A review of systems engineering concepts as applied to training programs at Army training schools was conducted. It was concluded that through systems engineering, the programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know." Since the programs are being constructed by personnel relatively unskilled in systems engineering and training program design, appropriate training methods are recommended. An Army-developed systems engineering guide was reviewed and reduced to outline form, and a graphic display of products of information and sub-products, or elements of work, was prepared. (Author)
Implementation of Systems Engineering Concepts in Army Training

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The Human Resources Research Organization (HumRRO) is a non-profit corporation established in 1969 to conduct research in the field of training and education. It is a continuation of The George Washington University Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consultation. HumRRO's mission in work performed under contract with the Department of the Army is to conduct research in the fields of training, motivation and leadership.

The contents of this paper are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.
This paper is an account of a HumRRO review of systems engineering concepts as applied to training programs at an Army training school. It was concluded that through systems engineering, the programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know." Since the programs are being constructed by personnel relatively unskilled in systems engineering and training program design, appropriate training methods are being recommended. An Army-developed systems engineering guide (CONARC Regulation 350-100-1, Systems Engineering of Training) was reviewed and reduced to outline form, and a graphic display of products of information and sub-products, or elements of work, was prepared.
Prefatory Note

The research reported in this paper was performed by the Human Resources Research Organization, Division No. 6 (Aviation), Fort Rucker, Alabama, as a technical advisory service. The paper was presented by Dr. Wright at the Eleventh Institute of Electrical and Electronics Engineers (IEEE) Symposium on Man-Machine Systems, November 1970, in Winter Park, Florida.
In the past, Army training programs have been developed by experienced job holders using methods that were largely intuitive. Over time, the programs were modified by training or administrative personnel when changes seemed desirable. Therefore, the content of training programs has consisted of information the developers logically thought trainees should have. As an example, experimental studies suggest that excessive amounts of time are often devoted to instructing maintenance trainees in the theories of power plant operation, electricity, and hydraulics. On the other hand, little systematic effort was devoted to determining the potential contribution of each training point to practical performance of the job in the field.

In February 1968, a large scale effort was initiated in the Army to systems engineer all training programs within a five-year period. The purpose is to design courses of instruction to focus on those skills and knowledges essential for adequate performance of jobs at the entry level. The approach is to have experienced Army job holders systematically design training programs against actual job requirements by using the following processes in sequence:

1. Job analysis
2. Selection of tasks for school training
3. Training analysis
4. Development of training materials
5. Development of testing materials

(and, following the administration of training)

6. Quality control and feedback

Based on an analysis of actual job requirements, such a systematic design of training programs can be expected to eliminate most of the “nice-to-know” content that characterizes some portions of today’s training. It should also better orient training programs to those essential “need-to-know” skills and knowledges required to perform jobs at the field entry level.

Army job holders in this program are not highly experienced or knowledgeable in systems engineering methods, training program design, or state-of-the-art training technology. However, they are given an orientation to systems engineering and are provided an Army-developed systems engineering guide (CONARC Regulation 350-100-1, Systems Engineering of Training—Course Design). Education specialists at each participating training school are assigned to provide assistance and technical supervision to working level personnel.

Approximately one year after its inception, a review of the systems engineering program was undertaken at one of the Army training schools by members of the HumRRO staff. The goals of that review effort were to examine the implementation of the program and to provide suggestions for changes that might improve its effectiveness. In this paper we will present the findings of that review and their implications for the use of systems engineering concepts in large scale training programs.
METHOD

A sequential analysis approach was used in the review. This approach included interviews with systems engineering personnel about the program's operation and an analytical follow-up of the leads derived from these interviews. The follow-up consisted of detailed analyses of the Army's systems engineering guide to determine what deficiencies existed from the user's point of view. It was also hoped that the analyses would lead to suggestions for improvements that might reduce or eliminate problems the users had in implementing the systems engineering concept.

Interviews with administrative-level personnel were conducted to obtain information concerning the program's organization, administrative policies, and procedures of implementation. Working-level personnel were then interviewed regarding day-to-day mechanics of the program.

The interviews showed that several features of the systems engineering guide appear to be sources of difficulty in its implementation. Analyses were then undertaken to determine how the guide, or manual, could best be changed to improve implementation of the program with the type of personnel available.

Initial review indicated that a number of the steps necessary for systems engineering were obscured in the text of the manual. In order to gain a more precise view of the training systems engineering process, it was found necessary to reduce the manual to outline form with emphasis on identifying each step required. The two types of steps identified were classified as products and subproducts. Products were defined as major units of documented information, and subproducts as elements of work resulting in documented information required to complete a product.

The products and subproducts were then arranged in a block flow diagram (Figure 1). Subproducts (light outlined boxes) flow from left to right, ending with the completed product. Products (dark outlined boxes) flow from top to bottom. This graphic outline provides an overview that was not available in the manual, of the extensive amount of documentation required for systems engineering of training. Instead of the six apparently uncomplicated processes mentioned, there are, in fact, a total of 100 items produced—19 major products that comprise 81 subproducts.

One of the most frequent comments voiced during the interviews concerned the difficulty experienced in trying to produce units of work in a form that would allow the information contained to be used satisfactorily in the completion of downstream work. In several instances, large units of work had to be completely redocumented because the information was in a form that could not be used.

In order to clarify the relationships between units of work in the systems engineering process, the required links of information between the products and subproducts shown in Figure 1 were determined. These links were then divided into inputs and outputs. As used here, an input consists of information from other products and subproducts that is required to complete a given product or subproduct. An output is information contained in a product or subproduct that is required to complete other products or subproducts.

The inputs and outputs for some of the products and subproducts in the training systems engineering process are shown in Figure 2. For the user, there is a clear advantage in knowing what inputs and outputs are required for a given product or subproduct. He knows what products and subproducts contain the information needed to complete the product or subproduct being worked on. The user should also have a good idea about the form in which he must complete the product or subproduct because he can identify the requirements that downstream products and subproducts impose on this information. He can then prepare the information so its form is in accord with downstream requirements.
Part of the Input/Output Outline Form Analysis

<table>
<thead>
<tr>
<th>Product and Subproduct</th>
<th>Inputs</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>H 1. File Number, Course ID, and Date (p 31)</td>
<td>A 1. Job Title</td>
<td>Not Identified</td>
</tr>
<tr>
<td>H 2. Training Action Element for Each Task and Subtask (p 32)</td>
<td>G 3. Tasks and Subtasks Recorded on JTDCs</td>
<td>H 11. Training Criterion for Each Training Objective</td>
</tr>
</tbody>
</table>
Input/Output Matrix Form Analysis

Products and Subproducts (Do's Indicate Required Inputs)

A 1. Job Title (p. 9)
A 2. MOS Job Structure (p. 9)
A 3. Duty Position (p. 9)
A 4. Units & Organizations Assigned (p. 9)
A 5. Related Units, Organizations & MOS (p. 9)
A 6. Major Job Requirements (p. 9)
A 7. Work Environment (p. 9)
A 8. Supervision & Assistance Available (p. 10)
A 9. Equipment Listing (p. 10)
A 10. Information Sources (p. 10)

R 7. Directions for Scoring (p. 68)
R 8. Test Validation (p. 68)
R 9. Test Instruments (p. 64)
S 1. Percent of Students Achieving Minimum Standards (p. 73)
S 2. Analysis of Performance Errors (p. 74)
S 3. Average Student Performance (p. 74)
S 4. Interpreting Test Instrument Deficiencies (p. 75)
S 5. Interpreting Student Performance (p. 76)
S 6. Test Results Report (p. 76)
S 7. Monitoring Trng. Quality & Adjusting Trng. Program (p. 77)
S 8. Training Quality Control (p. 70)

