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ABSTRACT

The instructor's guide to the course designed to acquaint supervisors, with such behavioral science theories as motivation, leadership, group dynamics, and change, stresses student participation through group discussion, role-playing, incident-process case discussion, and management simulation or games. The course is organized around four themes (each containing several topics): individual employee (motivation, motivation-hygiene theory, job enrichment, management by objectives, and labor management relations); individual supervisor (leadership styles and communication); employee as part of a group (group decision-making and formulaticn of primary groups); and supervisor as part of a group (specific leadership roles within groups, resistance to change, and problem solving). For each topic (as well as for an introductory section) the guide provides: (1) preparation information including a statement of behavioral objectives and notes to the instructor covering the purpose of the module, main concepts, typical participant reactions, any special advance preparation, reading sources for each module, necessary visual aids and materials, and applicable trade secrets; and (2) a presentation guide which is divided into a right and a left hand section, the former containing detailed topic presentation, and the latter providing, at appropriate points, basic teaching process instructions. Fifty-six pages of course handouts are appended. (JR)

interagency training program

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Supervision and Group Performance

Instructor's Guide

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U.S. Civil Service Commission
Bureau of Training
Washington, D.C.

1975

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

FOREWORD
(Course Information)

PURPOSE

1. Supervision and Group Performance is a course designed to show supervisors their role in group dynamics. It stresses ways in which supervisors can improve the effectiveness of their work groups from a behavioral point-of-view.

2. In this program, participants will become familiar with a number of behavioral science theories covering such topics as: motivation, leadership, group dynamics and change. We have found that these theories tend to bring to the conscious level what innumerable managers in various situations have practiced in a sub-conscious manner. Moreover, these theories are a product of accumulated managerial experiences which surpass individual notions of human behavior.

3. Equipped with these theories, participants will be given the opportunity to analyze situations in their respective work environments as well as in the class environment. The classroom provides opportunities for practice in analysis and perhaps the trying out of new behaviors in a fairly non-threatening atmosphere. The ultimate responsibility for analysis and practice however lies with the individual participant in his home agency.

4. As groundwork for analyzing group behavior it's important to understand the prime role of supervisors (leadership) and the prime responsibility of employees (motivation).

5. Therefore, the program is organized around four basic themes: The Employee as an Individual; the Supervisor as an Individual; the Employee as Part of a Group; the Supervisor as Part of a Group. The "Individual" topics include motivation and leadership styles; the "Group" topics include characteristics, structure, and dynamics of groups. The specific objectives and expected outcomes will be more fully treated in the Notes to the Instructor at the beginning of each session.

6. The implication throughout the course is that people are growing individuals rather than stagnant "positions". The assumption base and methodologies presented suggest that effective managers are in the business of "growing people" much as a farmer grows crops. The people and crops do the growing; the manager and farmer provide the most conducive environment for that growth.

FORMAT

1. Layout of Main Themes - As previously mentioned, the course is organized around four main themes: Individual Employee; Individual Supervisor; Employee as Part of a Group; Supervisor as Part of a Group. The topics--Motivation, Job Enrichment, Styles of Leadership, Communication, Group Processes in Decision-making, Formulation of Primary Groups, Specific Leadership Roles within Groups, Resistance to Change and Problem Solving--fall within these four themes. Each of the four main themes will be introduced on a special page with a listing of the specific topics covered.

2. Layout of Sessions - Each session will be divided into two main parts: the preparation and the presentation. The preparation section will contain the following items:

   Preparation Section:

   a. Statement of "Objectives" in terms of measurable, behavioral outcomes.

   b. "Notes to Instructor" which will usually cover most of the following points:

      1) purpose of module

      2) main concepts

      3) typical participant reactions

      4) any special advance preparation

      5) reading sources for each module

      6) necessary visual aids and materials

      7) applicable trade secrets

   Presentation Guide:

   a. The presentation guide is organized in the following manner. Each page is divided into two sections with the right hand section containing the detailed presentation. The left-hand side contains basic teaching process instructions such as "handouts", "question", "table group", "discussion" etc. Any special instructions within the body of the presentation are designated by parentheses and introduced by the heading "Note to Instructor". Key points to be brought out in discussions are under the title, "Key Points" with each point preceded by an asterisk.

3. Behavioral Objectives - Each session is preceded by a set of objectives stated in behavioral terms. They state what a successful learner should be able to do at the end of the session. The objectives are limited to visible activity displayed by the learner. Hopefully other things result that aren't as measurable, but only those behaviors that are obvious through observation are listed as objectives.

4. A Few Suggestions and Comments - As comprehensive as this manual may appear to be, it should be regarded as a general guide. Although you are encouraged to put the main content in your own words, the progression of themes should remain relatively fixed. Topics within these themes, however, could be rearranged to suit the instructor and the group.

   The manual is written in step-by-step fashion, but the subjects are treated in detail rather than in general outline form. As a result, it requires both serious advance study and your own strategic underlining or personal notes for easier classroom presentation.

INSTRUCTIONAL METHODS

1. Participative rather than Lecture

   a. Androgogy is a phrase coined by Professor Malcolm Knowles (Boston University) to identify the emerging technology of adult learning. He makes the following assumptions about the characteristics of adult learning:

      As a person matures,

      1) his self-concept moves from one of being a dependent personality toward one of being a self-directing human being;

      2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning;

      3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and

      4) his time perspective changes from one of postponed application; and accordingly, his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.

   b. The adult has moved out of the full-time passive student role into the role of "doer". With this change comes the need to

be treated with respect, to be in charge of one's own decision process, and to be seen as a unique individual. His experience may be the biggest asset--and in some cases, a monumental liability. While past experiences are great as comparisons and benchmarks for the consideration of new experiences, those experiences often establish habits and patterns of thought difficult to alter. Nevertheless, to deny the learner's experience is to thwart the greatest potential available. Things really happen when the learner connects the educational experiences with "real life".

c. In accordance, the instructor's role is redefined into that of a facilitator of learning, a guide and a resource. He creates an environment and/or a set of experiences from which the student can learn. The lecture method encourages passivity so should be indulged in sparingly and, when utilized, be reinforced through discussion or small group activities.

d. Whether a classroom experience be role-playing, film, management simulation, or case-study, the processing of the experience or discussion afterward is of prime importance. Therefore, some guidelines for leading a discussion are included.

2. Specific Participative Methods

a. Group Discussion Method

1) The structured discussion is used to provoke the kind of involved reflection that adds to the growth of the participants. The process of thinking about the questions and the willingness to engage in the discussion is more important than right or wrong answers.

2) In order for the group to exchange ideas and determine how new ideas apply to them, the leader must stimulate the process by asking questions more than one way, by paraphrasing, and by directing the conversation toward the goals set for the session. The line of questioning can follow a kind of Continuum,--progressing from observable facts (without opinion), to ideas and opinions, then to feelings about those ideas.

Example: The group has seen a film on role stereotypes. The questions might progress in this way:

a) What roles did you see portrayed in the film that were essentially masculine? feminine? (observation)

b) What do you think are some pitfalls of roles being imposed by a society? (opinion)

c) What roles did you identify with in the film? Is it possible to buck society's expectations of us? (feelings; self-application)

3) In preparation for leading a discussion:

a) Set a goal(s) for the discussion--What are you trying to accomplish?

b) Develop probe questions that lead toward the goal(s).

c) Develop open-ended questions that don't contain a specific implied answer.

4) When leading a discussion:

a) Guide the thinking of your group via the prepared probe questions. Amplify, clarify and summarize the ideas generated.

b) Be aware of the participation or non-participation of each member of the group. You are searching for some form of involvement from the majority of participants.

c) Don't approve or disapprove, i.e., "I like what you're saying." Just listen, paraphrase when needed for further clarification, ask questions, and draw them out.

b. Role-Playing

It's a method of portraying human interaction in imaginary situations in such a manner that realistic behavior is elicited.

A situation is presented to the group and some members are asked to assume roles and to enact the situation toward some resolution. Occasionally other participants observe the behavior of the role-players. The scene may be carried to a resolution or the instructor may stop it at some critical point in the action. Following the scene, observations of the audience, as well as thoughts and feelings of the role-players, are reported and discussed by the group. In this way, faulty diagnoses, alternative actions, and discrepancies between diagnoses and action can be identified.

Role-playing is an exceptionally flexible method which can be used for a variety of purposes under many different conditions.

The method is used in "The New Police Beat" (Session VI) and in "Choosing a Color" (Session VIII).

c. Incident-Process Case Discussion

A brief printed description of an incident requiring adjudication or decision is presented; the group must decide what additional information is required.

The discussion leader, usually but not necessarily an instructor, is provided with additional background and factual material which he furnishes only as members of the group request specific items of information. If the information is not requested, the discussion leader does not provide it. Thus, students may finally be required to decide a case on the basis of only partial information because they failed to elicit all data needed to make a valid decision. After obtaining the desired information, each student writes his decision and the supporting reasons for it. The decisions are presented publicly by the students and debated with pressure by the leader toward arriving at a common conclusion.

The method is used in the "John Timonium Case" (Session X), although in a modified version.

d. Management Simulations or Games

Games are kinds of experimental techniques for making various phenomena more real and immediate.

The game is a simulation of a real management operation; it is easy to grasp even though it actually reflects a complex reality. It requires individuals to interact in a group thus providing much learning material based on conceptual behavior vs. actual behavior.

Observers are frequently selected from among the learners. They are briefed and record each group's behavior under such headings as:

1) Leadership within the groups

2) Use of people resources

3) Participation

4) Roles taken by members

5) Subgroups

6) Decision-Making in groups

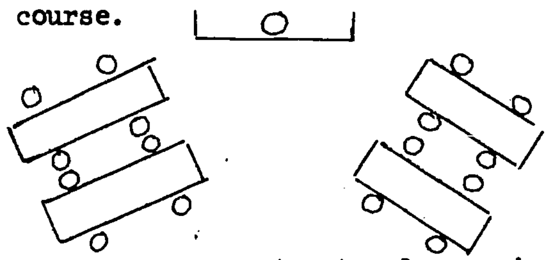
In post-game feedback sessions with the group, observers can help participants think through their own performance and gain insight into their behavior.

This method is used in "Heliport" (Session IX). The game is used as an integrator of course concepts presented to that point in time, and is completely behavioral in nature.

The method is also used in modified form in "The Game of Life" where competition within organizations is simulated.

3. Suggested Room Arrangements

We suggest any room arrangement which facilitates group involvement and participation. One that works successfully in Supervision and Group Performance is the chevron-style of table positions. It encourages small group discussions and interaction which is so much a part of the course.



The course's frequent use of structural experiences necessitates a minimum class size of twenty-four with a maximum of thirty.

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SUPERVISION AND GROUP PERFORMANCE

Session I

INTRODUCTION OF COURSE

Objectives

Participants will be able to:

1. Introduce to the class at large one other participant by name and background.

2. Use the first names of the majority of participants.

3. Discuss their opinions concerning specific supervisory questions.

Notes to Instructor

Purpose:

1. Introduce participants to course format and objectives.

2. Cover administrative details.

3. Introduce self and have participants introduce one another to create comfortable atmosphere at outset.

4. Encourage participants to focus in on the course content and to reveal their thoughts and ideas on the major topic areas.

Main Concepts:

This course depends on a high level of participation to be successful. The more participants feel a part of the group, the more immediate and believable the content of the program will be. In short they will be living the content while examining it. Therefore, take the introduction seriously but be loose because it will set the tone for the whole program. These warm-up exercises are fun and relax people but they are not the only ones you could use. See Pfeiffer and Jones, <u>A Handbook of Structured Experiences for Human Relations Training</u> for further ideas. Most participants initially expect an unimaginative, "typical" beginning to a course. Consequently, they are often surprised by the light-hearted introduction. Some become self-conscious; others enjoy it. Despite their reactions, the objective of breaking down barriers is quickly accomplished.

Be explicit about the objectives you wish the participants to achieve--both in this session and in all ensuing sessions. In other words, write the expected outcomes on a flipchart or express them orally prior to each major presentation. This approach creates behavioral goals toward which participants can direct their energies. Stress that other outcomes will certainly be forthcoming within the affective domain but unfortunately they're less measurable.

Spending some time on the route participants will take through the week, via the course outline, also satisfies the security needs of individuals in that they will have an idea of the general skeleton that the week's content will flesh out.

It's useful to change the seating arrangements throughout the week to give participants an opportunity to interact with a variety of individual participants. The frequent seating mix-up also demonstrates the change in group characteristics with new group memberships. Different goals emerge; different communication patterns develop. And perhaps most importantly, individuals frequently play different roles within each new group, being a leader in one group, an active contributor in another, or a follower within another. There are a number of different methods for changing seating arrangements. Grouping people by astrological signs, color of hair, eyes, types of clothing or simply counting off in numbers are a few ways which have been used. Use your imagination in coming up with new ways to arrange seating patterns.

Materials

Visual Aids:

Flipchart easel
Flipchart
Felt Pen

Game Materials:

"Cocktail Mix"-- 1 large (12" x 20") sheet of cardboard for each participant

Ball of string and 1 pair scissors

Felt-tip pens for all participants preferably in colors

Tape recorder

Cassette tape of background music

Handouts:

"6 Main Supervisory Questions"

Resource Materials:

Pfeiffer, J. William and John E. Jones, "Variations on "Who Am I?: A Cocktail Mix" pg. 3, *A Handbook of Structured Experiences for Human Relations Training* Vol. III, Iowa: University Associates Press, 1971.

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SUPERVISION AND GROUP PERFORMANCE

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For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price $3.95
Stock Number 006-000-00870-4

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DAY V:

AM	Session X	• Scientific Method of Problem-Solving • Course Integration Problem ("The Case of John Timonium") • Change: Force Field Analysis

- THE HISTORY OF TIMONIUM'S WORK GROUP (X-H5)
- THE CASE OF JOHN TIMONIUM-METHOD ANALYST'S REPORT (X-H6)

The three articles from Harvard Business Review are not included in the package of participant handouts. They may be purchased from the Harvard Business Review, Reprint Service, Soldiers Field, Boston, Massachusetts (617 495-6192). As of March, 1975 the cost was:

5 reprints..............$3.00
6-100 reprints (each)... .50
additional 100s.........25.00

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SUPERVISION AND GROUP PERFORMANCE

HANDOUTS

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Session II - Parts I and II	• MOTIVATION QUESTIONNAIRE (II-I-H1) • MOTIVATION - MASLOW'S NEEDS HIERARCHY (II-II-H1) • Herzberg, Frederick, "ONE MORE TIME: HOW DO YOU MOTIVATE EMPLOYEES?" Harvard Business Review Reprint, Jan.-Feb. 1968
Session III - Part I	• JOB ENRICHMENT (III-I-H1) • PRINCIPLES OF VERTICAL JOB LOADING (III-I-H2) • BRAINSTORMING (III-I-H3)
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Session IV	• Tannenbaum, Robert and Warren H. Schmidt, "HOW TO CHOOSE A LEADERSHIP PATTERN", Harvard Business Review Reprint, May-June 1973 • LEADERSHIP (IV-H1) • THE BEST LEADERSHIP STYLE (IV-H2)
Session V	• COMMUNICATIONS (V-H1) • ROLES PEOPLE PLAY (V-H2) • WHAT DO WE MEAN BY A GROUP (V-H3) • Lehner, George F. J., Ph.D., "AIDS FOR GIVING AND RECEIVING FEEDBACK" (V-H4) • Rogers, Carl R. and F. J. Roethlisberger, "BARRIERS AND GATEWAYS TO COMMUNICATION", Harvard Business Review Reprint, July-August 1952

Session VI

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SUPERVISION AND GROUP PERFORMANCE

SCHEDULING GUIDE

MONDAY

FROM	TO	ACTIVITIES
8:30	9:00	Explanation of objectives Administrative information
9:00	10:00	Introduction of participants: "THE NAME GAME" "COCKTAIL MIX"
10:00	10:15	BREAK
10:15	11:30	Introduction to course content: SIX MAIN SUPERVISORY QUESTIONS
11:30	12:30	LUNCH
12:30	4:00	Motivation: .HIERARCHY OF NEEDS .MOTIVATION-HYGIENE THEORY .INTRODUCTION TO JOB ENRICHMENT

TUESDAY

FROM	TO	ACTIVITIES
8:30	9:15	Review of yesterday Job Enrichment: .film "JOB ENRICHMENT IN ACTION" .small discussion

TUESDAY, continued

FROM	TO	ACTIVITIES
9:15	10:15	Job Enrichment: BRAINSTORMING PRACTICE
10:15	10:30	BREAK
10:30	11:15	Job Enrichment: BRAINSTORMING FOR MOTIVATORS
11:15	11:30	Job Enrichment: SCREEN OUT NON-MOTIVATORS
11:30	12:30	LUNCH
12:30	2:15	Leadership Styles: •film "STYLES OF LEADERSHIP" •discussion
2:15	2:30	BREAK
2:30	4:00	Communication Feedback: ACTIVE LISTENING
OPTIONAL MODULE		Management by Objectives
OPTIONAL MODULE		Labor Management Relations
(One or both are available to be introduced after Job Enrichment)		

WEDNESDAY

FROM	TO	ACTIVITIES
8:30	10:15	Group Decision-Making: "POLICE BEAT"
10:15	10:30	BREAK
10:30	11:30	Trust and Cooperation; Group Characteristics: "THE GAME OF LIFE"
11:30	12:30	LUNCH

WEDNESDAY, continued

FROM	TO	ACTIVITIES	
12:30	1:15	Group Characteristics: discussion on "THE GAME OF LIFE"	
1:15	2:15	Group Think: •film "GROUP DYNAMICS: GROUP THINK" •discussion	
2:15	2:30	BREAK	
2:30	4:00	•Roles People Play in Groups •Shared Leadership •Supervisor as Completer-of-Group-Action	"CHOOSING A COLOR"
OPTIONAL MODULE (Also available to be introduced after Group Decision-Making)		Labor Management Relations	

THURSDAY

FROM	TO	ACTIVITIES
8:30	11:45	Integrator of Course Concepts: "HELIPORT"
11:45	12:45	LUNCH
12:45	2:45	Integrator of Course Concepts: Small group discussions
2:45	3:00	BREAK
3:00	4:00	Integrator of Course Concepts: Large group discussion Person-in-the-Middle

FRIDAY

FROM	TO	ACTIVITIES
8:30	9:15	Scientific Method of Problem-Solving
9:15	11:30	Course Integration Problem: THE CASE OF JOHN TIMONIUM
11:30	12:30	LUNCH
12:30	1:30	Course Integration Problem: Discussion
1:30	1:45	BREAK
1:45	2:45	Change: FORCE-FIELD ANALYSIS Summary
2:45	3:30	Course Closing Activities

SUPERVISION AND GROUP PERFORMANCE

Session I

INTRODUCTION OF COURSE

Presentation

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

1. (Welcome participants. Give administrative information such as:

   * registration forms

   * hours of daily sessions

   * lunch and coffee breaks

   * emergency phone number

   * standard of informality)

2. Supervision and Group Performance has the goal of closely examining leadership and group behavior. We'll be studying group dynamics in order to better understand ways in which a supervisor can build and/or maintain an effective team.

3. Over the years, the presentation methodology has become increasingly participative to reflect both our changing philosophy of learning plus the changing expectations of participating supervisors. The goals and general subject matter reamins intact, but the ways in which those goals are achieved has changed in the direction of involvement.

4. One of the reasons for participation is to utilize all your experiences and knowledges. Together, you probably have an accumulation of more than 100 years' experience. I can't compete with that. What I do have is the time to study behavioral concepts and the latest findings in management that I can share with you.

5. Another reason that we stress participation is that strong learning takes place as a result of "doing", of manipulating the material, of involvement.

FLIPCHART

"I hear and I forget
I see and I remember
I do and I understand"
Confucius

Participation is not the best way for imparting a large amount of information--lecture is better. However, participation is a method that can help people discover:

a. What they know and don't <u>know</u> in regard to a limited range of topics

b. What they and others <u>think</u> about these topics

c. What they can <u>do</u> with what they know. Can they put the ideas into practice?

6. Participation involves a dual responsibility:

Instructor's responsibility:

a. To present the concepts and

b. To provide environments in which you can work with the ideas.

Participant's responsibility:

a. To involve yourself in whatever environments are provided for you in order to relate the concepts to your particular situation or to discard if inappropriate.

7. Some of the participative methods that you'll be involved in are:

a. Role-playing

b. Small group discussions

c. Management simulations (games)

d. Films

In addition, there will be lecturettes and some reading material.

8. So that you will have an idea as to where we're headed throughout the week, I have an outline on the flipchart:

FLIPCHART

. INDIVIDUAL EMPLOYEE

. INDIVIDUAL SUPERVISOR

. EMPLOYEE AS PART OF A GROUP

. SUPERVISOR AS PART OF A GROUP

As you can see, we'll be moving from individual considerations to group considerations. We cover within the "Individual" categories the primary role of a supervisor $\longrightarrow$ leadership, and the primary responsibility of the employee $\longrightarrow$ motivation. With a basic understanding of these two areas, we'll be more prepared to move on to group behavior.

Specifically, the subjects covered will be:

FLIPCHART

. <u>INDIVIDUAL EMPLOYEE</u>

* MOTIVATION

. <u>INDIVIDUAL SUPERVISOR</u>

* ANALYSIS OF LEADERSHIP STYLES

* COMMUNICATION FEEDBACK

. <u>EMPLOYEE AS PART OF A GROUP</u>

* GROUP DECISION-MAKING

* CHARACTERISTICS OF PRIMARY GROUPS

* COOPERATION vs. COMPETITION

* GROUP-THINK FACTORS

* ROLES PEOPLE PLAY IN GROUPS

. <u>SUPERVISOR AS PART OF A GROUP</u>

* LEADERSHIP AS A ROLE

* SUPERVISOR AS COMPLETER-OF-GROUP-ACTION

* SUPERVISOR AS PERSON-IN-THE-MIDDLE

* ROLE AS PROBLEM-SOLVER

* ROLE AS AGENT OF CHANGE

9. Before getting into the content of the course, let's spend some time getting to know one another.

10. I have a game which almost invariably teaches you the first names of everyone in the group within just a few minutes versus the usual several days. It's appropriately called "The Name Game".

"NAME GAME" (form circle) NOTES TO INSTRUCTOR

11. "THE NAME GAME"

NOTES TO INSTRUCTOR:

a. (Have participants sit in a circle; you want everyone to be able to see everyone else)

b. (You demonstrate the process to the group which is:

- The "first person" in the circle says his first name (Jason)

- The "second person" says the first person's name plus his/her own (Jason-Dana)

- The "third person" says the two previous persons' names plus his/her own (Jason-Dana-Jack)

- Continue around the circle until the last person says everybody's name prior to his/her own)

c. (People will groan, particularly those at the end of the circle. However, the last positions in the circle are frequently the easiest, because the names have been repeated often enough that they are cemented in those participants' heads.)

12. We now know each others' names, but very little about each other. Let's get some information through more extensive introductions. A fun but effective way of learning about one another is via the game "COCKTAIL MIX". It's like a cocktail party with the exception

of 1) prohibition of alcohol, 2) prohibition of talking. Where's the cocktail party then? You walk around and mingle--and eventually, you do get to talk.

GAME "COCKTAIL MIX" -- (Group introduction)

13. "COCKTAIL MIX"

NOTES TO INSTRUCTOR

NOTES TO INSTRUCTOR:

a. (Participants introduce themselves through visual rather than verbal means.)

b. (They are provided with sheets of cardboard--approximately 12" x 20" or just half of a kraft folder, a variety of colored thick felt-tip pens, and string to hang the sheets around their necks.)

c. (On these sheets, they share information about themselves visually.

EXAMPLES:

1) May draw pictures of themselves: caricatures, cartoon strips, etc.

2) May illustrate important events and/or interests in their lives.

3) Specialty groups such as musicians, engineers, and chemists may depict themselves in their own symbols.)

(The possibilities are endless, limited only by the degree of participant ingenuity.)

d. (After about ten minutes devoted to the visual representations, participants tie the completed sheets around their necks in "sandwich board" style.)

e. (As soft music plays in the background, participants circulate in cocktail party fashion but without speaking for approximately five to seven minutes.)

f. (After this non-verbal phase, participants return to three or four individuals that they thought interesting, based on the previous encounters--and speak to one another. This takes another ten minutes.)

14. Now that we have somewhat of a feel for who we'll be working with this week, I'd like to have you concentrate within your table groups on the course's main subject areas.

HANDOUT — "6 Main Supervisory Questions"

TABLE GROUP DISCUSSION — Each table group will deal with the same six supervisory questions. The discussion questions serve as a vehicle to help you:

a. focus in on the course content

b. give me an idea how you feel about and perceive each area

15. Tackle the questions as a group. The importance doesn't necessarily lie in "the answer" arrived at, but rather in the process of discussion.

16. The groups will report out when they're finished, probably about one half hour from now.

TABLE GROUPS REPORT OUT — 17. (Groups report out:)

a. (Have every group report on the same question before moving on to the next one.)

FLIPCHART — b. (Report information on a flipchart under each question heading.)

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

THEME	
INDIVIDUAL EMPLOYEE	
• Session II (Part I)	•Motivation
• Session II (Part II)	•Motivation-Hygiene Theory
• Session III (Part I)	•Job Enrichment
• Session III (Part II)	•Management by Objectives (OPTIONAL)
• Session III (Part III)	•Labor Management Relations

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session II - Part I & II

.MOTIVATION
.MOTIVATION-HYGIENE THEORY

Objectives

Participants will be able to:

1. Define Motivation

2. Identify Universal Needs as delineated by Abraham Maslow

3. Differentiate between motivation and "movement" within the job setting, as defined by Frederick Herzberg

4. Complete the first two steps of Job Enrichment

Notes to Instructor

Purpose:

1. To provide the first building block toward the understanding of group behavior through recognition of universal need levels that affect each individual within a group.

2. To show the impact of various motivation levels on group performance.

3. To show that worker motivation can be increased by making whole jobs reinforcing.

Participant Reactions:

Frequently, participants initially accept both Maslow's and Herzberg's theories. It's useful to ask "Devil's Advocate" questions to facilitate exploration and discussion of issues raised by exposure to their theories.

Because society has stressed the hygiene or external factors in getting people to do a job, people tend to believe that motivation is something you do to somebody. Money, in particular, is regarded as the supreme motivator. This conditioning frequently interferes with acceptance of the motivation-movement separation. Therefore, a questionnaire is introduced at the beginning of the session that questions the participants' "best" and "worst" work experiences. At this point, exposure to Herzberg's Motivation-Hygiene theory is yet to come--and the feelings recorded on the confidential (always stress this) questionnaire are not contaminated by knowledge of the theory. At the end of the session, the "best" and "worst" experiences are labeled by their authors as motivators or hygiene factors.

The results of the questionnaire generally bear out the contention that the lack of good hygiene results in dissatisfaction and the presence of motivators results in satisfaction. Hygiene factors, when present, move people temporarily; motivators motivate people over a longer period of time.

Materials

Visual Aids:

Chalkboard and chalk
Flipchart easel
Flipchart
Felt-tip pen
Overhead projector
Movie projector
Screen

Film:

"Kita (or What Have You Done For Me Lately?)" BNA Communications, 9401 Decoverly Hall Road, Rockville, Maryland 20850

Transparencies:

Maslow's Hierarchy of Needs #1
Maslow's Hierarchy of Needs #2

Handouts:

Motivation Questionnaire
Motivation - Needs Hierarchy
Herzberg, Frederick, "One More Time: How Do You Motivate Employees?", Harvard Business Review Reprint, Jan-Feb 1968.

Resource Materials:

Maslow, Abraham H. Motivation and Personality, New York: Harper and Row, 1954.
Herzberg, Frederick. Work and the Nature of Man, New York: World Publishing, Times Mirror, 1966.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session II - Part I

MOTIVATION

Presentation

HANDOUT

1. "Motivation Questionnaire"

2. The questionnaire contains two questions:

   a. "Describe the best experience you ever had on your job (or job you once had)"

   b. Describe the worst experience you ever had on your job (or job you once had)"

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

3. (You want the participants to be specific in their answers so it's important that you stress the form's confidentiality. When the motivation module--Maslow's Hierarchy of Needs and Herzberg's Motivation-Hygiene theory--is completed, participants will label their answers as either due to a hygiene factor or a motivator. The responses are then tallied on the board. The best job experiences always come out heavily as motivators, and, very frequently, the worst experiences are due to hygiene factors. If the worst experiences were labeled by many as motivators, it pays to check out the labelling; the majority of the time it develops that a lack of motivators were present, thus being poor hygiene. In other words, their answers were mislabeled. This questionnaire and labelling process is effective in pointing up the validity of the theories presented.)

4. Take 7-10 minutes to fill out the questionnaire on an individual basis.

   a. It's confidential, so be specific

   b. It will be used as part of a poll at the end of the module

   c. Set it aside temporarily

5. If the supervisor's job is perceived as "getting the job done through people," a motivated work force turning out an effective product is extremely desirable. But how do you get motivated employees? How do you get an individual to do what you want him to do?

6. Let's first come together on what we mean when speaking of motivation. The root of motivation-motive-is composed of two elements:

   a. Drive - biological energy

   b. Reward - Goal toward which energy is directed
      - Goal is perceived as rewarding based on the individual's past experiences

   EXAMPLES:

   "I'm hungry so I go across the street to a restaurant that serves ham sandwiches"
   DRIVE: Movement toward restaurant
   REWARD: Food in stomach plus additional taste reward

   "If it suddenly rains on my way to the restaurant, I'll run for shelter"
   DRIVE: Running toward shelter
   REWARD: Dryness and comfort provided by that shelter

   In both instances, I am motivated.

7. But you don't move in any direction unless you feel the need. If you are tired, you feel the need for a bed, a warm bath, or whatever would make you feel less tired. You direct your energy toward satisfying that need.

8. Motivated behavior does not take place unless there is a need.

   In the previous examples, my needs were:

   . hunger
   . comfort

   Motivated behavior is directed toward satisfying an unmet need or desire.

If the need is met, there is no motivated behavior. I am not motivated to have pie a'la mode after having eaten a 7-course meal--my hunger and taste needs have been met.

9. Even though each person is an individual with his or her own ways of relating to the world, individual actions fit into a larger framework of universal needs.

QUESTION (list on board)

10. What do you see as needs that <u>everybody</u> has?

(Response)

We can break these out into two major groups:

INDICATE ON BOARD WHICH ARE PHYSICAL OR PSYCHOLOGICAL

PHYSICAL	PSYCHOLOGICAL
(air, sleep, food, etc.)	(social, ego, achievement, etc.)
- universal - animals share these needs	- unique to humans - individualized in terms of how we seek to satisfy these needs

11. Abraham Maslow, one of our great motivational psychologists, developed a theory of motivation.

His theory positions these universal needs in a hierarchy.

QUESTION

12. Why would he put needs in a Hierarchical Model?

<u>KEY POINTS:</u>

* People must satisfy the lower needs first; then they can move to higher needs.

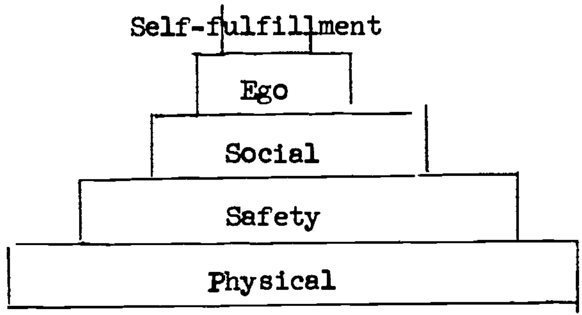
  It's like a ladder: you're secure on the first rung before moving up the remaining rungs

* A hierarchy implies upward movement

* People can both progress and regress on this pyramidal model

DIAGRAM OR TRANSPARENCY

13. "MASLOW'S HIERARCHY OF NEEDS #1"



MASLOW'S THEORY:

14. Man's needs are organized in a series of levels--a hierarchy of importance. At the lowest level, but preeminent in importance when they are thwarted, are his physical needs. Man lives by bread alone, when there is no bread. His needs for love, for status, for recognition are inoperative when his stomach has been empty for while. But when he eats regularly and adequately, hunger ceases to be an important need.

15. A satisfied need is not a motivator of behavior! Consider your own need for air. Except as you are deprived of it, it has no appreciable motivating effect upon your behavior.

16. When the physical needs are reasonably satisfied, needs at the next higher level begin to dominate man's behavior--to motivate him. And so it continues up the hierarchy, with satisfaction at one level allowing the emergence of needs at the next level.

17. The most important point is that an individual is dominated and his behavior organized only by unsatisfied needs. He is motivated to satisfy those needs that remain unmet.

18. Let's go through Maslow's Hierarchy Model.

a. Physical needs are the most basic, the ones man can't live without.

QUESTION

1) Which ones are on the list? What else?

(Response)

*Food	Air
Sex	Protection from the elements
Sleep	Water
Exercise	Etc.

2) When you get a full stomach, you begin to think about how you can guarantee hunger satisfaction over a long period of time. You are motivated now by safety needs.

b. <u>Safety needs</u>--needs for protection against danger, threat, and deprivation

QUESTION

1) Which ones on the list? What else?

(Response)

* Security	Freedom from fear
Stability	Freedom from anxiety and chaos
Dependency	Need for structure, order, law, limits, etc.
Protection	

2) EXAMPLE: Children need some structure to their world, a routine, rules, etc. to keep them from feeling anxious and unsafe. Permissiveness within limits is therefore preferred by children.

- Adults, too, need orderliness and protective rules; the concern is for general risk avoidance
- On the job, the need is for the "fairest possible break"
- Rituals, habit patterns, marriage and cliches satisfy these needs

QUESTION

3) How are these needs met on the job?

(Response)

* Retirement
  Health insurance
  Appeal rights
  Salary
  Etc.

QUESTION

4) If these needs are fairly well met on the job, are the safety needs active motivators?

5) When an individual is no longer fearful of his physical welfare, he will begin to hunger for affectionate relationships with people in general. These are the social needs.

c. Social needs--needs for belonging, for association, for acceptance, for giving and receiving friendship and love.

