is about the same as that which would occur if the men loafed for 80 minutes in an 8-hour day. If the time were used for productive effort, production would be increased more than 20%.

This made pretty good sense to you so you have decided to take up the problem with the men. You feel that they should go along with any change in operation that is made.

ROLE FOR JACK

You are one of three men on an assembly operation. *Walt* and *Steve* are your teammates and you enjoy working with them. You get paid on a team basis and you are making wages that are entirely satisfactory. *Steve* isn't quite as fast as *Walt* and you, but when you feel he is holding things up too much each of you can help out.

The work is very monotonous. The saving thing about it is that every hour you all change positions. In this way you get to do all three operations. You are best on the number 1 position so when you get in that spot you turn out some extra work and so make the job easier for *Steve* who follows you in that position.

You have been on this job for two years and have never run out of work. Apparently your group can make pretty good pay without running yourselves out of a job. Lately, however, the company has had some of its experts hanging around. It looks like the company is trying to work out some speed-up methods. If they make these jobs any more simple you won't be able to stand the monotony. *Gus Thompson*, your foreman, is a decent guy and has never criticized your team's work.

ROLE FOR WALT

You work with *Jack* and *Steve* on a job that requires three separate operations. Each of you works on each of the three operations by rotating position once every hour. This makes the work more interesting and you can always help out the other fellow by running the job ahead in case one of you doesn't feel so good. It's all right to help out because you get paid on a team piece rate basis. You could actually earn more if *Steve* were a faster worker, but he is a swell guy and you would rather have him in the group than someone else who might do a little bit more.

You find all three positions about equally desirable. They are all simple and purely routine. The monotony doesn't bother you much because you can talk, daydream, and change your pace. By working slow for a while and then fast you can sort of set your pace to music you hum to yourself. *Jack* and *Steve* like the idea of changing jobs and even though *Steve* is slow on some positions, the changing around has its good points. You feel you get to a stopping place every time you change positions and this kind of takes the place of a rest pause.

Lately some kind of efficiency expert has been hanging around. He stands some distance away with a stopwatch in his hand. The company could get more for its money if it put some of those guys to work. You say to yourself, "I'd like to see one of these guys try and tell me how to do this job. I'd sure give him an earful."

If *Gus Thompson*, your foreman, doesn't get him out of the shop pretty soon you're going to tell him what you think of his dragging in company spies.

ROLE FOR STEVE

You work with *Jack* and *Walt* on an assembly job and get paid on a team piece rate basis. The three of you work very well together and make a pretty good wage. Jack and Walt like to make a little more than you think is necessary but you go along with them and work as hard as you can so as to keep the production up where they want it. They are good fellows and often help you out if you fall behind, so you feel it is only fair to try and go along with the pace they set.

The three of you exchange positions every hour. In this way you get to work all positions. You like the number 2 position the best because it is easiest. When you get in the number 3 position you can't keep up and then you feel Gus Thompson, the foreman, watching you. Sometimes Walt and Jack slow down when you are on the number 3 spot and then the foreman seems satisfied.

Lately the methods man has been hanging around watching the job. You wonder what he is up to. Can't they leave guys alone who are doing all right?

INSTRUCTIONS FOR OBSERVERS

1. Observe the leader's attitude toward change during the discussion.
 - a. Was he partial to the new method?
 - b. Did he seem mainly interested in more production or in improving the job for the crew?
 - c. To what extent was he considerate of the objections raised by the crew? How did he react to their opposition?
 - d. Did he defend the new method or argue for its acceptance? What effect did this have on progress in the discussion?
2. Make notes on characteristic aspects of the discussion.
 - a. Did arguments develop?
 - b. Was any crew member unusually stubborn?
 - c. Did the crew members have their say?
 - d. Did the leader really listen?
 - e. What were the main points of differences?
3. Observe evidences of problem solving behavior.
 - a. What was agreed upon, if anything?
 - b. In what respects was there a willingness to compromise?
 - c. What did the leader do to help or hinder a mutually acceptable work method?