Figure 3
## Analysis of Content Factors

<table>
<thead>
<tr>
<th>CONTENT FACTORS</th>
<th>PRODUCTS/SUBPRODUCTS</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Need More</th>
<th>Field</th>
<th>Field Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1. Job Title (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Yes</td>
<td>Specify</td>
<td>None</td>
</tr>
<tr>
<td>A 2. MOS Job Structure (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>No</td>
<td>Need More</td>
<td>None</td>
</tr>
<tr>
<td>A 3. Duty Position (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>Yes</td>
<td>Sufficient</td>
<td>None</td>
</tr>
<tr>
<td>A 4. Units and Organizations Assigned (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>No</td>
<td>Sufficient</td>
<td>None</td>
</tr>
<tr>
<td>A 5. Related Units, Organizations and MOS (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>No</td>
<td>Need More</td>
<td>Field</td>
</tr>
<tr>
<td>A 6. Major Job Requirements (p 9)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Need More</td>
<td>Field</td>
</tr>
<tr>
<td>A 7. Work Environment (p 9)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Need More</td>
<td>Field</td>
</tr>
<tr>
<td>A 8. Supervision and Assistance Available (p 10)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Specify</td>
<td>Field</td>
</tr>
<tr>
<td>A 9. Equipment Listing (p 10)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Sufficient</td>
<td>Field</td>
</tr>
<tr>
<td>A 10. Information Sources (p 10)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Need More</td>
<td>Field</td>
</tr>
<tr>
<td>B 1. List of Major Duty Areas (p 15)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Specify</td>
<td>Field</td>
</tr>
<tr>
<td>B 2. Statements of Tasks Performed (p 15)</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Specify</td>
<td>Field</td>
</tr>
<tr>
<td>C 1. List of Tangible Objects (p 16)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>More Range</td>
<td>Sufficient</td>
<td>Field</td>
</tr>
<tr>
<td>C 2. List of Action Verbs (p 17)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>More Range</td>
<td>Sufficient</td>
<td>Field</td>
</tr>
<tr>
<td>C 3. Action-Object Relationships and Qualifiers Needed (p 19)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>More Range</td>
<td>Sufficient</td>
<td>Field</td>
</tr>
<tr>
<td>D 1. Subtasks Purged From Matrix Form Task Inventory (p 20)</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>No</td>
<td>Field</td>
</tr>
<tr>
<td>D 2. Completed Matrix Form Task Inventory (p 20)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>No</td>
<td>Field</td>
</tr>
<tr>
<td>E. Tasks Identified for School Training (p 21)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>No</td>
<td>Field, Platform &amp; Flight Instr.</td>
<td>Field Tasks</td>
</tr>
<tr>
<td>F. Tasks for OJT, Extension Courses, &amp; Other Means (p 23)</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>None</td>
<td>No</td>
<td>Field, Platform &amp; Flight Instr.</td>
</tr>
</tbody>
</table>

*Prov Provided.*

Figure 4
To provide the user with a global view of these information requirements, the inputs and outputs of each product and subproduct were arranged in matrix form. Figure 3 shows a sectioned part of this matrix with inputs on the vertical axis and outputs on the horizontal axis. Inputs required by a product/subproduct are located by tracing down to each dot and then left to the product/subproduct containing the information. Products/subproducts requiring outputs are located by tracing right to each dot and then upward to the product/subproduct needing the information. This matrix enables the user to determine at a glance all the information requirements of a product or subproduct.

Next, an attempt was made to compare the manual's content against the factors considered as major sources of difficulty to the user in implementing it. Eight factors, identified in the interviews and previous analyses, were used to evaluate each product and subproduct as treated in the manual. A portion of the evaluation is shown in Figure 4. Products and subproducts are listed on the left and the evaluation factors across the top. Each of these factors is considered important to the satisfactory completion of products and subproducts by users who are relatively unskilled in training technology or program design. This analysis codified results of the interviews and previous analyses. It provides a summary of those aspects of the manual that require improvement.

FINDINGS FROM THE HumRRO REVIEW

Program

(1) The content of training programs is being changed and improved through systems engineering. The programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know."

(2) The programs are being constructed by personnel relatively unskilled in systems engineering and training program design. Consequently, the training methods being recommended tend to be the methods with which the working level personnel themselves were trained. Also, current advancements in training technology appear to be only minimally reflected in the systems-engineered programs.

Personnel

(1) The Army job holders charged with implementing the program are not highly experienced in systems engineering methods, training program design, or state-of-the-art training technology.

(2) They do receive an orientation to systems engineering and are provided program guidance by an education specialist. However, a break-in period ranging from weeks to months is necessary before a new worker can contribute effectively to the systems engineering effort.

(3) The manual cites no personnel experience or skills and knowledges required to satisfactorily complete each product and subproduct in the process, although many products and subproducts require different types and levels of expertise. There is also no single handbook or set of references on current training technology that is practical for use by Army job holder personnel who perform systems engineering.

(4) There are not, nor are there likely to be, sufficient numbers of well-qualified specialists to make the training technology decisions required. Therefore, the use of current training technology in systems-engineered training programs may be expected to be less than is desirable. Until a practical handbook of training technology can be developed, a detailed orientation to systems engineering and as much daily guidance as possible should be provided by training technology experts.
Manual: Procedural Guidance

(1) Procedural guidance provided in the manual is basically oriented to experienced training personnel. The six apparently uncomplicated systems engineering processes around which the manual is organized are global concepts. Army users are not given a full understanding of what each concept is and how it should be implemented.

(2) The terminology, examples, and reference material provided in the manual are not adequate for full understanding and practical application by working level personnel.

(3) To experienced training researchers, the manual seems satisfactory on first reading. However, with subsequent readings it becomes more apparent that the typical user will have difficulty in implementing training systems engineering from the standpoint of what he is supposed to do and just exactly how he is supposed to do it.

Manual: Units of Work

(1) Many of the smaller units of work required for the training systems engineering program are obscured in the manual. Some of these products and subproducts are not clearly identified as required steps. They are buried in the manual's text or are presented at an outline level that is the same as items that are not products or subproducts. As a consequence, uncertainty exists as to exactly what should be done with them.

(2) Not all necessary steps are specifically identified, and no overview of the process is available. Analysis of the manual resulted in the identification of the units of work required. A surprisingly large amount of documentation, 19 major products and 81 subproducts, was identified in the analysis, showing the systems engineering of training process to be much more complex and demanding than might be anticipated from initial review of the manual.

Manual: Information Requirements

(1) During the interviews it was frequently commented that units of work had to be completely revised because they did not meet downstream requirements. It appeared that large amounts of time and effort were being wasted because the interdependencies between upstream and downstream work were not fully recognized.

(2) Since a full understanding of information requirements appears essential to satisfactory completion, of many products and subproducts, these requirements were identified for each product and subproduct. A large and complex flow of input/output information between products and subproducts was shown in the matrix analyses (Figures 2 and 3).

Manual: Content Factors

(1) Eight factors were developed from results of the interviews and analyses as being responsible for the major difficulties encountered in implementing the systems engineering of training program.

(2) Each product and subproduct required by the manual was evaluated against each of the eight content factors as to whether it could be satisfactorily completed by personnel relatively unskilled in systems engineering methods or training technology. The analysis showed that the manual was deficient in one or more of the eight factors for all products and subproducts.

CONCLUSIONS

The progress made in the Army's systems engineering of training program represents a promising start toward the development of optimized training programs. Much of the
"nice-to-know" information commonly found in training programs is being omitted in favor of that which the trainee "needs-to-know." The identification of current on-the-job requirements and subsequent realignment of training programs with them will represent a major achievement when obtained on an Army-wide basis. The program has made progress with respect to the training technology introduced, and several avenues exist for future improvements.

