

ABSTRACT
DESCRIPTION OF INTERPERSONAL VALUES AND
RATINGS OF STUDENTS AT HOME MANAGEMENT
RESIDENCE

THESIS FOR THE DEGREE OF M. A.
MICHIGAN STATE UNIVERSITY

YURIKO FUKUSHIMA

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ABSTRACT

**DESCRIPTION OF INTERPERSONAL VALUES AND
RATINGS OF STUDENTS AT HOME MANAGEMENT RESIDENCE**

by

YURIKO FUKUSHIMA

Home management through decision-making activity functions two ways in the family in the contemporary society, (1) to create an opportunity for the full development of the family group, (2) to bring about change in accordance with the environmental demands. The shift of the function of the family results in the interpersonal relationships to be the main stabilizing force of the family. Values underlie one's choice and serve as criteria for selecting goals. Interpersonal values refers to values involving one's relationships to other persons or their relationships to him. They are basic motivational patterns and affect one's goals.

Since home management always involves other persons, a study of interpersonal values of home management residents is helpful for students in understanding the managerial role when they live in home management residence. Their way of acting in the group to fulfill the managerial role is thought to be reflected in the managerial rating evaluated by self.

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This study was undertaken (1) to identify the interpersonal values of the students at home management residence according to the Survey of the Interpersonal Value (SIV), and (2) to compare students' interpersonal values with managerial ratings. The sample was thirty seniors and juniors majoring in Home Economics Education at Michigan State University.

The results of the Survey of Interpersonal Values were: (1) Students in home management residence obtained higher means in Independence, Support, and Recognition, and obtained lower means in Conformity, Leadership and Benevolence than the National College Norms-Female by SIV; (2) None ranked Leadership in very high category, and none ranked Support in very low category; (3) the rank order of higher values appeared almost reversed except the order of Benevolence and Leadership. The rank order of higher values were (1) Independence, (2) Support, (3) Recognition, (4) Benevolence, (5) Leadership, (6) Conformity; (5) Each student held each of the six values to some degree.

The comparison of the interpersonal values and managerial ratings revealed: (1) Total managerial self-scores were not associated with individual specific interpersonal values. (2) High ranking managerial components were not associated with a specific higher values individually held. (3) Leadership score on managerial rating was not associated with

interpersonal value Leadership.

This descriptive study of interpersonal values and managerial rating was very limited. Further study is needed to clarify relationships between interpersonal values and managerial achievement. Managerial achievement evaluated not only self but also by peers needs to be studied.

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**DESCRIPTION OF INTERPERSONAL VALUES AND RATINGS
OF STUDENTS AT HOME MANAGEMENT RESIDENCE**

By

Yuriko Fukushima

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CHAPTER I

Introduction

Home management is the practical science of bringing change or improvement to family living through decision-making function. The study of values in this field focuses upon the real values which are actually followed in every day life. These values, underlie choices, serve as criteria for selecting goals. The awareness of the family values is helpful in making rational choices. Identification and clarification of the values is essential to help the family establish more meaningful goals.

Home management takes place within the social system of the family, where family members or other people are always involved. The functions of the family shift in accordance with the change of the total social structure. In the contemporary society, many more societal functions are carried by social systems other than by the family. As a result, the family is more dependent upon other social systems than before. Loss of the former functions results in a relatively less stable family with the interpersonal relationships serving to be the main stabilizing force. Under the circumstances, the two functions which fulfill the basic

familial function for the society and for the individual are:

- (1) to create an opportunity for the full development of the family group.
- (2) to bring about change in accordance with the environmental demands.

To create an opportunity for the full development of the family group, the family needs to thing what kind of individual the family member wants to be, what kind of values the family holds. Out of this end for human development, the goals and the means to achieve the goals are selected.

The focus of this study was to identify what people think most important or least important in relating to other people, and to compare interpersonal values with a managerial activity.

Importance of Studying Interpersonal Value in Home Management Residence

Home management residence provides students with a learning situation in which they have opportunity to experience the managerial role within a small group. At Michigan State University each student manages for three days while staying at the home management residence for three weeks. The manager is responsible for organizing the activities which are carried

on with peers. How one interacts with other persons affects her managerial achievement. A person's manner of relating to others stems from her interpersonal values. A study of interpersonal values of home management residents, one segment of their value domain, should be useful in helping students better understand the managerial role when they live in home management residence.