1) People desire a place in a group, in a family; desire "roots", a neighborhood

EXAMPLES: Clubs, fraternities, fashion, personal-growth groups

2) Management needs to work with the natural "groupiness" of human beings

* when organizational controls are at odds with these social needs, employees may become uncooperative and resistant
* many studies indicate that tightly-knit groups work better toward achieving goals than an equal number of separate individuals

QUESTION

3) How are these needs met within your work situation?

4) Beyond the needs for love and belonging are the needs to "stand out", to be special in some way. These are the EGO or ESTEEM NEEDS.

d. Ego needs--needs for high evaluation of self and for the esteem of others

1) EXAMPLES:

Strength Achievement Adequacy Mastery Competence Confidence	relate to one's self-esteem
Reputation Prestige Status Fame, glory Recognition Appreciation	relate to deserved esteem from other people

2) Satisfaction of the Ego Needs leads to feelings of self-confidence and worth; thwarting of the needs produces feelings of inadequacy and inferiority.

3) It's dangerous to heavily base self-esteem on opinions of others rather than real competence and adequacy to the task.

4) This level of needs is rarely satisfied in the sense that individuals seek more and more satisfaction once these needs have become important.

QUESTION

5) To what degree are these needs met in your employees' job situations?

6) Specifically, how are they met?

7) When all the previous needs are sufficiently met, there emerges yet another need--a new discontent: the need for self-fulfillment.

e. Self-fulfillment needs--need for realizing one's potentialities, for continued self-development--to become everything that one is capable of becoming.

1) EXAMPLES: It may take the form of the desire to be an ideal mother or it may be expressed asthetically, or in painting, or in inventions.

2) The clear emergence of these needs rests upon some prior satisfaction of the physical, safety, social, and ego needs.

3) These four lower needs are referred to as deficiency needs whereas self-fulfillment is a growth need.

4) The distinction between the two is that failure to meet lower-level deficiency needs results in actual physical or psychological illness.

5) EXAMPLE:
- Dietary deficiencies lead to physical sickness
- Deprivation of social and ego needs results in passivity, hostility, resistance--all behavioral consequences of the sickness: "thwarting of higher need satisfaction."

6) As long as man struggles with satisfying the deficiency needs, the self-fulfillment need remains dormant. But once the growth needs emerge, they can never be satisfied.

7) You'll notice that the hierarchy diagram reflects this by being open on top.

QUESTION

8) Do you see any growth needs among your employees? How does management respond to these needs?

19. Let's look at the Hierarchy of Needs in a different way:

DIAGRAM OR TRANSPARENCY

20. "MASLOW'S HIERARCHY OF NEEDS #2"

a. How to read transparency:

1) The various need levels are represented by a graph rather than a pyramidal diagram.

2) Read the graph from left to right with the physical needs on the left and the self-fulfillment needs on the right.

3) The peak of the curve represents a completely unsatisfied need. It represents motivation at its height within that need area.

4) The downward curve indicates decreased motivational strength. The need is beginning to be satisfied.

5) As one need decreases, the next highest need gains strength. Notice a trade-off point where the motivational force is equal.

6) This next higher level peaks out and motivates you; then you behave in order to satisfy this need, etc.

b. You'll notice that all the needs are present on the graph at all times, just as they are in human beings. It depends on the individual situation as to which need(s) is strongest.

If the physical need is stronger than safety, you're motivated to satisfy the physical first.

If war was waged in our own country, ego and social needs would probably drop to the background for many--with the new emphasis on physical and safety needs.

c. Different needs are emphasized at different times.

QUESTION

d. What implications does such a Hierarchy of Needs have for management?

KEY POINTS:

* When a manager tries to reinforce or extinguish behavior, it's important to know which needs are active within the individual rather than those that he thinks ought to be active.

* The general level of unsatisfied needs changes as society develops. Society and organizations have provided for physical and safety need satisfactions; therefore, motivational emphasis is shifted to social/ego/self-fulfillment needs.

* Unless there are opportunities at work to satisfy the higher-level needs, people will be deprived and their behavior will reflect it.

* If higher needs are thwarted, people will direct their energies on the job toward more money in order to gain limited higher need satisfaction through material goods.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

21. (There follow two optional wind-ups to this session. One is a large group discussion of the theory's application and implications. The other one has table groups discuss applications, with subsequent sharing with the larger group.)

OPTION I:

STIMULUS QUESTIONS AND FURTHER IDEAS

22. Does it make sense to you?

23. Are incentive plans motivators?

* Probably not; the physical and safety needs are already met.

24. Learning determines which way needs will be met.

* "Different strokes for different folks."

25. Needs of younger employees? Differ from those of older employees? Why or why not?

26. How do you relate the "Generation Gap" to Maslow's Hierarch of Needs?

   a. Older generation - Went through the Depression
      - Unsatisfied physical and safety needs resulted in a Security Needs fixation
      - Subsequently attempted to satisfy these needs through accumulation of material goods

   b. Younger generation - Security needs were well taken care of by security-fixated parents; therefore, at an early age, they were able to be motivated by higher needs.

OPTION II:

DISCUSSION TABLE GROUPS

27. What opportunities are provided your employees for all five needs to be satisfied? Specifics.

28. How are need levels manifested in your work group?

   - Any need more common that others?

   (Then, discuss in large group)

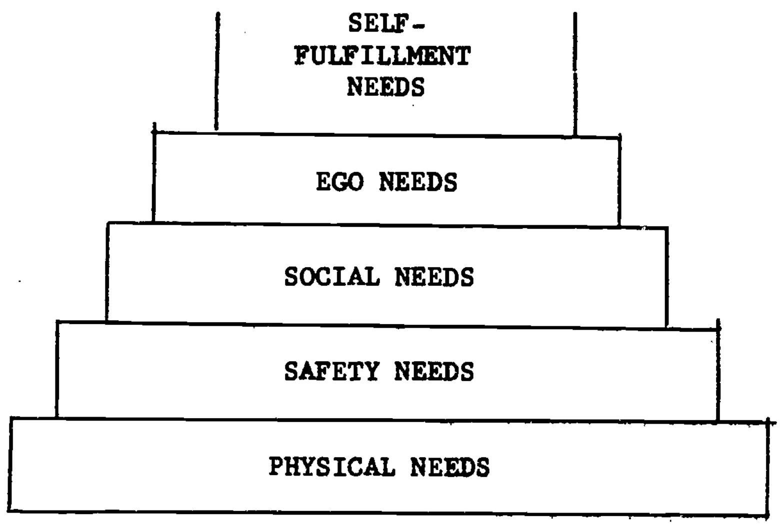
HANDOUT

29. "Motivation - Needs Hierarchy"

TRANSPARENCY
Maslow's Hierarchy
of Needs #1

MASLOW'S

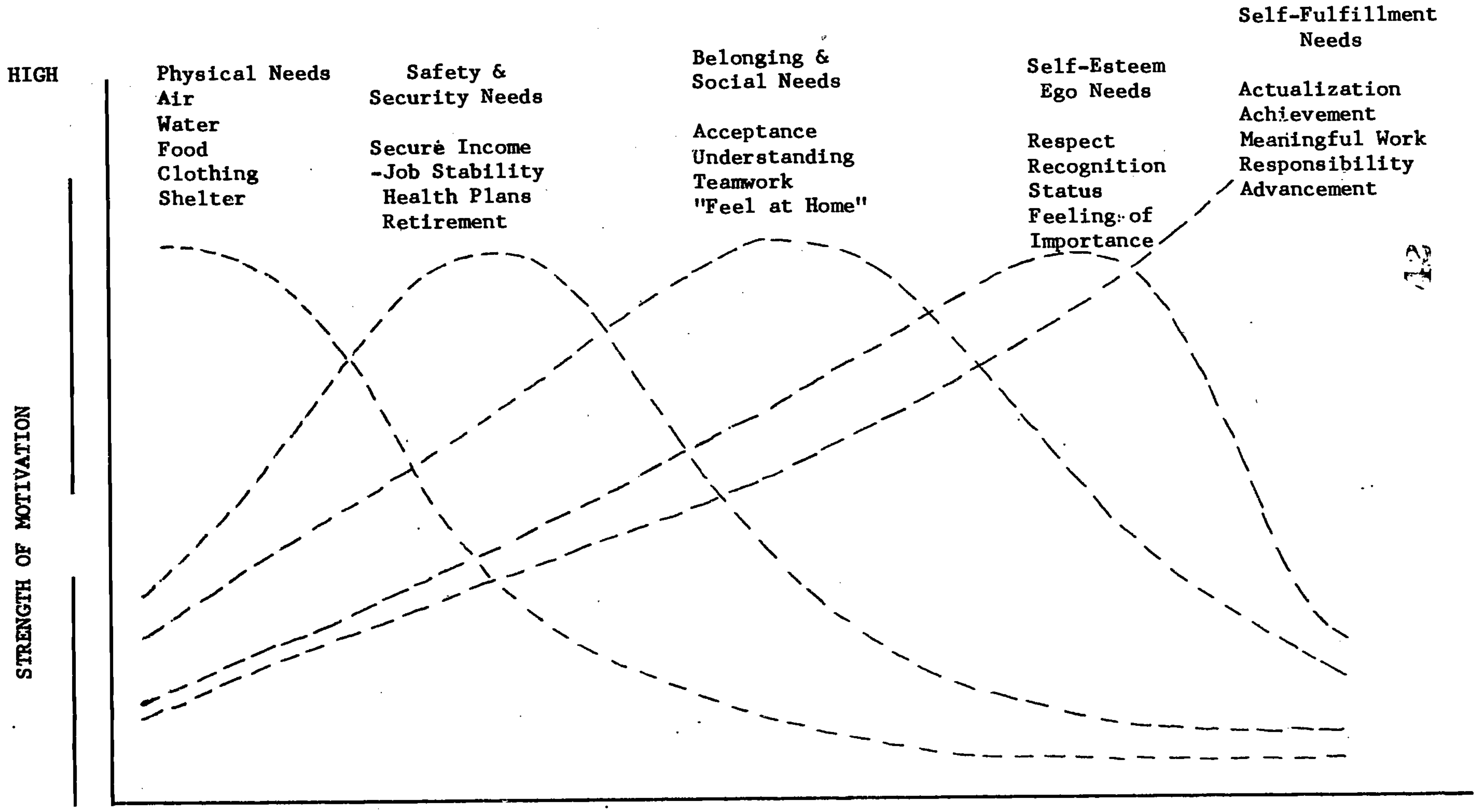
HIERARCHY OF NEEDS



TRANSPARENCY
Maslow's Hierarchy
of Needs #2

HIERARCHY OF NEEDS

MOTIVATION



NOTE TO INSTRUCTOR:

(Put each Need Curve on a separate transparency and use as overlays. Lay one sheet over another as you discuss each need level.)

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session II - Part II

MOTIVATION - HYGIENE THEORY

Presentation

1. Abraham Maslow's theory is mainly a tool for understanding motivated behavior and how such behavior is directed toward satisfying unmet needs.

2. Psychologist Frederick Herzberg draws heavily upon the Hierarchy of Needs in establishing a theory strictly related to the job setting: the Motivation-Hygiene theory.

   Dr. Herzberg developed this theory from extensive research on employees'*1 job attitudes. Basically he asked two fundamental questions of employees in a wide variety of occupational and organizational settings. The respondents were asked to describe a time when they felt exceptionally good about their jobs and when they felt exceptionally bad about their jobs.

   Dr. Herzberg and his colleagues found that factors which truly motivate are "growth" factors, factors in the job content itself which serve to motivate workers when present. Factors falling outside of and surrounding the job content tend to cause dissatisfaction when absent.

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*1 These questions were originally asked of 200 engineers representing a cross section of Pittsburgh industry and subsequently expanded to include accountants, utility employees, professional women, etc.

QUESTION (list on flip-chart with no comment)

3. Dr. Herzberg describes the specific "growth" and "environmental" factors in his film, "KITA (OR WHAT HAVE YOU DONE FOR ME LATELY?)". Before viewing the film, however, name some things which cause employees at any level to work harder, produce more efficiently, with fewer errors.

4. Dr. Herzberg will describe one set of factors which he calls "Hygiene" and another set of factors which he calls "Motivators". Although Dr. Herzberg does not make it explicitly clear, these two sets of factors have almost nothing to do with one another.*2 Please focus in on the essential differences between these two sets of factors.

FILM

5. "KITA (OR WHAT HAVE YOU DONE FOR ME LATELY?)"

STRETCH BREAK OF 2 MINUTES

REFER BACK TO LIST DEVELOPED BY PARTICIPANTS BEFORE SHOWING FILM. DESIGNATE ITEMS ON THE LIST WITH AN "H" OR "M" AS APPROPRIATE.

6. Referring back to the list of things which result in people working harder, more efficiently and with fewer errors, which items would Herzberg classify as hygiene factors and motivators? Why?

QUESTION

7. Regarding Dr. Herzberg's theory specifically, how does Herzberg define "Hygiene"?

KEY POINTS:

* Hygiene refers to factors which are found in the environment that surrounds the job content.

* Hygiene is concerned with how you "treat" people.

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*2 For a rebuttal to Herzberg's theory, please refer to Robert J. House and Lawrence A. Wigdor's article in the Winter 1967 issue of Personnel Psychology entitled "Herzberg's Dual-Factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism".

QUESTION 8. What are the hygiene factors?

FLIPCHART DIAGRAM

HYGIENE	MOTIVATORS

KEY POINTS:

(note the responses on flipchart diagram as class relates them)

* The company, its policies and administration

* The kind of supervision given

* The general working conditions

* The interpersonal relationships

* Salary, status and security of employees

9. Dr. Herzberg says: "It is necessary to treat people well because if the Hygiene Factors are poor--they'll give you poor performance, but if you treat them well, they will not give you good performance."

QUESTION

Do you agree or disagree?

KEY POINTS:

* Factors involved in producing job satisfaction are separate and distinct factors from those which lead to job dissatisfaction. Since separate factors are considered, it follows that these two feelings are not opposites of each other.

* Hygiene factors do not lead to motivation (satisfaction) but without their adequate supply, you have dissatisfaction.

* According to Dr. Herzberg, satisfaction and dissatisfaction are not reciprocals of one another but affect people on two separate continua.

* Hygiene factors are based on the primary drives of the body. Accordingly, they are short term, satisfaction returns to a zero point in a relatively short time, and the zero point escalates (it will take more or better hygiene to suppress dissatisfaction).

* The degree of potential dissatisfaction significantly increases when there is no outlet for expressing higher-level "growth" needs.

QUESTION 10. Dr. Herzberg described another set of factors as "Motivators". What characterizes the "Motivators"?

KEY POINTS:

* Motivators are stimuli for satisfaction of the growth needs.

* On the job, they are located in the job content.

* Motivators bear directly on how people are utilized at work and not how they are treated.

* They are based on higher level, "growth" needs, that relate to that unique human characteristic: the ability to achieve and, through achievement, to experience psychological growth.

QUESTION 11. What factors are listed as "Motivators"?

(place responses on flipchart diagram)

KEY POINTS:

* Achievement

* Recognition for task achievement

* Interest in the job

* Responsibility for tasks of greater difficulty

* Further growth and advancement to higher level tasks

All the above key points are achieved through tasks that induce growth in the job setting.

QUESTION

12. Referring back to the list we developed before we saw the film, what items from that list can we classify as Motivators?

(Response)

13. The question we should ask ourselves is whether we want movement (derived from hygiene factors) or motivation (derived from the motivators).

14. In comparing the characteristic qualities of movement and motivation, we can say that under:

FLIPCHART

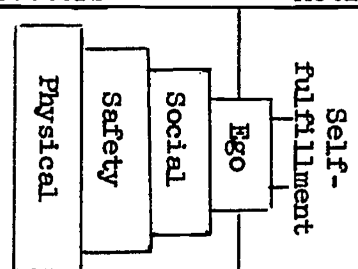
MOVEMENT	MOTIVATION
External stimulation	Internal stimulation
People are told to do things	People are allowed to do things
Compliance	Participation
Employees have to be directed continuously	Employees are self-directing
Responsibility for task accomplishment is the supervisor's	Responsibility for task accomplishment lies with individual employees

QUESTION

15. Is there a relationship between Maslow's Hierarchy of Needs and Herzberg's motivation-Hygiene theory?

FLIPCHART (overlay Maslow's Hierarchy diagram)

Hygiene Factors   Motivators



Company, its policies and administration	Achievement
Supervision	Recognition
Working conditions	Job interest
Interpersonal relationships	Responsibility
Salary, Status, Security	Growth and Advancement

The motivators seem to correspond to Maslow's Ego and Self-Actualizing (Growth) needs and the hygiene factors correspond to Maslow's Physiological, Safety and Social needs.

16. In summary, then, when motivating employees, you, as a supervisor, must ask two separate questions. The first is: how do you treat people? Are the hygiene factors adequately furnished? The second question is: how do you use employees? Are their growth needs being met? To motivate people effectively, both these questions must be answered simultaneously.

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

17. (Tally the motivation questionnaire.

Ask the group the following questions:

a. Of those whose "good" experiences involved motivators please raise your hands.

b. Of those whose "bad" experiences involved the hygiene factors, please raise your hands.

c. Of those whose "good" experiences involved the hygiene factors, raise your hands.

d. Of those whose "bad" experiences involved the motivators, raise your hands.

CHALKBOARD OR FLIPCHART

Put the results on the following chart:

Hygiene		Motivators	
Best	Worst	Best	Worst
(c)	(b)	(a)	(d)

Typical responses will usually result in a high number in (b) and (a).

Conclude by suggesting that the classroom experience and Herzberg's data are very similar.

At your option you can indicate that Dr. Herzberg used a very similar kind of questionnaire to arrive at his findings.)

JOB ENRICHMENT

1. We have examined two theories of motivation: Maslow's Hierarchy of Needs and Herzberg's Motivation - Hygiene Theory. Let's now examine how Herzberg's theory is applied to work situations.

2. A complete cycle of work should consist of four basic elements. They are:

   a. Planning--the processes of goal-setting and scheduling one's time to meet the goals;

   b. Organizing--marshalling resources to meet the goals;

   c. Doing/Directing--executing the plan, using the resources available, and;

   d. Controlling/Evaluating--checking up to see how well goals and objectives are being met.

FLIPCHART

- Planning
- Organizing
- Doing/Directing
- Controlling/Evaluating

3. Today, most non-supervisory jobs involve only "Doing". It's not very surprising that there seems to be a rapid increase in problems regarding "motivation". The H.E.W. report "Work in America" published in the Fall of 1973 even went so far as to say that not only are most jobs demotivating but that they also result in poor mental and physical health.

4. The reason many jobs are structured the way they are can be traced back to the turn of the century and Frederick Taylor's introduction of Scientific Management.

5. Scientific Management was designed to cut costs, increase production, maximize profits and divide work into single components.

Proponents of Scientific Management believed that the average employee preferred work of minimum mental effort in which satisfaction resulted from high wages alone. In short, people and parts were viewed as interchangeable.

6. With economic prosperity, workers have become less concerned with mere survival. Most Americans, for example, no longer want for material goods, homes or education with the same zeal that their grandparents did. Despite efforts to organize work by making the pursuit of affluence continually meaningful, workers have been more and more dissatisfied. The old rewards are losing their glitter.

7. Workers are beginning to evaluate jobs in terms of personal satisfaction. Recent studies on job attitudes and motivation, of which Frederick Herzberg's is one, have reflected this trend.

8. The strategy for using Herzberg's principles is called Job Enrichment. The objective of Job Enrichment is to build back into the job the usurped elements of Planning, Organizing and Controlling/Evaluating.

9. It's an actual technique utilized by hundreds of companies over the past few years. (See examples of Job Enrichment at end of this session.)

10. Tomorrow we will examine Job Enrichment closely by actually enriching a few jobs familiar to you.

HOMEWORK

11. In preparation for tomorrow, go through the first two steps in the Job Enrichment strategy.

a. Choose a Job To Be Enriched:

The first step is to select a job which answers the following questions:

1) Is the employee not working up to standard? Or is he working up to standard but could be performing better?

2) Is the hygiene OK?

3) Does the employee know how to perform his job? Is the employee trained?

4) Can the job content be modified without too much technological difficulty?

If you can answer "yes" to each of these four questions, you probably have a job which can be enriched.

b. "Examine the Job".

Determine what this employee actually does, not merely what the position description says he should do. Writing out a brief job description or task list will suffice to accomplish this second step.

HANDOUTS "Motivation Needs Hierarchy"

Herzberg, Frederick, "One More Time: How Do You Motivate Employees?" Harvard Business Review reprint Jan-Feb 1968.

JOB ENRICHMENT EXAMPLES

From giant General Motors corporation to a tiny, 50-worker unit of Monsanto Chemicals' textile division in Pensacola, Florida, literally hundreds of companies have instituted enrichment programs.

General Electric Company:
Machine Operator
Once young "Jim," had a foreman telling him what to do, but there's no foreman in his life now. He's one of a small team of workers in a pilot project at the plant who

- -- schedule their own work and make assignments based on periodic meetings with the area manager who gives out general quotas
- -- set up their own timecards
- -- discipline each other
- -- operate free of any supervision except for two company personnel who can be consulted

63 people have been involved in this 4 year project (until 1973) as a result of unsatisfactory output and high turnover in the tape machine operator area. Rather than making the operators "ever-bigger button pushers", G. E. opted for job enrichment with increased planning and managerial responsibilities. The gains defy easy measurement in profit-loss terms, but turnover is down, morale is up, and gains come in intangibles, such as things getting fixed more quickly.

Source: SF Chronicle, 1973

Texas Instruments Janitorial Jobs

As late as 1967, cleaning and janitorial services for TI in Dallas were supplied by four contracting firms. Cleaning effectiveness was 65% of a theoretically perfect 100% and the quarterly turnover rate was 100%.

An experiment was undertaken to put janitors in one selected building on the company payroll. In addition to an industry-average payraise and improved training of employees, a job enrichment program was undertaken.

- -- Jobs were redesigned to permit each employee an opportunity to participate in the planning and control of his own work.
- -- Supervisors were trained in teamwork and participative management.
- -- Weekly team meetings were held to develop on a sustained basis a means of identifying individual, group, and organizational goals and to develop solutions to eliminate barriers to achievement of the goals.

Results:
- -- Cleanliness level improved to 85%.
- -- Cleaning personnel required dropped from 120 to 71.
- -- Quarterly turnover dropped from 100% to 9%.

Source: Job Design for Motivation, 1971, The Conference Board, "Job Enrichment and Team Control: Lower-Level Jobs", pp. 39-45.

Traveler's Insurance Company
Key-Punch Operators

High absenteeism, low morale, and low productivity were important enough problems at Traveler's that they decided to redesign the jobs of one hundred key-punch operators.

- -- They transferred some of the supervisory functions to the operators.
- -- Instead of dealing with one phase of the operation, operators carried through from start to finish.
- -- Operators were responsible for their own particular corporate or individual customers. Therefore, people were aligned to their own group of clients.

The first year's results were dramatic:

26% increase in productivity
24% decline in absenteeism

Source: Newsweek, March 26, 1973

Indiana Bell Telephone

Before: Assembled telephone books in 21 steps, each performed by a different clerk.
After: Each clerk has individual responsibility for assembling an entire book.
Results: Turnover cut by 50%.

Source: Newsweek, March 26, 1973

Gaines Pet Food

Before: Plant was run along conventional lines and was plagued by a lackadaisical work force, a 5% absentee rate, and occasional acts of sabotage (someone once dumped a batch of green dye

into a hopper and spoiled an entire day's production of dog food).

After: Rewarding and unrewarding jobs are shared equally. Employees are split into semi-autonomous teams. Each team selects its own foreman and at the start of each shift, determines how to meet production quotas, divides up job assignments and airs grievances. Team leaders interview and hire replacements. Team members discipline malingerers.

Results: Exceptionally high level of worker contentment. Productivity rate 20%-30% higher than other plants.

Source: <u>Newsweek</u>, March 26, 1973

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part I

JOB ENRICHMENT

Objectives

Participants will be able to:

1. Go through the process of enriching a job as delineated by Frederick Herzberg

2. Brainstorm according to the four basic rules of Brainstorming

Notes to Instructor

Purpose:

1. To demonstrate the process of making whole jobs reinforcing to workers.

2. To expose participants to the Brainstorming technique both as a tool to aid in enriching a job and as a step in problem solving.

Main Points:

Although brainstorming is a step in the entire job enrichment process, its utility as a step in the problem solving process necessitates more thorough exposure and elaboration.

Brainstorming is an idea-generation technique devised by Alex F. Osborn as part of Creative Problem-Solving. Its original application was in the advertising business, but it has since permeated all types of organizations. It is a group approach in which ideas are freely offered in rapid-fire fashion without regard for practicality or acceptability. To be effective, there must be no evaluation of any idea until <u>after</u> the brainstorming session. Seemingly foolish ideas may trigger a more practical one, and it's always easier to tame down an unusual idea than the other way around. Brainstorming operates within a structure defined by the four rules of: 1) Don't evaluate; 2) Be freewheeling; 3) Aim for quantity (leads to quality); 4) Combine and improve.

Rather than spelling out these four rules of brainstorming, it's more effective to have the group discover them. One of the methods for discovery involves some role-playing between the instructor and two participants, in front of the class. It lasts only two or three minutes but illustrates well the rules of "no evaluation".

Role-Playing Instructions:

Purpose: The situation will demonstrate the first rule of brainstorming: DON'T EVALUATE.

Roles: All three are trainers in a General Management Training Institute.

Situation: The three trainers are having a group problem-solving session. They're trying to generate new and different ice-breaker ideas for the first hours of "Supervision and Group Performance". They want ideas that will transform an aggregation of strangers into a comfortable group.

Action: Trainer #1 (Instructor)

All this person's ideas are rejected. This rejection leads to eventual withdrawal and "surrender" to the other's ideas.

Trainer #2 (Participant)

All this participant's ideas are accepted, particularly by the second participant who strongly praises and reinforces all the person's ideas. The group eventually accepts some of these ideas as the solution.

Trainer #3 (2nd Participant)

This participant is instructed to strongly support the ideas of the first participant but consistently puts down the ideas of the instructor. This person never offers ideas of his/her own.

When you brief the role-players earlier in the day, offer them some ice-breaker ideas to use in the situation, and develop some far-fetched ideas to use in your own role.

Do not inform the class of your purpose in role-playing. Let them discover it themselves.

Before moving into the third step of job enrichment (brainstorming for motivators), table groups, or the whole class, choose one or two jobs to be enriched. As an instructor, you have less control over the choice of jobs to be enriched when table groups decide on their own. It pays to move around, listen in, and offer guidance as to which one to work with if you decide on the table group approach. The most frequent downfall is inaccurate measurement against the criteria questions in the 2nd step.

Materials

Visual Aids:

Chalkboard and chalk
Flipchart easel
Flipchart
Movie Projector
Screen
Felt-tip pen
Masking tape

Film:

"Job Enrichment in Action", BNA Communications, 9401 Decoverly Hall Road, Rockville, Maryland 20850

Handouts:

Job Enrichment
Principles of Vertical Job Loading
Brainstorming

Resource Materials:

Osborn, Alex F. Applied Imagination, New York: Charles Scribner's Sons, 1953.
Parnes, Sidney J. Creative Behavior Guidebook, New York: Charles Scribner's Sons, 1966.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part I

JOB ENRICHMENT

Presentation

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

1. (Briefly review the Motivation-Hygiene theory and the first two steps of Job Enrichment as presented in the previous session.)

2. The third step in the Job Enrichment Process involves idea-generation. You are looking for specific ideas or motivators to build into a job to make the job more challenging.

3. The film "JOB ENRICHMENT IN ACTION" is a "technique" film. It demonstrates the implementation of the job enrichment strategy by using the example of the salesman's job. The example is based on an actual case where job enrichment was carried out with remarkable results in one of the world's largest chemical companies.

   You will recognize the first two steps of the strategy which deals with deciding on a job or class of jobs to be enriched:

   a. filter the job through specified criteria

   b. itemize what the individual actually does

   In addition, you will be exposed to the remaining steps in the method.

FILM

4. "JOB ENRICHMENT IN ACTION"

DISCUSSION

QUESTION 5. What further job enrichment steps were demonstrated?

KEY POINTS:

* Brainstorm a list of possible job changes without any regard for practicality

* Screen the list to remove
  - hygiene items
  - generalities
  - horizontal loading
  - technological impossibilities

* Gradually introduce the motivators decided upon

* Allow the experiment to continue long enough for an individual or a group to become thoroughly accustomed to the expanded job duties

QUESTION 6. What is the difference between job enrichment and job enlargement?

KEY POINTS:

* Job enlargement is adding more of the same level of work

* Herzberg refers to this as "horizontal loading"
  - It only makes a job structurally bigger
  - It enlarges the meaninglessness of a job

* Some examples of "horizontal loading" are:

  - Increase the amount of production required

  - Add another meaningless task which is of no greater difficulty

  - Rotate the individual through several different assignments. It provides novelty, but if the duties are of no greater difficulty it does not enrich the job.

QUESTION 7. What are examples of specific motivators that you can build into a job?

KEY POINTS:

* Remove some controls on the employee's tasks while retaining accountability

* Give the employee a complete natural unit of work

* Introduce new and more difficult tasks

* Assign specific or specialized tasks thereby enabling individuals to become experts

BRAINSTORMING

1. Once the job has been selected for enrichment, Brainstorming is the method used to list preposed changes in the job duties.

QUESTION 2. What is Brainstorming?

KEY POINTS:

* It's a group idea--generation technique in which ideas are freely offered in rapid-fire fashion without regard for practicality or acceptability.

* Brainstorming has become so much a part of the American scene that the verb is now included in Webster's International Dictionary: "To practice a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously contributed by its members."

QUESTION 3. What do you know of the technique?

KEY POINTS:

* It was first introduced in 1938 by Alex F. Osborn as a means of organized ideation within his advertising firm. Participants dubbed the method brainstorming because they were using their brains to storm a problem.

* A similar procedure has been used by Hindu teachers for more than 400 years. It's called Prai ("outside yourself")--Barshara ("question"). There is no discussion or criticism, until later meetings of the same group.

* The modern brainstorm session is a creative conference for the sole purpose of producing a checklist of ideas which can subsequently be evaluated and further processed.

* The principal value of group brainstorming is the great number of good ideas produced within a short period of time.

4. With this limited exposure to the concept of brainstorming, you will now practice using it on some very simple problems.

   The reason for this is that brainstorming has certain guidelines necessary to its success, and the actual "doing" demonstrates these guidelines better than can words alone.

   Once you've gone through the small brainstorming problems, you ought to feel fairly comfortable in tackling the larger problem of enriching an individual, or group's job. That will be your next step.

5. PRACTICE PROBLEM #1

CHALKBOARD

"In what ways can we improve a tube of toothpaste?"

TABLE GROUP BRAINSTORMING

Each table group choose a recorder to write down your group's ideas and brainstorm for five minutes on Problem #1. Remember that brainstorming means to freely offer your ideas.

NOTES TO INSTRUCTOR:

NOTES TO INSTRUCTOR

6. (Stop the groups at the end of five minutes. Get some representative answers from each group just for the fun of it. Then tally each group's number of ideas on the board. These figures represent brainstorming without knowledge of the rules. After exposure to the guidelines, the numbers of ideas should increase.

EXAMPLE:	Group 1	Group 2	Group 3	Group 4
Problem #1	5	4	7	3
Problem #2				

ROLE-PLAYING

Now introduce the role-playing situation. The purpose is to demonstrate the necessity of a "Don't Evaluate" rule in brainstorming sessions. See "Notes to Instructor" in session Preface for more complete instructions. Have the two pre-chosen participant role-players join you in a sit-down conference in front of the class.)

7. I've asked two of your classmates to join me in a role-playing situation in which we will attempt to reveal one of the guidelines for effective brainstorming.

We are in the roles of three trainers searching for some sparkling introductory exercises for the opening session of "Supervision and Group Performance." We're looking for ideas that will rapidly make the group feel at ease and comfortable with one another.

(Start the conference session, winding it up in about three minutes with one or two ideas of Trainer #2 adopted.)

QUESTION

8. What happened here? What happened to my ideas? What happened to me?

KEY POINTS:

* The ideas were ridiculed and rejected.

* I withdrew or contributed more acceptable ideas.

QUESTION

What happened to Trainer #2's ideas? What happened to him/her?

KEY POINTS:

* The ideas were praised and some were eventually selected.

* The praise and support for the ideas were positively reinforcing to Trainer #2; therefore, he continued to produce ideas. And, of course, the more ideas an individual produces, the greater the chance of one of those ideas being selected.

QUESTION

What happened to Trainer #3's ideas? What happened to him/her?

KEY POINTS:

* He never offered any ideas; he only reacted to the other's ideas.

* He hesitated to offer ideas because he feared what others might think of them--they might be discounted or ridiculed and they probably couldn't be as good as some already offered.

9. Ideas are generally evaluated as either "good" or "bad" when they are generated. When there is such evaluation, it reinforces the person with acceptable ideas while discouraging the person with non-acceptable ideas.

   "If you try to get hot and cold water out of the same faucet at the same time you will get only tepid water. And if you try to criticize and create at the same time, you can't turn on either cold enough criticism or hot enough ideas."

   The result of this evaluative approach is that not everyone can or does "get into the act". Before someone presents an unusual idea, he will think twice. New or unorthodox ideas will probably not be generated, and the purpose of the problem-solving session will be defeated.

10. In Brainstorming, idea-generation is separated from idea-evaluation. Therefore, the first basic rule that must be faithfully followed is:

CHALKBOARD
OR
FLIPCHART

   a. DON'T EVALUATE
      - Criticism is ruled out. Adverse judgment must be withheld until later.

   Another important rule is:

   b. BE "FREE-WHEELING"
      - The wilder the idea, the better; it's easier to tame down than to think up
      - The above two rules are closely intertwined. A non-judgmental atmosphere encourages "letting one's hair down"
      - Let those seemingly foolish ideas out; they may trigger usable ideas in someone else's head

   EXAMPLE:

   A group of supervisors were trying to think up ideas as to how to keep plant workers from wasting time reading the newspapers in which they were packing their company's products. The first idea was to use foreign-language newspapers. The next idea was to hire illiterate workers. A third idea was to blindfold the workers. A fourth idea was to hire blind workers for the job. The fourth idea was considered quite workable and advantageous.