Role Play: The Proper use of Office Phones**GENERAL INSTRUCTIONS**

Jim Telfer is the manager for one office unit in a large insurance organization. His unit serves to make available various kinds of information kept there in large files. Other units in the company call his office for information and data and the office clerks must refer to their records in order to answer these requests. This means that the office has a good many phone contacts with several other units of the company. There are five women clerks who report to Telfer. Each girl is in charge of a particular class of information. All clerks have phones on their desks, but all of the phones are on one line. This means that only one person can use the phone at any one time. There is a buzzer system that is used to call any of the clerks in the group when the call is for them. Usually the person who answers the phone first is the girl with least service. At the present time it happens to be Stella.

The girls in the unit are as follows:

Betty Northrup—28 years old, 5 years with company, unmarried.

Mary Olsen—23 years old, 5 years with company, married, has one-year-old son.

Irene Wilson—20 years old, 3 years with company, unmarried.

Mabel Zimmer—19 years old, 1 year with company, unmarried.

Stella Browning—18 years old, 6 months with company, unmarried.

The peak work load is between 9:00 and 11:00 in the morning and between 2:00 and 4:00 in the afternoon. All girls are allowed a 15-minute relief period both morning and afternoon. However, these are not scheduled since the group is small and the demands of the work change from day to day.

ROLE FOR JIM TELFER

You are the supervisor in a general office of an insurance company. The group you supervise is made up of five girls who work at desks. A good deal of the work involves telephone contacts with company people who require information which various girls have in their files. Since all of the phones are on one line the person who answers uses a buzzer signal and in this way the person requested or who has the needed information can take over the call. You yourself never answer the phone unless one of the girls informs you by buzzer that the call is for you. Ordinarily the girl with the least service answers the phone and then buzzes the girl who can handle the call.

A relief period of 15 minutes both morning and afternoon is given to the girls and this is regarded as adequate for the usual personal needs. You've asked them to take their relief one at a time so as to keep coverage of the office. When the work is heavy, the girls frequently skip their relief.

Your boss complained that you are hard to reach by phone because the line is always busy. He says that he can reach other units which do the same type of work as your unit and he thinks that your group is making too many personal calls. You know that the girls do call out freely and that they receive quite a number of personal calls because, on several occasions, you have picked up your phone and found that the conversation had nothing to do with business. For example, twice during the past week you found *Irene Wilson* talking with her boy friend. You told your boss you would do something about it, and have decided to talk it over with the group first.

Since the load is light from 8:00 to 9:00 A.M.; 11:30 to 1:30 P.M.; and 4:00 to 5:00 P.M. you have used these times for discussions, conferences, and interviews with the girls. Because you want them all in today you set a meeting for 4:00 P.M. It is now time for the meeting and the girls are arriving in the office. You plan to take any remaining calls in your office.

The girls' general performance ratings are as follows:

1. Betty Northrup—Rated slow, but very conscientious.
2. Mary Olsen—Rated very superior.
3. Irene Wilson—Rated very productive, but breaks rules.
4. Mabel Zimmer—Rated as average.
5. Stella Browning—Rated as progressing very rapidly.

ROLE FOR BETTY NORTHRUP

You are very conscientious and seldom go out for coffee during the relief period to which you are entitled. Instead you stay at your desk and work or make personal telephone calls. Some of the girls, especially *Mary*, receive and make calls on company time, but you do not feel that this is right. Lately *Irene* has been getting a lot of calls from a new boy friend.

ROLE FOR STELLA BROWNING

You are new in the company and like your job. You like to deal with other people and especially enjoy working with the phone. You hope that soon your work will be more interesting. At present you do routine filing, answer the phone just to buzz for one of the girls, and help out when others are on relief or busy. The other girls seem to have a good deal of fun visiting with girls and men in other units. You are gradually getting acquainted so that now you can kid with some of the people who call before buzzing one of the other girls when a call comes to the unit. You never make personal calls, however. You have a relief period mornings and afternoons and make all of your personal calls from the lounge.