The identification of current on-the-job requirements and subsequent realignment of training programs with them will represent a major achievement when obtained on an Army-wide basis. The program has made progress with respect to the training technology introduced, and several avenues exist for future improvements.

The type of personnel available for systems engineering training programs should receive major consideration in the approach to and administration of a program. The manual adopted by the Army was oriented toward the training specialist rather than the job specialist. The necessity to rely primarily on job specialists to perform systems engineering with this manual was a major source of complications. The job specialist was found to require very detailed procedural guidance if a training specialist was not available on an almost continual basis.

A great deal of experience should be represented on any team that is systems engineering a training program. Experience on the job, in platform and practical exercise instruction, in training administration, in systems engineering, and in training technology should all be represented or at least available. However, unless large numbers of training experts suddenly become available, teams of relatively unskilled Army personnel must perform systems engineering. They must be provided manuals, job aids, and handbooks that will promote the maximum practical implementation of systems engineering concepts and current developments in training technology.

It is not enough simply to change the content of a training program. Systems engineering should also result in training methods that have been reviewed and improved, based on the latest developments in training technology. Unfortunately, training design handbooks now in use are neither abreast of current developments nor designed for use by persons other than training experts. At present, one of the clearest needs of Army training schools is a training technology handbook written so that it can be understood and applied by Army personnel.

Regarding the systems engineering manual, the primary problem experienced by Army users was that they did not know just what to do or specifically how to go about doing it. In order for the manual to provide clearer and more specific guidance for its Army users, information obtained from the interviews and analyses was used to develop a suggested new outline format (Figure 5).

Figure 6 presents an explanation of each item in this new format. The products and subproducts in each section of the manual should be clearly identified as an essential step in the systems engineering process. In each section, the objective, general procedure, and scope should be identified and carefully explained to show the user what work is to be done, why it is done, and the context in which it is to be done. Under each subproduct, all information required to satisfactorily complete that subproduct should be systematically documented. Items 4.a.1 through 4.a.9 were developed from the content factor analysis (Figure 4) to provide this information in a form that would be meaningful for administrative and working level personnel. For instance, the analysis showed that the manual specified no personnel experience or skills and knowledges required for the optimal completion of any product or subproduct. Item 4.a.2 seeks to correct this omission by requiring the manual to identify and explain the reasons for any special experience or skills and knowledges needed by the user to successfully complete the subproduct.

This new outline for the manual provides a standardized format for each section, product, and subproduct with clearly identified requirements for their completion. It also specifically points out the essential information required by relatively unskilled working level personnel to complete the systems engineering process. Finally, this format is
responsive to the most common suggestion made in the interviews: that the systems engineering manual should itself be systems engineered.

Initial feedback received from systems engineering personnel indicates that the information presented in the flow diagrams, matrices, and outlines of this review should be of immediate assistance to personnel performing systems engineering and of long-term aid to those preparing revisions to the manual. The general procedures developed, while intended for military training, are equally applicable in other training contexts.


I. SECTION NAME

1. Objective of section
2. General procedure
3. Scope of section
4. Product A. Name of first product in section
   4.a Subproduct A 1. Name of first subproduct in section
      4.a.1 Definition of terms
      4.a.2 Experience or expertise required
      4.a.3 Required inputs
      4.a.4 Procedure
      4.a.5 Required outputs
      4.a.6 Subproduct performance standard
      4.a.7 Examples
      4.a.8 References
      4.a.9 Review, approval, or validation
   4.b Subproduct B 1. Name of second subproduct in section
   4.n Subproduct A n. Name of last subproduct in section
4.n Product B. Name of second product in section
5. Product n. Name of last product in section

Figure 5

I. SECTION NAME

1. **Objective of section.** The objective of this section should clearly state not only the definition of the section, but also reasons for the section and the specific use for information from the section.

2. **General procedure.** The general procedural steps (products) required to complete the section should be identified, defined, and their interrelationships explained. The dependency of each product on the other should be clearly evident.

3. **Scope of section.** The scope should describe any boundaries or limitations on the procedures for completion and intent of the section. The user should be clearly aware of exactly how the products and subproducts are to be utilized in the systems engineering process.

4. **Product A. Name of each product in section.** Each product should be fully and specifically defined along with statements of general procedural guidelines, any particular user expertise or skills and knowledges required, the use for which the product's information is intended and any suggested review, validation, or approval of the product.

   4.a **Subproduct A 1. Name of each subproduct in section.** Each subproduct required to complete the product should be clearly identified and explained.

   4.a.1 **Definition of terms.** All terms employed that are not considered part of the user's repertoire should be listed and defined in a manner that is meaningful to the user and practical for completion of the subproduct.

   4.a.2 **Experience or expertise required.** Identify and explain the reasons for any special experience or skills and knowledges required of the user to successfully complete the subproduct.

   4.a.3 **Required inputs.** List each product/subproduct containing information required by the user to optimally complete this subproduct. With the listing of each product/subproduct, those items of information specifically required as inputs should be indicated.

   4.a.4 **Procedure.** In a step-by-step manner, list the detailed procedures required to complete the subproduct. Such specific step-by-step guidance is essential to obtaining subproducts that are standardized across different types of jobs.

   4.a.5 **Required outputs.** Each piece of output information should be listed, and can be easily determined in most cases by examination of other products/subproducts requiring inputs from this subproduct.

   4.a.6 **Subproduct performance standard.** The basic standard of performance required in producing each subproduct is to comply fully with the information requirements in subsequent use or application of the outputs. To assure this, the content, scope, quality, nature, and level of detail required in subsequent uses or application of each output item need to be determined and clearly defined.

   4.a.7 **Examples.** Examples should be provided that clearly illustrate the completed subproduct and/or any specific procedural step. These examples should be easily applicable to a wide range of jobs and tasks.

   4.a.8 **References.** Cite both generally and specifically relevant reference materials from the bibliography that aid completion of the subproduct or any of its procedural steps. These citations should include reference to specific chapters, sections, pages, or paragraphs.

   4.a.9 **Review, approval, or validation.** Define, give the reasons for, and provide procedures for any suggested review, approval, or validation of completed subproduct steps, the draft subproduct, or the completed subproduct.
Mem 1B

October 13

Phone call from an Intermediate Researcher to Head, FRL

"I understand there is going to be music piped into the library. I refuse to work there with music. I hope you are going to keep it out. I know a lot of others who feel the same way I do."

Would you say ...

(Choose one response)

F1

"Sorry, I can't do anything about it. Our latest word is that there will be no exceptions."

G1

"I'll try again to keep the library out of the system."

H1

"Gather your friends and go protest to AGS."

I1

"Thanks for the call. I appreciate your interest." Do nothing.

J1

Say something else; take other action (Type what you would say or the action you would take)
Mem1C

October 13

Phone call from Head, Administration and General Services

"I understand that you are refusing to cooperate with our piped music program. I can assure you that Dr. Jassel, our industrial psychologist, has sufficient data to support his position that taped music will improve concentration and efficiency. I must warn you that the system is being installed on a special cost basis which does not permit exceptions. Any extra costs caused by exceptions will, therefore, be deducted from the budget of the department concerned."

Would you say . . .

(Choose one response)

K1

"I would like to see the research on which Dr. Jassel is basing his recommendations."

Prob 3

L1

"If you put that music in the library, I'll hand in my resignation."

Prob 3

M1

"OK, you win, but I'm still not convinced."

Prob 3

N1

"I'm going to the President of the company about this if I have to."

Prob 3

O1

Say something else; take other action

(Type what you would say or the action you would take)
Mem 1D

Survey Results

Do you approve of having piped music in the library?

- Yes: 96
- No: 97
- Don't care: 24
- No answer: 15

Would you ...