CHALKBOARD 11. PRACTICE PROBLEM #2:

TABLE GROUP BRAINSTORMING

"In what ways can we improve a bed?"

Each table group choose a recorder again and brainstorm for 5 minutes on Problem #2. Remember to defer judgment and to be freewheeling.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

12. (Get some representative answers. Then, tally the number of ideas on the board that each table group generates. They will usually come up with many more ideas as a result of the "deferred judgement" and "freewheeling" guidelines. Point this out via the tally for Problem #1 vs. Problem #2.)

13. You all generated a much larger quantity of ideas.

QUESTION

Was there more participation in the brainstorming? Why?

QUESTION

In which problem-solving session did you come up with more unusual ideas that could be tailored into useful ideas?

14. The third rule of brainstorming is:

CHALKBOARD OR FLIPCHART

c. SEEK QUANTITY
   - The greater the number of ideas, the more the likelihood of useful, quality ideas.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

15. (The following exercises demonstrate the strength of habit. The first ideas that come out in brainstorming are the habitual ones. Eventually the new and unusual emerge. Therefore, it's important to generate a quantity of ideas--out of quantity comes quality.)

16. I'd like you to participate in a couple very quick exercises.

   a. Clasp your hands as if you were saying your prayers (interlace your fingers).

      1) Be aware of which thumb is on top.

      2) Separate your hands and put them back together so that the other thumb is on top.

      3) How does that feel?

Most people find it uncomfortable or unnatural to reclasp their hands in the opposite way.

b. As another demonstration, fold your arms in front of you.

- Whichever way you did this, try the opposite way.

Most people find it difficult to change their customary way of doing things. At best, it feels strange. New ideas also feel strange; habit is comfortable.

c. How many of you think you can name twenty birds?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(Very few people will think that they can name the birds. Ask someone who doesn't think he can, and have him name the twenty. He'll be able to and you will have made another point about habit--mental habit of doing less than we're capable of.)

With the "Quantity" rule of brainstorming, we work through all those habitual, tried-but-true ideas first. Then, we can move on to newer, more unusual ideas which frequently, with refinement, are quality ideas.

CHALKBOARD OR FLIPCHART

17. The fourth rule of brainstorming is:

d. COMBINE AND IMPROVE

- In addition to contributing ideas of their own, participants should suggest how ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea.

- When freely tossing out ideas, people combine and improve upon ideas almost unconsciously. However, when there is a slowdown in idea production, consciously practicing "combination and improvement" can result in further valuable ideas.

18. Brainstorming can be used for job enrichment or for any other problem-solving purpose. And since the method necessitates a group, a few tips on the running of such a session should be helpful.

TRANSPARENCY

BRAINSTORMING TIPS:

a. Introduce participants to the four rules of brainstorming.

   * Post them on the wall for easy referral

b. Run through a warm-up problem as practice.

c. State some background information plus a problem statement.

d. It's not necessary to give every fact about the problem.

   * It leaves more avenues open

   * Participants might not make the same assumptions that you do

e. Once brainstorming has begun:

   * Don't permit long speeches or explanations--do this during the evaluation phase

   * Keep up the rhythm; explanations hinder this

   * Ask questions afterwards

   * When things slow down, the chairman can go around the group specifically asking for ideas.

ENRICHING A JOB

1. Now that you are familiar with brainstorming, you can move on to the third step of JOB ENRICHMENT: generating ideas for motivators to be built into the job.

TABLE GROUPS

2. Within your table groups, share information on the employees in your organizations whose jobs you would like to enrich.

   Then, as table groups, choose one or two of the jobs discussed that you would be interested in enriching. You will actually brainstorm some prospective motivators for these jobs.

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(You can also do this on a whole-group basis. A few individuals share information on their employee with the large group, and the group then chooses which one they want to tackle. Have two recorders record the ideas by using two flipcharts in front of the class. The entire class brainstorms. The problem with this method is that the group is really too large for a successful brainstorming session. However, it does permit you greater control over the correct usage of the method.)

3. The person whose employee has been chosen will be chairperson of the session. He or she will lead the table group plus write the ideas on flipchart paper posted on the wall. Remember the four rules of brainstorming and the tips on leading a brainstorming session.

BRAINSTORM

4. (BRAINSTORM)

QUESTION

5. What were the screen-out factors enumerated in the film "JOB ENRICHMENT IN ACTION"?

CHALKBOARD

a. Hygiene factors

b. Generalities such as "give them more responsibility" that are rarely followed in practice. They are also not specific enough to be usable.

c. Horizontal loading

* more duties but of the same level of difficulty

* does nothing but increase the meaninglessness of the job

d. Technological impossibilities

Using these factors, screen your brainstormed lists. Be aware of why certain ideas are eliminated. Remember, too, that several ideas that are screened out, such as specific hygiene factors, can be valuable but just aren't part of job enrichment. And, at this point, we're concerned only with putting motivators into the job itself.

NOTE TO INSTRUCTOR

6. NOTE TO INSTRUCTOR:

(Have the groups screen their lists. Usually, the lists will shrink greatly in size, because in fact the groups have generated few true motivator ideas. Motivators are

more difficult to develop--and not only because the jobs being worked on are probably new to the participant's experience. It is also easier to think of external ideas such as training, counseling, more rewards and so forth--since that is the conditioned way to think about motivation.

The larger the quantity of ideas, probably the more and better motivators were suggested. Question the groups as to their adherance to the four rules of brainstorming. Their lists, however, will speak louder than their words.)

7. Herzberg suggests that you avoid participation by the employees whose jobs are being enriched, especially during brainstorming.

   Direct involvement on the part of the employees tends to contaminate the job enrichment process with human relations hygiene. This is more true when participative techniques aren't commonly used.

   It gives employees a "sense of" making a contribution, a "sense of" participation. This results in short-term movement rather than motivation. When you're trying to judge the success of the new built-in motivators, it's easy to be fooled by the hygiene effects.

NOTE TO INSTRUCTOR

<u>NOTE TO INSTRUCTOR:</u>

(See the appendix at the end of this session for notes on the HAWTHORNE EFFECT. It explains the idea of human relations hygiene more fully. It is helpful to refer to this at this point in the presentation.)

8. It is suggested that you introduce the motivators into the job gradually. The introduction of motivators is a change in the job and since people tend to resist change, it is more easily accomplished if done little by little. When people are confronted with small changes and are successful in dealing with them, they'll have a greater willingness to move on to more changes.

9. Also, be prepared for an initial drop in performance. There will probably be an uncertainty concerning the newly-granted responsibilities. The result will be lowered performance for awhile but performance should eventually rise above the initial level. Because of prior knowledge that this might occur, you must allow a substantial enough time frame for this "new responsibility curve" to complete itself--at least a couple months.

10. In fact, if you really approach job enrichment scientifically you should set up a controlled experiement. Choose two individuals or two groups with equivalent jobs. Introduce the motivators in one while leaving the other as is. Keep the hygiene the same for both. Pre- and post-installation tests of performance and job attitudes help to evaluate the effectiveness of the experiment. Limit the attitude test to motivator items.

SUMMARY:

11. Supervisors and managers may experience some anxiety and hostility over the changes brought about through the enrichment of their employees' jobs.

The anxiety is a fear that the changes will result in poorer job performance or that they won't be able to handle the new responsibilities.

The hostility results from a concern that employees will start assuming what supervisors regard as their responsibility.

After a successful experiment, however, managers usually rediscover managerial functions that they have neglected in the past as a result of not having the time.

12. Job Enrichment, then, is a continuous management function. The initial changes should last for a long period since the changes will bring the job up to a challenge level commensurate with the skill hired.

And those who have still more ability will be able to demonstrate it better through enriched jobs and win promotion to higher-level jobs.

The very nature of motivators--being based on the higher-level needs--insures a long-term effect on employee attitudes and performance.

13. The question remains:

Do You Want Movement or Do You Want Motivation?

HANDOUTS

"Job Enrichment"
"Principles of Vertical Job Loading"
"Brainstorming"

THE HAWTHORNE STUDIES

In 1927, Elton Mayo, a Harvard sociologist, and a team of social scientists conducted a series of experiments at the Hawthorne works of the Western Electric Company in Chicago, Illinois. The team worked with management in an attempt to explain the variations of productivity in the plant.

Physical factors such as rest pauses, different types of lighting, shorter work days and weeks, and wage incentive plans were the first to be investigated. But psychological factors emerged as the most important. It was revealed that the worker's social as well as physical environment was critically important in determining output.

The experiments showed that increased attention by management rather than how that attention manifested itself was the important thing. For example, when the lighting was improved, production went up. When the lighting was dimmed, production also went up. What really mattered was the attention the workers were receiving as the result of the experiments. Wage incentive systems, rest pauses, and the like were not taken for what they were, but for what social meaning there was behind them.

As the experimenters began to understand what an important part the informal social organization played within the context of the formal organization, the human relations movement began to unfold.

Attempts at satisfying the workers' social needs eventually took the "human relations" form of small, cohesive group structures, a friendly supervisory style, and increased individual attention. Personnel counseling programs were set up as formal communication routes between management and the worker, especially as regarded complaints and job dissatisfaction.

Worker satisfaction, then, was perceived as resulting from meeting the social needs. Supervisory practices were adjusted accordingly, and are still reflected in much of supervision today.

A FEW RECENT PUBLICATIONS

1. Herzberg, Frederick, "The Wise Old Turk," Harvard Business Review, September-October 1974. Drawn in part from the forthcoming book: To Be Efficient and To Be Human, to be published in 1975.

SUMMARY

Herzberg discusses four different approaches to job enrichment, outlines their major features and purposes, and puts them into perspective regarding organizational development in general.

He acknowledges the massive confusion today among the different job-enrichment approaches, however, believes from research and experience that orthodox job enrichment (enrichment based on the notion of individual growth) is still the most promising approach.

Herzberg stresses the ingredients of a good job. They are not necessary to orthodox job enrichment alone, but they are primary to the approach. The eight ingredients are: direct feedback, a client relationship, a learning function, the opportunity for each person to schedule his own work, unique expertise, control over resources, direct communication, and personal accountability.

The "wise old Turks" of the title refer to the individuals who know conceretely, visually, and experientially the history of numerous jobs. These people are a valuable source of information for for job enrichment and they are already on the payroll.

* * * * *

2. Work in America: Report of A Special Task Force to the Secretary of Health Education, and Welfare, W. E. Upjohn Institute for Employment Research, Cambridge: The MIT Press, 1973.

SUMMARY

Work in America discusses the fundamental role of work in the lives of most adults pointing out that jobs, as they are now, created problems that can and do have serious effects on our society. It shows that work-related problems often result in declining physical and mental health, greater family and community instability, less "balanced" sociopolitical attitudes, and an increase in drug abuse, alcohol addiction, agression, and delinquency.

The report calls for large-scale reforms to alter this situation, beginning with the basic redesign of jobs to allow more individual responsibility and autonomy. It also suggests retraining or "self-renewal" programs for any worker who wants job mobility or a second career.

excerpt from Newsweek

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3. Rush, Harold M. F., Job Design for Motivation, New York: The Conference Board 1971.

SUMMARY

Seven case studies demonstrate multiple approaches to motivation through job design.

This report examines some of the cultural and technological evolutions that have stimulated job design research and application of job design concepts in functioning organizations.

It discusses:

- the historical and theoretical influences on the job design movements
- the predominant methods of job design
- an analysis of company and union experience with job design application
- guidelines for and barriers against job design

* * * * *

4. "Manager's or Animal Trainers: An Interview with Frederick Herzberg", Management Review, July 1971.

5. Myers, M. Scott, "Every Employee a Manager", California Management Review, Spring 1968.

6. House, R. V. and Wigdor, C. A. "Herzberg's Dual Factor Theory of Job Satisfaction and Motivation: A Review of the Evidence and a Criticism", Personnel Psychology Vol. 20, No. 4, 1967, pp. 360 to 389.

* * * * *

7. Jacobs, T. O., Leadership and Exchange in Formal Organizations, Human Resources Research Organization, December 1970, pp.140-151.

SUMMARY

In addition to the discussion of traditional two-factor (motivation-hygiene) theories of motivation, a case is made for viewing motivation in social exchange theory terms.

One important aspect of social exchange theory is that it regards social behavior in terms of the relative costs and benefits to participants, under the assumption that each individual seeks to maximize

his benefits and to reduce his costs. Motivation can be viewed within this frame of reference.

For example, viewed from the subordinate's frame of reference, motivation is a direct function of three conditions:

1. Expectation of receiving benefit if successful.

2. Expectation that success will follow effort.

3. Judgment that benefit is worth the effort.

* * * * *

8. Litwin, George H. and Stringer, Robert A. Motivation and Organizational Climate, Boston Division of Research, Harvard Business School, 1968.

SUMMARY

Litwin and Stringer attempt to link the McClelland-Atkinson theory of motivation with the behavior of individuals in organizations through an intervening concept called organizational climate.

The McClelland-Atkinson theory was developed to explain behavior and performance related to the NEED FOR ACHIEVEMENT. More recently, the model has been extended to explain behavior related to the NEED FOR POWER and the NEED FOR AFFILIATION.

All adults carry around with them the potential energy to behave in a variety of ways. How they behave depends on: a) the relative strength or readiness of the various motives a person has and b) the situational characteristics and opportunities presented. The situation or climate in large part determines which motives will be aroused and what kind of behavior will be generated.

The properties of organizational climate and their effects on the need for achievement, need for power, and need for affiliation are:

1. Structure and constraint

2. Emphasis on individual responsibility

3. Warmth and support

4. Reward and Punishment, approval and disapproval

5. Conflict and tolerance for conflict

6. Performance Standards and expectations

7. Organizational Identity and group loyalty

8. Risk and risk-taking

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part II

MANAGEMENT BY OBJECTIVES
(Optional)

Objectives

Participants will be able to:

1. Define "Management by Objectives"

2. Demonstrate the ability to set goals and objectives

Notes to Instructor

Purpose:

MBO, as a managing approach, helps provide solutions to several problems: coordination of separate but related activities, standards of performance, appraisal systems, and the release of inherent motivation. The emphasis in this module is on MBO's role in motivation.

There is increasing evidence, supported by formal research, that poor performance is often due to not knowing the supervisor's performance expectations. The setting of specific goals and objectives helps to rectify this situation.

However, research has also demonstrated that the process of goal-setting has an equal effect on performance as knowledge of goals achieved. The process of goal-setting involves joint planning between the supervisor and employee(s). The subsequent control of performance resides within the employee, since he is working toward goals and objectives that he has participated in setting. MBO, then, provides another example of releasing natural motivation through reinstituting the usurped planning and control functions to a person's job.

Because of the time constraints, this module can be optional.

Materials

Visual Aids:

Chalkboard and chalk
Flipchart easel
Flipchart
Felt-tip pen
Overhead Projector
Water soluble thin felt-tip pen
Screen

Resource Materials:

Morrisey, George L. Management by Objectives and Results, Mass.: Addison-Wesley Publishing Co., 1970.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part II

MANAGEMENT BY OBJECTIVES

Presentation

1. There is another approach to bringing out the natural motivation of individuals by re-instituting the Planning-Controlling function into jobs: MANAGEMENT BY OBJECTIVES. The overall goal of MBO--setting and achieving forward-looking goals and objectives--differs from that of JOB ENRICHMENT, but the premises upon which it is based and the results from a motivational standpoint are similar.

2. Management By Objectives is a response to the division of labor, which organizationally breeds specialization and heavy control from above. MBO's concern is with the loss of direction, the ignorance of what the overriding goals are that result from this separation of tasks. People get trapped into the worship of activities and tasks for their own sake with little concern for results or objectives. The emphasis is frequently on efficiency rather than a combined efficiency-effectiveness.

3. This is a negative situation from a results point-of-view as well as from a motivational standpoint. Motivationally, people not only want and seek challenging opportunities but they also want to know what it is that they are supposed to be doing and how their performance will be measured. If they can participate in these planning and controlling functions, all the better motivation-wise. MBO appeals to the ego and self-actualization needs of today's work force; therein lies much of the reason for its success.

4. Essentially, then, MBO is a Planning-Control system approached participatively. It was introduced by Peter Drucker in 1954 and has been further developed by such management theoreticians as Douglas McGregor and George

Odiorne. It's a process in which the supervisor and employee jointly identify goals and major areas of responsibility in terms of expected results. And these goals and objectives are used in managing and evaluating performance.

5. The supervisor and employee may have occasional progress reviews and re-evaluation meetings, but at the end of the set period of time, the employee is judged on the results achieved. Whatever the outcome, it will be based on his accomplishment of the objectives he had some part in setting and committed himself to achieving.

QUESTION

6. With this limited exposure to MBO, what do you see as its potential advantages?

FLIPCHART (record answers)

KEY POINTS:

Plan-Control

* It directs the manager's attention toward results

* Since awareness of goals is a prerequisite to effective planning, it aids in planning

* It forces members of the organization to commit themselves to specific achievement

* It facilitates the manager's thinking in terms of the organization's future needs and setting objectives to meet them

People

* People have a greater commitment to goals they helped formulate

* People are more likely to control and coordinate their own activities because they know what will help or hinder objective achievement

* People have an increased chance of personal development:

  - They are better able to see their strengths and weaknesses

  - Thinking in terms of future results teaches them to try and anticipate change, define specific objectives, and delineate concrete measures of objective achievement.

QUESTION 7. Let's look at ourselves a second. What might be the general goal for this session on MBO?

(Response)

KEY POINT:

* To gain an exposure to the MBO method

QUESTION 8. What about our objectives? Some specifics within that general goal?

(Response)

KEY POINTS:

* To be able to cite the steps in MBO implementation

* To be able to demonstrate ability to set goals and objectives

* To be able to define MBO

We should set these objectives jointly, but since I have all the information in this case and time is short, I give you these possibilities as objectives.

9. Let's move on to the steps involved in the MBO approach and see if we can't get a little practice manipulating them.

TRANSPARENCY (Overhead) 10. "SEQUENCE FOR PREPARATION OF OBJECTIVES"

Here's a graphic overview of all the steps. We'll only briefly touch on a couple.

TRANSPARENCY 11. "MISSION STATEMENT"

The philosophy statement that describes the organization's mission is usually referred to as a Mission Statement.

EXAMPLE: Mission Statement for the Regional Training Center

- Reason for Existence: To improve the quality of the government by providing quality training, services, and courses to federal, state, and local agencies.

FLIPCHART

. Scope of Work and Responsibility: To deliver supervisory, management, and executive courses on a reimbursable basis to meet agency needs.

. To provide technical advice and assistance on training

. To provide training leadership and coordination for agency activities.

12. The Mission Statement must satisfy certain criteria:

a. Gives scope of operation and is continuous in nature--a kind of umbrella statement

b. Covers areas of particular emphasis

c. Provides a linkage--something to which sub-groups or individuals can relate

d. Is clear and concise

INDIVIDUAL PROJECT

13. I would like each of you now to write a sample Mission Statement. Instead of a job-related statement, work up a statement on the "Mission of Parenthood". We'll then examine a few of them in order to get a clearer idea of an effective mission statement.

POSSIBLE ANSWER:

Mission of Parenthood

CHALKBOARD OR FLIPCHART

* Transmit culture and certain skills

* Optimize psychological growth and development

* Provide health care and economic support

* Provide love and psychological support

NOTE TO INSTRUCTOR

14. NOTE TO INSTRUCTOR:

(Elicit mission statements from the group; maybe write a few of them on the board or make a composite of several. Then critique them according to the previously mentioned guidelines:

- clear, concise?

- linkage?

- scope and continuous?

- areas of emphasis?)

TRANSPARENCY 15. "GOALS"

General goals are then generated that lead to mission accomplishment. For example, some general goals in the Regional Training Center would be:

- Design courses

- Teach or direct courses

- Consult agencies on training needs

QUESTION 16. What would be some general goals under our Parenthood Mission statement?

(Response)

KEY POINTS:

CHALKBOARD OR FLIPCHART

* Develop communication skills

* Develop physical health

* Develop the desire to learn, etc.

TRANSPARENCY 17. "OBJECTIVES"

The general goals are used to develop specific objectives. An objective is a brief, written statement prepared by an employee stating what he/she is going to achieve, when he/she will achieve it, and at what cost. These objectives should be end results, not activities.

For example, some objectives in the General Management Training Institute of the Regional Training Center would be:

Objective:

- To develop "Managing Human Behavior" by January, 19__

Sub-Objectives:

- To write and have first draft typed of Sessions I and II by June, 19__

18. Obviously, throughout the MBO process, we are moving from the very general to the very specific. The objectives and sub-objectives category is specific; therefore, they must be:

- in behavioral or quantifiable terms

- clear, concise

- realistic and attainable

QUESTION

19. What would be some specific objectives and perhaps sub-objectives for Parenthood?

(Response)

KEY POINTS:

Under Goal of "Develop Physical Health":

CHALKBOARD OR FLIPCHART

* To visit pediatrician once every two months

* To provide three daily nutritional meals

* To have child follow hygiene schedule on daily basis

  - To have child bathe once a day

  - To have child take Vitamin B complex with each morning breakfast

20. Further steps in the MBO approach take you through programming and scheduling, budgeting, establishing standards, measuring performance, and taking corrective action.

21. We have concentrated on the planning aspects of MBO. Although the control aspects are expanded upon in deeper coverage of MBO, in actual fact much of the control is internalized as a result of participative objective-setting.

22. The only way to approach MBO is participatively; otherwise the method is misused. Through joint collaboration on goal and objective-setting, planning and control are largely returned to the individual employee. The result is increased motivation and more effective performance.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part III

LABOR MANAGEMENT RELATIONS

Objectives

Participants will be able to:

1. List reasons why federal employees join unions

2. Discuss the use of participative management in an organization that has an exclusive union

3. Determine when a supervisor is obligated to consult with the union representative

Notes to Instructor

Main Points:

This module is divided into two parts:

1. Why people join unions

2. Participative management in a union environment

Both parts can be taught together or stand alone. If separated, the first section can logically follow the discussion on Motivation. Participants sometimes feel slighted because the employees are represented by a union. If they can be assured that employees have needs which are best satisfied by a union, they may feel more comfortable with the union.

The second section is especially necessary since the supervisor must recognize the obligation to participate with the union when contemplating changes in personnel policies and practices and working conditions. It is important to emphasize that participation is a valuable management technique, but if a union is present, the supervisor must--if discussing personnel policies, practices, and working conditions--talk to the union.

In other words, the focus of participation in certain areas has shifted to the union which, of course, represents the employees.

A great deal of policy in this area is set by individual agencies and organizations. Participants must check to see what the policy is at their home agencies.

Materials

Visual Aids:

Flipchart easel
Flipchart
Felt-tip pen

Handouts:

Executive Order 11491
Areas which Are/Are Not Consultable or Negotiable
Case Study 1
Case Study 2

Resource:

Executive Order 11491

This Executive Order is not included in the packet of participant materials. An up-to-date copy of the Order as amended should be obtained by the instructor and distributed to participants.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session III - Part III

LABOR MANAGEMENT RELATIONS

Presentation

1. This will be a broad discussion. There isn't time in one and a half hours to cover many details in Labor Management Relations.

   For more information, one should read the Executive Order 11491, his or her installation's contract, or attend a class in Labor Management Relations.

2. We'll concentrate on a few major points which will relate to the rest of this course. We'll discuss:

FLIPCHART (Guiding Questions)

a. What motivates a person to join a federal union?

b. Will management have to involve the union in job enrichment projects?

c. Can a supervisor use participative techniques with his employees when a union has recognition in the organization?

PART I: WHY PEOPLE JOIN UNIONS

QUESTION

3. Why do people join unions?

KEY POINTS:

* Federal employees have many benefits:

- Life and health insurance
- Retirement benefits
- Grievance and appeal channels
- Training opportunities

QUESTION 4. Why then would they join unions?

(response)

NOTE TO INSTRUCTOR:

CHALKBOARD

(Have each group brainstorm responses to the above question. After five minutes, write two or three suggestions from each group on the board. Relate the list to Maslow's Need Levels by linking a need level with each suggestion as follows.)

QUESTION 5. Let's relate this list to the discussion of Maslow. What needs are people satisfying?

KEY POINTS:

CHALKBOARD

* To influence Congress for higher wages, for more benefits, for more liberal retirement (SAFETY and EGO)

* To receive union benefits: life, health, and dental insurance (SAFETY)

* To have a representative in grievances and appeals (SAFETY)

* To participate in recreation, travel programs, cultural events, and gatherings (SOCIAL)

* To have a "voice" in setting personnel policy (EGO)

* To have a chance to become officials of the union which may mean a challenge, power, the opportunity to help others, and recognition (EGO and SELF-FULFILLMENT)

QUESTION 6. Would employees join unions if supervisors were fair and equitable?

KEY POINTS:

* A "poor" supervisor is probably a good organizer for the union by frustrating employees into seeking solace in representation. People would probably join unions even with a "good," fair and equitable supervisor.

* Management can't provide some of the things we've just brainstormed and discussed--for example: the social contact, the representative in grievances, the challenge of being a union official.

* Even if a supervisor is "good" and effective, the restrictions of the overall organization might move employees toward the union.

* Union membership provides "guaranteed rights"; workers are no longer dependent upon the good will of management. Instead, they switch from a passive, recipient stance to an active, assertive one.

7. Therefore, instead of wondering "Why do they need a union?", accept unionism as a given fact and work toward building a good relationship with the union.

QUESTION

8. What are the benefits of unionism to management?

<u>KEY POINTS</u>:

* It provides a communication channel. The steward can disseminate information from management to the employees and vice versa.

* It offers a way for employees to participate in the formulation of personnel policies and practices affecting their working conditions. This results in more and better ideas, and in commitment to the plans.

<u>PART II: PARTICIPATIVE MANAGEMENT AND UNIONISM</u>

9. In other parts of this class, we discuss the value of using teams of employees in problem-solving and decision-making. Now we're talking about dealing with the union.

QUESTION

Is there any conflict between these two concepts?

<u>KEY POINTS</u>:

* Yes. If you have a union, you are restricted in your use of teams of employees to discuss certain topics.

* Unions have certain rights, granted to them by Executive Order. We'll concentrate on those rights that relate to other topics in this course.

QUESTION	10. What are these rights?
HANDOUT	EXECUTIVE ORDER 11491
	KEY POINTS:
FLIPCHART (Write the words surrounded by quotes)	* According to the Executive Order, management "shall meet at reasonable times and confer in good faith with respect to personnel policies and practices and matters affecting working conditions." Management meets with the union which represents the employees in the unit.
FLIPCHART (Point to "shall")	11. Let's examine the parts of this quotation. As we discuss all of these areas, you might take notes on this handout.
	a. The word "shall" is interpreted as "must."
	b. Management is obligated to meet with the union concerning personnel policies and procedures.
	c. If management fails to do so, the union can file an Unfair Labor Practice against the agency.
	d. The Assistant Secretary for Labor Management Relations (ASLMR) will decide the case.
	e. If the decision is against the agency, it must post a notice agreeing not to repeat its actions and will have to take any other actions specified by the ASLMR. For example, one agency had to nullify a RIF.
FLIPCHART (Point to "meet and confer")	12. "Meet and Confer"
	a. It means to either negotiate (seek to agree) or consult (seek the views of the union and give them good faith consideration).
	b. Rather than go into a detailed discussion of exactly when you negotiate and when you consult, I suggest that you learn your organization's circumstances.
FLIPCHART (Point to "Personnel policies")	13. "Personnel policies and practices and matters affecting working conditions"

FLIPCHART

a. Generally, management must negotiate/consult in all areas of personnel policies except if management is specifically prohibited from or is not obligated to do so.

b. Management is prohibited from consulting/negotiating in the following areas of management--retained rights. Management retains the right to:

1) Direct employees

2) Hire, promote, transfer, assign, and retain employees in positions within the agency, and to suspend, demote, discharge, or take other disciplinary action

3) Relieve employees from duties

4) Maintain the efficiency...

5) Determine the methods, means, and personnel...

6) Take whatever action may be necessary to carry out the mission in emergency ...

All of these are listed in the Executive Order under Section 12(b).

FLIPCHART

c. Management is prohibited from consulting/negotiating that which is set by law or higher regulation (pay, basis for a complaint of discrimination, actions which can be appealed as an adverse action, etc.).

d. Management has no obligation to consult/negotiate in the areas of:

1) Mission

2) Budget

3) Organization

4) Number of employees

5) Numbers, types, and grades of positions or employees assigned to an organizational unit, work project or tour of duty

6) Technology of performing the work

7) Internal security practices

FLIPCHART

14. So, what is left? Some of the subjects which are consultable/negotiable are:

a. Parking

b. Hours of work

c. Method of selecting people for training, shifts, and overtime. (However, management decides there will be a shift, how many people will be assigned to the shift, skills needed, etc.)

d. Procedures in merit promotion, detailing, etc. (As stated before, management decides who will be promoted; but the union can consult/negotiate on the procedures which are not set by law or a higher authority.)

e. Scheduling methods for annual leave, holidays

f. Procedures for sick leave

g. Impact of any of the reserved rights

This list is certainly not complete. Rather, the purpose of listing a few consultable/negotiable areas is to give you an idea of the sort of topic which is bargainable.

15. If an agency were going to begin a Job Enrichment project, it should consult/negotiate with the union on areas that fall in the scope of personnel policies and practices. Some of these areas might be:

a. Impact of realignment of the work force

b. Impact of any change in working conditions

c. Impact of the project on employees

d. Method of choosing who would participate in the project

e. Selection procedures for training programs

SUMMARY

16. One of the rights of a union is the right to be consulted/to negotiate.

This means that management has an obligation to consult/negotiate with a union on various personnel policies and practices affecting the employees.

17. As we discuss in Participative Management, management should discuss matters with employees. However, we've just stated that management must discuss certain subjects with the union. We come back to the question asked before: Is there any conflict between management's seeking the views of all employees and seeking the views of the union?

a. As stated in the Executive Order, "When a labor organization has been accorded exclusive recognition, it is the exclusive representative of employees in the unit...."

b. Essentially, then, the union has the exclusive right to negotiate/consult with management in personnel policies and procedures and working conditions for the employees in the unit.

c. We are still embracing the concept of participation; however, for certain subjects the focus has shifted from participation with all employees to participation with the representative of the union or gaining union acceptance of working with employees.

QUESTION

18. Could a manager discuss any matter with teams of supervisors, other managers, or management officials?

a. Yes, because these people are not represented by the union.

b. However, if the team decides to take an action which concerns a personnel policy or procedure or working condition of employees, management must consult/negotiate with the union prior to acting.

QUESTION 19. How about a supervisor who wants to use teams of employees? Is he precluded from ever using them? Let's look at two case studies.

TABLE GROUPS

CASE STUDY #1

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Have each group answer the question in Case Study #1 and then discuss.)

DISCUSSION:

QUESTION 20. Is the procedure for scheduling annual leave around holidays a consultable/negotiable subject?

KEY POINTS:

* Yes; therefore, management must deal with the union on this matter. In this regard, it is important to recognize that for personnel policies, practices, and working conditions, the union is the representative.

QUESTION 21. Can a supervisor also talk to employees?

KEY POINTS:

* An answer is impossible because a supervisor's actions would depend on the relationship he has developed with the union, the general climate of labor relations in the organization, and other intangible factors.

* A union could legitimately insist that a supervisor only deal with them.

* However, a union could also permit a supervisor to listen to the view of employees.

  • The union may or may not want to be present.

* Generally, a supervisor should discuss the whole area of employee participation with the union. They would need to determine:

- To what extent teams could be used
- What topics could be discussed
- Presence of the union

22. In this case, then, the supervisor must talk to the union. He must be very cautious about talking to any other employees. If some arrangement has been worked out with the union, then he might be able to have some contact with employees.

TABLE GROUPS

CASE STUDY #2

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Have each group answer the question in Case Study #2 and then discuss.)

QUESTION

23. Is this a subject which is consultable/negotiable? (No)

QUESTION

24. Therefore, could a supervisor discuss the matter with his/her employees? (Yes)

KEY POINTS:

* The supervisor must be very careful that the discussion doesn't wander into the areas of personnel policies and practices and working conditions.

* For example, they would be talking about consultable/ negotiable areas if they discussed schedules for overtime or shifts or how to pick people for details.

* Again, the supervisor should have touched bases with the union to define the boundaries of discussion before he starts using employees.

25. Therefore, if an organization wanted to initiate a Participative Management approach, it ought to contact the union to discuss such matters as:

    a. The impact on the employees

    b. The boundaries--what can and cannot be discussed by teams of employees. Perhaps the union would permit some personnel topics to be discussed in groups after contact by the manager with the union. Management may be able to work out an agreement.

26. If a supervisor expects to practice some participative techniques with employees, he/she should also talk to the union about these matters. Of course, the supervisor would first discuss this with his/her own management.

CONCLUSION

27. Participative management is a valuable management tool. It provides important input from the employees and gains their commitment. However, if a union exists, management must use it as the vehicle for participation on certain subjects.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

THEME

INDIVIDUAL SUPERVISOR

- Session IV — Leadership Styles
- Session V — Communication Feedback

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session IV

LEADERSHIP STYLES

Objectives

Participants should be able to:

1. Analyze situational, group, and individual forces prior to choosing an appropriate leadership style.

2. Recognize the advantages and disadvantages of four different leadership styles.

Notes to Instructor

Purpose:

This session marks a transition from one theme (Employee as an Individual) to the next theme (Supervisor as an Individual). The main purpose is to enable participants to examine their own leadership styles ("Tell", "Sell", "Consult", "Join") as well as to examine the styles under which they are most likely to function effectively. Each style will have a unique effect on group performance.

Participant Reactions:

This session generally illicits much involvement. Supervisors are very concerned with their impact on others and are usually surprised to discover that there are effective alternatives to the traditional democratic or authoritarian leadership models. Moreover, the situational analytic approach used in explaining the uses of these styles is confirmed by the participants' own supervisory experiences. Consequently the model results in a useful tool for self-analysis.

Materials

Visual Aids:

Flipchart easel
Flipchart
Movie Projector
Screen
Felt-tip pen

Film:

"Styles of Leadership", Roundtable Films, Beverly Hills, California

Handouts:

Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern", Harvard Business Review reprint May-June 1973.
Leadership
The Best Leadership Style

Resource Material:

Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern", Harvard Business Review reprint May-June 1973.

