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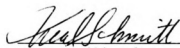
TRAINEE ATTITUDES AND ATTRIBUTES:
NEGLECTED INFLUENCES OF TRAINING
PROGRAM EFFECTIVENESS

presented by

Raymond Andrew Noe

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Psychology


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Neal Schmitt

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TRAINEE ATTITUDES AND ATTRIBUTES: NEGLECTED INFLUENCES OF
TRAINING PROGRAM EFFECTIVENESS

By

Raymond Andrew Noe

A DISSERTATION

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ABSTRACT

TRAINEE ATTITUDES AND ATTRIBUTES: NEGLECTED INFLUENCES OF TRAINING PROGRAM EFFECTIVENESS

By

Raymond Andrew Noe

This study examined the influence of trainees' attitudes on training program effectiveness. A causal model was developed integrating theories from industrial psychology, organizational behavior, and educational psychology. It was hypothesized that learning, behavior change, and performance improvement were the result of a number of factors: trainees' locus of control, reaction to skill assessment, job involvement, career attitudes, motivation to learn, environmental favorability, and motivation to transfer.

Data were collected from 107 school educators who were candidates for school administrative positions and were eligible to participate in a training program designed to improve problem analysis, judgment, organizational ability, decisiveness, sensitivity, and leadership skills. A pre-test post-test experimental design was used to evaluate the effectiveness of the program. Sixty educators were chosen to participate in the training program. Forty-seven educators who did not participate in the program served as the comparison group. Prior to training, members of both groups completed a questionnaire designed to measure the attitudes believed to influence training program effectiveness.

Learning, behavior, and performance criteria were collected prior to, and three months following training.

Evaluation of the training program revealed a significant improvement only for self-reported behavior and performance following training. No statistically significant improvements in trainees' behavior or performance as assessed by teachers' or support staff personnel were found. Also, no significant improvement in trainees' knowledge of the key behaviors related to the administrative and interpersonal skills emphasized in the program from pre-training levels was found.

Path analyses were conducted in order to determine the relationship between trainee attitudes and learning, behavior change and performance improvement. The results indicated that locus of control was related to exploratory behavior, exploratory behavior was negatively related to pre-training motivation, and reaction to skill assessment was linked to satisfaction with the training program.

Contrary to the hypothesized model, pre-training motivation was not related to learning. Limited evidence was found for post-training motivation as a moderator of the learning-behavior change relationship. A number of unexpected relationships were found. Job involvement was an important determinant of career planning and learning. Also, career planning was positively related to behavior change.

The implications of these findings are discussed for both research and practice.

ACKNOWLEDGEMENTS

This dissertation as well as my graduate career could never have been successfully completed without the encouragement and support of a number of people. First, I want to thank all of the teachers I have had in the past twenty-seven years for giving of themselves so that I could learn. I want to particularly thank the past and present members of the Industrial/Organizational faculty at Michigan State University including Drs. Mary Zalesny, Kevin Ford, Steve Kozlowski, Ben Schneider, Dan Ilgen, Ken Wexley, and Neal Schmitt, for providing me with the ingredients necessary to develop into a professional (opportunities, direction, constructive criticism, comic relief, and an occasional cold beer). Neal Schmitt deserves a special pat on the back. Words can not describe my sincere appreciation to Neal for all that he has done for me during my graduate studies. His patience, friendship, guidance, good humor as well as technical expertise are just a few of the qualities that will make me miss interacting with him on a daily basis. If one had to develop the "ideal" university professor, Neal would certainly be the model.

A number of other individuals deserve to be recognized. I want to thank Dr. Paul Hersey and the National Association of Secondary School Principals for providing financial support not only for this project but for my food and rent money for the last five years. Special thanks go to Lisa

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Chapter I

INTRODUCTION

Training and management development activities are currently receiving increased attention in both industrial and academic circles. This emphasis is illustrated by recent figures which indicate that organizations spend upward of \$30 billion dollars annually for training programs involving 15 billion work hours (Huber, 1985). In the academic community, the importance placed on training and development is reflected by the fact that the Annual Review of Psychology has devoted two chapters in the last five years to the topic of personnel training (see Goldstein, 1980; Wexley, 1984). The majority of applied work and academic research has focused on the appropriateness of various instructional methods, needs assessment, and evaluation methodology.

Although the "bottom line" for most training programs is effectiveness, little attention has been devoted to studying why training programs are effective for some individuals and ineffective for others. Training and management development activity usually involves planned experiences designed to bring about permanent change in an individual's knowledge, attitudes or skills (Campbell, Dunnette, Lawler, & Weick, 1970). Typically, training effectiveness is determined by assessing some combination of trainees' reactions to the program content and training

process, knowledge acquisition, behavior change, and performance improvement (Kirkpatrick, 1967). Trainees differ in attitudes, abilities, interests, values, skills, and expectations. Determination of how these differences influences the effectiveness of training programs is paramount in order to understand how to increase the likelihood that behavior change and performance change will result from participation in training programs.

The concept of trainability may be useful for understanding why learning, behavior change, and performance improvement differ among training program participants. Wexley & Latham (1981) describe trainability as a function of the participant's ability and motivation [Trainability = $f(\text{Ability}, \text{Motivation})$]. The cognitive and psychomotor skills that trainees' possess directly influence whether or not they will be able to understand and master the content of the training program. However, as Maier (1973) indicated, even if trainees' possess the necessary ability needed to learn the material presented in the training program, performance will be poor if motivation is low or absent. Steers and Porter (1975) suggested that motivation is composed of an energizing, directing, and maintenance component. In a training situation, motivation can be seen as a force that influences enthusiasm about the program (energizer), a stimulus that directs participants to learn and attempt to master the content of the program (director), and a force that influences the use of newly acquired

knowledge and skills even in the face of criticism and lack of reinforcement (maintenance).

Along with ability and motivation, trainees' perceptions of the work environment are an additional factor that determines trainability and program effectiveness. Specifically, an individual's perceptions of the extent to which the social context (supervisors, coworkers) of the work setting provides reinforcement and feedback may influence learning, behavior change, and performance improvement. A supportive work climate in which reinforcement and feedback from coworkers is obtained likely increases the chances that skills learned in training will transfer to the work environment, i.e., trainees will use the skills acquired in training on-the-job (Bahn, 1973; Marx, 1982; Salinger, 1973).

In addition, trainees' perceptions regarding task constraints such as lack of equipment or financial resources may indirectly influence behavior change and learning by reducing motivation to learn new skills or application of these skills to job tasks. As the work by Peters and his associates indicates (e.g., Peters, Rudolf, O'Connors, 1980), task constraints have an inhibiting effect on individual performance.

Therefore, trainability is believed to be a function of three factors: ability, motivation, and perceptions of environmental favorability, i.e., $\text{Trainability} = f(\text{Ability}, \text{Motivation}, \text{Environmental Favorability})$. However, the

majority of research has focused on the ability component, that is, the relationship between trainees' prerequisite ability levels and mastery of training program content. For example, work on miniaturized training and trainability testing have demonstrated that an individual's performance on a sample of tasks s/he will be expected to perform in training is related to satisfactory completion of the training program (Gordon & Cohen, 1973; Siegel, 1973).

Few studies have attempted to determine the factors that influence trainees' motivation to learn in a training program. Additionally, no systematic study of the influence of trainees' perceptions of feedback, support, and opportunities to practice newly acquired skills (environment favorability) has been undertaken. Ryman & Biesner (1975) found that a measure of confidence of successful completion of a Navy diving training class was useful for predicting success and class dropout rates. The greater the trainee's confidence that s/he would complete the training program, the greater the likelihood the trainee would successfully complete the program. Tubina & Ben-Shakar (1982) assessed the suitability of substituting an objective questionnaire for a personal interview used by the Israeli Army for predicting the training success of new enlistees. Six traits were measured including activeness, independence, sociability,, responsibility, promptness, and motivation to serve in a combat unit. A significant relationship was found between the motivation to succeed in training and a

composite criterion which included a ranking of training performance, assessment of the probability of becoming an officer, and a sociometric measure of the trainee's peer popularity. Neither of these studies attempted to develop a theoretical basis for the factors they believed affected trainees' motivation to learn.

Individual attributes and attitudes have been one of the major foci of Industrial/Organizational Psychology since the Hawthorne studies. However, little is known concerning how trainee attributes and attitudes influence motivation to learn program content, motivation to use acquired skills, and subsequent changes in on-the-job behavior and performance. The purpose of this study is to investigate the influence of trainee attributes and attitudes on motivation to learn and the relationship between motivation to learn, environmental favorability, and training program effectiveness. Specifically, a preliminary model of the influence of trainee attributes and attitudes on training program effectiveness is proposed and developed through the use of path analytic techniques. The variables included in the model are based on relevant theory and research findings from the industrial/organizational psychology literature (see Figure 1-1). A discussion of the criteria used to evaluate training effectiveness is next presented, followed by an overview of the model, and an in-depth review of the theoretical and empirical support for the variables included in the model and their suggested linkages.

Assessing Training Effectiveness

The evaluation of training program effectiveness requires the assessment of several indicators. As Goldstein (1974) indicates, "there are few, if any, single measures, that can adequately reflect the complexity of most training programs..." (p.58.). Kirkpatrick (1967) presented a hierarchical model outlining the criteria applicable to evaluating training programs. This hierarchy is composed of four levels of training effects: reactions, learning, behavior, and results. Each training effect is believed to influence the preceding level in the hierarchy.

Reaction criteria, the lowest level in the hierarchy assess trainees' satisfaction with the content and administration of the training program (e.g., attitude survey with questions concerning content of the training program and competence of the trainers. Positive trainee reactions are a necessary prerequisite for learning to occur. Learning criteria directly assess the extent to which the content of the training program has been mastered (e.g., achievement tests). Trainees must master the content of the training program before behavior change can occur. Behavior criteria measure the extent to which improvements in behavior on-the-job result from participation in the training program (e.g., behaviorally-oriented questionnaire completed by trainee's supervisor and peers). Behavior change is likely a prerequisite for improvements in trainee's job performance. The final level in the hierarchy,

results criteria, involves the collection of objective measures of individual and organizational effectiveness such as turnover, reduced costs, or quality or quantity of production. Effective training should not only result in learning and behavior change, but it should contribute to organizational effectiveness. Unfortunately, it is often difficult to collect results criteria. Also, it may be difficult to attribute the improvements in results criteria specifically to training because of the plethora of other factors such as organizational strategy and customer demands that influence such measures. As a result, performance criteria are often used as a substitute for results criteria. Performance criteria are used to assess the extent to which training results in improved performance on important job tasks or functions (e.g., behaviorally-anchored rating scales). Trainees should master the content of the training program and subsequently alter their behavior or it is unlikely that improvements in job performance will occur.

A number of studies have provided indirect support for Kirkpatrick's hierarchical model of training effects. For example, Fleishman (1953) found that favorable reactions and learning occurred after supervisors participated in a human relations course that emphasized use of a person-oriented leadership style. Fromkin, Brandt, King, Sherwood, and Fisher (1974) collected reactions, learning, and behavior criteria to evaluate the effectiveness of a human relations course intended to teach police officers new interpersonal

skills. Police officers who participated in the program responded positively to the program and demonstrated greater knowledge of alternative behaviors (less aggressive reactions to incidents) and assumed greater responsibility for their interactions with the public in comparison to officers who did not participate in the training program. Latham, Wexley, and Purcell (1975) compared the effectiveness of two training methods (workshop vs. group discussion) to minimize managers' errors in rating job applicants. Trainees' who participated in the workshop learned more (they committed less rating errors) and perceived greater improvements in job behavior than the group discussion trainees. Although a self-report measure was used, the results support the link between learning and behavior change, i.e. the group that learned more reported greater behavior improvement on-the-job.

One study specifically tested the feasibility of a hierarchical model of training effectiveness. Using path analytic techniques, Clement (1978) tested an extension of Kirkpatrick's (1967) model. The model was identical except that the results level was divided into two levels, organizational effectiveness indicators and improvements in organizational goals. Support was found for the causal link between trainee reactions and learning, and learning and behavior change.

In summary, training effectiveness may be determined by the use of reaction, learning, behavior, and/or results

criteria. Each criterion serves as an indicator of a different effect of the training program, i.e., trainee satisfaction, learning, behavior change, improvement in objective measures of individual and organizational effectiveness, performance improvement. Limited empirical evidence exists to support Kirkpatrick's hierarchical model of training effectiveness.

Proposed Model of the Influence of Trainee Attributes and Attitudes on Training Program Effectiveness

An hypothesized model is shown in Figure 1-1. The model describes the process by which trainees' locus of control, and attitudes concerning their job, career, and work environment influence training effectiveness. Direction of an arrow indicates an hypothesized causal relationship. Absence of an arrow specifies a hypothesis of no relationship between the two factors. It is important to note that few empirical studies have explored the linkages proposed in this model. Additionally, to the author's knowledge this is the first attempt to study the mechanism by which trainees' attitudes and attributes may influence training program effectiveness.

Model Overview

The extent to which the individual is apt to make internal or external attributions regarding work outcomes (locus of control) directly influences his or her reaction to skill assessment, expectancies concerning the link between effort and mastery of training program content

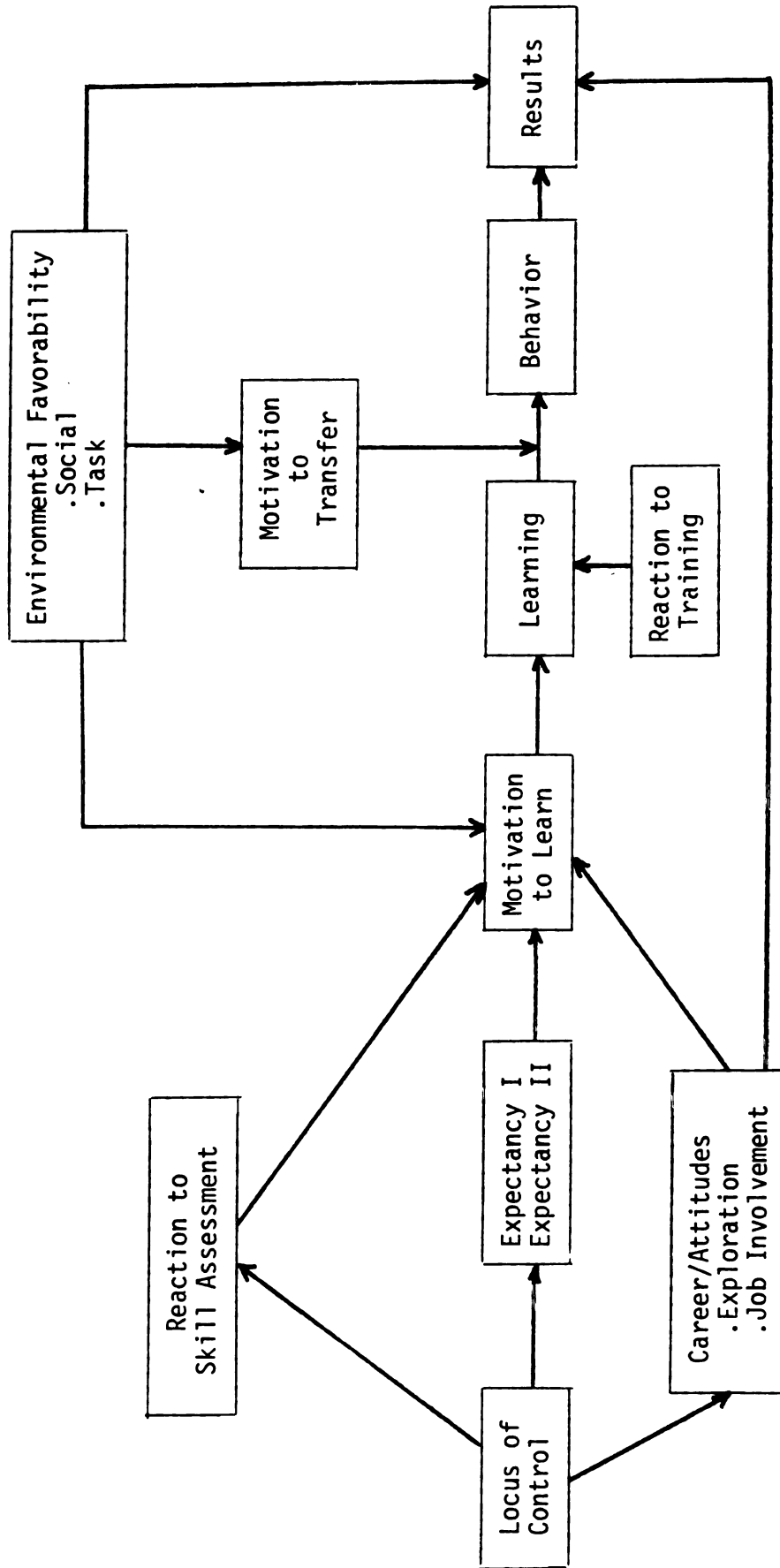


Figure 1-1. A model of motivational influences on training program effectiveness.

(Expectancy I) and rewards resulting from successful completion of the program (Expectancy II), and career and job attitudes. Internals are more likely to identify psychologically with their work and career, perceive effort-performance and performance-outcome linkages, and more likely to accept assessment of their strengths and weaknesses than Externals.

Reaction to assessment of skill needs, expectancies, and career and job attitudes directly influence motivation to learn. Three conditions are necessary for maximal motivation to learn. First, trainees should feel that the assessment of their skill strengths and weaknesses which resulted in their training assignment or opportunity to participate in the training program is accurate. Second, it is essential that trainees believe they can master the content of the training program with a reasonable amount of effort (Expectancy I). Also, it is important that trainees believe that program participation and mastery of content are related to the attainment of desired outcomes such as prestige, horizontal and vertical career movement, enhancement of self-confidence, or salary increases (Expectancy II). Third, motivation to learn is influenced by the extent to which trainees value good job performance, identify psychologically with their job, and engage in career exploration behavior including self-assessment of interests, skill strengths and weaknesses, and career planning. Fourth, motivation to learn is influenced by

trainees' perceptions regarding task constraints and the availability of social support from peers and supervisors. Trainees who perceive the work setting as providing the necessary resources to perform job tasks and have supportive interpersonal relationships with peers and supervisors characterized by open communications and opportunities to receive feedback and reinforcement are likely to be highly motivated to learn.

A direct link between career/job attitudes and performance is hypothesized. Cues in the work environment which can improve performance are likely more salient to highly job involved individuals because performance gains result in self-image improvements which are reinforcing to these persons. As a result, highly job involved trainees are likely to exhibit performance improvements beyond those directly related to training program participation.

Motivation to learn is a direct antecedent of learning, i.e., acquisition of knowledge and skills presented in the training program. Trainees' satisfaction with the trainers and content of training program (reaction criteria) also likely influence subsequent learning. Trainees who believe that the training program was useful and well-organized will likely acquire more knowledge and skills than trainees who are dissatisfied with the program.

The relationship between learning and behavior change is likely moderated by trainees' motivation to use learned skills and knowledge in the work setting. It is hypothesized

that the greatest behavior change will result when trainees have mastered the program content and are highly motivated to use newly-acquired skills on-the-job. Trainees' perceptions regarding the work environment, i.e., task constraints and workgroup support for use of new skills, is hypothesized to influence motivation to transfer. There is a greater likelihood that trainees will be motivated to exhibit new skills or apply new knowledge when the work environment is favorably perceived. Perceptions of environmental favorability can directly influence improvements in job performance. Trainees may master the content of the training program, change their behavior, yet fail to improve job performance because of lack of proper equipment, materials, time demands, or failure of coworkers to provide important job-related information.

Model Components

A brief overview of the model relating training effectiveness to trainee attitudes and motivation and perceptions of the work environment was described in the previous section. In this section, the rationale for inclusion of locus of control and the attitudes shown in the model and the hypothesized relationships implicit in the model are discussed.

Influences on Motivation to Learn

Motivation to learn can be described as a specific desire of the trainee to learn the content of the training program. While intuitively convincing, empirical evidence

regarding the notion that training programs will be more effective for those individuals who are motivated to learn is sparse. Most of the research regarding motivation to learn has been conducted in educational settings in which academic achievement and knowledge acquisition are of primary concern (e.g., Chapman, Cullen, Boersma, & Maguire, 1981; Kahn, 1969; Majoribanks, 1976). A review of the organizational psychology literature indicates that the following attributes and attitudes may significantly influence trainees' motivation to learn:

1. Evaluation of the relationship between behavior and consequences of those behaviors (locus of control).
2. Beliefs that effort will result in mastery of training program content (Expectancy I).
3. Beliefs that desirable outcomes such as recognition, increased pay or promotion may result from successful completion of the training program (Expectancy II).
4. Psychological involvement with the job (Job Involvement) and career exploration behaviors.
5. Reaction to assessment of training needs.
6. Perceptions of Environmental Favorability

Locus of Control

A stable personality trait that is likely to affect an individual's motivation and ability to learn is locus of control. Locus of control is based on social learning theory, specifically the notion that individuals categorize situations according to the probability that favorable outcomes will result from particular behaviors (Rotter, 1966; Phares, 1976). Lefcourt (1966), Rotter (1966), and Phares (1976) describe the various manifestations of locus

of control. Individuals who have an internal locus of control (Internals) believe that positive and negative events are contingent on their own behavior and therefore under personal control. Because Internals feel they can control their environment and improve their condition, environmental stimuli which increase opportunities for self-control are particularly salient to these individuals. Individuals who have an external locus of control (Externals) believe that outcomes are unrelated to their own behaviors, beyond personal control, and therefore attribute the causes for events to luck, fate, or the actions of others.

In a recent review of the effects of locus of control on organizational behavior, Spector (1982) describes a number of studies that addressed the effects of locus of control on employee motivation, job performance, leadership, and satisfaction (e.g., Abdel-Hamil, 1981; Broedling, 1975; Gemmill & Heisler, 1972; Heisler, 1974; Organ & Green, 1974; Szilagyi & Sims, 1975). Results of these studies indicated that Internals tend to exhibit greater job motivation than Externals, i.e., they are more likely to believe that their efforts will result in acceptable performance and that good performance will lead to the attainment of desirable outcomes. Because of their greater level of work motivation, Internals generally are expected to exhibit higher levels of job performance than Externals in situations where desired rewards are contingent on

performance. It is important to note that both instrumentality (effort-performance relationship) and locus of control reflect the extent to which the individual feels influential in the environment. Not surprisingly, Broedling (1975) found that instrumentality and locus of control were moderately correlated. However, locus of control is a more general perception regarding the world; instrumentality is a more specific perception of the current job situation.

The influence of locus of control on career and job attitudes has also received considerable attention. Results of a number of studies have suggested that Internals have higher levels of job involvement than Externals (Daily & Morgan, 1978; Reitz & Jewell, 1979; Runyon, 1973; Wood, 1974). Thornton (1978) found that a career planning workshop had a greater impact on Internals than Externals. Internals reported more career planning activities and career information seeking behavior following the career planning workshop than Externals. Hammer and Vardi (1981) studied the effects of locus of control on career self-management practices of nonsupervisory employees. In settings which encouraged personal initiative in career development, e.g., the organization aggressively recruited employees for transfer, Internals initiated more job moves and were more satisfied with career experiences than Externals. These studies suggest that because Internals are more likely to seek control over their own fate, they are expected to become more involved in their work and career.

The effects of locus of control on individual trainability has been a neglected topic in industrial/organizational psychology. However, evidence from studies conducted on human learning suggest that Internals may have a greater motivation to learn, possess a greater sensitivity to environmental stimuli, and utilize information more effectively than Externals. Seeman and Evans (1962) studied the relationship between locus of control, knowledge, and information-seeking behavior of patients in a tuberculosis hospital. They found that Internals knew more about their condition and were more inquisitive with physicians and nurses. Similarly, Davis and Phares (1967) found that in a task in which subjects were led to believe that they would attempt to influence another person's attitudes, Internals asked a greater number of questions than Externals. In an interviewing task in which interviewee interest was varied by the degree of eye contact, Lefcourt and Wine (1969) found that Internals made more observations of the interviewees' behavior than Externals.

A number of studies have demonstrated the superior ability of Internals to use information for problem-solving in comparison to Externals. Phares (1968) found that Internals were superior to Externals in correct recall of individual characteristics in a marriage partner matching task. Ducette and Wolk (1973) presented high school students with two tasks designed to elicit information processing

capability and cognitive activity. Nonverbal cues from the experimenter suggested the solution to the problem. Internals demonstrated their cognitive superiority over Externals by using task experience to improve performance and discovering a mathematical rule to solve the problem in fewer trials. Wolk and Ducette (1974) presented subjects with the task of identifying typographical errors in a written story. Intentional learning was assessed by the number of typographical errors identified. A test of the subject matter contained in the story measured incidental learning. Internals performed better than Externals in both the incidental learning task and the intentional learning task.

One explanation for Internal's superiority in use of information in comparison to Externals posits that because Internals perceive events as being a consequence of their own actions they are more sensitive to environmental stimuli and therefore make more attempts at retaining and using information. Weiss and Sherman (1973) found that after failing a maze task, Internals attributed causality to their own behaviors, maintained their initial success expectancy, and expended more effort on subsequent tasks than Externals. Additionally, Internals appear to be more motivated to use feedback to correct personal deficiencies. Phares, Ritchie, and Davis (1968) found that Internals were more willing to take overt action to correct experimentally-induced personal shortcomings than Externals. Internals may be more likely to

see feedback as applicable to their own behavior than Externals and therefore are more likely to accept and act upon the message.

Because locus of control is a personality characteristic that contains perceptions of self-controlled beliefs about the ability to improve skills, it should be an important determinant of individual trainability. Spector (1982) suggests it is likely that Internals will exert more effort toward collecting relevant information in a training situation than Externals, because to be successful in training, information must be acquired and assimilated for learning to occur. As Figure 1-1 illustrates, locus of control indirectly influences motivation to learn and training effectiveness through its direct influence on trainees' expectancies, career and job attitudes, and reactions to skill assessment. Internals are more likely to believe that (a) the training content is worth learning, and (b) learning the material is a result of personal effort. Because of the tendency of Internals to accept responsibility for outcomes resulting from their behavior, Internals may react more favorably to assessment of their skill strengths and weaknesses than Externals. In addition, Internals are more likely to engage in behaviors which can provide information about career goals, interests, and skills than Externals. Finally, Internals are more likely than Externals to be job involved, that is, perceive good job performance as self-enhancing and critical for their

self-image.

Expectancies

Cognitive theories of motivation have their origin in the work of Kurt Lewin (1951). According to Lewin, each individual can be regarded as a complex energy field in which all behavior is conceived as a change in some state of a field during a given unit of time. Striving for alleviation of tension both supplies the energy for, and consequently causes all mental activity. Tensions arise when there is a need or desire. As a result of tension, individuals increase their efforts towards goal achievement. Need fulfillment results in tension release and restoration of equilibrium. There are two sources of energy or tension; basic needs such as physiological and safety needs, and quasi-needs which involve a purpose or intention. Quasi-needs occur more frequently than the basic needs and are much less stable. Stimuli (behaviors or objects) which lead to the satisfaction of a tension acquire a valence or a value for reducing tension. This valence determines whether or not the individual will choose the stimuli again to relieve similar tensions. For example, if a person behaved in a manner which unsuccessfully relieved a tension, the behavior would acquire a negative valence for that particular situation and would be less likely evoked in similar situations.

Based on the work of Lewin, modern day researchers developed expectancy theory (Atkinson, 1964, Vroom, 1964,

Porter & Lawler, 1968). The idea that behavior is a function of both the characteristics of the person (needs and desires) and the characteristics of the environment (at the time it was perceived by the individual) was restated in these theories. Behavior is seen as a function of the present expectancy of value attainment in the particular environment and the actual degree of value (valence) placed on available outcomes. The philosophical basis of expectancy theory formulations of human motivation is based on the "economic man" notion. That is, individuals are seen as behaving in a manner that will maximize outcomes given the valence of available outcomes, the types of outcomes available, and the expectancy of achieving the outcomes in the present situation.

At present, expectancy theory is the dominant motivational theory in industrial/organizational psychology (Muchinsky, 1983; Campbell & Pritchard, 1976). Vroom (1964) developed the first expectancy-based motivation theory attempting to explain work motivation. Porter & Lawler (1968) and Graen (1969) subsequently modified Vroom's original formulation of expectancy theory, but the key elements remain the same:

- 1) Individuals have preferences among the outcomes available to them (valences).
- 2) Individuals have expectancies about the likelihood that effort will relate to performance (Expectancy I).
- 3) Individuals have instrumentalities about the likelihood that certain outcomes will follow their performance (Expectancy II).

4) Behavior is determined by the expectancies and preferences that the individual has at the time.

Empirical research has demonstrated that the elements of expectancy theory are positively related to performance, satisfaction, and effort (Heneman & Schwab, 1972; Mitchell, 1974). Validity coefficients generally range from .50 to .60 for within-subjects designs (Matsui, Kagawa, Nagamatsu, and Ohtsuka, 1977; Muchinsky, 1977). These correlations are higher than the average validity coefficients (.30) for across-subject designs (e.g., Lawler & Porter, 1967; Pritchard & Sanders, 1973). While the theory appears to do a better job of predicting the various levels of effort an individual will expend on different tasks than at distinguishing the most motivated from the least motivated person, the validity coefficients for both types of designs reflect some predictability of individual performance from the model.

Expectancy theory provides a useful framework for understanding individuals' motivation to learn in a training program. Trainees have preferences among the various outcomes which could result from participation in the program (valences). Trainees also have expectations regarding the likelihood that involvement in the program (e.g., participating in group exercises, answering questions, practicing skills) will lead to mastery of the training content (Expectancy I). Finally, trainees differ in the extent to which they believe that good performance in the training program (mastery of the material) will lead to

desirable outcomes such as promotion, recognition, or pay increases (Expectancy II). Few studies have used expectancy theory for determining trainee motivation and subsequent training program effectiveness. Moitra (1976) measured trainees' valence, instrumentality, and expectancy via a questionnaire completed before the start of training for employees in typing, design, and supervisory positions. Measures of job satisfaction and perceptions of the transfer of learning were also obtained. The training program was evaluated on the basis of trainee self-report and supervisor ratings of performance improvement four weeks after completion of the training program. Motivation was found to be the most significant predictor of training effectiveness across the three groups of employees. Froman (1977) investigated the relationship between motivational measures and training program effectiveness for alcohol and drug abuse professional workers. Motivation measures focused on a) the extent to which intrinsic or extrinsic job-related goals were desirable, b) the extent to which trainees expected to successfully complete the training, and c) the extent to which the job-related goals were expected to be obtained as a result of successful completion of training. Results indicated that intrinsic motivational variables (decision-making, applying training knowledge on-the-job, self-awareness, feelings of successful accomplishment in helping others, relating better to clients) had some utility in predicting learning criteria which included alcohol

information tests and trainer ratings of trainees' performance.

Using an expectancy theory framework, Hicks (1984) analyzed how the realism of preliminary training information and the amount of freedom individuals had to select training influenced motivation to learn, amount of learning, and training program attendance. The program involved teaching managers of a research and development organization how to conduct a performance review. Main effects for both the type of preliminary training information and degree of choice were found. Participants who received the realistic training preview were more motivated to learn the training material compared to participants who received the traditional training announcement. Also, trainees who had a high degree of choice to attend the program were more motivated to learn, reported that they had learned more, and received higher achievement test scores than trainees who had a low degree of choice. The results of this study should be viewed as preliminary in nature because a post-test only control group design was used. Differences in managers' level of participation in the performance review workshop may have been due to differences in initial skill levels e.g., a greater number of managers with high interpersonal skills may have elected to attend the training workshop than managers with low interpersonal skills, regardless of the type of training announcement or degree of choice to attend the program.

In the hypothesized model illustrated in Figure 1-1, trainees' effort-performance (Expectancy I) and performance-outcome (Expectancy II) perceptions are proposed antecedents of motivation to learn training program content. If trainees perceive that favorable effort-performance and performance-outcome linkages exist, they will likely be motivated to learn the skills or acquire the knowledge emphasized in training. For these individuals, there is a greater likelihood of behavior change and performance improvement as a result of participation in the training program.

Career/Job Attitudes

Exploratory Behavior. Hall (1976) defines a career as the "individual's perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life " (p. 4). One of the few theories that concentrates on adult career development or change rather than career selection was proposed by Super (1957a, 1957b). Super's four work-relevant life stages include:

1-Exploration (15 - 24 years) : Self-examination, role tryouts, and occupational exploration take place through school leisure activities and part-time work.

2-Establishment (25 - 44 years) : Effort made to make a permanent place in an appropriate occupation.

3-Maintenance (45 - 64 years) : Concern with holding place in the world of work.

4-Decline (65 years and up) : Work activities change as mental and physical powers decline. New roles developed as of observer rather than participant in work.

Super's theory emphasizes that a person strives to

implement their self-concept by choosing to enter the occupation seen as most likely to permit self-expression. One of the key assumptions of Super's theory is that any given person possesses the potential for success and satisfaction in a variety of occupational settings.

Jordaan (1963) emphasized exploratory behavior as a key determinant of occupational success and satisfaction. Exploratory behavior refers to mental or physical activities undertaken with the purpose of eliciting information about oneself or one's environment and/or of arriving at a basis for a conclusion which will aid in occupational adjustment, progression, or choice. Exploratory behavior is multidimensional; Table 1-1 illustrates the dimensions of exploratory behavior proposed by Jordaan (1963). Jordaan hypothesized a number of possible outcomes of exploratory behavior including increased self-knowledge, changes in self-perception, the formulation of realistic plans for attaining objectives and goals, and greater differentiation of interests and abilities.

Exploratory behavior is generally thought to occur in career decision making. The search for career information is thought to be generally greater for those initially entering the labor market, but it never ceases. In their process model of career decision making, Mihal, Sorce, and Compte (1984) propose that exploratory behavior may occur almost continuously for most individuals but varies in intensity because of internal, external, or career stage influences.

Table 1-1

Dimensions of Exploratory Behavior
(From Jordaan, 1963)

-
-
1. Intended vs. Fortuitous
 2. Systematic vs. Random
 3. Recognized as Exploration vs. Not Recognized
 4. Self-oriented vs. Environment-oriented
 5. Self-initiated vs. Other-initiated
 6. Contemporaneous vs. Retrospective
 7. Motor vs. Mental
 8. Intrinsic vs. Extrinsic
 9. Behavior-modifying vs. Fruitless
 10. Vocationally Relevant vs. Vocationally Irrelevant
-

The two major sources of information are internal and external -- internal information resulting from memory search and external information obtained from the environment. Internal search involves a cognitive analysis or self-assessment of skill strengths and weaknesses, career values, interests, goals, or plans. External search involves seeking job-related information from friends, family, employment services, counselors, and other career information outlets.

Stumpf and Colarelli (1980) demonstrated that the dimensions of exploratory behavior proposed by Jordaan (1963) could be operationalized and were related to important individual consequences. They found that students who had reported they investigated more functional areas and jobs were rated by interviewers as exhibiting more intended, systematic, and environment oriented exploratory processes than students who had engaged in less of a search for career information. In an extension of their earlier work, Stumpf, Colarelli, and Hartman (1983) constructed a set of scales measuring several aspects of exploratory behavior. The Career Exploration Survey (CES) measures where the individual explores (environment vs. self), how one explores (intended vs. systematic), how much one explores (frequency and amount of information) and the directedness of exploration (focus, number of occupations considered). Table 1-2 defines the various dimensions of the exploration process. The CES also measures reactions to exploratory

Table 1-2

Components of the Exploration Process
(From Stumpf, Colarelli, & Hartman, 1983)

Environment exploration. The extent of career exploration regarding occupations, jobs, and organizations within the last three months.

Self-exploration. The extent of career exploration involving self-assessment and retrospection within the last three months.

Number of occupations considered. The number of different occupational areas on which one is acquiring information.

Intended-systematic exploration. The extent to which one acquires information about oneself or the environment in an intended or systematic manner (e.g., experimenting with different career activities).

Frequency. The average number of times per week that one seeks career information over a three month period.

Amount of information. The amount of information required on occupations, jobs, organizations, and oneself.

Focus. Preference for a particular occupation, job, and organization.

behavior (satisfaction, stress), and beliefs about opportunities (labor market conditions and importance of obtaining a preferred position). Statistical analyses of the CES suggest that the dimensions of the exploration process can be defined and reliably measured by self-report; are free from sources of contaminating bias such as social desirability, age, years of work experience; and that there is variability in the extent to which individuals engage in exploratory behavior. Research has shown that exploratory behavior is positively related to occupational satisfaction and interview performance (Greenhaus & Sklarew, 1981; Stumpf, Austin, & Hartman, 1983).

Career planning is one particular type of exploratory behavior. This is evident in the definition of career planning as an active attempt of the individual to influence and manage the directions of one's career (Thornton, 1978). Few studies have focused on the antecedents and consequences of career planning. Miller, Bass & Mihal (1973) tested career planning efforts consisting of forecasting, goal-setting, action-planning, and group discussion for increasing self-development activities among research and development employees. The criterion consisted of measures taken from personnel records on the number of self-development activities engaged in by participants following the career planning program. Career planning was found useful in enhancing the likelihood of self-development activities (cf. Super & Hall, 1978). Gould (1979) found that

having knowledge of career alternatives, the presence of a strategy for achieving career goals, and the clarity of career plans are related to measures of career effectiveness such as salary and level of organization attained.

As Figure 1-1 illustrates, career exploration is hypothesized to directly influence motivation to learn in training. The extent to which individuals have a realistic idea of their skill strengths and weaknesses may be related to their involvement in exploratory behavior and career planning activities. Those persons who frequently engage in cognitive or environmental search (explorers) likely have a greater understanding of their strengths and weaknesses and interests. Motivation to learn in a training program is likely greater for "explorers" than for individuals who have not engaged in exploratory behaviors. Explorers are likely highly motivated to learn in training programs designed to improve their skills because of knowledge and self-realization of skill weaknesses resulting from their investment and interests in career growth and progression (as evidenced by the frequency and intensity of exploratory behaviors).

Job Involvement. An individual's motivation to improve work-related skills in a training program may be influenced by the extent to which they are job involved, i.e., the degree to which the individual identifies psychologically with work, or the importance of work for the person's total self-image (Lodahl & Kejner, 1965). Besides providing the

initial definition of the construct, Lodahl and Kejner (1965) developed a twenty item scale that measures three dimensions of job involvement (work enthusiasm, work as a measure of self-worth, and work importance). This scale is currently the most widely used measure of job involvement as evidenced by its use in the majority of studies included in a recent review of the topic (Rabinowitz & Hall, 1977).

Various other conceptualizations of job involvement have been made, including (a) the extent to which work is the individual's central life interest, (b) active participation in the job, (c) perceptions of performance central to self-esteem, and (d) performance consistent with one's self-concept. In an attempt to clarify the muddled state of affairs regarding the job involvement construct, Saleh and Hosek (1976) administered multiple job involvement measures used in previous research efforts to samples of students and insurance salespersons. They found that three factors best explained the construct: active participation in the job, the job as central life interest, and the importance of performance for the individual's self-concept. This is consistent with the original definition of job involvement provided by Lodahl and Kejner (1965) which is currently the most widely accepted conceptualization of the construct.

In a study dealing with the relationship between career orientation and job involvement, McKelvey and Sekaran (1977) found that job involvement results from the match between

career influences such as type of job held, professional education and training, and preferred work setting. For example, managers who retained their technical orientation resulting from an engineering background, emphasized the importance of challenge and autonomy on the job. The presence or absence of these factors was directly related to their degree of job involvement. Additionally, Rabinowitz and Hall (1981) found that the correlates of job involvement varied depending on whether the individual is at an early (ages 21-35), middle (ages 36-50), or late (ages 51 and above) career stage. Job characteristics and facets of job satisfaction such as satisfaction with coworkers were more strongly and consistently related to involvement in early career than in any other career stage. In midcareer, involvement was more dependent upon individual characteristics such as a strong work ethic and need for achievement. The strongest correlates of job involvement in late career were performance-based rewards and organizational membership.

The studies by McKelvey and Sekaran (1977) and Rabinowitz and Hall (1981) illustrate the importance of considering an individual's job involvement as an influence on their motivation to learn. Individuals may be more or less interested in increasing work-related skills through participation in training depending on how important their job is for their self-image, their enthusiasm for their work, and the importance they place on their job in

comparison to other life activities which vary according to their career stage, individual needs, and professional orientation. Training programs are likely to be more successful for high job-involved individuals because participation in training activities can increase skill levels.

As indicated in the model shown in Figure 1-1, highly job involved individuals are more likely to be motivated to learn new skills because their feelings of self-worth will be increased due to improved job performance as a result of participation in training programs. A direct link between career/job attitudes and training effectiveness is also suggested. Regardless of motivation to learn, cues in the work environment, such as coworker suggestions which can facilitate behavior change and performance improvement, are likely more salient for high than low job involved individuals. These cues may be more salient for highly job involved individuals because their self-image is directly tied to success or failure at work -- highly job involved individuals are more likely to focus on cues that can increase job performance. Therefore, behavior change and performance improvement independent of highly job involved individuals' participation in the training program is expected. Positive changes in learning and behavioral criteria from pre-training levels will likely be greater for job-involved trainees than for trainees who feel their job means little in terms of importance to their self-image.

Reaction to Skill Assessment Feedback

Individuals' affective responses to the feedback received regarding their knowledge or skill strengths and weaknesses which determined their assignment or opportunity to participate in training vary considerably. Some trainees agree completely with the assessment of their training needs, while others doubt the accuracy of the training needs information and challenge the credibility of the needs assessment technique. Trainees' reactions to the skill assessment feedback is a likely determinant of their motivation to improve their skills in a training program. In their review of the literature on feedback, Ilgen, Fisher, and Taylor (1979) outlined the properties of the source, content, and recipient of feedback that can influence its effectiveness for changing individual behavior at each stage of the feedback process. Figure 1-2 illustrates the stages of the feedback process.

Perceptions of feedback. How the recipient reacts to the feedback is a direct consequence of their perception of the feedback source. Sources of feedback include evaluation by others in the organization (supervisor, peers, coworkers), the task environment, or self-assessment. One of the important features of feedback that influences the extent to which recipient behavior will change, is the credibility of the source. All other things being equal, the more the source is perceived as possessing the necessary expertise to judge the recipient's behavior and the more

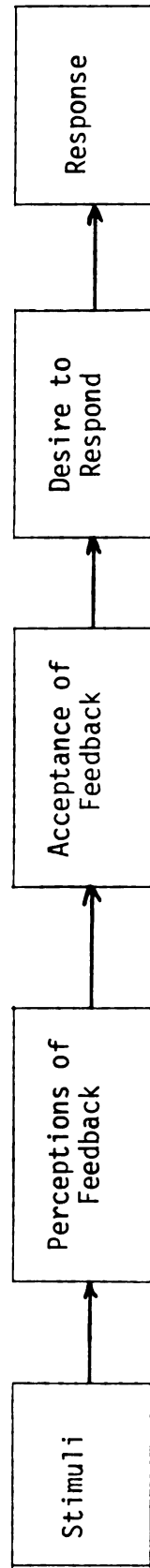


Figure 1-2. Stages of the feedback process (from Ilgen, Fisher, & Taylor, 1969).

trustworthy the source, the more likely recipients are to change behavior.

Perceptions of the usefulness of the message to the recipient is also an important influence on the effectiveness of feedback for behavior change. The usefulness of feedback information to the recipient depends on the extent to which the feedback is understood as well as the information value of the feedback for the individual. Recipients must understand the content of the feedback message in order to change their behavior. The information presented must also be seen as providing new knowledge about the recipient's behavior.

Feedback acceptance. Acceptance refers to the recipient's belief that the feedback is accurate. The expertise of the feedback source has a strong influence on the acceptance of feedback. The more credible the source, the more likely it is that the recipient will accept the feedback. For example, Tuckman and Oliver (1968) argued that feedback from students resulted in a greater increase in teacher performance in comparison to feedback from supervisors because the supervisors were perceived as less credible. According to the authors, attributions of credibility were based on the degree to which the feedback source had an opportunity to observe the teacher's classroom performance. Because supervisors had little opportunity in comparison to students, they were seen as less credible.

Desire to respond. The motivation to behave according

to the feedback received is influenced by the extent to which the receiver perceives the information as valuable knowledge that will result in positive changes in his or her behavior (Annett, 1969). Feedback may provide information regarding performance-outcome relationships. Specifically, information may be provided regarding the rewards the recipient will likely receive (e.g., satisfaction, promotion, salary increase) if s/he complies with the feedback given by the source. As Graziano, Brothen, and Berscheid (1980) indicate, recipients will be more likely to attend to and process critical information when it is potentially useful for obtaining positive outcomes. The more detailed the feedback, the greater value it will have to the recipient because it makes explicit the performance-outcome relationships. With detailed feedback, the recipient has a greater probability of selecting the appropriate behavior to obtain the desired outcome.

Intended response. Feedback serves an important function in the establishment of goals. Goals are behavioral intentions that direct behavior in specific directions (Locke, 1968). Empirical studies have demonstrated the impact of goals on individual performance in both industrial and laboratory settings (e.g., Locke, 1968; Locke & Bryan, 1969; Latham & Yukl, 1975; Latham & Kinne, 1974; Latham & Baldes, 1975). Results indicate that the presence of goals results in better performance than if no goals were set, specific goals result in better performance than general

goals, difficult goals lead to higher performance than easy goals, and participation in the goal-setting process does not necessarily lead to greater goal acceptance or the setting of harder goals.

Providing the recipient with specific performance feedback should enhance the probability that s/he will set goals. Individuals may be more likely to set goals if they have detailed information regarding strengths and weaknesses than if they do not. Receiving performance feedback in addition to goal setting appears to enhance performance. Kim and Hammer (1976) found that groups of telephone company employees who received feedback in addition to setting performance goals performed better than groups who only set goals.

A major source of feedback that a person receives prior to training results from the person analysis. The analysis usually involves evaluation of employees' current performance levels using assessment centers, traditional performance appraisal techniques, self-assessment, and/or diagnostic achievement tests. Regardless of the method used, the goal of person analysis is to determine who needs training and identify existing skill deficiencies. If individuals believe the needs assessment technique (performance appraisal, diagnostic test, assessment center, etc.) is credible and that it provides useful information regarding skill strengths and weaknesses, motivation to improve skill weaknesses through participation in a training

program specifically designed on the basis of the information obtained through the needs assessment is likely to be high.

Summary

One of the objectives of the present research is to explore the extent to which the trainee attributes and attitudes discussed in this section are related to motivation to learn and training program effectiveness (see Figure 1-1). Locus of control, expectancies, reactions to skill assessment, career and job attitudes are believed to be important influences on motivation to learn. However, the relationship between motivation to learn, learning, and behavior change is likely moderated by trainee's motivation to transfer, i.e., desire to use the knowledge and skills acquired in the training program in the work situation. Additionally, perceptions of the social and technological support necessary to change behavior and improve job performance influences motivation to transfer, learning, and performance. The influences of motivation to transfer and environment favorability are the focus of the next section.

Motivation to Transfer

The issue of transfer of training has focused on how to insure that skills learned in training are utilized in the work setting. Traditionally, research and practical applications of the concept of transfer of training have emphasized the importance of insuring the congruence between the tasks in the training environment and the work setting

(Goldstein, 1974; Wexley & Latham, 1981). Additionally, trainees' attitudes concerning the use of new skills in the work setting may have an important influence on behavior change in the work situation. Motivation to transfer can be described as the trainees' desire to use the knowledge and skills mastered in the training program on-the-job. A trainee is likely to be motivated to transfer new skills to the work situation when s/he feels confident in using the skills, is aware of work situations in which demonstration of the new skills is appropriate, perceives that job performance improvements may likely occur as a result of use of the new skills, and believes that the knowledge and skills emphasized in the training program will be helpful in solving work related problems and frequent job demands. To the author's knowledge, motivation to transfer remains a relatively unexplored and fertile area for research.

As the model indicates (see Figure 1), motivation to transfer is believed to moderate the relationship between trainee learning and behavior change. Behavior change will likely be greatest for individuals who learn the material presented in the training and desire to apply acquired knowledge and skills to the work situation.

Environmental Favorability

Trainee perceptions of the favorability of the work environment likely influence the transfer of skills from the training situation to the work setting. Environmental favorability is construed as consisting of a task component

and a social component. First, the extent to which technological necessities such as proper tools and equipment, materials and supplies, and monetary support are perceived to be available determines the extent to which knowledge and skills acquired in training will be used or constrained in the work situation. Peters and O'Connor (1980) present a model that focuses on the technological aspects of the work situation that restrict the use of abilities and hinder the influence of individual motivation on effective task performance. The major point that Peters and O'Connor emphasize is that persons who are willing and able to perform job tasks may be inhibited due to situational constraints beyond their control.

Subsequent work by Peters and his colleagues identified the situational constraints and individual affective and behavioral reactions to constraining work situations. Peters, O'Connor, and Rudolf (1980) asked full-time employees taking night classes at a major Southwestern university to provide information regarding situational conditions that negatively affected their performance. Eight categories of constraints that influenced task performance were identified through content analysis. These constraints included lack of skills to perform the job tasks, needed services from others, job-related information, tools and equipment, budgetary support, task unfamiliarity, restrictive deadlines, and poor physical working conditions (e.g., heat and noise). In a laboratory experiment in which

college undergraduates were given the task of building three dimensional models, Peters et. al. found that students in the constrained conditions, i.e., those who received poor instructions, improper tools, and no practice, built fewer models (quantity measure) and more defective models (quality models) than students in the non-inhibiting working conditions. In addition, students in the constrained work situation reported more dissatisfaction with the task than students in other experimental conditions. Similar results were found in a field experiment with individuals recruited to perform a task requiring completion of hidden word puzzles (Peters, Fisher, & O'Connor, 1982). O'Connors, Peters, Pooyan, Weekley, Frank, and Erenkranz (1984) established the external validity of earlier findings in a field study with convenience store managers. Managers who reported low and medium levels of work constraints performed significantly better and were more satisfied than managers reporting high levels of performance constraints. Also, managers perceiving high performance constraints were more frustrated and had higher levels of turnover than managers experiencing lower levels of performance constraints.

Trainee perceptions regarding the social context of the work situation are the second component of environmental favorability. Trainee beliefs regarding opportunities to practice skills or use knowledge acquired in the training program and receive reinforcement from supervisors and peers are of particular importance (Bahn, 1973; Byham, Adams, &

Kiggins, 1976; Eddy & Glad, 1967; Ehrenberg, 1983; Marx, 1982; Michalak, 1981; Salinger, 1973). The more opportunities trainees are given by supervisors and peers to use and rehearse the skills emphasized in training on the job, the greater the probability these skills will be maintained, behavior change will result, and positive increments in job performance will be realized. Also, the importance of reinforcement from members of the social network in the work setting including recognition and feedback from supervisors, coworkers, and subordinates cannot be overemphasized. In an article describing how the effects of leadership training are dependent on the organizational environment, House (1968) suggests that the degree to which social influences (peers, supervisors) reward or punish trainees for adapting attitudes or behaviors prescribed in training is a major determinant of whether trainees will demonstrate learned attitudes or behaviors. Feedback serves both an informational and maintenance function. It can maintain behavior particularly if perceived as positive. Feedback also provides information to the trainee concerning the appropriateness of demonstrating new skills in the work setting and to what extent modifications in behavior are necessary to meet standards of successful performance.

Two empirical studies have demonstrated the influence of work group members on use of newly acquired skills on the job. Fleishman (1953) evaluated the impact of work group

attitudes on trainees' use of leadership skills emphasized in a human relations training program. The extent to which newly-trained attitudes were evident in trainees' job behavior depended on the supervisory style of the trainees' supervisor and the leadership expectations of his or her subordinates. The behavior of foremen who returned to "climates" consistent with what was emphasized in training conformed more to the expectations of the work group. Those foremen who operated under supervisors with a leadership style that emphasized concern for subordinates ("considerate" style) tended to be more considerate than those under more authoritarian supervisors. Hand, Richards, & Slocum (1973) explored the influence of organizational climate on the relationship between human relations training and attitude change. Although attitude change was observed for trainees from both autocratic and consultative work environments, trainees who perceived their organizational climate to favor participation by subordinates in decision-making, innovative behavior, and independence of thought, experienced greater attitude change than trainees who characterized their work environment as autocratic. The reason that attitude change was observed in both groups may be due to the measure of organizational climate used in this study. The climate measure did not assess environment favorability in terms of conditions for transfer of training such as opportunities to practice new skills and receive reinforcement and feedback. The degree to which attitudes

similar to those emphasized in training were present in the work environment (concern for people versus concern for task) was of interest.

As depicted in the model (see Figure 1-1), environmental favorability is suggested to have a direct influence on motivation to transfer, motivation to learn, and performance. Prior to participating in the training program, trainees may be cognizant of task constraints and/or aspects of the social network in the work setting which will inhibit use of knowledge and skills acquired in training. As a result, motivation to learn is likely to be low, and subsequent learning, behavior change and performance improvement are less likely to occur. Trainees motivation to use newly acquired skills in the work situation may be lessened because of unsupportive peers and supervisors or task constraints such as obsolete equipment, budgetary cuts, or improper materials. Trainees may be motivated to learn the content of the training program for personal development, but fail to exhibit the skills in the work situation because of perceptions of an unfavorable environment. Finally, trainees may acquire the knowledge and skills presented in the training program and modify their behavior, but task constraints and/or lack of social support may prevent application of knowledge, behavior, and skills to job tasks.

Conclusion

Training effectiveness is determined by the extent to

which trainees acquire knowledge, change behavior, or improve performance as a result of participation in the training program. The concept of trainability may be useful for understanding why training programs result in greater behavior change and performance improvement for some individuals but not others [Trainability = f (Ability, Motivation, Environment Favorability)]. Most attention has focused on the ability component of trainability, the influence of trainee motivation and perceptions of the favorability of the work environment for use of new skills has received little attention.