Each student's managerial achievement is evaluated by self and peers according to the ratings scale developed by Gross and Crandall. It is believed that differences in interpersonal values account in part for the managerial role being enacted. The ratings by self and peers may reflect the characteristics of different interpersonal values of the students.

No research has been done on the influence home management has on interpersonal values, though it seems to play an important role in the family and group living. This study identifies the interpersonal values of the students in home management residence and discusses them in relation to their managerial activity.

The objectives are:

1. To identify the interpersonal values of the students at home management residence.
2. To compare students' interpersonal values with managerial ratings.

CHAPTER II

Review of Literature

Definition and The Function of Values in Home Management

Values are ascribed to an object and do not exist by themselves. Frondizi says that values are not things nor element of things, but properties, qualities, which certain objects called "good" possess. (1)

Since values are discussed from different viewpoints, frequently confusion results. It is necessary to make distinction between ideal and real values. Gross states that a distinction should be made between real and ideal values as well as the distinction between ideals and real behavior. He says that "the real values are those which are actually followed in everyday life, which can be empirically identified in behavioral patterns." (2) Home management is the practical science directed toward the study of the activity of improving the family living. The study of values in this field serves to improve understanding.

Values are social products. They have been imposed upon man and only slowly internalized, accepted and used as his own criteria of worth. (3) Since man needs longer protected period of dependence than other animals, the fact

results in (a) making requisite the universal existence of institutions designed for the care and feeding of the immature and the helpless, and (b) forcing upon growing infant an acquiescence to the demands of pre-existing, established social and cultural systems.(4) The family plays an important role in transmitting values to children. Ralph points out:

Every society creates ideal images of what the behavior in thought and action of its members should be. When taken together these images express the vision of the good life that the people of the society have achieved. These images, known and approved by the members of the society, give form to its values. A value is an ideal, a paradigm setting forth a desired and esteemed possible social reality. In essence values are beliefs---beliefs that the idealized ways of living and acting are the best ways for the society. Because values are beliefs they serve to inspire the members of the society to act in the approved ways. Because values are ideal pictures they provide a means of judging the quality of actual behavior.(5)

Not only do values influence actions, but they influence one's thought and emotions.(6)

Importance of values in home management is that they influence one's choice of action (goal), and means, and modes of carrying out an action. Gross and Crandall say:

It is a concept of the desirable, explicit, or implicit, which governs our choice of methods, modes, or goals of action.(7)

Martin describes methods, modes more precisely:

Values influence choice of goals (ends), choice of resources (means) to use in achieving goals, and also the choice of ways (modes) of carrying out the action.(8)

In order to reach the goal, one must have some standards to judge. Standards give content to adequate judgment.

Values also serve as normative standards or criteria.

End value and goals in Home Management

The concept of home management has been shifting from its emphasis merely on skills and household activities to family living. Frank regards the family as a cultural agent and as the area for individual personality fulfillment. He says:

Home management is a way of life for which the homemaker needs clarification of aims and purposes, aspirations and values and a faith in the supreme importance of human relations that alone give the home social justification.(9)

Taking into consideration this end value, Gross and Crandell list long-term goals which are important in all families. They are: (a) the well-rounded development of individual members of the group within their possibilities and limitations, (b) the development of satisfying relationships within the family or other intimate groups, (c) the recognition, acceptance, and appreciation of human differences, (d) the acceptance of mutual responsibility of family and community.(7)

Out of long-term goals, one can set up more specific short-run goals.

Malone and Malone say that management plays an important role in human development. They state:

In the development of the family and family members, the broad goal is to achieve certain desired human change. Management principles are used to help develop people into the kind of persons they want to be.(10)

The next step is:

If people try to manage their lives, they must know what they want to be in order to set personal and family goals. Setting goals is highly important in human development for only by having clear goals can resources be used in an intelligent fashion.(10)

Interpersonal values and Evaluation device in Home Management Research

Halliday studied students taking home management courses at Michigan State University and identified four goals of optimum interpersonal relations on the basis of statements made by students in response to the questionnaires, subjective interpretation of observed student behavior, and support from literature. These goals are: (a) to meet the expectation of significant other people, (b) to meet own expectation, self-realization, (c) to have happy, harmonious group or family life, (d) to create conditions for optimum development of individuals in family or group--physically, emotionally, mentally, and spiritually.(11)

Shimonaka studied the supervisory function in student managerial role in residence course. She indicates that supervisory technique is primarily that of human relations, therefore supervisory technique and interpersonal skills on the part of the managers and the workers are closely related to goal achievement. She makes this statement:

Since a supervisor adapts his behavior to the interactional process between himself and workers, or among workers, more precise examination of the interaction is required.(12)

Survey of Interpersonal Values was designed to measure six values involving relationships to other people or their relationships to him.(13) Gordon says that these six values, support, conformity, recognition, independence, benevolence, and leadership are important in the individual's personal, social, marital and occupational adjustment.