SUPERVISION AND GROUP PERFORMANCE

Session IV

LEADERSHIP STYLES

Presentation

1. A key problem in the choice of leadership styles is the dilemma posed by the value of group participation versus personal decisiveness. A leader is usually faced with the problem of balancing these two values.

RHETORICAL QUESTIONS

a. What is the ideal proportion of each value in a leadership style? Or need they be balanced at all?

b. Is there a certain combination that will guarantee high morale, motivation, and teamwork in your work group?

TABLE GROUP DISCUSSIONS

2. As a "warm-up" exercise in this area of leadership, recall times in your work experience:

a. In which you wanted to or had to make a decision by yourself

b. In which you felt it better to involve your employees in the decision-making process

Discuss within your table group why you chose the leadership style you did and what the situation was surrounding your choice.

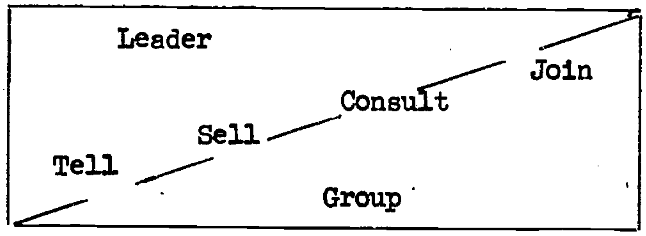
3. The film you are about to see attempts to clarify a few distinct leadership behaviors. You'll see some executives who are facing an important decision. Even though the characters portrayed in the film are executives in private industry, the decision-making processes are common to any supervisorial or managerial level in most organizations.

There will be no right or wrong solution to this dilemma of leadership. There are only appropriate and inappropriate leadership behaviors based on different factors in unique situations.

4. ALTERNATIVE #1:

I've put up a chart on which you see the titles of four different Leadership Styles.

FLIPCHART



It is intended to show that there is a continuum of leadership behavior moving from the authoritarian approach on the left to the participative approach on the right. Each executive you'll see will demonstrate one of these four styles.

FILM

5. "STYLES OF LEADERSHIP"

6. DISCUSSION

PRE-POST QUESTIONS ON CHALKBOARD OR FLIPCHART

a. Describe each leadership style.

b. When should each style be most appropriately used? Why?

TABLE GROUP DISCUSSIONS (Groups answer questions, report out, and discuss at large)

c. What are the advantages and disadvantages of each style?

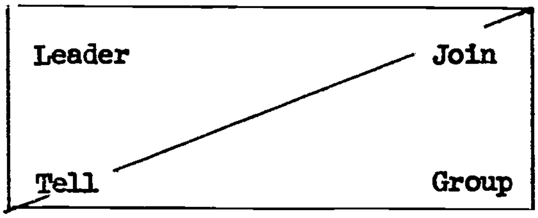
d. Under which style would you prefer to work? Why?

(go to item 14)

7. ALTERNATIVE #2:

I've put up a chart on which you see the leadership styles of "Tell" and "Join". They loosely correspond to the often talked-about "Authoritarian" and "Democratic" leadership models.

FLIPCHART



8. After I show the film, I'd like each table group to discuss the following questions and be prepared to share their conclusions with other table groups.

PRE-POST QUESTIONS ON CHALKBOARD OR FLIPCHART

a. What are the essential differences between these two styles?

b. When should each style be used? Why?

c. Under which style would you prefer to work? Why?

d. Think of and describe alternative leadership styles other than the two already described.

I'm going to stop the film after the Join Leadership situation and then your table groups can discuss the pre-posted questions.

SHOW FILM UNTIL END OF 2nd LEADERSHIP STYLE

9. "STYLES OF LEADERSHIP"

TABLE GROUP DISCUSSION (Groups answer questions, report out and discuss at large)

NOTE TO INSTRUCTOR

10. NOTE TO INSTRUCTOR:

(Note on the chalkboard or flipchart a few of the groups' most salient remarks. Prepare then for the last section of the film by asking their responses to the fourth question: "Think of and describe leadership styles other than those two just described.")

11. Let's match some of your remarks regarding alternative leadership styles to the remaining two styles of leadership in the second section of this film. In viewing this section, prepare to answer the following discussion questions:

a. Describe the two remaining styles.

b. When should you choose each style? Why?

c. Under which style would you and your subordinates prefer to work? Why?

(go to item 14)

12. ALTERNATIVE #3:

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(After the diagram exposure to the four leadership styles and the film, involve the participants in a large group discussion. Some of the probe questions listed here usually spur the group into lively discussion of the issues. These questions can also be used in conjunction with table group "report-outs".)

QUESTIONS

13. PROBE QUESTIONS:

a. What is leadership?

* The act of influencing others

b. What leadership styles should Jim choose?

c. How is "Tell" different from "Sell"?

d. Is the "Sell" Method represented in the film the only way to use the "Sell" style?

e. How does "Consult" differ from "Join"?

f. When is each method most appropriate?

g. When is each method least appropriate?

h. What should be taken into consideration when choosing a leadership style?

i. Is a "Join" leader really a leader?

j. Is one style strong, another weak?

* No; they are just different approaches

* Dominance is not leadership

k. Which style is most difficult to use? Why?

* The "Join" style requires an individual to be constantly alert and perceptive; it also requires a high threshold for ambiguity and uncertainty

l. Which style is most common? Why?

* "Tell"; it's the easiest and quickest; it's very much a part of our culture

m. Should a person have one leadership style?

n. What's the essential difference between domination and leadership?

o. What are the risks of each style?

p. Advantages of each style?

q. How do various leadership styles relate to motivation?

r. How do leadership styles relate to Maslow's Hierarchy of Needs, Herzberg's Motivation/Hygiene theory, and Job Enrichment?

(go to item 14)

NOTE TO INSTRUCTOR

14. NOTE TO INSTRUCTOR:

(As the table discussion groups are reporting out and comparing answers, begin noting on the flipchart their responses especially those which deal with the appropriateness or inappropriateness of different leadership styles. After a while, you should have a list approximating the following. Do not, however, write the words that are in parentheses.)

	(Leader)	(Group)	(Situation)
FLIPCHART OR CHALKBOARD	Habits and inclinations	Need for independence	Kind of organization desired
	Value system	Readiness to assume responsibility in decision-making	Cohesiveness of group
	Confidence in employee	Tolerance for ambiguity	Problem itself
	Tolerance for ambiguity and uncertainty	Interest in problem	Pressures of time
		Understanding of and identification with organizational goals	
		Experience	
		Expectations regarding sharing in decision-making	

15. I've been noting a few of your remarks on the chalkboard/ flipchart and have grouped them into three main categories.

FLIPCHART OR CHALKBOARD (Place item 16 as the three headings on the above lists)

16. Each category represents a set of variables or forces which, when analyzed properly, can aid you in your choice of a leadership style. They are "Forces in the Supervisor", "Forces in the Group" and "Forces in the Situation".

The use of an appropriate leadership style depends on the mix of these forces which only you as supervisors within your own unique situations can analyze effectively.

The key to good leadership, then, is to be flexible in using the most appropriate style depending on the "forces" at hand.

HANDOUTS

"Leadership"
"The Best Leadership Style"
Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern", Harvard Business Review reprint, May-June, 1973.

A FEW RECENT PUBLICATIONS

1. Tannenbaum, Robert and Warren H. Schmidt, "How to Choose a Leadership Pattern", Harvard Business Review Reprint, May-June 1973.

SUMMARY

Tannenbaum and Schmidt have made a few modifications in the "continuum of leadership behavior" model that they first published in 1958. The old model remains essentially valid, but is updated as follows:

1. Forces lying outside the organization are now included in the continuum model for the sake of exploring relevant interdependencies between the organization and its environment.

2. The manager is no longer seen as the determiner of group functions. In the basic continuum, the manager ultimately decided out of which position to operate. Employees made inputs and assumed power only at the will of the manager. Now, the balance in the manager-employee relationship is seen as being arrived at by interaction-direct or indirect-between the two parties.

3. There is recognition of the power available to all parties rather than just to the manager -- i.e. the unions, other forms of joint worker actions, and individual workers' expressions of resistance. These powers are more carefully considered than previously.

4. The continuum formulation now reflects newer organizational modes rather than the traditional organizational structure originally assumed. Concurrently, titles are switched to "manager" and "nonmanager" as indications of a functional rather than hierarchical difference.

   The new modes are based on such observations as:

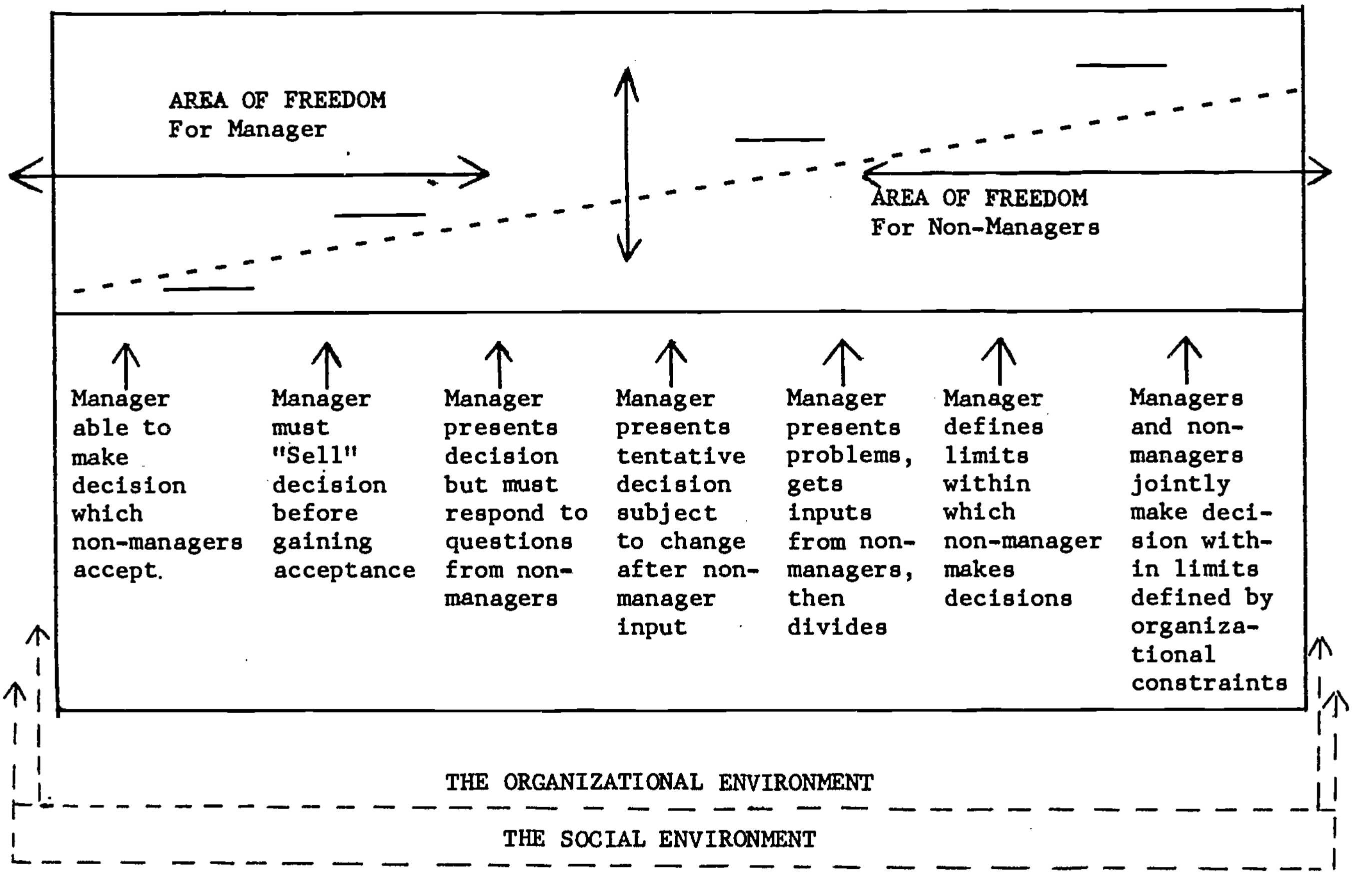
   - Both manager and nonmanager may be governing forces in the group's environment, contributing to the definition of the total area of freedom

   - A group can function without a manager, with managerial functions being shared by group members

   - A group, as a unit, can be delegated authority and can assume responsibility within a larger organizational context context

   The new behavior continuum uses different language than the former continuum, which strongly reflects all the above-mentioned modifications.

CONTINUUM OF MANAGER - NON-MANAGER BEHAVIOR



2. Fiedler, Fred E., "The Trouble with Leadership Training is That it Doesn't Train Leaders", Psychology Today, February 1973.

Fiedler, Fred E., A Theory of Leadership Effectiveness, New York: McGraw-Hill Book Company, 1967.

SUMMARY

Fiedler has developed and validated a leadership model which very clearly shows the situational nature of effective leadership. Fiedler's theory of leadership explains why some studies have shown that a directive, task-oriented leadership style promotes effective group performance, while others have shown that a non-directive, human relations-oriented style is most desirable. From earlier research Fiedler had concluded that the following three leadership dimensions are most important as factors that influence the leader's effectiveness:

1. Leader-member relations: This refers to the leader's feelings of being accepted by his subordinates.

2. Task-structure: This refers to the degree to which the follower's jobs are routine versus being unstructured and undefined.

3. Power position: This refers to the power inherent in the leadership position, including official authority, support for the leader from higher management, the means available to the leader to grant or withhold rewards, etc.

Fiedler's research results have shown that the most effective leadership style varies with the situation. For example, if good leader-member relations exist and the task is structured, and the leader power position is strong, a controlling, active (directive) leadership style is most effective. A permissive, passive, considerate style of leadership is called for if leader-member relations are good, the task is unstructured, and the leader position power is weak. A summary of Fiedlers' studies of Leadership follows:

SUMMARY OF FIEDLER INVESTIGATIONS OF LEADERSHIP

Group Situation			
Leader-Member Relations	Task Structure	Position Power	Leadership Style Correlating with Productivity
Good	Structured	Strong	Directive
Good	Structured	Weak	Permissive
Good	Unstructured	Strong	Directive
Good	Unstructured	Weak	Permissive
Moderately Poor	Structured	Strong	Permissive
Moderately Poor	Structured	Weak	Permissive
Moderately Poor	Unstructured	Strong	Permissive
Moderately	Unstructured	Weak	Directive

Fiedler's leadership theory has been successfully tested by others and ranks as one of the most important break-throughs in the study of leadership.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session V

COMMUNICATION FEEDBACK
(Active Listening)

Objectives

Participants should be able to:

1. Use one specific style of giving feedback: "Active Listening"

2. Elicit feedback from others in an effective manner

Notes to Instructor

Purpose:

Communication patterns follow the same continuum as leadership styles. The more an individual moves toward the "Consult" and "Join" styles, the more necessary become two-way communication skills. You need to be very aware of what individuals within a group are saying; therefore, in this session, the concentration is on one specific feedback technique.

Only one aspect of communication is tackled here: feedback. Even more specifically, a technique called Active Listening devised by the psychotherapist, Carl Rogers, is presented. Active Listening is also known as Reflective Listening. It's a feedback method in which an individual paraphrases a communicated statement for the sake of understanding, prior to responding to that statement.

Active listening can include both reflection of content and underlying feelings. However, as presented in this module, only feedback on content is encouraged--the thinking being that "feeling reflection" necessitates greater skill than can be imparted in one and a half hours.

Participant Reactions and Things to Watch For:

Stress that Active Listening, although practiced in extreme form in the session, is to be used in daily life only when deemed appropriate--certainly not constantly.

The session is fun, largely because of the contemporary subjects suggested for discussion. Add to the topics or change them completely but always try to have around fifteen topic areas. Keep them current and controversial. People tend to get emotionally involved and forget to practice active listening. Therefore, you are kept busy moving around, listening to all the triads and joining the discussions for demonstration purposes where necessary.

Materials

Visual Aids:

Flipchart easel
Flipchart
Felt-tip pen

Handouts:

Rogers, Carl R. and F. J. Roethlisberger, "Barriers and Gateways to Communication," Harvard Business Review reprint, July-August 1952.
Communications
Lehner, George F. J., Ph.D., "Aids for Giving and Receiving Feedback"
Roles People Play
What Do We Mean by a Group?

Resource Material:

Rogers, Carl R., On Becoming A Person, Boston: Houghton Mifflin Company, 1961.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session V

COMMUNICATION FEEDBACK
(Active Listening)

Presentation

1. Regardless of the leadership style one chooses, the communication pattern is an integral part of that style. In fact, communication patterns closely follow the same continuum as leadership styles: the one-way, boss-to-employee communication flow found in the "Tell" leadership style to the free flowing, give-and-take communication found in the "Join" leadership style.

2. Communication, however, is a very broad subject running the gamut from electronic instruments to body language. Because of time limitations we will focus on one very critical aspect of interpersonal communications--feedback.

QUESTION 3. What is Feedback?

(response)

KEY POINT:

* Feedback is the process of observing responses to our communication until we get some knowledge of results, some knowledge of how well we're coming across.

4. When we communicate with one another, we find it difficult to avoid judging or evaluating what the other person or group is trying to say. Even though this evaluation tendency is common in almost all interchanges, it's exacerbated in situations where feelings and emotions are deeply involved. The stronger our feelings, the more likely that there will be little mutual understanding in the communication.

5. One way of minimizing the negative effects of evaluation and judgmental thinking in communication processes is through the skillful use of feedback. Skillful use of feedback often means that all parties in a communication

situation are actively involved in really listening to one another **empathically** and with understanding. A technique for accomplishing this is called "Active Listening."

6. Active Listening was originally devised and practiced by psychologist Dr. Carl Rogers for use as a psychotherapy technique. Over the years, Active Listening has been found useful in a wide variety of situations and organizational settings.

THE METHOD:

EXPLANATION OF THE METHOD

7. In Active Listening, each person can express himself only after he has restated the ideas of the previous speaker accurately and to that person's satisfaction.

8. Here, we will be practicing it in the extreme in order to become familiar with the method. In our daily communication, however, we would actively listen only when we wanted to make sure we understood something being communicated to us.

9. It would never be a constantly used tool since it slows conversation speed in half and is unnecessary a good deal of the time.

10. However, when Active Listening is practiced:

    a. Emotion goes out of the discussion

    b. Differences are reduced

    c. Remaining differences are of a rational and understandable sort

11. Active Listening doesn't necessarily mean agreement; it is simply a tool for clarifying and understanding another person's ideas and point-of-view.

12. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Ask the group if anyone is somewhat familiar with this technique. If there is no one, choose or ask for a volunteer to spontaneously role-play the technique. It makes the whole process more comprehensible--and is therefore a very important part of the explanation.)

PRACTICE SESSION:

PRACTICE SESSION IN TRIADS

13. Let's practice the method to give you an opportunity to see how it "feels".

14. Form triads, (little groups of three). If there are one or two people left over, join a triad and make a foursome.

15. The roles for each member of the triad are:

a. The "sender"

. will choose a discussion topic from the posted list and will start the conversation.

b. The "receiver"

. will discuss the topic with the sender.

c. The "referee"

. will make sure that the "sender" and the "receiver" consistently include the extra ingredient of Active Listening Feedback prior to making their own comments; he will also stop the exchange if the participants do not actively listen.

16. The purpose of the exercise is not to resolve issues implicit in the discussion topics but to practice the Active Listening Technique.

17. Because this is a practice session, both the "sender" and the "receiver" must apply this method throughout the conversation, although in our day-to-day activities, you would paraphrase only at certain key times.

18. If you conclude discussion on one topic, choose another and continue. Play "devil's advocate" if the discussion needs to be more lively.

19. You will have two 10-minute practice sessions. You'll switch roles before proceeding into the second session, so that everyone has a chance to practice.

20. The following list of discussion topics are merely suggestions. You can bring up any number of topics not included in this list.

PRE-POSTED ON FLIPCHART (Do not expose until this moment)

- Government workers should be given the right to strike.

- Working for the Government is easier than working for private industry.

- If you waat domething done right, it is better to do it yourself.

- Government workers should have the right to engage in partisan political activity.

- Many employees don't want to accept more responsibilities.

NOTE TO INSTRUCTOR

21. <u>NOTE TO INSTRUCTOR:</u>

(You can list any number of topics which can also include local topics. The more contemporary, the better.)

FLIPCHART

22. "Paraphrase to your partner's satisfaction before replying."

23. Remember, the purpose of Active Listening is to increase understanding of what is being said rather than suggesting that individuals come to agreement.

24. (Two ten-minute sessions)

DISCUSSION

<u>DISCUSSION:</u>

QUESTIONS

25. Did you have difficulty in listening to your partner? Why?

26. Did you have difficulty in formulating your thoughts and listening at the same time?

- forgetting what you were going to say?

- not listening?

- rehearsing your response?

<u>KEY POINT:</u>

* Consider the value and accuracy of thoughts and comebacks if they are based on partial hearing.

* Interrupt lengthy paragraphs for clarification.

27. When others paraphrased your remarks, was it done more concisely?

28. Did you find that you were not getting across what you wanted to say?

KEY POINT:

* Elaborations on a point frequently confuse rather than clarify the issue.

29. Were there tense physical feelings?

KEY POINT:

* Real listening is a responsibility which can be reflected in tension.

30. Did this technique work for you? How?

31. If you wanted to use it, when would you use this technique? Why?

32. How would you encourage such feedback from employees or your boss?

KEY POINTS:

* If you do it, you serve as a model.

* Ask the individual to restate your directions, or whatever, in his or her own words.

* Explain the method to your employees.

33. The purpose of this technique is not to change your own or anyone else's opinions or beliefs but to gain understanding of what those beliefs and opinions are. Occasionally a side effect of this form of feedback, however, will be a change in the attitudes and feelings of those to whom you would apply it. Most importantly, however, Active Listening is a feedback technique and feedback is at the core of the communication process.

HANDOUTS

34. Rogers, Carl R. and F. J. Roethlisberger, "Barriers and Gateways to Communication," Harvard Business Review reprint, July-August 1952

"Communications"

Lehner, George F. J., Ph.D., "Aids for Giving and Receiving Feedback"

HANDOUTS (Homework)

35. "Roles People Play." Write a short paragraph on how you have seen these roles played in your work experience. Give examples. Be prepared to share the content of your paragraphs.

"What Do We Mean By A Group?" Prepare a short paragraph on specific classroom examples of primary group characteristics you've seen this week.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

THEME

EMPLOYEE AS PART OF A GROUP

• Session VI	• Group Decision-Making
• Session VII	• Trust and Cooperation • Group Characteristics

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VI

GROUP DECISION-MAKING
("Police Beat")

Objectives

Participants will be able to:

1. Cite the advantages of group decision-making

2. Cite the advantages of the "Join" style of leadership in group problem-solving and decision-making

3. With the aid of appropriate handouts, explain the objectives and nature of the Equal Employment Opportunity Program

Notes to Instructor

Purpose:

This session will uncover some general issues regarding group decision-making. The concept of increased commitment resulting from shared decision-making is introduced here, as is the general concept of Task, Maintenance, and Individually-Oriented functions.

"Police Beat" is a role-playing exercise based on the well-known "New Truck Dilemma" developed by Norman R. F. Maier. Please see the Foreword for a description of role-playing. The exercise is an example of a "Join" leadership style and, as such, serves to link the preceding session on leadership styles (The Supervisor as an Individual) to group decision-making and problem-solving processes (The Employee as Part of a Group). The other leadership styles ("Tell", "Sell", and "Consult") frequently emerge within the Police Beat workgroup, providing more material for analysis.

Participant Reactions and Things to Watch For:

You will need to brief the "Tonys" (Precinct Captains) and observers (if you use them) regarding the point of the exercise. Be sure to emphasize to the "Tonys" that they will be using the "Join" leadership style and cannot make a decision for the group. Do not elaborate any

further on how they are to function as "Join" leaders. It provides more material for discussion later. Have the observers watch the "Tonys" and record in what ways they specifically manifested the "Join" style. The objective is to help the group <u>find</u> a decision that fits its unique situation. Assign the role of timekeeper to the "Tonys" also as they will only have 25 minutes in which to come to a decision.

Occasionally, some groups will not be able to reach a decision as to who should receive the new beat. Such deadlock situations can be quite useful in explaining the importance of maintaining a balance among the three kinds of roles (task, maintenance, individually-oriented). Deadlocks usually result from an excess of individually-oriented roles being played. Running beyond the allotted time frame also indicates the desirability of a more open-ended situation when utilizing group decision-making.

Incidentally, deadlock situations also result from the "Tonys" not really being able to deal with fluid group situations such as "Police Beat". Leadership is frequently perceived as being either authoritarian or laissez-faire, leaving some supervisors ill-equipped to cope with this kind of decision-making process.

Materials

Visual Aids:

Chalkboard and chalk
Flipchart easel
Flipchart
Felt-tip pen

Game Materials:

Police Beat Hand-outs
Police Beat - General Instructions for the Precinct Group
Police Beat - Instructions for Tony A. Bambini
Police Beat - Instructions for Wilma Gump
Police Beat - Instructions for John Lee Hunt
Police Beat - Instructions for Osmond Fu
Police Beat - Instructions for Ricky Ricardo
Police Beat - Instructions for Roxanne Black
Name tags - one for each participant
Score sheet transparency (optional)
Diagram of Group decision-making vs. Leader-centered decision-making transparency (optional)
The Equal Employment Opportunity Program in the Federal Government (A Capsule History)
Elements of an Affirmative Action Program for Equal Employment Opportunity
EEO Responsibilities for Lower-Middle Managers and First Line Supervisors

Resource Material:

Maier, Norman R. F., Allen Salem and Alicia Maier, Supervisory and Executive Development, A Manual for Role-Playing, New York: Wiley, 1957.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VI

GROUP DECISION-MAKING
("Police Beat")

Presentation

1. Up to now we've been primarily concerned with the individual employee and supervisor regarding motivation, leadership styles and Active Listening. We are now about to examine the nature of group functions and processes.

QUESTION

2. What happens when a group is asked to make a decision?

NOTE A FEW OF THE RESPONSES ON THE FLIPCHART

(responses)

3. Rather than merely discuss group decision-making processes, it might be far more useful if you lived through a group decision-making experience. Consequently, I have a role-playing situation called the "Police Beat".

POLICE BEAT

ROLE-PLAYING

Directions:

4. Organize yourselves into groups of six. Each group will consist of Tony A. Bambini, Precinct Captain for 5 officers. The officers are Wilma, Osmond, Ricky, John Lee and Roxanne. Choose your captain after which I'll give you further instructions.

NOTES TO INSTRUCTOR

5. NOTES TO INSTRUCTOR:

(Groups choose captains.)

(Give the captains their roles.)

(Distribute "General Instructions" and briefly review them with participants. These are included in the packet of participant handouts.)
(Distribute the remaining roles, cautioning all participants not to divulge their roles to others. Also distribute name tags of officers to aid in role-playing. The roles are not included in the handouts. Copies are included in this instructor's guide.

QUESTION

6. How many of you are familiar with the role-playing technique?

KEY POINTS:

* Ro -playing is not quite the same as acting. There is no script and no carefully prescribed course of action. Instead, the role-player is provided with some information about his character and a general idea of the situation.

* With this minimal information, the player lets his feelings develop in accordance with the events that take place in the role-playing process. He has the freedom to make up things that are consistent with the way it might be in a real-life situation.

* Enjoy yourselves. Play your roles to the hilt, but come to a decision within the 25 minute time frame available for this exercise.

* Do not share roles with other participants; reveal your roles through what you do, how you play them.

NOTE TO INSTRUCTOR

7. NOTE TO INSTRUCTOR:

(While the "officers" are planning how they will play their roles, draw the captains aside.

Privately coach these captains (Tony A. Bambinis) by emphasizing the following points:

a. They are not to make a decision for the group but are to aid the group in finding a suitable decision for itself.

b. This does not mean that the Tonys cannot participate in the decision-making conference. However, don't spell out how they are to participate. Let them operate out of their own perception of "Join", and discuss it after the exercise.

c. The purpose of this exercise is not only to examine group processes in decision-making but also to examine the dynamics which occur within a "Join" leadership situation.)

(the captains return to their groups)

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8. As soon as the Tonys return, you may start the role-playing situation. Your objective is to decide on who will get the new beat. You will have exactly 25 minutes.

(25 minute role-play session)

NOTE TO INSTRUCTOR

9. NOTE TO INSTRUCTOR:

Team	1 (Example:)	2	3	4
	W	W	W	W
	J	J	J	J
	O	O	O	O
	R	R	R	R
	Ro	Ro	Ro	Ro
Commitments				
Exchanges	2			
Dissatisfied				
Captain Satisfied				

Starting with team 1, ask each captain who got the new beat. Indicate this on the form by drawing an arrow to the initial of the officer who got the new beat. (Example shows "W" received the new beat.) Ask the captain, who received "W's" beat and draw an arrow from "W" to the appropriate officer. Continue this line of questioning until all exchanges have been slotted on the tally form. Then count the number of exchanges and place that number in the "exchanges" row.

Next ask the captain for the number of commitments (for cars, the next new beat, future exchanges, etc.) and place that number in the "commitments" row. Similarly, determine the number of members who were dissatisfied and whether the captain was satisfied, placing that information in the appropriate rows. Repeat this procedure for teams two, three and four.

In most instances, there will be a very low degree of officer dissatisfaction and a high degree of captain satisfaction. It points out that group decision-making conferences of this sort usually result in a high level of satisfaction and commitment to the decision reached.

DISCUSSION: GROUP DECISION-MAKING

QUESTION 10. Which decision is the best?

(response)

KEY POINTS:

* Typically each team will consider its own decision to be the best.

* After some probing questions, participants conclude that since each decision is compatible with the unique characteristics and personality mixes of each team, the decision reached "works" for each respective group.

* There will be instances, however, in which one individual (other than the captain) will dominate the conference and, as a result, a high degree of crew member dissatisfaction occurs with very little commitment to the decision. Careful probing will reveal this situation.

* Some teams will deadlock, thus not arriving at any decision. Such teams have usually been characterized by a high degree of dissatisfaction and very little cohesiveness. Deadlocks usually occur when there is very little compromise and the captain either withdraws from the situation or attempts to break the deadlock by making the decision for the group, thus resulting again in a low level of satisfaction and commitment to the decision.

* Occasionally, however, deadlocks are resolved by democratic vote in which case there will be a satisfied majority and a dissatisfied minority--winners and losers. "Majority vote" may or may not result in a quality decision. But the real point is that it won't promote total group acceptance. And one of the important reasons for using the group decision-making process is to promote quality <u>plus</u> acceptance. Acceptance and dissatisfaction are incompatible.

* There were four (or whatever number) different solutions to this dilemma because the team members were different. When decision-making processes take the membership into account, a sense of ownership of the decision is reached and true commitment is realized.

* In contrast, management tends to look for one "best" solution even though what is best for one group is not best for another group.

QUESTION 11. Did some of the team members alter the facts in their respective role scripts?

(response)

* In most "real" group decision-making situations, people tend to alter the facts in order to gain influence.

QUESTION 12. What are the facts in "Police Beat"?

(List on flipchart or transparency)

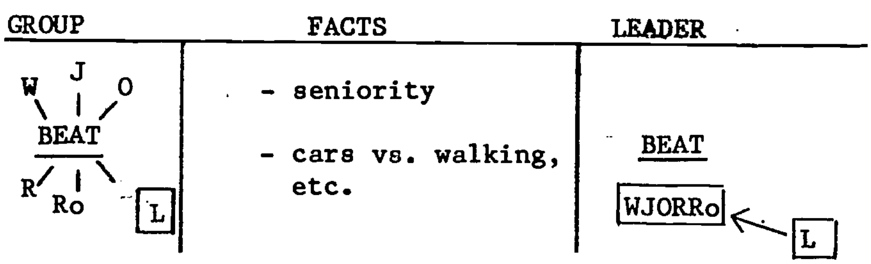
a. Seniority;

b. Different beats;

c. New beat;

d. Cars vs. walking, etc.

FLIPCHART OR TRANSPARENCY



a. The facts remain the same whether the group or leader makes the decision. It is how these facts are used that makes the difference.

b. A leader, at least theoretically, begins his decision-making activity by weighing these facts and eventually aiming at a decision impartially.

c. A group, in contrast, makes a decision not only based on facts but also based on the feelings and personalities of its membership which, in effect, interprets and gives meaning to these facts.

d. When this occurs, opportunity avails itself for resolving conflict. Conflict is an inevitable factor in the life of a group which may temporarily result in exaggerated claims and other misrepresentations during which feelings and personalities are being worked through.

e. The result of such a process, however, is the eventual tailoring of a decision to fit the unique characteristics of a given group. It is through this process of influence and interaction that responsibility and commitment to a decision is developed and maintained.

(Write Quality and Acceptance under "Group" on above diagram)

13. In order for a decision to be effective, it must have two essential ingredients. It must have "Quality", the degree to which the decision solves problems and is realistic. It must have "Acceptance", the commitment a group feels toward a decision when the group members' personalities and feelings are taken into account.

DISCUSSION: LEADERSHIP

QUESTIONS

14. During this exercise, what leadership style did Tony use?

(responses)

How effective was it?

(response)

What did the Tonys do to indicate what style was being used?

(response)

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(Have the observers report the specific "Join" behaviors they noticed in their respective "Tonys".)

KEY POINTS:

A "Join" leader -

* Operates as a catalyst.

* Has a major responsibility for the smooth conduct of a group meeting and the interactions within it.

* Never passively observes the group while it is making decisions but actively serves as clarifier, summarizer, questionner, devil's advocate and arranger of initial parameters and limitations. He must constantly be alert to what is happening in the group.

* He "moves in" when movement toward goals or group interaction falters. The leader who doesn't "move in" at appropriate times or who dominates the session generates misunderstandings, hasty or inadequate solutions, and lack of commitment.

* Appropriate leadership in group decision-making is extremely vital to its success.

15. Groups which do not function effectively often suffer from an imbalance of:

CHALKBOARD OR FLIPCHART (Write Maintenance, Task, Individually Oriented)

Maintenance functions or those leadership behaviors which foster good member relationships thereby permitting maximum use of member resources.