The purpose of this study is to identify trainee characteristics that influence training program effectiveness. In order to accomplish this goal, a model describing the process by which trainees' locus of control, and attitudes concerning their job, career, and work environment influence training outcomes will be tested (see Figure 1-1). The variables included in this tentative model are based on an extensive review of the industrial/organizational psychology literature. The causal paths shown in the model represent the hypotheses derived from this review. The rationale underlying each of the paths was explained in earlier sections of this paper. A brief summary of the hypotheses implicit in Figure 1-1 follows:

1. Trainees' locus of control influences reactions to skill assessment, expectancies, and career and job attitudes.
2. Trainees' reactions to skill assessment, expectancies, and career and job attitudes are direct

antecedents of motivation to learn the content of the training program.

3. Trainees' learning is influenced by trainee satisfaction with the training program (reaction criteria) and environmental favorability, i.e., perceptions concerning the social network present in the work situation and task constraints. Motivation to learn and reactions to training are the major determinants of learning.

4. Learning directly influences behavior change. Behavior change directly influences performance change.

5. The relationship between mastery of training program content (learning) and behavior change is moderated by trainees' desire to use skills and knowledge emphasized in training on-the-job (motivation to transfer).

6. Trainees' perceptions of environmental favorability influence motivation to learn and motivation to transfer.

Chapter II

METHOD

This chapter describes the design of the study used to test the hypothesized model discussed in Chapter I. First, background information regarding the study and the setting in which the training program was conducted is provided. Subsequent sections describe the study participants, experimental design, procedures, operationalization of variables, and data analysis strategies.

Background Information

This study was undertaken as part of a larger project involving the evaluation of a training program (Springfield Simulation) designed to improve the administrative and interpersonal skills of educators. The skill levels of these educators for school administrative positions were previously evaluated. Each educator was a participant in an assessment center specifically designed to identify potential school administrators. The author expanded the original project to include assessment of trainees' career and job attitudes believed to influence the effectiveness of training programs. The conceptual model presented in Chapter I (see Figure 1-1) assumes that individual attitudinal differences account for significant variance in training program effectiveness. Therefore, the validity of the model is enhanced by evaluating it using a group of trainees who have participated in an "effective" training program, i.e., a program that resulted in learning, behavior change, and/or

performance improvement from pre-training levels. Consequently, an evaluation of the effectiveness of the Springfield program precedes testing of the proposed model.

Assessment Center Dimensions and Use

The assessment center used to determine the administrative and interpersonal skills of study participants, was developed for the National Association of Secondary School Principals (NASSP) with the voluntary help of members of Division 14 (Society of Industrial and Organizational Psychologists) of the American Psychological Association (see Jeswald, 1977; Moses, 1977). A job analysis indicated that 12 dimensions of behavior were important for successful working school administrators. These definitions and their description are presented in Table 2-1. Three of the dimensions (personal motivation, range of interests, and educational values) were included for personal self-development, not as skill measures. Additionally, a summary placement recommendation was also made (an overall appraisal of the candidates' potential as a school administrator). Two in-baskets, a semi-structured interview, a fact-finding and decision-making simulation with an oral presentation, and an analysis and group discussion of a case study were used to assess the dimensions. Consensus ratings of the skill dimensions as well as the placement recommendation were completed after a two day discussion of candidates by the assessor team. Assessment center ratings were used by the personnel departments in all districts to make

Table 2-1

Description of the Assessment Center Dimensions

Problem analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high-quality decisions based on available information; ability to critically evaluate written communications.

Organizational ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.

Decisiveness. Ability to recognize when a decision is required and to act quickly (without an assessment of the quality of the decision).

Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to interact effectively with a group, to guide them to accomplishment of a task.

Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.

Range of interest. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.

Personal motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.

Educational values. Possession of well-reasoned education; philosophy; receptiveness to new ideas and change.

Stress tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.

Oral communication skills. Ability to make a clear oral presentation of ideas and facts.

Written communication skills. Ability to express ideas clearly in writing; to write appropriately for different audiences--students, parents, teachers, other administrators.

recommendations concerning promotion.

Training Program

The Springfield Simulation represents a novel program to develop the weaknesses and enhance the strengths of school administrators who have participated in the NASSP assessment center. The simulation is based on behavior modeling principles emphasizing skill practice, modeling, and feedback. The program was designed by Joel Moses & Associates to increase skills in six of the assessment center skill dimensions: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity (see Table 2-1 for a description of these dimensions). In each training session, twenty individuals participated in the simulation which involved the following sequence of activities:

- 1) Participants analyzed their development needs with reference to the assessment center feedback they received and identified three skill dimensions to improve.
- 2) Participants were assigned to one of twenty positions in a prototypical school district and received an in-basket for the position. The in-basket focused on the dimensions the participant had chosen for developmental priority. Participants were exposed to the key behaviors for each dimension, i.e., the specific behaviors that demonstrate competence in the dimensions. The participants also observed models applying the key behaviors in typical situations encountered by the school administrator. The skill dimensions and key behaviors are presented in Table 2-2.
- 3) During the six-hour simulation, participants worked independently and with others in a variety of experiences which represent actual demands of the school administrator position. The participants completed self-evaluations of their own performance in the simulation.
- 4) Each participant was assigned a developmental mentor who observed the participant during the simulation, gave feedback in a developmental review, and worked with the

Table 2-2

Skill Dimensions and Key Behaviors Developed
in the Springfield Simulation

PROBLEM ANALYSIS

Get all relevant information by:

Rephrasing the question or problem to see if new issues emerge.

Listing the key problem issues.

Considering other possible sources of information.

Identify possible causes.

If necessary, obtain additional information.

Evaluate the information to insure that all essential criteria are met.

Restate the problem considering new information.

Determining what criteria indicate that the problem or issue is resolved.

JUDGMENT

Identify criteria for evaluating the judgment including who and what will be affected.

Determine which criteria are most important.

Analyze the problem.

Verify, then evaluate the facts.

Make a decision.

Test the decision against the criteria.

LEADERSHIP

Set and maintain direction for group or project.

Get people to act on suggestions by:

Encouraging participation.

Delegating.

Following up.

Integrate own suggestions/recommendations and those of others in direction of group goals.

Get people to accept responsibility for the outcome of the work undertaken.

Accomplish goals of group or project.

Table 2-2 (cont'd)

SENSITIVITY

Elicit perceptions, feelings, and concerns of others.

Express verbal and non-verbal recognition of feelings, needs, concerns of others.

Take or reinforce actions that anticipate the emotional effects of specific behaviors.

Accurately reflect the point of view of others by restating it, applying it, or encouraging feedback.

Communicate all necessary information to the appropriate person(s).

When managing conflict, take and/or reinforce actions that consider the implications for all concerned; divert unnecessary conflict.

ORGANIZATIONAL ABILITY

Set priorities of tasks for self and others considering criticality, time constraints, importance to others, workflow, etc.

Obtain feedback on importance of work, workflow, performance of others, and time constraints to assess whether priorities need to be reset.

Delegate tasks to others.

Elicit firm commitment from others regarding time, products, work, etc., upon which work is contingent.

Establish procedures for reporting/updating work status, problems, and/or delays.

Organize files and work area for quick and easy access to data, forms, current work and often used other materials.

DECISIVENESS

Recognize when a decision is required by determining:

The anticipated consequences if a decision is made.

The anticipated consequences if a decision is not made.

Determine whether a short- or long-term solution is most appropriate to the situation.

Consider alternatives.

Choose the one alternative that will work the best.

Make a timely decision based upon available data.

Stick to the decision once it is made, resisting pressure from others.

individual to set on-the-job goals related to developing the priority skill dimensions identified earlier.

5) The developmental mentor meets with the participant periodically after the simulation to provide consultation and to review goals.

6) Six weeks after the simulation, a one-half day seminar was held for all participants. The key behaviors and participants' progress toward the on-the-job goals were reviewed, and follow-up goals established.

7) Developmental mentors and participants continued their relationship.

A schedule of activities involved in the training program is presented in Appendix A.

Research Design

The design for the evaluation of the training program was a pretest-posttest control group design with two conditions (Campbell & Stanley, 1963). The independent variable was type of treatment (training vs. no training) and the dependent variables were measures of training effectiveness (reaction, learning, behavior, and performance criteria). Learning, behavior, and performance measures were collected before and after treatment. The reaction measure was collected from the treatment or training group immediately following their participation in the training program.

The hypothesized model was tested using attitudinal responses and criteria measures collected from training group participants. The attitudinal measures were collected prior to training group members' participation in the training program. Difference scores calculated from pre- and post-training learning, behavior, and performance measures

were used as indicators of training effectiveness.

Participants

The potential population of educators available for this study numbered in the thousands. This population included educators who had previously participated in the assessment center but who were not promoted to the school principalship. In addition to participation in the NASSP assessment center, all candidates for the principalship had completed some graduate work in educational administration; most had master's degrees.

The funding organization scheduled three training programs on which the evaluation project was based. The programs were administered in San Diego, California, Salem, Oregon, and Columbia, South Carolina. The trainers were executive directors of professional development for NASSP who had participated in the development of the program. The program was administered at all three sites by the same group of trainers.

As noted earlier, each Springfield program involves a maximum of twenty participants. Therefore, sixty educators were available as members of the training group. Each school district agreed to select twenty individuals to serve as control or comparison group members. Random selection of both the training and comparison group was emphasized in order to insure that the groups were representative of the potential population of educators. The districts were asked to include educators with low, medium, and high levels of

interpersonal and administrative skill as determined by the assessment center consensus placement recommendation.

Study participants generally had average or above average ability. This is illustrated in the distribution of the assessment center consensus placement recommendation for the total sample (see Table 2-3). This is also apparent by examination of the mean consensus placement recommendation for the total sample as well as for the training and comparison group. There are no significant differences between the mean consensus placement recommendation received by the training and comparison group.

A total of 107 educators participated in the study. Sixty educators took part in the Springfield program and 60 individuals agreed to serve as members of the comparison group. However, 13 individuals (12 comparison group and 1 training group member) refused to complete criteria information or returned unusable or incomplete measures. Demographic characteristics of the study participants are presented in Table 2-3. Most participants were currently in non-administrative positions and generally received average or above average promotion recommendations as indicated by the assessment center consensus placement recommendation. As is evident from the figures presented in Table 2-3, characteristics of the training group and comparison group are similar. However, one noticeable difference is apparent between the groups. A greater percentage of training group members hold non-administrative positions (e.g., teacher,

Table 2-3
Demographics of Study Participants
(N = 107)

	Group		Total
	Training	Comparison	
	(<u>n</u> = 60) N	(<u>n</u> = 47) N	
Sex			
Male	29	21	50
Female	31	26	57
Current Position			
Administrative	20	20	40
Nonadministrative	40	27	67
Consensus Placement Recommendation			
Excellent	10	7	17
Above average	15	14	29
Average	27	22	49
Fair	8	4	12
Poor	0	0	0
Mean	3.45	3.51	3.48
SD	.93	.86	.89
District			
San Diego	20	17	37
Oregon	20	11	31
South Carolina	20	19	39

counselor).

Operationalization of Variables

Attitude Measure: The School Administrator Descriptive Survey (SADS)

The SADS was designed to assess study participants reaction to assessment of skills, locus of control, job involvement, expectancies, motivation to learn, and exploratory behavior. A sample of the survey is found in Appendix B. In Appendix D the survey items are presented by scale. A description of the scales utilized in the survey follows. Unless otherwise indicated, all items utilized five-point Likert-type scales (1="strongly agree" to 5="strongly disagree").

Locus of control. This eleven-item scale (1="strongly agree" to 4="strongly disagree" was developed by Andrisani and Nestle (1976). The items were scaled so that high scores indicated externality. They represent the more adult and work-oriented items from the Rotter (1976) scale. Andrisani and Nestle (1976) report internal consistency reliability estimates of .75.

Job Involvement. Lodahl and Kejner's (1965) twenty-item scale was used. Items were reflected in direction of increasing involvement. Lodahl and Kejner (1965) report internal consistency reliability estimates of .72 to .89 for this measure.

Expectancies. Individuals' perceptions of the relationship between their effort and mastery of the

training program (Expectancy I) were assessed using a seven-item scale. Similarly, a seven-item scale was developed to measure perceptions regarding the relationship between performance in the training program and attaining desirable outcomes (Expectancy II).

Reaction to skill assessment. Fifteen items were developed to assess participants' reactions to the assessment center evaluation used to determine their training needs. The lower the score the more positive was the individual's reaction to the skill assessment procedure.

Exploratory behavior. Several scales from the Career Exploration Survey developed by Stumpf, Collareli, and Hartman (1983) were used to measure the extent to which study participants engaged in internal or external search behavior. These scales included (number of items and internal consistency reliability in parentheses): Intended-Systematic Exploration (4,.74), Self-Exploration (5,.88), Environmental Exploration (5,.83), Amount of Information (3,.79), and Focus (6,.86). Gould's (1979) measure of career planning was also used in this study. The scale consists of six items with an internal consistency reliability of .80. Lower scale scores indicated that the study participant had frequently engaged in exploratory behaviors and career planning.

Motivation to learn. Eight items were developed to assess participants' desire to learn the content of the training program. Two of the items ("I am motivated to learn

the skills emphasized in the training program" and "I will try to learn as much as I can from Springfield") are similar to items used to measure motivation to learn in Hicks' (1983) study. Hicks found a test-retest reliability of .88 for these items.

In addition to the items included in the SADS, motivation to learn, motivation to transfer, and environmental favorability were assessed using the reaction survey completed by training group members immediately following completion of training. Descriptions of these scales are included in the discussion of the reaction criteria.

Measures of Training Program Effectiveness

Learning, behavior, and performance measures collected from both the training group and comparison group prior to and following training are discussed below. These criterion measures are included in Appendix B and C. Reaction criteria were collected from the training group. The reaction measure is included in Appendix E.

Reaction Criterion

The reaction criterion indicated how satisfied trainees were with the content and administration of the training program. Training group members completed a sixty-item questionnaire on the last day of training prior to leaving the training site. A sample of the questionnaire and description of the items included in each scale is found in Appendix E. Four of the items were open-ended items which

asked for trainees' comments regarding the most useful parts of the training program and suggestions for improvements. Two items asked participants to indicate which of the six skill dimensions they attempted to develop during Springfield and which of these skills they would continue to try to develop in the work setting. The remaining Likert-type items assessed trainees' perceptions regarding the organization of the training program, program content, perceived usefulness of the program, and satisfaction with the developmental mentor (1="strongly agree" to 5="strongly disagree"). Items assessing motivation to learn, motivation to transfer, and environmental favorability were also included.

Motivation to learn. Eight items identical to those in the SADS assessed motivation to learn following training. The second assessment of trainees' motivation to learn was undertaken in order to detect possible motivational changes resulting from participation in the training program.

Motivation to transfer. Trainees' perceptions regarding their desire to use the skills emphasized in the training program and the applicability of program content to the work setting were assessed with a six-item Likert type scale (1="strongly agree" to 5="strongly disagree").

Environmental Favorability. Trainees' perceptions regarding the favorability of the work environment for use of new skills were assessed using a seven-item Likert-type scale (1="strongly agree" to 5="strongly disagree"). These

items measured perceptions regarding task characteristics and supportiveness of coworkers for development and use of new skills.

Learning Criterion

The learning criterion was designed to assess participants' knowledge of the key behaviors corresponding to each of the six skill dimensions emphasized in the training program (problem analysis, judgment, organizational ability, sensitivity, leadership, and decisiveness). Three twenty-five item in-baskets were designed for this purpose.

Development of In-baskets

Each of the six skill dimensions emphasized in the training program, i.e., problem analysis, judgement, sensitivity, leadership, organizational ability, decisiveness, has several key behaviors which trainees' were directed to focus on in order to perform effectively on the particular skill dimension. The six skill dimensions and corresponding behaviors are shown in Table 2-2.

In-baskets were used to assess subjects' knowledge of the key behaviors both prior to and following training. The face validity of this evaluation method is high given the large amount of time spent by school administrators in dealing with written correspondence (notes, letters, memos, etc.) from parents, students, supervisors, teachers, and community members. Three in-baskets each consisting of twenty-five items were constructed. Samples of the in-baskets are included in Appendix F. Each in-basket included

a description of the role the subject was to play, i.e., high school principal, and a brief description of the school and community. Each item was designed to specifically assess the participants' knowledge of the key behaviors corresponding to one or more of the skill dimensions emphasized in the training program. The situations and problems depicted in the items were derived from in-baskets used to select school administrators and educational administration textbooks (e.g. Gorton & Jacobson, 1972; Reavis, 1941). Identical items were not used in the three in-baskets in order to reduce the possibility of practice effects. Each participant completed a different in-basket pre- and post-training. However, the number of items presenting the opportunity for the subjects to demonstrate knowledge of the key behaviors corresponding to each skill dimension was similar across the three in-baskets.

In order to ascertain that each item provided the opportunity for the subjects to demonstrate knowledge of the particular key behaviors the item was designed to elicit, a content validity analysis was conducted. A group of eleven "subject matter experts" from school districts in Alabama, Florida, and Virginia were asked to indicate the extent to which each in-basket item provided the opportunity for subjects to demonstrate knowledge of the skill dimensions and corresponding key behaviors. Each expert evaluated one in-basket. The experts were chosen on the basis of two criteria: (1) they must have served as school administrators

so they would be familiar with the job tasks, and (2) they must have served as assessors in the NASSP assessment center so they were highly familiar with the skill dimensions and requisite behaviors. After experts reviewed the skill dimension definitions and key behaviors, judgements were made item-by-item for each dimension on a four-point scale in which the item was described as (4) an excellent opportunity for the candidates to demonstrate skill on this dimension, (3) a good opportunity for candidates to demonstrate skill on this dimension, (2) little opportunity for the candidates to demonstrate skill on this dimension, and (1) no opportunity for candidates to demonstrate skill on this dimension.

Lawshe's (1975) content validity index (CVI) was used to summarize the judgements provided for the item by skill dimension matrix. Specifically, the CVI for each judgement was calculated using the following formula:

$$CVI = (N_e - N/2) / N/2$$

where N equals the number of expert judges and N_e equals the number of those judges responding that the item presented an excellent or good opportunity to demonstrate skill on a particular dimension. The CVI ranges from 1.00 indicating complete agreement that an item provided an excellent or good opportunity to -1.00 indicating complete agreement that the item provided no opportunity for subjects to demonstrate knowledge of the key behaviors associated with the particular skill dimension.

The results of the judgements regarding the opportunity for the subjects to demonstrate the skill dimensions for each item are presented in Table 2-4. The table illustrates the items corresponding to each of the three in-baskets (Avon, Hudson, Huron), the skill dimensions, and CVI's. For each item an asterisk indicates the specific skill dimension and corresponding key behavior it was designed to measure. As is readily apparent from the table, there is a high level of congruence between the skill dimensions the items were designed to measure and the experts' judgements. Most of the incongruence between the experts and item measurement expectations is positive, i.e., the experts indicate that some items present the opportunity for subjects to demonstrate skills on dimensions that were not intended to be measured by the item. In only a very small number of cases did the experts indicate an item did not present the opportunity to demonstrate behaviors on dimensions the item was designed to measure.

Scoring of the In-baskets

Two graduate students rated the extent to which participants demonstrated knowledge of the six skill dimensions in their responses to the in-basket items. The raters attended a training session which familiarized them with the in-basket items and scoring procedure. Both raters scored the identical in-basket prior to the training session and the rationale for their ratings was discussed. Each rater received an in-basket scoring manual which included

Table 2-4
Content Validity Indices for the In-basket Items Across
the Skill Dimensions^{a,b}

AVON HIGH SCHOOL (N = 4)					
Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness Leadership
1. Parent complaint re history text	1.00*	.50*	-.50	1.00*	1.00 .00
2. Memo from teacher re custodian	.50*	1.00	-1.00	1.00*	.50 -.50
3. Letter from students re assembly attendance	.50*	.00*	.00	.50*	.00 .50
4. Letter from parent re teacher	1.00*	.50*	.00	.50*	1.00 -.50
5. Memo from asst. principal re fight in cafeteria	1.00*	.50*	.00*	.50*	1.00* .50
6. Request from superintendent for school problems	.50*	1.00*	1.00*	.50	.50* .50*
7. Memo from teacher re supervision of extra-curricular activities	.50*	.50	.50	.50*	.50* .00*
8. Letter from homeowner re student drug use	1.00*	.50*	.00	.50*	.50* .00
9. Memo from teacher re student whose parent is upset by English reading	.50*	1.00*	.00	1.00*	.50* .50

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
10. Teacher inservice recommendation	.00	.00*	.50*	1.00*	.00	.00
11. Letter from supervisor of math and science curriculum	.50*	.50*	.50*	-1.00	.00	.00*
12. Letter from parent re English assignment	.50*	1.00*	.00	1.00*	1.00	-1.00
13. Memo from teacher re name calling incident	.50*	.00*	-1.00	.50*	.00	.00
14. Letter from chairperson of cancer society	-1.00	.50	-.50	.50*	.50	.00
15. Memo from asst. principal re help with presentation	.50*	.50	1.00*	.50*	.50	1.00*
16. Letter from father re son's poor performance	1.00*	.50*	-.50	1.00*	.00	.50
17. Letter from parents assn. to speak at meeting	.50	1.00	.50*	1.00	.00	.50
18. Memo from asst. principal re inservice	1.00	.50	.00*	.50	.00	.00
19. Memo from irate teacher re evaluation	1.00*	1.00*	-.50	.50*	1.00	.00
20. Letter from parent group re need for computers	.50*	.50*	.00*	1.00	1.00	.00*
21. Memo from teacher re need for more \$\$\$	.50*	1.00*	.00	.50*	.50	-.50

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
22. Memo from dept. head re teacher objectives	1.00*	1.00*	.00	.50*	.00*	1.00*
23. Memo from teacher re new teacher	.50*	.50*	.50	.50*	.00	-.50
24. Memo from teacher re problem student	1.00*	.00*	.00	.50*	.50*	.50
25. Memo from teacher re student newspaper	1.00*	.50*	.00	.50*	.50	.50*

Table 2-4 (cont'd)

HUDSON HIGH SCHOOL^a (N = 7)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
1. Parent complaint about film	.71*	1.00*	-.43	.71*	.71	-.14
2. Memo from AP re cafeteria fight	.71*	.71*	.14*	.43*	.71*	.14
3. Memo from teacher re supervision of extra-curricular activities	-.71*	.43	-.14	.71*	.43	-.14
4. Letter from irate parent re discipline method of teacher	1.00*	1.00*	.43	1.00*	.71	-.14
5. Memo from teacher re cafeteria menus	-.71*	-.14	.14	1.00*	-.14*	.14
6. Memo from teacher re need for more money	-.71*	.43*	-.14	.71*	.71	-.14
7. Letter from irate parent re social studies teacher	1.00*	1.00*	-.43	.71*	.71	.43
8. Letter from superintendent re budget changes	1.00*	1.00*	1.00*	.14	.71*	.71*
9. Memo from teacher re name calling	.14*	1.00*	-.71	.71*	.71	-.14
10. Memo from teacher re discipline incident	.71*	1.00*	.14	.71*	.71*	-.43

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
11. Phone call from superintendent re teacher in demonstration	1.00*	1.00*	.43	.71*	.71	.43
12. Letter from homeowner re drug use during dances	1.00*	.71*	.14	1.00*	.71*	-.14
13. Letter from new parents organization	.43*	1.00*	.71	1.00*	.71*	1.00*
14. Memo from AP re teacher	.14*	.14*	-.43	.71*	.43*	-.14
15. Letter from students re pep rally attendance	.43*	.14*	-.14	1.00*	.43	.71
16. Memo from sec. re meeting	-.14	.14	.14*	.14	.43	-.14
17. Memo from teacher irate over evaluation	.14*	.71*	-.14	.71*	1.00	-.14
18. Memo from teacher re participation in demonstration	.71*	1.00*	.43	.71*	1.00*	.43*
19. Letter from guidance dept. re school paper	.14*	.71*	.14	1.00*	.43	.43*
20. Letter from asst. sup. re help with presentation	.71*	.71*	.71*	.43	.71	.14*
21. Memo from teacher re inservice program	-.43	.14*	.14*	1.00*	-.14	.14

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
22. Letter from mother re son's poor performance	.71*	.14*	.14*	1.00*	.14	.43
23. Memo from AP requesting help with visitation program	-.14*	-.14	1.00*	.71*	.14	1.00*
24. Letter from parents assn. to speak at meeting	.43	.71	.71*	.71	.71	.43
25. Memo from AP re inservice	-.71	-.14	-.14*	1.00*	-.43	-.14

Table 2-4 (cont'd)

HURON HIGH SCHOOL^a (N = 7)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
1. Memo from asst. principal re teacher dress	.14*	.43*	-.43	1.00*	.71*	-.14
2. Letter from irate parent re English reading	1.00*	1.00*	-.14	1.00*	1.00	.14
3. Memo from asst. principal re teacher who refuses to accept student	.14*	.14*	-.14	.71*	1.00*	.71*
4. Letter from homeowner re student drinking	.71*	.14*	.14	.71*	.71*	-.14
5. Memo from department head re teacher objectives	.43*	.71*	-.14	1.00*	.71*	.71*
6. Memo from teacher re supervision of extra-curricular activities	.43*	.71	.14	1.00*	.71	.43*
7. Memo from teacher re student whose parent is upset by English reading	1.00*	1.00*	.43	1.00*		
8. Memo from teacher re school newspaper	.14*	.71*	.14	1.00*	.71	.14*
9. Memo from teacher re custodian	.71*	1.00	.14	1.00*	.71	.14
10. Memo from teacher re disruptive student	.43*	.71*	-.71	.71*	.14*	.14

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
11. Letter from students re assembly attendance	.43*	1.00*	-.14	.43*	.43	.71
12. Letter from parent re teacher	1.00*	1.00*	.71	1.00*	.71	.43
13. Memo from nurse re teacher	1.00*	1.00*	-.43	1.00*	.14	-.43
14. Request by asst. superintendent for information on computer usage	1.00*	1.00*	.43*	-.43	.71	.43*
15. Letter from parents re daughter's reading problem	1.00*	.43*	-.43	1.00*	.71	.14
16. Request from supt. for critical problems	.71*	.71*	.71*	-.14	1.00	.71*
17. Memo from asst. principal re inservice	.43	1.00	.14*	.43*	-.14	.14
18. Memo from asst. principal re cafeteria fight	1.00*	.71*	.71*	1.00*	1.00*	.71
19. Letter from PTA president	1.00*	1.00*	.14	.71*	1.00	.43
20. Memo from secretary re parent call about content of gov't. class	1.00*	.43*	1.00	1.00*	.71	-1.00

Table 2-4 (cont'd)

Item	Problem Analysis	Judgment	Organizational Ability	Sensitivity	Decisiveness	Leadership
21. Memo from irate teacher re evaluation	.14*	.71*	.71	.71*	1.00	-.71
22. Teacher inservice recommendations	1.00	.71*	.14*	.43*	.14	.43
23. Letter from parent group re need for computers	.71*	1.00*	.43*	1.00	1.00	.43*
24. Memo from art teacher re \$\$\$	.14*	1.00*	-.43	1.00*	1.00	-.14
25. Letter from teacher re asst. principal	.14*	.71*	-.71	1.00*	.71*	

^aN represents the number of experts who provided judgments.

^bThe larger the value the greater the extent to which the item was judged to provide an "excellent" or "good" opportunity for the subjects to demonstrate knowledge of the particular skill dimension. The asterisks indicate the skill dimensions the item was designed to assess.

instructions for scoring the in-baskets, the item scoring key, skill dimension definitions and descriptions of the key behaviors, and items for each of the three in-baskets. For each item, sample answers were provided and the dimensions measured were clearly listed.

Raters were asked to review the definitions and key behaviors and item scoring key prior to making their evaluations. The scoring instructions, scoring key, and sample rating forms are presented in Appendix G. Each of the twenty-five items was designed to assess specific skill dimensions. Therefore, the raters first completed dimensional ratings for each item. They were also asked to make an overall assessment of the participant's knowledge of the key behaviors associated with each of the six skill dimensions on the basis of their evaluation of the twenty-five items. The overall evaluation of participant's knowledge of the key behaviors associated with each dimension were used as the learning criterion.

In order to avoid rating bias, the raters were unaware of which in-baskets corresponded to training group or comparison group participants. Each in-basket was given to the raters in an envelope containing no information about the participant. Each in-basket was evaluated by only one of the raters with the exception of thirty-six in-baskets used to determine interrater agreement and reliability. The assessment of interrater agreement and reliability was made prior to the raters' evaluation of the remaining in-baskets.

Assessment of Interrater Agreement and Interrater Reliability

Both raters evaluated thirty-six in-baskets for purposes of determining interrater agreement and reliability. A common misconception is that interrater agreement and interrater reliability are interchangeable. However, according to Tinsley and Weiss (1975), interrater agreement is an indication of the extent to which raters tend to make the same judgements about the rating stimuli (same level of ratings), while interrater reliability is an indicator of the similarity of the pattern of ratings provided by different raters.

Interrater reliability was assessed by computation of the intraclass correlation (Ebel, 1951). The intraclass correlation represents the reliability of one rater. Ebel's formula is:

$$R = \frac{MS_p - MS_e}{MS_p + MS_e(K-1)}$$

where k equals the number of raters rating each person, MS_p equals the mean square for persons, and MS_e equals the mean square for the error term. The variance terms are derived from a two-way between subjects analysis of variance procedure. Table 2-5 presents the analysis of variance summary table for the sample of ratings used to assess interrater reliability in this study. Calculation of the intraclass correlation based on the analysis of variance results indicates that the reliability of the ratings across

Table 2-5

Summary of Analysis of Variance of Ratings
of 36 Persons on Six Dimensions as Given
by Two Raters

Source	SS	df	MS	R
<u>Problem Analysis</u>				
Raters (R)	3.556	1	3.556	.49
Persons (P)	38.250	34	1.125	
Error	13.194	34	.388	
<u>Judgment</u>				
Raters (R)	.681	1	.681	.66
Persons (P)	52.125	34	1.533	
Error	10.569	34	.311	
<u>Leadership</u>				
Raters (R)	0	1	0	.72
Persons (P)	42.944	34	1.263	
Error	7.000	34	.206	
<u>Sensitivity</u>				
Raters (R)	.347	1	.347	.63
Persons (P)	56.236	34	1.654	
Error	12.903	34	.379	
<u>Decisiveness</u>				
Raters (R)	.347	1	.347	.70
Persons (P)	73.375	34	2.158	
Error	13.153	34	.387	
<u>Organizational Ability</u>				
Raters (R)	.125	1	.125	.78
Persons (P)	67.236	34	1.978	
Error	8.125	34	.239	

Note. SS = sum of squares; df = degrees of freedom; MS = mean square;
R = intraclass correlation coefficient.

all dimensions is quite acceptable.

The Lawlis and Lu (1972) index was used to assess interrater agreement. This approach allows the researcher the option of defining agreement as identical ratings, ratings that differ by no more than 1 point, or as ratings that differ by no more than 2 points. For this study, agreement was defined as ratings that differed by no more than 1 point. The following non-parametric chi-square is a test of the significance of interrater agreement:

$$\chi^2 = \frac{N_1 - NP - (.5)^2}{NP} - \frac{N_2 - N(1 - P) - (.05)^2}{N(1 - P)}$$

where N_1 equals the number of agreements, N equals the number of individuals rated, P equals the probability of chance rating agreement, $.5$ equals a correction for continuity, and N_2 equals the number of disagreements. With two raters and a five-point scale P equals $.52$. This statistic is distributed as a chi-square with 1 degree of freedom. A significant chi-square indicates that the observed agreement is greater than the agreement that could be expected on the basis of chance. However, as Tinsley and Weiss (1975) indicate, it is important to determine the degree of interrater agreement not only whether it is better than chance. They propose the following as a measure of interrater agreement:

$$T = \frac{N_1 - NP}{N - NP}$$

where N_1 , N , and P are defined as in Lawlis and Lu's

formula given above. Positive values of T indicate that observed agreement is greater than chance agreement, negative values indicate that observed agreement is less than chance agreement. Chi-square and T-values are presented in Table 2-6. As Table 2-6 illustrates, high agreement exists between the two raters across the six skill dimensions.

The results of the interrater reliability and agreement analysis suggested that it was not necessary for the two raters to both evaluate each in-basket because the level and pattern of their ratings was similar. Therefore, each of the remaining in-baskets were evaluated by only one of the raters.

Parallelism of the In-baskets

The three in-baskets were each developed to give similar opportunities for study participants to demonstrate knowledge of the key behaviors. The in-baskets were also believed to be similar in terms of the difficulty of the items. As a check of their parallelism, mean ratings of the six skill dimensions were computed for the sample of thirty-six in-baskets used in the determination of interrater agreement and reliability.

Table 2-7 presents the mean dimensional ratings by type of in-basket. Across all skill dimensions, slightly higher mean ratings were found for the Avon in-basket. Univariate analysis of variance revealed a statistically significant difference between the in-basket ratings only for

Table 2-6
Interrater Agreement of Ratings of Key Behaviors
Evaluated in the In-basket^a

Skill Dimension	Agreement ^b	Disagreement	χ^2	T
Problem Analysis	34	2	26.08*	.88
Judgment	35	1	29.60*	.94
Decisiveness	35	1	29.60*	.94
Leadership	35	1	29.60*	.94
Sensitivity	34	2	26.08*	.88
Organizational Ability	35	1	29.60*	.94

^aA sample of thirty-six in-baskets was used to assess interrater agreement. Two raters evaluated each of the thirty-six in-baskets.

^bAgreement was defined as ratings that differed by no more than one point.

* $p \leq .05$.

Table 2-7

Mean Dimensional Ratings by Type of In-basket^a

	Avon (N = 14)		Hudson (N = 10)		Huron (N = 12)	
	M	SD	M	SD	M	SD
Problem Analysis	2.50	.88	2.40	.88	2.33	.92
Judgment	2.68	.86	2.25	.85	2.38	1.10
Leadership	2.10	.74	1.95	.82	1.83	.96
Sensitivity	2.90	1.03	2.20	.95	2.25	.85
Decisiveness	2.50	1.14	2.15	.98	2.42	1.18
Organizational Ability	2.82	1.09	2.25	1.02	2.38	.97

^aThe mean values presented in the table represent the average of the ratings of two raters.

Sensitivity, $F(2,69) = 4.21, p \leq .05$. Overall, it appears that the in-baskets are of similar difficulty level and give participants equal number of opportunities to demonstrate knowledge of the key behaviors.

Behavior Criterion

The extent to which the key behaviors emphasized in the training program were exhibited by participants in the work setting was assessed via a twenty-six item questionnaire with a Likert-type format (1= "Always" to 5="Never"). Each item corresponded to one of the key behaviors. In addition to self-assessment of the key behaviors, members of the participant's rating group (supervisor, two teachers, two support staff personnel) also completed the questionnaire. A sample of the behavior measure is included in Appendix B.

Performance Criterion

Behaviorally-anchored rating scales developed by Schmitt, Noe, Merritt, and Fitzgerald (1984) were used to assess participants' job performance. Each participant's rating group (supervisor, two teachers) was asked to complete ratings on fifteen performance dimensions plus an overall rating of performance. Self performance ratings were also collected. The fifteen performance dimensions were derived from a job analysis of the school principal position. Sample rating scales are shown in Appendix A. The numerical anchors for the rating scales ranged from 1 - 6 with 6 representing a high score on the particular performance dimension.

Procedure

Training group and comparison group members completed the School Administrator Descriptive Survey (SADS), learning, behavior, and performance measures. All measures were completed by study participants prior to training group members' participation in the training program. In addition, learning, behavior, and performance measures were collected from the participants' immediate supervisor, two teachers, and two support staff members (rating group). These individuals completed criteria measures both prior to training and approximately three months following the program. Rating group members were from the same school as the participant and interacted with him/her on a daily basis. Participants identified appropriate rating group members to the school district personnel coordinating the study at each site. Because it was logistically and financially impossible for the investigator to personally oversee data collection at each study site, materials were forwarded to a project coordinator at each of the school districts. This individual was typically a personnel development specialist for the school district and was appointed to administer the project by the funding agency. A summary of the data collection time periods for each site along with the measures collected pre-training, immediately following training, and post-training at each of the school districts is presented in Table 2-8. Although exactly three months did not elapse between collection of pre- and post-

Table 2-8

Summary of Data Collection Periods and Measures Collected
for Springfield Evaluation Projects

Site	Pre-training	Training	Post-training	Time between pre-training - post-training data collection
San Diego, CA Columbia, SC Salem, OR	September 21, 1985 March 6, 1985 December 15, 1985	October 4-6, 1985 March 27-29, 1985 January 10-12, 1985	March 14, 1985 May 3, 1985 April 25, 1985	4 months 1 month 3 months
Means collected:				
Self	School Administrative Descriptive Survey Performance Measure Learning Measure Behavior Measure	Training group completes reaction measure	Self Performance Measure Learning Measure Behavior Measure	
Supervisor	Performance Measure Behavior Measure		Supervisor Performance Measure Behavior Measure	
Teacher A	Performance Measure Behavior Measure		Performance Measure Behavior Measure	
Teacher B	Performance Measure Behavior Measure		Performance Measure Behavior Measure	

Table 2-8 (cont'd)

Pre-training	Training	Post-training	Time between pre-training - post-training data collection
<u>Support Staff A</u> Behavior Measure		Behavior Measure	
<u>Support Staff B</u> Behavior Measure		Behavior Measure	

^aThe dates presented in the table for collection of pre- and post-training measures refer to the dates materials were distributed to study participants from the district coordinators.

training criteria measures at each site, sufficient time did elapse for learning, behavior, and performance change to occur as a result of the training program.

The SADS assessed participants' career and job attitudes, locus of control, and reaction to skill assessment. The questionnaire also included items designed to assess motivation to learn and expectancies regarding outcomes available as a result of participating in the program and the relationship between exerting effort and mastering training program content. This section of the SADS was completed only by members of the training group.

The learning measure, a twenty-five item in-basket, assessed participants' knowledge of the key behaviors emphasized in the training program. The behavior measure assessed the extent to which the participants demonstrated the key behaviors in the work setting. The behavior measure was completed by each participant, his or her supervisor, and two teachers and two support staff members within the school. Performance was assessed using fifteen behaviorally anchored rating scales, each corresponding to an important dimension of the school administration position. Raters were also asked to provide an overall rating of the participant's performance. Performance measures were completed by the study participants as well as their supervisor and two teachers from the rating group.

In addition to the learning, behavior, and performance measure, the training group completed a reaction measure

immediately following completion of the two day training program and before leaving the training site. The reaction measure assessed trainees' satisfaction with the administration and content of the program, motivation to learn, motivation to use newly acquired skills in the work situation, i.e., motivation to transfer, and perceptions regarding the favorability of the work environment for use of new skills acquired in training, i.e., environmental favorability.

Approximately three months later, learning, behavior, and performance measures were again collected from both the study participants and their rating group. A sample of the complete set of materials completed by study participants and the rating group is presented in Appendix B and the materials completed by the rating group are found in Appendix C.

Data Analysis

Data were analyzed using analysis of variance, correlational analysis, and calculation of path coefficients for path analysis. Repeated measures analysis of variance was used to determine the effectiveness of the training program, i.e., test for significant differences in mean level of learning, behavior, and performance pre- to post-training as compared to the control group. The scales for measuring the attitudes believed to influence training effectiveness were evaluated by examination of internal consistency, item-total, and item-scale correlations.

Path analysis is a procedure for studying the causal relations among a set of variables (Wright, 1934). It is appropriate for testing models such as the one hypothesized in this study, where a definite causal ordering of the variables can be justified by logic and previous research. Correlations can be decomposed into direct and indirect effects, enhancing the interpretations of relations between variables. Parameters of the model are estimated from the correlation matrix of the variables. The accuracy of fit of the hypothesized model to the observed data is assessed by comparing the correlation matrix reproduced from the model parameters to the observed correlation matrix.

Computer analysis was performed using the Statistical Package for the Social Sciences (SPSS) (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1970), Biomedical Computer Programs (Dixon, 1973), and PACKAGE (Hunter, Cohen, Nicol, 1982) a system of Fortran routines designed to perform correlational analyses including path analysis and confirmatory and exploratory factor analysis.

CHAPTER III

RESULTS

In Chapter III, the results of testing the hypothesized model developed in Chapter I are reported. The first portion of this chapter is devoted to analyses related to scale development and evaluation of the training program. In the latter part of this chapter the path analytic results dealing with the proposed model of attitudinal influences of training effectiveness are reported.

Measurement Development

The measures used in this study were evaluated according to three criteria: (a) homogeneity of content, (b) similarity of correlations between the items in the scale (internal consistency), and (c) similarity in the patterns of correlations between items in the scale and other scales (parallelism). The original scales used to operationalize the variables in the conceptual model (see Figure 1-1) were scrutinized according to these three criteria. Then a slightly revised structural or path model was formed and tested using path analytic techniques.

Attitude Scales

Application of the measurement criteria to the scales believed to assess the constructs represented in the conceptual model resulted in combination of a number of scales and deletion of items. The reader should refer to Appendix D for a complete listing of the items included in the scales.

Reaction to Skill Assessment. Table 3-1 presents the item, item-total, and item-scale correlations for the measure of reaction to skill assessment. Due to its failure to meet parallelism criteria, item #12 was dropped from the scale.

Locus of Control. As shown in Table 3-2, items #5, #10, and #11, exhibited lower correlations with the locus of control scale than the other items. Therefore, these items were dropped from the scale.

Job Involvement. Many of the item-total correlations for the job involvement scale were low, e.g., Items #1, #6, #8, #12, #13, #14, #19. A number of items correlated to the same degree or higher with other scales than with the Job Involvement measure, e.g., Items #4, #8, #12, #13, #14, #15. The item, item-total, and item-scale intercorrelations are presented in Table 3-3. As a result, the original twenty-item scale was reduced to a seven-item scale including items #2, #5, #10, #11, #16, #18, #20. Although representing a significant change in the original scale of job involvement developed by Lodahl and Kejner (1965), it can be argued that these seven items more clearly relate to individual's psychological attachment to the job and work importance than many of the other items included in the original scale (e.g., "For me, mornings at work really fly by.").

Career Planning. Gould's (1979) measure of Career Planning and the Focus Scale from Stumpf, Colarelli, and Hartman's (1983) Career Exploration Survey were combined to

Table 3-1
Item, Item-total, and Item-scale Intercorrelations for
Reaction to Skill Assessment Scale

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1.00														
2	.42*	1.00													
3	.47*	.51*	1.00												
4	.41*	.34*	.58*	1.00											
5	.49*	.39*	.46*	.37*	1.00										
6	.19*	.40*	.52*	.61*	.34*	1.00									
7	.26*	.22*	.51*	.63*	.27*	.48*	1.00								
8	.32*	.43*	.61*	.49*	.39*	.47*	.41*	1.00							
9	.49*	.48*	.55*	.47*	.51*	.47*	.49*	.51*	1.00						
10	.23*	.38*	.47*	.60*	.14	.35*	.49*	.47*	.36*	1.00					
11	.52*	.57*	.61*	.52*	.52*	.47*	.54*	.42*	.72*	.46*	1.00				
12	.27*	.43*	.34*	.27*	.17	.36*	.18*	.22*	.25*	.28*	.37*	1.00			
13	.29*	.37*	.41*	.46*	.43*	.37*	.35*	.36*	.49*	.36*	.54*	.37*	1.00		
14	.24*	.27*	.54*	.65*	.32*	.52*	.83*	.54*	.47*	.62*	.60*	.22*	.38*	1.00	
15	.44*	.49*	.67*	.59*	.48*	.56*	.45*	.42*	.52*	.35*	.56*	.43*	.56*	.44*	1.00
RSA	.56*	.63*	.79*	.79*	.61*	.68*	.71*	.69*	.76*	.66*	.81*	.42*	.65*	.78*	.76*
LOC	-.15	.03	.00	.06	-.09	.08	-.02	-.09	-.05	.00	-.01	.33*	-.05	.04	.03
JI	.09	.17*	.09	-.05	.05	.01	-.11	.10	.05	.00	.06	.21*	.03	-.04	.15
CP	.18	.25*	.09	.16	.03	.22*	.09	.11	.14	.11	.13	.24*	-.10	.05	.14
EXP	.00	.04	-.03	.06	-.02	.06	-.07	-.06	.05	.08	-.10	.07	.09	-.11	-.05
PREMOT	.29*	.28*	.29*	.07	.15	.07	.03	.05	.25*	.11	.32*	.27*	.23*	.09	.28*
POSTMOT	.17	.09	.42*	.40*	.26*	.47*	.38*	.26*	.28*	.21*	.21*	.23*	.13	.44*	.33*

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; JI = Job Involvement;
CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; POSTMOT =
Post-training Motivation.

* $p \leq .05$.

Table 3-2

Item, Item-total, and Item-scale Intercorrelations
for Locus of Control Scale

	1	2	3	4	5	6	7	8	9	10	11
1	1.00										
2	.25*	1.00									
3	.19*	.43*	1.00								
4	.24*	.15	.24*	1.00							
5	.14	.15	.19*	.21*	1.00						
6	-.03	.07	.05	.23*	.35*	1.00					
7	.14	.20*	.23*	.22*	.17*	.37*	1.00				
8	.30*	.07	-.02	.13	.28*	.32*	.38*	1.00			
9	.29*	.16	.23*	.16	.27*	.32*	.44*	.44*	1.00		
10	.03	.10	.11	.23*	.20*	.17*	.25*	.22*	.24*	1.00	
11	-.11	.17*	.09	.13	.05	-.02	.12	.04	-.07	.05	1.00
RSA	.13	.03	.11	.03	-.13	-.02	-.17*	-.16*	-.02	-.03	.00
LOC	.53*	.49*	.48*	.50*	.39*	.53*	.67*	.61*	.69*	.30*	.06
JI	-.07	.05	.02	-.08	-.02	.14	.04	.05	-.02	.10	-.13
CP	.22*	.06	.25*	.12	.12	.03	.20*	.07	.11	.02	.00
EXP	.00	.07	.19*	.22*	.29*	.14	.12	.09	.12	.03	.18*
PREMOT	.14	-.09	-.08	-.08	-.39*	-.09	-.26*	-.07	-.03	-.28*	-.30*
POSTMOT	.14	-.06	.08	.23*	.15	.13	.00	-.03	.07	.16	.02

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; POSTMOT = Post-training Motivation.

* $p \leq .05$.

Table 3-3
Item, Item-total, and Item-scale Intercorrelations for
Job Involvement Scale

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1.00																			
2	-.08	1.00																		
3	-.06	.38*	1.00																	
4	.07	.51*	.27*	1.00																
5	-.12	.45*	.30*	.30*	1.00															
6	-.07	.12	.07	.11	.12	1.00														
7	.00	.32*	.40*	.27*	.23*	.06	1.00													
8	-.11	.00	-.03	.29*	-.04	.20*	.05	1.00												
9	-.12	.17*	.07	.01	.12	.21*	.15	-.02	1.00											
10	-.01	.19*	.21*	.00	.20*	.14	.09	-.09	.21*	1.00										
11	-.04	.17*	.35*	.14	.32*	.03	.34*	-.04	.18*	.38*	1.00									
12	.37*	-.06	-.14	-.14	-.18*	.03	.05	-.18	.12	.08	.23*	1.00								
13	-.07	.02	-.08	-.06	.01	.13	-.10	-.01	-.10	.11	-.08	.12	1.00							
14	.31*	-.02	.02	.03	-.12	.01	.02	-.16*	.09	.12	.06	.47*	.27*	1.00						
15	-.05	.06	.01	.01	.12	-.04	-.01	-.04	.08	.41*	.29*	.01	.12	.11	1.00					
16	.13	.09	.19*	.14	.21*	.06	.03	.03	.05	.16	.14	.13	.21*	.24*	.04	1.00				
17	-.04	.20*	.18*	.18*	.07	.21*	-.12	.21*	.08	.16	-.14	.01	.18*	.07	-.08	.33*	1.00			
18	-.04	.08	.11	.00	.21*	.15	.02	.01	.19*	.52*	.33*	-.13	.00	.01	.47*	.14	.16	1.00		
19	.24*	.05	.00	.10	.21*	.07	.02	.07	.00	.07	.13	.00	.00	.06	.03	.08	.07	.21*	1.00	
20	-.10	.09	.20*	.01	.06	.20*	-.04	-.04	.11	.14	-.03	.01	.24*	.18*	.01	.27*	.39*	.21*	-.08	1.00
RSA	.15	.11	.00	.16	.06	.06	.13	.09	.16	-.03	.02	.05	.01	.14	-.02	.13	.08	.04	.05	.06
LOC	.13	.14	.02	-.01	.06	-.06	.12	.05	.15	-.14	.10	-.12	.08	-.27*	.12	.00	-.14	-.02	-.02	.00
J1	-.05	.53*	.43*	.28*	.60*	.18*	.26*	-.04	.26*	.72*	.65*	.04	.09	.11	.38*	.47*	.25*	.64*	.18	.31*
CP	-.08	.33*	.29*	.35*	.17*	.06	.18*	.12	.17*	.01	.09	-.16	-.02	-.07	-.12	.17*	.13	-.04	.02	.10
EXP	.22*	.11	-.01	-.02	.14	.04	-.07	-.15	.11	.08	.11	-.04	.23*	.03	.30*	-.04	.05	.13	.00	.08
PREMOT	-.04	.16	-.16	.00	.22*	-.01	.05	.03	-.01	.09	.07	.01	-.07	.06	-.06	.08	-.06	.05	.09	.01
POSTMOT	-.32*	.04	.12	.07	-.01	-.05	.00	.17	-.06	-.30*	.00	-.20*	.18	.04	-.13	-.06	.14	-.05	-.14	.11

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; J1 = Job Involvement; CP = Career Planning; EXP = Exploratory Behaviors; PREMOT = Pre-training Motivations; POSTMOT = Post-training Motivations.

*p ≤ .05.

form an indicator of career planning. This combination is justifiable on a content basis because both sets of items assess the extent to which the individual has considered career plans. The items from the Focus Scale are more specifically designed to assess planning and identification with the school principalship position. Table 3-4 presents the correlations for this scale. The six career planning items are highly correlated with the career planning scale and exhibit similar patterns of correlations with the other measures. Item #8 (item #2 of the Focus Scale) has a weaker relationship to the scale than the other items. Additionally, item #10 (item #4 of the Focus Scale) violates the parallelism criteria. The pattern of correlations of this item with the other scales differs from the pattern exhibited by the other items in the career planning scale. These two items were dropped from the scale, creating a ten item scale designed to assess career planning.

Exploratory Behavior. Four scales from the Career Exploration Survey (Stumpf et al., 1983) were combined to form a measure designed to assess the degree to which study participants have engaged in exploratory-type behaviors. The fifteen-item Exploratory behavior scale includes items intended to measure intended-systematic exploration, and the amount of information participants have gathered regarding career paths. Table 3-5 presents the relevant item-total and item-scale correlations. One item from the intended-systematic exploration scale (item #1) was dropped because

Table 3-4
Item, Item-total, and Item-scale Intercorrelations
for Career Planning Scale

	1	2	3	4	5	6	7	8	9	10	11	12
1	1.00											
2	.44*	1.00										
3	.32*	.46*	1.00									
4	.31*	.46*	.49*	1.00								
5	.31*	.56*	.49*	.82*	1.00							
6	.35*	.73*	.46*	.53*	.61*	1.00						
7	.25*	.49*	.51*	.41*	.46*	.59*	1.00					
8	.13	.22*	.23*	.16	.17	.31*	.33*	1.00				
9	.28*	.49*	.44*	.30*	.35*	.52*	.60*	.39*	1.00			
10	.12	.40*	.44*	.33*	.36*	.37*	.37*	.17	.43*	1.00		
11	.13	.09	-.02	.03	.06	.03	.13	-.02	.13	.10	1.00	
12	.07	.15	.10	.08	.11	.11	.23*	.14	.18	.17	.82*	1.00
RSA	.13	.16	.01	.17*	.18	.13	.20*	-.08	.19*	.23*	-.01	-.07
LOC	.34*	.15	.28*	.25*	.18*	.18*	.08	-.03	.21*	.24*	-.02	-.12
JI	.03	.21*	.17*	.22*	.15	.27*	.17*	.10	.10	.20*	-.01	.02
CP	.57*	.74*	.64*	.64*	.69*	.74*	.71*	.31*	.66*	.46*	.46*	.51*
EXP	.12	.10	.21*	.16	.14	.23*	.30*	.14	.31*	.13	-.07	-.06
PREMOT	-.08	.10	.05	.10	.20*	.19*	-.01	-.11	.00	.09	.14	.00
POSTMOT	.19*	.13	.07	.18*	.11	.04	.10	-.13	.06	.24*	-.26*	-.20*

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; POSTMOT = Post-training Motivation.

* $p \leq .05$.