The following are definitions of the values in the scales:

S-Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

C-Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

R-Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

I-Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

B-Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

L-Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.(13)

Correlations between scales on the SIV and traits as measured by the Gordon Personal Inventory, and Gordon Personal Profile, based on a sample of 144 college students are listed in the Manual.(13)

Descriptions of trait tendencies found to be associated with each value are:

Support	Non-reflective, lacking vigor, dependent, unreliable
Conformity	Careful, responsible
Recognition	Anxious, sociable
Independence	Non-sociable
Benevolence	Tolerant, understanding
Leadership	An original thinker, energetic, self-assured and assertive

The device to evaluate one's managerial activity was developed by Gross and Crandall. Home Management Yard Stick was developed to find how good management actually is in Michigan Homes.(14) Areas of managing time, energy, money, household production, conservation of good, present activities for future development, and incentives for home management were studied. The results indicate that if a woman had a low total score, she was apt to be low in all parts of management, and if she was higher in one part, she was apt to be higher in all. Ferns compared the ratings of students in a home management course at Michigan State University by the faculty advisor, by peers, and by themselves. Her finding

was that the peer group rated the student higher than either the faculty or the student rated herself.(15)

CHAPTER III

Method

The study was designed (1) to identify interpersonal values of the students in home management residence, and (2) to compare students' interpersonal values with managerial ratings.

Description of the Subject

The subjects were thirty students majoring in Home Economics Education at Michigan State University who lived in home management residence during the winter of 1966. They were junior or senior girls. Five students lived in the same unit for three weeks. Each student carried the managerial role for three days. The manager made plans for using family-like resources, and motivated other persons to act for the desirable goal outcomes. She planned the menu, made work plans for the cook and the assistant cook, and handled group money. She was responsible for some additional activities. It was inevitable for the manager to interact with other peers for the goal achievement. All persons were responsible for participating in group activities to some degree.

Description of Measurement Employed

To identify students' interpersonal values, the Survey

of Interpersonal Value (SIV) was used. To know students managerial ratings, the advisers in the home management residence enabled the writer to use students' evaluation sheets developed by Gross and Crandall.

(a) Survey of Interpersonal Value (SIV)

The Survey of Interpersonal Value (SIV) was designed to measure six interpersonal values in Support, Conformity, Recognition, Independence, Benevolence and Leadership. The instrument was forced-choice format, consisting of thirty sets of three statements. Each student indicated one statement as representing what is most important, and one as representing the least important among the three statements.

According to Gordon, the present form of the SIV is appropriate for use with high school, college, industrial and other groups. Reliabilities estimated by the Kuder-Richardson formula on data based on a sample of 186 college students are sufficiently high to permit interpretation of SIV scores for individual use.

(b) Managerial Ratings

Managerial evaluation sheets were used to judge part of the students' achievement in HMCD 332 Theory and Application of Home Management Course. These managerial evaluation sheets were developed by Gross and Crandall. (See Appendix.) After three days managership, the manager evaluated herself, and four peers evaluated the manager so that manager's evaluation had increased objectivity. These sheets were

completed at the end of the winter term in 1966. The advisers in home management residence at Michigan State University permitted the writer to make use of them.

Procedures

To identify students' interpersonal values, the Survey of Interpersonal Value (SIV) was administered on March 11, 1966, at the class room. Each student's raw score was calculated according to the directions on SRA Manual for Survey of Interpersonal Values. Interpretation of the scores on the SIV was made by reference to the National College Norms--Female prepared for each of the scale. The norms based on data for 746 college women were listed on the manual. Individual's percentile scores were classified into five levels:

1. Very high--94th to 99th percentile
2. High --70th to 93rd percentile
3. Average --32nd to 67th percentile
4. Low -- 8th to 31st percentile
5. Very low -- 1st to 7th percentile

According to the direction, the 31st and 70th percentile were used as cutting points for determining whether or not an individual's true score was above or below average.