Task Functions or leadership behavior which aids the group in reaching a decision or solving a problem.

Individually-Oriented functions - self-centered behaviors which interfere with both task and maintenance goals.

A resourceful leader must be able to observe and analyze a group's function in light of the above and intervene with the appropriate leadership behavior. We'll explore what these specific Task Maintenance and Individually-Oriented leadership behaviors are when we discuss "Roles People Play."

QUESTION

16. What advantages, then, might group decision-making (with effective leadership) have over individual decision-making?

KEY POINTS:

* More input

* More alternatives

* Increased understanding, both of problem and each other

* Creative conflict leading to commitment

DISC[illegible] EQUAL EMPLOYMENT OPPORTUNITY

QUESTION

17. Was there anything in your decision-making that indicated discrimination--be it based an age, sex, or ethnic group?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(Better than using this straightforward question--which may promote a "no" answer, refer back to any hints at discrimination or stereotyping in the earlier discussion of decisions.)

QUESTION

How was it manifested?

QUESTION

What can be done about it?

KEY POINTS:

* Merit Principle #5 assures fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation

- race
- color
- national origin
- sex
- religious creed

and with proper regard for their privacy and constitutional rights as citizens.

* <u>The Equal Employment Opportunity Act of 1772</u>:

- All personnel actions must be free from discrimination
- Prescribes total involvement of EEO in every aspect of personnel policy and practice
- States active affirmative action, not passive non-discrimination is required to reach EEO objectives.
- The Fair Labor Standards Act, amended in 1974, prohibits age discrimination in Federal Employment.

HANDOUTS

"The Equal Employment Opportunity Program in the Federal Government" (A Capsule History)

"Elements of an Affirmative Action Program for Equal Employment Opportunity"

"EEO Responsibilities for Lower-Middle Managers and First-Line Supervisors"

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VII

.TRUST AND COOPERATION
.GROUP CHARACTERISTICS
("Game of Life")

Objectives

Participants will be able to:

1. Discuss the roles of trust and cooperation within intergroup and intragroup settings

2. Explain the process of primary group formation

3. Explain group characteristics formation and its importance to the supervisor

Notes to Instructor

Purpose:

Through the exciting "Game of Life", a multitude of important points concerning group formation and behavior is revealed. The most obvious point at the conclusion of the game is the importance of intra-/inter-group trust and cooperation if WIN-WIN is the desired outcome.

Participants have competed on an intergroup basis throughout the game. The result is that everybody loses--and it brings home the need for trust and cooperation quite dramatically.

Risk-Taking is another point brought out by the game. Without trust and some sense of security, individuals are less willing to risk. They stand to lose too much.

While working diligently to gain the most points, each group becomes increasingly more cohesive. The groups become mini-primary groups with their own sets of characteristics. By examining their behaviors afterwards, participants readily see how primary groups are formed and how special characteristics are assumed.

Having analyzed the formation of highly cohesive primary groups, the participants consider the pitfalls of excessive cohesion, popularly known as "Group Think." Dr. Irving Janis describes several of these pitfalls in the film, "Group Dynamics: Group Think." Skilled leadership--particularly the concept of Supervisor as Completer-of-Group-Action--is what is required to reduce the chances of Group Think.

Typical Reactions:

The group is generally defensive about how it approached the game. Some of the comments might be:

> "You tricked us--the game isn't fair."
>
> "If you would have told us that we weren't supposed to compete against one another, we could have won."
>
> "You didn't give us enough information."

Let them get these feelings out of their system before pulling out the learning points.

Of course, the participant approach to the game is based on an automatic response to separation of groups: compete and beat the others. This response is a result of our cultural conditioning--no one needs to instruct groups to compete. It will happen. Within the work situation, groups or teams need to work with each other rather than against each other to truly WIN. That may mean re-conditioning some of our thinking about intergroup behavior on the job.

Materials

Visual Aids:

Flipchart easel
Flipchart
Felt-tip pen
Overhead projector
Water soluable thin felt-tip pen
Movie projector
Screen

Game Materials:

"Game of Life"

PACKET	"Game of Life" ballots (set of 10 for each group) "Game of Life" discussion questions Score sheet transparency 4 flipchart - size goal/rules sheets masking tape

Handouts

"Questions About A Group for A Supervisor"

Films:

"Group Dynamics: Group Think", CRM Films, Del Mar, California
"Is It Always Right to Be Right?", Roundtable Films, Beverly Hills, California

Resource Material:

Pfeiffer, J. William and John E. Jones, "Win As Much As You Can", pg. 66, A Handbook of Structured Experiences for Human Relations Vol. II, Iowa: University Associates Press, 1970.

SUPERVISION AND GROUP PERFORMANCE

Session VII

.TRUST AND COOPERATION
.GROUP CHARACTERISTICS
("Game of Life")

Presentation

1. Before we examine how individual employees become members of a work group, let's consider ourselves for a moment.

QUESTION

2. Are we a primary group? Why or why not?

KEY POINTS:

Employees in primary groups --

* Share common tasks
* Share common purpose and goal
* Share common values
* See each other frequently
* Work harmoniously together

QUESTION

3. Last night, I had you think about specific characteristics of our group. What are they in regard to:

FLIPCHART

a. Membership? (emotional bond; recognition)

(response)

b. Goals? (tasks and/or personal needs)

(response)

c. Structure? (pattern of relationships, roles, status, etc.)

(response)

d. Communication?

(response)

e. Standards? (conduct; accepted way of doing task)

(response)

f. Attitudes? (point-of-view about work you're doing; often extends beyond work)

(response)

We have adequately examined some of the reasons why we consider ourselves a Primary Group.

4. Job enrichment, active listening, participative leadership. These are new concepts that you might be taking back to the primary groups you're a part of at your agency. And these new approaches involve some risk taking.

QUESTION 5. "What is a Risk?"

(response)

<u>KEY POINTS</u>:

* An action which is perceived as crossing normative boundaries.

* One person's risk might be another person's ordinary behavior.

QUESTION 6. What do you think about risk-taking?

(response)

QUESTION 7. Is risk-taking worthwhile?

(response)

KEY POINTS:

* Risk-taking is desirable provided that the risk is calculated and/or innovative.

* Without risk-taking, there is no possibility of growth or change, which may prove problematic in a rapidly changing environment.

QUESTION 8. Is innovative risk-taking reinforced?

KEY POINTS:

* In many cases, innovative risk-taking is not reinforced because there is no trust.

QUESTION 9. Is trust related to risk-taking behavior? How?

(response)

QUESTION 10. How is trust developed within work groups?

KEY POINTS:

* Trust is developed in a work group through collaborative action in which people show one another by their behavior that there is trust.

FLIPCHART TRUST

GAME 11. GAME OF LIFE

NOTES TO INSTRUCTOR

NOTES TO INSTRUCTOR:

Purpose:

a. (To dramatize the merit of collaborative models within the context of intra- and intergroup relations.)

Materials:

a. (Four "rules" statements. Each rule statement should be written on flipchart paper in the following manner:)

GAME OF LIFE
"WIN ALL YOU CAN"

All Green, All lose 50

1 Red, 3 Green
Red loses 300, Green wins 100

2 Red, 2 Green
Red loses 200, Green wins 200

3 Red, 1 Green
Red loses 100, Green wins 300

All Red, All win 50

b. (Four sets of subgroup ballots. Each subgroup should receive 10 ballots which look like the following:)

Subgroup __________	Ballot ____________
Green	Red

Have each subgroup fill in its subgroup number and the number of each ballot.

c. (One overhead transparency to record subgroup scores. Example on following page.)

FRAME	SUBGROUP 1	SUBGROUP 2	SUBGROUP 3	SUBGROUP 4
1				
2				
3				
Subtotal				
4				
5				
6				
Subtotal				
7				
8				
9				
Subtotal				
10				
Total				

Steps to Follow:

a. (Pre-post the "rules" statements at various locations within the room. Make sure that the rules are folded in half so that they will not be prematurely exposed.)

b. (Divide the class into four equal subgroups. Purposely say the word "subgroup" and place that word on the chalkboard or flipchart and leave it up for the remainder of the game. It's important that the word "subgroup" always be used throughout the game in reference to the participant divisions.)

c. (Explain to the group that they will be engaged in a task in which each subgroup will vote for either the colors red or green and that they will have ten opportunities, or ballots to do so. They will perform these tasks by merely filling out and submitting ballots for each such vote.)

1) (Show transparency on overhead projector.

2) Distribute ballots to each subgroup.)

d. (Explain to the group that they will be expected to choose either red or green according to a given set of instructions. Expose the "rules" statements. Do not answer questions except to clarify what you have already said. They should not receive any more information. The subgroups will develop their own information and conclusions as the game proceeds.)

e. (Ask for ballot Number 1 and begin the game. Give each subgroup about 1 or 2 minutes to submit ballots. Every time you ask for ballots, however, reemphasize the game's objective "Win All You Can.")

f. (After the third ballot, subtotal the "scores" and then give each subgroup the opportunity to elect and send a representative to the middle of the room to discuss anything he/she wants to discuss. Allow about 3 or 4 minutes for this. When the representatives are nearly finished with their conference, announce that you'll be collecting ballots for ballot Number 4 (reemphasize objective) but that now, point values have doubled. Enunciate clearly but do not repeat this latest change in instructions. Agreements reached at the representatives' conference are sometimes modified once it is known that point values are doubled.)

g. (After ballot 6, add the subtotal of frames 1, 2, and 3 together with the subtotal of frames 4, 5, and 6 to get a running subtotal. After the second subtotaling, increase the point values by 5 and after the 3rd subtotaling increase the point values by 10.)

h. (Total the entire score for all subgroups and ask the class,)

QUESTION

1) Who Won?

(response)

2) What is the objective of the game?

(response)

3) Who is "You"?

(response)

i. (Compare total subgroup scores with the potential score if subgroups worked harmoniously: 6,800 total or 1,700 each.)

HANDOUT

j. (Either distribute the "Game of Life Discussion Questions" and follow up with discussion or simply have a large-group discussion.)

TABLE GROUP DISCUSSION

12. POST-GAME DISCUSSION

QUESTION

a. What did this exercise mean to you?

(response)

QUESTION

b. Why was it called the "Game of Life"?

(response)

QUESTION

c. What was the risk?

KEY POINTS:

* Trust encourages people to risk; ironically, the risk here was "to trust" the other groups.

QUESTION

13. Why did you continue along your original perception of the game even after you became aware that it was ineffective?

KEY POINTS:

* There is a tendency to stick with the original definition of a problem rather than to step back and re-evaluate.

* We imagine the normative boundary to be more constraining than it is.

* Lack of trust.

QUESTION

14. What are your thoughts on competition versus cooperation within an organization?

(response)

QUESTION

15. What does "win" imply?

KEY POINTS:

* WIN implies LOSE.

* The losers become resentful and begin to use their creative potential destructively--through such means as sabotage, defensiveness, and withdrawal. This situation often leads to what we label COMMUNICATION or MOTIVATION difficulties.

* Groups which purport to have common objectives or goals, should not engage in competitive behavior but should attempt to maximize their gains through cooperative and collaborative behavior.

QUESTION 16. How do you avoid win/lose situations?

(responses)

KEY POINTS:

* Examine how clear your goals and objectives are. Are they understood and agreed upon? Issues which arise should then be tested against those goals and objectives.

* Listen empathically to others. Take the risk of having your mind changed.

* Determine whether or not the group is adequately participating in its own decision-making, ensuring that decisions are made by consensus rather than by majority vote.

* Consider what is best for all rather than trying to get your way.

The key idea in adjusting "win-lose" to "win-win" is to strive for what is best for all rather than trying to get your way.

QUESTION 17. Is there a relationship between trust and competition as brought out in this exercise?

KEY POINTS:

* Competition tends to foster mistrust due to the win/lose factor involved.

* Mistrust minimizes risk-taking, which was what happened as the game proceeded.

QUESTION 18. Did I, as leader, encourage cooperation, risk-taking, and trust among you?

KEY POINT:

* You could see me in the role of a poor supervisor in that I shared only limited information with you, thereby encouraging competitive behavior.

QUESTION 19. Did the subgroups form primary group characteristics different from the large group characteristics?

a. Where there shifts in MEMBERSHIP patterns?

b. Changes in GOALS?

c. Change in STRUCTURE? Did the leadership shift?

d. Altered COMMUNICATION patterns?

e. Change in STANDARDS?

f. What were the ATTITUDES toward other subgroups, toward dissidents within subgroups?

20. A primary group becomes a "Third Organism" with its own attributes and characteristics, just as an individual has his or her own characteristics.

This group personality affects the attitudes and performance of the individuals comprising it.

Therefore, a supervisor cannot afford to think of employees strictly as individuals, but must also see them as part of the group.

EXAMPLES from "Game of Life":

a. Peer pressure: pressure not to follow the representative's commitments.

b. Nit-picking at other subgroups: this demonstrates subgroup loyalty and commitment to one's own goals and strategies.

QUESTION 21. Did you find it difficult to convince your subgroup and/or other subgroups of the real objective of this exercise? Why or why not?

KEY POINT

*It's very difficult for one person alone to reorient a "Win/Lose" situation. However, the efforts of a significant segment of a group can usually be effective.

QUESTION

22. Does this exercise point out parallel conditions in existing organizations? How?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR

(There are two optional films which, depending on available time, can be used to supplement this exercise:

OPTION I

a. Title: "IS IT ALWAYS RIGHT TO BE RIGHT"

b. Length: 10 minutes

c. Main Theme: Competition vs. cooperation and "Win/Lose" leading to "Lose/Lose".

OPTION II

a. Title: "GROUP DYNAMICS: GROUP THINK"

b. Length: 30 minutes

c. Main Theme:

1) Highly cohesive groups have concurrance tendencies. The group's main interest is in maintaining its membership through a "we" feeling. Critical thinking and questioning is consequently reduced.

2) The leader is a vital resource in reducing Group Think. The supervisor can act as or designate others as:

   a) Critical evaluators

   b) Devil's advocates

   c) Consult or Join leaders

d. Post-film discussion:

1) Pre-post the following questions before showing the film and alert the class to them.

FLIPCHART

   a) What seven factors did Dr. Irving Janis identify as contributing to Group Think?

   b) What effects do these factors have on group problem-solving and decision-making?

   c) What specific steps can a supervisor take to counteract the effects of these factors?

TABLE GROUP DISCUSSIONS

2) Groups discuss these questions.

3) We've carefully examined some of the dynamics found in most work groups. The supervisor's role as a leader regarding intra-group relations should be one of participant-observer. Not only should a supervisor supply the necessary material support, but he should provide the necessary psychological support as well. In short, a supervisor should be a Completer-of-Group-Action, a concept with which we will become increasingly more familiar as the week progresses.

HANDOUT

"Questions About A Group For A Supervisor"

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

THEME

SUPERVISOR AS PART OF A GROUP

• Session VIII	• Roles People Play in Groups • Shared Leadership • Supervisor as Completer-of-Group-Action
• Session IX	• Integrator of Course Concepts ("Heliport") • Person-in-the-Middle
• Session X	• Scientific Method of Problem-Solving • Course Integration Problem ("The Case of John Timonium") • Change: Force Field Analysis

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VIII

.ROLES PEOPLE PLAY IN GROUPS
.SHARED LEADERSHIP
.SUPERVISOR AS COMPLETER-OF-GROUP-ACTION

Objectives

Participants should be able to:

1. Combine the roles of a "participant in task accomplishment" with the role of an "observer of group process"

2. Identify task, maintenance, and individually-oriented roles within a primary group

3. Explain leadership as a ro e that shifts among group members

4. Explain the concept of the "SUPERVISOR AS A COMPLETER-OF-GROUP-ACTION"

Notes to Instructor

Purpose:

Leadership is defined here as behavior which influences the action of a group. The game "Choosing a Color" carries the concept of Task, Maintenance, and Individually-oriented roles further by demonstrating how these various roles influence or lead the group. Therefore, leadership is perceived as being distributed throughout the group, and does not reside only in the supervisor. Effective group performance depends on the proper balancing and sequencing of these roles. The supervisor's main function, then, is to analyze the group's functioning in light of these roles, utilize the leadership that exists within the group, and provide the missing roles.

The exercise will culminate in a discussion of leadership as a role. Hopefully, participants will bring into their discussion "live" examples which occurred during the exercise itself.

Participant Reactions and Things to Watch For:

"Choosing a Color" is a "self-running" game in which the participants merely follow the instructions clearly marked on the game packet. You might stress, however, that they follow the directions rigidly to avoid one group finishing ahead of another.

By following the suggested "probe" questions described in the body of this manual, you'll lead an effective and fruitful discussion regarding specific leadership roles. Make sure that after the end of the exercise, all materials are replaced in their respective envelopes.

Materials

Visual Aids:

Flipchart easel
Flipchart
Chalkboard and chalk

Game Materials:

"Choosing a Color": (see the following page for specific roles and instructions)

Game Packet: You should have four game packets capable of involving ten participants each. Each packet should contain the following items:

- Main instructions sheet on face of packet envelope
- Three medium-size manila envelopes
- "Envelope I" contains 10 small envelopes with specific role and purpose assignments plus an instruction sheet
- "Envelope II" and "Envelope III" each contain their own specific instructions

Resource Material:

Pfeiffer, J. William and John E. Jones, "Choosing a Color", page 59, A Handbook of Structured Experiences for Human Relations Training, Vol. I, Iowa: University Associates Press, 1969.

"CHOOSING A COLOR"

1. INSTRUCTIONS WRITTEN ON THE LARGE ENVELOPE WHICH CONTAINS ALL OTHER ENVELOPES:

   Enclosed you will find three envelopes which contain directions for the phases of this group session. You are to open the first one (labeled I) at once. Subsequent instructions will tell you when to open the second (labeled II) and third (labeled III) envelopes.

2. ENVELOPE I WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

   Directions for Envelope I

   Time Allowed: 15 minutes

   Special Instructions: Each member is to take one of the enclosed envelopes and follow the individual instructions contained in it.

   Task: The group is to choose a color.

   DO NOT LET ANYONE ELSE SEE YOUR INDIVIDUAL INSTRUCTIONS!

   (After fifteen minutes go on to the next envelope.)

3. ENVELOPE II WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

   Directions for Envelope II

   Time Allowed: 5 minutes

   Task: You are to choose a group chairperson.

   (After five minutes go on to the next envelope.)

4. ENVELOPE III WILL CONTAIN THE FOLLOWING DIRECTIONS ON A SEPARATE SHEET:

   Directions for Envelope III

   Task: (a) Analyze the roles played during the first phase of this group session. Were you able to perceive what roles were being played? What was the effect on others? etc.

   (b) The newly-selected chairperson will lead a discussion on the following topic:

   LEADERSHIP AS A ROLE

   (After 15 minutes, return the directions to their respective envelopes.)

5. INDIVIDUAL INSTRUCTION ENVELOPES FOR PHASE I

Each envelope will contain instructions for role and position. Two of the instructions will include special knowledge. The information will be given on a card in this manner:

1.

ROLE: INFORMATION-SEEKING

POSITION: SUPPORT BLUE

The following roles, positions, and special information will be assigned in the following order.

1. Role: Information-seeking

   Position: Support blue

2. Role: Tension-relieving

   Position: Introduce the idea of a different color--orange

3. Role: Clarifying

   Position: Support red

4. Role: None

   (Free to play any roles and support any color)

   Position: None

   (You have the special knowledge that the group is going to be asked to select a chairperson later in the exercise; you are to conduct yourself in such a manner that they will select you as chairperson.)

5. Role: Gate-keeping

   Position: Against red

6. Role: Initiating

   Position: Support green

7. Role: None (Free to play any roles and support any color)
   Position: None

8. Role: Following
   Position: Against red

9. Role: Information-giving
   Position: Against blue

10. Role: Harmonizing
    Position: Against green

If there are fewer than ten participants in the group, simply eliminate as many of the last three roles and positions as are necessary. There must be at least seven people in the group.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VIII

. ROLES PEOPLE PLAY IN GROUPS
. SHARED LEADERSHIP
. SUPERVISOR AS COMPLETER-OF-GROUP-ACTION

Presentation

1. A primary work group has both a task to achieve and a need to keep itself together. A successfully operating group needs a fairly equal balance of task orientation and social orientation. If the group limits itself only to task functions, it will be high-producing for short periods of time but will be marked with interpersonal dilemmas that will reduce its effectiveness. If the group concentrates on its interpersonal functions, it will be at first a happy group but will not perform its task effectively.

2. People play roles within the group that are related to achieving the goal and to maintaining a cohesive group. These roles can be categorized into:

FLIPCHART

a. TASK ROLES -

Types of behavior relevant to the group's fulfillment of its task.

FLIPCHART

b. MAINTENANCE ROLES -

Types of behavior relevant to the group's remaining in good working order. Having a good climate within which the task can get done and good relationships which permit maximum use of member resources.

3. Sometimes, individuals that come into groups have their own goals and needs that conflict with those of the group. These roles are called:

FLIPCHART

c. INDIVIDUALLY-ORIENTED ROLES -

Types of emotional behavior that are highly self-centered, oftentimes in conflict with other members of the group and their needs. This behavior can block group satisfaction and/or productivity.

4. You can look at Task and Maintenance roles in another way:

FLIPCHART

Task Roles	Maintenance Roles
Facilitates --- Content	Facilitates --- Process
Appears --- Overt	Appears --- Covert
Relates to --- Facts	Relates to --- Feelings

5. Careful observation of a group in action will reveal specific behavior indications of the "roles" being performed.

"When a member says something, is he primarily trying to get the group task accomplished (TASK)? Is he trying to improve or patch up relationships among members (MAINTENANCE)? Is he primarily meeting some personal need or goal--without regard for the group's problems (INDIVIDUALLY-ORIENTED)?

HANDOUT "ROLES PEOPLE PLAY"

6. Let's run through some specific categories of each type of role.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Rapidly skim through the roles, perhaps highlighting a couple, asking for questions on any of them, etc. The participants should be somewhat familiar with them as a result of having read the material earlier.)

7. Discuss within your table groups how you have seen task, maintenance, and individually-oriented roles played in your experience--either on the job, off the job, or within groups that have formed in the class.

GAME "CHOOSING A COLOR"

8. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(After the groups have tied these roles into their own experience, introduce the "Choosing A Color" game. Divide

the group into two or three discussion groups with at least seven participants and no more than 10 participants in each. The exercise is self-running; therefore, distribute one exercise packet to each group. The directions for proceeding with the exercise are contained in each packet. The full instructions for each game packet are in the preceding preparation guide.)

9. "Choosing a Color" is a game whose purpose is:

   a. To provide a situation in which participants can analyze group roles

   b. To examine how leadership is shared among group members

NOTE TO INSTRUCTOR

<u>NOTE TO INSTRUCTOR:</u>

(It's optional whether or not you spell out the second purpose of "shared leadership" at the beginning of the game. Oftentimes, it's more effective to bring out the concept through questionning of the game.)

(Participants will be role-playing specific task, maintenance, or individually-oriented roles in the first part of the game. Recall the fact that the "New Truck Dilemma" was also a role-playing exercise.)

10. Proceed with the game, adhering to the time frame as closely as possible.

(PLAY GAME)

<u>DISCUSSION:</u>

<u>1st Phase</u>

QUESTIONS

11. What behavior was effective in promoting the "color position" assigned to individuals?

12. What behavior was ineffective in promoting the "color position" assigned to individuals?

13. Was there any difficulty in figuring out roles people were playing? Why?

    * It is difficult to be both a participant in a group and an observer of the group. Yet, an effective supervisor must be adept at both.

2nd Phase

QUESTIONS

14. Who were the chairpeople? How and why were they chosen?

15. What roles were they assigned in the 1st phase?

* Some of the roles indicate that the individual should try to act in such a way as to be chosen chairperson. It's interesting to see how they behaved in the attempt and why the group chose them or someone else.

3rd Phase

16. What points were brought out regarding "leadership as a role"?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(If the concept of shared leadership wasn't brought out prior to the game, let each group give its ideas. Then ask the following questions.)

QUESTION

17. How did your chairperson lead in the last ten minutes? What was his or her behavior?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(You're trying to find out what specific behaviors the group sees as demonstrating leadership.)

QUESTION

18. Was the chairperson the only leader?

NOTE TO INSTRUCTOR

NOTE TO INSTRUCTOR:

(If the group admits to any leadership other than the chairperson, it usually recognizes one informal leader.)

QUESTION

19. What is leadership?

KEY POINTS:

* Leadership is any action which influences others.

* Such a definition places no value on leadership as to "good" or "bad", only that it influences.

QUESTION 20. Do maintenance, task, and individually-oriented roles influence the actions of a group?

KEY POINTS:

* Successful maintenance behavior influences the group to remain cohesive.

* Successful task behavior influences the group toward its goal.

* Successful individually-oriented behavior can influence the group away from goals and harmony.

QUESTION 21. Who then has leadership in a group?

KEY POINTS:

* Leadership is distributed among the group members.

* Leadership is a function, a role. It is shared.

* Leadership is constantly shifting throughout the group.

QUESTION 22. What is the supervisor's role if leadership is distributed among the group members?

KEY POINTS:

* The supervisor does not have to provide all the leadership acts. He or she should take advantage of the talents within the group.

* The supervisor should check to make sure that the maintenance and task roles are in balance. If the balance appears okay, the supervisor needn't intervene but let the group function as is. However, when an imbalance occurs, he or she should "fill in the gaps," play the missing roles.

* The supervisor needs to be skilled in observing group roles in order to see where gaps exist. He or she needs to be a PARTICIPANT-OBSERVER.

* Diagnosis of group roles is a step toward planned, rational, and conscious leadership.

* This concept of observing group roles and filling the gaps is called the SUPERVISOR AS COMPLETER-OF-GROUP-ACTION.

SUMMARY:

23. The real responsibility of supervision is not so much to "get the job done" but to insure that the workgroup is adequately furnished with what it needs to get the job done. The underlying assumption here is that the workgroup is willing and knowledgeable about carrying out its goals.

24. The task of providing what the group needs not only involves monetary and material support but, most importantly, psychological support through appropriate leadership behavior. The supervisor should be skilled in observing, analyzing, and contributing to group action. He or she must be a "participant-observer" at one and the same time.

25. Individuals within the workgroup are usually too involved in the task at hand to be really concerned about group processes, especially maintenance.

The supervisor is the only one who must oversee not only task accomplishment but also maintain the integrity and cohesiveness of the work group. He or she does this as a COMPLETER-OF-GROUP-ACTION.

26. The supervisor's power exists not only by virtue of his or her position, but equally by virtue of his or her skills and abilities to create and maintain an effective work team.

A FEW RECENT PUBLICATIONS

1. Cartwright, Dorwin, and Alvin F. Zander. Group Dynamics: Research and Theory, New York: Harper and Row, 1968.

SUMMARY

This work traces the intellectual and social origins of group dynamics. It discusses determinants of group cohesiveness, group pressures, group standards, group goals, leadership, and group structures.

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2. Lippitt, Gordon, Leslie This, and Robert Bidwell, Eds. Optimizing Human Resources, Reading, Mass.: Addison-Wesley Publishing Co., 1971.

SUMMARY

This book consists of 39 articles by well-known authors including the editors which focus on the individual, group, and organization development process.

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3. Shaw, Marvin. Group Dynamics, New York: McGraw-Hill, 1971.

SUMMARY

An excellent exploration and explanation of the psychology of small group behavior. The author has made a systematic presentation of the considerable research and writing in this field.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session IX

.INTEGRATOR OF COURSE CONCEPTS
("Heliport")
.PERSON-IN-THE-MIDDLE

Objectives

Participants should be able to:

1. Integrate the concepts of leadership, motivation, active listening, group task and maintenance roles, group characteristics, trust, and shared decision-making within groups

2. Cite five basic types of organizational structures

3. Give examples, based on the game, of individuals acting or not acting as "completers-of-group-action"

4. Explain, with examples from the game, the necessity for forecasting future intervention from without the group which effects internal group cohesiveness. ("PERSON-in-the-MIDDLE" concept)

5. With the aid of appropriate handouts, state the definition and purpose of all six basic merit principles.

Notes to Instructor

Materials and Method:

"Heliport" is a management simulation that attempts to integrate the behavioral concepts covered so far. Please see the "Foreword" for an explanation of Management Simulations and Games. It uses a toy plastic building block set that includes numerous pieces for putting together skyscrapers and helicopter pads. Any fairly intricate building set would work. The name and make of this particular one is:

"SUPER CITY"
Ideal Toy Corporation

The class is divided into two competing teams. Competition is encouraged by either locating the groups in separate rooms or dividing the groups by a moveable blackboard. Each group is to organize itself in whatever manner it pleases, in order to build a "heliport office building that the community can be proud of." All group members must be included. This is part of the challenge. The game lasts approximately two and a half hours. Its value lies in the behaviors exhibited by the group members as they move through that two hours. And in order for those behaviors to be remembered, each team is observed by two fellow participants who have been briefed the night before. The behaviors are observed within the framework of the concepts covered in the course.

In the afternoon, the observers lead a discussion with their respective groups--by both giving them feedback as to their behavior and generating a two-way dialogue between themselves and the group.

Purpose:

The purpose of the Heliport exercise is to integrate all or most of the main points thus far discussed in the program. Participants usually gain insight into how the concepts are interrelated and practiced in an ongoing group activity.

In addition, this exercise reinforces the concept of the "Supervisor as a Completer-of-Group-Action", introduces the concept of the "Supervisor as the Person-in-the-Middle" and provides participants an opportunity to receive helpful feedback on their own behavior in work groups.

Participant Reactions and Things to Watch For:

This exercise is only as valuable as the observers you choose are successful in furnishing adequate and useful feedback to their respective groups. Therefore, it is extremely important to choose your group process observers carefully and to be thorough when briefing them as to their roles. The body of the manual lists the points you should cover with your observers.

Participants can become defensive about their group and may possibly deny the validity of the observers' feedback. And, too, there is the possibility that participants will realize a great disparity between what they have agreed to as "right" and effective supervisory behavior and the actual demonstrated performance during the game. All the more reason, therefore, that the observers emphasize positive feedback and focus on the behavior rather than the personality. The handout "Aids to Giving and Receiving Feedback" should be given to the observers when they are initially being briefed, so that they will be better prepared to give feedback effectively.

Since one of your overall purposes is to involve as many participants as possible in their own learning, excessively large-sized classes may force some of the participants out of the exercise. In such an event, you might consider the following alternative courses of action:

1. Increase the number of observers from two to three per team thus diminishing the number of participants actually engaged in the activity.

2. Designate three smaller heliport teams instead of two larger ones.

Materials

Visual Aids:

Flipchart easel
Flipchart
Felt-tip pen

Game Materials:

"Heliport":

* 2 "Super City" building sets by IDEAL TOY CORPORATION - or comparable intricate plastic building set

* 2 "Heliport" interruption sheets

* "Heliport" - General Instructions

* Scissors

* Observation Forms for observers (approx. 20 per observer) (optional)

or

* Approximately 1/2 ream of bond paper for observer note-taking

Handouts:

A Supervisor's Situation
Management and Subordinate Ratings of Supervisors
"Heliport"--General Information
Directions for Heliport Observers
The Merit Principles and Related Legislation

If "Super City" is unavailable, one good replacement is "Playskool Plastic Building Blocks" No. 535. This set contains 363 pieces. It is available in most toy stores for about $6.50. It is made by Milton Bradley Company, Chicago, Illinois, 60618.

If this game is used, the directions and cardboard roofs should be removed. The assignment then becomes "Build a 3 story building with windows on all 3 floors. Use every brick regardless of shape. You must have no bricks left over."

The instructions on the "Interruption Sheet" (1X-H3) remain valid except for the 5th one which becomes "...specifications require it to be 4 stories high.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session IX

.INTEGRATOR OF COURSE CONCEPTS
("Heliport")
.PERSON-IN-THE-MIDDLE

Presentation

GAME "HELIPORT"

DIRECTIONS: PRE-"HELIPORT" INSTRUCTIONS FOR OBSERVERS

1. NOTES TO INSTRUCTOR:

NOTES TO INSTRUCTOR

(After class on the day preceding "Heliport," carefully choose four group process observers. There will be two group process observers per team. They should meet these criteria:)

a. High verbal abilities

b. Sensitivity and apparent ability to "read the group"

c. Firm grasp of concepts presented to date

d. Ability to express oneself honestly

e. Ability to lead a group in discussion

2. (After identifying these observers, brief them as to their roles for Heliport. Be sure to cover the following points:)

a. Explain the objectives and purpose of the exercise. Give them the opportunity to inspect the Heliport building sets.

HANDOUT

b. Issue each observer a copy of "Directions for Heliport Observers"

c. Instruct observers to observe as much behavior as possible and to take copious notes on those

observations. Indicate to observers that they note down the behavior first, then the agent (or specific person behaving) at some other time; possibly during a lull in activities observers can identify the behaviors they observed.

d. Indicate that the observers will act as discussion leaders with their respective groups. After the game terminates, they will be given two hours to complete this part of the exercise.

HANDOUT

e. Distribute to the observers the handout, "Aids to Giving and Receiving Feedback" and state that feedback is most effective when it is:

1) Specific

2) Non-evaluative

3) Focused on modifiable behavior

4) Checked to insure accuracy

f. Explain that groups will be loyal to their membership and defensive toward any slurs upon it. Observers are outsiders dealing with this group "organism." Therefore, any feedback given must be two-way: the more behaviors the group members recognize themselves, and the observers reinforce, the more they'll accept the feedback.

g. Provide an opportunity for observers to decide which of the teams they will observe and suggest to them that they review all reading material distributed in class to date.

DIRECTIONS: PRE-"HELIPORT" INSTRUCTIONS FOR CLASS

3. We've examined motivation theories and applications, leadership styles, communication feedback, group decision-making, the formation of primary groups, how to combat group think, and specific leadership roles within groups. This morning you'll be involved in just one major activity which will involve not only your planning and organizing skills, but predominantly your interactional, behavior skills.

For approximately two and a half hours, you will be planning, designing, and constructing a Heliport Office Building.

4. The component pieces for the building are part of a child's plastic construction set. A child could solve this construction problem in a half hour--as could an adult. But I'm making it more challenging. You must tackle this project as a group. And we will have only two teams, so they will be good-sized groups.