Table 3-5
Item, Item-total, and Item-scale Intercorrelations
for Exploratory Behavior Scale

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1.00																
2	.44*	1.00															
3	.33*	.59*	1.00														
4	.33*	.70*	.68*	1.00													
5	.33*	.43*	.59*	.57*	1.00												
6	.17*	.07	.15	.17*	.36*	1.00											
7	.01	-.17*	.01	-.03	.23*	.47*	1.00										
8	.08	.05	.14	.11	.27*	.30*	.47*	1.00									
9	.24*	.23*	.36*	.33*	.44*	.33*	.37*	.58*	1.00								
10	.07*	.23*	.23*	.19*	.28*	.23*	-.02	.13	.35*	1.00							
11	.12	.30*	.20*	.21*	.24*	.19*	-.10	.10	.32*	.79*	1.00						
12	.18*	.33*	.24*	.37*	.25*	.31*	-.07	.13	.31*	.68*	.76*	1.00					
13	.06	.22*	.08	.12	.18*	.10	-.08	-.02	.18*	.57*	.60*	.50*	1.00				
14	.05	.16	.13	.10	.23*	.09	.03	.13	.22*	.62*	.62*	.41*	.73*	1.00			
15	.19*	.30*	.41*	.37*	.40*	.33*	.00	.18*	.24*	.40*	.45*	.39*	.40*	.40*	1.00		
16	.25*	.45*	.54*	.47*	.39*	.29*	.06	.16*	.29*	.32*	.44*	.40*	.28*	.25*	.70*	1.00	
17	.08	.44*	.36*	.35*	.22*	.05	-.07	.03	.22*	.38*	.48*	.42*	.45*	.28*	.49*	.58*	1.00
RSA	.15	-.15	.14	-.08	.05	.04	.10	.05	-.15	-.05	-.10	-.07	-.04	-.03	-.06	.00	-.02
LOC	.04	.10	.06	.15	.23*	.27*	.22*	.20*	.00	.04	.01	.08	.14	.11	.08	.04	.06
JI	.17*	.11	.01	-.10	.10	.13	.24*	.28*	.21*	.21*	.13	.22*	-.06	.02	-.07	-.03	-.05
CP	.13	.07	.15	-.09	.29*	.15	.30*	.06	-.15	-.05	-.07	.15	.09	.17*	.09	.10	.08
EXP	.19*	.12	.19*	.27*	.51*	.53*	.52*	.55*	.47*	.21*	.38*	.59*	.73*	.77*	.72*	.64*	.64*
PREMOT	-.20*	-.19*	-.19*	-.21*	-.09	-.14	-.05	.01	-.05	.06	-.25*	-.23*	-.27*	-.32*	-.21*	-.24*	-.24*
POSTMOT	.00	-.08	.15	-.01	.13	.08	.13	.26*	-.01	-.09	-.06	.00	.31*	.23*	.24*	.13	.24*

Note. RSA = Reaction Skill Assessment; LOC = Locus of Control; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; POSTMOT = Post-training Motivation.

* $p \leq .05$.

it is not significantly correlated with over half of the items in the scale. In addition, item #5 from the original self-exploration scale was dropped.

Pre-training Motivation. Trainees' expectations regarding effort-performance and performance-outcome linkages were conceptualized as being distinct from a specific desire to master the content of the training program (motivation to learn). However, as the correlations presented in Table 3-6 indicate, such a distinction is not empirically defensible. With the exception of item #20 (item #5 from the Expectancy II scale), intercorrelations between the items from the motivation to learn, expectancy I and expectancy II scales and the pre-training motivation scale exceed .50. Item #20 was dropped from the scale creating a twenty-one item scale.

Post-training Motivation. Items from the post-training measure of motivation to learn, motivation to transfer, and environmental favorability were combined to form a twenty-item scale believed to represent post-training motivation. As shown in Table 3-7, the item intercorrelations are generally above .45, indicating little evidence for separate constructs representing environmental favorability, post-training motivation to learn, and motivation to transfer. Item #21 was dropped from the scale (item #5 of the environmental favorability measure) because of a lower correlation with the total scale score in comparison to the other items.

Table 3-6
Item, Item-total, and Item-scale Intercorrelation
for Pre-training Motivation Scale

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	1.00																					
2	.89*	1.00																				
3	.91*	.88*	1.00																			
4	.90*	.94*	.88*	1.00																		
5	.74*	.76*	.74*	.78*	1.00																	
6	.87*	.80*	.78*	.78*	.79*	1.00																
7	.55*	.78*	.49*	.53*	.52*	.60*	1.00															
8	.89*	.88*	.83*	.86*	.79*	.80*	.54	1.00														
9	.93*	.88*	.89*	.90*	.78*	.89*	.56	.90	1.00													
10	.66*	.66*	.61	.70*	.78*	.64*	.45*	.63*	.67*	1.00												
11	.76*	.73*	.73*	.77*	.68*	.68*	.62*	.70*	.77*	.62*	1.00											
12	.79*	.80*	.72*	.81*	.64*	.74*	.54*	.73*	.79*	.65*	.62*	1.00										
13	.87*	.88*	.87*	.86*	.72*	.78*	.52*	.83*	.88*	.59*	.70*	.78*	1.00									
14	.91*	.86*	.85*	.86*	.73*	.87*	.60*	.85*	.93*	.60*	.71*	.81*	.89*	1.00								
15	.80*	.70*	.76*	.71*	.71*	.84*	.54*	.73*	.80*	.71*	.63*	.59*	.73*	.77*	1.00							
16	.82*	.78*	.79*	.81*	.80*	.80*	.53*	.80*	.87*	.72*	.73*	.72*	.78*	.82*	.77*	1.00						
17	.82*	.78*	.79*	.80*	.76*	.79*	.60*	.86*	.84*	.70*	.64*	.68*	.80*	.82*	.81*	.80*	1.00					
18	.53*	.55*	.52*	.58*	.53*	.56*	.50*	.59*	.61*	.59*	.55*	.54*	.46*	.58*	.53*	.63*	.68*	1.00				
19	.51*	.49*	.50*	.50*	.49*	.45*	.71*	.52*	.52*	.51*	.71*	.41*	.51*	.47*	.51*	.58*	.60*	.57*	1.00			
20	-.11	-.08	-.05	-.07	-.06	-.16	.14	-.07	-.08	.32	.10	-.13	-.09	-.10	.01	-.03	.03	.28*	.42*	1.00		
21	.77*	.74*	.80*	.77*	.76*	.68*	.60*	.76*	.77*	.62*	.69*	.60*	.76*	.77*	.76*	.77*	.85*	.60*	.66*	.14	1.00	
22	.88*	.83*	.82*	.86*	.73*	.82*	.58*	.82*	.88*	.67*	.69*	.75*	.85*	.90*	.83*	.87*	.89*	.62*	.57*	-.03	.86*	1.00
RSA	.05	.25*	.20	.27*	.36*	.10	.12	.19	.16	.22*	.25*	.09	.08	.07	.05	.20	.20	.29*	.19	.15	.28*	.10
LOC	.16	-.25*	.13	-.15	-.10	-.08	-.18	-.16	-.13	-.20	-.17	-.22*	-.23*	-.18	-.08	-.10	-.08	-.04	-.09	.04	-.09	-.07
JI	.20	.28*	.28*	.26*	.27*	.14	.12	.36*	.23*	.12	.16	.18	.21*	.16	.16	.13	.29*	.19	.09	-.07	.30*	.22*
CP	.13	.20	.20	.10	.13	.17	.05	.20	.12	-.01	.11	.19	.05	.04	.06	.10	.15	.21*	.11	.07	.14	.06
EXP	-.16	-.27*	-.27	-.21	-.20	-.16	-.14	-.12	-.21*	-.15	-.07	-.21*	-.30*	-.23*	-.19	-.16	-.17	-.08	-.12	-.10	-.12	-.15
PREMOT	.68*	.91*	.90*	.92*	.84*	.89*	.67*	.91*	.95*	.76*	.81*	.82*	.90*	.93*	.85*	.90*	.91*	.68*	.65*	.00	.87*	.93*
POSTMOT	-.06	.02	.02	.10	.18	.06	-.18	.00	.00	.05	.04	-.05	.00	-.10	-.10	.12	.02	.05	-.12	-.14	.06	-.01

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior;
PREMOT = Pre-training Motivation; POSTMOT = Post-training Motivation.

*p ≤ .05.

Table 3-7
Item, Item-total, and Item-scale Intercorrelations
for Post-training Motivation Scale

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	1.00																				
2	.62*	1.00																			
3	.58*	.90*	1.00																		
4	.16	.58*	.60*	1.00																	
5	.57*	.94*	.86*	.62*	1.00																
6	.56*	.92*	.80*	.51*	.91*	1.00															
7	.26*	.37*	.35*	.47*	.37*	.41*	1.00														
8	.43*	.73*	.65*	.44*	.72*	.76*	.42*	1.00													
9	.61*	.90*	.79*	.50*	.87*	.91*	.46*	.80*	1.00												
10	.54*	.90*	.79*	.54*	.84*	.87*	.40*	.81*	.87*	1.00											
11	.58*	.84*	.75*	.53*	.80*	.83*	.42*	.83*	.89*	.90*	1.00										
12	.61*	.90*	.80*	.52*	.86*	.86*	.40*	.77*	.88*	.85*	.80*	1.00									
13	.57*	.84*	.74*	.46*	.80*	.83*	.36*	.80*	.89*	.86*	.89*	.84*	1.00								
14	.33*	.52*	.48*	.33*	.53*	.54*	.36*	.55*	.67*	.57*	.61*	.52*	.55*	1.00							
15	.22*	.35*	.43*	.29*	.35*	.30*	.23*	.43*	.35*	.42*	.50*	.38*	.37*	.37*	1.00						
16	.21	.55*	.52*	.42*	.59*	.60*	.34*	.67*	.60*	.57*	.66*	.56*	.57*	.39*	.36*	1.00					
17	.31*	.62*	.57*	.50*	.66*	.66*	.41*	.81*	.67*	.67*	.69*	.67*	.68*	.54*	.24*	.62*	1.00				
18	.33*	.53*	.59*	.39*	.57*	.59*	.43*	.68*	.61*	.65*	.70*	.54*	.67*	.41*	.48*	.62*	.63*	1.00			
19	.18	.50*	.53*	.34*	.53*	.53*	.18	.63*	.52*	.55*	.57*	.47*	.52*	.49*	.45*	.73*	.57*	.49*	1.00		
20	.10	.24*	.19	.20	.27*	.34*	.12	.29*	.30*	.28*	.27*	.32*	.28*	.23*	.26*	.53*	.27*	.32*	.56*	1.00	
21	.09	.17	.17	.11	.19	.27*	.05	.14	.25*	.16	.26*	.11	.13*	.46*	.17*	.17*	.13	.09	.28*	.29*	1.00
RSA	.03	.22*	.12	.50*	.24*	.29*	.35*	.43*	.28*	.38*	.41*	.24*	.28*	.22*	.15	.36*	.43*	.34*	.33*	.27*	.01
LOC	.16	.18	.23*	.03	-.14	.08	-.04	.06	.14	.25*	.18	.10	.19	.05	.13	.10	-.05	.19*	.01	-.02	
JI	-.19	-.17	-.11	.09	-.19	-.29*	-.10	-.11	-.21	-.17	-.18	-.09	-.22*	-.01	.21	.02	-.03	-.19	-.07	.01	-.12
CP	.09	-.02	.02	.16	.02	.01	.22*	-.04	.04	-.03	.05	-.04	.09	.11	-.02	.10	.12	-.03	.01	-.14	-.11
EXP	.18	.26*	.32*	.00	.24*	.21	.08	.11	.22*	.13	.10	.23*	.23*	.03	-.08	.18	.07	.06	.24*	.12	.09
PREMOT	-.01	-.03	-.06	.10	.00	-.04	.21	.06	-.03*	-.06	-.03	-.05	.02	.11	.11	-.11	.08	-.04	-.11	-.08	-.05
POSTMOT	.56*	.89*	.84*	.63*	.89*	.89*	.52*	.87*	.91*	.90*	.92*	.88*	.88*	.65*	.54*	.75*	.77*	.75*	.71*	.47*	.25*

Note. RSA = Reaction to Skill Assessment; LOC = Locus of Control; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; POSTMOT = Post-training Motivation.

*p ≤ .05.

Reliability and Discriminant Validity of the Attitude Scales

The means, standard deviations, intercorrelations, and internal consistency reliability estimates of the attitude measures used in the study are presented in Table 3-8. Examination of the scale means and standard deviations indicates that in general, study participants have an internal locus of control, are highly job-involved, and have engaged in career planning activities and exploratory behavior. Training group participants appear motivated to learn the content of the training program and apply new skills in the work setting.

The reliabilities of all scales are quite satisfactory, ranging from .64 for the job involvement scale to .98 for the pre-training motivation measure. The reliabilities for the job involvement (.64) and locus of control (.70) scales are noticeably lower than those reported for the other scales, but certainly acceptable.

Cronbach and Meehl (1955) define construct validity as the degree to which a test measures the theoretical construct or trait it was designed to measure. Similarly, the construct validity of scales designed to assess certain psychological constructs can be determined. One of the most important indicators of the construct validity of the scales is discriminant validity, the degree to which low correlations are observed between scores on scales believed to measure different constructs.

In Table 3-8 the intercorrelations of the attitude

Table 3-8
Means, Standard Deviations, and Intercorrelations of
Attitude Scales^a

	<u>N</u>	<u>M</u>	<u>SD</u>	1	2	3	4	5	6	7
1. Reaction to Skill Assessment	105	2.04	.68	.92						
2. Locus of Control	105	2.38	.36	-.02	.70					
3. Job Involvement	105	2.30	.55	.05	.03	.64				
4. Career Planning	105	1.99	.55	.16	.23*	.20*	.82			
5. Exploratory Behavior	105	2.35	.69	-.02	.20*	.14	.21*	.86		
6. Pre-training Motivation	62	1.70	1.00	.24*	-.12	.17	.10	-.25*	.98	
7. Post-training Motivation	57	1.54	.67	.40*	.12	-.10	.05	.19	.00	.95

^aScale values range from 1-5. A low score indicates a high level of the particular attitude. Internal consistency reliability estimates are shown on the diagonal.

*p ≤ .01.

scales are presented. Although a number of statistically significant correlations are observed, the correlations are low (average intercorrelation = .14) suggesting that the scales are assessing different psychological constructs.

Development and Evaluation of the Training Effectiveness Criteria

Reaction Criterion. The internal consistency reliability of the thirty-three item reaction questionnaire was .97. The scale mean and standard deviation ($M = 1.48$, $SD = .61$) indicate that the large majority of the trainees were satisfied with the administration and content of the training program.

Learning Criterion. Tables 3-9 and 3-10 present the means, standard deviations and intercorrelations of the in-basket skill dimension ratings. Examination of the mean dimension score ratings indicates that prior to training, study participants demonstrated little knowledge of the key behaviors in their responses to the in-basket items. Post-training mean ratings on problem analysis, judgement, and leadership were greater than pre-training ratings. The intercorrelations of the skill dimension ratings for both pre- and post-training in-baskets are all above .45 indicating a lack of clear distinction among the various skill dimensions. As a result, a learning score was calculated by averaging the six dimensional ratings to form an overall score. The internal consistency reliability estimate for the learning score was .89 for the pre-training

Table 3-9

Means, Standard Deviations, and Intercorrelations of Pre-training Skill Dimension Ratings for Learning Criteria^a

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
1. Sensitivity	2.28	.83	1.00					
2. Problem Analysis	2.07	.70	.53	1.00				
3. Decisiveness	2.07	.87	.53	.58	1.00			
4. Judgment	2.31	.84	.63	.67	.72	1.00		
5. Leadership	1.95	.74	.55	.55	.59	.61	1.00	
6. Organizational Ability	2.33	.90	.52	.47	.55	.47	.56	1.00

^aThe rating scale values range from 1-5. A high rating indicates that the study participant demonstrated knowledge of most key behaviors for the particular dimension in responses to the in-basket items. All correlations are significant at $p \leq .05$. $N = 107$. Internal consistency reliability coefficient is .89.

Table 3-10

Means, Standard Deviations, and Intercorrelations of Post-training
Skill Dimension Ratings for the Learning Criteria^a

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
1. Sensitivity	2.21	.69	1.00					
2. Problem Analysis	2.32	.80	.60	1.00				
3. Decisiveness	2.03	.80	.50	.51	1.00			
4. Judgment	2.48	.65	.64	.73	.68	1.00		
5. Leadership	2.20	.77	.54	.62	.61	.68	1.00	
6. Organizational Ability	2.23	.88	.65	.58	.54	.62	.66	1.00

^aThe rating scale values range from 1-5. A high rating indicates that the study participants demonstrated knowledge of most key behaviors for the particular dimension in responses to the in-basket items. All correlations are significant at $p \leq .05$. $N = 95$. Internal consistency reliability coefficient is .90.

score and .90 for the post-training score. The score summed across six dimensions was used in subsequent analysis as an indicator of study participant's knowledge of the key behaviors emphasized in the training program.

Behavior Criterion. As shown in Table 3-11, the mean behavior rating suggest that the rating group perceived that the study participants frequently demonstrated the various key behaviors in the work situation prior to training. A similar rating pattern was found for the post-training ratings shown in Table 3-12. Regardless of the rating source, high intercorrelations among the six skill dimensions were found. The average dimensional intercorrelation for self ($r = .48$), supervisor ($r = .75$), Teacher A ($r = .58$), Teacher B ($r = .70$), support staff A ($r = .72$), and support staff B ($r = .69$) pre-training behavior ratings suggests that raters did not distinguish among the six skill dimensions. The interdimensional correlations are higher for the post-training behavior ratings. As a result, a behavior score was calculated by summing the ratings across all six skill dimensions.

The interrater reliability of both pre- and post-training behavior ratings is quite low for both the dimensional ratings and summed score. Table 3-13 presents the dimensional and summed score intercorrelations for the pre-training ratings. Table 3-14 presents similar information for the post-training behavior ratings. The results of this analysis suggest that the ratings provided

Table 3-11

Means, Standard Deviations, and Intercorrelations_{ab} of Pre-training Behavior Ratings by Rating Source^a

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Self Behavior Ratings								
1. Sensitivity	1.92	.43	.70					
2. Problem Analysis	1.98	.57	.34 (105)	.85				
3. Decisiveness	1.83	.49	.45 (105)	.64 (105)	.78			
4. Judgment	2.02	.57	.31 (105)	.70 (105)	.50 (105)	.73		
5. Leadership	1.81	.58	.35 (105)	.50 (105)	.40 (105)	.46 (105)	.85	
6. Organizational Ability	1.96	.61	.38 (105)	.49 (105)	.50 (105)	.55 (105)	.67 (105)	.82

$\alpha = .35$

Table 3-11 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Supervisor-Behavior Ratings								
1. Sensitivity	2.11	.67	.88					
2. Problem Analysis	1.93	.69	.57 (98)	.91				
3. Decisiveness	1.94	.61	.69 (98)	.73 (98)	.88			
4. Judgment	2.07	.66	.66 (98)	.79 (98)	.78 (98)	.90		
5. Leadership	1.95	.75	.55 (98)	.73 (98)	.74 (98)	.64 (98)	.91	
6. Organizational Ability	1.91	.70	.54 (91)	.69 (91)	.69 (91)	.58 (91)	.69 (91)	.86

 $\alpha = .92$

Table 3-11 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Teacher A Behavior Ratings								
1. Sensitivity	1.78	.56	.86					
2. Problem Analysis	1.77	.64	.65 (101)	.87				
3. Decisiveness	1.66	.54	.72 (103)	.63 (101)	.85			
4. Judgment	1.69	.58	.62 (100)	.59 (99)	.69 (100)	.85		
5. Leadership	1.60	.50	.56 (101)	.46 (100)	.64 (101)	.54 (99)	.83	
6. Organizational Ability	1.77	.55	.41 (96)	.59 (94)	.55 (96)	.46 (94)	.61 (95)	.78

 $\alpha = .89$

Table 3-11 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Teacher B Behavior Ratings								
1. Sensitivity	1.75	.57	.87					
2. Problem Analysis	1.77	.73	.72 (99)	.91				
3. Decisiveness	1.64	.54	.74 (100)	.68 (99)	.82			
4. Judgment	1.67	.61	.70 (100)	.73 (99)	.74 (100)	.87		
5. Leadership	1.67	.64	.78 (100)	.71 (99)	.68 (100)	.65 (102)	.89	
6. Organizational Ability	1.72	.60	.64 (95)	.62 (94)	.68 (95)	.68 (95)	.72 (95)	.83

 $\alpha = .93$

Table 3-11 (cont'd)

Skill Dimension	M	SD	1	2	3	4	5	6
Support Staff A Behavior Ratings								
1. Sensitivity	1.79	.57	.84					
2. Problem Analysis	1.86	.70	.70 (98)	.87				
3. Decisiveness	1.60	.74	.72 (101)	.67 (98)	.86			
4. Judgment	1.78	.69	.74 (99)	.77 (98)	.77 (99)	.89		
5. Leadership	1.67	.68	.67 (100)	.72 (97)	.71 (100)	.69 (98)	.90	
6. Organizational Ability	1.78	.70	.68 (98)	.73 (96)	.77 (98)	.67 (97)	.83 (97)	.86

 $\alpha = .93$

Table 3-11 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Support Staff B Behavior Ratings								
1. Sensitivity	1.73	.57	.87					
2. Problem Analysis	1.81	.72	.73 (100)	.91				
3. Decisiveness	1.60	.56	.76 (102)	.72 (100)	.87			
4. Judgment	1.67	.60	.78 (101)	.79 (99)	.73 (101)	.87		
5. Leadership	1.70	.60	.63 (102)	.61 (100)	.64 (102)	.58 (101)	.88	
6. Organizational Ability	1.62	.60	.66 (101)	.73 (100)	.72 (101)	.59 (100)	.63 (101)	.84
$\alpha = .93$								

^aAll correlation coefficients are significant at $p \leq .05$. Internal consistency reliability estimates are shown in the diagonal.

^bScale values range from 1-5. The lower the score the more frequently the rater observed the key behaviors associated with the particular dimension.

Table 3-12
Means, Standard Deviations, and Intercorrelations
of Post-training Behavior Ratings by Rating Source^a

Skill Dimension	M	SD	1	2	3	4	5	6
Self Behavior Ratings								
1. Sensitivity	1.88	.44	.76					
2. Problem Analysis	1.77	.53	.54 (93)	.86				
3. Decisiveness	1.78	.46	.64 (93)	.64 (93)	.76			
4. Judgment	1.88	.51	.50 (92)	.57 (92)	.57 (92)	.77		
5. Leadership	1.71	.51	.45 (93)	.41 (93)	.57 (93)	.43 (92)	.85	
6. Organizational Ability	1.81	.52	.48 (93)	.51 (93)	.53 (93)	.42 (92)	.56 (93)	.81

$\alpha = .87$

Table 3-12 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Supervisor Behavior Ratings								
1. Sensitivity	1.95	.56	.84					
2. Problem Analysis	1.76	.61	.66 (88)	.89				
3. Decisiveness	1.81	.57	.69 (89)	.78 (88)	.87			
4. Judgment	1.89	.58	.74 (88)	.75 (88)	.80 (88)	.87		
5. Leadership	1.82	.71	.74 (88)	.74 (88)	.75 (89)	.76 (88)	.93	
6. Organizational Ability	1.82	.67	.59 (83)	.66 (83)	.75 (84)	.60 (83)	.75 (84)	.89

 $\alpha = .93$

Table 3-12 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Teaching A Behavior Ratings								
1. Sensitivity	1.73	.53	.88					
2. Problem Analysis	1.70	.57	.54 (84)	.88				
3. Decisiveness	1.60	.47	.58 (84)	.68 (83)	.82			
4. Judgment	1.64	.51	.66 (84)	.72 (83)	.62 (84)	.80		
5. Leadership	1.63	.51	.50 (85)	.48 (84)	.55 (84)	.58 (84)	.87	
6. Organizational Ability	1.74	.56	.39 (82)	.50 (82)	.48 (81)	.45 (81)	.62 (82)	.77

 $\alpha = .88$

Table 3-12 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Teacher B Behavior Ratings								
1. Sensitivity	1.75	.59	.88					
2. Problem Analysis	1.69	.67	.77 (90)	.89				
3. Decisiveness	1.63	.55	.77 (92)	.69 (90)	.86			
4. Judgment	1.67	.60	.79 (90)	.77 (89)	.79 (90)	.88		
5. Leadership	1.63	.62	.74 (91)	.71 (89)	.79 (91)	.78 (89)	.91	
6. Organizational Ability	1.70	.70	.70 (90)	.76 (88)	.65 (90)	.77 (88)	.74 (89)	.91

 $\alpha = .94$

Table 3-12 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Support Staff A Behavior Ratings								
1. Sensitivity	1.76	.61	.88					
2. Problem Analysis	1.71	.70	.66 (92)	.90				
3. Decisiveness	1.51	.91	.54 (93)	.65 (93)	.92			
4. Judgment	1.70	.69	.71 (92)	.81 (93)	.63 (93)	.92		
5. Leadership	1.71	.75	.75 (93)	.78 (93)	.65 (94)	.80 (93)	.92	
6. Organizational Ability	1.76	.76	.68 (90)	.77 (91)	.62 (91)	.69 (91)	.80 (91)	.92

 $\alpha = .94$

Table 3-12 (cont'd)

Skill Dimension	<u>M</u>	<u>SD</u>	1	2	3	4	5	6
Support Staff B Behavior Ratings								
1. Sensitivity	1.73	.61	.89					
2. Problem Analysis	1.80	.77	.61 (91)	.91				
3. Decisiveness	1.60	.51	.74 (94)	.63 (91)	.85			
4. Judgment	1.63	.51	.69 (93)	.62 (91)	.72 (93)	.83		
5. Leadership	1.64	.59	.72 (92)	.64 (90)	.73 (92)	.75 (92)	.86	
6. Organizational Ability	1.67	.56	.52 (94)	.63 (91)	.65 (94)	.63 (93)	.71 (92)	.83
$\alpha = .92$								

^aAll correlation coefficients are significant at $p \leq .05$. Internal consistency reliability estimates are shown in the diagonal.

^bScale values range from 1-5. The lower the score the more frequently the rater observed the key behaviors associated with the particular dimension.

Table 3-13
Interrater Reliability of Pre-Training Behavior Ratings^a

	Self-Supervisor	Self-Teacher A	Self-Teacher B	Self-Support A	Self-Support B	Teacher A-Teacher B	Supervisor A-Supervisor B	Supervisor-Support A-Supervisor-Support B	Teacher A-Teacher B	Teacher A-Support Staff A-Teacher B-Support Staff B	Teacher B-Support Staff A-Teacher B-Support Staff B	Support Staff A-Support Staff B			
Sensitivity	.11 (97)	.04 (102)	-.05 (98)	.06 (99)	-.01 (101)	.12 (98)	.10 (96)	.18* (94)	-.01 (96)	-.05 (95)	.03 (98)	.14 (99)	.13 (95)	-.03 (95)	.21* (98)
Problem Analysis	.13 (96)	.07 (100)	.15 (97)	.09 (96)	.19 (99)	.05 (95)	-.00 (93)	.17 (92)	.37* (93)	.05 (92)	.04 (93)	.17 (95)	.23* (91)	-.09 (93)	.11 (93)
Decisiveness	.36* (97)	.10 (102)	.18* (98)	.12 (105)	.16 (101)	.23* (98)	.04 (96)	.14 (94)	.06 (99)	.12 (95)	.16 (103)	.12 (99)	.18* (100)	.02 (95)	.10 (102)
Judgment	.23* (96)	-.05 (99)	-.13 (98)	.04 (97)	.22* (100)	.19* (95)	.11 (92)	.16 (93)	.17 (94)	.26* (94)	.08 (93)	-.02 (96)	.15 (93)	-.12 (95)	.06 (96)
Leadership	.21* (96)	.12 (100)	-.04 (98)	.07 (98)	.22* (101)	.30* (96)	.20* (93)	.15 (93)	.23* (94)	.07 (94)	.11 (95)	.23* (97)	.12 (94)	-.08 (95)	.16 (97)
Organizational Ability	.27* (89)	.32* (95)	.13 (93)	.23* (96)	.12 (100)	.09 (86)	.21* (83)	.19* (81)	.35* (88)	-.01 (86)	.13 (89)	-.01 (91)	.25* (87)	-.14 (98)	.10 (94)
Summed Score	.26* (97)	.09 (102)	-.05 (98)	.10 (99)	.15 (101)	.21* (98)	.12 (96)	.18* (94)	.25* (96)	.07 (95)	.13 (98)	.09 (99)	.20* (95)	-.12 (95)	.14 (98)

^aThe figure in parentheses represents the number of cases on which the correlation is based.

*p < .05.

Table 3-14
Interrater Reliability of Post-training Behavior Ratings^a

	Self-Supervisor	Self-Teacher A	Self-Teacher B	Self-Support Staff A	Self-Support Staff B	Teacher A-Teacher B	Supervisor-Support Staff A	Supervisor-Support Staff B	Teacher A-Support Staff A	Teacher A-Support Staff B	Teacher B-Support Staff A	Teacher B-Support Staff B	Support Staff A-Support Staff B
Sensitivity	.26* (78)	.22* (76)	.16 (82)	-.05 (83)	.09 (83)	.20* (77)	.00 (73)	.14 (78)	.11 (81)	.06 (80)	.21 (79)	.15 (83)	.04 (87)
Problem Analysis	.18 (77)	.07 (75)	.00 (81)	.12 (83)	.10 (80)	.09 (75)	.18 (71)	.10 (75)	.32* (80)	.13 (77)	.08 (76)	.17 (82)	.35* (84)
Decisiveness	.32* (79)	.07 (76)	.11 (82)	.07 (93)	.11 (83)	.28* (76)	.04 (72)	.10 (79)	.09 (90)	.26* (81)	.05 (79)	.03 (92)	.14 (94)
Judgment	.21* (77)	-.02 (76)	-.01 (80)	.09 (82)	.08 (81)	.23* (75)	.18 (71)	.00 (75)	.20* (80)	.18 (79)	.18 (79)	.20* (81)	.31* (86)
Leadership	.26* (78)	-.06 (75)	-.01 (81)	-.04 (84)	.01 (81)	.30* (77)	.02 (72)	-.04 (77)	.26* (82)	.15 (79)	.18 (77)	.15 (83)	.13 (86)
Organizational Ability	.27* (.26)	.04 (73)	.21* (80)	.12 (82)	.18 (83)	.18 (72)	.02 (66)	.18 (73)	.25* (75)	.30* (75)	-.08 (78)	.13 (79)	.42* (85)
Summed Score	.31* (79)	.07 (77)	.11 (82)	.07 (84)	.10 (83)	.33* (78)	.10 (74)	.11 (79)	.23* (83)	.18 (81)	.11 (80)	.19* (84)	.25* (88)

^aThe figure in parentheses represents the number of cases on which the correlation is based.

*p ≤ .05.

by the six sources (self, supervisor, Teacher A, Teacher B, Support Staff A, Support Staff B) are independent, i.e., each rater is providing a different picture of the participant's behavior. Therefore, raters were not combined. In subsequent analyses, the behavior criterion was the sum of the ratings of the twenty-six key behaviors for each of the six rating sources. Internal consistency reliability estimates for the behavior rating sources are included in Tables 3-11 and 3-12. The reliability estimates exceed .85 for all sources.

Performance Criterion. Tables 3-15 and 3-16 present the means, standard deviations, intercorrelations, and internal consistency reliability estimates of the performance ratings by source. An examination of these tables reveals that participants are receiving above average performance ratings across all four rating sources (self, supervisor, Teacher A, Teacher B). The intercorrelations of the fifteen performance ratings and the overall performance rating for both pre- and post-training ratings generally exceed .35. As a result, the fifteen performance dimensions and the overall ratings were summed to obtain an overall performance score for each rating source. The internal consistency reliability estimates are quite high, exceeding .88 for all rating sources.

The interrater reliability of the performance ratings was low for both pre- and post-training ratings (see Tables 3-17 and 3-18), indicating that the four rating sources

Table 3-15
Means, Standard Deviations, and Intercorrelations of Pre-training
Performance Ratings by Rating Source

Self Performance Ratings																		
	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objectives	5.02	.76																
Indiv. Progress	4.79	.78	.38* (102)															
Student Activities Supervision	5.09	.77	.44* (100)	.32* (100)														
Student Activities Participation	5.25	.70	.21* (102)	.39* (102)	.37* (100)													
Direct Support Services	5.01	.87	.44* (99)	.42* (99)	.34* (100)	.34* (99)												
Direct Student Behavior	5.44	.61	.27* (100)	.27* (100)	.37* (99)	.28* (100)	.22* (99)											
Staff Evaluation	5.32	.64	.39* (99)	.32* (98)	.32* (97)	.22* (98)	.30* (97)	.25* (98)										
Dev. Activities	5.07	.71	.45* (100)	.39* (100)	.21* (99)	.23* (100)	.45* (99)	.25* (100)	.32* (98)									
Int. Effectiveness	5.49	.64	.32* (101)	.24* (101)	.29* (99)	.29* (101)	.39* (99)	.37* (100)	.22* (98)	.23* (100)								
Community Relations	4.67	.92	.33* (101)	.32* (101)	.31* (99)	.39* (101)	.50* (99)	.09 (100)	.28* (98)	.46* (100)	.22* (101)							
Community Relating Parents	4.87	.84	.52* (102)	.43* (102)	.42* (100)	.29* (102)	.44* (99)	.23 (100)	.34* (98)	.52* (100)	.34* (101)	.51* (101)						
District Coord.	4.95	.83	.54* (100)	.30* (100)	.31* (99)	.33* (100)	.44* (99)	.24* (100)	.41* (98)	.55* (100)	.31* (100)	.36* (100)	.35* (100)					
Fiscal Management	4.88	.82	.55* (97)	.28* (97)	.38* (97)	.38* (97)	.29* (97)	.32* (97)	.32* (95)	.45* (97)	.33* (97)	.27* (97)	.45* (97)	.44* (97)				
Maintenance	4.84	.78	.32* (101)	.38* (101)	.45* (99)	.51* (101)	.55* (99)	.34* (100)	.36* (98)	.43* (100)	.31* (101)	.41* (101)	.47* (101)	.43* (100)	.45* (97)			
Structures Comm.	5.17	.70	.33* (100)	.40* (100)	.37* (99)	.33* (100)	.41* (99)	.54* (100)	.44* (98)	.46* (100)	.40* (100)	.32* (100)	.43* (100)	.38* (100)	.39* (97)	.38* (100)		
Overall Rating	4.65	.75	.53* (102)	.35* (102)	.44* (100)	.37* (102)	.55* (99)	.30* (100)	.35* (98)	.44* (100)	.37* (101)	.38* (101)	.58* (102)	.31* (100)	.37* (97)	.36* (101)	.50* (100)	

Σ = 90

$\alpha = .90$

*p < .05.

Table 3-15 (cont'd)

Supervisor-Performance Ratings																	
	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	15	16
Curriculum Objectives	4.93	.98															
Indiv. Progress	4.64	.79	.52* (71)														
Student Activities Supervision	4.91	.79	.33* (59)	.42* (54)													
Student Activities Participation	4.86	.83	.28* (69)	.51* (63)	.35* (60)												
Direct Support Services	4.73	.91	.36* (73)	.52* (66)	.61* (59)	.38* (66)											
Direct Student Behavior	5.15	.85	.49* (73)	.40* (65)	.27* (57)	.19 (70)	.53* (72)										
Staff Evaluation	5.07	.72	.54* (71)	.52* (64)	.45* (53)	.19* (63)	.54* (70)	.47* (68)									
Dev. Activities	5.01	.85	.59* (78)	.58* (70)	.51* (60)	.42* (70)	.57* (78)	.58* (74)	.57* (75)								
Int. Effectiveness	5.03	.86	.37* (82)	.50* (72)	.34* (72)	.27* (74)	.54* (79)	.54* (77)	.44* (75)	.43* (83)							
Community Relations	4.65	.93	.31* (74)	.47* (64)	.47* (64)	.48* (66)	.49* (72)	.31* (70)	.22* (69)	.42* (77)	.44* (80)						
Community Relating Parents	4.66	.89	.37* (72)	.49* (65)	.49* (65)	.37* (69)	.36* (71)	.28* (73)	.29* (67)	.44* (76)	.47* (77)	.65* (71)					
District Coord.	4.85	.91	.49* (77)	.35* (68)	.35* (68)	.38* (68)	.47* (75)	.56* (72)	.39* (71)	.59* (79)	.52* (82)	.54* (73)	.72				
Fiscal Management	4.80	.74	.56* (55)	.48* (49)	.48* (49)	.55* (50)	.44* (54)	.40* (50)	.37* (52)	.49* (58)	.41* (59)	.36* (57)	.51* (53)	.57			
Maintenance	4.60	.86	.35* (64)	.51* (56)	.51* (56)	.45* (64)	.44* (64)	.50* (65)	.44* (60)	.41* (66)	.41* (69)	.54* (64)	.37* (63)	.54* (63)	.48* (47)		
Structures Comm.	4.96	.89	.46* (71)	.64* (63)	.64* (63)	.43* (64)	.58* (70)	.46* (67)	.65* (73)	.51* (75)	.53* (75)	.41* (67)	.34* (70)	.47* (72)	.53* (52)	.48* (62)	
Overall Rating	4.69	.84	.59* (84)	.54* (74)	.54* (74)	.46* (76)	.56* (80)	.63* (79)	.54* (76)	.61* (85)	.54* (91)	.49* (80)	.52* (79)	.64* (84)	.58* (59)	.48* (70)	.48* (76)

Σ = .91

α = .91

*p ≤ .05.

Table 3-15 (cont'd)

Teacher A Performance Ratings																		
	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objectives	5.16	.80																
Indiv. Progress	4.80	.94		.51* (59)														
Student Activities Supervision	4.94	.88		.39* (60)	.46* (49)													
Student Activities Participation	5.12	.87		.44* (75)	.31* (56)	.53* (65)												
Direct Support Services	5.00	.95		.46* (61)	.41* (48)	.54* (51)	.50* (65)											
Direct Student Behavior	5.29	.81		.45* (79)	.24* (57)	.34* (61)	.34* (81)	.45* (66)										
Staff Evaluation	5.36	.83		.64* (66)	.48* (51)	.43* (51)	.45* (67)	.52* (57)	.28* (70)									
Dev. Activities	5.22	.68		.39* (75)	.40* (55)	.33* (59)	.45* (74)	.36* (65)	.45* (78)	.45* (70)								
Int. Effectiveness	5.30	.79		.29* (83)	.21* (62)	.24* (67)	.31* (84)	.23* (69)	.34* (86)	.56* (74)	.26* (83)							
Community Relations	4.94	.96		.41* (66)	.51* (50)	.54* (55)	.50* (64)	.44* (56)	.35* (65)	.32* (55)	.43* (64)	.32* (69)						
Community Relating Parents	4.88	.86		.55* (66)	.65* (52)	.58* (55)	.39* (69)	.37* (61)	.32* (69)	.57* (60)	.48* (68)	.12 (74)	.40* (62)					
District Coord.	5.01	.85		.53* (60)	.40* (52)	.39* (53)	.45 (67)	.36* (56)	.54* (68)	.60* (70)	.48* (60)	.53* (74)	.41* (55)	.59* (59)				
Fiscal Management	4.91	.88		.42* (52)	.42* (38)	.59* (41)	.27* (51)	.41* (45)	.49* (49)	.39* (46)	.41* (52)	.54* (55)	.30* (48)	.50* (47)				
Maintenance	4.64	.99		.46* (62)	.47* (46)	.56* (53)	.36* (68)	.34* (56)	.51* (67)	.54* (58)	.48* (62)	.29* (70)	.38* (53)	.62* (61)	.57* (58)	.43* (43)		
Structures Comm.	5.13	.84		.43* (73)	.36* (52)	.49* (58)	.53* (74)	.57* (64)	.58* (72)	.57* (66)	.54* (71)	.41* (81)	.43* (63)	.42* (65)	.56* (63)	.54* (50)	.54* (64)	
Overall Rating	4.97	.80		.67* (85)	.57* (62)	.49* (67)	.40* (86)	.50* (70)	.52* (89)	.64* (75)	.48* (85)	.35* (96)	.47* (71)	.65* (74)	.56* (56)	.54 (69)	.51 (69)	.63* (82)
α = .92																		

*p ≤ .05.

Table 3-15 (cont'd)

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	r
Curriculum Objectives	5.10	.83																
Indiv. Progress	4.63	.97	.53*	(65)														
Student Activities Supervision	5.06	.96	.65*	(59)	.68*	(46)												
Student Activities Participation	4.93	.97	.40*	(74)	.19	(58)	.51*	(62)										
Direct Support Services	4.77	1.11	.50*	(65)	.49*	(52)	.61*	(52)	.54*	(64)								
Direct Student Behavior	5.27	.85	.63*	(80)	.42*	(61)	.70*	(62)	.57*	(67)	.62*							
Staff Evaluation	5.17	.82	.66*	(76)	.49*	(58)	.66*	(55)	.50*	(72)	.56*	.68*						
Dev. Activities	5.13	.81	.58*	(80)	.46*	(60)	.46*	(58)	.25*	(75)	.45*	.44*	.50*					
Int. Effectiveness	5.35	.88	.52*	(85)	.41*	(64)	.50*	(64)	.39*	(80)	.44*	.56*	.62*	.34*	(85)			
Community Relations	4.88	.99	.57*	(81)	.58*	(61)	.67*	(55)	.44*	(70)	.55*	.68*	.57*	.59*	(77)	(80)		
Community Relating Parents	4.95	.88	.53*	(70)	.59*	(54)	.65*	(55)	.35*	(66)	.53*	.62*	.55*	.47*	(66)	.71*	(65)	
District Coord.	5.01	.86	.46*	(70)	.45*	(53)	.46*	(50)	.30*	(64)	.47*	.46*	.39*	.45*	(69)	.48*	.57*	
Fiscal Management	4.94	.76	.44*	(52)	.07*	(45)	.18*	(40)	.52*	(46)	.34*	.45*	.55*	.10*	(53)	.55*	.46*	.41*
Maintenance	4.63	.83	.42*	(67)	.33*	(52)	.56*	(54)	.58*	(67)	.66*	.62*	.46*	.44*	(68)	.37*	.50*	.27*
Structures Comm.	5.11	.88	.58*	(84)	.49*	(62)	.67*	(62)	.46*	(77)	.57*	.58*	.61*	.32*	(83)	.54*	.54*	.52*
Overall Rating	4.97	.81	.62*	(89)	.49*	(67)	.62*	(64)	.45*	(82)	.63*	.65*	.62*	.56*	(90)	.57*	.55*	.59*

α = .91

*p ≤ .05.

Table 3-16
Means, Standard Deviations, and Intercorrelations of Post-training
Performance Ratings by Rating Source

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objectives	5.10	.68																
Indiv. Progress	4.67	.73	.38* (91)															
Student Activities Supervision	5.15	.77	.28* (87)	.41* (88)														
Student Activities Participation	5.19	.70	.15 (90)	.13 (91)	.31* (87)													
Direct Support Services	5.23	.77	.26* (89)	.24* (90)	.39* (87)	.36* (89)												
Direct Student Behavior	5.39	.68	.27* (86)	.05 (90)	.39* (87)	.40* (89)	.32* (90)											
Staff Evaluation	5.33	.58	.40* (90)	.37* (91)	.45* (87)	.37* (90)	.48* (90)	.52* (90)										
Dev. Activities	5.29	.69	.28* (89)	.33* (90)	.26* (81)	.38* (89)	.43* (84)	.20* (89)	.50* (89)									
Int. Effectiveness	5.69	.52	.16 (91)	.07 (92)	.21* (88)	.21* (91)	.35* (90)	.33* (91)	.24 (91)	.06 (90)								
Community Relations	4.92	.86	.21* (90)	.36* (91)	.42* (87)	.30* (90)	.31* (89)	.23* (89)	.23* (90)	.39* (90)	.02 (91)							
Community Relating Parents	4.96	.76	.30* (89)	.13 (90)	.39* (87)	.20* (90)	.34* (89)	.50* (89)	.42* (89)	.34* (89)	.25* (90)	.43* (89)						
District Coord.	5.03	.74	.33* (89)	.28* (90)	.40* (87)	.23* (89)	.33* (89)	.47* (89)	.44* (90)	.43* (88)	.09 (89)	.41* (89)	.47* (88)					
Fiscal Management	4.94	.76	.37* (88)	.30* (89)	.32* (86)	.25* (88)	.43* (89)	.39* (89)	.46* (89)	.41* (88)	.15 (89)	.24* (88)	.52* (88)	.42* (88)				
Maintenance	5.07	.82	.41* (89)	.36* (90)	.34* (86)	.35* (89)	.41* (89)	.16 (89)	.46* (90)	.44* (88)	.12 (90)	.36* (89)	.19* (88)	.37* (89)	.43* (88)			
Structures Comm.	5.31	.66	.24* (90)	.24* (91)	.29* (88)	.42* (90)	.36* (90)	.35* (90)	.34* (90)	.46* (90)	.06 (91)	.45* (90)	.39* (90)	.34* (89)	.49* (89)	.52* (89)		
Overall Rating	4.91	.64	.25* (87)	.36* (88)	.35* (84)	.17 (87)	.25* (87)	.47* (87)	.42* (88)	.30* (86)	.25* (88)	.41* (87)	.47* (86)	.50* (87)	.43* (86)	.30* (87)	.47* (87)	
$\alpha =$																		.89

$\alpha = .89$

*p $\leq$.05.

Table 3-16 (cont'd)
Supervisor Performance Ratings

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objectives	5.06	.81																
Indiv. Progress	4.73	.80		.62* (72)														
Student Activities Supervisor	4.94	.85		.40* (72)	.54* (67)													
Student Activities Participation	4.89	1.08		.40* (77)	.54* (71)	.73* (75)												
Direct Support Services	4.86	.96		.56* (71)	.51* (65)	.67* (71)	.54* (72)											
Direct Student Behavior	5.06	.84		.56* (74)	.43* (68)	.54* (74)	.44* (79)	.68* (72)										
Staff Evaluation	4.97	.85		.59* (72)	.50* (64)	.47* (69)	.42* (72)	.62* (69)	.58* (71)									
Dev. Activities	4.95	.85		.55* (78)	.55* (70)	.68* (71)	.60* (71)	.70* (70)	.70* (75)	.66* (72)								
Int. Effectiveness	5.03	.87		.38* (82)	.44* (72)	.42* (76)	.42* (83)	.46* (75)	.52* (80)	.52* (77)	.51* (86)							
Community Relations	4.78	.97		.45* (77)	.58* (70)	.32* (76)	.33* (81)	.36* (74)	.37* (76)	.31* (73)	.43* (79)	.77* (86)						
Community Relating Parents	4.76	.88		.55* (71)	.57* (62)	.45* (69)	.50* (74)	.57* (68)	.52* (71)	.49* (69)	.53* (74)	.53* (80)	.61* (77)					
Distrist Coord.	4.95	.95		.51* (78)	.54* (71)	.60* (72)	.58* (76)	.79* (72)	.58* (75)	.52* (75)	.60* (80)	.44* (83)	.37* (78)	.61* (71)				
Fiscal Management	4.77	.90		.60* (59)	.60* (53)	.51* (55)	.36* (58)	.56* (55)	.60* (56)	.53* (55)	.54* (62)	.42* (64)	.49* (61)	.51* (61)				
Maintenance	4.77	1.01		.40* (64)	.44* (62)	.62* (64)	.65* (70)	.69* (62)	.53* (66)	.55* (65)	.60* (67)	.48* (72)	.36* (70)	.49* (66)	.63* (67)	.44* (54)		
Structures Comm.	4.96	.79		.63* (75)	.65* (68)	.51* (72)	.39* (77)	.54* (71)	.57* (74)	.51* (70)	.57* (77)	.67* (82)	.71* (73)	.62* (76)	.64* (59)	.44* (68)		
Overall Rating	4.71	.91		.66* (83)	.51* (73)	.64* (77)	.60* (84)	.72* (76)	.59* (81)	.53* (78)	.65* (87)	.48* (94)	.61* (80)	.64* (84)	.61* (64)	.55* (72)	.79* (82)	
$\alpha = .96$																		

*p ≤ .05.

Table 3-16 (cont'd)

Teacher A Performance Ratings																		
	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objectives	5.34	.75																
Indiv. Progress	4.93	.87		.56* (66)														
Student Activities Supervision	5.17	.75		.50* (57)	.64 (58)													
Student Activities Participation	5.16	.83		.48* (66)	.39* (64)	.40* (61)												
Direct Support Services	5.07	.89		.48* (51)	.47* (48)	.32* (47)	.59* (53)											
Direct Student Behavior	5.54	.64		.39* (68)	.30* (64)	.37* (59)	.35* (70)	.33* (57)										
Staff Evaluation	5.23	.79		.55* (61)	.44* (58)	.29* (54)	.52* (63)	.39* (53)	.13 (66)									
Dev. Activities	5.18	.90		.53* (65)	.65* (62)	.59* (57)	.50* (66)	.48* (55)	.25* (68)	.49* (66)								
Int. Effectiveness	5.44	.77		.34* (71)	.31* (67)	.32* (63)	.38* (73)	.46* (58)	.20* (75)	.42* (67)	.19 (71)							
Community Relations	5.06	.97		.53* (55)	.41* (51)	.50* (52)	.52* (56)	.41* (50)	.39* (58)	.55* (56)	.43* (60)							
Community Relating Parents	5.01	.82		.52* (61)	.62* (59)	.55* (54)	.39* (62)	.48* (54)	.37* (65)	.39* (62)	.47* (64)	.24* (66)	.49* (55)					
District Coord.	5.25	.81		.55* (56)	.50* (54)	.40* (49)	.51* (57)	.58* (50)	.29* (60)	.40* (57)	.50* (59)	.26* (63)	.62* (51)	.56* (57)				
Fiscal Management	5.04	.94		.54* (43)	.58* (40)	.44* (40)	.49* (41)	.63* (36)	.39* (44)	.36* (43)	.55* (44)	.32* (44)	.51* (40)	.61* (45)	.71* (38)			
Maintenance	4.97	.88		.46* (54)	.55* (54)	.61* (48)	.58* (57)	.57* (48)	.38* (59)	.53* (56)	.41* (50)	.50* (60)	.63* (47)	.48* (56)	.61* (48)	.62* (37)		
Structures Comm.	5.34	.76		.59* (65)	.53* (61)	.58* (57)	.53* (67)	.50* (54)	.38* (70)	.60* (64)	.52* (73)	.51* (59)	.56* (63)	.56* (62)	.71* (45)	.63* (56)		
Overall Rating	5.07	.71		.56* (73)	.58* (68)	.53* (63)	.50* (74)	.54* (59)	.51* (78)	.62* (69)	.56* (74)	.46* (82)	.64* (63)	.48* (68)	.54* (65)	.55* (46)	.70* (61)	.61* (76)
$\alpha = .95$																		

 $\alpha = .95$

*p ≤ .05.

Table 3-16 (cont'd)

Teacher B Performance Ratings																		
	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Curriculum Objective	5.30	.86																
Indiv. Progress	4.74	.92	.62* (62)															
Student Activities Supervision	4.99	1.03	.65* (62)	.73* (53)														
Student Activities Participation	5.06	1.00	.39* (71)	.47* (59)	.68* (62)													
Direct Student Services	5.06	1.03	.46* (68)	.61* (56)	.73* (59)	.59* (63)												
Direct Student Behavior	5.45	.84	.72* (74)	.51* (61)	.65* (65)	.62* (71)	.64* (66)											
Staff Evaluation	5.25	.86	.71* (72)	.57* (56)	.53* (60)	.45* (67)	.59* (63)	.65* (74)										
Dev. Activities	5.21	.83	.45* (73)	.43* (61)	.52* (60)	.44* (69)	.59* (67)	.63* (74)	.55* (72)									
Int. Effectiveness	5.42	.84	.60* (82)	.53* (65)	.62* (68)	.60* (77)	.55* (71)	.73* (81)	.66* (79)	.49* (79)								
Community Relations	5.00	.98	.61* (60)	.63* (52)	.61* (51)	.54* (58)	.56* (54)	.62* (58)	.61* (58)	.57* (62)	.61* (64)							
Community Relating Parents	4.75	.88	.43* (67)	.56* (56)	.53* (56)	.48* (65)	.60* (61)	.53* (68)	.54* (65)	.59* (69)	.61* (72)	.59* (56)						
District Coord.	5.11	.81	.64* (63)	.63* (52)	.60* (52)	.53* (59)	.64* (58)	.61* (65)	.62* (66)	.56* (68)	.54* (69)	.62* (54)	.61* (58)					
Fiscal Management	5.16	.83	.52* (48)	.33* (40)	.41* (38)	.34* (45)	.43* (40)	.44* (47)	.43* (48)	.50* (49)	.37* (50)	.52* (43)	.43* (43)	.48* (44)				
Maintenance	4.92	.82	.21* (67)	.42* (53)	.43* (57)	.44* (62)	.53* (59)	.47* (68)	.30* (65)	.32* (65)	.42* (71)	.55* (52)	.48* (62)	.54* (55)	.15 (41)			
Structures Comm.	5.13	.95	.60* (75)	.55* (62)	.58* (64)	.50* (72)	.57* (69)	.73* (78)	.57* (75)	.59* (79)	.64* (83)	.69* (63)	.58* (71)	.56* (69)	.52* (49)	.45* (68)		
Overall Rating	5.13	.85	.71* (82)	.64* (66)	.71* (68)	.58* (77)	.65* (71)	.80* (82)	.72* (80)	.48* (80)	.73* (90)	.56* (65)	.50* (72)	.59* (70)	.33* (50)	.41* (71)	.63* (87)	
L = .95																		

*p ≤ .05.