One item on evaluation on the rating sheet was omitted because four students did not evaluate themselves. The total managerial scores were average scores of 17 items. The scores on group relationships were average scores of leader-

ship, cooperation and contribution on the managerial rating scale. (See Appendix.)

The average self-scores in group relationships, personal development, standards, and the managerial process were divided into the following three ranks:

3.0 - 4.0	High
2.0 - 2.9	Medium
1.0 - 1.9	Low

CHAPTER IV

Findings

Objective I

The first objective was to identify students' interpersonal values according to the Survey of Interpersonal Values. The six values measured were Support, Conformity, Recognition, Independence, Benevolence and Leadership.

Comparison of Means

The results of the Survey of Interpersonal Value (SIV) test by thirty students in home management residence were compared with the National College Norms-Female.

Table 1. A Comparison of Means of National College Norms-Female and Students in Home Management Residence

	N	S	C	Mean R	I	B	L
National College Norms-Female	746	17.8	14.2	12.1	16.2	18.4	11.4
Home Management Students	30	19.3	11.8	12.6	18.8	17.8	10.2
Difference		-1.5	2.4	-.5	-2.6	.6	1.2

Thirty students in home management residence obtained higher

means than the National College Norms-Female in Independence, Support, and Recognition. Their means in Conformity, Leadership and Benevolence were lower than those of the National Norms.

Ranking of Interpersonal Values

Individual's percentile scores which were obtained in comparison with the National College Norms-Female were classified into five levels.

Table 2. Number of Students Ranking Interpersonal Values Classified by National College Norms

Values	Very high 94-99	High 70-93	Average 32-69	Low 8-31	Very low 1-7	Total
Support	4	5	11	10	0	30
Independence	3	9	12	4	2	30
Benevolence	2	5	10	8	5	30
Conformity	1	3	11	10	5	30
Recognition	1	7	11	8	3	30
Leadership	0	5	13	11	1	30

The results indicated that Leadership never was in the very high category and Support did not fall into the very low category.

Ranking of Higher and Lower Values

Rank ordering of higher and lower values of the students was made by combining very high and high values and by adding very low and low values following the procedure of the SIV manual. The 31st and 70th percentiles were used as cutting points to determine whether one held higher or lower values than the National College Norms.

Table 3. Number of Students Holding Values Ranked by Order of Higher Values Held

Values	Higher	Lower
Independence	12	6
Support	9	10
Recognition	8	11
Benevolence	7	13
Leadership	5	12
Conformity	4	16

The ranks of higher and lower values appeared almost reversed. The rankings of higher and lower values were associated with their means. As mentioned before, their means were higher than the national norms in Independence, Support and Recognition, and lower in Conformity, Leadership and Benevolence.

Independence appeared most frequently as a higher value

and least frequently as a lower value. Support was the second highest value and the second lowest value.

Individual Student's Higher Values

Each student held all of the six values in different degrees. Among thirty students, nine students had one higher value, fifteen students had two kinds of higher values, and two students possessed three different higher values. Four students did not rate any value strong enough to classify in the higher value category.

Table 4. Number of Students and Higher Values

Higher values*	Number of Students
Independence	4
Support	2
Conformity	1
Benevolence	1
Leadership	1
Support and Recognition	6
Independence and Benevolence	3
Independence and Leadership	3
Conformity and Benevolence	3
Independence, Recog- nition and Support	1
Independence, Recog- nition and Leadership	1
No higher values	4
Total	30

*Higher values determined by comparing with the National College Norms.

Students who held the same higher values were examined to see whether or not they possessed similar lower values. Among four students who showed higher values in Independence, three of them held Conformity as their lower values. For two students whose higher value was Support, lower values were Conformity, Benevolence and Leadership.

Six students selected both Support and Recognition as their higher values. Among these six, Leadership appeared five times as a lower value and Benevolence appeared four times as a lower value. Three students held Benevolence and Independence as their higher values. All of them held Conformity and Recognition as their lower values. Among three students who were higher in Independence and Leadership, Support and Conformity were lower values. For three students whose higher values were Benevolence and Conformity, their common lower values were Recognition and Independence.

Two students had three different higher values either in Independence-Support-Recognition or in Independence-Recognition-Leadership. They had common lower values in Conformity and Benevolence.