5. Spend the first half hour to forty-five minutes--or longer if necessary--planning and organizing. You may organize yourselves in whatever way you deem most appropriate for getting the task achieved and utilizing everybody. Your organization and job assignments must be recorded on paper and passed to your observers before construction can begin. No construction or inventory may be undertaken prior to the planning and organizing.

6. We will be interested in your group behavior during the next couple hours and how it relates to the concepts that we've discussed thus far. Observers will be recording these behaviors and will feed back the information in this afternoon's discussion.

7. To conduct this exercise, I'll divide the class into two teams (arbitrarily divide the class down the middle).

8. The objective of this exercise is partially to compete with the other team so I'll place a barrier between each team to prevent any possible industrial spying. (Place chalkboard or screen between the two teams.)

HANDOUT

9. HELIPORT INSTRUCTION SHEETS

You'll have a two and one-half hour time limit to complete your Heliport Office Building.

10. NOTES TO INSTRUCTOR:

NOTES TO INSTRUCTOR

(Distribute the Heliport Construction sets; without any further instructions begin the exercise.)

HANDOUT

(During the conduct of the exercise, you will be handing small messages or interruptions to your observers who will then give them to an official or unofficial leader of the respective work teams. Refer to the handout "Interruption Sheets" for suggested time intervals between distribution of messages. Feel free, however, to deviate from suggested time intervals.)

(The same interruption messages should be given to the teams at the same time to avoid charges of unfairness.)

11. (As the exercise proceeds, you will usually discover that different leaders emerge and fall by the wayside, different leadership roles will become prominent, "Tell" leaders begin to dominate, the group becomes less cohesive and the organization will begin to disintegrate.)

(By the end of the exercise, participants tend to discover that what they identified as right, is seldom practiced under stress, when it is needed most.)

DIRECTIONS: POST-HELIPORT DISCUSSION

12. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(After lunch, teams meet to discuss the Heliport findings. This should last from 1 to 2 hours. As an instructor, it is usually wise to remain outside of the team discussion as your presence may have an inhibiting effect on discussion. If it is necessary to join one of the groups, a very non-directive leadership approach is strongly suggested.)

(In either case, however, the effectiveness of this exercise depends on how successful you are in choosing observers.)

13. (After the team discussion, assemble the entire group and ask the following questions:)

QUESTION

14. What would you like to ask of the other group in terms of how they accomplished their task?

QUESTION

15. What is an appropriate leadership style at the outset of the exercise?

QUESTION

Are you considering the forces in the situation, and the group? If so, how? If not, why not?

KEY POINTS:

* In this situation, a "Consult" or "Join" leadership style would probably be most appropriate since it is

a novel project and no one is really aware of the abilities and desires of the group members as regards the project.

(MERIT PRINCIPLES section follows)

QUESTION 16. How did each of you gain your position?

KEY POINT:

* In the interest of time, individuals are frequently assigned to positions within the Heliport organization. There is little knowledge of the skills and abilities an individual has to offer, prior to the choice.

QUESTION 17. What selection method would you use if thirty participants were vying for fifteen Heliport organizational positions?

(responses)

QUESTION 18. How close--in Heliport and in real-life--are we to the Merit Principle that urges recruiting, selecting, and advancing employees on the basis of skills and knowledges?

(responses)

KEY POINT:

* Merit Principle #1. Recruiting, selecting, and advancing employees on the basis of their relative ability, knowledge and skills, including open consideration of qualified applicants for initial appointment.

The Civil Service Act of 1883:

a. Provided for open, competitive examinations for testing the fitness of applicants for public service.

b. Required examinations to be practical in character and related to matters which fairly test the relative capacity and fitness of applicants for the job.

(MERIT PRINCIPLES section ends)

QUESTION 19. Would you organize and/or plan differently if you were given the opportunity to run through this exercise again? How?

KEY POINTS:

* The real constraints under which you were working involved a working space consisting of a plastic or wooden table top and small plastic building parts. There were a limited number of people all of whom had to be combined and utilized toward the task of building a model heliport office building. These "here and now" facts might have conflicted with assumptions about organizations based on your past experiences.

QUESTION 20. What assumptions did you make regarding the structure of your organization and the functions to be performed within that organization? How did those assumptions contribute to completing this project?

KEY POINTS:

* The real objective of Heliport was to design and construct. All other personnel were superfluous to having designers and construction teams. Yet, many groups assume the need for marketing specialists, right-of-way engineers, a legal council, political liaison officers, etc., all of whom are useless.

* We tend to play useless and sometimes dysfunctional roles at work instead of looking at what is truly necessary to accomplish a task. An important part of gaining commitment and motivation rests not only on a supervisor's ability to maintain a cohesive work group but also to identify the necessary functions toward achieving objectives.

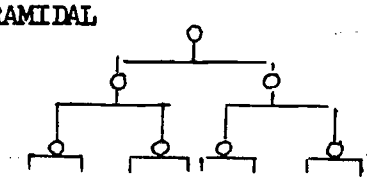
* One method for avoiding excessive individually-oriented role playing is to structure an organization as a collegium rather than as a hierarchy. Individual members working within a Collegium would be freely

contributing ideas and assistance without adhering to arbitrary job constraints. Individuals within this kind of organizational environment would not "drop out" but would continue working toward the end objective in a committed way.

CHALKBOARD

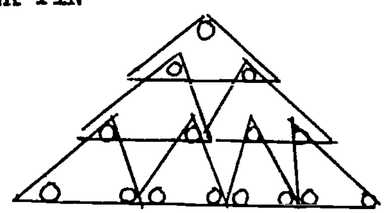
* Actually there are five basic types of organization structures:

PYRAMIDAL



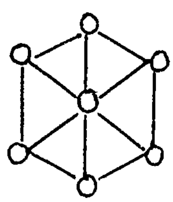
a) Pyramidal -- a structure having formal channels of authority and communication with a highly rigid hierarchy. This kind of organization is often referred to as "bureaucratic."

LINK PIN



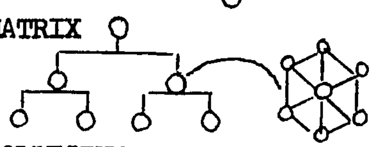
b) Link Pin -- a structure having a somewhat hierarchical arrangement except that the chief executive's major function is to serve as a coordinator among subordinate managers and supervisors. In addition, supervisors and managers exhibit a high degree of horizontal coordination within organization levels.

FUNCTIONAL



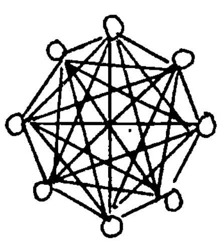
c) Functional Team -- a freewheeling temporary coalition of expert individuals drawn around a problem and whose objective is its solution. The "leader" is defined as the person who is best able to broker information effectively.

MATRIX



d) Matrix -- a collation of "functional teams" which exist within a parent Pyramidal or link-pin organization.

COLLEGIUM



e) Collegium -- a permanent, legitimized structure whose members collaborate as peers in solving problems, making decisions and achieving objectives.

* The appropriateness or inappropriateness of each of these types of organization structures depends to a very large degree on the environmental reality since environmental factors influence an organization's internal stability, control, communications, etc.

* So far, nine environmental variables have been identified as having an important impact on present day organizations.

1) Goal ambiguity

2) Environmental flux or turbulence (rapid external changes)

3) Internal cohesion

4) Uncertainty of the future

5) Urgency to achieve objectives

6) Requirements for expertise

7) Organization self-renewal capabilities

8) Flexibility in formulating goals and policies

9) Organizational adaptation

* To the extent that these environmental variables show a decreasing tendency, the effectiveness of an organization can best be insured by making its structure more hierarchical. To the extent these variables show an increasing tendency, an effective organization should have a more democratic structure.

* The environment surrounding the Heliport exercise was characterized by an increase in these environmental variables therefore necessitating a re-examination of seemingly outmoded assumptions about "proper" organizational structures.

QUESTION 21. What assumptions did you make about work and/or workers in general which may have interfered with successful task accomplishment?

<u>KEY POINTS</u>:

* That some people are not creative and can't design or build.

* That women's roles involve recording, and other support functions, but certainly not construction functions.

* That jobs couldn't be restructured or enriched once the exercise began.

* That orders had to be followed unquestionably.

* That the only viable organization structure was hierarchical.

* That interruptions from the outside could not be questioned and that the "source" of these interruptions could not be questioned regarding future interruptions.

QUESTION 22. Was there much listening going on?

KEY POINTS:

* There were probably many good ideas lost. Because of our natural inclination to be thoroughly involved with our own ideas, we need a supervisor acting as a completer-of-group-action who could more effectively facilitate the circulation of ideas.

* To do this, he should be alert to the ebb and flow of leadership styles and roles within his work group.

QUESTION 23. When ideas were ignored or contradicted, what effects regarding level of involvement resulted?

KEY POINTS:

* Rapid negative evaluation of ideas often leads to withdrawal and a resultant reduction in the quantity of ideas produced. Positive evaluation of ideas results in the reinforcement of certain kinds of ideas or the development of habitual idea-giving patterns. Both these results impede the process of ideation necessary for problem-solving in uncertain situations.

* As a completer-of-group-action, the supervisor could suggest and introduce brainstorming as a technique for avoiding the pitfalls of inappropriate idea evaluation.

QUESTION 24. Were there examples of "Crisis Management" toward the end? Why?

KEY POINTS:

* In many cases, there is a poor initial utilization of human resources, evidenced by the disregard of the work group's social, ego, and self-fulfillment needs.

* The activity becomes almost totally task, to the neglect of group maintenance.

* Crisis situations tend to repeat themselves due to the ever-waning trust on the parts of both management and worker.

* Such a condition could be avoided by paying careful attention to planning and organizing, by using an appropriate leadership style, and by examining the forces which maintain a group.

QUESTION 25. Were the leaders useful or not in helping the group accomplish its task?

KEY POINTS:

* Frequently, the removal of a leader is accompanied by furious work activity; this could be an indication of squelched motivation when "under" the leader.

* A leader is helpful if he constantly monitors the situation and acts on it.

* A leader is restraining if he perceives management positions as being passive and uninvolved; he then attempts to satisfy his own needs by bothering or becoming an obstacle to the workers or by doing the work himself.

* An initial assumption is that management jobs are the most desirable. However, in the "Here and Now" of Heliport, the most desirable jobs are those of the construction workers.

QUESTION 26. How could management be more productive?

* By limiting the number of individuals in management positions.

* By monitoring the group to determine both the psychological and physical needs. This is usually done by:

  . listening actively.
  . choosing the most productive leadership style depending on the forces in the leader, the group and the situation.

- utilizing the motivators.
- observing and contributing to the balancing of task and maintenance roles.
- avoiding "group think" patterns from occurring while preserving the integrity of primary group cohesion.

* The observers of Heliport tend to act like effective supervisors because they are forced to observe--which leads them to see where the gaps are. Leaders within the game tend to participate rather than observe, making it difficult to guide effectively.

QUESTION 27. Did you perceive the emergence of primary groups throughout the exercise?

KEY POINTS:

* Most Heliport teams tend to break down into smaller primary group units.

* One usually finds the most cohesive ones as having a clearly defined set of goals and objectives. For example during the initial planning and organizing phase, the entire team is the primary group. Once the exercise gets underway, the design subgroup becomes more of a primary group. Later on the construction subgroup becomes the primary group while the total group becomes its secondary group, etc.

QUESTION 28. Of the two major categories of group functions, task and maintenance, which seemed to predominate within the respective teams?

KEY POINTS:

* Groups with a task orientation tend to achieve objectives but also tend to be humorless, dull and not much fun. In addition, the risk of alienating its membership is high due to insufficient attention being paid to personal needs.

* On the other hand, groups with a maintenance orientation, albeit pleasant and jovial, run the risk of excessive wheel-spinning and eventual demoralization of its membership.

* In most ongoing work groups, however, task orientations tend to be more prevalent than maintenance orientations.

"PERSON-IN-THE-MIDDLE" CONCEPT

QUESTIONS

29. Whose fault would it be if outside forces were to cause internal work group strife?

(responses)

30. What actions did you as a work team take to plan for unforseen circumstances?

(responses)

31. What efforts did you take to find out about impending changes?

(responses)

32. What caused you to make the assumption that you could not ask the instructor about future changes?

KEY POINTS:

* When we were engaged in the "Choosing a Color" exercise, we concluded that the supervisor was a completer-of-group-action. But now we see that his/her responsibilities don't lie with the work group alone. They move beyond the immediate group to include the oversight and monitoring of external groups, bosses, programs and so forth.

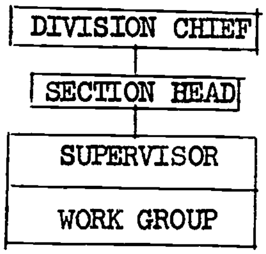
* A supervisor is not just a completer-of-group-action but also the Person-in-the-Middle. He or she stands between his/her work group and a number of other persons.

* It is often said that a supervisor is the link between management on high and the worker at the

grass roots. Would this diagram accurately reflect this link position?

FLIPCHART

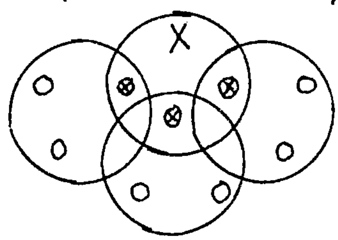
LINK



. This diagram is set up much as organizational charts are. However, it indicates a lopsided and incorrect linkage.

* Actually a supervisor is a member of two groups: the staff of his/her boss and his/her own work group.

FLIPCHART



This diagram shows more accurately that a supervisor commonly works with other supervisors and his boss as well as with his/her own work group.

* It doesn't indicate, however, the supervisor's relation to all parts of the agency nor to external groups, policies, programs, and environment.

QUESTION

33. Specifically, what other forces might you have to contend with?

KEY POINTS:

* The supervisor is the key person in contacts between his work group and many of these outsiders. He or she is literally the Person-in-the-Middle.

FLIPCHART

* Accordingly, the work of an effective supervisor is not just the ability "to get the job done through other people" but more importantly to furnish what

his/her group needs to accomplish its task. Such a responsibility implies the recognition and attempted fulfillment of psychological needs as well as material ones.

* In order to provide such an environment, a supervisor must have his antennae out beyond his/her own work group. It's important to be able to forecast:

  - how the boss will act
  - how the organization will change
  - how peers will act
  - how the staff will react to a proposal

  What else?

* A supervisor should be able to forecast how forces outside the work group will effect it.

QUESTION 34, How does one forecast? How does one gather necessary data?

KEY POINTS:

* Review goals that management and staff have established for the work group.

* Examine the effect of these goals on critical group functions.

* Also examine the effect of other forces on critical group functions. These other forces could be controls, funds, materials, or selection standards and all those other outside forces that we brought up previously.

* With a knowledge of how external factors affected you in the past, project into the future how various factors and forces will act upon you and your group now.

* Diagnose the problem areas and decide where the work group will go if there is no change in the external forces.

QUESTION 35. After forecasting, what should the supervisor do then?

KEY POINTS:

* Plan how to support trends which will help the group.

* Plan how to block trends which will hinder the group.

36. In summary, the supervisor operates as a completer of group action both internally and externally.

	INTERNAL	EXTERNAL	
(Analysis)	DIAGNOSE	FORECAST	PERSON-IN-THE-MIDDLE
(Leadership Role)	SUPPORT AND REMEDY	CONTINUE AND MODIFY	

He or she operates as a Person-in-the-Middle by not only being aware of the immediate work group but also being alert to outside forces. He or she then selects the pattern of external factors that seems to have the best consequences for the work group and plans how to attain this pattern.

HANDOUTS

"A Supervisor's Situation"
"Management and Subordinate Ratings of Supervisors"
"The Merit Principles and Related Legislation"

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session X

•SCIENTIFIC METHOD OF PROBLEM-SOLVING
•COURSE INTEGRATION PROBLEM
("The Case of John Timonium")
•CHANGE: FORCE FIELD ANALYSIS

Objectives

Participants will be able to:

1. Approach problems within the framework of the Scientific Method

2. Integrate the course concepts with a case study situation

3. Explain Kurt Lewin's Force Field Analysis Model for attempted change

Notes to Instructor

Purpose:

1. The "Case of John Timonium" is fraught with innumerable problems that relate to the concepts covered in the course to date. The aim is that participants grapple with all the intricate problems included in the case in the process of arriving at a solution to the major problem. The case therefore serves as both an integrator and a summary of the course.

2. In this instance, the process of tackling problems is considered as important as solving the problem. Therefore, the participants are introduced to the Scientific Method of Problem-Solving as a logical guide to the case.

3. The introduction of change is a large part of the case, so Kurt Lewin's Model of Attempted Change is presented. With the Timonium case as an example, it provides a method of analyzing a situation and the means available for introducing change.

Method:

After a review of the Scientific Method of Problem-Solving, the Timonium "Situation" is presented to each member of the class. It represents the immediate, "messy" problem and, as such, coincides with the first step in problem-solving: Awareness of a Problem. It is then incumbent upon the class to gather information to better understand and define the problem. This is a modified "Incident Process" approach. Please see the "Foreword" for further information.

You have the majority of information in the form of handouts; however, many of the questions can be answered orally if not already in written form. Whenever a question relates to a particular handout, distribute that handout to everyone. This process, of course, fits in with the "Gather Information" step of problem-solving.

The remaining steps in problem-solving are paralleled in the questions to be answered in the case-study session:

> "What went wrong and why? Redefine problem in light of your analysis of information." (Steps 4 and 5: Analyze information and Redefine Problem)
>
> "What alternative solutions to the problem are there?" (Step 6: Develop Alternative Solutions)
>
> "Select the 'best' solution(s) and explain why." (Step 7: Choose Solution)
>
> The final question--"What should John have done from the beginning? Why?--gives the class an opportunity to plot out a more effective approach to the situation thereby eliminating the problem that eventually arose in the Timonium case.

The case is to be discussed and decided upon by table group, not on an individual basis.

Main Points:

Urge the participants to grapple with all the problems within the case since the purpose is not only to solve the problem but also to deal with course concepts as applied to a "real" situation. In fact, to get the most mileage out of the case, allow people to question and challenge table group reports as they're given rather than having each group give reports first with a questioning session afterwards. People are eager and involved this way, whereas the enthusiasm tends to wane if natural impulses are postponed.

Additionally, probe the process whereby the case was tackled. Even though the Scientific Method of Problem-Solving has been recently reviewed, the tendency still is to jump from the first perception of "problem" to solution.

Also, groups frequently devise one solution without exploring alternatives. Exploration of alternatives before choice and implementation both increases understanding and provides other thought-through possibilities if the chosen solution doesn't succeed. It's another example of energy expenditure at the outset in order to prevent or reduce constant energy output over a long period of time.

It's often interesting to observe some of the group processes while they're working on the case, and feed this back in the large group discussion. Even better is to stop the group halfway through their problem-solving and have them look at their own group's functioning.

The solution really isn't as important as the concepts applied and the problem-solving process utilized. Therefore, concentrate on this in the discussion rather than the technical points of the case.

The "Change" module can use the Timonium case as material for the Lewin model since introduction of change comprises much of the case. Or Timonium can be a starting point, with the model being used on a larger scale to summarize the course. This is explained in more detail in the body of the presentation.

Materials

Visual Aids:

Flipchart easel
Flipchart
Chalkboard and chalk
Felt-tip pen

Handouts:

The Case of John Timonium

* The Case of John Timonium - The Situation
* The Case of John Timonium - Duties of Examiners
* The Case of John Timonium - Individual Reports

* John Timonium's Conference: A Transcript

* The History of Timonium's Work Group

* The Case of John Timonium - Method Analyst's Report

* A Way of Analyzing Change

* Evaluation Form

* Bibliography

For the John Timonium case only "The Situation" is included in the packet of participant handouts. Copies of the other "handouts" are included in this instructor's manual. They should be reproduced by the instructor and distributed in accordance with the procedure described.

SUPERVISION AND GROUP PERFORMANCE

Session X

•SCIENTIFIC METHOD OF PROBLEM-SOLVING
•COURSE INTEGRATION PROBLEM
("The Case of John Timonium")
•CHANGE: FORCE FIELD ANALYSIS

Presentation

1. All of you deal with problem-solving situations regularly and probably follow some methodology, however unconscious.

   If you had to spell out the logical steps in problem-solving, what would they be?

   * Be aware of the problem.
   * Define problem.
   * Gather information.
   * Analyze information.
   * Redefine problem based on the analysis (if necessary).
   * Develop alternative solutions.
   * Choose solution.
   * Put into action.
   * Follow-up and evaluate.

2. We label this the Scientific Method. It is simply a logical approach as compared to an intuitive one. All other problem-solving techniques fit within this basic structure. Different techniques emerge as a result of different methods of operation within some of the steps. For example, Creative Problem Solving uses Brainstorming as the technique for the step "Developing Alternative Solutions." The Kepner-Tregoe problem-solving method uses Problem Specification and Determination of Probable Causes as the specific techniques for the "Define, Gather information, Analyze, and Redefine" steps.

3. Let's look at each step of the scientific method more closely:

   a. Define the problem

      1) Get beyond the symptoms, which usually are more apparent, and pinpoint the problem or problem plus sub-problems.

      2) Move from the general problem situation to the particular, from the obvious effect to the not so obvious cause.

      3) Write out a tentative statement of the problem to be solved.

   b. Gather information

      1) Get facts rather than assumptions whenever possible.

      2) Keep an open mind. Don't selectively gather information in order to support a preconceived notion of what the problem and solution are.

   c. Analyze information

      1) Check to see if the tentative problem statement needs revision.

      2) Be sure you're attacking the right problem.

   d. Develop alternative solutions

      1) This is a good time to incorporate any group dynamics that you've developed for joint attack on problems. One such method is brainstorming.

      2) The more alternatives you generate, the greater chance you have of arriving at a good solution.

   e. Choose a solution

      1) Measure each possibility separately on a common yardstick of specific criteria such as suitability, feasibility, and acceptability.

2) Rank the criteria according to importance; is the criterion an absolute "must" or something "desirable"?

3) Frequently, the best solution is a combination of two or more possible solutions.

f. Put the solution into action

1) Anticipate possible problem areas, misunderstandings, and resistances; be alert to their emergence.

g. Follow-up and Evaluate

1) Keep track of the progress and look at the results; you may have to make modifications in the plan.

2) If the problem continues even after modifications are made, work your way back through the problem-solving cycle.

a) Would another solution work better?
b) Did you apply all necessary criteria?
c) Did you overlook a vital piece of data?

4. The situation that you are being plunged into for the next couple of hours is composed of several different problems. The supervisor enmeshed in all of these is named John Timonium. Put yourselves in his shoes and decide how you'll handle the problems from his vantage point.

Later, you will have the special advantage of stepping back in time in order to delineate the steps that would have eliminated the problems.

5. <u>NOTE TO INSTRUCTOR</u>:

NOTE TO INSTRUCTOR

(Split the group into small table groups. The case is to be approached on a group basis. Since you are stressing logical problem-solving processes in addition to successful solutions, a modified Incident Process is used. You make the group "Aware of the Problem" [1st step in problem-solving] by distributing the handout

labelled "The Situation." It provides minimal information, but it is perceived by Timonium as a problem. The groups will tentatively formulate a problem statement [2nd step in problem solving] .)

(The class is to "Gather information" [3rd step in problem-solving] by asking questions of the instructor. Much of the information requested is already in written, handout form. Other questions can be answered by you, the instructor, as a result of familiarity with the case.)

<table>
<tr><td>HANDOUTS
(To be
given on
request)</td><td>. The Case of John Timonium - Duties of Examiners
. The Case of John Timonium - Individual Reports
. John Timonium's Conference: A Transcript
. The History of Timonium's Work Group
. The Case of John Timonium - Method Analyst's Report</td></tr>
</table>

(Once the information has been gathered by the participants, direct their attention to the following questions:

<table>
<tr><td>CHALKBOARD
(Don't write
the bracketed
information)</td><td>"WHAT WENT WRONG AND WHY? REDEFINE THE PROBLEM, IF NECESSARY, IN LIGHT OF YOUR ANALYSIS OF THE INFORMATION.
[4th step: Analyze information]
[5th step: Redefine problem based on analysis]

"WHAT ALTERNATIVE SOLUTIONS TO THE PROBLEM ARE THERE?"
[6th step: Develop alternative solutions]

"SELECT THE 'BEST' SOLUTION(S) AND EXPLAIN WHY."
[7th step: Choose solution]

"WHAT SHOULD JOHN TIMONIUM HAVE DONE FROM THE BEGINNING? WHY?"</td></tr>
</table>

(The first three questions are to be tackled from the viewpoint of John Timonium. The last question furnishes a chance for the wisdom of retrospection.)

<table>
<tr><td>TABLE
GROUP
PROBLEM
SOLVING</td><td>(Have the table groups report out after the entire session is finished. There is no "textbook" solution, but hopefully the solution chosen will reflect some of the week's learning.)</td></tr>
</table>

(Solve "Case of John Timonium.")

Groups report out.

LARGE GROUP DISCUSSION:

QUESTION 6. Were there many "before the fact" solutions? Why?

KEY POINT:

* The general tendency is to act on the problem as it is initially perceived, skipping over much of the information and going directly to one solution.

QUESTION 7. Were several alternative solutions actually considered? Were their consequences considered? What were the alternatives?

KEY POINT:

* The generation of several ideas for a solution increases your percentages of coming up with a workable one. It also forces you to think through a problem more carefully.

QUESTIONS 8. What was the group structure? What leadership roles were the group members playing (task, maintenance)? What communication patterns were evident?

9. What underlying feelings were evident in the group, but not perceived by John?

10. How might group structure and attitudes have been more effectively used to introduce change?

11. Was John effective as "the person-in-the-middle"?

12. Was John acting as a "completer-of-group-action"?

KEY POINTS:

John's supervision (hygiene) was poor for several reasons:

* John's supervision was a reflection of his supervisor's style, which was equally poor. John's supervisor never consulted John prior to summoning the Methods Analyst. Additionally, there was no consultation with John's group by the Methods Analyst.

* John used the "Tell" style of leadership inappropriately because he was introducing change without group input and was dealing with individuals who were already suffering from lowered status and morale.

* John's group had a need for ego satisfaction. Because their jobs weren't providing ego fulfillment, they attempted to satisfy these needs through competition with Warehouse and Fiscal. Competition implies Win/Lose and John's group lost when Fiscal stored up all the complaints in order to dump them all at once--and therefore more impressively--on upper management.

  This situation was not recognized by John. In fact, he just "poured gasoline on the fire" when he defended an action by the Fiscal section over his own group.

* John was an ineffective "person-in-the-middle." Not only was he unaware of what was happening both within his group and without, but he also neglected to defend his people in the conference with his supervisor. All he fought about was for the authority to sign the letters instead of his boss.

* He didn't consider the group's membership structure. For example, he didn't utilize A's informal leadership (TASK ORIENTATION) or E's harmonizing abilities (MAINTENANCE ORIENTATION) to help offset the negative effects of the change being introduced. He was, therefore, an ineffective "completer-of-group-action."

* John was insensitive to the changing goal of the group, from cooperation with other sections to competition, which was indicative of their increased status needs.

* He squelched the men's attempts to further enrich their jobs through the development of deeper, more meaningful business relationships with their suppliers. And of course, removal of the signatory authority actually de-enriched the jobs they already had. As a consequence, John's group became totally demoralized.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

AN ANALYSIS OF TABLE GROUP PROCESSES: (Optional)

13. (After an hour or so of problem-solving, groups frequently find themselves bogging down. This is a good time to break from the Timonium problem temporarily and to have the groups analyze their own group processes. Some guideline questions are as follows:)

QUESTIONS

a. How does the group feel about itself?

b. Are all group members equally interested? Why or why not?

c. What about the group atmosphere? Is it friendly or hostile, formal or informal? Why?

d. How are various group members behaving?

e. What blocks toward common action are developing?

f. How does the group leader model behavior? How does he or she help the group to loosen up and act cooperatively?

(Once again, the analysis of one's own behavior usually proves the most powerful tool in really learning behavioral concepts.)

CHANGE

1. The attempted change in the John Timonium case was the move that finally pushed the group to total dissatisfaction and resistance. If handled differently, the attempted change might have been accepted. Or group input into the proposed change might have transformed it into something more workable and acceptable.

2. Change quite naturally causes tension and anxiety in human beings. It's a necessary biological reflex, mobilizing an individual for action--a reflex that at one time was vital to survival. What the person does with this energy today can be either constructive or self-protective.

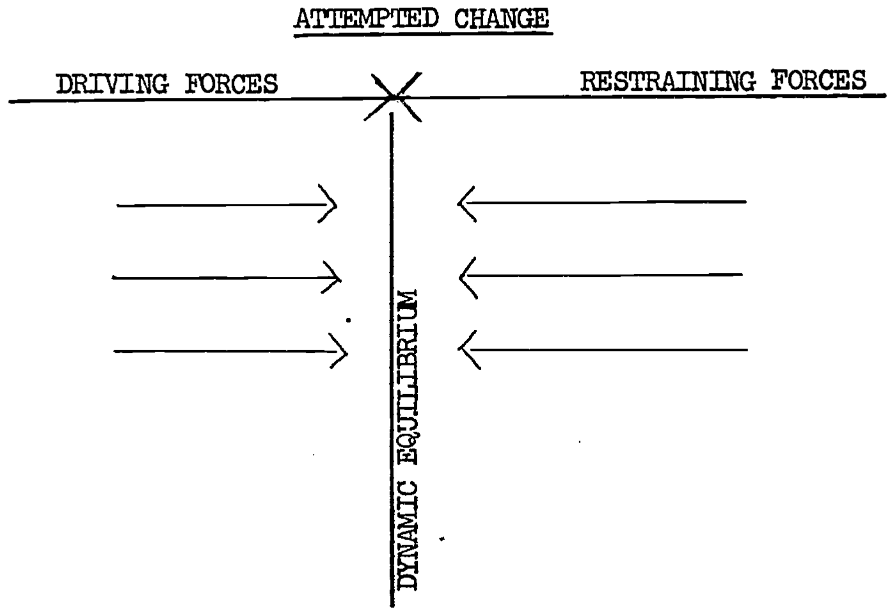
3. Change can be perceived as either enhancing or threatening to the ego. If it is seen as enhancing, there is acceptance of the change and therefore a constructive mobilization of tension. There is still uncertainty but the achievement of the new behavior releases any anticipatory tension or anxiety.

4. If, on the other hand, change is seen as threatening to the ego, defenses spring up and the majority of energy is directed toward protecting the status quo. Tension is channeled into resistant behavior, thereby preventing any actual change.

5. Kurt Lewin, whose work in group dynamics underlies organization development practice, developed a model for analyzing the various forces involved in an attempted change. He refers to it as "Force Field Analysis." He theorized that in any situation in which change is attempted, there will exist a "dynamic balance of forces for and against the change." Some pressures strongly support the change while others act as powerful obstacles.

6. In diagnosing the environmental pressures surrounding the change, Lewin separates those pressures into two main categories: the driving forces and the restraining forces.

FLIPCHART



7. The driving forces are those environmental conditions and pressures moving an individual in the direction of the anticipated change.

8. The restraining forces are those forces which repress or restrain an individual from moving in the direction of the anticipated change.

9. The group of forces shown in the figure is called a "Force Field." For descriptive purposes, the forces in the figure are shown as equal in strength, but a force field can be made up of forces of varying strengths.

10. An individual or a group stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. Lewin called the result of this dynamic balance of forces the "quasi-stationary equilibrium."

11. Change will occur only if the forces are modified so that the system can move to and stabilize itself at a different level. Somehow, the driving forces must become stronger than the restraining forces.

NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(From this point on, the instructor can choose either one of the alternate approaches. The first approach acts as a summarizer of the course. The second approach fits the Timonium case into the Lewin model.)

APPROACH #1

12. The equilibrium can be broken and moved toward change by (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) combining the first two methods.

Any of these basic strategies may change the level of the individual or group's functioning, but the secondary effects will differ depending on the method used.

13. If you increase the strength of the driving forces, it demands constant pressure--whether that pressure is maintained by encouragement or disapproval. Whenever that pressure is relaxed, the contravailing restraining forces will bring the situation back to the former status-quo. In addition, pressure invites counter-pressure; the tension level will probably rise, which in itself may reduce effectiveness. This method of applying driving force pressures uses vast amounts of energy.

CHALKBOARD

14. Before discussing the second method of decreasing the strength of restraining forces, I would like you to list all the factors you think will cause people to resist change.

(response)

TABLE GROUPS

15. In your table groups, list all the ways you can think of to decrease or mitigate the restraining forces. Think back to all the points made in the course.

KEY POINTS:

FLIPCHART

* Change will be easier to introduce if there already exists within the group a cooperative atmosphere which fosters trust.

* Two-way communication helps reduce resistance. Reasons for the change are discussed in an attempt to avoid distortions, rumors, and general misinformation.

* The supervisor should provide tension outlets. An ongoing environment of good interpersonal relations and fairness provides an ideal background for such tension release. An open, non-judgmental leadership approach would be most effective.

* The supervisor needs to provide recognition of his or her work group's concerns and offer the necessary ego supports.

* If the group is allowed to participate in a meaningful way, the opportunity for resolving conflict will be provided. If there is a chance for real input into the proposed change, real commitment to and acceptance of the change will be generated.

* Effective change demands not only quality but also an acceptance on the part of those individuals involved in it. Reduction of the restraining forces encourages such acceptance. With acceptance it is easier to stabilize the change at a new level of performance and effectiveness.

16. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(You can use the list developed by the class as a partial or complete course summary, depending upon the remedies listed at this point. If only partial, you can add the remaining concepts.)

APPROACH #2:

17. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Follow the Change presentation guide from paragraph 1 up to but not including paragraph 12. Then proceed as follows:)

QUESTION

18. In the John Timonium case, what were the forces driving Timonium's work group toward the attempted "signing letters" change?

KEY POINTS:

FLIPCHART (Fill in under "Driving Forces")

* Method Analyst's report.

* John's boss's request for the signatory change.

* John's push for acceptance of the change.

* Desire to retain one's job.

* Need for increased production and stoppage of error.