Table 3-17
Interrater Reliability of Pre-training Performance Ratings^a

	Self-Supervisor	Self-Teacher A	Self-Teacher B	Supervisor-Teacher A	Supervisor-Teacher B	Teacher A-Teacher B
Curriculum Objectives	.25* (79)	.08 (81)	.00 (84)	.14 (72)	-.13 (72)	.14 (71)
Indiv. Progress	.22* (69)	.11 (61)	.16 (64)	.26 (45)	.08 (49)	.14 (44)
Student Activities Supervision	.33* (60)	.10 (63)	.11 (59)	.08 (45)	.08 (43)	.30* (40)
Student Activities Participation	.11 (71)	.06 (83)	.00 (78)	-.01 (66)	.19 (64)	.14 (74)
Direct Support Services	.11 (75)	.05 (67)	.28* (64)	.15 (53)	.31* (57)	.37* (50)
Direct Student Behavior	.02 (73)	-.05 (85)	-.17 (82)	.04 (70)	.07 (69)	.18 (78)
Staff Evaluation	.07 (70)	-.03 (71)	-.10 (75)	.19 (57)	.02 (66)	.14 (62)
Dev. Activities	.11 (80)	-.04 (80)	.01 (83)	.08 (24)	.19* (75)	.30 (75)
Int. Effectiveness	.18* (86)	.00 (91)	.01 (89)	.00 (83)	.09 (84)	-.06 (87)
Community Relations	.13 (76)	-.18 (67)	.15 (78)	.04 (57)	.18 (68)	.15 (57)
Community Relating Parents	.24* (74)	.05 (69)	.04 (70)	.27* (57)	.04 (61)	.06 (54)
District Coord.	.16 (79)	.24* (72)	.00 (69)	.26* (58)	.12 (61)	-.06 (57)
Fiscal Management	.42* (52)	.11 (53)	.08 (46)	.27* (36)	-.13 (32)	.17 (31)
Maintenance	.16 (66)	.09 (65)	-.02 (69)	.13 (49)	.07 (54)	.26* (52)
Structures Comm.	.17 (71)	-.09 (77)	.04 (83)	.05 (61)	.02 (64)	.15 (72)
Overall Rating	.16 (92)	.13 (98)	.00 (98)	.10 (88)	.07 (90)	.25* (95)
Summed Score	.19* (93)	.04 (100)	.00 (98)	.11 (91)	.03 (93)	.16 (97)

^aThe figure in parentheses represents the number of cases on which the correlation is based.

*p < .05.

Table 3-18

Interrater Reliability of Post-training Performance Ratings^a

	Self-Supervisor	Self-Teacher A	Self-Teacher B	Supervisor-Teacher A	Supervisor-Teacher B	Teacher A-Teacher B
Curriculum Objectives	-.01 (73)	.12 (64)	-.01 (79)	.17 (59)	.26* (68)	.15 (61)
Indiv. Progress	.12 (64)	.22* (61)	.28* (58)	.35* (52)	.00 (50)	.05 (45)
Student Activities Supervision	.10 (66)	.05 (56)	.15 (60)	.14 (50)	.06 (52)	.22 (45)
Student Activities Participation	.12 (75)	.20 (67)	.15 (68)	.07 (61)	.07 (64)	.28* (62)
Direct Support Services	.11 (65)	.17 (51)	.19 (66)	.21 (44)	.01 (55)	.33* (44)
Direct Student Behavior	-.13 (70)	-.09 (71)	.02 (72)	.00 (63)	0 (68)	-.06 (67)
Staff Evaluation	.33* (68)	-.04 (62)	.19 (69)	.39* (52)	.34* (65)	.03 (59)
Dev. Activities	.07 (76)	-.07 (64)	.29* (72)	.25* (61)	.09 (67)	.05 (61)
Int. Effectiveness	.15 (83)	.08 (73)	-.02 (81)	.09 (72)	.19* (82)	.23* (74)
Community Relations	.28* (75)	.04 (55)	.10 (57)	.15 (51)	.21 (53)	.25* (44)
Community Relating Parents	.08 (70)	.03 (60)	.11 (63)	.18 (53)	-.21 (57)	.10 (49)
District Coord.	.11 (72)	.10 (57)	.11 (62)	.44* (54)	.30* (58)	.12 (46)
Fiscal Management	.34* (55)	.07 (39)	.06 (44)	.17 (29)	.34* (32)	.05 (28)
Maintenance	.15 (62)	.01 (55)	.25* (63)	.15 (47)	.15 (55)	.17 (51)
Structures Comm.	.15 (71)	-.08 (67)	.12 (75)	.05 (61)	.30* (67)	-.01 (64)
Overall Rating	.13 (80)	.03 (74)	.07 (77)	.20* (78)	.20* (83)	.21* (78)
Summed Score	.13 (85)	-.02 (78)	.19* (83)	.19* (79)	.13 (86)	.16 (80)

^aThe figure in parentheses represents the number of cases on which the correlation is based.

*p ≤ .05.

should not be combined. Therefore, the summed performance rating score for each of the four rating sources was used in subsequent analyses.

Reliability and Intercorrelations of the Training Effectiveness Criteria

The means, standard deviations, and intercorrelations of the reaction, learning, behavior, and performance criteria for pre-training and post-training evaluations are presented in Tables 3-19 and 3-20. The internal consistency of the measures is satisfactory, ranging from .85 for pre-training self behavior ratings to .97 for the reaction measure.

The reaction criterion correlated significantly with Teacher B performance ratings, and self and supervisor behavior ratings. Significant relationships were found between performance and behavior ratings within each source for both pre- and post-training evaluation periods. For example, the correlation between pre-training self behavior ratings and self performance ratings is .38. Across rating sources the relationship between behavior and performance was nil.

As a result of the pattern of correlations of the training effectiveness criteria within rating source but not across sources, subsequent analyses including the evaluation of the training program and model testing will be conducted separately for each source of criteria information i.e., self, supervisor, Teacher A, Teacher B, Support Staff A,

Table 3-19
Means, Standard Deviations, and Intercorrelations
of Pre-training Measures^a

	<u>N</u>	<u>M</u>	<u>SD</u>	1	2	3	4	5	6	7	8	9	10	11
<u>Performance</u>														
1. Self	105	4.98	.54	.90										
2. Supervisor	95	4.80	.62	.19* (93)	.91									
3. Teacher A	102	5.07	.59	.04 (100)	.11 (91)	.92								
4. Teacher B	100	5.00	.66	.00 (98)	.03 (93)	.16 (97)	.91							
<u>Behavior</u>														
5. Self	105	1.92	.41	.38* (105)	.11 (93)	.01 (100)	-.11 (98)	.85						
6. Supervisor	99	1.95	.59	.02 (97)	.73* (93)	.12 (97)	.15 (95)	.26* (97)	.92					
7. Teacher A	103	1.71	.46	.00 (102)	.03 (92)	.63* (100)	.11 (98)	.09 (102)	.12 (96)	.89				
8. Teacher B	100	1.71	.53	.10 (98)	.04 (91)	.24* (97)	.80* (99)	-.05 (98)	.18* (94)	.21* (98)	.93			
9. Support Staff A	101	1.76	.58	.14 (99)	.40* (98)	.40* (98)	.17 (95)	.10 (99)	.25* (96)	.13 (98)	.20* (95)	.93		
10. Support Staff B	102	1.69	.52	.13 (101)	.02 (92)	.03 (97)	.04 (95)	.15 (101)	.07 (95)	.09 (99)	-.12 (95)	.14 (98)	.93	
11. Learning	107	2.17	.65	-.10 (105)	-.05 (95)	-.11 (102)	.07 (100)	.19* (105)	.00 (99)	-.05 (103)	-.01 (100)	.05 (101)	-.06 (102)	.89

^aInternal consistency reliability coefficients are in the diagonal of the matrix. The figure in parentheses represents the number of cases on which the correlation is based.

*p < .05.

Table 3-20
Means, Standard Deviations, and Intercorrelations
of Post-training Measures^a

	<u>N</u>	<u>M</u>	<u>SD</u>	1	2	3	4	5	6	7	8	9	10	11	12
<u>Performance</u>															
1. Self	92	5.14	.43	.89											
2. Supervisor	96	4.85	.67	.13 (85)	.96										
3. Teacher A	87	5.19	.58	-.02 (78)	.19* (79)	.95									
4. Teacher B	94	5.14	.69	.19* (83)	.13 (86)	.16 (80)	.95								
<u>Behavior</u>															
5. Self	93	1.81	.39	.43* (92)	.05 (86)	-.10 (78)	.12 (84)	.87							
6. Supervisor	90	1.85	.56	.21* (79)	.71* (89)	.08 (76)	.19* (80)	.32* (79)	.93						
7. Teacher A	86	1.68	.42	-.04 (76)	.27* (78)	.59* (82)	.27* (80)	.07 (77)	.10 (74)	.88					
8. Teacher B	92	1.68	.56	.10 (81)	.11 (84)	.17* (82)	.81* (90)	.11 (82)	.11 (79)	.33* (78)	.94				
9. Support Staff A	94	1.73	.61	.07 (83)	-.32* (87)	.28* (81)	.21* (89)	.07 (84)	.23* (83)	.19* (80)	.19* (84)	.94			
10. Support Staff B	94	1.68	.50	-.15 (82)	.14 (87)	.09 (82)	.00 (85)	.10 (83)	.18 (81)	.11 (80)	.07 (84)	.25* (88)	.92		
11. Learning	95	2.25	.63	-.07 (88)	.04 (87)	.06 (79)	.02 (85)	.19 (89)	-.02 (80)	.08 (78)	-.04 (83)	-.09 (85)	.28* (94)		
12. Reaction	51	1.48	.61	.15 (44)	.12 (48)	.02 (43)	.29* (47)	.31* (45)	.38 (46)	.08 (44)	.06 (46)	-.12 (48)	-.10 (49)	.00 (45)	.97

^aInternal consistency reliability coefficients are presented in the diagonal of the matrix. The figure in parentheses represents the number of cases on which the correlation is based.

* $p \leq .05$.

Support Staff B.

Training Program Evaluation

The effectiveness of the training program was determined by comparison between pre- and post-training learning, behavior, and performance scores received by the training and no-training groups. An evaluation of this type assumes that characteristics of the training and comparison group prior to training are equivalent, i.e., the groups possess similar skill and ability levels and attitudes. Random assignment of participants in evaluation studies usually ensures group equivalence. Since assignment of study participants to training or no-training conditions was quasi-random, it was important to verify group equivalence. Univariate F-tests were conducted on pre-training information. No significant differences were found between the pre-training criterion ratings received by the comparison and training groups (see Table 3-21). Also, no significant attitudinal differences were found between the two groups (see Table 3-22). As shown earlier, the two groups were not significantly different on a number of demographics including assessment center placement recommendation, sex, and position.

The intercorrelation of the behavior and performance measures suggested that these criteria should be considered simultaneously in the analysis as is accomplished in multivariate analysis of variance. While training group members only chose to emphasize any three of the six skill

Table 3-21

Means and Standard Deviations of Pre-training and Post-training Performance, Behavior, and Knowledge of Key Behaviors Rating for Training and Comparison Groups^a

	Pre-training Ratings						Post-training Ratings					
	Training Group			Comparison Group			Training Group			Comparison Group		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Performance Ratings												
Self	60	4.91	.59	45	5.09	.47	50	5.23	.40	42	5.04	.46
Supervisor	53	4.84	.59	42	4.76	.67	56	4.91	.62	40	4.77	.75
Teacher A	59	5.06	.65	43	5.09	.51	49	5.27	.60	38	5.10	.55
Teacher B	57	5.04	.71	43	4.97	.61	54	5.13	.71	40	5.11	.67
Behavior Ratings												
Self	60	1.95	.37	45	1.88	.47	51	1.69	.34	42	1.95	.40
Supervisor	57	1.98	.54	42	2.00	.63	54	1.82	.57	36	1.90	.55
Teacher A	60	1.72	.51	43	1.69	.37	49	1.61	.40	37	1.77	.43
Teacher B	57	1.71	.55	43	1.70	.51	53	1.67	.60	39	1.69	.51
Support Staff A	56	1.83	.62	45	1.67	.52	56	1.75	.69	38	1.69	.49
Support Staff B	57	1.69	.55	45	1.69	.50	57	1.66	.48	37	1.71	.54
Knowledge of Key Behaviors	60	2.22	.68	47	2.11	.62	53	2.33	.68	42	2.14	.57

^a Performance ratings ranged from 1-6. The higher the score, the more favorable performance was rated. Behavior ratings ranged from 1-5. The lower the score, the more frequently the individual was reported as exhibiting the key behaviors. Ratings for the learning criteria range from 1-5. A high score indicates the participants demonstrated knowledge of most key behaviors in in-basket item responses.

Table 3-22
Means and Standard Deviations of Training and Comparison
Group Attitude Scale Scores^a

Scale	Group					
	Training			Comparison		
	N	M	SD	N	M	F
Reaction to Skill Assessment	60	2.03	.72	45	2.05	.821
Locus of Control	60	2.41	.35	45	2.34	.802
Job Involvement	60	2.23	.54	45	2.41	2.74
Career Planning	60	2.00	.54	45	2.00	.000
Exploratory Behavior	60	2.33	.70	45	2.34	.042
Pre-training Motivation	60	1.77	.94	-	-	-
Post-training Motivation	57	1.53	.67	-	-	-

^a Scale values range from 1-5. A low value indicates a high level of the attitude.

dimensions in training, the high intercorrelation of the skill dimension ratings for the learning and behavior criteria resulted in using a score with ratings summed across all six dimensions as the learning and behavior criterion. This precluded any analysis of individual skill dimension change. A repeated measures multivariate analysis of variance was conducted with Group (training - comparison) as the between factor, Time (pre-training - post-training) as the within factor, and the pre- and post-training behavior and performance summed scores as the dependent variables.

Multivariate analysis of variance (MANOVA) simultaneously examines the relationship between two or more dependent variables and a set of categorical predictor variables (Hair, Anderson, Tatham, & Grablovsky, 1979) and provides an overall test of the relationship between the independent and dependent variables. A statistically significant overall test indicates there is at least one linear combination of responses that discriminates among the treatments or independent variables (Bochner & Fitzpatrick, 1980). Given a statistically significant overall test, univariate analyses of variance (AOV) are usually conducted to determine the direction and magnitude of each treatment on each dependent variable.

Separate multivariate analyses were conducted for Self, Supervisor, Teacher A and Teacher B. Because only behavior ratings were collected from support staff personnel,

separate univariate analysis of variances were conducted for Support Staff A and Support Staff B.

The learning criteria were also analyzed using univariate analysis of variance because they were uncorrelated with behavior and performance measures. In order to insure comparability across the in-basket raters the learning scores of each rater were standardized. These standardized scores (Z-scores) were used as dependent variables.

A likely covariate of trainees' performance was their pre-training ability. The assessment center placement recommendation served as an ability measure. This is reasonable given that this rating represents an overall appraisal of the participant's ability to perform the school principalship position. No significant differences were found between the mean placement recommendation for the training ($M = 3.51$, $SD = .86$) and comparison ($M = 3.45$, $SD = .93$) groups. The relationship between the assessment center placement recommendation and pre- and post-training criteria measures, shown in Table 3-23, indicates that this surrogate ability measure is significantly related to post-training supervisor performance ratings, i.e., study participants with higher ability levels receive higher supervisory performance ratings. Consequently analyses of supervisor performance ratings included the use of the placement recommendation as a covariate.

Table 3-23

Intercorrelation of Assessment Center Placement
Recommendation and Reaction, Learning,
Behavior, and Performance Criteria

	Pre-training	Post-training
Behavior Ratings		
Self	.23*	.12
Supervisor	.39*	.38*
Teacher A	.00	.07
Teacher B	.16	.10
Support Staff A	.21*	.19*
Support Staff B	.04	-.09
Performance Ratings		
Self	.20*	.01
Supervisor	.37*	.44*
Teacher A	.09	.05
Teacher B	.18*	.10
Knowledge of Key Behaviors	.00	-.02
Reaction	-	.30*

MANOVA for Self Ratings

Analysis of self ratings revealed a significant multivariate main effect for Time, $F(2,87) = 4.10, p \leq .05$. In addition, analyses indicated a significant multivariate Time X Group interaction. Univariate tests revealed a significant effect for both performance [$F(1,88) = 6.19, p \leq .05$] and behavior ratings [$F(1,88) = 4.27, p \leq .05$]. However, little is gained by scrutinizing a significant main effect when an higher order interaction is also significant (Keppel, 1973). Therefore, the significant interaction was examined more closely.

For the Time X Group interaction, significant univariate tests were found for both performance [$F(1,88) = 10.90, p \leq .05$] and behavior ratings [$F(1,88) = 13.71, p \leq .05$]. Examination of the pre- and post-training mean performance and behavior ratings aided in interpretation of the significant interaction. As shown in Table 3-21, pre-training self performance ratings were higher for comparison ($M = 5.09$) than training group members ($M = 4.91$). However, a complete reversal was found for post-training ratings. Training group members reported higher levels of performance ($M = 5.23$) than the comparison group ($M = 5.04$). In addition, the training group's post-training ratings were significantly more favorable than their pre-training ratings.

A similar result was found for behavior ratings. Comparison group pre-training ratings ($M = 1.88$) were more

favorable than those for the training group ($\bar{M} = 1.95$). However, post-training behavior ratings for the training group ($\bar{M} = 1.69$) were more favorable than those reported by the comparison group ($\bar{M} = 1.95$). In addition, post-training behavior ratings reported by the training group were significantly less than (more favorable) pre-training ratings.

AOV for Supervisor Ratings

A repeated measures analysis of covariance with the placement recommendation as the covariate and performance ratings as the dependent variable revealed a significant effect for the covariate, $F(1,84) = 20.96, p \leq .05$. With the effects of the covariate removed, a significant main effect for Time was observed, $F(1,85) = 4.03, p \leq .05$. A significant main effect for Time was also found with the behavior ratings as the dependent variable, $F(1,78) = 9.81, p \leq .05$.

The mean post-training performance rating adjusted for effects of the covariate ($\bar{M} = 4.86$) is significantly greater than the adjusted mean pre-training performance rating ($\bar{M} = 4.76$). Examination of the mean pre- and post-training behavior ratings presented in Table 3-21 reveals that supervisor post-training behavior ratings ($\bar{M} = 1.82$) are less than (more favorable than) pre-training ratings ($\bar{M} = 1.98$) regardless of treatment group (training vs. comparison group).

MANOVA for Teacher A Ratings

No significant multivariate F 's were found for Group [F

$(2,79) = .65, p \geq .05]$, Time [$F(2,79) = .43, p \geq .05]$, or Time X Group [$F(2,79) = 1.43, p \geq .05]$.

MANOVA for Teacher B Ratings

No significant multivariate F 's were found for Group [$F(2,84) = .87, p \geq .05]$, Time [$F(2,84) = 2.50, p \geq .05]$, or Time X Group [$F(2,84) = .09, p \geq .05]$.

AOV for Support Staff A Ratings

Univariate analysis of variance revealed no significant main effects for Time [$F(1,89) = .64, p \geq .05]$, Group [$F(1,89) = .77, p \geq .05]$, or the Time X Group interaction [$F(1,89) = 1.17, p \geq .05]$.

AOV for Support Staff B Ratings

Univariate analysis of variance revealed no significant main effects for Time [$F(1,89) = .21, p \geq .05]$, Group [$F(1,89) = .00, p \geq .05]$, or the Time X Group interaction [$F(1,89) = .44, p \geq .05]$.

AOV for Learning Criteria

No significant main effects were found for Time [$F(1,91) = 1.00, p \geq .05]$ or Group [$F(1,91) = 3.44, p \geq .05]$. Also, the Time X Group interaction was not significant [$F(1,91) = .00, p \geq .05]$.

Identical analyses were conducted using data from only the San Diego and Oregon sites in order to determine if the short time interval between collection of pre- and post-training data at the South Carolina site was attenuating the means of post-training criterion ratings. The results of these analyses were identical to those found using the

complete data set.

Summary

Results of the evaluation of the training program reveal that the training program had little influence on trainees' knowledge of the key behaviors, behavior, and performance. This was the case for all sources of criteria information with the exception of self-assessed behavior and performance. However, learning, behavior, and performance improvement which may have occurred at the individual level are masked by such an analysis.

What would be responsible for differential individual change in learning, behavior, and performance? The major thesis of this study suggests that trainees' attitudes concerning their job, career, and the training program influence learning, behavior, and performance change. In order to determine if trainee learning, behavior, and performance improvement is influenced by trainees' attitudes the path analyses were conducted.

Path Analyses

According to Pfafferberger (1974) the objectives of path analysis include determining the importance of each path of causation, obtaining a pictorial representation of the causal relationship among a set of variables, and teasing out the nature of causal relationships among variables which aids in model formation. In this study, path analyses were conducted to fulfill these objectives. Figure 1-1 presents the causal model of the motivational influences

of training program effectiveness. Evaluation of the scales (reported earlier in this section) to measure the constructs included in the model revealed that several changes in the theoretical model were necessary. First, because of high item and scale intercorrelations, expectancies and motivation to learn were combined to form a measure of pre-training motivation. Similarly, items assessing perceptions of environmental favorability and motivation to transfer were combined to form a measure of post-training motivation. The use of highly correlated variables in path analysis is problematic because it becomes difficult to separate the effects of the variables (Billings & Wroten, 1978). Third, examination of item and scale intercorrelations indicated that little statistical evidence existed to combine job involvement, exploratory behavior, and career planning into an overall measure of career and job attitudes. As a result, the original model was revised. Figure 3-1 presents the revised conceptual model or structural model that was subject to initial path analyses. There are three exogeneous variables: locus of control, reaction to training, and post-training motivation. Post-training motivation was hypothesized as a moderator of the learning-behavior change relationship. Therefore, a multiplicative score (post-training motivation X learning gain score) was calculated to represent the interaction term in the model. The remaining variables are considered to be caused by variables preceding them (endogeneous variables). For example, pre-training

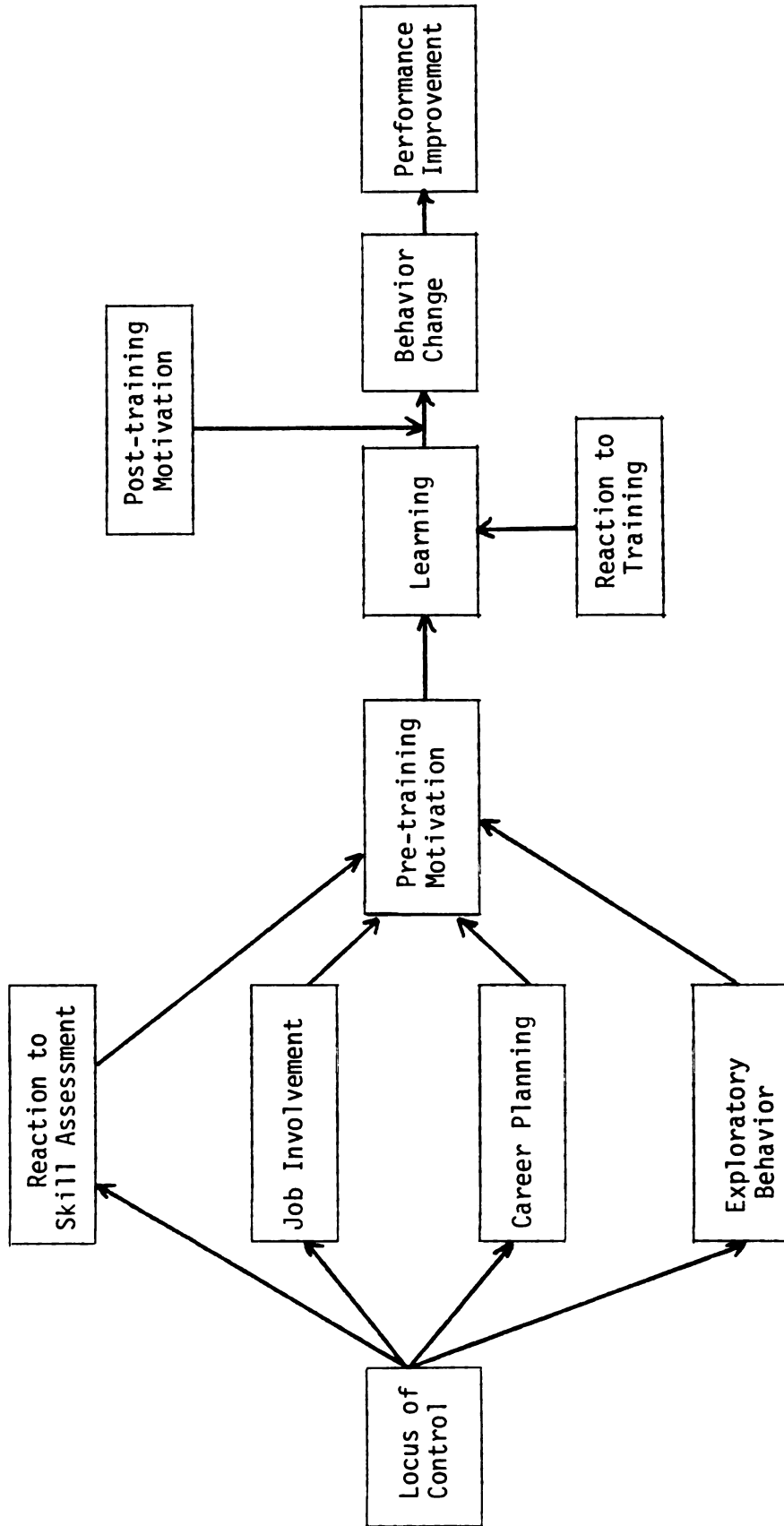


Figure 3-1. Revised model of the motivational influences of training program effectiveness.

motivation is hypothesized to be caused directly by reaction to skill assessment, job involvement, career planning, and exploratory behavior, and indirectly by locus of control. The model is recursive in nature with the attitudinal variables represented on the left side of the model believed to influence learning, behavior, and performance change as a result of training program participation. The model is also overidentified, i.e., the model contains more information than is necessary to provide unique estimates of the hypothesized path coefficients.

Two conditions were necessary to test the model. First, individuals must have participated in the training program. Second, both pre- and post-training measures of learning, behavior and performance for each trainee were necessary for the calculation of gain or difference scores. In order to meet these two conditions, the model was tested using data from participants in the treatment or training group who provided attitudinal as well as pre- and post-training criterion scores. This resulted in a sample size of approximately 44.

Learning, behavior, and performance gain scores were calculated for each training group participant. The use of gain scores has been questioned because of their lack of reliability and appropriateness for answering substantive research questions (e.g., Cronbach and Furby, 1970). However, Rogosa, Brandt, & Zimowski (1982) conclude that when only pre-post data are available, the difference score

is a natural and useful estimate of individual change. Rogosa et al. present evidence demonstrating that when nonnegligible individual differences in change are present, the reliability of gain scores is respectable. The authors do emphasize that the important deficiency of difference scores lies in the data, not the measurement of individual change -- two waves of data often are not sufficient to yield definitive answers to questions about change.

Gain scores were calculated for learning, behavior, and performance criteria by subtracting pre-training summed scores from post-training summed scores. Learning scores were converted to Z-scores by standardizing the pre- and post-training summed learning score for each rater. Table 3-25 presents the mean gain scores, standard deviation, reliability and 95% confidence interval for learning, behavior, and performance gain scores. The reliability of the difference scores is calculated by using the formula for the reliability of parallel tests:

$$r_{dd} = \frac{\sigma_g^2 r_{gg} + \sigma_h^2 r_{hh} - 2 r_{gh} \sigma_g \sigma_h}{\sigma_g^2 + \sigma_h^2 - 2 r_{gh} \sigma_g \sigma_h}$$

where r_{gg} equals the reliability of the pre-training score, r_{hh} equals the reliability of the post-training score, r_{gh} equals the correlation between the pre- and post-training scores, σ_g^2 equals the pre-training score variance, σ_g equals the pre-training score standard deviation, σ_h^2 equals

Table 3-24

Means, Standard Deviations, 95% Confidence Interval and Reliability
of Gain Scores for Performance, Behavior and Learning Criteria

Criteria	N	M	SD	95% Confidence-Interval	r_{gg}	r_{hh}	r_{gh}	r_{dd}^b
Performance Ratings								
Self	50	.324	.596	.489 - .164	.90	.89	.40	.83
Supervisor	50	.129	.409	.243 - .015	.91	.96	.80	.71
Teacher A	49	.117	.457	.244 - -.01	.92	.95	.68	.80
Teacher B	52	.119	.514	.258 - -.02	.91	.95	.67	.80
Behavior Ratings								
Self	51	.242	.451	.365 - .119	.85	.87	.37	.78
Supervisor	51	.122	.379	.226 - .008	.92	.93	.79	.64
Teacher A	49	.036	.406	.150 --.077	.89	.88	.53	.76
Teacher B	52	.025	.504	.162 --.112	.93	.94	.32	.90
Knowledge of Key Behaviors ^a	50	0	1	1.96 --1.96	.89	.90	.39	.83

^a Learning criteria was transformed to Z-scores.

^b r_{gg} = pre-training reliability; r_{hh} = post-training reliability; r_{gh} = correlation between pre- and post-training measures; and r_{dd} = reliability of gain score.

the post-training score variance, and σ_h equals the post-training measure standard deviation. The reliability of the gain score is affected by the degree of change from pre-training to post-training. The highest gain score reliabilities are found for Teacher B behavior ratings and self performance ratings. Overall, the reliabilities for the gain scores are quite acceptable. The 95% confidence interval for the gain scores is also shown in Table 3-24. One can conclude with a high degree of certainty that supervisor and self performance ratings for the training group improved following training. Self and supervisor behavior ratings also exhibited positive improvement. The confidence intervals for the performance and behavior gain scores for the other sources of criterion information suggest that little or no change occurred between pre-training and post-training ratings. This is consistent with the analysis of variance reported earlier.

The model presented in Figure 3-1 was examined by a path analytic approach using the ordinary least squares method of estimating path coefficients (Heise, 1975). The strength of each link in the path diagram was obtained for each rating source by doing simple or multiple regression of each variable on its causal antecedents. With one antecedent variable, the path coefficient is the simple correlation between the dependent variable and the antecedent variable. In the case where two or more variables are proposed to have a direct impact on the dependent variable, the path

coefficients are standardized regression coefficients (B or beta weights). Prior to the analysis, all observed correlations were corrected for attenuation thus removing the effects of measurement error. The PATH routine in the PACKAGE Computer program was used (Hunter, Gerbing, Cohen & Nicol, 1980). The proposed path model was evaluated by comparing the observed correlation matrix to the matrix of correlations generated by the estimated path coefficients (reproduced correlations). The residual correlation matrix is the arithmetic difference between the corresponding observed correlations observed and those generated from the path coefficients. The lower the values in the residual matrix, the closer the reproduced correlations correspond to the observed correlations. The lower the residual values the better the model "fits" the data. PACKAGE provides the sum of squared discrepancies (between observed and reproduced correlations) which is used to generate an overall chi-square test, i.e., the test of the goodness of fit for the path model. The sum of squared discrepancies is divided by the square of the standard error of the average correlation to generate the overall chi-square test. The use of an overall test of the goodness of fit of the model is believed to be superior to testing the beta weights in a multistage causal model for two reasons outlined by Pedhazur (1982). First, when the sample size is large, even meaningless regression coefficients may be found to be statistically significant. Second, testing the beta weights within each

equation does not constitute an overall test of the model fit. In path analysis, the main concern is with the congruence of the proposed causal network to the data, not the significance of individual paths.

The model proposed in Figure 3-1 was examined separately for Self, Supervisor, Teacher A and Teacher B criterion data. The decision to test for each rating source separately was based on the low intercorrelation between the criterion information provided by the different sources which suggests the criterion sources are providing unique information concerning the participants' behavior and performance in the work setting.

Across all criterion sources the relationship among trainees' attitudes and the learning criteria (that is, the first part of the conceptual model in Figure 3-1) did not vary because they are the same measure. Therefore, the paths among attitudes and between attitudes and the learning criteria will be discussed first, followed by an examination of the relationship between trainee attitudes and behavior and performance change for each criterion source (Self, Supervisor, Teacher A, and Teacher B).

Relationship Among Trainee Attitudes and Learning Criteria

An internal locus of control was moderately related to career planning ($B = .21$) and exploration activities ($B = .22$). A small negative relationship was found between locus of control and job involvement ($B = -.12$) and reaction to

skill assessment ($B = -.12$). Trainees who reported high levels of job involvement were also highly motivated to learn the content of the training program ($B = .29$). Individuals who also were favorable towards the results of their needs assessment, i.e., assessment center participation, were also positively motivated to learn the content of the training program ($B = .15$). Career planning had virtually no relationship with pre-training motivation ($B = .02$). However, a negative relationship between exploratory behavior and pre-training motivation was revealed ($B = -.23$).

The small positive path coefficient between trainees' reaction to the training program and the learning gain score ($B = .18$) represents a slight negative relationship, i.e., trainees who reacted positively to the program exhibited less learning than trainees who reacted less favorable. The small negative path coefficient between trainees' motivation to learn the content of the training program and the learning gain score ($B = -.17$) represents a slight positive relationship between pre-training motivation and learning.

The residual correlations suggest that additional causal relationships existed between the attitudinal variables that were not hypothesized (see Table 3-25). The residual variable for reaction to skill assessment and the reaction criterion (.51) suggests that trainees' satisfaction with the training program may be directly influenced by their agreement with the assessment of their skill strengths and weaknesses. Additionally, job

involvement and learning appear to be related. The residual value (.41) suggests that highly job-involved trainees learn more as a result of participating in the training program than low-job involved individuals. Also, job involvement appears to be an antecedent of career planning (residual value equals .37). The largest residual value was found for the correlation between learning and post-training motivation (.91). This large residual value results from the high intercorrelation of the learning gain score and the moderator variable which is due to inclusion of the learning gain score in calculation of the moderator variable.

Relationship Between Trainee Attitudes and Behavior and Performance Change Using Self Ratings

In Figure 3-2, the complete path model for Self behavior and performance ratings is shown. No evidence exists to support the hypothesis that post-training motivation is a moderator of the learning-behavior change relationship. For self ratings, there is a very small relationship between learning and behavior change ($B = .04$). The strongest relationship, as well as the only statistically significant relationship in the model, is between behavior change and performance change ($B = .49$).

The residual values of the initial model for self behavior and performance ratings are shown in Table 3-25. Examination of the residual values suggests that pre-training motivation is related to both behavior and performance change, two links not hypothesized in the

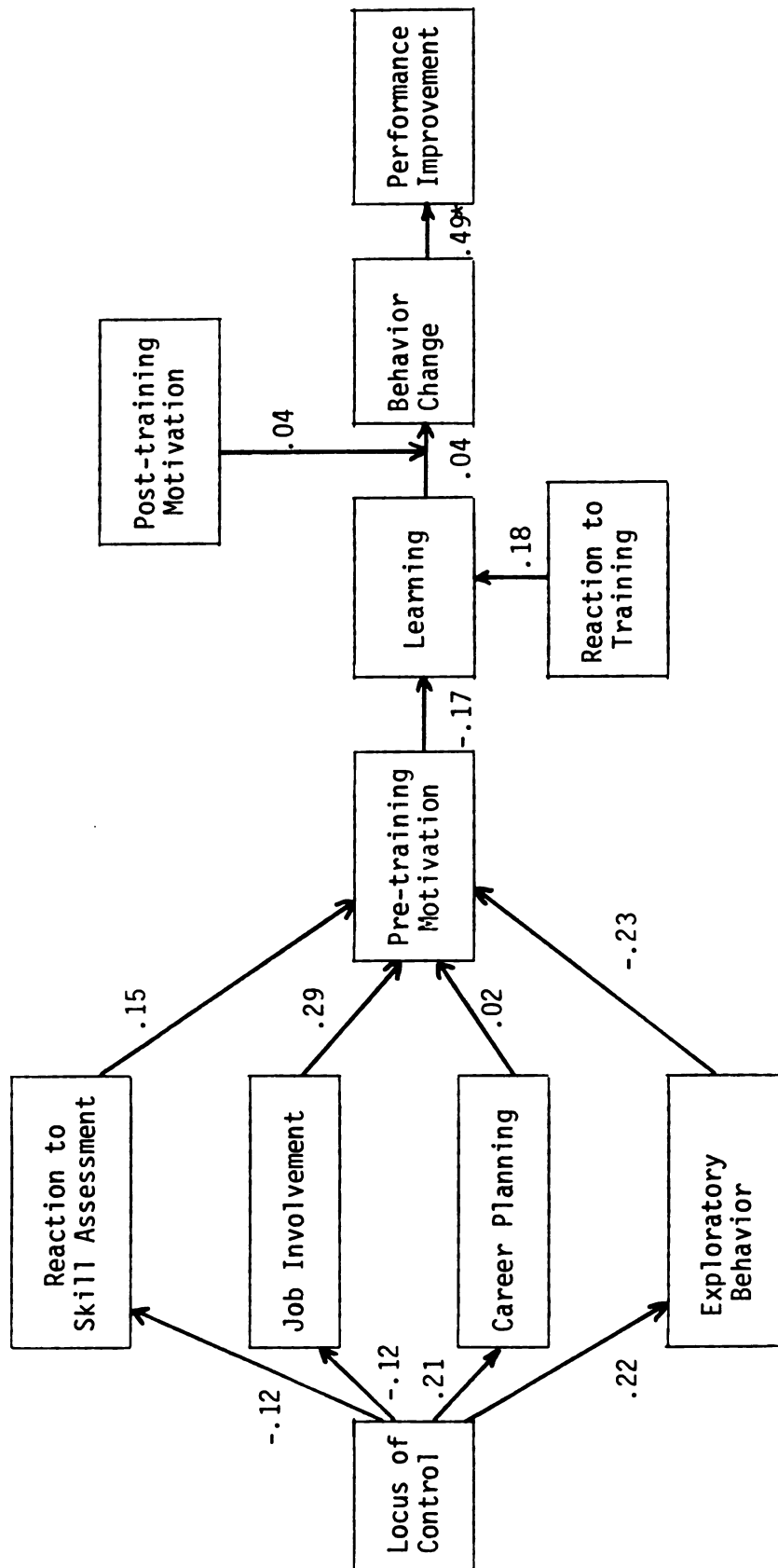


Figure 3-2. Initial path model of motivational influences on learning and self behavior and performance ratings.

* $p \leq .05$.

Table 3-25
Reproduced Correlation Matrix and Residual Values of Initial
Model for Self Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10	11
1. LOC	--	.00	.00	.00	.00	-.09	.24	.05	.18	-.39	.27
2. RSA	-.12	--	.00	.17	-.12	.03	.51	-.12	-.04	.27	.03
3. JI	-.12	.10	--	.37	.12	-.02	-.23	-.41	-.39	.09	.15
4. CP	.21	-.03	-.03	--	-.05	.14	.04	-.11	.00	-.26	-.12
5. EXP	.22	-.03	-.03	.05	--	.01	.21	.02	.28	.21	.31
6. PREMOT	-.10	.19	.31	.00	-.24	--	.05	.01	-.09	.27	.24
7. REACT	.00	.00	0	.00	.00	.00	--	-.01	.41	.04	.08
8. LEARN	.02	-.03	-.05	.00	.04	-.17	.18	--	.91	.04	.09
9. POSTMOT	.00	.00	.00	.00	.00	.00	.00	.00	--	.04	.14
10. BEH	.00	.00	.00	.00	.00	-.01	.01	.04	.04	--	.00
11. PERF	.00	.00	.00	.00	.00	.00	.00	.02	.02	.49	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; REACT = Reaction Criteria; LEARN = Learning Gain Score; POSTMOT = Post-training Motivation; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

original model. Behavior and performance change were more strongly influenced by trainee attitudes than hypothesized. Behavior change appeared to be positively influenced by locus of control and career planning and negatively influenced by reaction to skill assessment and exploratory behavior. An internal locus of control and participation in career planning activities were associated with positive behavior change. Trainees who reacted positively to the needs assessment and reported exploring career opportunities exhibited less behavior change. Performance change was negatively related to exploratory behavior and an internal locus of control.

The residual correlations suggested that the initial path model was inadequate and were used as the basis for the model revisions discussed in the section "Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Self Ratings".

Relationship Between Trainee Attitudes and Behavior and Performance Change Using Supervisor Ratings

In Figure 3-3, the path model for supervisor behavior and performance ratings is shown. As was the case for self ratings, the strongest and only statistically significant relationship in the model is between behavior change and performance change ($B = .41$). Also, no evidence was found for the learning-behavior change relationship ($B = .08$) or inclusion of post-training motivation as a moderator variable.

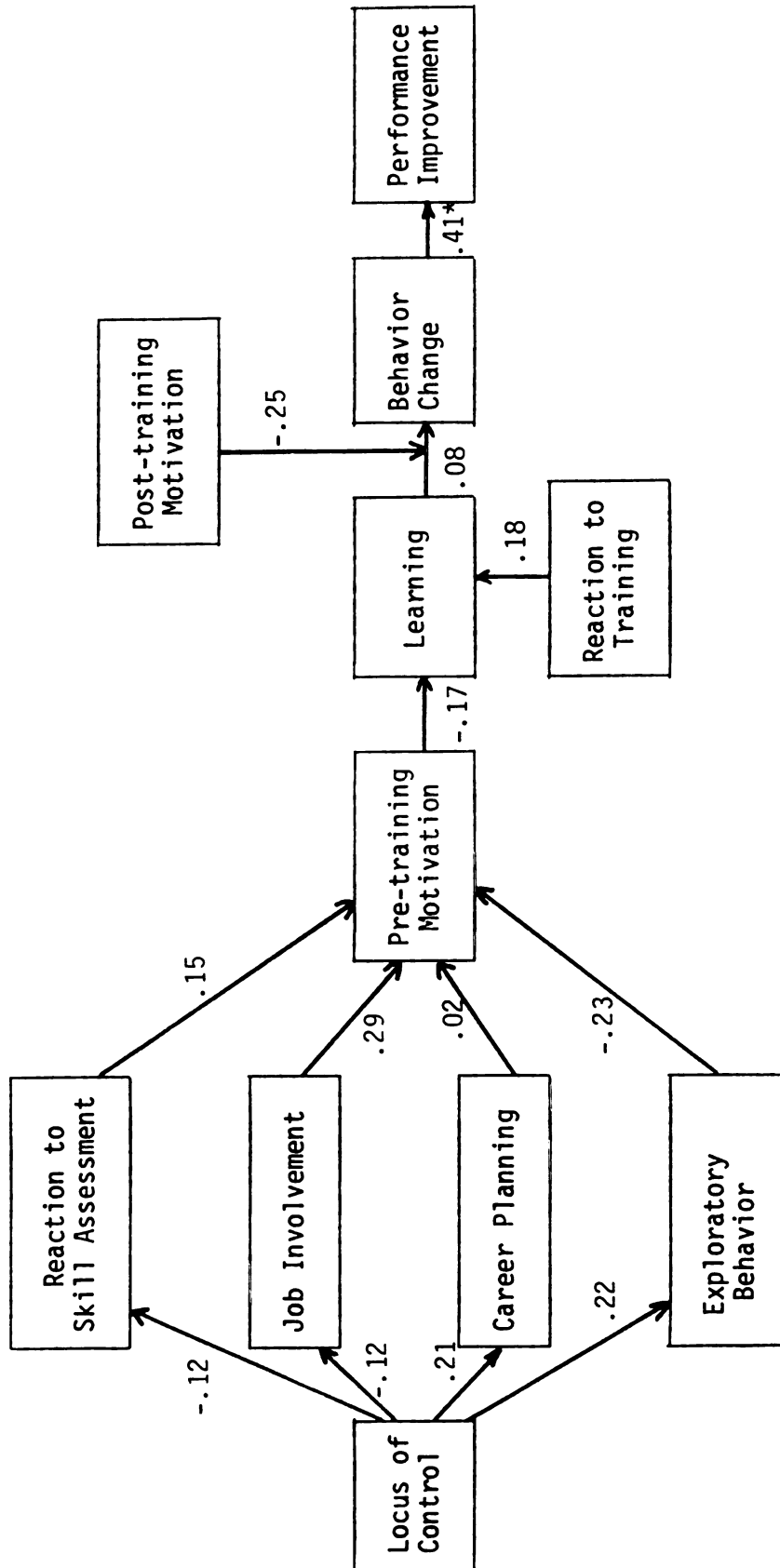


Figure 3-3. Initial path model of motivational influences on learning and supervisor behavior and performance ratings.

* $p \leq .05$.

Table 3-26
Reproduced Correlation Matrix and Residual Values of Initial
Model for Supervisor Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10	11
1. LOC	--	.00	.00	.00	.00	-.09	.24	.05	.18	.13	.25
2. RSA	-.12	--	.00	.17	-.12	.03	.51	-.12	-.04	.23	-.14
3. JI	-.12	.10	--	.37	.12	-.02	-.23	-.41	-.39	.25	.09
4. CP	.21	-.03	-.03	--	-.05	.14	.04	-.11	.00	.29	.15
5. EXP	.22	-.03	-.03	.05	--	.01	.21	.02	.28	-.19	.11
6. PREMOT	-.10	.19	.31	.00	-.24	--	.05	.01	-.09	.24	-.01
7. REACT	.00	.00	.00	.00	.00	.00	--	-.01	.41	.05	.47
8. LEARN	.02	-.03	-.05	.00	.04	-.17	.18	--	.91	-.23	.50
9. POSTMOT	.00	.00	.00	.00	.00	.00	.00	.00	--	.07	.40
10. BEH	.00	.00	.00	.00	.00	-.01	.01	.08	-.25	--	.00
11. PERF	.00	.00	.00	.00	.00	-.01	.01	.03	-.10	.41	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; REACT = Reaction Criteria; LEARN = Learning Gain Score; POSTMOT = Post-training Motivation; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

In Table 3-26, the reproduced correlations and residual values for the model are presented. The largest residual values were found for the correlations between learning and performance (.50) and reaction to training and performance (.47). *Learning apparently directly influences performance change as observed by the supervisor. Trainees who exhibit the greatest performance change react least favorably to the training program. Further examination of the residual variables associated with the correlations involving behavior change suggest that high job involvement, participation in career planning activities, and high levels of pre-training motivation are negatively related to behavior change as rated by the supervisor.

As was found for self ratings, the residual values suggest several modifications are necessary in the model. The revised model is discussed below in the section titled "Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Supervisor Ratings".

Relationship Between Trainee Attitudes and Behavior and Performance Change Using Teacher A Ratings

As shown in Figure 3-4, the paths between learning, behavior change, and performance were supported using Teacher A criteria data. The path coefficient between behavior and performance ($B = .51$) was the largest observed and only statistically significant path in the model. Post-training motivation appears to meet the criteria for a

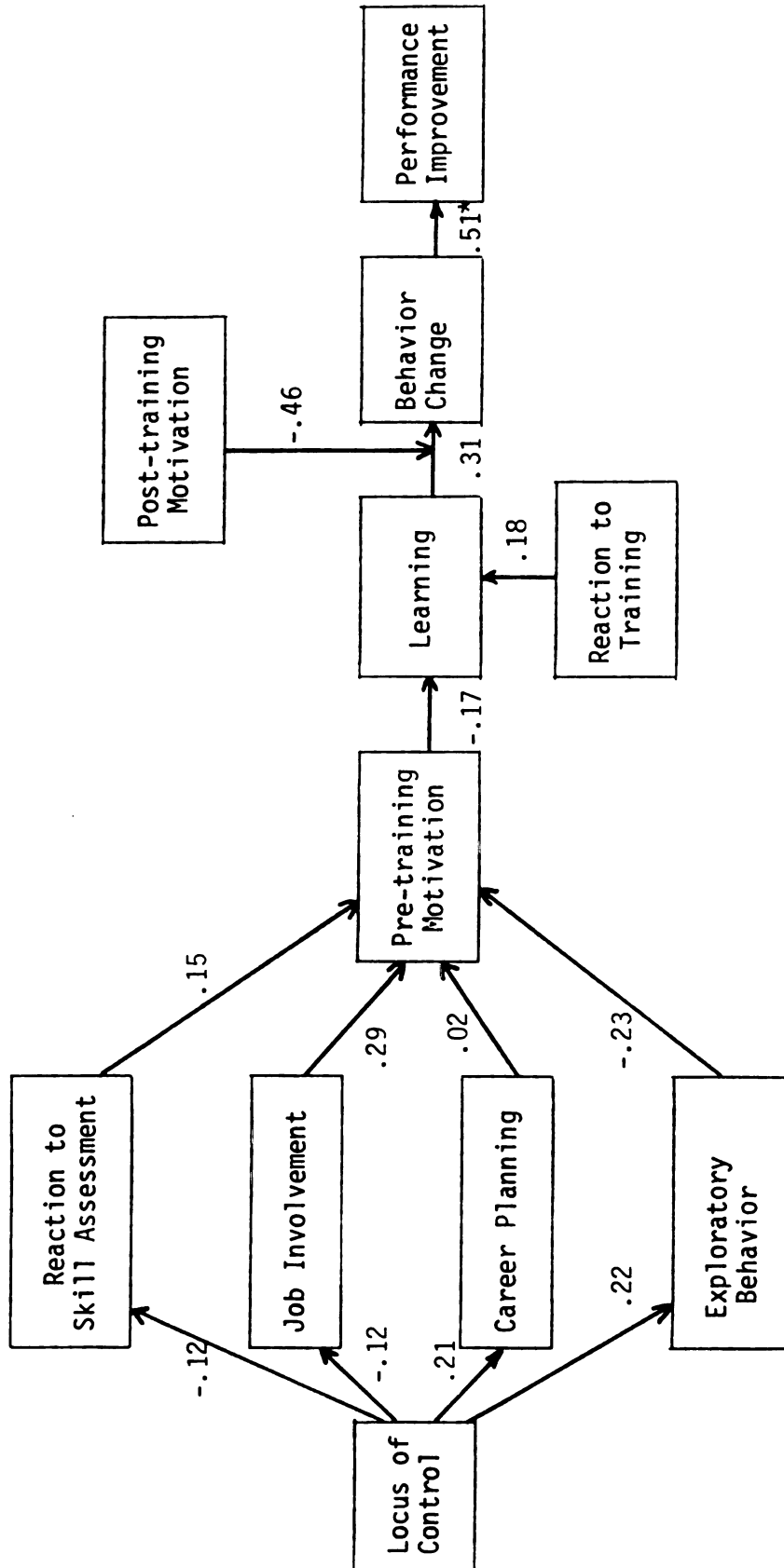


Figure 3-4. Initial path model of motivational influences on learning and teacher A behavior and performance ratings.

* $p \leq .05$.

moderator variable. The relationship between post-training motivation and behavior change ($B = -.46$) is larger than the direct relationship between learning and behavior change ($B = .31$). As described in Chapter II, a low post-training motivation score indicates a high level of post-training motivation. The negative path coefficient for post-training motivation and behavior change indicates a positive relationship between the moderator and behavior change. A median split on post-training motivation revealed that no relationship ($r = .04$) existed between learning and behavior change for trainees with low levels of post-training motivation. However, for trainees with high levels of post-training motivation a negative relationship existed between learning and behavior change. Neither of the correlations were statistically significant. Regardless, this result is contrary to the hypothesis that learning and behavior change would be positively related for trainees with high levels of pre-training motivation.

In Table 3-27 the reproduced correlation matrix and residual values for the initial model for Teacher A behavior and performance ratings are shown. Examination of the residual values for the correlations involving behavior change reveals that the largest residual was found for the learning-behavior change relationship ($-.42$). Although it was hypothesized that learning resulted in behavior improvement, the observed correlation ($r = -.11$) and residual value suggests that this was not the case. Learning

Table 3-27
Reproduced Correlation Matrix and Residual Values of Initial
Model for Teacher A Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10	11
1. LOC	--	.00	.00	.00	.00	-.09	.24	.05	.18	.02	.27
2. RSA	-.27	--	.00	.17	.12	.03	.51	-.12	-.04	-.18	.22
3. JI	-.12	.10	--	.37	.12	-.02	-.23	-.41	-.39	.23	.26
4. CP	.21	-.03	-.03	--	-.05	.14	.04	-.11	.00	.03	.11
5. EXP	.22	-.03	-.03	.05	--	.01	.21	.02	.28	-.13	.07
6. PREMOT	-.10	.19	.31	.00	-.24	--	.05	.01	-.09	.41	.31
7. REACT	.00	.00	.00	.00	.00	.00	--	-.01	.41	-.19	-.14
8. LEARN	.02	-.03	-.05	.00	.04	-.17	.18	--	.91	-.42	.36
9. POSTMOT	.00	.00	.00	.00	.00	.00	.00	.00	--	.28	.10
10. BEH	.01	-.01	-.02	.00	.01	-.05	.06	.31	-.46	--	.00
11. PERF	.00	-.01	-.01	.00	.01	-.03	.03	.16	-.24	.51	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; REACT = Reaction Criteria; LEARN = Learning Gain Score; POSTMOT = Post-training Motivation; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

is negatively related to behavior change as assessed by Teacher A ratings.

For relationships involving performance change, the largest residual values were found for learning-performance change (.36) and pre-motivation-performance change (.31) correlations. Although not hypothesized in the model, the residual correlation suggests that learning is related to performance change. Additionally, pre-training motivation is negatively related to performance change. Pre-training motivation was not hypothesized to have a direct effect on pre-training motivation.