Objective II

The second objective was to compare students' interpersonal values with managerial ratings.

Interpersonal Values and Total Managerial Rating

After a three day managership, each student evaluated herself in managerial rating scale developed by Gross and Crandall by checking on a scale of one to four according to her achievement. (See Appendix.) The total managerial score was the average of 17 items of the managerial rating scale which included scores on group relationships, personal development, standards, and managerial process. In the managerial process the item on evaluation was omitted. If students obtained more than three points, they were classified in the high category. If their scores were two points, they were classified as medium, while one point was low.

In general, students were apt to evaluate themselves in the medium category. Only one student obtained a managerial score of above three points in total, and none obtained less than two points. The tendency to evaluate self in the medium category was also found in scores in group relationships, personal development, standards, and managerial process.

Student's individual managerial self-scores were rank ordered and compared with the higher interpersonal values held. Individual scores and higher interpersonal values were as follows:

Table 5. Individual's Total Managerial Self-Scores and Higher Interpersonal Values. (N=30)

Managerial Self-Score	Higher Interpersonal Values
3.3	SR
2.9	SR
2.9	I
2.9	I
2.9	IL
2.8	SR
2.8	IL
2.8	S
2.7	C
2.7	E
2.7	NHV*
2.7	IB
2.6	NHV
2.6	IB
2.6	SR
2.6	CB
2.5	I
2.5	L
2.5	SRI
2.5	NHV
2.4	NHV
2.4	SR
2.4	S
2.3	CB
2.3	IL
2.2	IB
2.2	SR
2.2	I
2.1	RIL
2.0	CB

*NHV - No higher values



Interpersonal values with only two exceptions fell equally above and below the median point of the managerial scores.

Interpersonal Values and High Ranking Managerial Components

Individual student's higher values were compared with high ranking managerial components of group relationships, personal development, standards, and managerial process.

Four persons who held Independence as a higher value did not rate themselves high in any managerial activity. Of the two persons who valued Support, high scores were in group relationships and standards. One person who held Benevolence as a higher value obtained high scores in group relationships and personal development. Persons who held a higher value either in Leadership or Conformity did not rate herself high in any area.

Some Support-Recognition persons scored high in all areas. Benevolence-Independence people did not show high scores in group relationships and personal development. No Independent-Leadership persons marked high in all areas. One Benevolence-Conformity person obtained a high score only in standards.

Support-Recognition-Independence persons showed high scores in personal development, and Leadership-Recognition-Independent persons did not show high scores in any area.

**Table 6. Comparison of Individual Student's Higher Values
and High Ranking Managerial Components of Managerial
Performance**

High Values (N=20)	Managerial Components			
	Group Relationships	Personal Development	Standards	Managerial Process
I				
I				
I				
I				
S	H		H	
S				
H	H	H		
L				
C				
SR	H	H	H	H
SR	H	H	H	
SR	H		H	
SR				
SR				
SR				
BI			H	
BI				H
BI				
IL	H	H	H	
IL		H		H
IL				
BC			H	
BC				
BC				
SH		H		
LRI				
NHV		H	H	
NHV				
NHV				
NHV				

When individual high interpersonal values were compared with high ranking managerial components, high scores were distributed regardless of one's higher values, except the persons

who held one higher value in Independence or Leadership or Conformity, and one person who held three different higher values in Leadership-Recognition-Independence.

In group relationships, personal development, and managerial process, persons higher values consisted of Support, Recognition, Independence, Benevolence and Leadership. The value Conformity did not make its appearance in those areas. High values of the persons who marked high in standards were Support, Conformity, Recognition, Independence, Benevolence, and Leadership. Therefore, the value Conformity appeared once in standards.

Interpersonal Values and Leadership Score on Managerial Rating

Leadership score as a specific characteristic of managerial rating was chosen to compare with higher interpersonal values of the students since this was described similarly to Leadership on the SIV test. The results of the SIV indicated these students obtained lower means in Leadership than the National Norms. Only five out of thirty students held Leadership as their higher value.