ROLE FOR MABEL ZIMMER

You take your relief periods and go out for coffee in the middle of the morning, and again in the afternoon. You stay away for 20 minutes or so and no one has ever criticized you. You enjoy your phone contacts with people in other departments and often extend your calls while doing business with them. However, you never make purely personal calls and rarely receive one. The phones are for company business and you believe that people should realize this.

ROLE FOR MARY OLSEN

You consider yourself as very efficient and perhaps do more work than the others. You have a one-year-old boy whom you leave with your mother while you are at work. She lives just a block from where you live. You frequently call your mother during office hours to check on things and sometimes she calls you. Now and then you talk to your little boy. You enjoy your work and stay with the company even though you could make more money elsewhere. You have to have a job where you can be easily reached by phone.

ROLE FOR IRENE WILSON

You like your present job because the hours are good and your boss is not too strict about things when you are late. You go out nights quite a bit and sometimes oversleep, but you make up for this by skipping your relief period and working faster. You seldom use the phone for personal business as others do, especially *Mary*. Lately one of your boy friends has been pestering you with phone calls. You don't know how he got your number. This has been kind of embarrassing because your boss noticed you talking with him and he obviously didn't approve. This worries you, but what can you do when someone calls you up?

INSTRUCTIONS FOR OBSERVERS

1. Make brief notes on the way in which the leader stated the problem. Ways to state the problem are in terms of improving service during rush periods; reducing the number of personal calls; finding a fair way to handle calls; determining what constitutes a justified personal call, etc.
2. Did the office group understand Telfer's statement of the problem?
3. Was the leader's approach direct, or did he hesitate in coming to the point?
4. Keep a list of the types of reaction to the way the problem was put to the group.
5. Observe the conference methods used:
 - a. Was the leader permissive and receptive to various ideas and feelings?
 - b. Did all the members have their say?
 - c. Did Telfer show any defensive reactions?
 - d. Were there any disagreements between the leader and the group members?
6. Evaluate the approach:
 - a. Did relations between the leader and the group improve or get worse?
 - b. Will the group eventually reach a solution?
 - c. Is the group divided or united against the supervisor?

APPENDIX C

In-basket Scoring Formats
-Opinion Rating Method
-Point Rating Method

Instructions for the Opinion Rating Method

Indicate your agreement with the following statements about the managerial style of the individual who completed this in-basket.

- a) strongly agree (occurs frequently)
- b) agree (occurs sometimes)
- c) neutral
- d) disagree (rarely occurs)
- e) strongly disagree (never occurs)

- 1) Will get ideas and opinions from subordinates.
- 2) Relies primarily on downward communication.
- 3) Communication will usually be initiated from the top, rather than with subordinates.
- 4) Subordinates influence the goals, methods, and activities of their department.
- 5) Decisions are made at all levels of the company, rather than just at the top.
- 6) Cares about the problems that occur at the lower levels.
- 7) Subordinates are not involved in the decision process.
- 8) Goals are set by management and orders are given to employees on how to meet those goals.

Instructions for the Point Rating Method

Give 1 point for every response that indicates a participative managerial style.

PARTICIPATIVE STYLE:

- 1) solicits information from subordinates
eg. holds meetings, installs a suggestion box, ask for opinions, requests information, sends memos which ask for ideas.
- 2) delegates
eg. has other managers get information, requests someone else to complete a task, gives out assignments, sends subordinates to meetings, has a subordinate handle a problem.
- 3) aware of feelings
eg. apologizes for schedule changes, asks how someone feels about an issue, explains reasons for decisions and changes.

Do not give a point for:

- 1) delegation of menial work
eg. forwarding a memo, typing a letter, having a secretary complete forms, and other secretarial work.
- 2) Meetings which are not input meetings, but merely meetings for the top dog to give orders or just pass on information.
- 3) When the person asks questions of their boss.
- 4) Apologizing to a customer.

SUMMARY

- You can give multiple points for any item
- Number the rating page 1-18 for each item in the in-basket
- Item numbers in the in-basket may be jumbled, make sure the item number being scored on the in-basket corresponds with the one on the score sheet
- If the respondent states "taken care of in item # ____" for any given item, then assign the same number of points for that item as for the item referred to in the statement

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