As for self and supervisor ratings, an alternative path model including many of the relationships suggested by examination of the residual values is discussed below in the section titled "Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Teacher A Ratings"

Relationship Between Trainee Attitudes and Behavior and Performance Change Using Teacher B Ratings

Figure 3-5 shows the path coefficients for the model using Teacher B criterion ratings. The relationship between learning behavior and performance is supported by the model. Limited evidence was found for post-training motivation as a moderator of the learning-behavior change relationship. The correlations between post-training motivation and behavior and learning and behavior change are similar. The learning-behavior change relationship was examined separately for

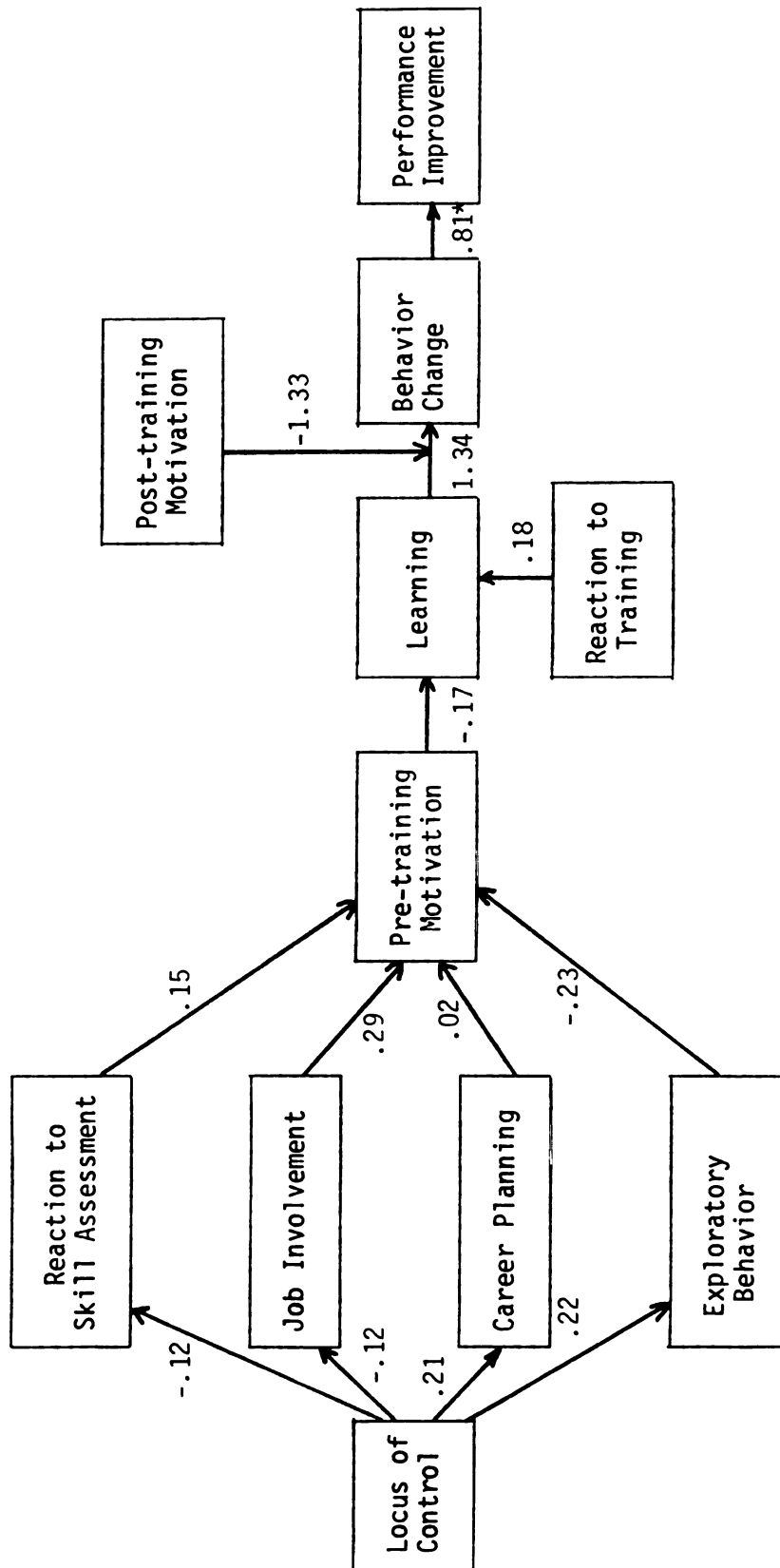


Figure 3-5. Initial path model of motivational influences on learning and teacher B behavior and performance ratings.

* $p \leq .05$.

trainees with low and high levels of post-training motivation. No evidence for the learning-behavior change relationship is found for either trainees with low ($r = .04$) or high levels ($r = .09$) of post-training motivation.

In Table 3-28, the reproduced correlations and residual values for the model using Teacher B behavior and performance ratings are shown. Examination of the residual values for correlations with behavior change indicates that the largest residual values are found for learning-behavior change (-1.21) and reaction to training-behavior change ($.41$) correlations. The large negative residual value for the learning-behavior change correlation suggests that a negative relationship exists between learning and behavior change, contrary to the direction hypothesized in the path model. Further evidence for a negative relationship is provided by the observed correlation between learning and behavior change ($r = -.16$). Behavior change as determined by Teacher B ratings was influenced by reactions to training. The more satisfied trainees were with the training program, the less behavior change.

Examination of the residual values for correlations with performance change suggest a number of additional relationships not included in the original path model. Learning appears to be negatively related to performance change. Reaction to training also influence performance change. The residual value for this correlation suggests that trainees who reported they were satisfied with the

Table 3-28
Reproduced Correlation Matrix and Residual Values of Initial
Model for Teacher B Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10	11
1. LOC	--	.00	.00	.00	.00	-.09	.24	.05	.18	-.13	-.39
2. RSA	-.12	--	.00	.17	-.12	.03	.51	-.12	-.04	-.03	-.14
3. JI	-.12	.10	--	.37	.12	-.02	-.23	-.41	-.39	-.02	.06
4. CP	.21	-.03	-.03	--	-.05	.14	.04	-.11	.00	-.07	-.10
5. EXP	.22	.03	-.03	.05	--	.01	.21	.02	.28	-.09	-.36
6. PREMOT	-.10	.19	.31	.00	-.24	--	.05	.01	-.09	.11	.17
7. REACT	.00	.00	.00	.00	.00	.00	--	-.01	.41	-.40	-.72
8. LEARN	.02	-.03	-.05	.00	.04	-.17	.18	--	.91	-1.21	-1.10
9. POSTMOT	.00	.00	.00	.00	.00	.00	.00	.00	--	1.22	.78
10. BEH	.02	-.03	-.06	.00	.06	-.23	.24	1.34	-1.33	--	.00
11. PERF	.02	-.03	-.06	.00	.04	-.18	.19	1.08	-1.08	.81	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; REACT = Reaction Criteria; LEARN = Learning Gain Score; POSTMOT = Post-training Motivation; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

training program exhibited the greatest behavior change. The residual values for the correlation between locus of control and performance change ($-.39$) suggests that trainees with an internal locus of control exhibit the greatest performance change as a result of training program participation. Also, the residual value for the correlation between exploratory behavior and performance change ($-.36$) suggests that those trainees who exhibit the greatest performance change have self-assessed their skill strengths and weaknesses and explored career options.

As for self, supervisor, and Teacher A ratings, the residual correlations for Teacher B suggest that the initial model does not adequately explain the relationships between the variables. The alternative model that was developed is discussed below in the section titled "Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Teacher B Ratings".

Summary and Evaluation of the Path Model

Contrary to the hypothesis presented in Chapter I, locus of control was not related to reaction to skill assessment or job involvement. However, evidence was found supporting the relationship between locus of control and career planning and locus of control and exploratory behavior. The hypothesized path linking job involvement, reaction to skill assessment, and pre-training motivation was also supported. Trainees who were highly job involved and reported positive reactions to the assessment center

evaluation of their training needs were more motivated to learn in the training program.

Although exploratory behavior was found to be related to pre-training motivation, the relationship was opposite in direction to the proposed hypothesis. Trainees who reported engaging in exploratory behavior reported lower pre-training motivation. The relationship between pre-training motivation and learning was not as strong as anticipated. Additionally, positive reaction to the training program was negatively related to learning.

Regardless of the source of the criteria information, limited evidence was found to support post-training motivation as a moderator of the learning-behavior change relationship. For self and supervisor ratings, learning was not related to behavior change. However, the path between learning and behavior change was supported for the teachers ratings. The largest and only statistically significant path coefficient across all sources was found between the behavior and performance gain scores. However, enthusiasm regarding support for this link is lessened by noting that the probability of method bias accounting for this relationship is high. Behavior and performance criteria were both collected by questionnaires completed concurrently by study participants.

Table 3-29 presents the results of the chi-square test and summary statistics for the model. The average corrected correlation which provides an indication of the strength of

Table 3-29

Summary Statistics for Initial Path Model

Source	$\bar{r}$	σ_e	d^*	$\overline{\text{res}}$	χ^2_{obs}
Self	.20	.18	.50	.15	21.84
Supervisor	.21	.18	.50	.17	25.00
Teacher A	.18	.18	.50	.17	24.15
Teacher B	.20	.18	.50	.23	61.26

Note. $\bar{r}$ = average of correlations corrected for unreliability; σ_e = standard error of average corrected correlations; d^* = significance value for residual correlations; $\overline{\text{res}}$ = average residual value; χ^2_{obs} = overall chi-square test of goodness of fit for the path model. The critical chi-square value for 55 degrees of freedom at $p \leq .05$ is approximately 72.

the relationship among the variables included in the model was low. Because of the small sample size, the standard error and significance value for the residual value is high. Across all criteria sources, the chi-square values failed to exceed the critical value necessary to reject the model.

Despite the apparent fit of the model on the basis of the results of the chi-square test, many of the residual values exceed the significant discrepancy value. Any residual value greater than d^* (see Table 3-29) indicates that the path between the two variables in the model should be reconsidered. As previously discussed, examination of the models for all criterion sources revealed the lack of evidence for post-training motivation as a moderator of the learning-behavior change relationship and large discrepancies between many of the observed and reproduced correlations (e.g., reaction to skill assessment and reaction to training, job involvement and career planning, job involvement and learning, learning and performance change). This indicated that the model could be improved to fit the data.

The "theory trimming approach" (Heise, 1969) in which all problematic paths are deleted and the "trimmed" model is reevaluated has been criticized because of its post-hoc nature (see Pedhazur, 1982). Alternative models should be tested on the basis of theoretical formulation. However, because of the exploratory nature of this research, it was felt that greater insight into the relationships among the

variables of interest in this study could be gained by testing alternative models. A sharp drop in the chi-square value calculated for the alternative model compared to the difference in the degrees of freedom associated with the original model is taken as an indication of an improvement in fit (Kerlinger & Pedhazur, 1982). The alternative model discussed in the next section was the result of a series of modeling efforts, hence the "final" model is not to be taken as confirmatory, but rather represents the best effort to match the data to a conceptually meaningful framework.

Description of the Alternative Model

There are two exogeneous variables in the alternative model, locus of control and job involvement. The alternative model is presented in Figure 3-6. As in the initial model, locus of control is believed to influence reaction to skill assessment and exploratory behavior. An additional similarity to the initial model is the relationship between reaction to skill assessment and exploratory behavior and pre-training motivation. Also, pre-training motivation is believed to influence learning, which has a direct effect on behavior change. The behavior-performance linkage remains unchanged.

The major differences from the original model include (a) deletion of post-training motivation to learn from the model, (b) inclusion of a direct effect of learning on performance improvement, (c) inclusion of a direct effect between reaction to skill assessment and reaction to

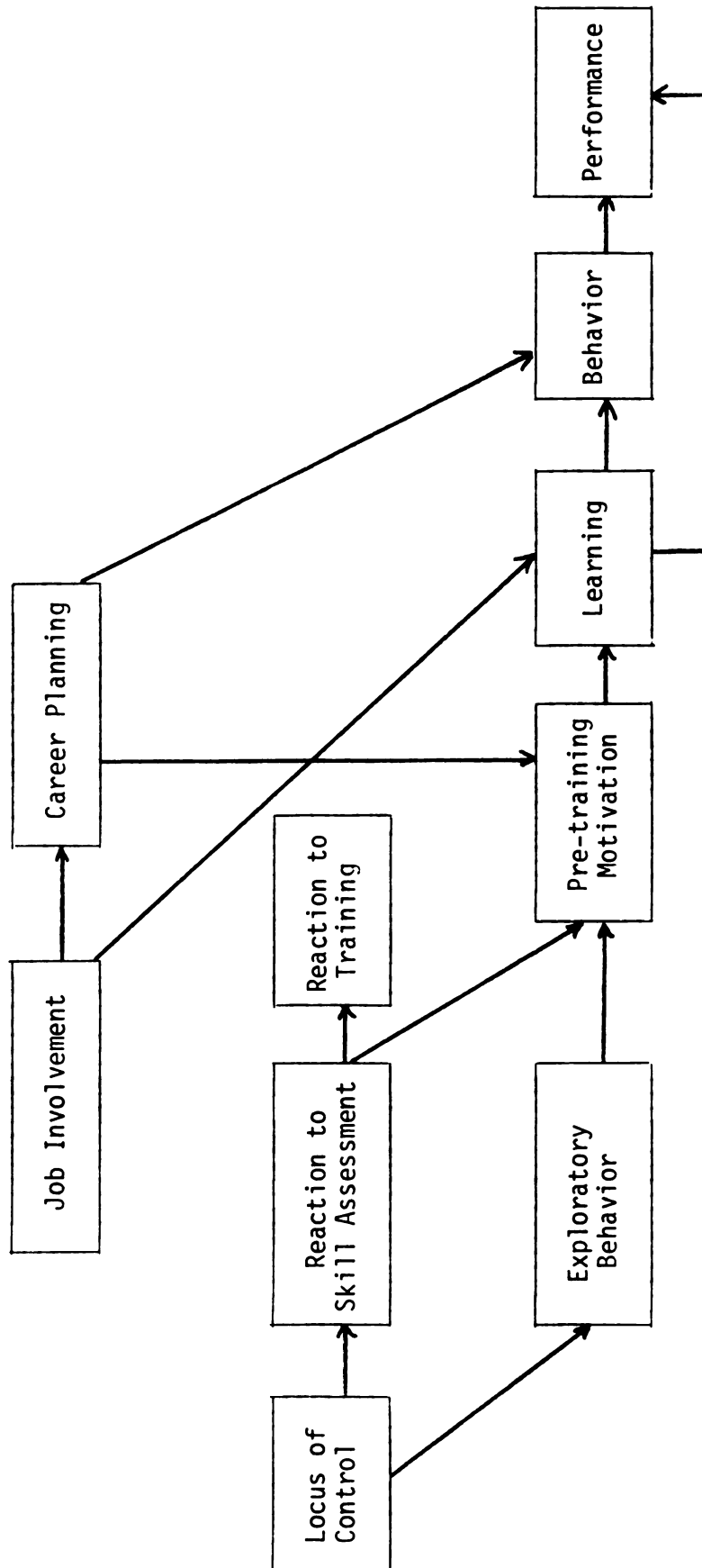


Figure 3-6. Alternative model of the motivational influences of training program effectiveness.

training, (d) positing job involvement as an exogeneous variable which is believed to have a direct effect on career planning and learning, (e) inclusion of a direct link between career planning and behavior change, and (f) dropping the link between reaction to training and learning. These changes were based on examination of the reproduced correlation matrix and residual values for each of the models.

Discussion of the alternative model will be organized in the same manner as the previous discussion of the initial model. First, relationships among trainee attitudes and learning will be elaborated on followed by an analysis of the relationships between attitudes and behavior and performance change for each criterion source. The section concludes with a summary and evaluation of the alternative model.

Relationship Between Trainee Attitudes and Learning Criteria in the Alternative Model

Locus of control was found to be weakly related to reaction to skill assessment ($B = -.12$). A stronger relationship between locus of control and exploratory behavior was observed ($B = .22$). This suggests that Internals tend to engage in more exploratory-type behavior than Externals. The statistically significant path coefficient between reaction to skill assessment and reaction to the training program ($B = .51$) suggests that trainees who find the needs assessment procedure

satisfactory also tend to be satisfied with the content and administration of the training program. Reaction to skill assessment was also an important antecedent of pre-training motivation ($B = .17$). Apparently, there is a relationship between one's evaluation of the needs assessment procedure and motivation to learn and expectations regarding the training program.

The observed path coefficient between trainees' reported exploratory behavior and premotivation is only .20 which is slightly less than the path coefficient in the original model. Job involvement appears to be an important influence on career planning ($B = .34$) and also has an effect on learning ($B = -.45$). The degree to which trainees report career planning activities has a weak link to pre-training motivation ($B = .12$). Pre-training motivation appears to have no influence on learning ($B = .03$).

The residual correlations suggest that additional causal relationships not included in the alternative model existed between the attitudinal variables (see Table 3-30). Examination of the residual values suggests that locus of control is related to career planning, a path present in the original path model but dropped from the alternative model. The residual value for the job-involvement-pre-training motivation correlation (.25) suggests that highly job involved trainees may be more motivated to learn in training programs than individuals who do not identify psychologically with their job.

Relationship Between Trainee Attitudes and Behavior and
Performance Change for the Alternative Model Using Self
Ratings

The link between career planning and behavior change suggested in the alternative model is supported by the data (see Figure 3-7). For self behavior ratings, career planning is positively related to behavior change ($B = -.25$). Learning is not related to either behavior change or performance improvement. As in the initial model, behavior change appears to be an important antecedent of performance change ($B = .48$).

Examination of the residual values presented in Table 3-30 reveals that the highest residual values were found for relationships involving behavior change. An internal locus of control is associated with behavior change as result of participation in the training program. Reaction to skill assessment, job involvement, exploratory behavior, and pre-training motivation are all negatively related to behavior change. For performance change, examination of the residual values suggests that job involvement, exploratory behavior, and post-training motivation are negatively related to performance change.

Relationship Between Trainee Attitudes and Behavior and
Performance Change for the Alternative Model Using
Supervisor Ratings

The relationship between career planning and behavior change using supervisor ratings is identical to that found

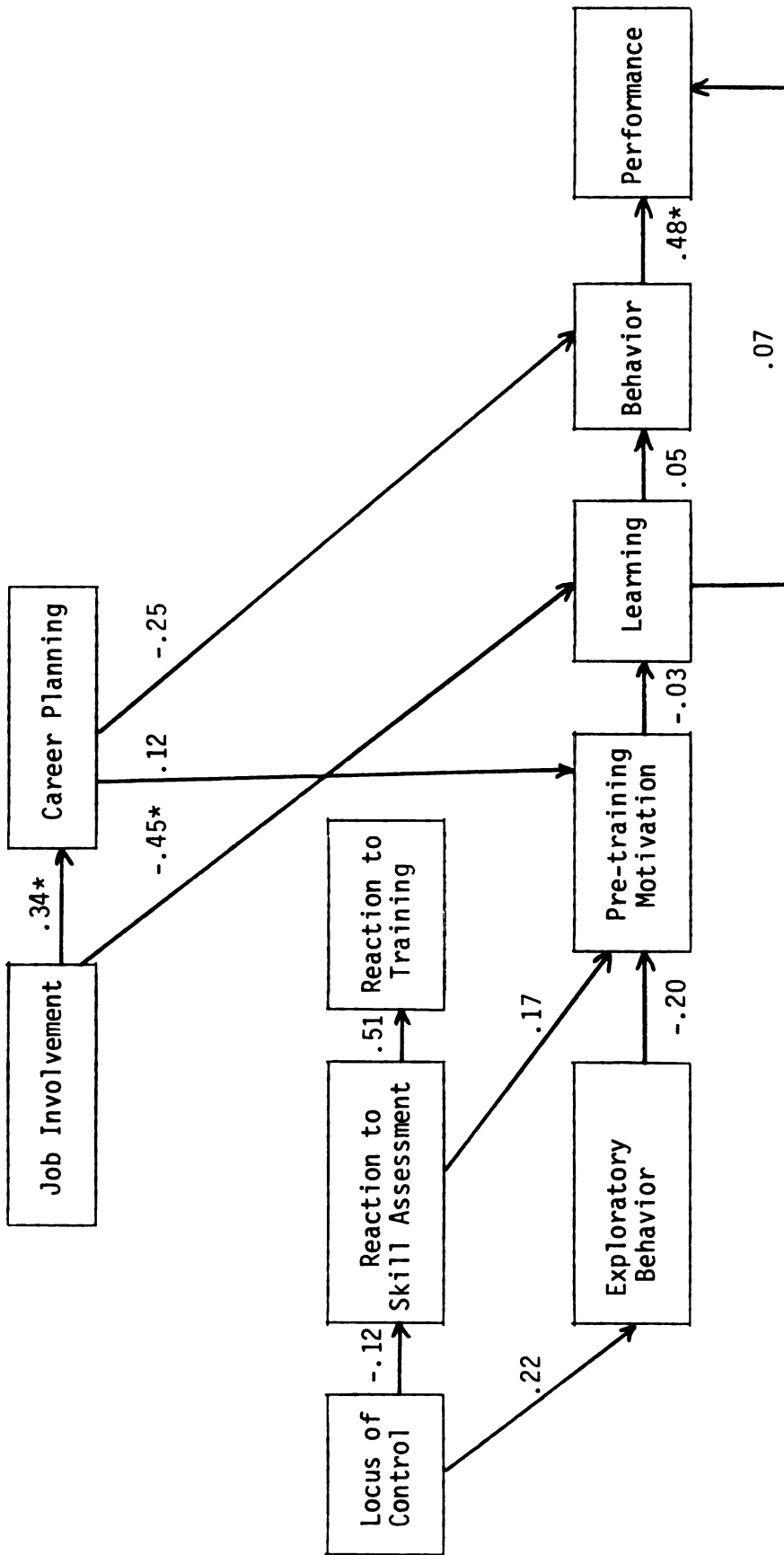


Figure 3-7. Alternative path model of motivational influences on learning and self behavior and performance ratings.

* $p \leq .05$.

Table 3-30

Reproduced Correlation Matrix and Residual Values for Alternative
Model with Self Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10
1. LOC	--	.00	-.12	.21	.00	-.12	.07	.30	-.39	.27
2. RSA	-.12	--	.10	.14	-.12	.04	-.14	.00	.27	.03
3. JI	.00	.00	--	.00	.09	.25	-.01	-.23	.20	.24
4. CP	.00	.00	.34	--	/00	.02	.05	.04	.00	.02
5. EXP	.22	-.03	.00	.00	--	-.02	.05	.22	.21	.31
6. PREMOT	-.07	.18	.04	.12	-.21	--	-.11	-.04	.29	.26
7. LEARN	.00	-.01	-.45	-.16	.01	-.05	--	.17	-.01	-.01
8. REACT	-.06	.51	.00	.00	-.01	.09	.00	--	.05	.08
9. BEH	.00	.00	-.11	-.26	.00	-.03	.09	.00	--	.00
10. PERF	.00	.00	-.09	-.14	.00	-.02	.12	.00	.49	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; LEARN = Learning Gain Score; REACT = Reaction Criteria; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

for self behavior ratings ($B = -.25$). Figure 3-8 illustrates the alternative path model for supervisor behavior and performance ratings. Learning was negatively related to behavior change ($B = -.12$), but may be an important antecedent of performance change ($B = .61$). Both the learning-performance change and behavior change-performance change relationships were statistically significant.

In Table 3-31 the reproduced correlation matrix and residual values for the alternative model are shown. The residual values for the correlation between reaction to skill assessment and behavior change (.23) suggest that less behavior change occurs for trainees who react positively to assessment of their training needs. Exploratory behavior and behavior change appear to be related. Trainees who reported high levels of exploratory behavior may have exhibited the greatest behavior change.

For correlations involving performance change, residual values indicate that an internal locus of control, high levels of job involvement, and positive reaction to the training program were associated with performance decrements.

Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Teacher A Ratings

The alternative model of motivational influences on learning and Teacher A behavior and performance ratings is shown in Figure 3-9. The path between career planning and

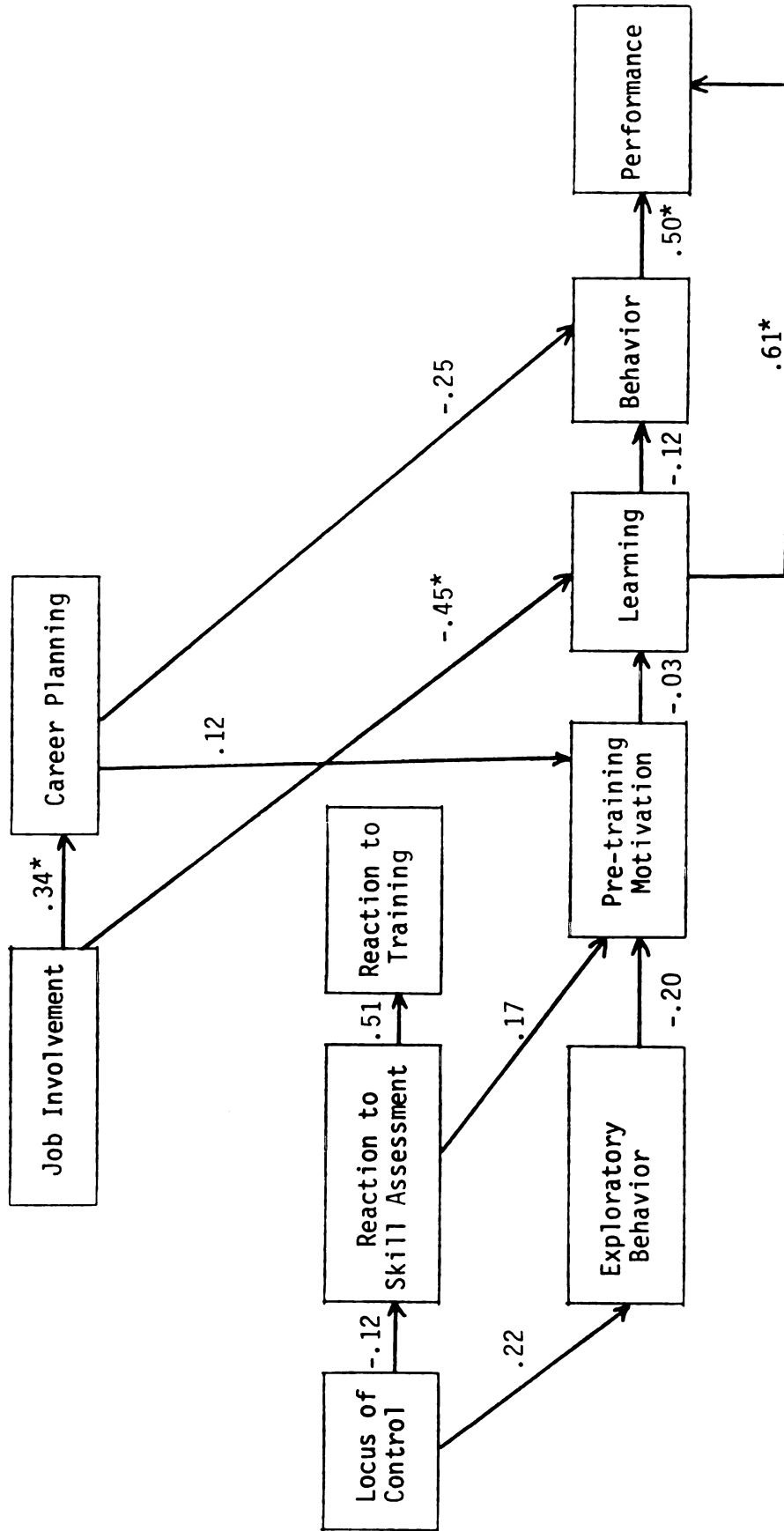


Figure 3-8. Alternative path model of motivational influences on learning and supervisor behavior and performance ratings.

* $p \leq .05$.

Table 3-31

Reproduced Correlation Matrix and Residual Values for Alternative Model with Supervisor Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10
1. LOC	--	-.00	-.12	.21	.00	-.12	.07	.30	.13	.25
2. RSA	-.12	--	.10	.14	-.12	.04	-.14	.00	.23	-.14
3. JI	.00	.00	--	.00	.09	.25	-.01	-.23	.10	.29
4. CP	.00	.00	.34	--	.00	.02	.00	.04	.00	.07
5. EXP	.22	-.03	.00	.00	--	-.02	.05	.22	-.19	.11
6. PREMOT	-.07	.18	.04	.12	-.21	--	-.12	-.04	.19	-.01
7. LEARN	.00	-.01	-.45	-.11	.01	-.04	--	.17	.00	.00
8. REACT	-.06	.51	.00	.00	-.01	.09	.00	--	.06	.48
9. BEH	.00	.00	.15	.29	.00	.04	-.15	.00	--	.00
10. PERF	.00	.00	-.20	.08	.00	-.01	.53	.00	.41	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; LEARN = Learning Gain Score; REACT = Reaction Criteria; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

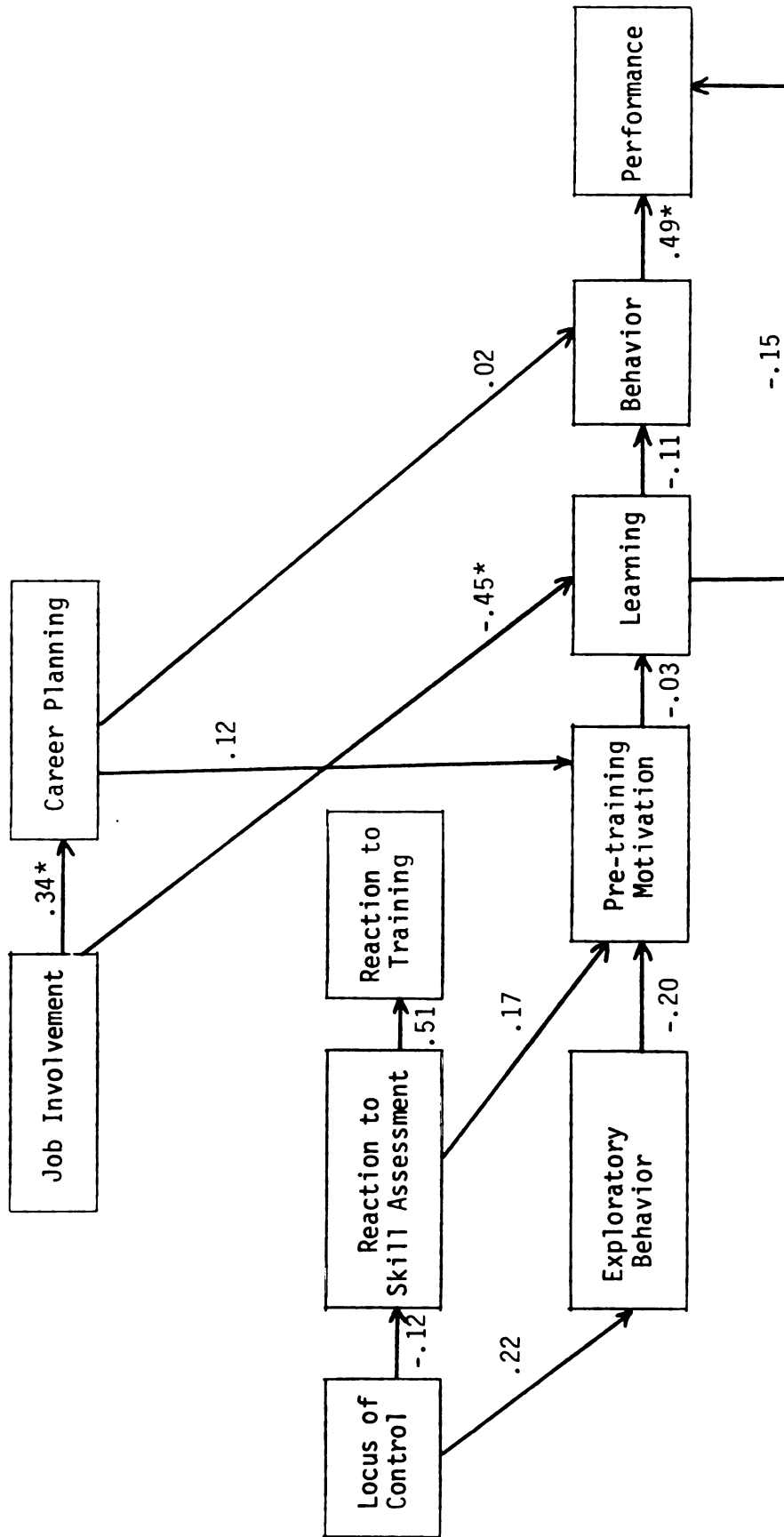


Figure 3-9. Alternative path model of motivational influences on learning and teacher A behavior and performance ratings.

* $p \leq .05$.

behavior change is not supported ($B = .02$). Learning has a weak negative relationship to both behavior change ($B = -.11$) and performance change ($B = -.15$). The statistically significant path coefficient between behavior change and performance change is similar to that found for the initial model ($B = .49$).

The residual values for the alternative model are shown in Table 3-32. The largest residual value for correlations involving behavior change was found for the pre-training motivation and behavior change correlation (.35). This suggests that trainees with high levels of pre-training motivation exhibited less behavior change than trainees with low levels of pre-training motivation. A similar relationship was revealed for pre-training motivation and performance change. Also, residual values suggest that an internal locus of control and positive reaction to needs assessment were negatively related to performance improvement.

Relationship Between Trainee Attitudes and Behavior and Performance Change for the Alternative Model Using Teacher B Ratings

The path coefficients for the alternative model with Teacher B ratings are similar to those found for Teacher A. The alternative model with Teacher B ratings is presented in Figure 3-10. Career planning has no relationship with behavior change ($B = -.06$). Learning is weakly related to behavior change ($B = .12$) and performance change ($B = -.13$).

Table 3-32

Reproduced Correlation Matrix and Residual Values for Alternative
Model with Teacher A Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10
1. LOC	--	.00	-.12	.21	.00	-.12	.07	.30	.03	.27
2. RSA	-.12	--	.10	.14	-.12	.04	-.14	.00	-.19	.21
3. JI	.00	.00	--	.00	.09	.25	-.01	-.23	.16	.16
4. CP	.00	.00	.34	--	.00	.02	.00	.04	.00	.08
5. EXP	.22	-.03	.00	.00	--	-.02	.05	.22	-.12	.08
6. PREMOT	-.07	.18	.04	.12	-.21	--	-.12	-.04	.35	.27
7. LEARN	.00	-.01	-.45	-.11	.01	-.04	--	.17	.00	.00
8. REACT	-.06	.51	.00	.00	-.01	.09	.00	--	-.13	.11
9. BEH	.00	.00	.05	.03	.00	.01	.11	.00	--	.00
10. PERF	.00	.00	.09	.03	.00	.01	-.20	.00	.51	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; LEARN = Learning Gain Score; REACT = Reaction Criteria; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

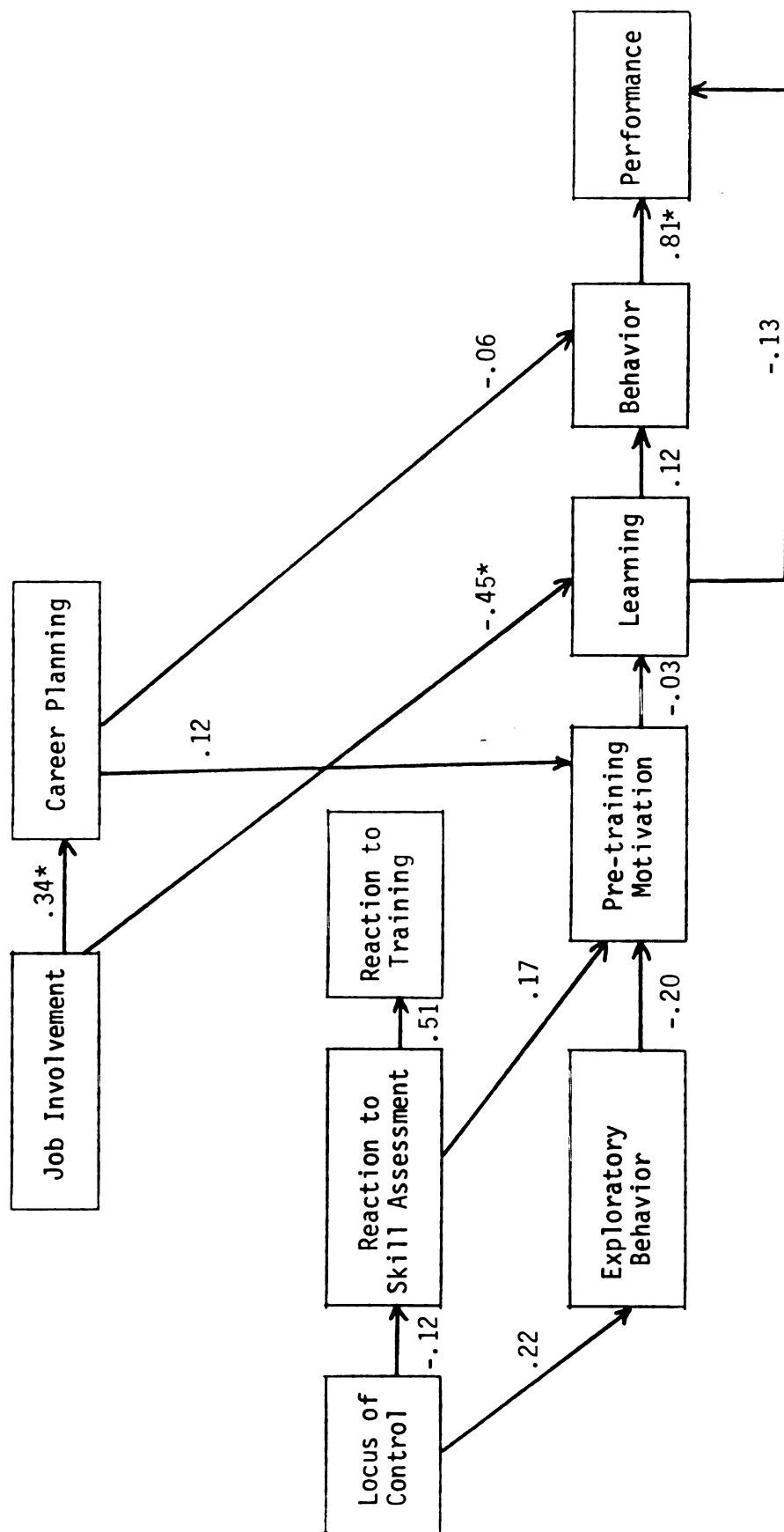


Figure 3-10. Alternative path model of motivational influences on learning and teacher B behavior and performance ratings.

* $p \leq .05$.

The statistically significant path coefficient between behavior change and performance improvement is higher ($B = .81$) than for any of the other rating sources.

The residual values for the alternative model are presented in Table 3-33. The residual values for correlations involving behavior change are low indicating that the reproduced and observed correlation matrices are nearly identical. Large residual values were observed for correlations between locus of control and performance change ($-.37$), exploratory behavior and performance change ($-.32$), and reaction to training and performance change ($-.53$). These values suggest that for Teacher B performance ratings, the greatest performance improvement was evident for trainees with an internal locus of control. The extent to which trainees sought information from others regarding career opportunities and engaged in self-examination of skill strengths and weaknesses was related to performance improvement. Also, the residual values suggest that trainees' satisfaction with the training program was related to performance change. The more satisfied trainees were with the content and administration of the program the more performance improvement was realized.

Summary and Evaluation of the Alternative Model

Support was found for most of the proposed linkages between trainee attitudes in the model with the exception of the pre-training motivation-learning relationship. There was no relationship between pre-training motivation and

Table 3-33

Reproduced Correlation Matrix and Residual Values for Alternative
Model with Teacher B Behavior and Performance Ratings^a

Variables	1	2	3	4	5	6	7	8	9	10
1. LOC	--	.00	-.12	.21	.00	-.12	.07	.30	-.11	-.37
2. RSA	-.12	--	.10	.14	-.12	.04	-.14	.00	-.7	-.17
3. JI	.00	.00	--	.00	.09	.25	-.01	-.23	-.01	.00
4. CP	.00	.00	.34	--	.00	.02	.00	.04	.01	-.06
5. EXP	.22	-.03	.00	.00	--	-.02	.05	.22	-.03	-.32
6. PREMOT	-.07	.18	.04	-.12	-.21	--	-.12	-.04	-.11	-.01
7. LEARN	.00	-.01	-.45	-.11	.01	-.04	--	.17	.00	.00
8. REACT	-.06	.51	.00	.00	-.01	.09	.00	--	-.16	-.53
9. BEH	.00	.00	-.08	-.08	.00	-.01	.13	.00	--	.00
10. PERF	.00	.00	.00	-.04	.00	.00	-.02	.00	.81	--

Note. LOC = Locus of Control; RSA = Reaction to Skill Assessment; JI = Job Involvement; CP = Career Planning; EXP = Exploratory Behavior; PREMOT = Pre-training Motivation; LEARN = Learning Gain Score; REACT = Reaction Criteria; BEH = Behavior Gain Score; PERF = Performance Gain Score.

^aNumbers presented below the diagonal represent the reproduced correlation matrix. Numbers above the diagonal are the residuals.

learning in the alternative model, and a weak positive relationship in the initial model. Although not statistically significant, career planning appeared to be an important antecedent of behavior change as determined by self and supervisor ratings. However, this relationship was not supported for teachers' behavior ratings. Learning had a statistically significant relationship with performance only for supervisor ratings. No evidence was found to support the hypothesized link between learning and behavior change. For all criteria sources, support for the behavior change-performance change path was evident.

Table 3-34 presents the observed chi-square for the test of overall fit of the alternative model to the data and other summary statistics. The average intercorrelation, standard error, and discrepancy values are nearly identical to the statistics calculated for the initial model. The observed chi-square values are approximately one-third of the values for the original model. The original model had 55 degrees of freedom, the alternative model had 44. Taking into account the differences in degrees of freedom associated with the original and alternative model indicates a drop of approximately 2.0 in the chi-square is associated with one degree of freedom for Self, Supervisor, and Teacher A alternative models. A drop of approximately 5.0 in the chi-square value is associated with one degree of freedom for the Teacher B model. Although changes in the chi-square value from the original to the alternative model were not

Table 3-34

Summary Statistics for Alternative Path Model

Source	$\bar{r}$	σ_e	d*	$\overline{\text{res}}$	χ^2_{obs}
Self	.19	.18	.50	.12	8.95
Supervisor	.20	.19	.53	.11	7.20
Teacher A	.18	.18	.49	.10	7.10
Teacher B	.18	.18	.49	.10	8.25

Note. $\bar{r}$ = average of correlations corrected for unreliability; σ_e = standard error of average corrected correlations; d* = significance value for residual correlations; $\overline{\text{res}}$ = average residual value; χ^2_{obs} = overall chi-square test of goodness of fit for the path model. The critical chi-square value for 45 degrees of freedom at $p \leq .05$ is approximately 61.

large, the alternative model has resulted in some improvement in the fit of the model to the data. Additional support for the alternative model is found by comparing average residual correlations ($\overline{r_{es}}$) for the two models (see Column 4 of Tables 3-29 and 3-34). The average residual correlations are lower for the alternative model regardless of the source of the criterion data.

As noted above, examination of the residual matrices revealed some fairly large residual values. The data supported inclusion of additional paths, e.g., between locus of control and performance change. Although it was possible to test other alternative models, such "theory trimming" would be dictated by the data and not by any theoretical foundation or formulations. Therefore, no other alternative models were tested.

Tests of Individual Links in the Structural Model

In the sections above, support for the hypothesized structural models was discussed. Chapter I concluded by summarizing the hypothesized links shown in the original model. In this section, Each of these six hypotheses are presented and evaluated on the basis of supporting and/or disconfirming evidence resulting from the path analyses.

1. Trainees' locus of control influences reaction to skill assessment, expectancies, and career and job attitudes.

Locus of control was found to have a weak causal link to reaction to skill assessment and job involvement. Stronger evidence was found for the relationship between locus of control and career planning and locus of control

and exploratory behavior. Although not statistically significant, these path coefficients support the notion that Internals engage in more career planning activities and exploratory behavior than Externals.

2. Trainees' reaction to skill assessment, expectancies, and career and job attitudes are direct antecedents of motivation to learn.

Limited support for this hypothesis was found. None of the paths were statistically significant. Job involvement was found to be an important antecedent of pre-training motivation. Unexpectedly, exploratory behavior was negatively related to pre-training motivation. This suggests that trainees' who reported that they sought career information were less motivated to learn the content of the training program. No relationship was found between career planning and pre-training motivation. A weak causal link was found between trainees' reaction to skill assessment and pre-training motivation.

3. Trainees' learning is influenced by satisfaction with the training program (reaction criteria) and environmental favorability, i.e., perceptions concerning the social network present in the work situation and task constraints. Motivation to learn and reaction to training are the major determinants of learning.

Limited support was found for this hypothesis. Pre-training motivation was weakly related to learning in the initial structural model. However, in the alternative model, these variables were unrelated. Measurement considerations precluded using environmental favorability in the model. Trainees' reactions toward the program had little relationship with learning, but were influenced by beliefs

concerning the needs assessment procedure (reaction to skill assessment). A statistically significant relationship was uncovered between job involvement and learning in the alternative model which was not hypothesized.

- ④. Learning directly influences behavior change and behavior change influences performance.

Only the relationship between behavior change and performance improvement was supported across rating sources. This should be interpreted with caution because method bias may be responsible. No evidence was found indicating that learning influences behavior change. Reaction to training was unrelated to learning. Although not an hypothesized link in the model, a statistically significant relationship was found between learning and supervisor performance ratings.

5. The relationship between mastery of training program content (learning) and behavior change is moderated by trainees' desire to use the knowledge and skills emphasized in training on the job (motivation to transfer).

Because of measurement considerations, motivation to transfer was included in a global measure of post-training motivation. Little support was found for post-training motivation as a moderator of the learning-behavior change relationship. Also, learning was not an important causal antecedent of behavior change. However, a relationship was found between career planning and behavior change which was not anticipated.

6. Trainees' perceptions of environmental favorability influence motivation to learn and motivation to transfer.

The measures of environmental favorability, motivation

to learn, and motivation to transfer were highly intercorrelated and as a result combined into a single measure. Therefore, this hypothesis could not be tested.

In summary, the data provide support for many of the attitudinal linkages provided in the hypothesized model. The relationship between trainees' pre-training motivation and learning received little support in either of the models. Results of the path analyses suggest that the training effectiveness criteria do not have a causal influence on each other. Two unexpected links were found: job involvement was an antecedent of learning, and career planning was found to be related to behavior change.

Conclusion

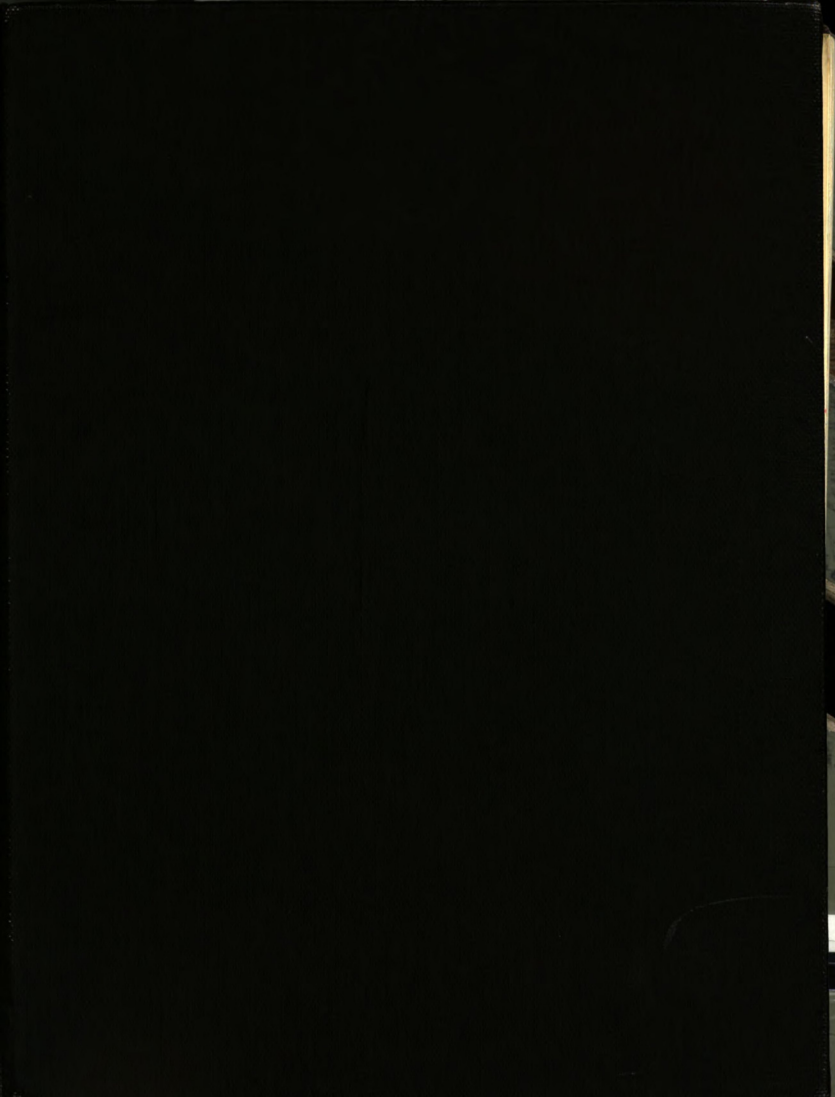
In this section, analyses related to scale development and evaluation of the training program were presented, along with the results of the path analyses using the PACKAGE (Hunter et al., 1980) program for ordinary least squares evaluation of path models. Evaluation of the training program revealed that participation in the program resulted only in significant improvement in the mean levels of self-assessed behavior and performance in comparison to that reported by the non-training group. Scale evaluation revealed that the hypothesized model presented in Chapter I required modification. The revised model (measurement model) was subject to path analyses. An additional analysis was conducted in an attempt to refine the structural model. The alternative model represented a better fit to the

observed data and provided conceptually interpretable information.

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CHAPTER IV

DISCUSSION

The purpose of this study was to investigate the relationship between trainees' attitudes concerning their job, career, and motivation to learn and training program effectiveness. Based on a review of relevant theories from educational psychology, organizational behavior, and industrial psychology, a model of the motivational influences of training program effectiveness was proposed.

Although evaluation of the training program revealed only statistically significant mean levels of change in trainees' self-assessment of behavior and performance in comparison to the control group, individual differences in trainees' learning and behavior change and performance improvement were apparent for all criterion sources. Results of the path analyses suggested that behavior change and performance improvement were related to trainees' attitudes.

A discussion of the evaluation of the training program will be followed by an interpretation of the path analyses. The section concludes by presenting the limitations of the study, practical implications, and suggestions for future research.

Training Evaluation

Evaluation of the training program revealed no significant improvement in behavior or performance from pre-training levels for the training group in comparison to the control group. This was true for behavior and performance

ratings provided by Supervisor, Teacher and Support' Staff personnel. Also, no statistically significant change in Knowledge of the Key behaviors (learning criterion) was found. Trainees believed that their behavior and performance improved as a result of the training program. However, this may be more of an indication that trainees were satisfied with the program than evidence for the effectiveness of the training program. One would expect self-report measures of behavior and performance to improve when trainees enjoyed attending the program and believed that it increased their self-awareness of the specific behavior improvements necessary to be considered for promotion. The improvement in self ratings could be attributed to a need for cognitive consistency: "I liked the program, therefore I must have changed my behavior and improved my performance as a result of it." Giving oneself poor behavior and performance ratings yet liking the program would lead to an anxiety producing situation, i.e., self-assessment is incongruent with attitudes toward the program. Cognitive dissonance theory argues that one way individuals attempt to avoid such situations is by changing either the attitude or the behavior so that it is no longer inconsistent with the other (Festinger, 1957). Because trainees had already made a favorable public statement via the reaction questionnaire regarding usefulness of the program, they may have rated themselves in a manner consistent with their positive affect.

Another explanation for these results is also plausible. The improvement in self behavior and performance ratings for the training group may not be the result of acquisition of new skills but merely due to the novelty of the situation or "Hawthorne Effect". Trainees may have reported higher levels of performance and greater frequency of engaging in the key behaviors on the job because of the favorable attention they received in the program. Alternatively, we may take the self rating results at face value and conclude that training participants did change, but their colleagues had not yet observed this change.

Research on the effectiveness of behavior modeling training has focused primarily on programs designed to improve manual and social skills (Decker & Nathan, 1985). Manual skills include psychomotor skills such as welding a lid on a metal container or operating machinery. Social skills are a combination of verbal and manual skills which are used in interpersonal interactions. Examples of social skills include coaching or giving an employee performance appraisal feedback. One of the best evaluations of a behavior modeling program for increasing social skills was conducted by Latham and Saari (1979). This study controlled for many of the potential threats to internal validity by using a pre-test, post-test control group evaluation design, randomly assigning supervisors to the training or control group. Trainees' reactions to the program were quite favorable, mastery of the key behaviors emphasized in the

program was evident, and rating of trainees' job performance increased from pre-training levels and was significantly greater than performance ratings received by the control group. A number of other studies also have found that behavior modeling is a successful training technique for developing interpersonal skills in industrial settings (e.g., Meyer & Raich, 1983; Porras & Anderson, 1981).

The behavior modeling training program that was evaluated in this study was designed to improve skills in six dimensions: problem analysis, judgement, leadership, decisiveness, sensitivity and organizational ability. With the exception of sensitivity and leadership, the skills are all cognitive, i.e., ways of thinking or analyzing information. According to Decker and Nathan (1985), the effectiveness of behavior modeling training for cognitive skills, i.e., modes of thinking or analyzing information, has yet to be demonstrated. Perhaps, more elaborate practice sessions than are currently the norm in behavior modeling training programs are needed to master cognitive skills. A wider variety of situations and problems may have to be included as part of a behavior modeling program to teach cognitive skills in order for trainees to learn rule-oriented codes and the applicability of decision-rules to a variety of situations.