Leadership on managerial rating was one of the components of group relationships. Besides leadership, group relationships on managerial rating included contribution and cooperation. The leadership score on managerial rating was low. Only 17 per cent of the whole group obtained high self-score in leadership, on the other hand, 83 per cent obtained high

self-score in cooperation, and 53 per cent obtained high self-score in contribution. Persons evaluated high in leadership and their higher interpersonal values were as follows:

Higher Interpersonal Values	Number of Students
I	1
SR	2
IL	1
No higher value	1

Among five students who held Leadership as their highest interpersonal value, only one of them scored herself high in Leadership in managerial rating. Persons who held Conformity or Benevolence did not evaluate self high in Leadership.

CHAPTER V

Summary and Discussion

The objectives of the study were (1) to identify the interpersonal values of the students at home management residence, and (2) to compare students' interpersonal values with managerial ratings. The subjects were thirty juniors and seniors majoring in Home Economics Education at Michigan State University who lived in home management residence during the winter of 1966. The instruments used were the Survey of Interpersonal Value (SIV) to identify interpersonal values of the students and the Rating Scale for Home Management Residence Course (HMCD 332 Theory and Application of Home Management) to determine their managerial scores. The findings on interpersonal values were:

- (a) Thirty students in home management residence obtained higher means in Independence, Support and Recognition, and obtained lower means in Conformity, Leadership and Benevolence than the National College Norms-Female by Survey of Interpersonal Value (SIV).
- (b) None ranked Leadership in very high category, and none ranked Support in very low category.
- (c) The rank order of higher values by thirty students

were: (1) Independence, (2) Support, (3) Recognition, (4) Benevolence, (5) Leadership, (6) Conformity.

- (d) The rank order of lower values by thirty students were: (1) Conformity, (2) Benevolence, (3) Leadership, (4) Recognition, (5) Support, (6) Independence.
- (e) Each student held each of the six values to some degree; nine held a single value strongly enough to be rated as a higher value. Four held no value classes as higher. All others (17) had clusters of two or three higher values.

The comparison of interpersonal values and managerial ratings was made on the basis of individual's higher values as determined by the National College Norms and Managerial self-scores rated by students after three days managership at home management residence.

The findings were:

- (1) Total managerial ratings were not associated with individual specific interpersonal values, since interpersonal values with only two exceptions fell equally above and below the medium point of the managerial scores.
- (2) High ranking managerial components were not associated with a specific higher value individually held.
- (3) Leadership score on managerial rating was not

20

associated with interpersonal value Leadership. Among group relationships, more students evaluated self high in cooperation and contribution rather than leadership. This trend was associated with their higher mean in Support and Recognition and lower means in Leadership as the results of the Survey of Interpersonal Value.

Implication

Each individual has different sets of interpersonal values which need to be interpreted in relation to group living. This descriptive study of interpersonal values and managerial rating was very limited. The relationships between interpersonal values and managerial achievement are not certain. Further investigation needs to be made.

Some implications can be suggested from this study:

(1) Further study is needed to clarify relationships between interpersonal values and managerial achievement. (2) Studies on students' managerial achievement and interpersonal values evaluated not only by self, but by peers are needed.

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APPENDIX

Ranking of Six Interpersonal Values by Students (N=30)

Student	Higher Values	Average	Lower Values
1	I	SR	CBL
2	I	BL	SCR
3	I	CL	SRB
4	I	SRL	CB
5	S	RI	CBL
6	S	RI	CRB
7	B	SRIL	C
8	L	CRIS	S
9	C	IBL	BR
10	SR	IB	LC
11	SR	CB	IL
12	SR	CI	BL
13	SR	CL	IB
14	SR	IB	CL
15	SR	CI	LB
16	BI		SCRL
17	IB	SL	CR
18	IB	SL	CR
19	IL	B	SCR
20	IL	R	SCB
21	IL	R	SRC
22	CB	L	SRI
23	CB	SL	RI
24	CB		SRLI
25	SRI		CLB
26	RIL	S	CB
27	None	SCIB	RL
28	None	SCRBL	I
29	None	SRIBL	C
30	None	SCRIL	B