(Choose one response)

1. Decide to cooperate since the vote was so close.
2. Decide to protest the installation since obviously the researchers don't want the music.
3. Reword the questionnaire to try to get a more conclusive vote.
4. Call a library staff meeting and let their votes decide your course of action.
5. Take other action (Type the action you would take).

60
Mem
1E

October 12

Memo

To: Pat Brown
From: Head, Administration and General Services

Dr. Jassel, our industrial psychologist, would like to use the library for a 6 months pilot study on the effects of piped music on library users. We would appreciate your cooperation in any way possible. He will be arranging for a conference with you in the next few days.

Would you ... (Choose one response)

- Call Dr. Jassel and tell him you refuse to let the library users be guinea pigs
- Call the Head of AGS and tell him you will not tolerate such disturbance of library peace and quiet
- Call Dr. Jassel and/ or the Head of AGS and say you will be happy to cooperate.
- Call a library staff meeting to help you decide how to react
- Take other action (Type the action you would take)
Phone call from an Intermediate Researcher

"I understand there is going to be piped music in the library. I refuse to work in there with music. I hope you are going to keep it out. I know a lot of others who feel the same way I do."

Would you say...

(Choose one response)

2A
"Sorry. I can't do anything about it. Our latest word is that there will be no exceptions."

2B
"I'll try to keep the library off the system."

2C
"Gather your friends and go protest to AGS."

2D
"Thanks for the call. I appreciate your interest." Do nothing

2E
Say something else; take other action
(Type what you would say or action you would take)
Mem2A

PETITION

October 13

Whereas, researchers need quiet to concentrate and produce, and whereas, the present plans are to install piped music into the library, and whereas, we understand that Administration and General Services has not yet agreed to any exceptions,

Therefore, we, the undersigned, do request that an exception be made for the Field Research Laboratory Library so that we may continue to use the library in a productive manner.

37 signatures including junior, intermediate and senior researchers

Pat: We'd appreciate it if you'd sign this.

Jim Rogers
Intermediate Researcher

Would you ... (Choose one response)

A2 Refuse to sign on the grounds that you can't take sides against management

B2 Refuse to sign for some other reason. Return petition to Jim Rogers

C2 Sign the petition

D2 Send the petition to Head, AGS, without signing it as an example of the researchers' feelings about piped music

E2 Take other action (Type the action you would take)
October 13

To: Pat Brown
From: Head, Administration and General Services

Since you feel that an exception should be made for the library in the piped music installation, please give us your specific reasons for this. We will need this by noon tomorrow as final plans cannot be changed after that date.

Would you . . .

(Choose one response)
Phone call from Head, Administration and General Services

"A group of researchers came in to protest putting piped music in the library. They said you told them to come. Why haven't you expressed your opinions to us yourself?"

Would you say...

(Choose one response)

K2

"I haven't had a chance to."

L2

"I didn't know they were going to protest. I don't know anything about it."

M2

"I thought the matter was settled and that my opinion did not count."

N2

"I haven't made a decision yet on what my opinion will be."

O2

Say something else; take other action

(Type what you would say or action you would take)
To: All Departments
From: Head, Administration and General Services

If you have heard any complaints about installing piped music in your department, please let us know immediately. Exceptions can be made, but since the installation contract is on a special cost basis, any extra costs caused by exceptions will be deducted from the budget of the department concerned.

Would you ...
(Choose one response)

- Ignore that phone call from the researcher and keep quiet
- Take a quick survey of researchers' opinions pro and con the question
- Tell AGS about the researcher's phone call
- Canvas your staff to see if they have had any complaints
- Take other action (Type the action you would take)
Mem2E  

October 13

PETITION

Whereas, researchers need quiet to concentrate and produce, and whereas, the present plans are to install piped music into the library, and whereas, we understand that Administration and General Services has not yet agreed to any exceptions,

Therefore, we, the undersigned, do request that an exception be made for the Field Research Laboratory Library so that we may continue to use the library in a productive manner.

37 signatures including junior, intermediate and senior researchers

Pat: We'd appreciate it if you'd sign this.

Jim Rogers
Intermediate Researcher

Would you...  
(Choose one response)
Tell the researchers that you can't sign because you don't agree with their stand.

Sign the petition and hope nobody sees your name.

Refuse to sign on the grounds that you can't take sides against management, but do not tell the researchers your own personal view.

Ignore the petition.

Take some other action (Type the action you would take).
FURL
Only "Official" Mouthpiece
of the Field Research
Laboratory

Protest Library Serenade

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers' point of view. Care to make a statement, Pat?

Would you . . .
(Choose one response)

A3
Send a statement of your beliefs to the FURL

B3
Protest to the FURL editor about this low blow to library public relations

C3
Ignore the "news" item

D3
Show the FURL article to the Head, AGS, as an example of the troublemakers in your division

E3
Take other action (Type action you would take)
Mem3B

October 15

Phone call from Head, Administration and General Services

"I just got a petition from a group of researchers in the Field Research Laboratory and it has your name on it. The petition is against having piped music in the library and we just got a memo from you congratulating us on the idea. What gives?"

Would you say... (Choose one response)

- "Somebody must have forged my name."
- "I must have misread the petition. I thought it was for piped music."
- "I've changed my opinion since I sent you that memo."
- "I was just trying to preserve good public relations. I didn't really mean it."
- Say something else; take other action (Type what you would say or action you would take)
Mem 3C
October 14

FURL
Only "Official" Mouthpiece
of the Field Research
Laboratory

Protest Library Serenade

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers' point of view. Care to make a statement, Pat?

Would you ... (Choose one response)
Phone call from Head, Administration and General Services

"I've just gotten a petition from a group of FRL researchers asking that the piped music system not be installed in the library. I know you are very much in favor of it. I thought we might offer them another area for study as an alternative to using the library and keep the music out of there instead. What do you think?"

Would you say ...
(Choose one response)

P3
"I'd rather dispense with the music than see the researchers have to use another area."

Q3
"It sounds like a good idea. We don't have enough room anyway."

R3
"I'll call you back after I think about it."

S3
"I think you are defeating the purpose of the piped music if you give the researchers another area."

T3
Say something else; take other action
(Type what you would say or action you would take)
Mem 3E

October 15

Phone Call from Head, Administration and General Services

"I've just gotten a petition from a group of FRL researchers asking that no piped music system be installed in the library. I know you are very much in favor of it. I thought we might offer them another area for study as an alternative to using the library and keep the music out of there instead. What do you think?"

Would you say . . .
(Choose one response)

U3

"I'd rather dispense with the music than see the researchers have to use another area."

V3

"It sounds like a good idea. We don't have enough room anyway."

W3

"I'll call you back after I think about it."

X3

"I think you are defeating the purpose of the piped music if you give the researchers another area."

Y3

Say something else; take other action
(Type what action you would say or action you would take)
Mem 14

October 14

Phone call from Head, Administration and General Services

"We have just gotten your memo saying that you refuse to cooperate with the piped music installation plan. Apparently our communications of the value of this system haven't been reaching you. However, Dr. Jassel, our industrial psychologist, has consented to meet with you to try to show you where your attitude is wrong. When can you meet with him?"

Would you say ... (Choose one response)

"I'll arrange a meeting as soon as I check my calendar. I'm open to any new thoughts on the matter."

"I'll meet with Dr. Jassel but I don't intend to change my mind about piped music."

"I'll have to check my calendar and let him know." Do nothing.

Say something else; take other action (Type what you would say or action you would take)
To: Pat Brown, Librarian FRL Library  
From: Director, FRL  

It has come to my attention that you are refusing to cooperate with our program to install piped music throughout the Double XYZ Company. Please send me immediately your reasons for this action and make an appointment with my secretary for a conference with me.

Would you: ...  
(Choose one response)
Mem4B

News Release

Music News Daily October 15

Researchers to Rock and Roll?