QUESTION

19. What were the restraining forces in Timonium's group?

KEY POINTS:

FLIPCHART (Fill in under "Restraining Forces")

* Loss of status.

* Lessening of responsibility rather than enrichment.

* Ego threat.

* If one always sees a person as an individual and not as part of a group, he can't see the loss in status, the ego problems, or the sense of isolation from peers.

20. The equilibrium can be broken and moved toward change by (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) combining the first two methods.

Any of these basic strategies may change the level of the individual or group's functioning, but the secondary effects will differ depending on the method used.

21. If you increase the strength of the driving forces, it demands constant pressure--whether that pressure is maintained by encouragement or disapproval. Whenever that pressure is relaxed, the contravailing restraining forces will bring the situation back to the former status-quo. In addition, pressure invites counter-pressure; the tension level will probably rise, which in itself may reduce effectiveness. This method of applying driving force pressures uses vast amounts of energy.

QUESTION 22. What are some ways to weaken the restraining forces?

KEY POINTS:

FLIPCHART

* Change will be easier to introduce if there already exists within the group a cooperative atmosphere which fosters trust.

* Two-way communication helps reduce resistance. Reasons for the change are discussed in an attempt to avoid distortions, rumors, and general misinformation.

* The supervisor should provide tension outlets. An ongoing environment of good interpersonal relations and fairness provides an ideal background for such tension release. An open, non-judgmental leadership approach would be most effective.

* The supervisor needs to provide recognition of his or her work group's concerns and offer the necessary ego supports.

* If the group is allowed to participate in a meaningful way, the opportunity for resolving conflict will be provided. If there is a chance for real input into the proposed change, real commitment to and acceptance of the change will be generated.

23. Effective change demands not only quality but also an acceptance on the part of those individuals involved in it. Reduction of the restraining forces encourages such acceptance. With acceptance it is easier to stabilize the change at a new level of performance and effectiveness.

24. NOTE TO INSTRUCTOR:

NOTE TO INSTRUCTOR

(Close out the course.)

HANDOUTS

25. Bibliography
Evaluation Form

Session I

6 MAIN SUPERVISORY QUESTIONS

1. Recall the "best" supervisor you ever had. What did he (she) do to make him (her) the "best"?

2. How are people motivated?

3. What is leadership?

4. Name a few ways to improve communication.

5. What are some characteristics of a group?

6. How do you bring about change effectively?

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II-I-H1

Session II - Parts I and II

MOTIVATION QUESTIONNAIRE

1. Describe the "best" experience you ever had on your job (or a job you once had).

2. Describe the "worst" experience you ever had on your job (or a job you once had).

Session II

MOTIVATION: MASLOW'S NEEDS HIERARCHY

Supervisors are concerned about how people are motivated on their jobs. Motivated behavior is goal directed because it is behavior which is directed toward satisfying a need or desire.

Abraham Maslow developed a theory which held that Mankind's needs and desires are arranged in hierarchical order with the most basic needs on the lowest level and less basic needs on higher levels of importance. He claimed that as basic needs were substantially met, higher level needs increased in motivational strength, thus directing one's behavior toward satisfying the higher level needs. At no time do satisfied lower level needs disappear as they assume a less important role than the unsatisfied higher level needs. Environmental changes threatening the meeting of lower level needs will result in primary importance or increased motivational strength being reinvested in the lower level needs, according to Maslow's theory.

The levels of need satisfaction, however, vary from individual to individual. Thus, an individual with a strong need for material comforts is satisfied with a large, modern house and two cadillacs in his garage while another individual may satisfy his materialistic needs by acquiring a tent and a bicycle.

Maslow categorized human needs into five main groups in an ascending hierarchical order. They are:

1) Physiological Needs: These are the needs for food, water, sex, sleep, air, shelter, clothing, elimination.

2) Safety and Security Needs: These are the needs to be free from the deprivation of our physiological needs.

3) Social Needs: These are the needs for group belongingness, the need to be accepted and to accept others.

4) Ego Needs: These are the needs for mastery and competence, for confidence, independence and freedom. These also are the needs for prestige, status and the establishment of a good reputation.

5) Self-Actualization: These are the needs for self-fulfillment, the realization of one's full potential as a human being, to become everything one is capable of becoming whether that potential lies in motherhood, becoming an athlete, painting, writing, or whatever.

Depriving individuals of any one of these needs for sustained periods of time not only increases motivational strength to meet that need but also may influence that individual's philosophy of the future. A whole generation of Americans underwent extreme physical and security deprivation during the Depression and, even though security needs have been met, behavior and thought is still directed toward meeting security needs.

Session III - Part I

JOB ENRICHMENT

The motivation-hygiene theory says there are two parts to a job. The first is hygiene--how do you treat people? The second is motivation--how do you use them? The motivators are: does the employee get achievement, recognition for achievement, does he have responsibility, is the work interesting, can he achieve professional growth and advancement?

To instill motivation, you must first examine the job. What does the employee actually do? There is a wide spectrum of jobs which can be enriched. Job enrichment works best in those jobs where attitudes are poor, where it is technologically possible, and where motivation will make a difference in productivity.

The first step in instituting a job enrichment program is to brainstorm a list of job changes, initially with no regard to practicality. Do not involve an employee in the enrichment of his own job as this tends to contaminate the issue with human relations hygiene. It's the new job, the new job content which will bring motivation.

After brainstorming a list, screen it for hygiene items, gross generalities, and technological impossibilities. Finally, screen the list for horizontal loadings: (1) giving him more of the same kind of work, (2) rotating him through similar activities, and (3) adding additional meaningless tasks. After the screening you will have a practical list of job changes which will give the employee more responsibility and opportunity for achievement, recognition and growth.

Start with an experiment. Have a control group where no changes are made, and a second group where motivating job changes are introduced systematically over a period of time. There should be no changes in hygiene in either group. Give tests of performance and job attitudes to both groups before and after the changes are made, so results can be accurately determined.

Job enrichment is not a slogan, it's a strategy. It cannot be isolated from other personnel considerations such as training, selection and classification. Properly administered, however, it can help companies to enhance and utilize the talents of employees at all levels.

Session III - Part I

PRINCIPLES OF VERTICAL JOB LOADING

PRINCIPLE	MOTIVATORS INVOLVED
A. Removing some controls while retaining accountability	Responsibility and personal achievement
B. Increasing the accountability of individuals for own work	Responsibility and recognition
C. Giving a person a complete natural unit of work (module, division, area, and so on)	Responsibility, achievement, and recognition
D. Granting additional authority to an employee in his activity; job freedom	Responsibility, achievement, and recognition
E. Making periodic reports directly available to the worker himself rather than to the supervisor	Internal recognition
F. Introducing new and more difficult tasks not previously handled	Growth and learning
G. Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

Session III - Part I

BRAINSTORMING

Most group conferences or meetings involve both the generating and the immediate evaluating of members' ideas. The consequences of evaluating ideas as they are generated is that group members will be less likely to continue to generate ideas if past contributions are ridiculed, labelled impractical or unrealistic. The result of this, over time, will be that fewer and fewer ideas will be generated. Moreover, ideas will tend to be primarily generated in order to gain group acceptance or respect.

Sooner or later, individuals internalize the idea evaluation process and "pre-edit" their ideas before expressing them to avoid ridicule by others. This stultifies the spontaneity needed for the creative process and consequently, novel or outstanding ideas are rarely conceived.

The brainstorming process attempts to avoid idea stultification by separating the generating from the evaluating of ideas on the theory that increased quantity of ideas (even though many may be "bad") will result in increased quality. Additionally, ideas, which by themselves, may not contribute to problem solving, may in combination with other ideas, result in effective solutions or approaches to solutions.

To conduct a successful brainstorming session you should:

- Establish "generation" not "evaluation" as the basic ground rule.

- Hold a warm-up session or two on brainstorming.

- Choose two "recorders" who will write the responses on a flipchart or blackboard.

- Choose a "leader" who will elicit ideas from the group and direct ideas to the recorders.

- As a leader, hold an occasional one minute period of silence to allow ideas to "collect" in the minds of participants.

- Submit all ideas generated to the person with the problem who in turn, will evaluate them at a later time.

Session III - Part III

CASE STUDY #1

You, the first line supervisor, have received the yearly requests for annual leave from your crew. You notice that for the first time, too many people have requested leave in connection with the 4th of July and Thanksgiving holidays. You check the regulations and the contract and can't find guidance; you'll have to come up with something.

At a coffee break, you casually mentioned your predicament to one of your employees and now three of them have requested a meeting with you. It seems they have some ideas on how you can establish a fair system for granting leave during these desirable periods.

What should you do--if anything--about this proposed meeting?

Session III - Part III

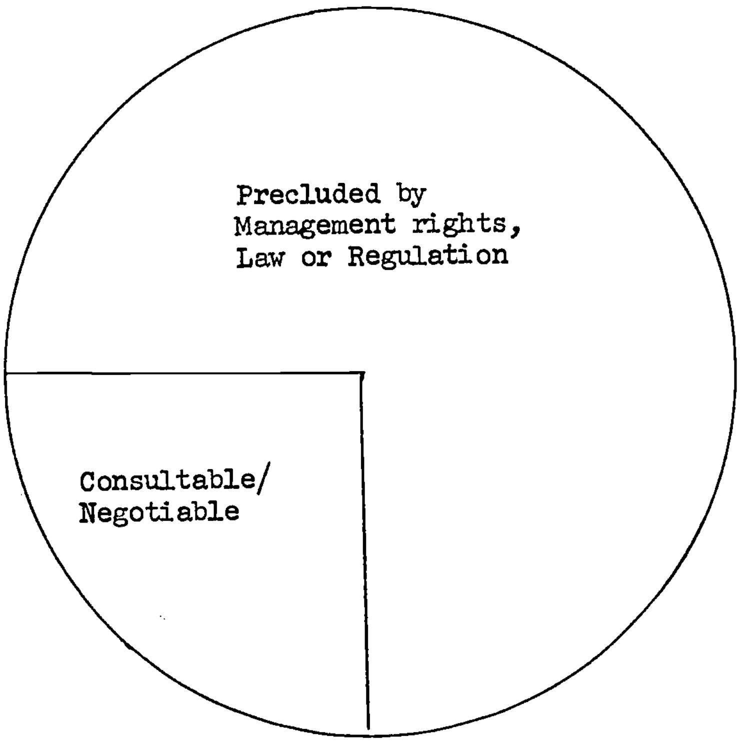
CASE STUDY #2

The supervisor of an Inventory Management Unit is having difficulty in supplying some of the customers with products. In fact, back orders have sharply increased in the last 45 days.

Believing that several heads are better than one, the supervisor considers calling a meeting of the employees to discuss the supply problem. The supervisor's organization is represented by a union. What should the supervisor do?

Session III - Part III

AREAS WHICH ARE/ARE NOT CONSULTABLE OR NEGOTIABLE



Precluded:

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Consultable/Negotiable:

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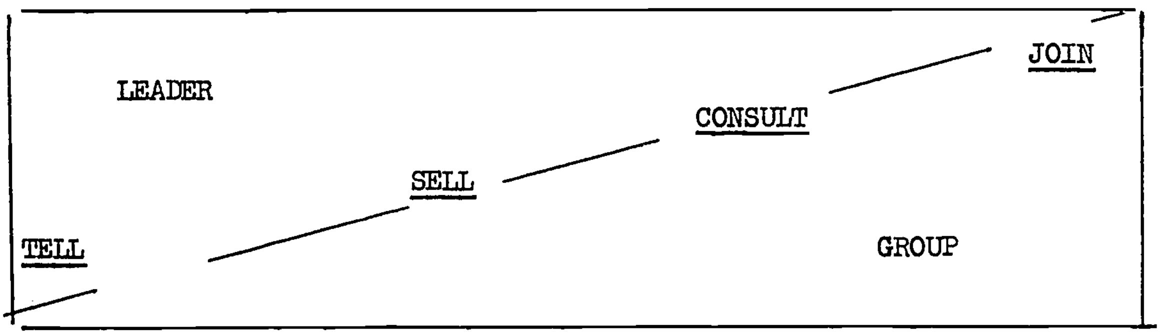
SUPERVISION AND GROUP PERFORMANCE

IV-H1

Session IV

LEADERSHIP

Leadership could be looked at as a continuum of behavior.



The Supervisor makes the decision himself, then tells the group.

The Supervisor stresses the advantages _after_ he makes the decision or he may deal individually with the group members and use the meeting to pressure those to disagree with him.

The Supervisor presents the problem or tentative decision that is influenced by group suggestions. He makes the final decision, himself, however.

The group, along with the Supervisor is responsible for actually making the decision.

Session IV

THE BEST LEADERSHIP STYLE

In deciding to use a particular leadership style or combination of styles, the supervisor should consider the various forces present in himself, the group and the situation.

1) Forces in the supervisor

The supervisor will be influenced by his own personal inclinations of the moment which are molded by his background and experience. Such internal forces might include his value system, degree of confidence in his employees, his tolerance for ambiguity and uncertainty.

2) Forces in the group

A supervisor's choice of a leadership style can be greatly influenced depending on what degree his subordinates:

a) have a relatively high need for independence
b) have a readiness to assume responsibility for decision-making
c) have a relatively high tolerance for ambiguity
d) are interested in the problem and feel it's important
e) understand and identify with the goals of the organization
f) are experienced enough to deal with the problem
g) expect to share in decision-making

3) Forces in the situation

Lastly, a supervisor's behavior can be influenced by what the situation itself holds in store for him and his group. Such situational factors include:

a) the kind of organization in which he works
b) how cohesive or effective the group is

c) the problem itself
d) the pressures of time

In choosing a leadership style, then, the supervisor should weigh and consider as many or more of the factors outlined here as he possibly can. There is no hard and fast rule as to which style is best to use when. Your better judgement is the most effective tool in choosing the most appropriate style. The key here is flexibility. One must be flexible enough to use the most appropriate style or mix of styles for the specific situation at hand.

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SUPERVISION AND GROUP PERFORMANCE

V-H1

Session V

COMMUNICATIONS

To supervisors, communication is vitally important since it is the vehicle through which the supervisor gets work done through other people.

People perceive the world and everything in it differently from other people since everyone has had different experiences. Thus, it is important to understand what your message really means to the person to whom you are conveying it. The receiver is on a different frequency.

There are barriers to effective communication. Some of the barriers include:

- Poor listening
- Semantics
- Self-interest
- Poor planning
- Failure to see the need
- Strong feelings
- Prejudices

However, there are also some bridges which we can use to avoid those barriers. Some of these bridges include:

- Feedback
- Tuning in on the receiver
- Empathy
- Planning Communications
- Developing Awareness

Session V

ROLES PEOPLE PLAY

Their Effect on Group Productivity

One of the opportunities for learning about groups in action is to watch for specific behavior indications which show the various functions or "roles" that group members perform.

These "roles" that people perform can be categorized into:

TASK FUNCTIONS

Types of behavior relevant to the group's fulfillment of its task.

MAINTENANCE FUNCTIONS

Types of behavior relevant to the group's remaining in good working order, having a good climate for task work and good relationships which permit maximum use of member resources, i.e., group maintenance.

INDIVIDUAL OR SELF-ORIENTED FUNCTIONS

Types of emotional behavior which are highly self-centered, in direct conflict with other members of the group and their needs. This behavior blocks group satisfaction and productivity.

"When a member says something, is he primarily trying to get the group task accomplished (TASK), or is he trying to improve or patch up relationships among members (MAINTENANCE), or is he primarily meeting some personal need or goal--without regard for the group's problems (SELF-ORIENTED)?"

What kinds of categories can we identify?

TASK FUNCTIONS

1. Initiating or contributing: Makes suggestions, proposes goals, new ideas or new ways of looking at a group problem; suggests a procedure for solving problems.

2. Information- or Opinion-seeking: Asks for information and facts pertinent to the problem; seeks others' suggestions and ideas; solicits expression of values; asks for expression of feelings.

3. Information- or Opinion-giving: Offers facts and generalizations (right or wrong) gleaned from authority or personal experience; gives suggestions and ideas; states what he believes about issues pertinent to group's actions.

4. Clarifying: Pulls ideas together or coordinates sub-groups; defines terms; clears up confusion; indicates alternatives and issues before the group; interprets; develops meanings and implications of suggestions.

5. Orienting and Evaluating: Defines where the group is in relation to its goals. Summarizes what has occurred. Questions direction the group is going; tries to establish an assessment of group progress toward its goals. Questions such things as logic, methods group is using, and the group operating policies.

6. Recording: Writes down suggestions, group decisions. Acts as the group memory. Performs routine tasks, etc.

7. Consensus Taking: Asking to see if the group is nearing a decision; offering a decision or conclusion for the group to consider, accept, or reject.

MAINTENANCE FUNCTIONS

1. Encouraging: Praises, agrees, and accepts the contribution of others. Shows warm interest toward group members; indicates by facial expression or remarks acceptance of others' contributions.

2. Harmonizing: Mediates differences between group members; gets people to explore differences.

3. Compromising: Changes his position by yielding status, admitting error, or self-discipline to maintain harmony in the interest of group cohesion or growth.

4. Gate Keeping: Attempts to keep communication channels open. Urges participation of others; suggests procedures that permit sharing remarks.

5. Tension reduction: Appropriately inserts humor, calls for a coffee break, etc.

6. Group observation: Comments on aspects of group's progress; helps group evaluate its own procedures.

INDIVIDUALLY ORIENTED FUNCTIONS

(Disorganizing and destructive to group progress.)

1. Aggressing: Deflates (puts down) status of others. Actively disapproves of group values; jokes aggressively.

2. Blocking: Negativistic and stubbornly resistant, disagreeing and opposing beyond reason; brings up issues after group has rejected them.

3. Recognition-seeking: Works to call attention to himself; boasts; talks about personal achievements; grabs and holds onto the group's attention.

4. Self-confessing: Uses group as an audience to express "feelings" and "insight" not relevant to the group.

5. Acting as Playboy: Publicly displays lack of involvement in group's processes. May take the shape of cynicism, nonchalance, horse play, or "out of the room" behavior.

6. Dominating: Attempts to manipulate the group or individuals. This may take the form of flattery or other devices for attention. Resisting anyone in the group who represents authority, especially the leader.

7. Help-seeking: Tries to get sympathy from group or individuals through expression of insecurity or confusion.

8. Special interest pleading: Argues for the underdog, minority groups, in order to hide his own prejudices or biases.

9. Withdrawal: Tries to remove the sources of uncomfortable feelings by psychologically leaving the group; shows non-involvement or lack of interest in group, refusing to participate.

10. Nit-picking: Focusing on and magnifying insignificant details.

The effect of the first two, task functioning and maintenance functioning, is to enhance or help group growth and productivity. The effect of the last, individually oriented role, is to disorganize, slow down, or destroy group productivity.

In a group that is successful in achieving its goals or getting work done, the members will be found to be performing both task and maintenance functions.

A group that limits itself only to task functions will be high producing for short periods of time but will fall into a series of dilemmas which will reduce its effectiveness.

The group which exercises only maintenance functions will be at first happy and country clubbish but will not work fast enough to be competitive.

If for some reason a group exercises only individually oriented roles, it will take on a legalistic, negotiatory, and arbitrary character that can lead to unproductive chaos.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session V

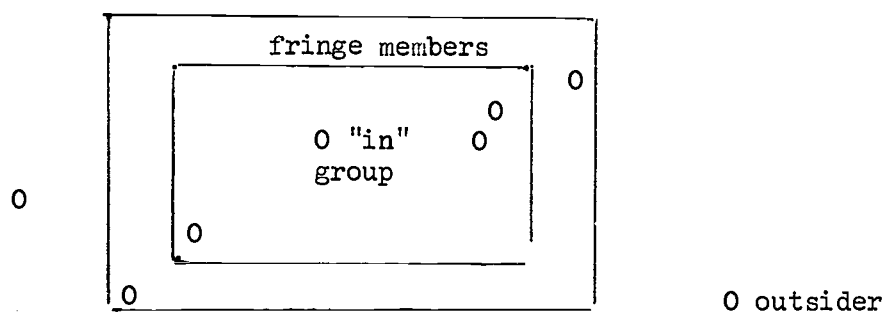
WHAT DO WE MEAN BY A GROUP?

Industry, business, and government agencies are divided in complex ways. In government, we commonly find that the agency is divided into bureaus, division, branches, sections and units. What do these divisions mean?

In one agency, a bureau may have a small handful of employees. In another agency, a bureau may have thousands of employees. Although people have attempted to set up standard names for the organizational breakdowns of government agencies, these attempts so far have produced no labels which have uniform meaning when measured by such factors as importance, number of employees, program emphasis, etc.

Social scientists approach the problem from a different direction. They start with an employee as the building block of an organization; and then analyze how individuals become members of groups and how groups become parts of large organizations.

Any of us can do the same thing. Let us look at a typical work unit. It is made up of a supervisor and seven employees. The first thing we notice is that the supervisor talks to and works with some people more than others. We also notice that some employees seem friendly toward each other, while they avoid other members of the group. The pattern looks like this:



Four of the people work closely together and often eat lunch together. Two others associate with one or two of the "in" group but not with all of them, and two seem to be outsiders. Few of the others talk to the outsiders. They tend to eat with persons in other work groups.

The four insiders and the two fringe members form a group in the unit which has eight persons assigned to it.

Social scientists label groups as primary or secondary. Examples of primary groups are a family, a gang, a clan, or close friends. In an office, a primary group is made up of employees who:

- share a common task or closely related tasks
- feel that they have a common purpose
- accept common values, share common beliefs, and hold common attitudes
- see each other frequently
- work harmoniously together although they may compete for status in the group

Secondary groups differ from primary in that they are made of employees who:

- have tasks which are less closely related or unrelated
- see each other intermittently, if at all
- send each other more written communications
- tend to relationships which are cool, impersonal, and rational
- tend to have greater variety in their values, beliefs, and attitudes

Examples of secondary groups in offices and shops are divisions, bureaus, and agencies.

Why are these distinctions important? Primary groups are important because they affect very much the attitudes, thinkings, or performance of the employees who are members of them. Thus, while it is difficult to define a primary group, there is no question of its importance to management.

Primary groups have special characteristics with respect to:

membership
common goals
standards
common attitudes
structure
communication

Membership: Group membership usually involves much more than the mere listing of an individual's name among those of other group members. For the individual member of a primary group, membership involves recognition of his membership by others, including the emotional reactions (usually sympathy or liking) accompanying that recognition. Membership includes his feeling that he is a part of the group, his pride in his group, and his knowledge that the group exists for some satisfying purpose. Membership prepares the individual to modify his behavior to fit in with his group's activities. In the typical work unit we previously considered, six men were primary group members, but two were excluded. Perhaps the most important fact of membership is that it is the bond that holds groups together. Or more strictly speaking, it is the emotional evidence to members of that bond. The strength of the union (cohesion) of a group varies directly with the strength of the interest which binds members. Group cohesion is stronger when the interest (attraction) is fundamental, such as desire for protection and support; it is weaker when the attraction is less important, such as interest in a hobby. Cohesion is weakened by mutually antagonistic beliefs, divergent personal convictions, or opposed values.

Common goals: Groups exist for a purpose. They may be formed in response to the members' personal needs or to the demands of their tasks. In factories and offices, groups develop around specific work assignments and the locations at which work is done.

We must not forget, however, that such groups must also meet the personal needs of members. A work group must meet its members' economic needs; that is, it must help them earn money. It must also meet their other needs, such as need for recognition, acceptance, or accomplishment. If it does not meet these needs, the member never fully joins a group nor gives his best.

The objectives of the group have important effects upon how the group functions, the composition of its membership, the degree of involvement of its members, the structure of member relationships, the development of norms, etc.

Standards: Each group establishes standards of conduct for its members. These standards are the group's expectations of its members. They are the understandings as to what the members ought to do in given situations, even though at times they may not be met.

Two important considerations are involved. Standards apply to activities which the group holds to be important and they imply rightness and wrongness. The standards do not extend to behavior about which members are indifferent or only mildly concerned.

Standards are frequently concerned with the way in which work is done. When eight people with eight different ways of doing a job work together for a period of time, a group way of doing the job usually emerges. This single group way may be one of the eight original methods or it may be a ninth new pattern of activity. Usually group members evolve a group method to which individual methods will be subordinated. An accepted way of doing things becomes a form of group control. For the individual member, this becomes a part of his accepted way of life and will determine to a large extent what he feels is right or wrong. These group ways may not be the most efficient and sometimes may even get in the way of management approved methods.

The group will support the group way. Those who depart from it will lose standing in the group, be excluded from social activities, or even be ridiculed. The member who does not conform is made to feel that he is different, that he is not a part of the group.

Common attitudes: People who have been working together for some time develop a point of view about the work they are doing and the goals they seek to attain. As they talk together and work together they come to share a common system of beliefs about many things, some of which may go beyond the immediate purpose of their group. We say they have developed group attitudes.

When such an attitude has developed, group members react on this basis, favorably to some ideas and unfavorably to others. They tend to react positively or negatively as a group toward a new man, a modification in their work methods, or a change in their hours of work.

Structure: Structure is the pattern of relationships among members in a given group. It arises from such things as:

- roles
- status
- liking

Each group normally has one or more leaders. Members who have leadership responsibilities have what the social scientists call "a leadership role." In government agencies and business organizations, management assigns certain individuals to the leadership role. Sometimes, however, the group will informally recognize another individual as a leader for certain of their activities. When a particularly difficult problem is encountered, a group member may approach a man who is known to have considerable skill in solving problems instead of talking to the supervisor. In other situations other roles can be found, such as that of "conciliator", "the idea man", and "the information source".

As the group and management create these roles, its members judge them as to their relative standing. That is to say, they assign status to roles. Status is the individual's position in relation to other group members. It is established by the individual's acceptance of another as being superior to, parallel with, or subordinate to his standing.

Status may be attached to a role or it may be attached to the individual. When management designates a position as the supervisory position, it is thereby giving status to the position. On the other hand, the person with skill in solving problems in the example given above, is given his status by the group--not management; and the status is given to him--as an individual.

Group structure is also influenced by the likes and dislikes of each member for his fellows. Supervisors recognize this every day as they make work assignments. For example they may say, "Ray and Bob are both good men, but they just can't be put on the same job together because they dislike each other so."

Social scientists have found that low producers and high producers are seldom the best-liked individuals in the group. Those who produce what the group believes to be a good day's work are those who receive most liking from their fellows.

There is a close relationship between these elements of roles, status, and liking. If an employee who has high status is assigned by the supervisor to a role of low status, he may still retain his status with the group. He may even raise the status of the role to which he is assigned. On the other hand, a person of low status who is assigned to a high ranking position may gain status through his appointment. Liking will affect these factors also. A person who is well liked may be assigned a higher status than one who is not liked, even though both men are of the same rank.

<u>Communication</u>: Group members are frequently in touch with each other. They seek each other out to pass on items of importance to the group. They express their feelings about members to each other. They comment on outsiders with whom they come in contact. They discuss plans for the future. They criticize their supervisors. They talk about the work they are doing together.

Communication is influenced by and influences other group characteristics. Obviously, a group, as we have defined it, does not come about, or exist, without communication. An individual can have no sense of membership unless others communicate their recognition of him, and unless he can communicate his identification with them.

Group members arrive at their common goals through behavior and words that communicate their needs and desires to each other. Group members receive organizational goals by communications from their supervisor and from management. Group members set their group standards and enforce them through communication. Standards, in fact, can have no existence unless they are communicated to the group members. Standards are modified or even rejected completely by member communications.

All six of the characteristics of group behavior, then, are interlinked. Any one element influences the other five at the same time that the other five elements are affecting the first. A change in membership composition can bring about a change in structure and in attitudes, with a consequent change in group standards. These changes may then result in a change in the group's objectives. The elements are in reciprocal interaction with each other.

Session V

AIDS FOR GIVING AND RECEIVING FEEDBACK

Some of the most important data we can receive from others (or give to others) consists of feedback related to our behavior. Such feedback can provide learning opportunities for each of us if we can use the reactions of others as a mirror for observing the consequences of our behavior. Such personal data feedback helps to make us more aware of what we do and how we do it, thus increasing our ability to modify and change our behavior and to become more effective in our interactions with others.

To help us develop and use the techniques of feedback for personal growth, it is necessary to understand certain characteristics of the process. The following is a brief outline of some factors which may assist us in making better use of feedback, both as the giver and the receiver of feedback. This list is only a starting point. You may wish to add further items to it.

1. Focus feedback on behavior rather than the person. It is important that we refer to what a person does rather than comment on what we imagine he is. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus we might say a person "talked considerably in this meeting," rather than this person "is a loudmouth." When we talk in terms of "personality traits" it implies inherited constant qualities difficult, if not impossible, to change. Focusing on behavior implies that it is something related to a specific situation that might be changed. It is less threatening to a person to hear comments about his behavior than his "traits."

2. Focus feedback on observations rather than inferences. Observations refer to what we can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which we make from what we see or hear. In a sense, inferences or conclusions about a person contaminate our observations, thus clouding the feedback for another person. When inferences or conclusions are shared, and it may be valuable to have this data, it is important that they be so identified.

3. Focus feedback on description rather than judgment. The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. The judgments arise out of a personal frame of reference or values, whereas description represents neutral (as far as possible) reporting.

4. Focus feedback on descriptions of behavior which are in terms of "more or less" rather than in terms of "either-or". The "more or less" terminology implies a continuum on which any behavior may fall, stressing quantity, which is objective and measurable, rather than quality, which is subjective and judgmental. Thus, participation of a person may fall on a continuum from low participation to high participation, rather than "good" or "bad" participation. Not to think in terms of "more or less" and the use of continua is to trap ourselves into thinking in categories, which may then represent serious distortions of reality.

5. Focus feedback on behavior related to a specific situation, preferably to the "here and now", rather than to behavior in the abstract, placing it in the "there and then". What you and I do is always tied in some way to time and place, and we increase our understanding of behavior by keeping it tied to time and place. Feedback is generally more meaningful if given as soon as appropriate after the observation or reactions occur, thus keeping it concrete and relatively free of distortions that come with the lapse of time.

6. Focus feedback on the sharing of ideas and information rather than on giving advice. By sharing ideas and information we leave the person free to decide for himself, in the light of his own goals in a particular situation at a particular time, how to use the ideas and the information. When we give advice we tell him what to do with the information, and in that sense we take away his freedom to determine for himself what is for him the most appropriate course of action.

7. Focus feedback on exploration of alternatives rather than answers or solutions. The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution-- which may or may not fit our particular problem. Many of us go around with a collation of answers and solutions for which there are no problems.

8. Focus feedback on the value it may have to the recipient not on the value or "release" that it provides the person giving the feedback. The feedback provided should serve the needs of the giver. Help and feedback need to be given and heard as an offer, not an imposition.

9. Focus feedback on the amount of information that the person receiving it can use, rather than on the amount that you have which you might like to give. To overload a person with feedback is to reduce the possibility that he may use what he receives effectively. When we give more than can be used we may be satisfying some need for ourselves rather than helping the other person.

10. Focus feedback on time and place so that personal data can be shared at appropriate times. Because the reception and use of personal feedback involves many possible emotional reactions, it is important to be sensitive to when it is appropriate to provide feedback. Excellent feedback presented at an inappropriate time may do more harm than good.

11. Focus feedback on what is said rather than why it is said. The aspects of feedback which relate to the what, how, when, where of what is said are observable characteristics. The why of what is said takes us from the observable to the inferred, and brings up questions of "motive" or intent".

    It is maybe helpful to think of "why" in terms of a specifiable goal or goals--which can then be considered in terms of time, place, procedures, probabilities of attainment, etc. To make assumptions about the motives of the person giving feedback may prevent us from hearing or cause us to distort what is said. In short, if I question "why" a person gives me feedback I may not hear what he says.

In short, the giving (and receiving) of feedback requires courage, skill, understanding, and respect for self and others.

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Session VI

POLICE BEAT

General Instructions for the Precinct Group

You are police officers in a community of 200,000 inhabitants which is comprised of a wide variety of social, ethnic, and economic groups. Each of you works an assigned beat and takes pride in having the support and trust of your "neighborhoods". You therefore have possessive feelings about your beats and their people. However, you all like the upper middle-class flavor of the adjoining community with its low crime rate and beautiful surroundings.

The following includes facts about the beats and the police officers which report to Tony A. Bambini, the Precinct Captain:

WILMA GUMP	17 yrs. with the force	Beat #1: Blue Collar, Conservative, tough -- some crime
JOHN LEE HUNT	11 yrs. with the force	Beat #2: Run-down, near heavy industry, lower-class, minority -- high crime
OSMOND FU	10 yrs with the force	Beat #3: City Center, business, skid row -- medium crime
RICKY RICARDO	5 yrs with the force	Beat #4: College campus area, high social/political conscence, volatile -- drug use.
ROXANNE BLACK	3 yrs with the force	Beat #5: Entertainment, strip, vice, violence -- high crime

Most of you have motorized beats, but Osmond and Ricky have walking beats.

In acting your part in role-playing, accept the facts as given and assume the attitude supplied in your specific role. From this point on, let your feelings develop in accordance with the events that take place in the role-playing process. When facts or events arise which are not covered by the roles, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Instructions for Tony A. Bambini, Precinct Captain

You are the Precinct Captain for a small group of officers, each with his or her own assigned police beats within the community. Every so often, police headquarters suggests a redistribution of beats, and you have the problem of deciding who gets which beat. Often there are hard feelings because each officer seems to feel that he or she deserves the plush beats. As a result, you have a tough time being fair. In fact, it usually turns out that most of the officers consider your decision wrong.

You now have to face a similar problem. The coming year will be a test period for a joint precinct with the neighboring upper middle-class community. That community has released a beat for distribution in your precinct. It's a plush, upper-middle class residential area with a low crime rate. It will include a car. The release requires a beat trade-off from your precinct.

Here are some facts about the situation:

WILMA GUMP	17 years with the force	Beat #1: Blue Collar, conservative, tough--some crime
JOHN LEE HUNT	11 years with the force	Beat #2: Run-down, near heavy industry, lower-class minority -- high crime
OSMOND FU	10 years with the force	Beat #3: City Center, business, skid row -- medium crime
RICKY RICARDO	5 years with the force	Beat #4: College campus area, high social/political conscious, volatile -- drug use
ROXANNE BLACK	3 years with the force	Beat #5: Entertainment strip, vice, violence -- high crime

All the officers have cars except Osmond and Ricky who have walking beats.