APPENDIX

Individual Student's Raw Score
By The Survey of Interpersonal Value

Student	S	C	R	I	B	L
1	21	10	13	23	16	7
2	15	9	5	31	21	9
3	15	13	9	27	14	12
4	21	7	14	21	16	11
5	24	11	14	19	15	7
6	26	11	15	19	12	7
7	19	5	12	19	26	9
8	13	13	15	15	18	16
9	13	20	9	15	20	13
10	23	10	18	15	19	5
11	24	13	19	8	21	5
12	23	13	17	19	14	4
13	28	14	21	6	8	13
14	27	10	19	15	18	1
15	27	12	18	19	6	8
16	15	8	9	24	27	7
17	17	10	8	21	24	10
18	17	8	4	25	23	13
19	16	3	4	27	18	22
20	15	11	13	29	2	20
21	14	3	12	29	15	17
22	16	23	8	8	26	9
23	17	21	7	9	23	13
24	14	24	9	6	29	8
25	24	10	18	25	6	7
26	17	5	17	27	8	16
27	21	18	8	18	21	4
28	20	15	13	9	22	11
29	17	10	15	17	19	12
30	20	13	14	18	16	9

To be free to do as I choose	M	L
To have others agree with me .....	.....	.....
To make friends with the unfortunate .....	.....	.....
	M	L
To be in a position of not having to follow orders .....	.....	.....
To follow rules and regulations closely .....	.....	.....
To have people notice what I do .....	.....	.....
	M	L
To hold an important job or office .....	.....	.....
To treat everyone with extreme kindness .....	.....	.....
To do what is accepted and proper .....	.....	.....
	M	L
To have people think of me as being important .....	.....	.....
To have complete personal freedom .....	.....	.....
To know that people are on my side .....	.....	.....
	M	L
To follow social standards of conduct .....	.....	.....
To have people interested in my well being .....	.....	.....
To take the lead in making group decisions .....	.....	.....
	M	L
To be able to do pretty much as I please .....	.....	.....
To be in charge of some important project .....	.....	.....
To work for the good of other people .....	.....	.....
	M	L
To associate with people who are well known .....	.....	.....
To attend strictly to the business at hand .....	.....	.....
To have a great deal of influence .....	.....	.....
	M	L
To be known by name to a great many people .....	.....	.....
To do things for other people .....	.....	.....
To work on my own without direction .....	.....	.....
	M	L
To follow a strict code of conduct .....	.....	.....
To be in a position of authority .....	.....	.....
To have people around who will encourage me .....	.....	.....
	M	L
To be friends with the friendless .....	.....	.....
To have people do good turns for me .....	.....	.....
To be known by people who are important .....	.....	.....
	M	L
To be the one who is in charge .....	.....	.....
To conform strictly to the rules .....	.....	.....
To have others show me that they like me .....	.....	.....
	M	L
To be able to live my life exactly as I wish .....	.....	.....
To do my duty .....	.....	.....
To have others treat me with understanding .....	.....	.....
	M	L
To be the leader of the group I'm in .....	.....	.....
To have people admire what I do .....	.....	.....
To be independent in my work .....	.....	.....
	M	L
To have people act considerately toward me .....	.....	.....
To have other people work under my direction .....	.....	.....
To spend my time doing things for others .....	.....	.....
	M	L
To be able to lead my own life .....	.....	.....
To contribute a great deal to charity .....	.....	.....
To have people make favorable remarks about me .....	.....	.....

	B	L	✓

To be a person of influence	M	L	M	L
To be treated with kindness .....	.....	.....	.....	.....
To always maintain the highest moral standards .....	.....	.....	.....	.....
To be praised by other people	M	L	M	L
To be relatively unbound by social conventions .....	.....	.....	.....	.....
To work for the good of society .....	.....	.....	.....	.....
To have the affection of other people	M	L	M	L
To do things in the approved manner .....	.....	.....	.....	.....
To go around doing favors for other people .....	.....	.....	.....	.....
To be allowed to do whatever I want to do	M	L	M	L
To be regarded as the leader .....	.....	.....	.....	.....
To do what is socially correct .....	.....	.....	.....	.....
To have others approve of what I do	M	L	M	L
To make decisions for the group .....	.....	.....	.....	.....
To share my belongings with other people .....	.....	.....	.....	.....
To be free to come and go as I want to	M	L	M	L
To help the poor and needy .....	.....	.....	.....	.....
To show respect to my superiors .....	.....	.....	.....	.....
To be given compliments by other people	M	L	M	L
To be in a very responsible position .....	.....	.....	.....	.....
To do what is considered conventional .....	.....	.....	.....	.....
To be in charge of a group of people	M	L	M	L
To make all of my own decisions .....	.....	.....	.....	.....
To receive encouragement from others .....	.....	.....	.....	.....
To be looked up to by other people	M	L	M	L
To be quick in accepting others as friends .....	.....	.....	.....	.....
To direct others in their work .....	.....	.....	.....	.....
To be generous toward other people	M	L	M	L
To be my own boss .....	.....	.....	.....	.....
To have understanding friends .....	.....	.....	.....	.....
To be selected for a leadership position	M	L	M	L
To be treated as a person of some importance .....	.....	.....	.....	.....
To have things pretty much my own way .....	.....	.....	.....	.....
To have other people interested in me	M	L	M	L
To have proper and correct social manners .....	.....	.....	.....	.....
To be sympathetic with those who are in trouble .....	.....	.....	.....	.....
To be very popular with other people	M	L	M	L
To be free from having to obey rules .....	.....	.....	.....	.....
To be in a position to tell others what to do .....	.....	.....	.....	.....
To always do what is morally right	M	L	M	L
To go out of my way to help others .....	.....	.....	.....	.....
To have people willing to offer me a helping hand .....	.....	.....	.....	.....
To have people admire me	M	L	M	L
To always do the approved thing .....	.....	.....	.....	.....
To be able to leave things lying around if I wish .....	.....	.....	.....	.....