Famed industrial psychologist, Dr. Herbert Jassel, is about to embark upon an experiment to see whether researchers are able to concentrate better and are more productive when subjected to piped music while they work. To test out Dr. Jassel's theories the Double XYZ Company has agreed to install piped music throughout its departments. Before and after production records will be studied in an effort to determine the effect of the music on researchers output.

Pat: Have you seen this? We've been took!

Senior Researcher

Would you ... (Choose one response)

F4
Confront Administration and General Services with this new evidence that you are being used as guinea pigs

Prob

G4
Confront Dr. Jassel and demand that he produce reasons why the library should be subjected to his experiment

Prob

H4
Gather a protest group and march on Administration and General Services

Prob

I4
Ignore the news release as sensationalism and go talk to Dr. Jassel with an open mind

Prob

J4
Take other action (Type action you would take)
Mem4C
News Release
Music News Daily October 16

MUSIC FOUND TO ENHANCE CONCENTRATION

A constant background of quiet music has been found to enhance concentration and improve productivity according to Dr. Aden Chemer, Research Director of the University of Manitoba Center for Music Behavior. Dr. Chemer used a group of graduate students to conduct his studies. Students showed measurable improvement in concentration and productivity at the end of two months of studying to musical background. Dr. Chemer will continue his experiments, using industrial workers, this summer.

Pat: Just found this. What do you think?
Senior Researcher

Would you... (Choose one response)
MEMO

To: Pat
From: Reference Librarian

Below are the results of our staff survey on whether or not we want piped music in the library.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Want</td>
<td>5</td>
</tr>
<tr>
<td>Do not want</td>
<td>2</td>
</tr>
</tbody>
</table>

P.S. Dr. Jassel's secretary called while you were out and wants you to call her right away.

P4
Call Dr. Jassel and tell him you have decided to accept the piped music

Q4
Call Dr. Jassel and try to find out what facts he has to back up his statements ignoring your staff's preferences

R4
Call a staff meeting before seeing Dr. Jassel

S4
Ignore Dr. Jassel since you won't get anywhere with him anyway

T4
Take other action (Type the action you would take)
Mem 4E

October 15

To: Pat Brown, Librarian FRL Library
From: Director, FRL

It has come to my attention that you are refusing to cooperate with our program to install piped music throughout the Double XYZ Company. Please send me immediately your reasons for this action and make an appointment with my secretary for a conference with me.

Would you... (Choose one response)
Mem15: October 13
Petition
Whereas, researchers need quiet to concentrate and produce, and whereas, the present plans are to install piped music into the library, and whereas, we understand that Administration and General Services has not yet agreed to any exceptions,
Therefore, we, the undersigned, do request that an exception be made for the Field Research Laboratory Library so that we may continue to use the library in a productive manner.
37 signatures including junior, intermediate and senior researchers
Pat: We'd appreciate it if you'd sign this.
Jim Rogers
Intermediate Researcher
Would you . . .
(Choose one response)
MEM 5A

October 14

FURL
Only "Official" Mouthpiece of the Field Research Laboratory

Protest Library Serenade

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers’ point of view. Care to make a statement, Pat?

Would you . . .
(Choose one response)

A5
Send a statement of your beliefs to the FURL

B5
Protest to the FURL editor about this low blow to library public relations

C5
Ignore the "news" item

D5
Show the FURL article to the Head, AGS, as an example of the trouble-makers in your division

E5
Take other action (Type action you would take)

Prob 3
Prob 3
Prob 3
Prob 3
Prob 3
Phone call from Head, Administration and General Services

"I just got a petition from a group of researchers in the Field Research Laboratory and it has your name on it. The petition is against having piped music in the library and we just got a memo from you congratulating us on the idea. What gives?"

Would you say ...  
(Choose one response)
MemSC October 14

FURL
Only "Official" Mouthpiece of the Field Research Laboratory

Protest Library Serenade

A group of FRL researchers are circulating a petition protesting the upcoming installation of piped music in FRL Library next week. All departments of Double XYZ will have the music. The researchers maintain that live music will cut down on their concentration and production. It is understood that FRL Librarian Pat Brown has declined to sign the petition on the grounds of nonagreement with the researchers' point of view. Care to make a statement, Pat?

Would you . . .
(Choose one response)
MemSD

October 15

Phone call from Head, Administration and General Services

"I've just gotten a petition from a group of FRL researchers asking that the piped music system not be installed in the library. I know you are very much in favor of it. I thought we might offer them another area for study as an alternative to using the library and keep the music out of there instead. What do you think?"

Would you say ...

(Choose one response)

PS

"I'd rather dispense with the music than see the researchers have to use another area."

Prob 3

Q5

"It sounds like a good idea. We don't have enough room anyway."

Prob 3

R5

"I'll call you back after I think about it."

Prob 3

S5

"I think you are defeating the purpose of the piped music if you give the researchers another area."

Prob 3

T5

Say something else; take other action
(Type what you would say or action you would take)
Phone call from Head, Administration and General Services

"I've just gotten a petition from a group of FRL researchers asking that no piped music system be installed in the library. I know you are very much in favor of it. I thought we might offer them another area for study as an alternative to using the library and keep the music out of there instead. What do you think?"

Would you say ... (Choose one response)
Prob3

October 22

Phone call from Jay Ward, Intermediate Engineer

"I have just received another overdue notice. I returned that book six weeks ago. I gave it to Mrs. Stone at the desk. She said thank you. I knew I should have taken it to Miss Main. Mrs. Stone never gets anything right. Why can't you all have more efficient help? I don't have time to fool around with this business. This is the second time this year that this happened. This is the worst library I've ever had to deal with and I've been to plenty."

Would you say ... (Choose one response)

11

"Thank you for letting me know about this. You know we always try to give good service. I'm very sorry it happened & will take care of this immediately." Call in Mrs. Stone & remind her of the importance of good public relations.

12

"Mrs. Stone is very competent and rarely makes a mistake. However, I'll make a check." Look for the book yourself since Mrs. Stone is sensitive to criticism.

13

"Thank you for letting me know about this. Mrs. Stone is usually very careful. Why don't you check your office again." Wait for further developments before confronting sensitive Mrs. Stone.

14

"Thank you for letting me know about this. I'm very sorry it happened. I'll talk to Mrs. Stone." Confer with Mrs. Stone.

15

Say something else; take other action. (Type what you would say and do)
Mem 11

Mem 11

October 26

Phone call from Jay Ward

"Mrs. Stone has just buttonholed me in
the cafeteria and given me a long ha-
rangue about her being blamed for the
"overdue books" I never had. What are
you going to do about that infernal
woman?"

Would you say...

(Choose one response)

1A

“This has gone far
efficient! Mrs. Stone
will have to shape
up or ship out.” Call
Mrs. Stone in for a
showdown.

1B

“I'll talk to Mrs.
Stone again.” Do
nothing since ob-
viously Jay Ward is
just a hot head.

1C

“I think you have
something personal
against Mrs. Stone. I
don't want to hear
anything more
about it.” Do noth-
ing.

1D

“Thanks for telling
me.” Call in Mrs.
Stone and try to
show her the con-
sequences of her ac-
tions.

1E

Say something else;
take other action.
(Type what you
would say or action
you would take)
October 27

To: Pat Brown
From: Administration and General Services, Employee Relations

This is to inform you that Amy Stone, Employee No. 21508, has submitted her resignation as of November 13, giving inability to get along with her supervisor as her reason. Please send an explanation of this resignation immediately.

Would you... (Choose one response)
Mem 1B

Mem1B October 28

Phone call from Director, FRL

“One of our engineers, Jay Ward, has complained about treatment he has received from the library staff. I'd like to hear your side of the story.”

Would you say ... (Choose one response)

F1  
“I can't imagine what he's talking about. I don't know of any trouble. He must be on one of his rampages again.”