One conclusion that may be drawn on the basis of the non-significant findings in this study is that behavior modeling training is not suited for teaching cognitive

skills. This may indeed be the cause but other explanations are more plausible. First, perhaps sufficient time may not have elapsed for trainees to use newly acquired key behaviors and for changes in behavior and performance to be evident to supervisors, teachers, and support staff personnel. Such a "sleeper effect" is common in behavior modeling training for social and motor skills (Decker & Nathan, 1985). Second, 66% of the training group held non-administrative positions. Therefore, they may not have had the opportunity to use the skills emphasized in the program in their present position. The performance criteria were designed for the principal position. Failure to find performance change may have been due to the irrelevance of the performance rating scales for the participants' positions. Third, actual changes in behavior and performance may have resulted, but the criteria measures were unable to detect these changes because of ceiling effects. That is, pre-training behavior performance ratings were quite high, limiting the possible range of improvement in the ratings. Fourth, the actual training program itself could have been flawed. Possible pitfalls in modeling training include the failure to provide (a) adequate opportunities for practice of key behaviors, (b) intelligible or relevant key behaviors, (c) credible models who distinctively present the key behaviors, and (d) specific feedback and reinforcement to the trainees for use of key behaviors.

One of the purported advantages of the assessment

center approach for identifying administrative talent is that it provides information on specific skills which can serve as the basis for developmental programs and activities (Thornton & Byham, 1982). However, empirical data does not support the notion that the assessment center provides an indication of aptitude on specific skill dimensions. Sackett and Hake1 (1979) analyzed assessors' judgements on seventeen skill dimensions. A small number of dimensions -- leadership, organization and planning, and decision-making defined the underlying factor structure of the assessor ratings. Sackett and Dreher (1982) examined the post-exercise dimension ratings from three assessment centers and found low consistency of dimension ratings across exercises relative to the degree of consistency of dimension ratings within exercises. The underlying factors were expected to represent dimensions rather than exercises because of the assumption behind the assessment center method that individuals exhibit patterns of behavior which can be categorized as representing a particular skill dimension. The lack of discrimination among the skills assessed in the assessment center was also found to occur in the criteria used to evaluate the effectiveness of the training program. The intercorrelations of the learning and behavior ratings in this study demonstrated the inability of raters to differentiate between skill dimensions. Therefore, improvements in behavior or acquisition of key behaviors may have actually occurred in this study but were not detected

because of the statistical evidence supporting combination of skill dimension ratings into an overall score.

Path Analyses

The fit of the initial path model to the data was acceptable according to the chi-square test. However, a number of the hypothesized links were not supported by the data. Limited statistical evidence was found for the moderating effect of post-training motivation on the learning-behavior change relationship. Locus of control was weakly related to trainees' reaction to skill assessment and job involvement as was career planning and pre-training motivation.

As a result of the above, the initial model was modified in order to try to obtain a better fit to the data. Although one could be accused of "dust bowl empiricism" in attempting to change the model to fit the data, the exploratory nature of this study supported modification of the model. The objective of the path analyses was to demonstrate the existence of possible linkages between trainees' attitudes and criterion change. The linkages supported in this study should be the focus of more rigorously designed future research efforts.

A number of interesting relationships among the variables were apparent in the revised model. Internal locus of control was related to the degree to which trainees reported that they engaged in exploratory-type behaviors. This supports the belief that because Internals are more

likely to seek control over their environment, they will become involved in their career, i.e., they will attempt to acquire information about career opportunities and engage in self-assessment activities. The relationships between locus of control and reaction to skill assessment and locus of control and job involvement received limited support as evident by the low path coefficients. This suggests that trainees' predisposition to control their environment is independent of their psychological attachment to their job and affective response toward the organizational evaluation of their skill strengths and weaknesses.

Exploratory behavior was found to be negatively related to trainees' pre-training motivation. This is counter to the relationship suggested by career theory, i.e., individuals who engage in exploratory - type behavior should be motivated to improve skill weaknesses in a training program because of their awareness of these weaknesses and interest in career growth and progression. Two plausible explanations for this relationship exist. Perhaps, "Explorers" feel that training programs are redundant with the efforts they have personally taken to develop their skills and prepare for their career movement. Second, this particular program may have failed to provide development in skill areas that "Explorers" felt were worthwhile investments of their time and energy.

As expected, trainees' affective reaction concerning the results of their assessment center evaluation was

related to pre-training motivation. Those trainees who perceived the assessment center evaluation (needs assessment) to be fair and accurate were more motivated to learn the material presented in the training program than trainees who disagreed with the assessment of their training needs. Trainees' reactions to skill assessment was also found to be an important antecedent of satisfaction with the training program. Although this relationship was not postulated to occur in the original model, it is explainable. Trainees who react positively to the needs assessment procedure are more likely to be satisfied with the training program content than trainees who disagree with the assessment of their skill needs. If trainees agree with the assessment to their skill weaknesses on which their assignment to specific training programs is based, they are likely to feel that the content of the training program is useful and helpful for skill improvement.

Attitudes towards one's job and career were found to be important antecedents of learning and behavior change. Job involvement had the strongest relationship of the attitudinal variables with acquisition of the key behaviors. Career planning also appears to be an important prerequisite for changing on-the-job behavior as a result of participation in the training program. Perhaps, individuals who have a career strategy are more willing to apply the training program content to their work because of an awareness of the relationship between behavior improvement

and career movement. These trainees who have contemplated or planned the actions they may take to gain the school principalship (a desired position) may be more cognizant of how changes in their behavior in the manner advocated by the training program will likely improve their administrative abilities and improve their chances for promotion.

Not surprisingly, those individuals who were job-involved also reported they were career planners. Career decisions may directly effect attainment of success and satisfaction in the workplace. If an individual's self-esteem is directly tied to success and failure at work it is probable that long-term career objectives involving evaluation of future jobs within horizontal and vertical career paths are considered.

Limited support for Kirkpatrick's (1964) hierarchical model of training effectiveness was found. Only the relationship between behavior change and performance improvement was supported by the data. Learning was strongly related to performance improvement as evaluated by the supervisor. This may have occurred because supervisors are the most valid source for an evaluation of the educator's performance. Therefore, the relationship between acquisition of key behaviors and transfer of skills to the job which translates into better job performance is more apparent. Trainees' reactions to training were not related to learning, and learning was not related to behavior change. These findings support the collection of multiple types of

criterion data (reaction, learning, behavior, and performance) in training evaluation studies because each criterion provides a unique assessment of a program's outcomes.

Study Limitations

One of the major limitations of the study was the lack of significant differences between the mean levels of learning, behavior, and performance criteria from pre- to post-training for other than self-evaluations. This makes interpretation of the path analytic results more difficult. Although improvement in pre- to post-training criterion scores occurred at the individual level in the training group, one can not be certain that this change is due to participation in the training program. The model may not actually represent the relationship of attitudes to training program effectiveness because changes in criterion scores may simply be due to rating error.

Failure to find a significant change in behavior or performance resulting from the training program may also have been due to restriction of range in the behavior and performance ratings. The high pre-training behavior and performance ratings made it difficult to find significant change because of the criterion measures rating ceiling. Raters were too lenient, resulting in minimal variance in the ratings.

The generalizability of the results of this study may be limited because of the size and characteristics of the

sample. The path coefficients generated for the models would be unlikely to remain stable in future samples. Also, it is possible that educators have unique attitudes and research with individuals not employed in educational settings would have produced different results.

A self-report questionnaire was the only source of information concerning the degree to which the individual was job involved, participated in career planning activities, and engaged in exploratory-type behaviors. The validity of this information may be questionable because it is based only on self-report information. Observations of the number of hours the participants worked per day, interviews with supervisors, mentors, and peers, and examination of personnel records for evidence of career exploration activities are needed to verify the self-report information.

Finally, there may be variables other than those analyzed which are more potent influences of training effectiveness. For example, trainee self-esteem may be an important influence on behavior change and performance improvement resulting from training. Studies have shown that individuals with low self-esteem imitated behaviors more than individuals with high self-esteem (de Charms & Rosenbaum, 1960). Low self-esteem trainees may be more likely to model trained behaviors on the job than high self-esteem trainees. As a result, behavior modeling training programs may be more effective for low self-esteem

individuals. In addition, motivation to transfer and perceptions of the favorability of the work environment for use of new skills did not appear in the model due to measurement considerations. However, these variables may have an important influence on training program effectiveness.

Practical Implications

The results of this study have several implications for increasing the effectiveness of training programs. These recommendations should be considered tentative at this time because of the lack of research regarding the relationship between trainee attitudes and training program effectiveness. Training funds may be wasted by forcing those employees with low job involvement and a lack of career interest to attend skill improvement programs. Self-assessment measures completed prior to training concerning career goals, interests, and skills may help to increase training program effectiveness for a number of reasons. First, individuals may self-select themselves out of programs which they feel are inappropriate considering their career goal and skills. Second, use of self-assessment information may help individuals clarify skill strengths and weaknesses, magnifying the relationship between opportunities to acquire knowledge and skills in the training program and the individual's personal skill needs. Third, self-assessment information can be helpful for identifying the congruence between organizational training

and development plans and employee career goals and training needs.

Career workshops provided by the organization may provide employees with a clearer picture regarding career paths and the prerequisite skills for horizontal and vertical movement through the organization. These sessions are likely to stimulate exploratory-type behaviors and career planning and therefore improve employees' "readiness" for training. It is imperative for organizations to provide these activities and encourage employee attendance because trainees with an external locus of control may be less likely to self-initiate career and developmental activities which were found in this study to be related to behavior change and performance improvement.

From a developmental perspective, providing employees with information concerning the training needs assessment technique may reduce suspicion, fear, and animosity toward the training program. Trainees' satisfaction with the administration and content of the training program is one important indication of the effectiveness of the program. The results of this study suggest that if employees do not understand why and how their strengths and weaknesses were diagnosed as such, they will be dissatisfied with the training program. Therefore, in addition to focusing on the content and administration of training programs, trainers also need to provide employees with information regarding the needs assessment technique if high levels of employee

satisfaction and perceived usefulness of the program is to be realized.

Future Research

The influence of the motivation component of trainability on training program effectiveness is a topic on which currently little is known. This study attempted to develop a framework for future work in this area by drawing from theories in psychology, education, and organizational behavior. Much work is needed to be done before any definite practical suggestions can be made regarding specific steps that should be taken to maximize training program effectiveness. The following paragraphs outline some possible fruitful areas for future research.

The impact of employee job and career attitudes on training program effectiveness needs to be studied. Research needs to be conducted to determine if career planning activities enhance the effectiveness of training programs. Also, the content and timing of these activities in relation to training program attendance needs to be studied in order to maximize their effectiveness. Many questions concerning the content of career planning activities remain unanswered. For example, it is unknown whether the career planning program should emphasize self-assessment activities, provide information concerning possible career paths and prerequisite skills that will be the focus of the training program, or a mixture of both. We do not know if career planning activities will be more effective if held directly

in conjunction with the training program (e.g., one day devoted to career planning the day preceding training) or offered a month or two in advance of the training program which may give trainees the opportunity to complete a more detailed self-assessment of their skills and career interests.

The impact of individuals' reaction to skill assessment on motivation to learn in training programs is an important area for further research. Studies are needed to determine which types of needs assessment techniques are perceived by employees as providing the most useful information concerning skill strengths and weaknesses. For example, assessment centers may be perceived as providing more detailed and accurate information than performance appraisal ratings because the assessment center evaluations is believed to be more "objective" and face valid. Also, we need to determine the factors affecting the accuracy of training needs information. One important area for research is to determine under what circumstances self and supervisor assessment of training needs converge. Also, the influence of the organizational climate and culture on perceived training needs should be the subject of further study. One plausible hypothesis is that training needs based on self-report measures are more accurate in organizations where past training efforts were perceived as useful and the organizational culture encourages employee development.

Studies regarding the importance of trainees'

perceptions concerning work group support and reinforcement and situational resources for facilitating or inhibiting behavior change and performance improvement are necessary. Perhaps, training programs will be more effective if attention is given to ensuring that the workgroup climate is supportive and encourages change and personal development. Behavior change and performance improvement may be more likely to occur in organizational settings where managers and coworkers are rewarded for providing feedback and encouragement for trainees use of new skills. Definitive methods of improving training effectiveness can not be advocated until empirical research address these issues.

The training program evaluated in this study represented a novel attempt to develop the administrative and interpersonal skills measured in an assessment center. The assessment center has been praised as a valuable component of an employee development program (e.g., Slivinski, McDonald, & Bourgeois, 1979), yet little evidence exists to support this claim. Over ten years ago Howard (1974) stated:

"Claims for increased self-insight have not been evaluated with pre-tests or control groups, and statements by assessees that they felt the program was informative and useful for self-development can not be accepted as firm empirical demonstrations of the developmental value of assessment centers (p. 128)."

Besides this study, the author is unaware of any other work which has attempted to evaluate the effectiveness of a training program designed specifically to improve the skills

measured in an assessment center using a rigorous evaluation design and collecting multiple effectiveness criteria. More studies evaluating these training programs are necessary. Also, studies comparing the effectiveness of different types of developmental programs (modeling, mentoring, etc.) is sorely needed.

One final comment is necessary. Too much of what is "known" about training effectiveness is based on case studies, testimonials, and studies which use trainees' reactions to the program as the sole indicator of a successful program (Campbell, 1971; Goldstein, 1981). If we hope to develop a better understanding of the processes underlying effective training programs, rigorous empirical and theoretical work needs to be conducted regarding the motivational and environmental influences of the various measures of training effectiveness including trainee satisfaction and learning, behavior, and results criteria.

APPENDIX A

SAMPLE OF SPRINGFIELD SIMULATION SCHEDULE OF ACTIVITIES

NASSP DEVELOPMENTAL SEMINAR

San Diego County, California
October 4-6, 1984

Activities CalendarDAY ONE

9:00 - 11:00 a.m.	Overview of Program
11:00 - 12:00 p.m.	Behavior Modeling (Problem Analysis)
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Behavior Modeling (Leadership, Sensitivity, Organizational Ability, Decisiveness, Judgment)
3:30 - 4:30 p.m.	Workshop on Objectives for Springfield
4:30 - 5:00 p.m.	Orientation to Springfield
5:30 - 7:30 p.m.	Cocktails and Dinner
7:30 p.m.	Planning meetings with Developmental Mentors, individual study of inbaskets.

DAY TWO

8:00 - 11:00 a.m.	Work on individual inbaskets, and other activities
11:00 - 12:00 p.m.	Consultation with Developmental Mentors
12:00 - 1:00 p.m.	Lunch
1:00 - 2:30 p.m.	Work on inbaskets
2:30 - 3:00 p.m.	"State of the District" message
3:00 - 5:00 p.m.	Feedback questionnaires
5:30 - 7:30 p.m.	Dinner
Evening	[Quite often mentees will want to work with Developmental Mentors]

DAY THREE

8:00 - 10:00 a.m.	Group Feedback (3 groups)
10:00 - 12:00 p.m.	Workshop on Development Objectives
12:00 - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	Individual Consultation with Developmental Mentors on Feedback and Objectives
3:00 - 4:00 p.m.	"What Next" Session

APPENDIX B

COVER LETTERS AND MATERIALS COMPLETED BY STUDY PARTICIPANTS

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Springfield Simulation Participant,

Soon you will take part in a development program designed by the National Association of Secondary School Principals (NASSP) with the help of Joel Moses, Milt Hakel, and Georgine Loacker to improve the skills of school administrators. A Michigan State University research team is conducting an evaluation of this program to determine its effectiveness. In order to conduct our evaluation, we need your help.

We will be asking you to complete an inbasket and a number of ratings over the course of the next six months. You will be asked to complete an inbasket and a set of questionnaires prior to training, and both three and six months following your participation in Springfield. It should take approximately three hours to complete this information at each administration. The time commitment we are asking you to make may seem large. However, the information you provide will determine whether or not the Springfield Simulation will continue to be used in other school districts as well as your own. We are asking all those persons who took part in the Springfield Simulation as well as a comparison group to respond to our questionnaires and an inbasket.

This packet contains the first set of materials we would like you to complete. Included are the following:

- o Inbasket
- o Performance Rating Form
- o Behavior Rating Form
- o School Administrator Descriptive Survey

Please be as accurate and objective in your ratings as possible. All information is confidential, it will be used for research purposes only. It will not be used for any personnel action. You will be identified by code number only. Complete and return all materials to the district coordinator as indicated in the cover letter prior to the day you are to participate in Springfield. The district coordinator will forward your responses as well as those of other respondents directly to us at Michigan State University.

Thank you for participating in the evaluation project! If you have any questions feel free to write or call 517-353-8305 (Neal Schmitt) or 517-355-2171 (Ray Noe).

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Evaluation Project Participant,

Not long ago you were a participant in an assessment center designed to identify potential school administrators. The National Association of Secondary School Administrators (NASSP) with the help of Joel Moses, Milt Hakel, and Georgine Loacher have developed a training program designed to improve the skills of school administrators. School administrators from your district will be participating in this training program. In the near future, you may have the opportunity as well. A Michigan State University research team is conducting an evaluation of this program to determine its effectiveness. In order to conduct our evaluation we need your help.

We will be asking you to complete an inbasket and a number of ratings over the course of the next six months. Initially, you will be asked to complete an inbasket and a set of questionnaires. You will also be asked to provide information three and six months from now. It should take approximately three hours to complete the questionnaires and inbasket at each administration. The time commitment we are asking you to make may seem large. However, the information you provide will help determine whether or not the Springfield Simulation will continue to be used in other districts as well as your own. In evaluating the effectiveness of this program, it is critical that we be able to compare the responses of the training program participants with a group of individuals who have not yet participated in the program. We are asking that you be a member of the comparison group.

This packet contains the first set of materials we would like for you to complete. Included are the following:

- o Inbasket
- o Performance Rating Form
- o Behavior Rating Form
- o School Administrator Descriptive Survey

Please be as accurate and objective in your ratings as possible. All information is confidential, it will be used for research purposes only. It will not be used for any personnel action. You will be identified by code number only. Complete and return all materials to the district coordinator as indicated in the cover letter within two weeks. The district coordinator will forward your responses as well as those of the other respondents directly to us at Michigan State University.

Thank you for participating in the evaluation project! If you have any questions feel free to write or call 517-353-8305 (Neal Schmitt) or 517-355-2171 (Ray Noe).



CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

SUITE 100 - 707 13th STREET S.E. SALEM, OREGON 97301

TELEPHONE (503) 581-3141

December 14, 1984

TO: SPRINGFIELD PARTICIPANTS

FROM: Wayne Robbins, Director
Oregon Assessment Center

RE: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

As you know, the Springfield Developmental Program, in which you will take part on January 10, 11 and 12, is still in its field-testing stage. We are the fourth of four national pilot tests. If Springfield is successful in improving administrator performance, the program will become an integral part of the 25 assessment centers throughout the country.

We are the second center to participate in the evaluation of this program to be conducted by Michigan State University. It will require your time, our time, and the time of five other people who will respond to survey questions about you. (In addition, there will be a comparison group going through these same surveys and evaluations.)

Please identify your immediate supervisor, as well as two teachers and two support staff members who know you and have worked with you for some time. Fill in their names and other requested information on the attached form and return it to me by January 4, 1985. Ask these people to complete questionnaires about you and return them to me by January 4, (in sealed envelopes) so that I may then forward all questionnaires (unopened) to Michigan State. It would be nice if you would tell them a little about the program and our need for their participation.

The material in the enclosed envelope is explained in the cover letter included with the packet. Seal and return the entire packet (inside the same envelope) to me at the Assessment Center before you attend the Springfield training on January 9.

I realize this places an extra burden on you but it is extremely important to the development of the project.

Thank you for your participation, We are making history!!

DWR:pv
Encl.



Charlie G. Williams
State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

March 6, 1985

TO: Members of Comparison Group (Springfield Evaluation)

FROM: Robin Burleson, Chief Supervisor
Administrators' Leadership Academy

SUBJECT: Initial Data Collection

Thank you for responding to our request for the names of people who can complete job performance ratings on you.

The materials in the enclosed envelope are explained in the cover letter inside the packet. Please complete the materials and mail them to the Administrators' Leadership Academy by March 21. Note: disregard the instructions in the enclosed cover letter that materials be returned to the district coordinator.) Please use the pre-addressed envelope for returning the materials.

If you have any questions, please call Dr. John Segars or me at 758-5805.

**SAN DIEGO COUNTY
OFFICE OF EDUCATION**

Gerald A. Rosander, Superintendent

6401 Linda Vista Road
San Diego CA 92111-7399
(619) 292-3500

September 21, 1984

TO: SPRINGFIELD PARTICIPANTS

FROM: Diane Yerkes, Director
Management Academy Assessment Center

RE: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

As you may know, the Springfield Developmental Program, in which you will take part on October 4, 5, and 6, is still in its field-testing stage. We are the third of four national pilot tests. If Springfield is successful in improving administrator performance, the program will become an integral part of the 25 assessment centers throughout the country.

We are the first center to participate in the evaluation of this program to be conducted by Michigan State University. It will require your time, our time, and the time of five other people who will respond to survey questions about you. (In addition, there will be a comparison group going through these same surveys and evaluations.)

Please identify your immediate supervisor, as well as two teachers and two support staff members who know you and have worked with you for some time. Fill in their names and other requested information on the attached form and return it to me by October 1, 1984. These people will be asked to complete questionnaires about you and return them to me (in sealed envelopes) so that I may then forward all questionnaires (unopened) to Michigan State. It would be nice if you would tell them a little about the program and our need for their participation. Then they won't be surprised to hear from me.

The material in the enclosed envelope is explained in the cover letter included with the packet. Seal and return the entire packet (inside the same envelope) to me at the Assessment Center before you attend the Springfield training on October 4.

Thank you for your participation. We are making history!!

DAY:nfc
Enclosure

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Springfield Simulation Participant,

About three months ago, you participated in a special training experience known as the Springfield Simulation. Prior to your participation you completed an in-basket and various questionnaires as part of a project to evaluate the effectiveness of Springfield. We appreciate your effort in completing these materials.

You have now had the opportunity to begin to use your new skills on the job. For the second part of the evaluation project, we ask you to complete a set of materials that are similar to those you completed prior to attending Springfield. The purpose of obtaining your responses to these items now is to determine whether any change has occurred as a result of the training, the follow-up session, and the opportunity to practice the skills on your job. It should take about three hours to complete the materials contained in this packet. Included are the following:

- o In-basket
- o Performance rating form
- o Behavior rating form

Please be as accurate and objective in your ratings as possible. All information is confidential, it will be used strictly for research purposes. You will be identified by code number only. Complete and return all materials to the district coordinator by the date indicated in the cover letter. Your responses will be forwarded directly to us at Michigan State University. Thank you for taking the time to complete the materials! If you have any questions, feel free to call Neal Schmitt (517-353-8305) or Ray Noe (517-355-2171).

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Evaluation Project Participant,

Approximately three months have elapsed since you completed an in-basket and a number of questionnaires. The initial group of administrators have participated in the Springfield Simulation. We have received their reaction to Springfield, their responses to the in-basket and other instruments involved in the evaluation of Springfield. We want to thank you for your effort in completing some of the same materials. At some point, we anticipate that you will have the opportunity to participate in Springfield as well.

The next step in our evaluation of Springfield involves asking you to complete another in-basket and set of questionnaires similar to those you completed three months ago. Once again, it should take approximately three hours to complete the materials. The purpose of this second set of materials is to allow us to compare the after training performance of Springfield participants with the performance of a group of people like yourselves who have not yet received such training.

Enclosed in the packet you will find the following:

- o In-basket
- o Performance rating form
- o Behavior rating form

Please be as accurate and objective in your ratings as possible. All information is confidential, it will be used strictly for research purposes. You will be identified by code number only. Complete and return all materials to the district coordinator as indicated in the cover letter within two weeks. The district coordinator will forward your responses as well as those of the other respondents directly to us at Michigan State University.

Thank you for participating in the evaluation project! If you have any questions, feel free to call Neal Schmitt (517-355-8305) or Ray Noe (517-355-2171).

**SAN DIEGO COUNTY
OFFICE OF EDUCATION**

Gerald A. Rosander, Superintendent



6401 Linda Vista Road
San Diego CA 92111-7399
(619) 292-3500

March 14, 1985

TO: Springfield Participants

FROM: Ginger Hovenic, Ed.D.
Coordinator, Assessment Center
The Management Academy

RE: Second Phase - SPRINGFIELD DEVELOPMENTAL PROGRAM

As you may remember you were selected as a candidate in the new Springfield training program for administrators who have participated in the assessment center. We are seeking your assistance again.

The enclosed letter is the second phase from the evaluation team at Michigan State University explaining the in-basket and rating forms we are asking you to complete. Please send the completed forms to us, through the school mails, sealed in the enclosed pre-addressed envelope which is coded for you the candidate. I will forward your materials (unopened) to the Michigan State evaluators.

These forms are very valuable to the study of potential administrators and your professional growth.

As you can guess, there is always a deadline. I really need to have the forms back before April 1 and I would appreciate your immediate attention. You will be asked to participate only once more during the upcoming three months.

Thanks again for your fortitude and prompt reply. Please call if I can assist you in any way. (292-3663)

GKH:ta
Enclosures

SAN DIEGO COUNTY
OFFICE OF EDUCATION

Gerald A. Rosander, Superintendent



6401 Linda Vista Road
 San Diego CA 92111-7399
 (619) 292-3500

March 14, 1985

TO: Springfield Project Participants

FROM: Ginger Hovenic, Ed.D.
 Coordinator, Assessment Center
 The Management Academy

RE: Second Phase - SPRINGFIELD DEVELOPMENTAL PROGRAM

It's great to hear many of you have been busy working with your mentors and practicing your new skills. The responses from all of you about the Springfield training experience were exciting and has provided us with some extraordinary information about ways to improve the process. We are seeking your assistance again.

The enclosed letter is the second phase from the evaluation team at Michigan State University explaining the in-basket and rating forms we are asking you to complete. Please send the completed forms to us, through the school mails, sealed in the enclosed pre-addressed envelope which is coded for you, the candidate. I will forward your materials (unopened) to the Michigan State evaluators.

These forms are very valuable to the study of potential administrators and your professional growth.

As you can guess, there is always a deadline. I really need to have the forms back before April 1 and I would appreciate your immediate attention. You will be asked to participate only once more during the upcoming three months.

Thanks again for your fortitude and prompt reply. Please call if I can assist you in any way. (292-3663)

GKH:ta
 Enclosures



CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

SUITE 100 - 707 13th STREET S.E. SALEM, OREGON 97301

TELEPHONE (503) 581-3141

April 25, 1985

* MEMO *

TO: Evaluation Project Participants

FROM: Wayne Robbins, Director
Oregon Assessment Center

RE: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

You are evaluating:

yourself

This is the second phase of the research you were involved in early this year. Thanks again for giving a little of your time to the development of an administrator in your school district. You are evaluating the above-named person.

Please send the completed forms to us, through the mail, sealed in the envelope you received the material in, using the label provided which is coded for the administrator you are rating, by May 30, 1985. I will forward your ratings (unopened) to the Michigan State evaluators.

It will help a great deal if you complete the forms promptly and mail them back to me. It is not necessary to wait the three weeks mentioned in Dr. Schmitt's letter.

Thanks for your help. You will hear from us one more time during this evaluation. You are assisting in a project which can make a significant contribution to the professional performance of school administrators.

WRR:pv

Encl.



Charlie G. Williams
State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

COLUMBIA 29201

May 3, 1985

TO: Members of Comparison Group (Springfield Evaluation)

FROM: ~~AP~~ Robin Burleson, Chief Supervisor
Administrators' Leadership Academy

SUBJECT: Second Phase Data Collection

Thank you for responding to our request for cooperation in the initial data collection in March. It is now time for the second phase of data collection.

The materials in the enclosed envelope are explained in the cover letter inside the packet. Please complete the materials and mail them to the Administrators' Leadership Academy by May 17. Note: disregard the instructions in the enclosed cover letter that materials be returned to the district coordinator.) Please use the pre-addressed, postage-paid envelope for returning the materials.

If you have any questions, please call Dr. John Segars or me at 758-5805.

RYB/gl

Encls.



Charlie G. Williams
State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

May 3, 1985

TO: Springfield Simulation Participants

FROM: *RB* Robin Burleson, Chief Supervisor
Administrators' Leadership Academy

SUBJECT: Second Phase Data Collection

We appreciated your cooperation in the first phase of evaluation data collection. It is now time for the second phase. Instead of having you come to Columbia, this time we are sending you the materials.

The materials in the enclosed envelope are explained in the cover letter inside the packet. Please complete the materials and mail them to the Administrators' Leadership Academy by May 17. (Note: disregard the instructions in the enclosed cover letter that materials be returned to the district coordinator.) A pre-addressed mailing label is enclosed for your convenience.

If you have any questions, please call Dr. John Segars or me at 758-5805.

School Administrator Descriptive Survey

The purpose of this survey is to gather descriptive information from school administrators who have participated in the assessment center. Your responses to this survey are completely confidential. All surveys will be sent to the Michigan State University research team. The survey should take about 1 hour to complete. If you are not scheduled to participate in the Springfield Simulation skip questions 79 - 107.

The following questions ask you about your experience with the assessment center. To what extent do you agree with each of the statements listed below?

Circle your response to using the following scale:

- 1= Strongly agree
- 2= Somewhat agree
- 3= Neither agree or disagree
- 4= Somewhat disagree
- 5= Strongly disagree

1. My performance in the assessment center has motivated me to improve my skill weaknesses.

1 2 3 4 5

2. I would volunteer to attend a follow-up assessment center program.

1 2 3 4 5

3. I would recommend that colleagues attend the assessment center.

1 2 3 4 5

4. If I were making promotion decisions, I would give considerable weight to the assessment results in deciding on the advancement of people into school administration jobs.

1 2 3 4 5

5. The developmental recommendations I received as a result of participating in the assessment center were useful in directing me to activities that would increase my skills.

1 2 3 4 5

6. The assessment center can help determine who will be successful as a principal.

1 2 3 4 5

7. The observations of my performance in the assessment center were accurate.

1 2 3 4 5

8. The assessment center exercises are a good simulation of the actual tasks the principal has to perform.

1 2 3 4 5

9. I more clearly understood my strengths and weaknesses as a result of participating in the assessment center.

1 2 3 4 5

10. My behavior in the assessment center was not greatly different from what it would be as a principal.

1 2 3 4 5

11. The feedback I received regarding my performance in the assessment center was valuable for my personal development.

1 2 3 4 5

12. My career is probably affected by my assessment center performance.

1 2 3 4 5

13. I found participating in the assessment center helped me to better understand the job of the school administrator.

1 2 3 4 5

14. The assessment of my skills in the assessment center was accurate.

1 2 3 4 5

15. I view the assessment center as a positive influence on my career development.

1 2 3 4 5

How much do you agree with each of the following statements? Circle your response using the scale below.

1= Strongly agree

2= Agree

3= Disagree

4= Strongly disagree

16. Becoming a success is a matter of hard work; luck has little or nothing to do with it.

1 2 3 4

17. In the long run, people get the respect they deserve in this world.

1 2 3 4

18. When I make plans, I am almost certain I can make them work.

1 2 3 4

19. What happens to me is of my own doing.

1 2 3 4

20. Without the right breaks, one cannot be a good leader.

1 2 3 4

21. Many of the unhappy things in people's lives are partly due to bad luck.

1 2 3 4

22. In my case, getting what I want has little to do with luck.

1 2 3 4

23. Who gets promoted often depends on who was lucky enough to be in the right place first.

1 2 3 4

24. Most people don't realize the extent to which their lives are controlled by accidental happenings.

1 2 3 4

25. Many times I feel I have little influence over those things that happen to me.

1 2 3 4

26. In the long run, the bad things that happen to us are balanced by the good ones.

1 2 3 4

The questions below ask you to describe how you feel about your job. Circle your response using the following scale:

1= Strongly agree

2= Somewhat agree

3= Neither agree or disagree

4= Somewhat disagree

5= Disagree

27. Sometimes I like to kick myself for the mistakes I make in my work.

1 2 3 4 5

28. I used to care more about my work, but now other things are more important to me.

1 2 3 4 5

29. Most things in life are more important than work.

1 2 3 4 5

30. I used to be more ambitious about my work than I am now.

1 2 3 4 5

31. I avoid taking on extra duties and responsibilities in my work.

1 2 3 4 5

32. I am very much personally involved in my work.

1 2 3 4 5

33. To me, my work is only a small part of whom I am.

1 2 3 4 5

34. Quite often I feel like staying home from work instead of coming in.

1 2 3 4 5

35. I would probably keep working even if I didn't need the money.

1 2 3 4 5

36. I live, eat, and breathe my job.

1 2 3 4 5

37. I have other activities more important than my work.

1 2 3 4 5

38. I feel depressed when I fail at something connected with my job.

1 2 3 4 5

39. I'm really a perfectionist about my work.

1 2 3 4 5

40. Sometimes I lie awake at night thinking ahead to the next day's work.

1 2 3 4 5

41. The most important things that happen to me involve my work.

1 2 3 4 5

42. I usually show up for work a little early, to get things ready.

1 2 3 4 5

43. For me, mornings at work really fly by.

1 2 3 4 5

44. The major satisfaction in my life comes from my job.

1 2 3 4 5

45. You can measure a person pretty well by how good a job he does.

1 2 3 4 5

46. I'll stay overtime to finish a job even if I'm not paid for it.

1 2 3 4 5

The following questions refer to your career in education. Circle your response using the following scale:

1= Strongly agree

2= Somewhat agree

3= Neither agree or disagree

4= Somewhat disagree

5= Disagree

47. I change my career objectives frequently.

1 2 3 4 5

48. My career objectives are not clear.

1 2 3 4 5

49. I know what I need to do to reach my career goals.

1 2 3 4 5

50. I have a strategy for achieving my career goals.

1 2 3 4 5

51. I have a plan for my career.

1 2 3 4 5

52. I have not really decided what my career objectives should be yet.

1 2 3 4 5

53. I adapt easily to changes in my job.

1 2 3 4 5

54. I do not like having to adapt to new and changing job conditions.

1 2 3 4 5

55. I like to try new and different things in my job.

1 2 3 4 5

To what extent have you behaved in the following ways over the last three months? Circle your response using the scale below:

1= Little

2= Somewhat

3= Moderate amount

4= Substantial amount

5= A great deal

56. Tried administrative work just to see if I liked it.

1 2 3 4 5

57. Sought opportunities to demonstrate administrative skills.

1 2 3 4 5

58. Experimented with different activities in my current job that presented opportunities to work in an administrative capacity.

1 2 3 4 5

59. Tried to develop my administrative skills through my current work.

1 2 3 4 5

60. Understood a new relevance of past behavior for my future job as a school administrator.

1 2 3 4 5

61. Been retrospective in thinking about my career.

1 2 3 4 5

62. Contemplated my past.

1 2 3 4 5

63. Focused my thoughts on me as a person.

1 2 3 4 5

64. Reflected on how my past educational experience integrates with my future career as a school administrator.

1 2 3 4 5

65. Investigated career possibilities.

1 2 3 4 5

66. Obtained information on educational administration positions.

1 2 3 4 5

67. Initiated conversations about my desire to be a school administrator with individuals who are currently in administrative positions or know the job well.

1 2 3 4 5

68. Obtained information on the availability of administrative jobs in other school districts and general job opportunities in my career area.

1 2 3 4 5

69. Sought information on specific areas of career interest.

1 2 3 4 5

70. How much information do you have on what one does in the career areas you have investigated?

1 2 3 4 5

71. How much information do you have on how you'll fit into the various career paths in educational administration.?

1 2 3 4 5

72. How much information do you have on the availability of administrative jobs within and outside your school district?

1 2 3 4 5

Use the following scale in answering the next set of questions.

- 1= Unsure
- 2= Somewhat unsure
- 3= Neutral
- 4= Somewhat sure
- 5= Very sure

73. How sure is your preference for an administrative appointment?

1 2 3 4 5

74. How sure is your preference in regard to the type of educational facility (e.g. elementary, middle school, junior or senior high school) you would like to work in?

1 2 3 4 5

75. How sure are you that the school administration job is best for you?

1 2 3 4 5

76. How many features of the school administration position do you like?

- 1= Very many
- 2= Quite a few
- 3= Some
- 4= Very few

77. How long have you prepared for an administrative career?

- 1= Last 2 years
- 2= 2 - 5 years
- 3= 6 - 9 years
- 4= 10 - 13 years
- 5= I've always wanted to be a school administrator

78. How long ago did you decide you wanted to be a school administrator?

- 1= Last 2 years
- 2= 2 - 5 years ago
- 3= 6 - 9 years ago
- 4= 10 - 13 years ago
- 5= I always wanted to be a school administrator

STOP HERE IF YOU ARE NOT SCHEDULED TO PARTICIPATE IN SPRINGFIELD.

The last set of questions asks you about your expectations concerning the training program (The Springfield Simulation) that you will participate in. Circle your response using the following scale:

- 1= Strongly agree
- 2= Somewhat agree
- 3= Neither agree or disagree
- 4= Somewhat disagree
- 5= Strongly disagree

79. I am willing to exert considerable effort to improve my skills in the training program.

1 2 3 4 5

80. I believe that I can improve my skills by participating in the training program.

1 2 3 4 5

81. I will use the information and behaviors I learned in the training program in my job.

1 2 3 4 5

82. I think the training program will help me improve my skills.

1 2 3 4 5

83. I am motivated to learn the skills emphasized in the training program.

1 2 3 4 5

84. I will try to learn as much as I can from Springfield.

1 2 3 4 5

85. I will get more from this training than most people.

1 2 3 4 5

86. The knowledge and experience I gain in this training may advance my career.

1 2 3 4 5

87. I volunteered for this training program as soon as I could.

1 2 3 4 5

88. The reason I decided to attend Springfield was to learn how I can improve my skills.

1 2 3 4 5

89. I want to improve my skills in Springfield.

1 2 3 4 5

90. If I can't understand some part of the training, I will try harder.

1 2 3 4 5

91. Based on preliminary information I have received regarding the training program, I am able to see the usefulness of the training for my developmental needs.

1 2 3 4 5

92. I believe I can learn the material presented in the training program.

1 2 3 4 5

93. Good performance in the training program will help me obtain the administrative position I desire.

1 2 3 4 5

Increasing your skills in the training program will help you to:

94. Grow as a person 1 2 3 4 5

95. Increase self-confidence 1 2 3 4 5

96. Obtain respect from your peers 1 2 3 4 5

97. Increase your chances of becoming a school administrator 1 2 3 4 5

98. Obtain a salary increase 1 2 3 4 5

99. Perform your job better 1 2 3 4 5

100. Acquire new knowledge 1 2 3 4 5

How attractive are each of the following to you? Circle your response using the scale below.

- 1= Very attractive
2= Somewhat attractive
3= Neither attractive or unattractive
4= Somewhat unattractive
5= Very unattractive

101. Personal growth	1	2	3	4	5
102. Increased self-confidence	1	2	3	4	5
103. Respect from your peers	1	2	3	4	5
104. Becoming a school administrator	1	2	3	4	5
105. Increase in salary	1	2	3	4	5
106. Performing your job better	1	2	3	4	5
107. Acquire new knowledge	1	2	3	4	5

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

Behavior Ratings

Instructions

The scales on the following pages are designed to measure the extent to which school administrators possess certain skills. We are asking for your cooperation in evaluating your performance in each of the six skill areas (leadership, problem analysis, judgment, organizational ability, sensitivity, and decisiveness). Each of the dimensions should be considered separately and carefully as you may do well in some skill areas, but not as well in others. The ratings will be used to help determine the results of your participation in the Springfield Simulation. They will not be used in any personnel action; only the research team from Michigan State University will have access to the ratings and individuals will be identified by number only.

We are asking you to rate the extent to which you have demonstrated a number of behaviors related to various skill areas (e.g., leadership, sensitivity, etc.). When you make a particular rating, think of the opportunities you have had in the past 3 months to demonstrate the particular behavior. Read the definition and behaviors associated with each skill dimension. Then complete your ratings.

Rating Task: In the past 3 months consider the opportunities you have had to demonstrate the behavior you are rating. Read the definition and behaviors associated with the skill. Then complete your ratings using the following scale:

Always	Usually	Sometimes	Seldom	Never
1	2	3	4	5

I. Sensitivity: Ability to perceive the needs, concerns, and personal problems of others, tact in dealing with persons from different backgrounds; skill in resolving conflict; ability to deal effectively with people concerning emotional needs; knowing what information to communicate to whom.

To what extent in the past three months have you:

- _____ 1. Elicited perceptions, feelings, and concerns of others.
- _____ 2. Expressed verbal and non-verbal recognition of the feelings, needs, and concerns of others.
- _____ 3. Took actions that anticipated the emotional effects of specific behaviors.
- _____ 4. Accurately reflected the point of view of others by restating it, applying it, or encouraging feedback.
- _____ 5. Communicated all information to others that they needed to perform their job.
- _____ 6. Diverted unnecessary conflict with others in problem situations.

II. Decisiveness: Ability to recognize when a decision is required and act quickly (disregarding the quality of the decision).

To what extent in the past three months have you:

- _____ 7. Recognized when a decision was required by determining the consequences if the decision was made or not made.
- _____ 8. Determined whether a short or long term solution was most appropriate to various situations you encounter in your school.
- _____ 9. Considered decision alternatives.
- _____ 10. Made a timely decision based upon available data.
- _____ 11. Stuck to decisions once they were made, resisting pressures from others.

III. Judgment: Skill in identifying educational needs and setting priorities, ability to reach logical conclusions and make high quality decisions based on available information; ability to critically evaluate written communications.

To what extent in the past three months have you:

- ☐ 12. Evaluated who and what would be affected before making judgments.
- ☐ 13. Determined the important standards that decisions will be judged on.
- ☐ 14. Verified, then evaluated information before taking action.
- ☐ 15. Tested decisions against the standards established for judging the effectiveness of the decision.

IV. Leadership: Ability to recognize when a group requires direction, ability to get others involved in solving problems; to effectively interact with a group to guide them to accomplishment of a task.

To what extent in the past three months have you:

- ☐ 16. Set and maintained direction for a group or project.
- ☐ 17. Got people to follow suggestions or ideas.
- ☐ 18. Integrated ideas from others to solve problems.
- ☐ 19. Got people to accept responsibility for work outcomes.
- ☐ 20. Been an important force in the accomplishment of project or group goals.

V. Problem Analysis: Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

To what extent in the past three months have you:

- ☐ 21. Wrote down or discussed with your supervisor or peers key issues or work-related problems.
- ☐ 22. Determined if you had all of the relevant information about a problem.
- ☐ 23. Obtained additional information about problems.
- ☐ 24. Evaluated information about problems/issues to insure that it was complete.
- ☐ 25. Set standards to indicate when problems or issues were resolved.

VI. Organizational Ability: Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.

To what extent in the past three months have you:

- ___26. Set priorities of tasks for self and others on the basis of task importance, time constraints, etc.
- ___27. Delegated tasks to others.
- ___28. Obtained commitments from others regarding task completion time, expected products, workload, etc.
- ___29. Established procedures for managing tasks, i.e., reporting/updating work status, problems and delays.
- ___30. Organized files and work areas for quick and easy access to current work and frequently used materials (e.g., forms, files).

PERFORMANCE RATINGS

Instructions

The rating scales on the following pages are designed to measure important aspects of the school administrator's job. We are asking for your cooperation in evaluating your performance on each of these 15 dimensions. It is extremely important that you give careful consideration to these rating scales. Each of the fifteen scales should be considered separately and carefully as you may do well on some performance dimensions, but not as well on others. The ratings will be used to evaluate the appropriateness of a training program designed to improve the skills of school administrators. They will not be used in any personnel action; only the research team from Michigan State University will have access to any ratings and all individuals will be identified by number only.

Each dimension has a rating scale which is numbered from 1 to 6. Instead of simply using words like "satisfactory", "outstanding", or "needs attention", we have written examples of behavior which are associated with each numerical rating. These are actual examples obtained from teachers, parents, students, support staff, and principals throughout the country. To make a particular rating does not imply that you actually do the things or have done the things described by the rating. These behaviors are used to describe the kind of behavior that can be expected from a principal or assistant principal who is typically rated High, Average, or Low on each dimension by the groups of people just mentioned. They are used as examples to help you decide how to rate your own job performance.

Please read each dimension and the examples of job performance which will describe high, average, and low behaviors on that aspect. Decide which of the examples would be most typical of your performance (or could be expected) and CIRCLE this point on the rating scale for each dimension.

Curriculum & Instructional Leadership:
Monitoring Curriculum Objectives

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Takes a stand on issues even when they are controversial; supports & stands up for educational values.
- Constructs a schedule which maximizes student options, yet minimizes course conflicts.
- Visits classrooms to monitor the curriculum actually being taught in school.

6

5

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Reads necessary materials to have a thorough knowledge of state or district curriculum standards & requirements.
- Looks at new texts so that he/she can influence the selection of materials and textbooks.
- Reviews & makes comments on weekly lesson plans in terms of overall curriculum objectives.

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Does not utilize special curriculum programs provided by the district.
- Adopts curriculum materials without the input of teachers or in spite of their recommendations.
- Does not allow any curricular experimentation by faculty members.

2

1

Curriculum & Instructional Leadership:
Monitoring Individual Progress

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Initiates a program with the help of student-parent associations to allow students to take advanced classes offered at nearby schools.
- Organizes student help sessions which meet after school hours for students who are failing.

6

5

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Reviews records of individual student progress - including standardized scores & basic skills program.
- Institutes a classroom where several things are taught (e.g., ceramics, painting) because of a lack of enough interest in any one of them to justify individual classes.
- Sponsors a biweekly reading rally in which all students stop what they are doing & read for 20 minutes.

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Allows students to hand carry scores of certain tests home; students are able to open these unsealed envelopes and compare scores.
- Schedules all advanced courses in the morning so that academic students can take only 2 out of 5.

2

1

Coordination of Student Activities: Supervision

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Initiates an awards banquet & establishes a letter for superior academic performance.
 - Evaluates all activities & student needs with input from faculty, student council, & student surveys, then acts on results.
 - Meets regularly with student leaders to coordinate activities & take suggestions.
 - Reschedules a homecoming event which had been scheduled for the night before the SAT.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Schedules a sporting event during the academic day for the benefit of bussed and poor students who can not come to night activities.
 - Organizes parent-student teams to work on fund raising activities.
 - Organizes faculty teams to play against varsity teams.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

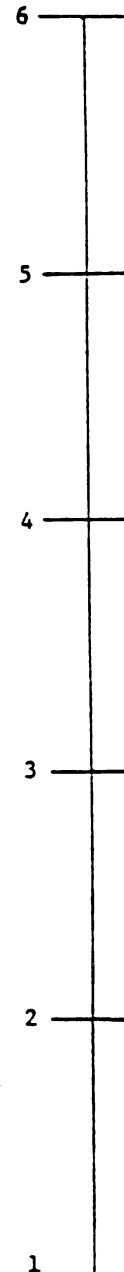
- Typical Low Behavior
- Organizes a student fund raising activity without talking with students.
 - Cancels a pep meeting because of a drinking party by a few students.
 - Allows extra-curricular activity & school classes to conflict so that students have to be pulled out of class to participate in band or sports.



Student Activities: Participation

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Initiates a program so that handicapped students are incorporated into various activities, such as plays or sports.
 - Participates in extracurricular school activity by actually working at the function, such as fun fair, school dinners.
 - Sets up class for student government officers to help them solicit student participation.



The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Talks to students who are not participating in extracurricular activities to get them involved.
 - Attends extracurricular activities.
 - Encourages staff to participate in extracurricular activities but does not demand such participation.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Tells the students that certain activities are important & then doesn't support them by his/her presence or allowing time in the schedule for them.
 - Selectively participates in only certain school activities (e.g. football).

Direction of Support Services

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Devises a system whereby librarian is able to coordinate library resources (books, magazines) with needs of teachers as indicated by lesson plans.
 - Includes clerical/custodial staff in all school parties & meetings
 - Verbally acknowledges the completion of tasks by school maintenance & food services personnel.

6

5

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Initiates a program to have parents receive first aid training so there can be personnel in nurse's office during lunch hour.
 - Organizes groups of support services people so they have a more unified voice.
 - Asks cafeteria & custodial staff for input in school decisions.
 - Asks teachers to periodically complete a form concerning the quality of support services as an aid in monitoring these activities.

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Assigns hall & cafeteria duty without staff input.
 - Allows a community group to use a school projector without the permission of the media specialists.
 - Does not consult with custodians when making requisitions for supplies.
 - Neglects to inform secretary of school programs & events.

2

1

Support Services: Directing the Behavior of Students

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Maintains up-to-date staff manuals, including statements on discipline policies, which communicate all procedural matters.
- Works with teachers & students to handle discipline problems.
- Helps counselor develop programs for incoming students, such as orientation.
- Sets guidelines for student behavior which are not threatening & enforces them objectively.
- Conducts a cafeteria survey to determine student needs in that area.

6

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Develops a staggered release schedule on rainy days to alleviate traffic jams in front of school caused by parents picking up their children.
- Develops special instructional programs for lunch period so that students do not just play in gym or hang around.
- Starts a program in which highest attending classroom is recognized with a free period & a party.

5

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Discontinues an arts program because a small group of students ruined a kiln.
- Suspends a student with whom the counseling staff is working closely-- does not check with staff first.
- Does not discipline students because he/she does not know what to do or does not have time.
- Places a student in a special education program for reading problems without proper evaluation.

2

1

Staff Evaluation

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Provides constructive feedback after observations & calls in specialists if additional help is needed; then observes again & gives more feedback.
- Encourages evaluation of him/herself by staff.
- Consults with individual staff members on a periodic basis to develop individual standards of performance (goals & objectives) and reviews subsequent accomplishment of goals.
- Writes a note to a teacher who has led a particular event or done something special to show appreciation and give praise.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Disciplines employee who is not functioning properly.
- Asks permission to come to observe classroom.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Does not question a teacher before taking disciplinary action on the word of 2 of the teacher's students.
- Circulates a staff bulletin criticizing teachers when only 3 or 4 teachers were guilty & should be reprimanded individually.
- Criticizes or belittles staff members in front of other staff members, students, or parents.



Developmental Activities

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Initiates management by objectives, provides training to write objectives, to determine ways to evaluate, & sets a time frame for accomplishment of objectives.
- Provides in-service programs for staff which include dealing with student behavior problems and interactions with parents.
- Attends seminars, workshops, etc. for professional growth.
- Provides time for teachers who have attended developmental activities to communicate information to the rest of the staff.

6

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Devises class schedule to allow for staff development periods.
- Uses staff meetings to encourage and publicize in-service training.
- Allows teachers time off to attend meetings and classes.

4

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Tells staff to get involved in staff development problems when he/she does not get involved.
- Plans staff development activities with no staff input.
- Does not help teachers who have problems but works toward documenting problems & removing teacher.
- Does not allow staff to go to professional meetings even on their own expense.

3

2

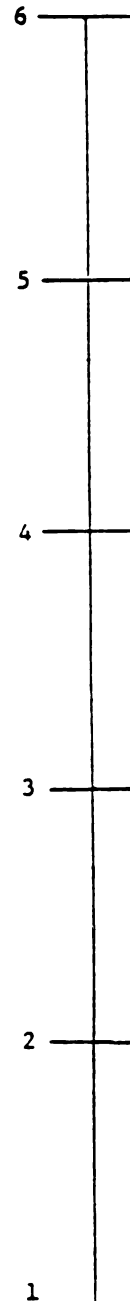
1

Interpersonal Effectiveness

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Shows a sense of humor in times of conflict.
- Interacts with students during the lunch hour in the cafeteria.
- Encourages parents to go directly to a teacher with a compliment instead of relaying the message him/herself to the teacher.
- Displays students' art work in main office as encouragement.
- Comes from behind desk to discuss problems, takes notes, & refers to this file later when another discussion takes place.



The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Leaves a note of encouragement to someone who has made a mistake to carry on & start over.
- Provides staff with knowledge of all other faculty's contributions to school activities & communicates appreciation.
- Allows staff member to go home during the day to solve a family problem.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

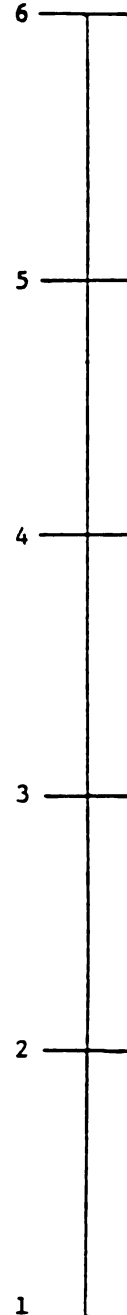
Typical Low Behavior

- Delegates work but then takes work away or interferes because he/she thinks it is not getting done correctly.
- Uses language & words which the students do not understand when communicating with them.
- Establishes a policy without giving staff or students a rationale.
- Gets into shout-outs with students in the hallways.

Community Relations

Typical High Behavior

- Informs community about the basics of operating the school & educational objectives; asks for the ideas, opinions, & support of these people & listens to their suggestion.
- Works with various community & local groups to develop cooperation with the school (e.g., coop programs).
- Institutes a course which is aimed at developing cultural awareness in an integrated community.