SURVEY OF INTERPERSONAL VALUES

By LEONARD V. GORDON

DIRECTIONS

In this booklet are statements representing things that people consider to be important to their way of life. These statements are grouped into sets of three. This is what you are asked to do:

Examine each set. Within each set, find the **one statement** of the three which represents what you consider to be **most important** to you. Blacken the space beside that statement in the column headed M (for **most**).

Next, examine the remaining two statements in the set. Decide which **one** of these statements represents what you consider to be **least important** to you. Blacken the space beside that statement in the column headed L (for **least**).

For every set you will mark **one statement** as representing what is **most important** to you, **one statement** as representing what is **least important** to you, and you will leave **one statement unmarked**.

Example

	M	L
To have a hot meal at noon.....
To get a good night's sleep.....
To get plenty of fresh air.....

Suppose that you have examined the three statements in the example, and although all three of the statements may represent things that are important to you, you feel that "To get plenty of fresh air" is the **most important** to you. You would blacken the space in the column headed M (for **most**) beside the statement. Notice that this has been done in the example.

You would then examine the remaining two statements to decide which of these represents something that is **least important** to you. Suppose that "To have a hot meal at noon" is the **least important** to you. You would blacken the space in the column headed L (for **least**) next to this statement. Notice that this has been done in the example.

You would leave the remaining statement unmarked.

In some cases it may be difficult to decide which statement to mark. Make the best decision that you can. This is not a test; there are no right or wrong answers. Be sure to mark **only one M (most)** choice and **only one L (least)** choice in a set. Do not skip any sets. Answer every set. Turn this booklet over and begin.



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RAW SCORE		%
PERCENTILE		%
NORM. GROUP		%

Date _____

Marital Status _____

Grade or Occupation _____

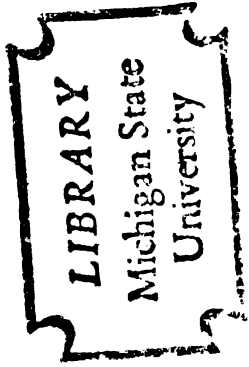
School or Firm _____

RATING SCALE FOR HOME MANAGEMENT RESIDENCE*

Aspect of Management	Below Average	Average	Better than average	Superior	Comments
A. Goals, values and standards					
1. Group relationships.					
a. <u>Leadership</u>					
b. <u>Cooperation</u>					
c. <u>Contribution to the group</u>					
2. Personal development					
a. Managerial characteristics					
1) <u>Observation</u>					
2) <u>Initiative</u>					
3) <u>Responsibility</u>					
b. <u>Acceptance of differences.</u>					
3. Standards (conventional and flexible).					
a. <u>Foods and nutrition</u>					
b. <u>Care of house and own room</u>					
c. <u>Aesthetic standards</u>					
d. <u>Social usage</u>					
B. The managerial process.					
1. Planning					
a. <u>Time and energy</u>					
b. <u>Money</u>					
c. <u>Materials</u>					
2. Controlling the plan in action.					
a. <u>Time and Energy</u>					
b. <u>Money</u>					
c. <u>Materials</u>					
d. <u>Supervision</u>					
3. <u>Evaluation</u>					

Specific points to be rated are underlined.

*Description of points rated are found on pages 505-507 in text.



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