G1  
“You must mean that little misunderstanding he had with Mrs. Stone. I thought that was all cleared up.”

H1  
“I have already talked to my staff member about the incident and don't believe there is anything more to say.”

I1  
“My staff member was wrong, but I'm sorry Mr. Ward didn't see fit to come to me personally.”

J1  
Say something else; take other action. (Type what you would say and action you would take)
Phone call from Director, FRL

"One of our engineers, Jay Ward, has complained about the treatment he has received from you and other members of your staff. I'd like to hear your side of the story."

Would you say... (Choose one response)

K1
"I can't imagine what he's talking about. I don't know of any trouble. He must be on one of his hotheaded rampages again."

L1
"He has been deliberately making trouble for Mrs. Stone. I don't think he should be allowed to use the library."

M1
"I think it is time for a meeting with you, Jay Ward, Mrs. Stone and me to straighten this out once and for all."

N1
"It was just a little misunderstanding. I didn't realize he'd take it so personally."

O1
Say something else; take other action. (Type what you would say or action you would take.)
To: Pat Brown  
From: Mrs. Stone  
This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. What are you going to do about it?

Would you ...  
(Choose one response)
Mem1E

October 30

To: Pat Brown
From: Mrs. Stone

This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. What are you going to do about it?

Would you ...  
(Choose one response)

- Ignore the note and hope Mrs. Stone will forget the whole thing.
- Apologize to Mrs. Stone and hope she forgets the incident.
- Call Jay Ward and Mrs. Stone in and wring an apology out of him.
- Take other action. (Type the action you would take.)
Mem 12

October 27

Phone call from John Elder, Senior Researcher

"Some time ago I returned a copy of Oil and Gas Underground that I had borrowed from the library. Today I received an overdue notice on this book from Mrs. Stone. I wonder if you would check to see what happened and call me back."

Would you say ... 
(Choose one response)

2A
"Thank you for calling." Do nothing since John Elder is a very busy man and doesn't really expect a reply.

2B
"Thank you for calling." Call Mrs. Stone in and confront her with the two complaints.

2C
"Mrs. Stone is very careful. Why don't you check your office again?" Call Mrs. Stone and warn her about her carelessness.

2D
"Mrs. Stone is very careful. Why don't you check your office again?" Do nothing since the book will turn up sooner or later.

2E
Say something else; take other action. (Type what you would say or the action you would take)
Mem 2A

October 29

Phone call from John Elder, Senior Researcher

"I just talked to Mrs. Stone and she asked me about my overdue book. What happened? I thought you were going to let me know about that."

Would you say ... (Choose one response)

A2

"I'm still checking into it." Tell Mrs. Stone to search for the book.

B2

"I'm still checking into it." Do nothing.

C2

"We can't find the book. Would you check your office again," hoping the mistake is his rather than the library's.

D2

"I've been busy and haven't had time to check it out." Ask Mrs. Stone to forget the notice since the book is probably in the library somewhere.

E2

Say something else; take other action. (Type what you would say or action you would take)
Mem2B

November 2

To: Pat Brown
From: Mrs. Stone

This book just turned up in the book drop. It's the one Jay Ward claimed he had brought back and you bawled me out for sending notices on. I told you he had it. I think someone owes me an apology.

Would you ... (Choose one response)

F2
Call Mrs. Stone in and remind her of John Elder's complaint

G2
Ignore the note and hope Mrs. Stone will forget the whole thing.

H2
Call Jay Ward in and confront him with the evidence.

I2
Apologize to Mrs. Stone and try to minimize the situation.

J2
Take other action. (Type the action you would take.)
November 2

To: Pat Brown
From: John Leeds (Cleaning Service)

I found this when cleaning up last night.

Would you ... (Choose one response)

- Contact John Leeds to find out where he found the book so you can pinpoint the responsibility.
- Call John Elder and tell him the book has turned up.
- Give Mrs. Stone the book, explaining how it was found. Don't bother John Elder.
- Apologize to John Elder and Mrs. Stone, since probably neither was to blame.
- Take other action. (Type the action you would take.)
Mem2D

October 29

Phone call from secretary to Director,
FRL

"Mr. George Peterson, Double XYZ's Senior Vice-President who is visiting
FRL for a week, would like to see a copy of *Oil and Gas Underground* im-
mediately. Please have one of your staff members bring it to the office now."

Would you say? ...
(Choose one response)

P2

"That book is out of the library right now. It will prob-
ably take a day or so for me to get it back."

Prob 4

Q2

"I'll send it as soon as possible." Tear
the library apart, and John Elder's of-
FICE, in your search.

Prob 4

R2

"That book has been lost. Shall I try
to get a copy through interlibrary
loan."

Prob 4

S2

"I'll send it as soon as possible." Ask
your reference lib-
rarian to take over
while you take the
afternoon off to
avoid the ensuing
disturbance.

Prob 4

T2

Say something else; take other action.
(Type what you
would say or what
action you would
take.)

Prob 4
Phone call from secretary to Director, FRL

"Mr. George Peterson, Double XYZ's Senior Vice-President who is visiting FRL for a week, would like to see a copy of Oil and Gas Underground immediately. Please have one of your staff members bring it to the office now."

Would you say?...

(Choose one response)

U2

"That book is out of the library right now. It will probably take a day or so for me to get it back."

Prob 4

V2

"I'll send it as soon as possible." Tear the library apart, and John Elder's office, in your search.

Prob 4

W2

"That book has been lost. Shall I try to get a copy through interlibrary loan."

Prob 4

X2

"I'll send it as soon as possible." Ask your reference librarian to take over while you take the afternoon off to avoid the ensuing disturbance.

Prob 4

Y2

Say something else; take other action.

(Type what you would say or what action you would take.)
To: Pat Brown  
From: Amy Stone

While checking behind the charging desk book drop, we found the book we thought Jay Ward had not returned. I hope we didn't offend him.

Would you ...  
(Choose one response)
Mem3A

To: Pat Brown
From: David

When I checked our copy of *Oil and Gas Underground* before I shelved it I found three pages of charts had been torn out. I know Mr. Ward is the only one who had it checked out this year.

Would you...

(Choose one response)

A3
Call Jay Ward and confront him with this new charge.

B3
Decide to ignore the whole thing since you can't prove who tore out the pages.

C3
Ask Mrs. Stone to call Jay Ward and tell him about the missing pages.

D3
Forget Jay Ward but warn the staff they must check each book as it is returned so as to nab culprits.

E3
Take other action. (Type the action you would take.)
To: Pat Brown  
From: Barbara Main

Jay Ward stopped me in the cafeteria today and asked me if we had found the book he was supposed to have not returned. I told him yes. He seemed very mad that no one had told him. I thought you had. I'm sorry I spilled the beans.

Would you ...  
(Choose one response)
Mem3C

October 29

Phone call from Jay Ward

"I just had a nasty phone call from Mrs. Stone telling me that she found the book she had claimed I had, but she is sure I still have another one that I returned six months ago. I think you would do the library a service to fire that woman."

Would you say ... (Choose one response)

K3

"Thank you for telling me." Do nothing since obviously Jay Ward is a real hot head.

Prob 4

L3

"Thank you for telling me." Call Mrs. Stone in and show her how she is affecting library public relations.

Prob 4

M3

"I'll take care of Mrs. Stone!" Call her in and warn her that once more and she's out.

Prob 4

N3

"I'll thank you not to tell me how to handle my staff. Good day!" Forget the whole affair.

Prob 4

O3

Say something else; take other action. (Type what you would say or action you would take)

Prob 4
"I did apologize. Jay Ward is such a hot head he probably didn't hear me." Do nothing.

Phone call from Director, FRL
"Jay Ward just stopped by my office and told me you people accused him of not returning a book which he had had and that you then didn't bother to apologize when you found it. He was pretty upset about it. I thought you were interested in keeping good public relations with the men here."