The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical Average Behavior

- Sends stories to the community newspaper and/or invites newspaper correspondents to school events.
- Organizes senior citizen breakfasts to explain school programs.
- Coordinates school activities with church & community events.
- Takes 2 students to the Rotary Club every month as a reward & to promote good relations.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Low Behavior

- Stays away from community organizations such as Jaycees, Lions, Kiwanis, etc.
- Defends his/her position to the community rather than listening to their requests for certain programs.
- Speaks in educational jargon to explain school programs to community members.
- Speaks badly of the school system to the news media.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Community Relations: Parents

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

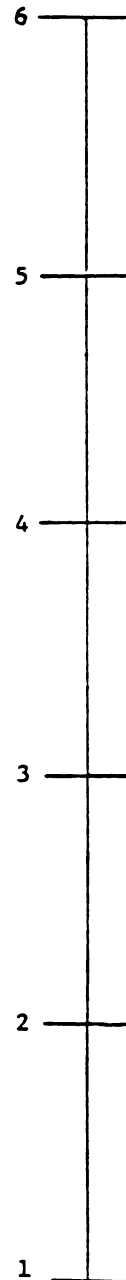
- Typical High Behavior
- Starts a procedure whereby parents come to meet teachers individually to discuss child's progress.
 - Organizes coffees in parents' homes to interact with parents in a nonschool environment.
 - Writes a letter to all parents inviting them to school, spends an evening talking to them & answering questions.
 - Distributes a monthly newsletter to parents, as well as an annual report discussing the progress of the school in meeting its goals & objectives.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Initiates a program in which parents follow the class schedule of their students for a shortened day.
 - Organizes a system for buses to pick up parents & bring them to school events in order to promote community involvement.
 - Calls parents to remind them of parent-teacher meetings so as to insure attendance.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Refuses to develop or initiate a parent advisory group.
 - Controls P.T.A. by dominating officers, promoting participation of only one segment of school population, or failing to follow through on their requests or suggestions.
 - Does not have a system of reporting students' discipline problems to parents.
 - Tells parents they do not really know their children when problems arise.



Coordination with District and Other Schools

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

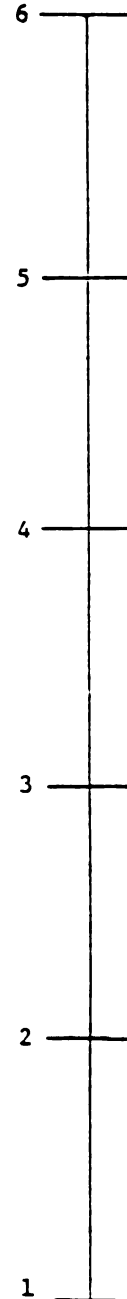
- Typical High Behavior
- Participates in professional organization problem solving projects aimed at improving the functioning of central administration services which impact directly on the school.
 - Balances district activities against building priorities.
 - Encourages use of district resource personnel to develop needed programs.
 - Informs central office of possible complaints or problems at school or in community so they will be aware of it ahead of time.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Arranges meetings with central office administration to speak to staff at the school on various issues.
 - Implements decisions at the building which were made at the district level even if not involved in making decisions.
 - Participates in district-level committees when called upon.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Makes all decisions without the advice of any immediate superior.
 - Is so involved in district committees that he/she is always out of the building.
 - Does not communicate with district personnel unless absolutely necessary.
 - Never volunteers for district committees.

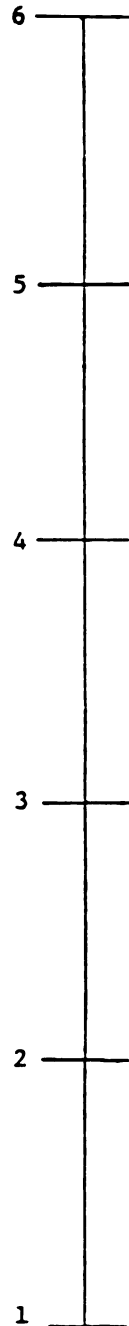


Fiscal or Monetary Management

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Involves all staff in establishing priorities for the allocation of resources & materials.
- Periodically reviews & shifts allocations based on current needs; obtains agreement from all department heads.
- Maintains strict requirements on the procedures to follow with purchase orders & budgets of departments.
- Acquaints the staff with the daily operations budget and how it relates to their curriculum.
- Calls several other schools & sources to get materials when they are not available at the local school.



The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Monitors expenditures of students' activity funds.
- Submits a yearly budget to the Board of Education or district.
- Provides funds for special art projects so that students would not need to bring materials from home.
- Keeps staff informed of budget.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Does not comply with standard accounting procedures.
- Misspends school money in one area & compensates by taking money out of budget in another area.
- Spends an inordinate amount of school funds on athletics.
- Requires staff to fill in requisition forms for small items such as toilet paper & light bulbs.

Maintenance of School Plant

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Works with new students to develop school pride & reduce vandalism. Older students are given responsibility for taking new students "under their wing".
 - Initiates a program to clean up graffiti in school; provides students with cleaning materials & develops a contest for cleanest area thereby unifying students & staff.
 - Establishes a process which allows staff & community members to provide input for the orderly improvement of school plant facilities & equipment.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Takes an active part in keeping the building clean (e.g., picking up the paper in hallways, repairing bulletin boards).
 - Obtains necessary materials when things need to be fixed for ongoing daily functions in the building.
 - Set up a graffiti board in the restrooms to minimize vandalism.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Unilaterally determines which school facilities are to be improved.
 - Does not provide a safe storage place for expensive merchandise.
 - Never foresees equipment problems; reacts to peoples' requests & emergencies.
 - Ignores a report of unsafe playground equipment until something happens to a child.



Structures Communication which Provides for
Cooperation Among Various Groups in School

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

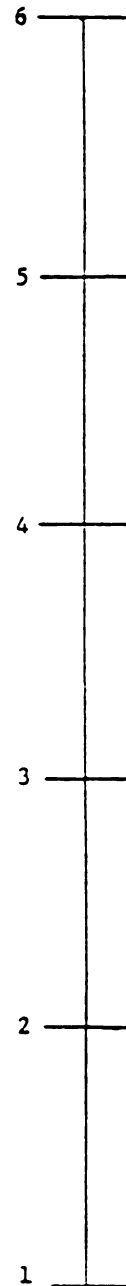
- Typical High Behavior
- Plans meetings of staff, supervisors, & parents to air concerns regarding school programs or problems.
 - Communicates through meetings, memos, or personal communications to tell people about school or things that impact on school's functioning.
 - When dealing with irate or concerned parents, consults with the teacher involved.
 - Sets up communication devices so that teachers as a group can convey needs to support service personnel (e.g., librarian, cafeteria staff, media specialists).

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Distributes a weekly newsletter to inform staff of school events.
 - Keeps appointment calendar on desk & anyone can make an appointment at any time.
 - Trains students to make announcements of events each day.
 - Meets with whole staff once a month with no agenda, to discuss problems that have developed.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Sees people only by appointment.
 - Makes decisions without involving those whom it directly affects.
 - Organizes an Advisory Committee but never goes to a meeting.
 - Communicates only by mail, P.A., or memo with staff & students.
 - Stays in office all day.



Overall Rating

Now consider all aspects of your job performance as a school administrator.
Please indicate below how you believe you are performing your job.

I have performed in a clearly superior manner
on all performance dimensions -- clearly out-
performing other administrators I have known.

I have performed better than most other admin-
istrators on nearly all performance dimensions.

I have performed better than average on most
performance dimensions. Performance on all
dimensions is at least adequate.

I have performed in an average manner on most
performance dimensions, but need improvement
in one or more areas.

I have performed below average on several per-
formance dimensions and need to improve in
these areas if I am to be successful.

I am clearly deficient on most performance
dimensions.

A vertical scale with numbers 1 through 6 on the right side. Each number is aligned with a horizontal tick mark. A vertical dashed line runs through the center of the scale, connecting the tick marks.

APPENDIX C

COVER LETTERS AND MATERIALS COMPLETED BY THE RATING GROUP

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Evaluation Project Participant,

Many educators from your district have participated in an assessment center designed to identify potential school administrators. The National Association of Secondary School Principals (NASSP) with the help of Joel Moses, Milt Hakel, and Georgine Loacker have developed a training program, the Springfield Simulation, designed specifically to improve the administrative and interpersonal skills measured in the assessment center. A number of school administrators from your district will be participating in Springfield. A Michigan State University research team has been asked to evaluate the effectiveness of this program. In order to conduct our evaluation, we need your help.

We will be asking you to complete ratings of the performance and behavior of school administrators with whom you have frequent contact. You will be asked to make three sets of ratings: an initial set of ratings, and ratings approximately three and six months later. It should take less than one hour to complete this information for each administrator for whom you are asked to provide ratings. Please be accurate and objective in your ratings. The information you provide is important in determining whether or not the Springfield Simulation will continue to be used in other school districts as well as your own. In conducting this program, we are making an effort to document whether any performance or behavior change takes place as a result of participation in the Springfield Simulation. We are collecting information about simulation participants and a comparison group of school administrators who did not participate.

This packet contains the first set of information we would like you to complete. Included are one or both of the following:

- o Performance Rating Form
- o Behavior Rating Form

Please complete and return all materials to the district office approximately three weeks from today. All information you provide is confidential, it will be used for research purposes only. It will not be used in any personnel action.

Thank you for participating in the evaluation project! If you have any questions feel free to write or call 517-355-8305 (Neal Schmitt) or 517-355-2171 (Ray Noe).



Charlie G. Williams
State Superintendent of Education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
COLUMBIA 29201

TO: Mrs. Jennifer Cannon

FROM: Robin Burleson
Chief Supervisor
Administrators' Leadership Academy

SUBJECT: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

Patricia H. Caldwell
Participant's Name

We hope that you will give a little of your time to the development of a staff member in your school district. Your name has been given us as someone who knows the work of the above-named person and who might be willing to assist in the evaluation of a new training program for administrators.

The enclosed letter from the evaluation team of Michigan State University explains the rating forms we are asking you to complete. Please return the completed forms to the person who gave them to you sealed in the enclosed pre-addressed envelope which is coded for the administrator you are rating. He/she will forward your ratings (unopened) to us and we will send them (unopened) to the Michigan State evaluators.

It will help a great deal if you complete the forms promptly. Do not wait the three weeks mentioned in Dr. Schmitt's letter. We are asking that they be returned by March 21.

Thanks for your help. You will hear from us three times during this evaluation. You are assisting in a project which can make a significant contribution to the professional performance of school administrators.

NOTE:

The instructions in the enclosed material ask you to rate your principal/assistant principal. Please complete the forms based on your knowledge of the above-named person even if that person is a teacher.

MICHIGAN STATE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY
PSYCHOLOGY RESEARCH BUILDING

EAST LANSING · MICHIGAN · 48824-1117

Dear Evaluation Project Participant,

A number of educators from your school district have recently participated in the Springfield Simulation, a training program designed specifically to improve the administrative and interpersonal skills measured in the assessment center. We are collecting information about simulation participants and a comparison group of school administrators who did not participate in Springfield in order to document whether behavior or performance change results from participation in Springfield.

Approximately three months have elapsed since you made your last set of ratings of the performance of school administrators with whom you have frequent contact. We appreciate the time and effort that you took to complete those materials. We are asking you to complete a second set of materials. The purpose of this second set of ratings is to establish whether any change occurred in the training group and whether any similar change occurred in the comparison group who did not receive training. It should take less than one hour to complete this information for each administrator for whom you are asked to provide ratings. Please be as accurate and objective in your ratings as possible.

This packet contains the materials which we would like for you to complete. It is similar to the materials you completed three months ago. Included are one or both of the following:

- o Performance rating form
- o Behavior rating form

Please complete and return all materials to the district office approximately three weeks from today. All information you provide is confidential; it will be used for research purposes only. It will not be used in any personnel action. Thank you for participating in the evaluation project! If you have any questions, feel free to write or call Neal Schmitt (517-355-8305) or Ray Noe (517-355-2171).

SAN DIEGO COUNTY
OFFICE OF EDUCATION

Gerald A. Rosander, Superintendent



6401 Linda Vista Road
San Diego CA 92111-7399
(619) 292-3500

March 12, 1985

TO: Evaluation Project Participants

FROM: Ginger Hovenic, Ed.D.
Coordinator, Assessment Center
The Management Academy

RE: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

As you may remember you were selected as an evaluator for the above mentioned candidate. He or she is involved in the new training program for administrators who have participated in the assessment center.

The enclosed letter is the second phase from the evaluation team at Michigan State University explaining the rating forms we are asking you to complete. Please send the completed forms to us, through the school mails, sealed in the enclosed pre-addressed envelope which is coded for the administrator you are rating. I will forward your ratings (unopened) to the Michigan State evaluators.

These forms are very valuable to the study of potential administrators and the candidate's professional growth.

I really need to have the forms back before April 1 and I would appreciate your immediate attention. You will be asked to evaluate the candidate only once more during the upcoming three months.

Thanks again and please call if I can assist you in any way. (292-3663)

GKH:ta
Enclosures



CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

SUITE 100 - 707 13th STREET S.E. SALEM, OREGON 97301

TELEPHONE (503) 581-3141

April 25, 1985

* MEMO *

TO: Evaluation Project Participants

FROM: Wayne Robbins, Director
Oregon Assessment Center

RE: SPRINGFIELD DEVELOPMENTAL PROGRAM - EVALUATION

You are evaluating:

Jerry Henderson

This is the second phase of the research you were involved in early this year. Thanks again for giving a little of your time to the development of an administrator in your school district. You are evaluating the above-named person.

Please send the completed forms to us, through the mail, sealed in the envelope you received the material in, using the label provided which is coded for the administrator you are rating, by May 30, 1985. I will forward your ratings (unopened) to the Michigan State evaluators.

It will help a great deal if you complete the forms promptly and mail them back to me. It is not necessary to wait the three weeks mentioned in Dr. Schmitt's letter.

Thanks for your help. You will hear from us one more time during this evaluation. You are assisting in a project which can make a significant contribution to the professional performance of school administrators.

WRR:pv

Encl.

Behavior Ratings**Instructions**

The scales on the following pages are designed to measure the extent to which school administrator's possess certain skills. We are asking for your cooperation in evaluating your principal/assistant principal's performance in each of the six skill areas (leadership, problem analysis, judgment, organizational ability, sensitivity, and decisiveness). Each of the dimensions should be considered separately and carefully as some principal/assistant principals may do well in some skill areas, but not as well in others. The ratings will be used to evaluate the appropriateness of a training program designed to improve the skills of school administrators. They will not be used in any personnel action regarding the people who are rated; only the research team from Michigan State University will have access to the ratings and individuals will be identified by number only. We ask you to identify your position by checking the appropriate response at the bottom of this page. Several different groups of people will be making the same rating we are asking you to make, and we need to identify these groups.

We are asking you to rate the extent to which the individual you are rating has demonstrated a number of behaviors related to various skill areas (e.g., leadership, sensitivity, etc.). When you make a particular rating, think of the opportunities you have had in the past 3 months to observe and interact with the assistant principal/principal you are rating. Read the definition and behaviors associated with each skill dimension. Then complete your ratings.

My position is (check one):

Supervisor_____ Teacher _____ Mentor_____ Support Staff_____

Rating Task: In the past 3 months consider the opportunities you have had to observe and interact with the principal/assistant principal you are rating. Read the definition and behaviors associated with the skill. Then complete your ratings using the following scale:

Always	Usually	Sometimes	Seldom	Never
1	2	3	4	5

I. Sensitivity: Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflict; ability to deal effectively with people concerning emotional needs; knowing what information to communicate to whom.

To what extent in the past three months has the principal/assistant principal:

- _____ 1. Elicited perceptions, feelings, and concerns of others.
- _____ 2. Expressed verbal and non-verbal recognition of the feelings, needs, and concerns of others.
- _____ 3. Took actions that anticipated the emotional effects of specific behaviors.
- _____ 4. Accurately reflected the point of view of others by restating it, applying it, or encouraging feedback.
- _____ 5. Communicated all information to others that they needed to perform their job.
- _____ 6. Diverted unnecessary conflict with others in problem situations.

II. Decisiveness: Ability to recognize when a decision is required and act quickly (disregarding the quality of the decision).

To what extent in the past three months has this individual:

- _____ 7. Recognized when a decision was required by determining the results if the decision was made or not made.
- _____ 8. Determined whether a short or long term solution was most appropriate to various situations encountered in the school.
- _____ 9. Considered decision alternatives.
- _____ 10. Made a timely decision based upon available data.
- _____ 11. Stuck to decisions once they were made, resisting pressures from others.

III. Judgment: Skill in identifying educational needs and setting priorities, ability to reach logical conclusions and make high quality decisions based on available information; ability to critically evaluate written communications.

To what extent in the past three months has this individual:

- ___12. Evaluated who and what would be affected before making judgments.
- ___13. Determined the important standards that decisions will be judged on.
- ___14. Verified, then evaluated information before taking action.
- ___15. Tested decisions against the standards established for judging the effectiveness of the decision.

IV. Leadership: Ability to recognize when a group requires direction, ability to get others involved in solving problems; to effectively interact with a group to guide them to accomplishment of a task.

To what extent in the past three months has this individual:

- ___16. Set and maintained direction for a group or project.
- ___17. Got people to follow suggestions or ideas.
- ___18. Integrated ideas from others to solve problems.
- ___19. Got people to accept responsibility for work outcomes.
- ___20. Was an important force in the accomplishment of project or group goals.

V. Problem Analysis: Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.

To what extent in the past three months has this individual:

- ___21. Wrote down or discussed with you key issues or work-related problems.
- ___22. Determined if s/he had all of the relevant information about a problem.
- ___23. Obtained additional information about problems.
- ___24. Evaluated information about problems/issues to insure that it was complete.
- ___25. Set standards to indicate when problems or issues were resolved.

VI. Organizational Ability: Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.

To what extent in the past three months have you observed this individual:

___26. Set priorities of tasks for self and others on the basis of task importance, time constraints, etc.

___27. Delegated tasks to others.

___28. Obtained commitments from others regarding task completion time, expected products, workload etc.

___29. Established procedures for managing tasks, i.e., reporting/updating work status, problems and delays.

___30. Organized files and work areas for quick and easy access to current work and frequently used materials (e.g., forms, files).

PERFORMANCE RATINGS

Instructions

The rating scales on the following pages are designed to measure important aspects of the school administrator's job. We are asking for your cooperation in evaluating your principal/assistant principal's performance on each of these 15 dimensions. It is extremely important that you give careful consideration to these rating scales. Each of the fifteen scales should be considered separately and carefully as some principals/assistant principals may do well on some performance dimensions, but not as well on others. The ratings will be used to evaluate the appropriateness of a training program designed to improve the skills of school administrators. They will not be used in any personnel action regarding the people who are rated; only the research team from Michigan State University will have access to any ratings and all individuals will be identified by number only. We ask you to identify only your position by checking the appropriate response at the bottom of this page. These ratings may include some areas of the job which you do not see your principal or assistant principal doing or which you do not have enough information on which to base a decision. This is because several different groups of people will be making the same ratings which we are asking you to make. There is a space at the top of each page for you to check mark if you feel you can not make a rating for that particular dimension.

Each dimension has a rating scale which is numbered from 1 to 6. Instead of simply using words like "satisfactory", "outstanding", or "needs attention", we have written examples of behavior which are associated with each numerical rating. These are actual examples obtained from teachers, parents, students, support staff, and principals throughout the country. To make a particular rating does not imply that the individual whom you are rating actually does the things or has done the things described by the rating. These behaviors are used to describe the kind of behavior that can be expected from a principal or assistant principal who is typically rated High, Average, or Low on each dimension by the groups of people just mentioned. They are used as examples to help you decide how to rate the principal/assistant principal of your school.

Please read each dimension and the examples of job performance which will describe high, average, and low behaviors on that aspect. If you feel you have insufficient information, mark the appropriate space with a check. Otherwise, decide which of the examples would be most typical of your principal or assistant principal (or could be expected) and CIRCLE this point on the rating scale for each dimension.

My position is (check one): Supervisor____ Teacher____

— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Curriculum & Instructional Leadership:
Monitoring Curriculum Objectives

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Takes a stand on issues even when they are controversial; supports & stands up for educational values.
 - Constructs a schedule which maximizes student options, yet minimizes course conflicts.
 - Visits classrooms to monitor the curriculum actually being taught in school.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Reads necessary materials to have a thorough knowledge of state or district curriculum standards & requirements.
 - Looks at new texts so that he/she can influence the selection of materials and textbooks.
 - Reviews & makes comments on weekly lesson plans in terms of overall curriculum objectives.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Does not utilize special curriculum programs provided by the district.
 - Adopts curriculum materials without the input of teachers or in spite of their recommendations.
 - Does not allow any curricular experimentation by faculty members.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Curriculum & Instructional Leadership:
Monitoring Individual Progress

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

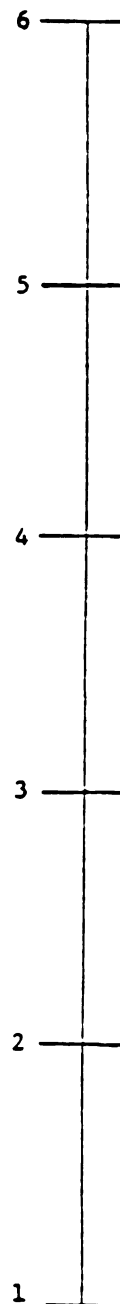
- Typical High Behavior
- Initiates a program with the help of student-parent associations to allow students to take advanced classes offered at nearby schools.
 - Organizes student help sessions which meet after school hours for students who are failing.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Reviews records of individual student progress - including standardized scores & basic skills program.
 - Institutes a classroom where several things are taught (e.g., ceramics, painting) because of a lack of enough interest in any one of them to justify individual classes.
 - Sponsors a biweekly reading rally in which all students stop what they are doing & read for 20 minutes.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Allows students to hand carry scores of certain tests home; students are able to open these unsealed envelopes and compare scores.
 - Schedules all advanced courses in the morning so that academic students can take only 2 out of 5.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Coordination of Student Activities: Supervision

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Initiates an awards banquet & establishes a letter for superior academic performance.
 - Evaluates all activities & student needs with input from faculty, student council, & student surveys, then acts on results.
 - Meets regularly with student leaders to coordinate activities & take suggestions.
 - Reschedules a homecoming event which had been scheduled for the night before the SAT.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Schedules a sporting event during the academic day for the benefit of bussed and poor students who can not come to night activities.
 - Organizes parent-student teams to work on fund raising activities.
 - Organizes faculty teams to play against varsity teams.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Organizes a student fund raising activity without talking with students.
 - Cancels a pep meeting because of a drinking party by a few students.
 - Allows extra-curricular activity & school classes to conflict so that students have to be pulled out of class to participate in band or sports.



Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Coordination of Student Activities: Supervision

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Initiates an awards banquet & establishes a letter for superior academic performance.
- Evaluates all activities & student needs with input from faculty, student council, & student surveys, then acts on results.
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The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

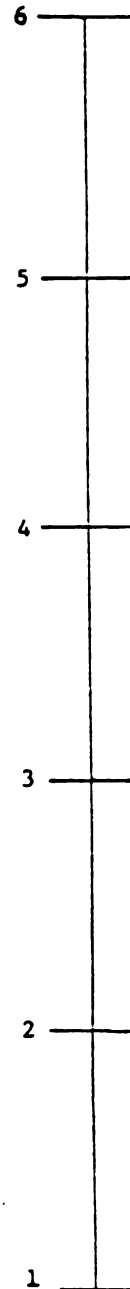
Typical Average Behavior

- Schedules a sporting event during the academic day for the benefit of bussed and poor students who can not come to night activities.
- Organizes parent-student teams to work on fund raising activities.
- Organizes faculty teams to play against varsity teams.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Organizes a student fund raising activity without talking with students.
- Cancels a pep meeting because of a drinking party by a few students.
- Allows extra-curricular activity & school classes to conflict so that students have to be pulled out of class to participate in band or sports.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Student Activities: Participation

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

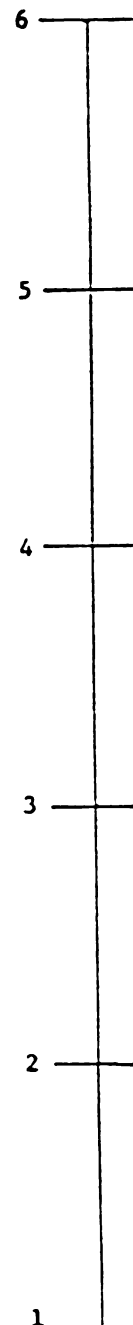
- Typical High Behavior
- Initiates a program so that handicapped students are incorporated into various activities, such as plays or sports.
 - Participates in extracurricular school activity by actually working at the function, such as fun fair, school dinners.
 - Sets up class for student government officers to help them solicit student participation.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Talks to students who are not participating in extracurricular activities to get them involved.
 - Attends extracurricular activities.
 - Encourages staff to participate in extracurricular activities but does not demand such participation.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Tells the students that certain activities are important & then doesn't support them by his/her presence or allowing time in the schedule for them.
 - Selectively participates in only certain school activities (e.g. football).



Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Direction of Support Services

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.	<u>Typical High Behavior</u> -Devises a system whereby librarian is able to coordinate library resources (books, magazines) with needs of teachers as indicated by lesson plans. -Includes clerical/custodial staff in all school parties & meetings -Verbally acknowledges the completion of tasks by school maintenance & food services personnel.	6 5
The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.	<u>Typical Average Behavior</u> -Initiates a program to have parents receive first aid training so there can be personnel in nurse's office during lunch hour. -Organizes groups of support services people so they have a more unified voice. -Asks cafeteria & custodial staff for input in school decisions. -Asks teachers to periodically complete a form concerning the quality of support services as an aid in monitoring these activities.	4 3
The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.	<u>Typical Low Behavior</u> -Assigns hall & cafeteria duty without staff input. -Allows a community group to use a school projector without the permission of the media specialists. -Does not consult with custodians when making requisitions for supplies. -Neglects to inform secretary of school programs & events.	2 1

— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Support Services: Directing the Behavior of Students

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

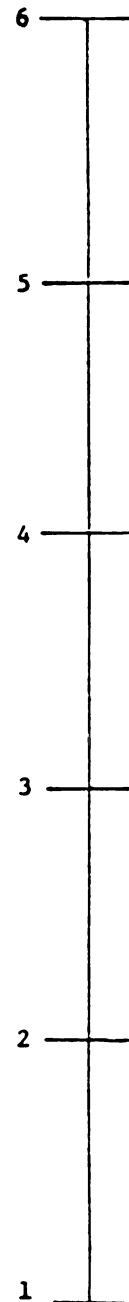
- Typical High Behavior
- Maintains up-to-date staff manuals, including statements on discipline policies, which communicate all procedural matters.
 - Works with teachers & students to handle discipline problems.
 - Helps counselor develop programs for incoming students, such as orientation.
 - Sets guidelines for student behavior which are not threatening & enforces them objectively.
 - Conducts a cafeteria survey to determine student needs in that area.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Develops a staggered release schedule on rainy days to alleviate traffic jams in front of school caused by parents picking up their children.
 - Develops special instructional programs for lunch period so that students do not just play in gym or hang around.
 - Starts a program in which highest attending classroom is recognized with a free period & a party.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Discontinues an arts program because a small group of students ruined a kiln.
 - Suspends a student with whom the counseling staff is working closely-- does not check with staff first.
 - Does not discipline students because he/she does not know what to do or does not have time.
 - Places a student in a special education program for reading problems without proper evaluation.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Staff Evaluation

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Provides constructive feedback after observations & calls in specialists if additional help is needed; then observes again & gives more feedback.
- Encourages evaluation of him/herself by staff.
- Consults with individual staff members on a periodic basis to develop individual standards of performance (goals & objectives) and reviews subsequent accomplishment of goals.
- Writes a note to a teacher who has led a particular event or done something special to show appreciation and give praise.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

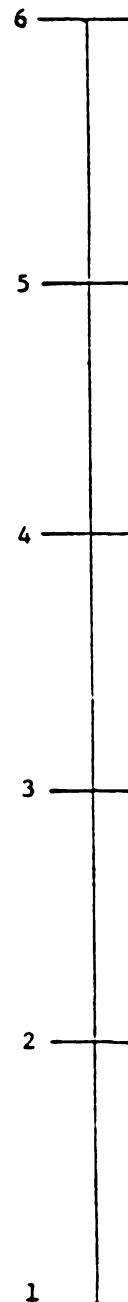
Typical Average Behavior

- Disciplines employee who is not functioning properly.
- Asks permission to come to observe classroom.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Does not question a teacher before taking disciplinary action on the word of 2 of the teacher's students.
- Circulates a staff bulletin criticizing teachers when only 3 or 4 teachers were guilty & should be reprimanded individually.
- Criticizes or belittles staff members in front of other staff members, students, or parents.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Developmental Activities

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Initiates management by objectives, provides training to write objectives, to determine ways to evaluate, & sets a time frame for accomplishment of objectives.
- Provides in-service programs for staff which include dealing with student behavior problems and interactions with parents.
- Attends seminars, workshops, etc. for professional growth.
- Provides time for teachers who have attended developmental activities to communicate information to the rest of the staff.

6

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Devises class schedule to allow for staff development periods.
- Uses staff meetings to encourage and publicize in-service training.
- Allows teachers time off to attend meetings and classes.

5

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Tells staff to get involved in staff development problems when he/she does not get involved.
- Plans staff development activities with no staff input.
- Does not help teachers who have problems but works toward documenting problems & removing teacher.
- Does not allow staff to go to professional meetings even on their own expense.

2

1

— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Interpersonal Effectiveness

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

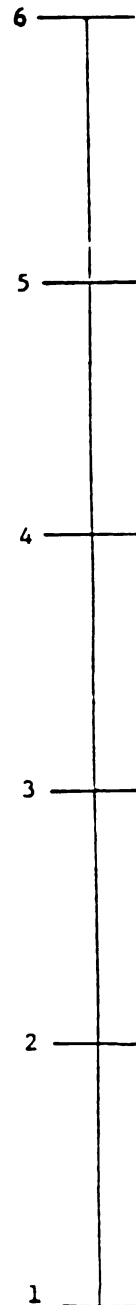
- Typical High Behavior
- Shows a sense of humor in times of conflict.
 - Interacts with students during the lunch hour in the cafeteria.
 - Encourages parents to go directly to a teacher with a compliment instead of relaying the message him/herself to the teacher.
 - Displays students' art work in main office as encouragement.
 - Comes from behind desk to discuss problems, takes notes, & refers to this file later when another discussion takes place.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Leaves a note of encouragement to someone who has made a mistake to carry on & start over.
 - Provides staff with knowledge of all other faculty's contributions to school activities & communicates appreciation.
 - Allows staff member to go home during the day to solve a family problem.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Delegates work but then takes work away or interferes because he/she thinks it is not getting done correctly.
 - Uses language & words which the students do not understand when communicating with them.
 - Establishes a policy without giving staff or students a rationale.
 - Gets into shout-outs with students in the hallways.



Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Community Relations

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Informs community about the basics of operating the school & educational objectives; asks for the ideas, opinions, & support of these people & listens to their suggestion.
- Works with various community & local groups to develop cooperation with the school (e.g., coop programs).
- Institutes a course which is aimed at developing cultural awareness in an integrated community.

6

5

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Sends stories to the community newspaper and/or invites newspaper correspondents to school events.
- Organizes senior citizen breakfasts to explain school programs.
- Coordinates school activities with church & community events.
- Takes 2 students to the Rotary Club every month as a reward & to promote good relations.

4

3

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Stays away from community organizations such as Jaycees, Lions, Kiwanis, etc.
- Defends his/her position to the community rather than listening to their requests for certain programs.
- Speaks in educational jargon to explain school programs to community members.
- Speaks badly of the school system to the news media.

2

1

Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Community Relations: Parents

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Starts a procedure whereby parents come to meet teachers individually to discuss child's progress.
 - Organizes coffees in parents' homes to interact with parents in a nonschool environment.
 - Writes a letter to all parents inviting them to school, spends an evening talking to them & answering questions.
 - Distributes a monthly newsletter to parents, as well as an annual report discussing the progress of the school in meeting its goals & objectives.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Initiates a program in which parents follow the class schedule of their students for a shortened day.
 - Organizes a system for buses to pick up parents & bring them to school events in order to promote community involvement.
 - Calls parents to remind them of parent-teacher meetings so as to insure attendance.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Refuses to develop or initiate a parent advisory group.
 - Controls P.T.A. by dominating officers, promoting participation of only one segment of school population, or failing to follow through on their requests or suggestions.
 - Does not have a system of reporting students' discipline problems to parents.
 - Tells parents they do not really know their children when problems arise.



— Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Coordination with District and Other Schools

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Participates in professional organization problem solving projects aimed at improving the functioning of central administration services which impact directly on the school.
- Balances district activities against building priorities.
- Encourages use of district resource personnel to develop needed programs.
- Informs central office of possible complaints or problems at school or in community so they will be aware of it ahead of time.



The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Arranges meetings with central office administration to speak to staff at the school on various issues.
- Implements decisions at the building which were made at the district level even if not involved in making decisions.
- Participates in district-level committees when called upon.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Makes all decisions without the advice of any immediate superior.
- Is so involved in district committees that he/she is always out of the building.
- Does not communicate with district personnel unless absolutely necessary.
- Never volunteers for district committees.

Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Fiscal or Monetary Management

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

Typical High Behavior

- Involves all staff in establishing priorities for the allocation of resources & materials.
- Periodically reviews & shifts allocations based on current needs; obtains agreement from all department heads.
- Maintains strict requirements on the procedures to follow with purchase orders & budgets of departments.
- Acquaints the staff with the daily operations budget and how it relates to their curriculum.
- Calls several other schools & sources to get materials when they are not available at the local school.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

Typical Average Behavior

- Monitors expenditures of students' activity funds.
- Submits a yearly budget to the Board of Education or district.
- Provides funds for special art projects so that students would not need to bring materials from home.
- Keeps staff informed of budget.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

Typical Low Behavior

- Does not comply with standard accounting procedures.
- Misspends school money in one area & compensates by taking money out of budget in another area.
- Spends an inordinate amount of school funds on athletics.
- Requires staff to fill in requisition forms for small items such as toilet paper & light bulbs.



Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Maintenance of School Plant

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Works with new students to develop school pride & reduce vandalism. Older students are given responsibility for taking new students "under their wing".
 - Initiates a program to clean up graffiti in school; provides students with cleaning materials & develops a contest for cleanest area thereby unifying students & staff.
 - Establishes a process which allows staff & community members to provide input for the orderly improvement of school plant facilities & equipment.

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Takes an active part in keeping the building clean (e.g., picking up the paper in hallways, repairing bulletin boards).
 - Obtains necessary materials when things need to be fixed for ongoing daily functions in the building.
 - Set up a graffiti board in the restrooms to minimize vandalism.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Unilaterally determines which school facilities are to be improved.
 - Does not provide a safe storage place for expensive merchandise.
 - Never foresees equipment problems; reacts to peoples' requests & emergencies.
 - Ignores a report of unsafe playground equipment until something happens to a child.



Check to the left if you have insufficient information with which to make a judgment about this individual's behavior for this dimension of performance.

Structures Communication which Provides for
Cooperation Among Various Groups in School

The examples to the right are examples of behavior of individuals who are usually rated "High" on this dimension.

- Typical High Behavior
- Plans meetings of staff, supervisors, & parents to air concerns regarding school programs or problems.
 - Communicates through meetings, memos, or personal communications to tell people about school or things that impact on school's functioning.
 - When dealing with irate or concerned parents, consults with the teacher involved.
 - Sets up communication devices so that teachers as a group can convey needs to support service personnel (e.g., librarian, cafeteria staff, media specialists).

The examples to the right are examples of behavior of individuals who are usually rated "Average" on this dimension.

- Typical Average Behavior
- Distributes a weekly newsletter to inform staff of school events.
 - Keeps appointment calendar on desk & anyone can make an appointment at any time.
 - Trains students to make announcements of events each day.
 - Meets with whole staff once a month with no agenda, to discuss problems that have developed.

The examples to the right are examples of behavior of individuals who are usually rated "Low" on this dimension.

- Typical Low Behavior
- Sees people only by appointment.
 - Makes decisions without involving those whom it directly affects.
 - Organizes on Advisory Committee but never goes to a meeting.
 - Communicates only by mail, P.A., or memo with staff & students.
 - Stays in office all day.



Overall Rating

Now consider all aspects of the job performance of this principal which you have been able to observe. Please indicate below how you believe this individual is performing her/his job.

This principal/asst. principal performs in a superior manner on all performance dimensions -- clearly outperforming most other administrators I have known.

This principal/asst. principal performs better than most other administrators on nearly all performance dimensions.

This principal/asst. principal performs better than average on most performance dimensions. Performance on all dimensions is at least adequate.

This principal/asst. principal performs in an average manner on most performance dimensions but he/she needs improvement in one or more areas.

This principal/asst. principal performs below average on several performance dimensions and needs improvement in those areas if he/she is to be a successful administrator.

This principal/asst. principal is clearly deficient on most performance dimensions.

A vertical scale with numbers 1 through 6 on the left side. Each number is aligned with a horizontal tick mark. A vertical line runs through the center of the page, passing through the middle of each tick mark.

APPENDIX D

DESCRIPTION OF ITEMS

Description of Items

Reaction to Skill Assessment

1. My performance in the assessment center has motivated me to improve my weaknesses.
2. I would volunteer to attend a follow-up assessment center program.
3. I would recommend that colleagues attend the assessment center.
4. If I were making promotion decisions, I would give considerable weight to the assessment results in deciding on the advancement of people into school administration jobs.
5. The developmental recommendations I received as a result of participating in the assessment center were useful in directing me to activities that would increase my skills.
6. The assesment center can help detemine who will be successful as a principal.
7. The observations of my performance in the assessment center were accurate.
8. The assessment center exercises were a good simulation of the actual tasks the principal has to perform.
9. I more clearly understood my strengths and weaknesses as a result of participating in the assessment center.
10. My behavior in the assessment center was not greatly different from what it would be as a principal.
11. The feedback I received regarding my performance in the assessment center was valuable for my personal development.
12. My career is probably affected by my assessment center performance.
13. I found participating in the assessment center helped me to better understand the job of the school administrator.
14. The assessment of my skills was accurate.
15. I view the assessment center as a positive influence on

my career development.

Locus of Control

1. Becoming a success is a matter of hard work; luck has little or nothing to do about it.
2. In the long run, people get the respect they deserve in this world.
3. When I make plans, I am almost certain I can make them work.
4. What happens to me is of my own doing.
5. Without the right breaks one cannot be a good leader.
6. Many of the unhappy things in people's lives are partly due to bad luck.
7. In my case getting what I want has little to do with luck.
8. Who gets promoted often depends on who was lucky enough to be in the right place first.
9. Most people don't realize the extent to which their lives are controlled by accidental happenings.
10. Many times I feel I have little influence over the things that happen to me.
11. In the long run, the bad things that happen to us are balanced by the good ones.

Job Involvement

1. Sometimes I like to kick myself for the mistakes I make in my work.
2. I used to care more about my work but now other things are more important to me.
3. Most things in life are more important than work.
4. I used to be more ambitious about my work than I am now.
5. I avoid taking on extra duties and responsibilities in my work.
6. I am very much personally involved in my work.
7. To me my work is only a small part of whom I am.

8. Quite often I feel like staying home from work instead of coming in.
9. I would probably work even if I didn't need the money.
10. I live, eat, and breathe my job.
11. I have other activities more important than my work.
12. I feel depressed when I fail at something connected with my job.
13. I'm really a perfectionist about my work.
14. Some times I lie awake at night thinking ahead to the next day's work.
15. The most important things that happent to me involve my work.
16. I usually show up for work a little early, to get things ready.
17. For me, mornings at work really fly by.
18. The major satisfaction in my life comes from my job.
19. You can measure a person pretty well by how good a job he does.
20. I'll stay overtime to finish a job even if I'm not paid for it.

Expectancies I

1. I am willing to exert considerable effort to improve my skills in the training program.
2. I believe I can improve my skills by participating in the training program.
3. I will use the information and behaviors I learned in the training program in my job.
4. I think the training program will help me to improve my skills.
5. Based on the preliminary information I have received regarding the training program, I am able to see the usefulness of the training program for my developmental needs.
6. I believe I can learn th ematerial presented in the training program.

7. Good performance in the training program will help me obtain the administrative position I desire.

Expectancies II

Increasing your skills in the training program will help you to:

1. Grow as a person.
2. Increase self-confidence.
3. Obtain respect from peers.
4. Increase your chances of becoming a school administrator.
5. Obtain a salary increase.
6. Perform your job better.
7. Acquire new knowledge.

Motivation to Learn

1. I am motivated to learn to skills emphasized in the training program.
2. I will try to learn as much as I can from Springfield.
3. I will get more from this training than most people.
4. The knowledge and experience I gain in this training may advance my career.
5. I volunteered for this training program as soon as I could.
6. The reason I decided to attend Springfield was to learn how I can improve my skills.
7. I want to improve my skills in Springfield.
8. If I can't understand some part of the training I will try harder.

Career Planning

1. I change my career objectives frequently.
2. My career objectives are not clear.
3. I know what I need to do to reach my career goals.

4. I have a strategy for achieving my career goals.
5. I have a plan for my career.
6. I have not really decided what my career objectives should be.

Intended-Systematic Exploration

1. Tried administrative work just to see if I liked it.
2. Sought opportunities to demonstrate administrative skills.
3. Experimented with different activities in my current job that presented opportunities to work in an administrative capacity.
4. Tried to develop my administrative skills through my current work.

Self-exploration

1. Understood a new relevance of past behavior for my future job as a school administrator.
2. Been retrospective in thinking about my career.
3. Contemplated my past.
4. Focused my thoughts on me as a person.
5. Reflected on how my past educational experience integrates with my future career as a school administrator.

Environment Exploartion

1. Investigated career possibilities.
2. Obtained information on educational administration positions.
3. Initiated conversations about my desire to be a school administrator with individuals who are currently in administrative positions or know the job well.

4. Obtained information on the availability of administrative jobs in other school districts and general opportunities in my career area.
5. Sought information on specific areas of career interest.

Amount of Information

1. How much information do you have on what one does in the career areas you have investigated?
2. How much information do you have on how you'll fit into the various career paths in educational information?
3. How much information do you have on the availability of administrative jobs within and outside your school district?

Focus

1. How sure is your preference for an administrative appointment?
2. How sure is your preference in regard to the type of educational facility (e.g., elementary, middle school, junior, or senior high) you would like to work in?
3. How sure are you that the school administration job is best for you?
4. How many features of the school administration job do you like?
5. How long have you prepared for an administrative career?
6. How long have you wanted to be a school administrator?

APPENDIX E

REACTION QUESTIONNAIRE

Dear Springfield Participant,

The purpose of this survey is to obtain your comments about the Springfield Simulation in order to improve the program. The Michigan State University research team will use this information to evaluate the effectiveness of the Springfield Simulation.

Please be as accurate and objective as possible. Your responses will not be seen by anyone from your school district. However, in order to match your responses on this survey with other information you have provided to the research team, we ask you to write your name in the space provided. When you are finished, place the evaluation survey in the envelope and seal it. The survey will be returned unopened to the research team.

Thank you for taking the time to complete this survey!

Name _____

SPRINGFIELD EVALUATION SURVEY

The purpose of this survey is to obtain your comments about the Springfield Simulation in order to improve the program. Circle your responses using the following scale:

- 1= Strongly agree
- 2= Somewhat agree
- 3= Neither agree or disagree
- 4= Somewhat disagree
- 5= Strongly disagree

1. I found the peer evaluations useful.

1 2 3 4 5

2. Springfield simulated the actual work environment of a school administrator.

1 2 3 4 5

3. The atmosphere in Springfield was conducive to learning.

1 2 3 4 5

4. Communications concerning the activities in Springfield were clear and adequate.

1 2 3 4 5

5. Springfield was well-planned and organized.

1 2 3 4 5

6. My job performance will improve if I use the skills I learned in Springfield.

1 2 3 4 5

7. I felt that the time away from my job was worthwhile in order to attend Springfield.

1 2 3 4 5

8. The level of material presented in Springfield was neither too easy nor too difficult.

1 2 3 4 5

9. Springfield was useful for my development as an administrator.

1 2 3 4 5

10. If I couldn't understand some part of the training I tried harder.

1 2 3 4 5

11. I believe I made a good decision to attend Springfield.

1 2 3 4 5

12. I wanted to improve my skills in this training program.

1 2 3 4 5

13. I would recommend this program to other school administrators.

1 2 3 4 5

14. I learned skills in Springfield that I intend to use in my everyday work.

1 2 3 4 5

15. There was a good balance between trainer inputs (lecture) and participant inputs (involvement via discussion and group activity).

1 2 3 4 5

16. Springfield provided me with sufficient opportunities to learn and practice the key behaviors related to the skills I want to improve.

1 2 3 4 5

17. I received helpful feedback about my behavior during Springfield.

1 2 3 4 5

18. I don't have time in my job to try and develop my skill weaknesses.

1 2 3 4 5

19. The in-baskets were helpful aids for improving my skills.

1 2 3 4 5

20. The reason I came to Springfield was to learn how I can improve my skills.

1 2 3 4 5

21. The daily schedule of activities for Springfield was too demanding.

1 2 3 4 5

22. I volunteered for this training program as soon as I could.

1 2 3 4 5

23. Springfield met my expectations for a training program.

1 2 3 4 5

24. The quality of materials and assignments used in Springfield were satisfactory.

1 2 3 4 5

25. The skills I learned in Springfield will be helpful in solving work-related problems.

1 2 3 4 5

26. The trainers were easy to understand.

1 2 3 4 5

27. I tried to learn as much as I could from the training program.

1 2 3 4 5

28. My supervisor can be counted on to help me develop my skills.

1 2 3 4 5

29. The trainers helped to create an environment that was conducive to learning.

1 2 3 4 5

30. Material in the Springfield in-baskets was not very relevant to the skills I had hoped to develop.

1 2 3 4 5

31. It is likely I will receive recognition and praise if I use the skills emphasized in Springfield back on the job.

1 2 3 4 5

32. I was motivated to learn the skills emphasized in the training program.

1 2 3 4 5

33. I feel capable of using the skills developed in Springfield in my everyday work.

1 2 3 4 5

34. The behavior modeling tapes and exercises helped me to learn and understand how to use the key behaviors.

1 2 3 4 5

35. I know of work situations in which I plan to use what I have learned at Springfield.

1 2 3 4 5

36. I would have liked to have received more feedback regarding my behavior during Springfield.

1 2 3 4 5

37. I will get more from this training program than most people.

1 2 3 4 5

38. The key behaviors for each skill area are easy to understand.

1 2 3 4 5

39. The people that I work with at school will help me develop my skills as an administrator.

1 2 3 4 5

40. I believe it is unrealistic to try and use the skills emphasized in Springfield on my job.

1 2 3 4 5

41. The adult learning lectures helped me understand how I can improve my skills.

1 2 3 4 5

42. I feel comfortable discussing my skill weaknesses with my supervisor.

1 2 3 4 5

43. The knowledge and experience I gain in this training may advance my career.

1 2 3 4 5

44. My supervisor frequently gives me specific feedback on how well I am performing my job.

1 2 3 4 5

45. It will be difficult for me to try and work on improving my skills because of my relations with my coworkers.

1 2 3 4 5

46. My overall rating of Springfield is:

Excellent	Very good	Average	Below average	Poor
1	2	3	4	5

The next set of questions deal specifically with your feelings about your developmental mentor. Circle your responses using the following scale:

- 1= Strongly agree
- 2= Somewhat agree
- 3= Neither agree or disagree
- 4= Somewhat disagree
- 5= Strongly disagree

47. I feel comfortable discussing my goals and developmental plans with my mentor.

1 2 3 4 5

48. My mentor provided me with valuable feedback regarding my performance in Springfield.

1 2 3 4 5

49. My mentor has helped me to set goals in order to direct my developmental efforts.

1 2 3 4 5

50. My mentor has contributed to my improvement in a number of skill areas.

1 2 3 4 5

51. My mentor was prepared to give me feedback in all of our meetings.

1 2 3 4 5

52. I feel that my mentor is motivated to help me.

1 2 3 4 5

53. It is likely that I will continue to contact my mentor periodically after the follow-up seminar to discuss my development.

1 2 3 4 5

54. My mentor provided helpful suggestions and feedback regarding how to use the Springfield training on the job.

1 2 3 4 5

55. The mentor has provided me with assistance and direction on how to solve problems I face on my job.

1 2 3 4 5

56. Which of the following skill areas did you try to develop during Springfield? Check all that apply.

- ☐ Problem Analysis
- ☐ Judgment
- ☐ Leadership
- ☐ Sensitivity
- ☐ Organizational Ability
- ☐ Decisiveness

57. Which of the following skill areas will you continue to try to improve in your everyday work? Check all that apply.

- ☐ Problem Analysis
- ☐ Judgment
- ☐ Leadership
- ☐ Sensitivity
- ☐ Organizational Ability
- ☐ Decisiveness

The next set of questions ask you for your comments and specific suggestions for improvement of Springfield. Space for your response is provided. If you need more room please feel free to make your comments on a separate sheet of paper and attach it to the survey.

58. What was the least useful part of Springfield?

59. What was the most useful part of Springfield?

60. How do you think this program could be improved?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

Reaction QuestionnaireReaction to Training Questions

1. I found the peer evaluations useful.
2. Springfield simulated the actual work environment of a school administrator.
3. The atmosphere in Springfield was conducive to learning.
4. Communications concerning the activities in Springfield were accurate.
5. Springfield was well-planned and organized.
6. I felt that the time away from my job was worthwhile in order to attend Springfield.
7. The level of material presented in Springfield was neither too easy nor too difficult.
8. Springfield was useful for my development as an administrator.
9. I believe I made a good decision to attend Springfield.
10. I would recommend this program to other school administrators.
11. There was a good balance between trainer inputs (lecture) and participant inputs (involvement via discussion and group activity).
12. Springfield provided me with sufficient opportunities to learn and practice the key behaviors related to the skills I wanted to improve.
13. I received helpful feedback about my behavior during Springfield.
14. The inbaskets were helpful aids for improving my skills.
15. The trainers were easy to understand.
16. Material in the Springfield inbaskets were not very relevant to the skills I had hoped to develop.
17. The behavior modeling tapes and exercises helped me to learn and understand how to use the key behaviors.
18. The key behaviors for each skill area are easy to

understand.

19. The adult learning lectures helped me to understand how I can improve my skills.
20. I feel comfortable discussing my goals and developmental plans with my mentor.
21. My mentor provided me with valuable feedback regarding my performance in Springfield.
22. My mentor has helped me to set goals in order to direct my developmental efforts.
23. My mentor has contributed to my improvement in a number of skill areas.
24. My mentor was prepared to give me feedback in all of our meetings.
25. I feel that my mentor is motivated to help me.
26. It is likely that I will continue to contact my mentor periodically after the follow-up seminar to discuss my development.
27. My mentor provided helpful suggestions and feedback regarding how to use the Springfield training on-the-job.
28. The mentor has provided me with assistance and direction on how to solve problems I face on my job.
29. Springfield met my expectations for a training program.
30. The daily schedule of activities for Springfield was too demanding.
31. The quality of materials used in Springfield were satisfactory.
32. The trainers helped to create an environment that was conducive to learning.
33. I would have liked to have received more feedback regarding my behavior during Springfield.

Motivation to Transfer

1. The skills I learned in Springfield will be helpful in solving work-related problems.

2. I know of work situations in which I plan to use what I have learned in Springfield.
3. I believe it is unrealistic to try and use the skills emphasized in Springfield on my job.
4. I learned skills in Springfield that I intend to use in my everyday work.
5. I feel capable of using the skills developed in Springfield in my everyday work.
6. My job performance will improve if I use the skills I learned in Springfield.

Environmental Favorability

1. I don't have time in my job to try and develop my skill weaknesses.
2. I feel comfortable discussing my skill weaknesses with my supervisor.
3. It will be difficult for me to try and work on improving my skills because of my relation with my coworkers.
4. My supervisor frequently gives me specific feedback on how well I am performing my job.
5. The people that I work with will help me develop my administrative skills.
6. I will receive recognition and praise if I use the skills emphasized in Springfield back on the job.
7. My supervisor can be counted on to help me develop my skills.

APPENDIX F

IN-BASKETS

Instructions

Huron High School In-Basket

You are to take the role of B.C. Crites, principal of Huron High. Your task is to read this in-basket material and take appropriate action. First, you should familiarize yourself with the high school and surrounding community by reading the brief history of the school. Then, read the in-basket material. Use the list of faculty members, calendar, and materials in the in-basket. Write down everything you decide or plan to do. Make memos, draft letters, outline plans or agenda for meetings you will attend or want to call. Clip your responses to each in-basket item as you precede.

Everything you do must be in writing. Take as much action as you can, given the information available to you. Avoid making assumptions not supported by the in-basket material. There is no specific time limit, but it should take about 1 hour and 30 minutes to complete the in-basket. Please record the amount of time it takes you to complete the in-basket in the space provided below.

Time to complete in-basket _____

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
28 March Good Friday	29 March Easter Sunday			1	2	3
4	5	6	7	8	9 New Moon	10 Mom Grites Birthday First Quarter
11	12	13	14 5:30 Principal's meeting	15	16	17
18	19	20	21	22	23	24 Saint Patrick's Day Full Moon
25	26	27 1st Day of Spring	28	29	30	31 Last Quarter

Huron High School
Faculty Members

<u>Name</u>	<u>Position</u>	<u>Department Chairperson</u>
B.C. Crites	Principal	
John Callendar	Asst. Principal	
Marcia Blackwell	Vocal Music	
Sally Bloom	Art	
Tony Buttar	Guidance	
Dave Casminski	Health/Physical Education	
Jim Creswell	Metal Shop	
Jane Currethers	Physical Sciences	Science
Jack Douglas	Social Studies/Geography	
Bob Dugan	Algebra II & Trigonometry	
Gene Finidi	French/Spanish	
Brenda Fischer	English/Dramatics	English
Marian Gladbloat	Latin	
James Gottschalk	Industrial Arts	
Bonnie Heller	Basic Mathematics	
David Hildgard	History	History/Social Studies
Bob Houston	Instrumental/Music	Fine & Performing Arts
Mary Hudson	Advanced Mathematics	Mathematics
Joanne Jackson	Librarian	
Robert Kravec	English	
James Kreiger	Graphic Arts	
James McCall Jr.	Guidance	
Liz Manchin	Home Economics/Health Science	Practical & Business Education
Davine Michaels	Special Education	
Susan Norquist	History/Social Studies	
Bill Robertson	Biology	
Mary Robertson	Guidance	
Sarah Ruthon	Home Economics	
Gladys Spencer	Reading Specialist	
Betty Stahine	Guidance	
Janet Stevens	Spanish	
Viola Twigg	English	
Linda Westbrook	Special Education	Special Education
Paul Venton	General Science	
Frank Viola	Chemistry	
Charlotte Ziegler	Commercial	
Clerical Staff		
Gwen Hostler		
Brenda DeLong		
Custodial Staff		
Jim DeLong (Head)		
Grover Wilson		
Roger Halley		
Gordon Wood		

Huron High: An Historical Perspective

Huron is a community of 50,000 people located on the edge of a large major metropolitan area. The major employer in the area is the State University. Recently, a growing high tech firm, Xenon, decided to locate a new manufacturing plant two miles outside of the town limits. Xenon brought 2,500 new jobs to the area, requiring technical skills of all levels. The company helped to generate a large tax base which has made the school and municipal services the envy of surrounding communities.