In order to handle this problem, you have decided to put the decision up to the officers themselves. You will tell them about the new beat and ask

them to search out the fairest way to distribute it. Don't take a position youself because you want to do what the officers think is most fair.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Special Instructions for Wilma Gump

When a plush new beat becomes available, you think you should get it because you have the most seniority. You haven't had your present territory that long but you're rather tired of it. And of course, you expect a motorized beat.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Special Instructions for John Lee Hunt

You feel you deserve a plush new beat. You've been on your present beat longer than anyone, and since the senior officer has a fairly new beat, you should get the next one. You have done an excellent job in a very difficult and oftentimes dangerous area. A person deserves to be rewarded if he or she demonstrates as much commitment to the people within the beat as he had.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Special Instructions for Osmond Fu

You have to walk your beat because of traffic congestion in the city center area. You've been on the beat for a fairly long time. You feel that you should have a plush new one because of this length of time and also because you do so much walking. You deserve a plush, motorized beat.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Special Instructions for Ricky Ricardo

The protection on your present beat is inadequate -- it's been a walking beat ever since Roxanne took your car for the entertainment strip. Since the high occurence rate of campus riots and drug busts of a couple years ago, trust of a police officer is at a low level. The campus beat leaves you open for considerable insults and you attribute your migraine headaches to this. As long as you have a quiet, comfortable territory, you don't care where it is.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

POLICE BEAT

Special Instructions for Roxanne Black

You have the worst beat in the community. Before you got it, it had been heavily infiltrated by the Mafia. The beat has never been bearable but you've put up with it for three years -- even though attempts on your life have been made several times. It's about time you got a plush, comfortable territory and you feel the next one should be yours.

You have a good arrest and conviction record. The only arrest problem you've had was difficulty of pursuit when you didn't have a car. But the reassignment of Ricky's car to you solved that.

Special Note:

In acting your part, be true to the facts as given. When events arise which are not covered by the role, make up things which are consistent with the way it might be in a real-life situation.

Session VI

THE EQUAL EMPLOYMENT OPPORTUNITY PROGRAM IN THE FEDERAL GOVERNMENT

(A CAPSULE HISTORY)

Article VI of the Consititution prohibits religious discrimination against anyone filling a position of public trust.

THE IDEAL OF EQUAL EMPLOYMENT OPPORTUNITY HAS ALWAYS BEEN WITH US.

The Civil Service Act of 1883 substituted merit for politics and other non-merit factors as the measure for Federal employment.

In 1939, the Hatch Act prohibited discrimination on account of race, creed, or color against anyone getting public funds for work relief or other relief.

President Roosevelt issued Executive Order 8587 in November 1940 which amended the Civil Service Rules and established an official policy prohibiting racial discrimination in Federal service.

EACH PRESIDENT BEGINNING WITH PRESIDENT ROOSEVELT ISSUED EXECUTIVE ORDERS AIMED AT ELIMINATING DISCRIMINATION IN FEDERAL EMPLOYMENT.

This Order was followed closely by the Ramspeck Act barring discrimination in Federal service based on race, creed, or color.

Later Executive orders issued over a period of 15 years set up various Boards and Committees to implement this Federal policy.

POLICY EMPHASIS WAS ON NON-DISCRIMINATION.

Federal agencies were told not so much what they should or must do, but rather what they should not do.

TRANSITION FROM A PASSIVE TO A POSITIVE PROGRAM WAS A GRADUAL ONE.

In 1955, President Eisenhower's Executive Order 10590 proclaimed, "it is the policy of the United States Government that equal opportunity be afforded all qualified persons, consistent with law, for employment in the Federal Government."

"EQUAL OPPORTUNITY" SURFACED

In 1961, President Kennedy issued Executive Order 10925 reaffirming the policy prohibiting discrimination because of race, color, religion, or national origin, and requiring affirmative action to achieve equal opportunity for Federal employees.

PROGRAM EMPHASIS STARTED CHANGING TOWARD "AFFIRMATIVE ACTION."

In 1962 the Attorney General, upon the request of President Kennedy, reviewed the 1870 law concerning discrimination in pay for women, and declared its former interpretation which authorized departments to discriminate in the employment of women as unjustified and invalid.

The Civil Service Commission issued regulations prohibiting sex discrimination in Federal personnel practices.

President Johnson issued 2 Executive Orders generally extending the affirmative action program:

- E.O. 11246, in 1965, placed responsibility for Government-wide guidance and leadership under the Civil Service Commission;
- E.O. 11375, in 1967, prohibited discrimination based on sex.

EEO GOT INTO THE MAINSTREAM OF FEDERAL PERSONNEL ADMINISTRATION.

In March 1969, President Nixon directed the Civil Service Commission to study the Federal EEO program and to recommend improvements.

Acting on the recommendations of this study, President Nixon issued Executive Order 11478 in August 1969 which made the following significant changes:

1. It made clear that equal employment opportunity applies to and must be an integral part of every aspect of personnel policy and practice;
2. It emphasized upward mobility;

TOTAL INTEGRATION OF PERSONNEL MANAGEMENT AND EQUAL EMPLOYMENT OPPORTUNITY.

3. It spelled out specifically the steps which constitute "affirmative action";

4. It distinguished between equal opportunity efforts for all persons and Federal manpower training programs to employ and assist the disadvantaged.

SPECIFICATION OF THE STEPS WHICH CONSTITUTE "AFFIRMATIVE ACTION."

Latest and strongest of all the authorities is the EEO Act of 1972. In March 1972, President Nixon signed P.L. 92-261, which for the first time, brings Federal agencies and employees under the law behind the enforcement of the EEO Program. Responsibility for enforcement of EEO rests within the Civil Service Commission.

EQUAL EMPLOYMENT OPPORTUNITY IN FEDERAL SERVICE IS REQUIRED BY LAW.

Additionally, Public Law 93-259 extends coverage of the Age Discrimination in Employment Act of 1967 to include Federal, State, and local governments.

Session VI

ELEMENTS OF AN AFFIRMATIVE ACTION PROGRAM FOR EQUAL EMPLOYMENT OPPORTUNITY

Outlined below are the elements which comprise a comprehensive program of equal employment opportunity. These elements are based on the specific requirements of Executive Order 11478 and the Equal Employment Opportunity Act of 1972 (P.L. 92-261), and are elaborated on in Commission instructions to agencies on the development and submission of equal employment opportunity plans.

1. Organization and resources to effectively administer a positive EEO program including processing of discrimination complaints and EEO counseling.

2. Recruitment activities designed to reach and attract job candidates from all sources.

3. Full utilization of the present skills of employees.

4. Submitting plans for training and education to support upward mobility for lower level employees.

5. Training, advice, incentives, and performance evaluation to assure program understanding and support by supervisors and managers.

6. Participation in community efforts to improve conditions which affect employability in the Federal Government.

7. System for internal program evaluation and periodic progress reports to agency directors and to the Civil Service Commission.

8. Appendix -- Programs and activities for participation in employment and training programs for the economically or educationally disadvantaged and the Worker-Trainee Opportunities Program.

These areas are essential elements for equal employment opportunity programs in all agencies. In addition, affirmative action from the Civil Service Commission's EEO program management standpoint includes a continuing review of all employment procedures, tests and other selection devices, etc., to assure they are job-related and to eliminate any artificial or unnecessary barriers to the employment and advancement of members of any groups, and to promote equal opportunity for all persons to compete on the basis of merit.

The Commission monitors agency implementation of the full range of affirmative action activities, and assures compliance with equal employment opportunity law and regulation through review of agency Affirmative Action plans, on-site evaluation of agency programs, and analysis of statistical data on the employment of minorities and women.

Session VI

EEO RESPONSIBILITIES FOR LOWER-MIDDLE MANAGERS
AND
FIRST LINE SUPERVISORS

(This is a starter; it needs your additions.)

A. Personal Participation in EEO Program Leadership and Administration

1. Have I analyzed the composition of my work force by race, color, sex, grade, length of time in grade, etc.

   If so, how does it compare with the established goals and timetables of our Affirmative Action Plan?

2. Am I thoroughly familiar with my agency (or bureau, installation, region, unit, etc.) Affirmative Action Plan?

3. Do I thoroughly understand how EEO discrimination complaints are processed?

   Can I explain the stages of the process and the officials and employees involved at each stage?

   Have I made sure that all employees know about their rights and the procedures for EEO counseling and complaints of discrimination?

   Do they know how to contact an EEO Counselor?

   Have I shown clearly my willingness to work with employees and with the EEO Counselor to resolve allegations of discrimination?

   What have I done to make my employees feel that they may pursue a complaint under EEO Regulations without fear of reprisal from me or others, for having exercised their rights?

4. Have I informed my superior of my needs in implementing affirmative action steps to achieve equal employment opportunity goals?

5. Do I keep myself well-and currently-informed and do I keep all my employees so informed about equal opportunity implications, like upward mobility efforts, training opportunities, vacancy announcements, detail opportunities, Affirmative Action Plans, etc.

6. Do I know our EEO Staff? (DEEO, EEO, Federal Women's Program Coordinator, Spanish-Speaking Program Coordinator, Official designated for Upward Mobility Program, EEO Counselors, etc.)

   Do I have good working relations with them?

   Which of my actions can I coordinate with them? Have I done so?

7. Do I continuously seek ways of integrating EEO policies and practices into my responsibilities and daily tasks?

B. Selection and Promotion

1. How do people find out about vacancies in my unit?

   If by word of mouth, how likely is it that minorities and women will find out about these vacancies?

   If by recruiters, are recruiters both male and female representatives of racial composition of area? Do they go to schools of predominantly minority and female population, as well as to schools attended primarily by male and/or majority students?

   If through advertising, are the media seen or heard by all the segment of the community?

2. If your unit has an unbalanced workforce, both in terms of race and sex representation and in number and grade-level, do you identify this as a problem and assist the personnel office in locating qualified minorities and women for vacancies?

3. During selection interviews, do you evaluate applicants objectively or do you tend to require some "overqualification" for members of particular groups?

C. Treatment of Minority Groups and Female Employees

1. Are you aware of how our society has stereotyped particular groups? Do you consider each of your employees as an individual rather than a stereotype?

2. Have you participated in self-development activities which would enrich your understanding of cultural differences?

   Do you understand the possible adjustment problems of minorities and women to employment in the Federal government?

3. Do you give those employees who are new to the world of work some special help in learning the basic rules and habits of work?

   Do you enlist other employees' assistance in making newcomers feel that they are a needed and contributing part of the organization?

4. Do you try to avoid and eliminate personal practices and mannerisms which may offend minorities and women?

D. Upward Mobility and Training

1. Do you continuously try to identify employees with skills and abilities which are not being utilized in their job?

2. Do you encourage employees with potential to compete for advancement? Do you counsel them on this?

3. Have you provided training opportunities to minorities and women, as well as other employees?

4. Have you contributed to developing and implementing an Upward Mobility Program? If so, how?

E. Recognition

1. Have you appropriately and positively recognized the work of minorities and women, both informally and formally?

2. Have you helped all your employees, including minorities and women, learn what they must know or do to qualify for and succeed in getting a promotion?

D. Discipline

1. Have you made sure that all the members of your workforce know and understand the rules affecting employee conduct?

2. Do you regularly review your own work and conduct rules for employees to make sure that they do not unreasonably burden members of a particular group?

3. Do you apply equal penalties for equal offenses?

Session VII

QUESTIONS ABOUT A GROUP FOR A SUPERVISOR

1. Membership

   - How quickly does the group make a new employee feel welcome?
   - Who belongs to the "in-group" and who is on the fringes or on the outside of this in-group?
   - How well do the employees work together as a group?
   - To what extent will they share each other's task assignments?
   - How do they rate their unit in comparison with other units?

2. Goals

   - To what extent does the group accept management's goals for their performance?
   - How clear are task goals to your employees?
   - Do the employees feel committed to management goals?
   - What other goals does the group have?
   - How realistic and how attainable are the group's goals?

3. Attitudes

   - What is the social climate (warm, friendly, informal; or cold, tense, formal, restrained)?
   - What happens when one employee disagrees with another?
   - To what extent do the employees feel that they have similar interests and likings?
   - To what extent do they think that others in the unit are skillful and knowledgeable?
   - To what extent are they tactful in dealing with each other?

4. Standards

- What code governs this group's behavior?
- What happens when one or more employees deviate from this code?
- How do new employees learn about these group standards?
- How well are the standards understood by all employees in the group?
- Which of the group's standards help and which hinder the performance of their assigned work?
- Who, within the group, evaluates the work of the group, and how?

5. Structure

- Which members support one another?
- Which employees are repeatedly at odds with each other?
- Who is the natural leader of this group?
- What other roles can you identify in your group?
- Who are the followers and whom do they follow?
- How well does the group meet the demands of the tasks they must do?
- Who makes decisions for the group and how?
- Who coordinates the activities of group members, and how?

6. Communications

- How well do group members understand each other?
- What examples can you recall of misunderstandings?
- What happens when there are misunderstandings?
- To what extent does one member discuss his tasks with another?
- How much communication is face-to-face? How much in writing? Why?

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session VII

DISCUSSION QUESTIONS
FOR
GAME OF LIFE

1. Who was the "leader" in your subgroup and what did he (she) do to mark him (her) the leader and did leadership shift among the subgroup members? How?

2. Was there any frustration or conflict as a result of a particular leadership style used? Explain.

3. As your subgroup became more cohesive, were your attitudes toward other subgroups changing? How?

4. As the game continued, what relationship emerged between your subgroup and your "representative"? Why?

5. What did your subgroup think "You" meant? Why?

6. What does this exercise say to you about cooperation and competiveness in general back on the job?

7. What influence does a supervisor have in fostering cooperation and trust within and among groups?

Session IX

DIRECTIONS FOR "HELIPORT" OBSERVERS

1. $2\frac{1}{2}$ Hour Game:

Each team is provided with identical boxes of Heliport building "blocks". The assignment is to build an attractive Heliport/ office building within the allotted time frame.

Each group is to work as a group. The initial half-hour will be devoted to organizing their group--in whatever way they wish, making job assignments, and planning. They should attempt to adhere to their organization, etc. throughout the game.

No construction can take place during the half-hour planning phase. It can only begin after a copy of the organization has been turned over to one of the group's observers.

Your job is to observe the behaviors exhibited during this entire $2\frac{1}{2}$ hour session. Be specific as to what happened, who acted, and what the response was on the parts of others.

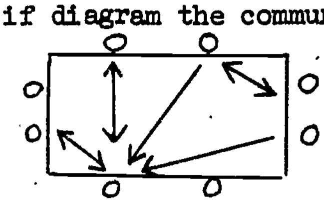
The following are some areas to watch for, but record any other behavior that intrigues you.

Motivation:

- Enriched jobs or boxed in?
- Motivated but notivation squelched rather than exploited? (i.e. most participants are motivated to build)
- Social/ego needs met or ignored? What happens to these individuals?

Communication:

- See any patterns? (more readily apparent if diagram the communication patterns)
- Any Active Listening for clarification?



Leadership:

- Tell, Sell, Consult, Join styles
- Did leadership rotate?
- Different styles appropriate in different situations?
- Anyone acting as "Completer-of-Group-Action"?

Group Decision-Making:

- Commitment?
- Quality?
- Appropriateness?

Maintenance/Task/Individually-oriented Roles:

- Who played what, when, why?
- Effectiveness of roles played
- Which roles predominated

Group Characteristics:

- Any standards developed?
- Everyone have full emotional membership within group?
- Goals other than "build a Heliport"

Other Group Concerns:

- See any "Group think" factors?
- Collaboration or competition?

2. 1 Hour (or more) Feedback/Discussion Session

Observers lead discussions with their respective groups. Try to get a two-way session going, a constant give-and-take between you as observers and the game-players. Maybe get initial input and reaction to game from them first.

Try to stress the positive. Focus on the behavior rather than the individual as "personality".

This feedback session has the most potential value for the game players so do aim for group involvement.

Session IX

HELIPORT--GENERAL INSTRUCTIONS

OBJECTIVE: Design and construct a Heliport Office Building five stories tall that you would be proud to have in your community.

INSTRUCTIONS:

1. Organize your group in any way that will contribute most to your end objective.

2. Record your group organization on paper (chart or narrative with each person accounted for) and give it to your observer before you begin work on your construction.

3. Follow your organization structure as closely as possible.

4. Your project must be completed by ____________________.

5. Try to keep as much information as possible from your competitors concerning your organization and project.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

IX-H3

Session IX

HELIPORT - INTERRUPTION SHEET

Your president (officially or unofficially designated leader) has suffered a serious heart attack. He will be hospitalized indefinitely.

A labor dispute has stopped construction. Take a 15 minute break.

Ten percent of a certain line of your construction materials must be returned to the manufacturer because of defects. (Set aside 8 square frames as unusable.)

Due to a reduction in force, you lose two of your construction people (the "work" force) immediately.

Because of a cut-back in funds, your organization must share this building with two other organizations. The building specifications now require that it be seven stories tall.

Due to increased political pressures and other unpredicted problems, this building must now be completed by ___________ instead of ________.

Your president has fully recovered. He may return to your organization.

Session IX

A SUPERVISOR'S SITUATION

A. Controls of organization

- Budget officers
- Comptrollers
- Accountants
- Supply officers
- Personnel officers
- Industrial engineers
- Attorneys

Supervisor

Intelligence
Experience
Physical capacity
Emotional balance
Motivation and values
Relations with others

B. Line management

- His boss
- His boss's boss
- Peers of his boss
- Peers of his boss's boss
- Other supervisors
- Employees of other units

C. Other groups

- Union stewards, etc.
- Clients of agency
- Suppliers
- Employees of other agencies
- Legislative officials and Employees

Session IX

MANAGEMENT AND SUBORDINATE RATINGS OF SUPERVISORS

Although the subordinates and boss of a supervisor may differ in what they expect from a supervisor, studies show that the two often agree on who is a competent supervisor.

Research by Floyd C. Mann and James Dent showed that both management and employees rate high a supervisor who knows what is going on in his work group and who accurately appraises their attitudes and feelings. Employees want a supervisor who will stand up for them to management on matters affecting their work methods, pay and working conditions. Interestingly, supervisors who were rated high on this by their employees were also rated by management as promotable. On the other hand, supervisors who were rated by their subordinates as excessively oriented to management-determined production goals were unlikely to be rated by management as promotable.

Research by Donald Pelz showed that employees rated high those supervisors whom they thought to have influence with management. The more he uses his influence with management to help achieve group goals, the higher employees rate a supervisor. On the other hand, the greater his influence with management, the more secure a supervisor felt, and the less he brought direct pressure on his subordinates to produce. As we have seen before, when controls are less visible, employees tend to like the supervisor more. Pelz's findings about supervisors, then, show a correlation between acceptance by management and liking by employees.

John M. Pfiffner in his research and studies concluded that supervisors in more effective work groups are both closer to their employees and to management. That is to say, he has the confidence of both management and his work group. Note that Pfiffner says confidence, for a supervisor who has the confidence of management may be critical of certain management policies to the evident satisfaction of his subordinates.

What can we conclude? We can conclude that a supervisor needs to understand the goals of both his agency and his subordinates. He must establish himself as both a member of his working group and a member of management. If he can do this, he will increase his chances of being accepted by both his subordinates and his bosses.

Session IX

THE MERIT PRINCIPLES AND RELATED LEGISLATION

1. MERIT PRINCIPLE #1. Recruiting, selecting and advancing employees on the basis of their relative ability, knowledge, and skills, including open consideration of qualified applicants for initial appointment.

The Civil Service Act of 1883.

a. Provided for open, competitive examinations for testing the fitness of applicants for public service.

b. Required examinations to be practical in character and related to matters which fairly test the relative capacity and fitness of applicants for the job.

2. MERIT PRINCIPLE #2. Providing equitable and adequate compensation.

The Classification Acts of 1923 and 1949.

a. Established the principle of equal pay for substantially equally work.

b. Variations in pay rates are in proportion to substantial differences in the difficulty, responsibility, and qualification requirements of the work performed.

The Salary Reform Act of 1962.

a. Established the policy of pay comparability with industry.

b. Provided within-grade increases for high-quality performance.

c. Made it possible to raise the entire salary range of a grade in occupations where recruitment is hampered by higher private sector salaries.

3. MERIT PRINCIPLE #3. Training employees, as needed, to assure high quality performance.

The Government Employees Training Act of 1958.

a. It is necessary and desirable in the public interest that self-education and self-development of employees be supplemented and extended by Government-sponsored programs for training.

b. The purpose of this training is to provide management with employees who have the skills, knowledges, and abilities needed to perform official duties.

<u>The Equal Employment Opportunity Act of 1972.</u>

a. The Act requires that EEO affirmative action plans include programs of training and education designed to provide maximum opportunity for employees to advance and perform at their highest potential.

b. Note, however, that the training must meet demonstrated management needs for trained manpower and be utilized by the agency. (See FPM Letter 713-27, "Upward Mobility for Lower Level Employees." June 28, 1974).

4. MERIT PRINCIPLE #4. Retaining employees on the basis of the adequacy of their performance, correcting inadequate performance, and separating employees whose inadequate performance cannot be corrected.

<u>The Lloyd-LaFollette Act of 1912.</u>

a. Persons can be removed or suspended without pay for such cause as would promote the efficiency of the service (for example, inadequate performance).

b. Such actions cannot be taken for personal, political, or other non-merit reasons.

<u>The Performance Rating Act of 1950.</u>

a. Provides that proper performance requirements be made known to employees.

b. Requires work performance be fairly appraised in relation to such requirements.

5. MERIT PRINCIPLE #5. Assuring fair treatment of applicants and employees in all aspects of personnel administration without regard to political affiliation, race, color, national origin, sex, or religious creed and with proper regard for their privacy and constitutional rights as citizens.

<u>The Equal Employment Opportunity Act of 1972.</u>

a. All Personnel actions must be free from discrimination on the basis of race, color, religion, sex, or national origin.

b. Prescribes total involvement of EEO in every aspect of personnel policy and practice in selection, placement, training and advancement of Federal civilian employees.

c. States active affirmative action, not passive non-discrimination is required to reach EEO objectives. For example, recruitment outreach programs, upward mobility, and the full use of the skills of all employees.

d. NOTE. The Fair Labor Standards Act, amended in 1974, prohibits age discrimination in Federal employment.

6. MERIT PRINCIPLE #6. Assuring that employees are protected against coercion for partisan political purposes and are prohibited from using their official authority for the purpose of interfering with or affecting the result of an election or a nomination for office.

The Civil Service Act of 1883.

a. No Federal employee has any right to use official authority or influence to coerce the political action of any person or of any body.

b. No public servant is under any obligation to contribute to any political fund, or to render any political service, nor would be removed or otherwise penalized for refusing to do so.

The Hatch Act of 1939.

a. This act, as it now stands, lays down the ground rules as to which forms of political activity are restricted or permitted federal employees.

b. Examples of Prohibited Activity. OPTIONAL AS TO DEPTH

(1) Organizing a political club.
(2) Soliciting/handling funds for a partisan political purpose.
(3) Becoming a partisan candidate for, or campaigning for, an elective political office.
(4) Soliciting votes in support of, or in opposition to, a partisan political candidate.
(5) Driving voters to the polls on behalf of a political party.
(6) Serving as a delegate to a political convention.

c. Examples of Permissible Activities. OPTIONAL AS TO DEPTH

(1) Register and vote.
(2) Express political opinions as individuals privately and publicly.
(3) Display pictures, stickers, badges, or buttons.
(4) Participate in non-partisan civic, community, social professional, or labor activities.
(5) Retain membership in a political party.
(6) Attend a political convention or rally.
(7) Sign a political petition as an individual.
(8) Make a financial contribution to a political organization.

d. Recent Legislation: Campaign Reform Act of 1974.

(1) This act, and other studies now underway, may have some impact on existing rules.

(2) While this applies mainly to state and local government, it has strong implications for the federal government.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

X-H1

Session X

THE CASE OF JOHN TIMONIUM

The Situation

John Timonium, supervisor of a section, looked at his latest weekly work report with dismay. His group had slipped again. Five weeks ago his claims examiners were reviewing a total of 210 cases a day. Then production dropped -- 206, 202, 201.

Session X

THE CASE OF JOHN TIMONIUM

Duties of Examiners

Duties of Mr. Timonium's examiners: Receive complaints from suppliers about slow payment or failure to receive payment; investigate facts (through phone calls or sending of memos), draft replies to suppliers. Receive from warehouse complaints about defective, damaged, or wrong merchandise received or improper billing of amount due on correct merchandise received; review claims; prepare correspondence to present claims to suppliers; follow up until notice of proper action by supplier is received. Most information for their correspondence comes from the fiscal section, purchasing section, supply receipts section, and warehouse.

Session X

THE CASE OF JOHN TIMONIUM

Individual Reports

He looked at the individual reports for the past week.

Man A	39	40	40	39	39
B	39	39	38	39	38
C	41	40	41	40	40
D	39	39	38	38	39
E	41	41	41	42	41
Totals	199	199	198	198	197

Even the daily average was declining now.

These people had been working together as a team for a year and, in the past, production had been very steady. The decline was not yet serious, but if the trend continued he would be in difficulty with his boss.

Session X

JOHN TIMONIUM'S CONFERENCE -- A TRANSCRIPT

1. John: Fellows, I have just come from a conference with my boss. He is quite concerned about what he calls the loose practices we have had in authorizing signatures on correspondence. He assigned the problem to our methods analyst who reported today on a proposal.

   To sum it up briefly, the methods analyst proposes that all correspondence to our suppliers be signed by my boss.

2. Employee A: We can't sign letters any more?

3. John: You are asking if the methods analyst's proposal was adopted, I suppose. With one change, it was. Let me run through the proposal and then let me have your questions.

   The proposal to have all correspondence signed by my boss was fought over. The boss decided that he would sign all letters which disallow payments and that I would sign other letters to suppliers.

   Memos to fiscal section on disallowances must now be signed by me.

   You may phone any of our suppliers when this is justified by the urgency of an order. However, the boss wants us to avoid running up telephone bills on long distance. You can, of course, continue to phone any of our shops.

   Well, that's it. I hope I have covered it adequately. The boss thinks that this will pinpoint responsibility in our division. I know that it puts my neck on a line if something goes wrong. However, I want to assure you that I will continue to depend on each of you as I have in the past. Of course, if we got a new worker, I would have to be careful of his letters until he was trained.

4. Employee B: Can we sign memoranda to the warehouse and other sections?

5. John: Not memos to fiscal. Others asking for information, yes.

6. Employee C: If we need information in a hurry from a supplier, we can phone, but we cannot write.

7. John: You can write for any signature. Phone, yes. The boss will be watching to see that phone costs do not go up. Any other questions? (Pause) ...

   ... Well, I guess I anticipated your questions, OK.

8. Employee A: Wait a minute, John. What did we do wrong. I have a feeling that we must have made some mistakes in past correspondence.

9. John: Of course, we make mistakes, but the boss was not critical. The methods analyst was only proposing a system to reduce the chances of error.

10. Employee C: None of my letters ever brought in any protest. If they did, it wasn't brought to my attention.

11. John: Right. The boss is looking to the future, not the past.

12. Employee A: Mm-hmm.

13. John: Well, now that that has been settled....

14. Employee D: I assume that you will not mind if I comment about this. The boss and you can decide this, I'm not arguing that point at all. It seems to me, though, that the suppliers are used to working with us. When they have a question, they phone the guy who signs the letter. This will change that.

15. John: Mm-hmm.

16. Employee D: Am I wrong? I could be, but....

17. John: This puts more of a burden on me. Actually, you will get fewer calls, so you will have more time to get the important part of your job done...handling claims. So, I don't say you're wrong at all.

18. Employee E: I think I see what D is getting at. Won't the suppliers call you and...well, you won't be able to know everything about a couple hundred cases a day, you see, so....

19. John: We don't get too many calls....

20. Employee A: Well, I do.

21. John: In any event, I think I can handle these for you. Of course, I will need your help. And, I won't act on a case without checking with you, if that's what you mean.

22. Employee E: Well, we trust you John, but....

23. John: Thanks.

24. Employee A: Are we going to get a new employee?

25. John: Now where did you get that crazy idea?

26. Employee E: Well, I thought I heard you say you might.

27. John: Well, we're not. Now let's get back to the correspondence. Any more questions on correspondence?

28. Employee A: Well, it's a fine reward for the work we've been doing.

29. John: Is that a question?

30. Employee B: No question from me.

31. Employee E: We understand, John. I'm sure you would not have done this....

32. John: Now wait a minute. I'm with the boss on this....

33. Employee E: Of course, I know that, but, I mean that...well, we think that you'd stick up for us....

34. Employee B: Speak for yourself, E.

35. John: Now, what are you saying?

36. Employee A: We've got the word, I've no more questions.

37. John: If any of you do have questions now or later, come on over and I'll work it out with you.

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

Session X

THE HISTORY OF TIMONIUM'S WORK GROUP

John has been supervisor of the group for two years. He was formerly a claims examiner in the group. All of the workers except D were co-workers with John when he was promoted to supervisor. D transferred to the unit six months ago from the Purchasing Section.

Leadership and Structure: John is a direct person. When he has something to tell them, he usually says it frankly. Occasionally, he will conceal data from the group if he feels it will affect their performance adversely. He knows claims examining well and can help others with difficult cases. He has been growing and seems to desire to learn more about supervision. He reads management articles.

A is a natural leader in the group. When John is away, the others turn to A for advice. When John is present, the group sometimes feels that A is competitive with John. B and C follow John but listen carefully to A. E, the harmonizer, tends to keep aloof from A's competition with John. E is a leader in arranging social events or in initiating lunch or coffee breaks.

Membership: John, A, B, C, and E have full membership in the group. D is not "out" but he is on the fringe. D is not always invited to have lunch with the others. He does not tell the others jokes but he does listen to theirs. D asks for advice but does not give it. D tends to go to John or E for advice but rarely goes to A. A has little to do with D but talks often to B and C. John respects A and consults him.

Goals: In the past two years the group's goals have shifted slowly. Before John, they seemed to want to be a comfortable group. Recently, the group has seemed to want to bring its status up above that of the Purchasing and Supply Receipts Sections. They feel they are considerably higher in status than Warehouse. They dislike people in Fiscal. Under John, production has increased, but he did not press hard to get it. His goal, which the group has supported (up to the time the procedure for signing mail was changed), has been to keep the work current.

Standards: The group is quite clear about how much work an employee should produce. Therefore, each produces about the same amount of work. No one loafs but no one competes with another. They would disapprove of a person who did not turn out a reasonable number of cases. They help each other. If one man gets too many tough cases in one day to maintain his average, he can swap some off to another for a few easy ones, but D does not yet swap off hard cases. The group is

a quiet one. They share jokes and are friendly but they are not loud or noisy. They do not wear coats at work but they do wear neckties. They avoid sportshirts at work (that's for warehouse boys).

Attitudes: They like the group. D likes it, too. They like "sensible" rather than excitable behavior. They like to find ways of getting a supplier to admit an error or liability and brag about cases that they win over stubborn companies. They like to get in touch with a supplier by phone or in letters. They would like to see each man have a set list of suppliers so they could develop their relationships further, but John and his boss have vetoed this. (Cases are assigned in rotation as received.) They respect John but are slightly repelled by his tendency to issue orders rather than requests. John has added to this reserve employees have toward him by occasionally taking stands that the group did not like, such as defending an action of Fiscal Section. The group also feels that he does not regularly give them information he gets from management.

Communication: They talk easily to each other. They understand each other with a skill that comes from long association. E facilitates the communication process by summarizing or clarifying. A initiates more than anyone except John.

Session X

THE CASE OF JOHN TIMONIUM

Method Analyst's Report

Here is an excerpt from the Method Analyst's report:

"Our investigation shows that all claims examiners now sign letters to our suppliers. This practice has been increasingly challenged by other sections. We asked them to keep a record for the past month and we have these complaints: From Purchasing--Correspondence regarding 17 purchase orders on which no claims were pending were addressed to a claims examiner. This correspondence was rerouted to us after a delay of 2 to 5 days. Fiscal Section--In 16 cases in the past month, bills on which no claims were pending were addressed to a claims examiner. These bills were forwarded after delays up to 10 days to us for processing. Warehouse Section--In 7 cases in the past month shipments were addressed to a claims examiner. These 7 packages had to be picked up by one of our trucks and transported to the Warehouse.

"Our manual for claims examiners state that they should give final shipping and mailing instructions. We reviewed the 40 complaints and found that our claims examiners had given no or inadequate instructions in 32 cases. In the other 8 cases the supplier was either clearly at fault or we could not clearly assign the responsibility for error.

"Recommendation -- While these 40 cases are a small portion of the number of cases we handle in a month, they are a significant source of irritation to our suppliers. We recommend that all correspondence be reviewed at a central point to make sure that manual instructions are followed. We recommend that this be done by having all mail signed in the office of the division chief. He need not sign this mail himself but could delegate the use of his signature to the correspondence reviewer."

UNITED STATES CIVIL SERVICE COMMISSION

SUPERVISION AND GROUP PERFORMANCE

X-H8-1

Session X

EVALUATION FORM

DATES: ____________________

TOPICS COVERED:

A. Motivation (Maslow, Herzberg, Job Enrichment)

B. Leadership Styles

C. Communication Feedback (Active Listening)

D. Characteristics of Primary Groups

E. Roles that People Play in Groups and How to Diagnose Group Behavior

F. Game-of-Life (Examination of Intergroup Behavior)

G. The Supervisor as a Completer-of-Group-Action

H. The Supervisor as the Person-in-the-Middle

I. Overcoming Resistance to Change

J. The Scientific Method of Problem-Solving

1. In terms of how well this course covered the topics, what is your overall rating?

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

Excellent   Very Good   Satisfactory   Unsatisfactory

(Comments concerning your above rating)

2. Of all the points covered in this course, which two are the most meaningful to you? Why?

3. If you were to choose 2 points this course made which you think you could apply in your own work situation, what would they be?

   To what would you apply them and how would you apply them?

4. What did you expect from this course that you did not get?

5. Do you have any positive suggestions for its improvement?

NAME ______________________________

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