Would you say . . .?
(Choose one response)

Q3
"I'm sorry to hear that. I'll call him immediately." Do nothing, since he has surely forgotten by now.

R3
"I'm sorry to hear that. I'll call him immediately." Call and apologize.

S3
"I didn't see any need to apologize since he was so nasty to us about it. I think he owes us the apology."

T3
Say something else; take other action.
(Type what you would say or action you would take)
Mem
3E

October 27

To: Pat Brown
From: David

When I checked our copy of Oil and Gas Underground before I shelved it I found three pages of charts had been torn out. I know Mr. Ward is the only one who had it checked out this year.

Would you...
(Choose one response)

U
Call Jay Ward and confront him with this new charge

V
Decide to ignore the whole thing since you can't prove who tore out the pages

W
Ask Mrs. Stone to call Jay Ward and tell him about the missing pages

X
Forget Jay Ward but warn the staff they must check each book as it is returned so as to nab culprits

Y
Take other action (Type the action you would take)
Mem14

October 28

Phone call from Director, FRL

"It has come to my attention that one of your staff members, Mrs. Stone, is telling various people that one of the researchers is claiming he brought back library books when he did not and that he is adding them to his own collection. What do you know about this?"

Would you say...
(Choose one response)

4A

"Wait till I get my hands on Mrs. Stone! This is terrible for public relations." Chastise Mrs. Stone.

4B

"I don't know anything about it. I'll look into it." Say nothing to Mrs. Stone because she is probably right.

4C

"Nothing, yet, but I'll look into it." Talk to Mrs. Stone about the effects her remarks have on public relations for the library.

4D

"She's referring to that hot head Jay Ward. He's building his own collection with our books." Ignore the whole thing.

4E

Say something else; take other action. (Type what you would say or action you would take.)
Mem4A
October 29

To: Pat Brown
From: Administration and General Services, Employee Relations

This is to inform you that Amy Stone, Employee No. 21508, has submitted her resignation as of November 13, giving inability to get along with supervisor as her reason. Please send an explanation of this resignation immediately.

Would you . . .
(Choose one response)

A4
Call Mrs. Stone in and try to get her to stay since she will be hard to replace.

B4
Send a memo to the effect that she stirred up too much trouble with library users and be glad she is leaving since she spoiled the library's image.

C4
Send a memo to the effect that Mrs. Stone enjoyed good relations with you and you don't know what she is talking about.

D4
Call in Mrs. Stone and confront her with the memo from Employee Relations, demanding an explanation.

E4
Take other action.
(Type the action you would take.)
Mem4B

November 2

Phone call from Jay Ward

"Bill Clark just told me that Mrs. Stone is running around claiming I'm building a library with your books. I'd like you to know that I'm reporting this to the brass. You people have caused me enough trouble and you're going to pay for it."

Would you say ...
(Choose one response)

F4

"I can't be responsible for what Mrs. Stone says. Address your gripes to her, not me." Ignore the whole matter.

G4

"If Mrs. Stone made that statement she may be right. Before you go to the top, I think I'd check your office book collection." Fight fire with fire.

H4

"I'm so sorry this had to happen. You know how Mrs. Stone is. Why don't we forget the whole thing." Appeasement may get the library off the hook.

I4

"Why don't you, Mrs. Stone and I have a meeting and see if we can work this out peacefully?" Arrange a conference.

J4

Say something else; Take other action.
(Type what you would say or action you would take.)
Phone call from Jay Ward

"I see you haven't fired Mrs. Stone yet. You might be interested to know that she asked me to bring in all the library books I have checked out so she can check them for defects!"

Would you say...
(Choose one response)

---

**K4**

"Thank you for telling me." Inform Mrs. Stone that she is to leave Jay Ward alone even though the defective book hunt is a legitimate project

**L4**

"This is a legitimate project. Mrs. Stone is merely following orders. She isn't trying to harass you."

**M4**

"Apparently you don't have enough to do to keep yourself busy, so you're looking for trouble."

**N4**

"You're right. Mrs. Stone will have to go." Fire Mrs. Stone since she apparently never will learn to keep the users happy.

**O4**

Say something else; take other action.
(Type what you would say or action you would take)
Mem 4D

October 30

To: Pat Brown
From: Head, Employee Relations

This is to inform you that you are to report at 8:30 a.m. on Monday, November 2, to this office to answer the following charges of Jay Ward, FRL Engineer:

1. that you called him various names in public, for example, hothead;
2. that you accused him of book stealing;
3. that you incited library staff members against him.

Would you . . .
(Choose one response)

P4
Hand in your resignation since you don't care to work for a company that treats its employees this way.

Q4
Confront Jay Ward for a showdown.

R4
Fire Mrs. Stone since she started it all.

S4
Call in sick on Monday and send the reference librarian in your place.

T4
Take other action.
(Type the action you would take.)
Mem4E

November 2

Phone call from Jay Ward

"I see you haven't fired Mrs. Stone yet. You might be interested to know that she asked me to bring in all my library books so she could check them for defects."

Would you say ... (Choose one response)

1. "Thank you for telling me." Inform Mrs. Stone that she is to leave Jay Ward alone even though the defective book hunt is a legitimate project.

2. "This is a legitimate project. Mrs. Stone is merely following orders. She isn't trying to harass you."

3. "Apparently you don't have enough to keep yourself busy, so you're looking for trouble."

4. "You're right. Mrs. Stone will have to go." Fire Mrs. Stone since she apparently never will learn to keep the users happy.

5. Say something else; take other action. (Type what you would say or action you would take.)
October 26

To: Pat Brown
From: Jim Jolly, Intermediate Researcher

Just thought you might like to know that Jay Ward has about 25 of your books that probably aren't checked out to him. Some of the rest of us would like to use them once in a while!

Would you ... (Choose one response)

1. Ignore the memo since Jim Jolly is obviously just trying to stir up something.
3. Tell Jim Jolly to go check the actual books before he makes any accusations.
4. Send Mrs. Stone to gather up any books Jay Ward has that aren't checked out.
5. Take other action. (Type the action you would take.)
MemSA

October 27

To: Pat Brown
From: Jesse Stoner, Intermediate Researcher

I hate to be a tattletale but Jay Ward and Jim Jolly both have books from the library that aren't checked out. If we have to obey the rules, I don't see why they shouldn't too.

Would you ... (Choose one response)

A5
Ignore the memo. Why get into the middle of a personal vendetta.

B5
Confront Jay Ward and Jim Jolly and demand to see their bookcases.

C5
Send Mrs. Stone to Jay Ward's and Jim Jolly's offices to pick up any books she can find that aren't checked out.

D5
Ask Jesse Stoner to prove his accusations.

E5
Take other action. (Type the action you would take.)
Phone call from Director, FRL

"I understand you have been having some trouble with Jay Ward. He says you are trying to force him to show you all the books in his office. Jay is one of our best men, I'd like to know why you are antagonizing him."

Would you say...
(Choose one response)
MemSC

Phone call from Jay Ward

"Jim Jolly just told me you had the nerve to tell him to come looking through my books. You people have given me enough trouble and I'm reporting this whole thing to the top brass. You can answer to them."

Would you say ... (Choose one response)

KS

"Go right ahead. And I'll ask them to check your office book collection, too."

Prob 4

LS

"I don't know what you are talking about. If Jim Jolly sees some books he wants, that's his business." Ignore the whole thing.

Prob 4

MS

"Don't get so excited. It's all a misunderstanding. Just ignore Jim Jolly."

Prob 4

NS

"Before you go to them, why don't you let me check your book records to see how things stand."

Prob 4

OS

Say something else; take other action. (Type what you would say or action you would take.)