Because Xenon compensates employees above the going rate for comparable firms in the industry, this created a large contingent of upper middle class families in what had previously been a middle to lower class agricultural community. The older Huron residents have viewed the relocation of Xenon as a mixed blessing. The older residents have often expressed the feeling that the new residents have destroyed their "old Huron".

The new residents of the community were quick to note the many faults with Huron High that were not apparent to the older residents. High on the list of major concerns to these parents who had professional careers in mind for their sons and daughters, was the lack of current textbooks and reference materials in the school library. Also, the school has neglected to take care of audio-visual equipment purchased with state funds --- the large majority of tape recorders, film, slides, and overhead projectors are unusable. The most common complaint is that the school has made no provision for the instructional use of computers.

One issue has united the old and new residents of Huron. The Parent-Teacher Association has long felt that they had little influence in determining school policy. Recently, new officers were elected who were determined to make the PTA more influential in setting school policy.

One of the persistent problems that has plagued Huron High is the lack of cooperation between the faculty members. Younger teachers have attempted to develop a new in-service program and have launched a variety of new activities and classes. The new teachers tend to integrate current events into classroom instruction. The older faculty members believe that more emphasis should be placed on the basics (reading, writing, arithmetic) with less attention paid to extracurricular activities and development of advanced classes. They point to the decline in state administered achievement tests for Huron students over the last two years as evidence for the need to return to basics.

The enrollment of Huron High has grown to near capacity. The condition of the school facilities and the grounds has deteriorated rapidly. Problems with litter and graffiti are especially noticeable. New equipment is needed particularly in the science department. Very few teachers have not made requests for new textbooks, and a number have also asked for microcomputers as teaching aids.

March 12

HURON H.S.**TO:** B.C.**FR:** John (Asst. Principal)**RE:** Jack Douglas, Social Studies Teacher

I'd like to discuss Douglas' dress habits. I've seen some strange things in this school, but never anything like this: a teacher wearing a sweatshirt, ragged jeans, and tennis shoes!

-----Mr. & Mrs. Thomas Howerton-----
13447 Squires Lane

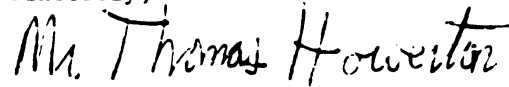
March 13

B.C. Crites
Principal
Huron High School
2 Riverside Drive

I'm writing in regard to a book that has been made required reading for 11th graders. The book is Manchild in the Promised Land and it contains several sexual scenes.

As a parent, I have the right to decide if the content of what my child reads is appropriate. I feel that the content of this book is immoral. I demand that my daughter, Barb, be given a different assignment.

Sincerely,

A handwritten signature in cursive script that reads "Mr. Thomas Howerton". The ink is dark and the handwriting is fluid, with the first letters of "Mr.", "Thomas", and "Howerton" being capitalized and prominent.

Mr. Thomas Howerton

March 8

HURON H.S.

TO: B.C. Crites
FR: Assistant Principal John
RE: Mr. Bryant

Three days ago I suspended Roger Huffman after his smart-aleck antics in Bryant's class. Today, Bryant refused to admit Roger Huffman to class. I told Bryant that the boy has already served his suspension time and that he's got to readmit him to his class. Bryant just stormed out of my office. I think I may need your help on this one!

March 5

B.C. Crites
Principal
Huron High School

Dear Principal:

I am writing to inform you that I have observed a number of students drinking alcoholic beverages on my property during and after school hours. I'm sick and tired of picking up the empty containers from the wooded lot we own adjacent to our home!!!

Last Saturday I was awakened by the sound of breaking glass. Apparently, some of your students who were drunk were amusing themselves by breaking liquor bottles. I went outside and yelled to them to get off my property. As they ran off I recognized that two of the kids were wearing varsity letter jackets.

If you don't take any action, I'm going to go to the police. I'm fed up with this!!!

Sincerely,

Katherine Devine

Mrs. Katherine Devine

March 9

HURON H.S.

TO: B.C. Crites
FR: Jane Currethers, Science Department Head
RE: Bill Robertson, Science Teacher

Bill Robertson refuses to turn in a lesson plan to me. I explained to him the necessity of organizing his class, but he said that daily and weekly lesson plans place a straight jacket on a teacher and restrict classroom activities from arising spontaneously in response to student needs.

He said he doesn't give a damn about the school policy, he doesn't plan to write any more lesson plans!!!

HURON HIGH SCHOOL

March 14

B.C. Crites,

I suggest that in your planning for next year that you make all teachers aware that they need to do more than just Classroom teaching.

Supervision of extracurricular activities must be shared. A few teachers end up doing it all! Tell every teacher that they have to share in the load next year.

Can you suggest who I can get to substitute for me at the French Club Formal? It's on my birthday and I have other plans!

Gene Finidi

March 11

HURON H.S.

TO: B.C. Crites
FR: Mr. Kravec, English Teacher
RE: Barb Howerton

I've noticed some strange behavior in one of my students, Barb Howerton. She's normally a very talkative girl but she's been very quiet this week in class and hardly participated in group discussions.

Yesterday after school, Barb informed me that she liked the book we were reading (Manchild in the Promised Land), but when her father saw the book he had gotten mad and refused to let her finish it. He had further forbidden her to participate in any assignments. He said it was a "dirty" book and not something a young girl should be allowed to read.

I wanted to inform you of the situation because her father plans to get in touch with you.

March 14

HURON H.S.**TO:** Principal**FR:** Teachers**RE:** THE SWORD

We were appalled to see an article in the school newspaper criticizing the availability of teachers after school. We suggest you take disciplinary action against the student editor and in the future all articles should be screened by a faculty committee prior to publication.

Bob Dugan
Jack Douglas
Maggie E. Hudson
Robert Kuehl
Liz Menchin
S. Bloom
David Hildgard
Susan Norquist

March 12

HURON H.S.**TO:** B.C. Crites**FR:** Sally Ruthon, Home Ec Teacher**RE:** Dirty classrooms

For the past week my classroom has not been swept or the wastebaskets emptied. I've personally spoken to Grover Wilson and on several days left a message on the chalkboard in my classroom. I've heard that other teachers have had similar problems getting him to replace lights in their rooms. I don't even think he's checking my room.

Maybe if you speak to him he'll get the message!

March 19

HURON H.S.

TO: B.C.
FR: Viola Twigg, English Teacher
RE: Problem student

Dear B.C.:

I take pride in my students' ability to achieve. Having to deal with misbehaving students decreases my effectiveness in assisting the rest of my class to learn the material.

Marty Emblum constantly disrupts the class when other students are presenting their book reports. He's always making wise cracks. He seems to be unable to concentrate for long periods of time.

I'd like you to speak to him. I've recently spoken to his parents about his behavior but it doesn't seem to have done any good.

Dear Principal:

We, the undersigned, believe the school stresses assemblies too much. We object to the school policy of requiring everyone to attend all assembly programs. We would like to make assemblies voluntary. Students could study in the library or socialize or even go home if the assembly is scheduled toward the end of the day.

Jan Waber
Marques Johnson
Glinda Brooks
Gerald Henderson
Rob Tamburro
William O. Flemming
Mary Pecarlo
Dave Fiore

Martin A. Emblum Sr.
Attorney

March 16

B.C. Crites
Principal
Huron High School

Dear Sir:

Recently, I received a phone call from Viola Twigg regarding the behavior of my son, Marty, in her class. Ms. Twigg complained that he is disrupting the class. Well, Crites, I believe that Ms. Twigg is out to get my son because he plays varsity basketball. She has a reputation for harassing student athletes because she feels they are "dumb jocks".

Please transfer Marty to a different English class where the environment is more conducive to learning. If Twigg doesn't stop harassing my son I'll speak to the school board about her!!!

Sincerely,

A handwritten signature in black ink, appearing to read "M. Emblum Sr.", written in a cursive style.

M. Emblum Sr.

March 12

HURON H.S.

TO: B.C. Crites
FR: Mrs. Carter, School Nurse
RE: Miss Heller, Math Teacher

Based on a conversation I had with Miss Heller, our new math teacher, I think she needs our help.

Miss Heller was very discouraged and disillusioned. She admitted to me that she didn't seem to know how to motivate her students and they were often unattentive in class. She said that she was rather shy and quiet by nature, but it bothered her that the students didn't seem to like her. Also, she feels that the other teachers on the staff have not accepted her.

I hope you don't reveal the source of your information. She would be horrified to know that I told you about her situation. The only reason that I found out she was having problems was because I had gone into her classroom to discuss a student's health problem and I found her sitting at her desk crying.

R. Carter

HURON SCHOOLS

OFFICE OF THE ASSISTANT SUPERINTENDENT

March 12

TO: High School Principals (B.C. Crites, Donald Hough, Sherry Notime) ✓

FR: Craig Blakely, Assistant Superintendent

RE: High School Math Program

I have been asked by the superintendent to prepare a report on our high school math program for presentation at the March 18 Board of Education meeting. The Board is considering the purchase of more microcomputers for the district's high schools. Your insights would be very helpful to me in preparing this report.

I would especially appreciate your comments and suggestions regarding staff preparation for use of the computers and the instructional benefits from the use of microcomputers in the classroom. I would like your comments by March 21.

Thanks for your help in this matter.

March 17

B.C. Crites
Principal
Huron High School

Dear B.C. Crites:

My wife and I are deeply concerned about my daughter's reading skills. She's in the ninth grade and from what I can tell she reads more like a fifth or sixth grader. I think she is doing poorly in school because of her reading deficiency.

Does the school have a special reading program I could enroll her in? Do you have any other suggestions?

Sincerely,

Mr. Ken Shope

Mr. & Mrs. Shope

HURON SCHOOLS

OFFICE OF THE SUPERINTENDENT

March 15

TO: All Principals

FR: Wesley VanWorth, Superintendent *Wes*

RE: School Assessment

Each year I ask you to organize your thoughts and express your concerns about the school you administer. Once again it is that time of year.

I would like you to submit a list of the four most critical problems facing you as an administrator in the school district. Please include possible solutions to these problems.

Please submit your list to me ASAP. The data will be used to form the basis of administrative study workshops this Spring.

Keep up the good work!!

March 8

HURON H.S.

TO: B.C.
FR: John, Asst. Principal
RE: Inservice Topics

I've been aware of some of the difficulties the faculty are running into regarding how to change problem students behavior.

I have a friend in one of my Ed grad courses at the university who specializes in training seminars on how to apply reinforcement techniques. This might fit with the faculty committee you're working with on professional development or it could be an interesting in-service topic. He comes highly recommended, if your interested I can give you his name and phone number.

John

March 13

HURON H.S.**TO:** B.C. Crites, Principal**FR:** Asst. Principal**RE:** Fight in the cafeteria

There was a fight in the cafeteria today which could have had serious consequences. A group of black students were talking after lunch. Due to space constraints in the cafeteria because of the painting, limited seating was available. A group of white boys became impatient and started heckling the black student (I presume in order to get them to leave.). This turned into a shouting match between the two groups involving racial slurs such as nigger and honky.

I talked to each group and they stopped yelling, but at the bell some pushing and shoving occurred between the two groups as they walked out of the cafeteria.

I'm afraid that this incident will be blown out of proportion if we don't act quickly.

John

PARENT-TEACHER ASSOCIATION

March 5

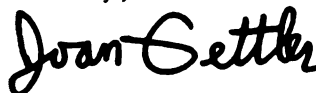
Dear Principal,

We believe that in order for education to improve in Huron High School, parents will need to become more significantly involved in policy making. Therefore, we recommend the following:

1. There be established a School Policy Board consisting of five parents, five teachers, and the principal.
2. That the Board meet at least once a week with dates and times determined by officers of the Board who shall be elected members at its first meeting.
3. That all recommendations and resolutions rendered by a majority vote of members at any official meeting of the Board be considered final, absolute, and binding on the faculty, administration, and student body.
4. That the jurisdiction of the Board include any proposed changes concerning exams, programs, school year calendar, discipline, faculty, entrance requirements, curricular activities, and general school policies. The Board will not possess the authority to act in any way presently prohibited by the policies of the school district.

We feel that acceptance of our recommendations will strengthen our high school. We would appreciate your comments about our proposal in writing by March 12.

Sincerely,

A handwritten signature in black ink that reads "Joan Gettler". The signature is written in a cursive, flowing style.

Ms. Joan Gettler
President, PTA

HURON H.S.

3/13

TO: B.C.
FR: Gwen (sec.)
RE: Phone Message

Mrs. Thompson called. Wondered if you were aware that her son's teacher was actually teaching students to overthrow the government (she seemed quite upset). Wants you to call her back.

G

March 20

HURON H.S.

TO: B.C. Crites
FR: Mrs. Stevens, Spanish Teacher
RE: Evaluation

I've had a few days to think about my evaluation session in which you told me that my contract would not be renewed for the following year. You suggested that I have a problem motivating my students and getting them involved in class activities.

It seems like everytime you or someone else from the district office visits my classroom the students clam-up. Besides there's no research that shows that achievement depends on student involvement.

It's easy to say to "involve them more" but you have never offered any practical ideas on how to do it! How can you say that I haven't been responsive to supervision? I haven't received any yet!!!

I don't believe that my rating is fair. I'll take my complaint to the teacher association and the courts if necessary!!!!

March 17

HURON H.S.

TO: B.C. Crites
FR: Brenda Fischer, English Teacher
RE: In-service suggestions

I think we need to have an inservice on how to deal with gifted students. Many teachers have students in their classes who are bored because the normal class work is too easy for them. We don't know exactly what are the most effective techniques for helping these students.

March 7

Mr. B.C. Crites
Principal
Huron High School

Dear Principal:

We parents who have children in the college-prep curriculum are concerned about the lack of opportunities in the area of computer science courses offered at our school and access to microcomputers.

Industry is dependent upon computers today and it is foolish to ignore this fact during high school education.

We urge you to take some action to improve this situation. We are organizing meeting of parents in the near future. We would like you to come and share your ideas and suggestions. The meeting is at the Lieblein residence, 27 Mayoll Drive, at 6:30 PM on Wednesday, March 14.

Sincerely,

A handwritten signature in cursive script that reads "Bob & Roberta Lieblein". The signature is written in dark ink and is positioned above the typed name.

Mr. & Mrs. R.J. Lieblein

March 8

HURON H.S.

TO: Principal
FR: Sally Bloom, Art Teacher
RE: Art Budget

I cannot understand why you allocated my only \$50 this spring for my art course. I need more money to get the proper supplies for my oil painting unit. Could you please reallocate the funds so I can teach my oil unit?

March 13

HURON H.S.

TO: B.C. Crites
FR: Mr. Douglas, Social Studies Teacher
RE: John Callendar, Asst. Principal

Yesterday, Callendar stopped me in the hallway and criticized the clothes I was wearing. He asked whether I thought that wearing a sweatshirt and jeans was setting a good example for my students.

I think that what I wear to school is my own business!!! I'm still dressed better than many of my students.

INSTRUCTIONS

Hudson High School In-Basket

You are to take the role of C.W. Williams, principal of Hudson High. Your task is to read this in-basket material and take appropriate action. First, you should familiarize yourself with the high school and surrounding community by reading the brief history of the school. Then, read the in-basket material. Use the list of faculty members, calendar, and materials in the in-basket. Write down everything you decide or plan to do. Make memos, draft letters, outline plans or agenda for meetings you will attend or want to call. Clip your responses to each in-basket item as you precede.

Everything you do must be in writing. Take as much action as you can, given the information available to you. Avoid making assumptions not supported by the in-basket material. There is no specific time limit, but it should take about 1 hour and 30 minutes to complete the in-basket. Please record the amount of time it takes you to complete the in-basket in the space provided below.

Time to complete in-basket _____

HUDSON HIGH SCHOOL
Faculty Members

<u>Name</u>	<u>Position</u>	<u>Department Chairpersons</u>
C.W. Williams	Principal	
Bob Davis	Asst. Principal	
Richard Blank	General Science	
Marcia Blackwell	Vocal Music	
Susan Bloom	Art	
Toni Buttar	Guidance	
Roger Cackiminski	Health/Physical Education	
Jim Crewell	Metal Shop	
Jane Currethers	Physical Sciences	Science
Douglas Drake	Social Studies	
Gene Findini	French/Spanish	
Brenda Fischer	English/Dramatics	English
Marcia Goldman	Latin	Languages
Janet Gottsmore	Industrial Arts	
Robert Heller	Basic Mathematics	
Bob Houston	Instrumental Music	Fine & Performing Arts
Mary Hudsko	Advance Mathematics	Mathematics
Joanne Jefferson	Librarian	
Rober Kravec	English	
Kevin Kreiger	Graphic Arts	
James McElroy	Guidance	
Liz Michaels	Home Economics/Health Science	Practical/Business Education
Debbie Mitchell	Special Education	
Susan Norquist	History/Social Studies	History/Social Studies
Mary Proxmire	Algebra II & Trigonometry	
Margaret Robinson	Guidance	
Sally Ruthon	Home Economics	
Buffy Spencer	Reading Specialist	
Betty Stanine	Guidance	
Jan Stevens	Spanish	
Viola Twigg	English	
Thomas Wacker	Biology	
Laurie Westbrook	Special Education	Special Education
Ann Wiggins	History	
Terry Wilson	Social Studies/Geography	
Benjamin Zajonce	Commercial	
<u>Clerical Staff</u>		
Martha Lappin		
Shelia Ceferno		
<u>Custodial Staff</u>		
Jim Delong (Head)		
Gregory Watson		
Robert Wood		
Neal Davis		

HUDSON HIGH: An Historical Perspective

Hudson is a community of 70,000 people located on the edge of a large metropolitan area. The major employer in the area is the State University and the headquarters of a large financial institution. Last year, the major industrial firm in the area, General Light, decided to move its glass plant to Mississippi in order to reduce labor and fuel costs. The company helped generate a large tax base which made the schools and municipal services the envy of surrounding communities.

Because the tax base was depleted as a result of the loss of General Light, a school levy was recently the focus of a special election. The superintendent campaigned especially hard for the passage of the levy. He spoke to civic groups continually emphasizing that if the levy did not pass, budget cuts would have to be made, curtailing school services and cutting into essential items for education. In the past, the P.T.A. and other community groups had always put the pressure on city hall for more money toward education. But that was in good times. It appeared that the majority of voters were now more concerned with the prospect of rising taxes because the levy was soundly defeated.

Students graduating from high school typically went on to college. The curriculum reflected this in that many advanced classes in math, physical and biological sciences were taught. Instruction in the basics was quite adequate as was reflected by scores on state administered achievement tests which were always above the state mean. The school supports a number of clubs and student activities, and many field trips to hospitals, museums, and the university are sponsored. Hudson has established its athletic program as one of the finest in the state. Every year the football and basketball teams are in the running for district and state honors. The high school also fields teams in swimming, track, baseball, and soccer. Community support for the athletic teams has been good. Some members of the community believe that too much money is allocated for sports and field trips and not enough for buying new equipment and supplies necessary to increase the quality of instruction.

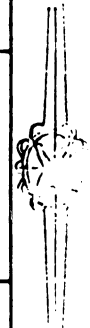
The community could be considered politically liberal. This is not surprising given the school's proximity to the university. However, there are a small number of conservative religious families in the area. These two groups tend to disagree on school policy. In fact, talk of a new parent's group being formed by the more liberal parents has surfaced. These parents feel that they should be more influential in determining school policy. Currently, the P.T.A. is the organization that is recognized by the administration as the mouthpiece of the school community.

Many of the teachers at Hudson High are involved in the university community and are active in volunteer organizations. Generally, the teachers are younger and have less teaching experience than other school in the district. This has been both an advantage and disadvantage to the school. A variety of new school activities have been initiated, the teachers have revamped old curricula to incorporate new teaching methods, and the staff generally is very enthusiastic about education. However, sometimes the teachers neglect to prepare properly for classes because they are so involved in other activities. In many classes that you've observed, student participation is infrequent and many times the classes seemed very unorganized.

MARCH



SUN	MON	TUE	WED	THU	FRI	SAT
28 29 30 31	1 2 3 4			1	2	3
4	5	6	7	8	9	10 Jim's Birthday
11	12	13	14	15	16	17
18	19	20	21	22	23 8:00 Basketball game PM	24
25	26	27 1st Day of Spring	28	29	30	31



FROM THE DESK OF
Mr. Robert A. Jones

March 9

Principal
Hudson High
31 South Orange Ave.

Dear Principal:

Mr. Blank is showing a film containing sexual innuendos in my daughter's science class. Being a strong believer in the Bible, I strongly object to my daughter being exposed to these types of films. I don't see why a film on human reproduction has to be part of an earth science class! If nothing is done, I'll go to the superintendent with my complaint.

Sincerely,

Robert A. Jones

Robert A. Jones

HUDSON HIGH SCHOOL

March 9

TO: C.W. Williams, Principal**FR:** Assistant Principal **Bob****RE:** Fight in the Cafeteria

In the east section of the cafeteria today there was a fight which could have serious consequences.

A group of students were seated in the cafeteria talking after finishing their lunches. A group of athletes started heckling the students (I presume in order to get them to leave). This turned into a shouting match between the two groups involving slurs such as "wimps", "nerds", and "junkies"

I talked to each group and they cut out the yelling, but at the period bell some pushing and shoving occurred between the group as they walked out of the cafeteria.

Tensions between those who participate in athletics and those who don't are increasing every day.

HUDSON HIGH SCHOOL

March 21

I think that some teachers are shunning their responsibility to supervise extracurricular activities. A few volunteers end up doing it all. Perhaps, in your planning for the next year you could make all teachers aware that they need to do more than just classroom teaching.

Can you suggest who I can get to substitute for me at the Spanish Club Dinner? It's on my 20th anniversary (March 23) and I had something else in mind!

Thanks!

Jan Stevens

March 13

Principal
Hudson High

Today Mary came home from school complaining that Ms. Proxmire had slapped her across the face. Is this anyway for a teacher to treat students? I demand an immediate explanation or you will have a lawsuit on your hands!!!

Mrs. Donohue

HUDSON HIGH SCHOOL

March 15

TO: C.W.

FR: Bob Davis

RE: Food in the cafeteria

Can you talk to the cafeteria manager about our lunch menus? They seem to lack variety and many of the entrees are served with garlic. I gave a list of the other schools menus to Mrs. Bobko but she hasn't gotten the suggestion

HUDSON HIGH SCHOOL

March 14

C.W., I need more money than you allocated me this semester to teach my oil painting unit. Could you please reallocate the funds?

Sue Bloom

March 15

Principal
Hudson High School
31 South Orange Avenue

Dear Principal:

My daughter recently told me that her social studies teacher was critical of the US government and had made fun of expressions of patriotism.

I am a WW II veteran and commander of the local veteran's organization. I know of others in the community who are as concerned with this situation as I am and who will not sit back and allow our children's attitudes toward our country to be poisoned by malcontents teaching in our schools.

I hope you will investigate this matter and take immediate action.

Sincerely,

A handwritten signature in cursive script that reads "George Chambers". The signature is written in black ink and is positioned below the word "Sincerely,".

George Chambers

M7

HUDSON LOCAL SCHOOLS

OFFICE OF THE SUPERINTENDENT

March 5

TO: ALL PRINCIPALS

FR: DAN ILGEN

RE: BUDGET

BECAUSE VOTERS FAILED TO APPROVE THE RECENT SCHOOL LEVY AND PROPOSED BUILDING OPERATING COST FOR THE NEXT SCHOOL YEAR ARE UP, I WOULD LIKE EACH OF YOU TO IMMEDIATELY CUT PROPOSED EXPENDITURES WHEREEVER POSSIBLE AND TO RECOMMEND ONLY BUDGET ITEMS WHICH YOU THINK THE SCHOOL NEEDS TO MAINTAIN THE STATE MINIMUM REQUIREMENTS.

MY GOAL IS TO ACHIEVE A "BARE BONES" BUDGET FOR NEXT OPERATING YEAR.

I REALIZE THAT THIS REQUEST WILL IMPOSE REDUCTION AND ELIMINATION OF SCHOOL PROGRAMS AND EXTRACURRICULAR ACTIVITIES BUT UNTIL WE HAVE SUFFICIENT MONIES TO OPERATE WE MUST CUT BACK.

PLEASE SEND ME YOUR PROPOSED BUDGET CHANGES AS SOON AS POSSIBLE.

HUDSON HIGH SCHOOL

March 7

TO: C.W. Williams**TO:** Mr. Drake**RE:** David Borner

I'm sick and tired of putting up with Borners' behavior. I was discussing the disadvantages of violent protests and demonstrations to change society and he yelled out "fascist pig" right in the middle of class! I think he ought to be suspended.

HUNSON HIGH SCHOOL

March 12

TO: C.W. Williams**FR:** Ms. Proxmire**RE:** Mary Donohue

Today in my Algebra class I was collecting homework assignments. Mary Donohue failed to turn her's in on time. This isn't the first time this has happened. So I told her she'd better shape up or she would flunk the course. She immediately began yelling at me, "How could you do this to me?" She jumped out of her seat and began charging toward me. In self-defense, I slapped her across the face. She seemed to calm down and returned to her seat.

I thought you should know about this incident.

HUDSON HIGH SCHOOL

March 14

TO: C.W.

FR: Martha (sec.)

RE: Call from Superintendent

This morning the Superintendent called. He said he received a call from a local T.V. station reporter re a disturbance over welfare budget cuts that had broken up the County Supervisor's meeting last night at the Courthouse. One of our teachers, Ann Wiggins, had participated in the demonstration and had to be forcibly removed from the meeting.

He wants you to talk with Wiggins and on the basis of the discussion prepare a recommendation that could be considered by school board members at an informal meeting tomorrow.

He seemed pretty upset about this!

M

March 12

C.W. Williams
Principal
Hudson High School
31 South Orange Avenue

Dear C.W. Williams:

I am writing to inform you that I have observed a number of students from your school using marijuana on my property during and after school dances. I was alerted to this when my wife and I were awakened last Saturday night by the sound of motorcycles in the empty wooded lot next to our home. Before scaring the kids off I think I recognized two of the kids as members of the basketball team, Joe Smally and Marty Cristo.

I've long been a supporter of Hudson High since my children attended the school. I wanted to contact you about this incident before I go to the police. Could we meet to discuss this incident?

Sincerely,


Richard Steinberg

HUDSON PARENTS GROUP

March 5

Dear C.W. Williams,

Recently a number of parents decided to separate from the P.T.A. and start our own group of concerned parents. We want to become more involved in the decision and policy making processes of the school. Our organization will play a more active role in developing and deciding policies affecting the schools.

As our first project, we want to change back-to-school nights. In the past these have done little more than familiarize parents with their children's schedules. We would like the school to sponsor a series of back-to-school meetings and teacher-parent conferences during American Education Week focusing on one or two subjects each evening of the week. Parents would be free to participate in any or all of the meetings, teachers would be responsible for making individual presentations on their respective evenings as well as being available on the remaining evenings for parent-teacher conferences.

I would like to meet with you to discuss this idea.

Sincerely,

Rhonda

Ms. Rhonda Pinney
President, Hudson Parent's Group

HUNSON HIGH SCHOOL

March 9

TO: C.W.**FR:** Bob**RE:** Tom Wacker, Science Teacher

Like to see you re Tom Wacker. I've seen some strange things in this school, but never anything like this: a teacher wearing a loud sportshirt, bermuda shorts and sandals! The weather has been unreasonably warm this early in the year, but really!

MARCH 8

DEAR PRINCIPAL,

WE, THE UNDERSIGNED, BELIEVE THIS SCHOOL STRESSES SPORTS RALLIES TOO TOO MUCH AND DOES NOT PROVIDE A BALANCED PROGRAM OF EDUCATIONAL ACTIVITIES WHICH APPEAL MORE TO THE ACADEMIC, POLITICAL, OR LITERARY INTERESTS OF THE STUDENT BODY. WE OBJECT TO THE SCHOOL POLICY OF REQUIRING EVERYONE TO ATTEND ALL ASSEMBLY PROGRAMS, ESPECIALLY PEP RALLIES. CAN'T WE MAKE RALLIES VOLUNTARY? WE DON'T LIKE BASKETBALL AND WE DON'T GO TO THE GAMES!

Joe McCune
Lynn Juma
Paula Topovich
Bill King
Karin Dupu
Kymberly Mels
B Van Horn
Margaret Green
Bert Juytim
Jim Norris
L. Horn

HUDSON HIGH SCHOOL

march 14

TO: C.W.

JR: Martha

RE: Memo to Wiggins

sent memo to Wiggins re setting up
meeting to discuss incident per your
request.

M

HUDSON HIGH SCHOOL

March 16

TO: C. W. Williams**FR:** Jan Stevens, Spanish Teacher**RE:** My Teaching Evaluation

I'm writing in regard to my teaching evaluation meeting we had yesterday. Your presence in the back of my classroom upset me and affected the behavior of my students. I still don't believe the low ratings I received! I'm a much better teacher than you indicated. Besides, what basis do you have for telling me what's wrong with my teaching? You've never taught Spanish!

HUDSON HIGH SCHOOL

March 15

TO: C.W. Williams**FR:** Ann Wiggins**RE:** Request for meeting

Received note you sent me regarding setting up a time to discuss my out-of-school activities. You have no business demanding that I explain my personal activities out of school!! As long as I carry out my responsibilities here at school, you have no basis for criticizing me!! Whatever I do during the rest of my time is my business and nobody else's!!!

HUDSON HIGH SCHOOL

March 5

TO: C.W. Williams**FR:** Members of the Guidance Department**RE:** School Newspaper

We were appalled to see a recent article in the school newspaper criticizing the counselors ability and interest in helping the non-college bound student.

We think the student editors are way out out of line on this one!!! Maybe you should review the paper before it is printed.

HUDSON LOCAL SCHOOLS

OFFICE OF THE ASSISTANT SUPERINTENDENT

March 12

TO: C. W. Williams

FR : Assistant Superintendent

RE : Board of Education Project

I have been asked by the Superintendent to prepare a report on our high school program for presentation at the March 19 Board of Education meeting. Your insights will be very helpful to me in preparing this report.

I would especially appreciate your comments on staff preparation, instructional focus, and facilities. I would like your comments by early next week.

March 5

HUDSON HIGH SCHOOL

TO: C.W.

FR: Terry Wilson, Social Studies

RE: In-service

I was thinking about in-service training programs I would like to see next year and I came up with a wonderful idea. At in-service training we could discuss the importance of nutrition. Since so many kids are on their own after high school, they should know about good eating habits.

Mrs. Thomas A. Buckley
1002 Rocky River Drive

March 16

Dear C.W. Williams:

I feel that my son Randy is an intelligent boy, but his grades are considerably lower than what I think he should achieve. His older sisters have always done well and received good marks. I've tried to offer him rewards for good grades and taken away privileges until there was improvement, but nothing worked.

Randy's lack of achievement in school is causing family conflict. His father is becoming more and more impatient with Randy and he believes the problem is due to laziness. It doesn't seem right that Randy should be allowed to drift along if he were capable of doing better.

I know you are an expert in student problems. Can you offer me any suggestions or solutions?

Sincerely,

A handwritten signature in cursive script that reads "Lil Buckley". The signature is written in black ink and is positioned below the word "Sincerely,".

Mrs. Thomas A. Buckley

HUDSON HIGH SCHOOL

March 13

TO: C.W.**FR:** Asst. Principal *Bob***RE:** New student visitation program

We need to plan the new student visitation program to be held on Tuesday March 27. What types of activities do you think would benefit the students? How should we arrange the day? Should we begin or end with speakers? Since I'm relatively new to this position I'd appreciate your help.

PARENT-TEACHER ASSOCIATION

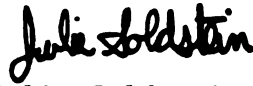
March 6

We would like you to come speak at our next meeting about how Hudson High plans to cope with recent budget reductions. Please prepare a brief speech for the March 14 meeting at 8:00 PM. A question and answer session will follow.

Would you please send me an outline of your talk that I can share with the members so they can prepare appropriate questions?

I think it's appropriate that the community be informed of how the budget reductions will affect the school.

Sincerely,

A handwritten signature in cursive script that reads "Julie Goldstein".

Julie Goldstein

March 9

HUDSON HIGH SCHOOL

TO: C.W.

FR: Bob (Asst. Prin.)

RE: In-service

One of our teachers biggest needs appears to be to increase skills in interacting with parents. I have a friend in one of my Education graduate classes who specializes in training seminars. This might fit with the faculty committee you're working with on professional development. If you're interested her name is:

Michelle A. Guevera
(210) 789-2020

Bob

Instructions

Avon High School In-Basket

You are to take the role of R.A. Howard, principal of Avon High. Your task is to read this in-basket material and take appropriate action. First, you should familiarize yourself with the high school and surrounding community by reading the brief history of the school. Then, read the in-basket material. Use the organizational chart, calendar, and materials in the in-basket. Write down everything you decide or plan to do. Make memos, draft letters, outline plans or agenda for meetings you will attend or want to call. Clip your responses to each in-basket item as you precede.

Everything you do must be in writing. Take as much action as you can, given the information available to you. Avoid making assumptions not supported by the in-basket material. There is no specific time limit, but it should take about 1 hour and 30 minutes to complete the in-basket. Please record the amount of time it takes you to complete the in-basket in the space provided below.

Time to complete in-basket _____

Avon High: An Historical Perspective

Avon is a community of 50,000 people located near a large metropolitan area. The major employers in the area are a large financial firm and General Light. These companies have helped to generate a large, tax base which has made the schools and municipal services the envy of surrounding communities.

Located near Avon's main street in the center of town, Avon High has served as both an educational and community center for the town since 1904. Two major additions to the building have resulted in the exterior of the school looking as if three separate buildings had been banded together. In 1940, a wing including metal and woodshops, a teacher's lounge and classrooms were added. In 1962, another wing was added, which included more classrooms, a science lab, and a larger gymnasium.

Students graduating from Avon typically do not go onto college. Most remain in the community and work in local industry. The curriculum reflect this in that few advanced courses in math, physical, or biological sciences (math, English, history) are offered. Instructions in the basics are quite adequate as reflected by scores on state administered achievement tests which are usually around the state mean. Avon has established its athletic program as one of the finest in the state. Year after year, Avon's football and basketball teams are in the running for district and state honors. These teams have always served as sources of pride for the community.

Italian immigrants originally established the school, but with the flight to the suburbs during the early 1970's, the characteristics of the community surrounding the school and the student body drastically changed. Currently, sixty percent of Avon students are black, 10% are Mexican-American, and 30% white -- many of the children attending the school are from lower socioeconomic backgrounds.

There has been a recent push from a number of parents to upgrade the school curriculum. Concerns of these parents included (a) the lack of advanced science and math college preparatory classes, (b) no provision for the use of microcomputers for instructional purpose, and (c) the poor quality of the school library. Also the maintenance and care of audio-visual equipment purchased with the help of state funds for instructional use has been poor -- the large majority of tape recorders, and film, slide, and overhead projectors are unusable. There is a small group of very religious parents who are concerned that new english and health curriculum meet their moral standards. They will object to any new courses or course materials that may expose their children to immoral ideas. An increasing number of incidents of teenage drug use have occurred after school hours.

Many of the teachers at Avon High commute from their suburban homes to the city school. A number of excellent new teachers have recently been added to the staff. A new teacher evaluation system has recently been instituted which the older teachers generally dislike because it focuses on developing teaching skills. The older teachers believe that their traditional methods of teaching (lecture without discussion) are important for the students to learn the "basics" (reading, writing, and arithmetic).

Avon High School

Faculty Members

<u>Name</u>	<u>Position</u>	<u>Department Chairpersons</u>
R.A. Howard	Principal	
Peter Bectman	Assistant Principal	
Douglas Blank	General Science	
Sally Bloom	Art	
Margaret Bloatnis	Vocal Music	
Tony Buttar	Guidance	
Fred Carmine	Health/Physical Education	
Roberta Carter	Home Economics	
Terry Creswell	Metal Shop	
Jane Currethers	Physical Science	Science
George DiCarlo	Spanish/French	
David Drake	Social Studies	
Brenda Fischer	English/Dramatics	English
Thomas Flores	English	
Mary Goldstein	Latin	
Felicia Gottsmore	Industrial Arts	
Betsy Higgins	Home Economics	
Janet Hiller	Basic Mathematics	
Jim Houston	Instrumental Music	Fine & Performing Arts
Mary Hudsko	Advanced Mathematics	Mathematics
Joanne Jefferson	Librarian	
Bob Johnson	Social Studies/Geography/ History	
Kathy Kravec	English	
Kurt Kreiger	Graphic Arts	
Jane McElroy	Guidance	
Elizabeth Michaels	Home Economics/Health Science	Practical & Business Education
Debbie Mitchell	Special Education	
Susan Norquist	History/Social Studies	History/Social Studies
Mary Proxmire	Algebra II & Trigonometry	
Ray Roberts	Guidance	
Bill Robertson	Science	
Sally Ruthon	Physical Science/Biology	
Meg Spencer	Reading Specialist	
Barry Stanley	Guidance	Languages
Roberta Stephens	Spanish/French	
Thomas Wacker	Biology	
Laurie Westbrook	Special Education	Special Education
Reggie Wiggins	History	
Peter Camarata	Geography	
Ben Zajonce	Commercial	

Clerical Staff

Barb Dogget
Shelly Ciferno

Custodial Staff

James Curtis (Head)
John Jefferson
George Watson
Craig Blakely

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8 5:30 Principal Assn. meeting	9 New Moon	10
11	12	13	14	15	16	17 First Quarter Jamez's Birthday Saint Patrick's Day Full Moon
18	19	20	21	22	23	24
25	26	27 1st Day of Spring	28	29	30	31 Last Quarter

March 5

1020 Charles Street
Avon

Dear Principal:

I had the opportunity to look over the history text my daughter is reading for class. I was surprised to find that the history texts being used in your high school are strongly racially biased. The only mention of blacks is with reference to slavery. No attention is given to important black social and political leaders and their contributions to society.

This must be changed. Can't the school purchase more accurate up-to-date, history texts that include black history? Children should learn about both their white and black ancestors. If the textbooks don't change by next year, I will not let my children take history in your school.

I know I'm not the only black parent who is concerned.

Sincerely,

Mrs. Margaret Yoetz

Margaret Yoetz
Concerned Parent

AVON HIGH SCHOOL

March 2

TO: R.A. Howard
FR: Betsy Higgins, Home Economics
RE: Custodian

For the last few days my classroom has not been swept or the waste baskets emptied. I've personally spoke to John Jefferson and on several days left a message on the board in my classroom. I also have some burned-out florescent lights that need to be replaced. I don't think he's even checking my room.

Maybe if you speak to him he'll get the message!

AVON HIGH SCHOOL

March 1

Dear Principal:

We believe the school stresses assemblies too much. We object to the school policy of requiring everyone to attend all assembly programs. Why can't assemblies be voluntary. Students could study in the library or socialize or even go home if the assembly is scheduled toward the end of the day.

Robert HaasMary MargensonHoward TurbullJoe PolankoGeorge StandausJim KallumJim Adkinson

JAMES P. GRIFFITH

March 5

R.A. Howard, Principal
Avon High School

Dear R.A. Howard,

Recently I received a phone call from Tom Flores regarding the behavior of my son, James Jr., in his class. Mr. Flores complained that he is disrupting the class. Well, Mr. Howard, I believe that Flores is out to get my son because he plays varsity sports. He has a reputation of demanding more from student athletes because he feels they are "dumb jocks".

Please transfer James to a different English class where my son won't be harassed. If Flores doesn't stop bothering my son I'll speak to the school board about him.

Sincerely,

A handwritten signature in black ink that reads "Jim Griffith". The signature is written in a cursive, slightly slanted style.

AVON HIGH SCHOOL

March 9

TO: R.A. Howard
FR: Assistant Principal
RE: Cafeteria fight

There was a fight in the cafeteria today which could have serious consequences. A group of black students were talking after lunch. Due to space limitations in the cafeteria because of painting, limited seating was available. A group of white students became impatient and started heckling the black students (I presume in order to get them to leave). This turned into a shouting match between the two groups involving racial slurs such as "nigger" and "honky".

I talked to each group and they stopped yelling, but at the bell some pushing and shoving occurred between the two groups as they walked out of the cafeteria.

I'm afraid this incident will be blown out of proportion if we don't act quickly.

AVON SCHOOLS

OFFICE OF SUPERINTENDENT

March 9

TO: All Principals

FR: Dave VanDevort, Superintendent

RE: Administrative Problems

Each year I ask you to organize your thoughts and express your concerns about your school. Once again it is that time of year.

I would like you to submit a list of the four most critical problems facing you as an administrator in the school district. Please include possible solutions to these problems.

Please submit your list to me ASAP. The data will be used to form the basis of administrative study workshops this spring.

KEEP UP THE GOOD WORK!!

AVON HIGH SCHOOL

March 2

Dear Principal,

I suggest in your planning for next year that you make all teachers aware that they need to do more than just classroom teaching. Supervision of extracurricular activities must be shared. Some of us volunteers end up doing it all. Tell every teacher that they have to share in the load next year.

I need a substitute for the Spanish Club Formal? It's on my birthday (March 8th) and I had other plans.

Thanks,

George DiCarlo

February 28

*R.A. Howard, Principal
Avon High School*

Dear Mr. Principal,

I have observed a number of high school students smoking dope on my property during and after schools hours.

Yesterday, I was startled to see a group of students amusing themselves by breaking pop bottles in the empty lot adjacent to my home. I went outside and yelled to them to get off of my property.

If you don't take any action I'm going to go to the police. I'm fed up with this!!

Jean Wagner

AVON HIGH SCHOOL

March 1

TO: R.A. Howard

FR: Ms. Kravec, English Teacher

RE: Janet Charles

I've noticed some strange behavior in one of my students, Janet Charles. She's normally a very talkative girl but she's been very quiet this week in class and hardly participated in group discussions.

Yesterday after school, Janet informed me that she liked the book we were reading (Catcher in the Rye), but when her mother saw the book she had become upset and refused to let her finish it. She told her not to participate in any class discussions of the book or to complete any class assignments. She said it was a "filthy" book and not something a young girl should be allowed to read.

I wanted to inform you of the situation because her mother plans to get in touch with you.

AVON HIGH SCHOOL

March 2

TO: R.A. Howard

FR: Bob Johnson, Social Science Teacher

RE: Inservice Suggestion

I have a number of suggestions for inservice programs.

Nutrition. A course on calories, food groups, etc. would be informative for the teacher both for their own personal use and for the classroom. Since so many kids are on their own after high school they should know about good eating habits.

Motivational techniques for the classroom. We could bring in someone from the University to discuss how to motivate different types of students (e.g., underachiever, overachiever). We all could use a refresher course in this area.

Let me know what you think.

AVON HIGH SCHOOL

MARCH 6

TO ALL SCHOOL PRINCIPALS:

AT THE DIRECTION OF THE SUPERINTENDENT, I AM INITIATING A FACT-FINDING ACTIVITY TO DETERMINE HOW MICROCOMPUTERS COULD BE USED IN MATH AND SCIENCE AREAS IN OUR SCHOOL DISTRICT.

IN ORDER TO CONVINCE THE SCHOOL BOARD TO ALLOCATE FUNDS FOR THE PURCHASE OF MICROCOMPUTERS, WE NEED TO DETERMINE HOW WE CAN USE MICROCOMPUTERS TO INCREASE THE QUALITY OF EDUCATION IN OUR SCHOOL.

I WOULD LIKE YOU TO PUT TOGETHER YOUR IDEAS CONCERNING THE USE OF MICROCOMPUTERS IN YOUR SCHOOL. ANY COMMENTS THAT PARENTS HAVE MADE REGARDING THE NEED FOR MICROCOMPUTERS IN YOUR SCHOOL WOULD ALSO BE HELPFUL. PLEASE SEND ME YOUR IDEAS ASAP.

SUPERVISOR, MATH/SCIENCE CURRICULUM

Gary Wortham

MR. & MRS. BOB CHARLES
8420 SLEEPY HOLLOW, NE

March 8

R.A. Howard
Principal
Avon High School
1022 Central Drive

Dear Sir:

I'm writing in regard to a book that has been made required reading for 11th graders. The book is Catcher in the Rye and it contains several sexual scenes.

As a parent, I feel I have the right to decide if the content of what my child reads is appropriate. I believe that the content of this book is immoral. I demand that my daughter, Janet, be given a different assignment.

Sincerely,

Joan Charles

AVON HIGH SCHOOL

March 12

TO: R.A. Howard
FR: Mr. Drake
RE: David Borner

I'm sick and tired of putting up Borners' behavior. I was discussing the disadvantages of violent protests and demonstrations to bring about societal change and he yelled out "fascist pig" right in the middle of class!! I think he ought to be suspended.

AMERICAN CANCER SOCIETY

Richard S. Steinberg
Chairperson, East Region

March 1

R.A. Howard
Principal
Avon High School

Dear Principal:

I am writing to congratulate you and your students on your efforts to raise money for the American Cancer Society.

The dance-a-thon raised \$2000. for a very worth cause -- medical research searching for a cure to cancer, the leading killer of adults in this country.

Please express my sincere appreciation to the student body of Avon High for their work in such a worthwhile event.

Many Thanks,



Richard S. Steinberg
American Cancer Society
Chairperson, East Region

RSS/akm

AVON HIGH SCHOOL

March 12

TO: R.A.

FR: Asst. Principal *Pete*

RE: New Student Visitation Program

We need to plan the new student visitation program to be held on Tuesday, March 27th. What types of activities do you think would benefit the students? How should we arrange the day? Should we begin or end with speakers? Since I'm relatively new to this position, I'd appreciate your help.

March 16

Mr. Roger G. Hamilton
190 West Drive

Mr. R.A. Howard
Principal
Avon High School

Dear R.A. Howard:

I feel that my son, Tony, is an intelligent boy, but his grades are lower than what I think he can achieve. His older brothers have always done well and received good marks. I've tried to offer him rewards for good grades and taken away privileges but nothing has worked. It doesn't seem right that Tony should be allowed to drift along because I know he is capable of doing better.

I know you are an expert in student problems. Can you offer me any suggestions or solutions?

Looking forward to hearing from you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Roger", written over the typed name.

Mr. Roger G. Hamilton

PARENT-TEACHER ASSOCIATION

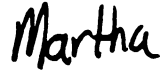
March 5

We would like you to come speak at our next meeting about how Avon High School plans to use computer technology to improve instruction. Please prepare a brief speech for the March 14, meeting at 8:00 p.m. A question and answer session will follow.

Would you please send me an outline of your talk that I can share with the members so they can prepare questions?

Looking forward to your talk.

Sincerely,

A handwritten signature in cursive script that reads "Martha".

Mrs. Martha Goodman

AVON HIGH SCHOOL

March 2

TO: R.A.**FR:** *Pet* (Asst. Principal)**RE:** Inservice

One of our teachers biggest needs appears to be to increase skills in interacting with parents. I have a friend in one of my Education graduate classes at the University who specializes in training seminars. This might fit with the faculty committee you're working with on professional development. If you're interested her name is:

Mary Guevera
8317 Lake Boulevard
University Square, MI 55563
(210) 709-2020

AVON HIGH SCHOOL

March 6

TO: R.A. Howard

FR: Mrs. Stephens, Spanish Teacher

RE: Evaluation

I've had a few days to think about my evaluation session in which you told me that my contract would not be renewed for the following year. You suggested that I have major problems motivating my students and getting them involved in class activities.

Everytime you or someone else from the district visits my classroom the students don't participate. No student has ever complained that I don't give them opportunities to speak!

It's easy to say "involve them more" but you have never offered any practical ideas on how to do it! How can you say that I haven't been responsive to suspension? I haven't received any yet!!

I don't believe that my evaluation is accurate. I'll take my complaint to the teacher's association if necessary!!!

March 8

Mr. R.A. Howard
Principal
Avon High School

Dear Principal,

We parents who have children in the college-prep curriculum are concerned about the lack of opportunities in the area of computer science courses offered at our school and access to microcomputers.

Industry is dependent upon computers today. It is foolish to ignore this fact during high school education. High schools in other districts have added computer science courses to their curriculum, why can't Avon High?

We urge you to take action to improve this situation. We are organizing a meeting of parents in the near future. We would like you to come and share your ideas and suggestions. The meeting is at the Hamson residence, 280 South Street, at 7:00 p.m. on Wednesday, March 14.

Sincerely,

A handwritten signature in cursive script that reads "Keith & Ann Hamson".

Mr. & Mrs. Keith Hamson

AVON HIGH SCHOOL

March 5

TO: R.A. Howard

FR: Sally Bloom, Art Teacher

RE: Art Budget

I cannot understand why you allocated me only \$50. this spring for my art course. I need more money to get the proper supplies for my oil painting unit. Could you please reallocate the funds so I can teach my oil unit?

AVON HIGH SCHOOL

February 28

TO: R.A. Howard

FR: Jim Currethers, Science Department Head

RE: Bill Robertson, Science Teacher

Bill Robertson refuses to turn in a lesson plan to me. I explained to him the necessity of organizing his class, but he said that daily and weekly lesson plans place a straight jacket on a teacher and restrict classroom activities from arising spontaneously in response to student needs.

He says he doesn't give a damn about the school policy, he doesn't plan to write any more lesson plans!!!

AVON HIGH SCHOOL

March 7

TO: R.A. Howard
FR: Roberta Carter, Home Ec Teacher
RE: Miss Hiller, Math Teacher

Based on a conversation I had with Miss Hiller, our new math teacher, I think she needs our help.

Miss Hiller was very discouraged and disillusioned. She admitted to me that she didn't seem to know how to motivate her students and they were often unattentive in class. She said that she was shy and quiet by nature, but it bothered her that the students didn't seem to like her. Also, she feels that the other teachers on the staff have not accepted her.

I hope you don't reveal the source of your information. She would be horrified to know I told you about her situation. The only reason I found out that was having problems was because I had gone into her classroom to ask her if I could ride home with her and I found her sitting at her desk crying.

AVON HIGH SCHOOL

March 7

TO: R.A. Howard

FR: Tom Flores, English Teacher

RE: James Griffith

I take pride in my students' ability to achieve. Having to deal with behavioral problems decreases my effectiveness in helping the rest of the class to learn the material.

James Griffith has become a real troublemaker. He continuously disrupts the class during oral book reports (an area that I emphasize for building reading comprehension and communication skills). He seems to be unable to concentrate or sit for long periods of time. I've contacted his parents but his behavior was not changed one bit!

I'd like you to speak to him. Maybe you can get the message through.

AVON HIGH SCHOOL

March 6

TO: Principal

FR: Teacher

RE: The TORCH

We were appalled to see an article in the school newspaper criticizing the availability of teachers after school. We suggest you take disciplinary action against the student editor and in the future all articles should be screened by a faculty committee prior to publication.

APPENDIX G

IN-BASKET SCORING INSTRUCTIONS AND RATING FORM

INBASKET SCORING INSTRUCTIONS

- 1) Make sure you have scoring form corresponding to respondent's inbasket, e.g..if you have Avon H.S. inbasket you need Avon H.S. scoring form.
- 2) Record the number of inbasket you are scoring and your name on the scoring form.
- 3) Review definitions and key behaviors associated with the key dimensions measured by the inbasket.
- 4) Review item scoring key.
- 5) For each item:
 - (a) Review sample item and answers
 - (b) Read answer given
 - (c) Make rating on appropriate dimensions
- 6) When you have finished rating all 25 inbasket items, complete overall dimension ratings using same scale shown in item scoring key. Also, when making the overall ratings consider the overall characteristics of the answers, designation of low vs. high priority items, use of the calendar, to do lists, use of information provided regarding the school, etc.
- 7) Proceed to next inbasket and complete steps 1 - 6.

ITEM SCORING KEY

- 5 HIGH skill level, demonstrates knowledge of most key behaviors in answer
- 4 ABOVE AVERAGE skill level, demonstrates knowledge of some key behaviors in answer
- 3 AVERAGE skill level, demonstrates knowledge of about half of the key behaviors in answer
- 2 BELOW AVERAGE skill level, demonstrates knowledge of few key behaviors in answer
- 1 LOW skill level, demonstrates knowledge of no key behaviors in answer

HURON

Item

	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
Problem Analysis																														
Schedule																														
Leadership																														
Sensitivity																														
Interference																														
Org. Ability																														

Name _____

In-Basket # _____

Time To Complete In-basket _____

AVON

Item

11/25/20

	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
Problem Analysis																									
Judgment																									
Leadership																									
sensitivity																									
Decision																									
org. Ability																									

Name

In-Basket #

Time To Complete Inbasket

HUOSON

Item

	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
Problem Analysis																									
Judgment																									
Leadership																									
Responsibility																									
Decision-making																									
Originality																									

Name _____

In-Basket # _____

Time To Complete In-Basket _____

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