Prob 4

114
Mem SD

October 27

Phone call from Jay Ward

"Mrs. Stone just told me you had the nerve to send her to my office for books you claim I haven't checked out. You people have given me enough trouble and I'm reporting this whole thing to the top brass. You can answer to them."

Would you say ...

(Choose one response)
MemSE

October 26

To: Pat Brown
From: Jay Ward

Since you are always on me about overdue books, I'd like to inform you that Jim Jolly has at least a dozen that he has never even checked out of the library. Why don't you do something about him instead of riding me all the time?

Would you...
(Choose one response)

US
Ignore the whole thing since obviously there is a personal vendetta going on.

Prob 4

VS
Call in Jim Jolly and Jay Ward and confront them with the two memos.

Prob 4

WS
Thank Jay Ward for this interesting information and go to Jim Jolly's office to check his book collection.

Prob 4

XS
Send Mrs. Stowe to gather up any books Jim Jolly has that aren't checked out, but say nothing to Jay Ward about it.

Prob 4

YS
Take other action. (Type the action you would take.)

Prob 4
Seminal Problem 4

Prob 4

Western Periodicals
13000 North Rayner
North Hollywood, Calif.

November 7

Librarian
Field Research Library
Double XYZ Oil Company
Houston, Texas 00001

Dear Sir:

Reference is made to your purchase order number 02266 of July 1.
In this purchase order you ordered 160 magazines to start with the September issues. We still don’t have your check for this order even though we have sent reminders each week for the last two months.

We placed these orders promptly and even bought back issues in a few cases and have given good service generally.
If we don’t receive prompt payment for this account we will put the matter in the hands of our attorney.

Very truly yours,
Sol Grossman
President

Would you . . .
(Choose one response)
Dear Sir:

On October 1, 1966, you placed an order for 160 magazines, order number 02266, with my client, Western Periodicals. Although the magazine subscriptions were placed, you have not yet sent payment even after repeated requests. Letters have been sent to you every week for the last two months which you have ignored.

Unless payment is forthcoming immediately, I will be forced to begin court procedures for collection.

Sincerely,
Janer, Tyson & Ledley

Marvin Janer
Senior Partner

Would you . . .
(Choose one response)
Mem 1A

DISTRICT COURT FOR THE STATE OF TEXAS

Civil Action, File Number 18903
Western Periodicals, Plaintiff v.
Double XYZ Oil Company, and
Pat Brown, Defendants

You are hereby directed to appear and answer the complaint in an action entitled as above, within 30 days after the service on you of this summons.
The said action is brought to recover of you the sum of 1,920.35 dollars, for goods sold and delivered to and at your request.
And you are hereby notified that unless you appear and answer as above required, the said plaintiff will take judgment for any money demanded in the complaint.
Given under my hand and seal of the District Court of the county of Harris, state of Texas, this 3rd day of December.

John M. Burns
Clerk of Court

Would you ... (Choose one response)

A1
Ignore summons since the front office will handle the case anyway

B1
Call the company attorney

C1
Call Janer, Tyson and Ledley and tell them you are not legally responsible for Double XYZ Oil Company's bills

D1
Send the summons to the Adminstration and General Services since you aren't legally responsible in cases of legal action against the company.

E1
Take other action. (Type the action you would take)

119 114
Mem
1B
November 30

Phone Call from Director, FRL

"John Granstein, our company attorney, just called me about an impending suit against the library for nonpayment of a bill. Why didn't you call me first? You know all legal matters are to go through my office."

Would you say...

(Choose one response)

F1

"I didn't know anything about that rule. I thought we were supposed to handle our own problems."

G1

"I didn't want to bother you with this minor problem."

H1

"You were always out of the office so I decided to go ahead on my own."

I1

"Someone in your office told me to do it. I don't remember who."

J1

Say something else; take other action.

(Type what you would say or action you would take)
DISTRICT COURT FOR THE STATE OF TEXAS

Civil Action, File Number 18903

Western Periodicals, Plaintiff
v.
Double XYZ Oil Company and Pat Brown, Defendants

You are hereby directed to appear and answer the complaint in an action entitled as above, within 30 days after the service on you of this summons. The said action is brought to recover of you the sum of $1,920.35, for goods sold and delivered to and at your request. And you are hereby notified that unless you appear and answer as above required, the said plaintiff will take judgment for any money demanded in the complaint.

Given under my hand and seal of the District Court of the county of Harris, state of Texas, this 3rd day of December.

John M. Burns
Clerk of Court

Would you ... (Choose one response)
"Ju... send it all back and I'll try to take care of it myself."

"Give it to the new assistant. It'll be a good opportunity to test his abilities."

"Just leave it in the boss's in-basket. I don't think it's really that urgent."

"Send it on to the head of Administration and General Services. I probably should have sent it there first anyway."

Say something else; take other action. (Type what you would say or what action you would take)
PUBLISHER'S WEEKDAY

"Oldest Voice in the Business"

December 3

WESTERN PERIODICALS BANKRUPT

Old-line Western Periodicals today announced that bankruptcy proceedings have been filed against its assets in order to pay off a $3,500,000 debt. The company ran into financial difficulties when it refused to automate and could not cope with rising labor costs. Although Western Periodicals continued to give the personalized service for which it was noted, the company has been consistently in the red for the last 3 years.

Pat—Did you know about this?

Barbara

Would you... (Choose one response)

1. Call Accounting and tell them to forget the whole thing.

2. Ask Jill to urge her friends in Accounting to send the check since that is the least you can do to help such a fine old company as Western Periodicals.

3. Ignore the whole thing since it is out of your hands now anyway.

4. Call Double XYZ's company attorney to see where you stand with this new wrinkle.

5. Take other action. (Type what you would say or what action you would take.)
Mem12 November 20

Phone call from Accounting

"According to our books, the bill you asked about was paid last October. Western Periodicals must have lost the check."

Would you say...
(Choose one response)

2A
"Thank you for the information." Do nothing since it is obviously Western Periodicals' fault.

2B
"Thank you for the information." Write Western Periodicals that your accounting department reports that the bill was paid.

2C
"How about checking with the bank to see if the check was cashed."

2D
"Please recheck your records. Erlene is careless sometimes and may have posted the invoice without paying the bill."

2E
Say something else; take other action.
(Type what you would say or action you would take)
DISTRICT COURT FOR THE STATE OF TEXAS

Civil Action, File Number 18903

Western Periodicals, Plaintiff
v.
Double XYZ Oil Company and Pat Brown, Defendants

You are hereby directed to appear and answer the complaint in an action entitled as above, within 30 days after the service on you of this summons.

The said action is brought to recover of you the sum of 1,920.35 dollars, for goods sold and delivered to and at your request.

And you are hereby notified that unless you appear and answer as above required, the said plaintiff will take judgment for any money demanded in the complaint.

Given under my hand and seal of the District Court of the county of Harris, state of Texas, this 3rd day of December.

John M. Burns
Clerk of Court

Would you...
(Choose one response)
Mem 2B

November 24

Phone Call from Accounting

"Guess what we found behind the outgoing mail table when we pulled it away from the wall today—the check that was supposed to go to Western Periodicals! We'll send another one to them airmail."

Would you say...

(Choose one response)

F2

"How do you expect me to run a library when you people are so careless! I'm reporting this to the front office."

G2

"Well, at least that mystery is solved!"

Call Western Periodicals and apologize.

H2

"Well, at least that mystery is solved!"

Write Western Periodicals a letter of apology.

I2

"Thanks for telling me." Say nothing to Western Periodicals since they have been so nasty.

J2

Say something else; take other action.

(Type what you would say or action you would take)
Phone Call from Accounting

"Regarding that check we sent to Western Periodicals, the bank has no record that it was ever cashed. What do you want us to do now?

Would you say ...

(Choose one response)