

THE PERCEIVED COMMUNICATION OF ROLE AND  
EXPECTATIONS FROM SUPERVISORS TO  
SUBORDINATES IN A FEDERAL  
CIVIL SERVICE FACILITY

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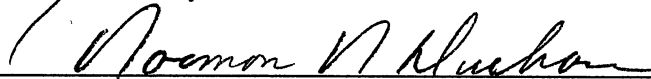
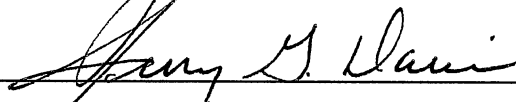
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## CHAPTER I

### INTRODUCTION

It is important that expectations are clearly defined and emphasized by supervision because understanding of those expectations by the subordinate work force and how the work force perceives those expectations are factors affecting job satisfaction and worker self esteem. Keller (1975, p. 64) has stated that research "shows that employees are generally more satisfied with their jobs when expectations for performance are made clear and nonconflicting."

#### Statement of the Problem

The problem which gave rise to this study is that the expectations of supervision for the subordinate work force are not always clearly communicated or well defined. Therefore, the subordinates' knowledge of those expectations may be limited or supervisory expectations may be misinterpreted due to the constant exposure to a "variety of expectations from both themselves and others as they carry out their organizational roles" (Keller, 1975, p. 57). The stress and conflict developed as a consequence results in lower levels of job satisfaction and lower job performance (Kahn, Wolfe, Quinn, Snock, & Rosenthal, 1964).

### Purpose of the Study

The purpose of this study was to compare supervisor perceptions of how frequently they communicate their roles and expectations to subordinates with their subordinates' perceptions of how frequently the supervisors communicate their roles and expectations to them.

### Hypothesis

There is no difference between supervisor self-perceptions of communication of their roles and expectations and their subordinates' perceptions of the supervisor communication of roles and expectations.

Corollary A: Supervisors do not perceive that they communicate their roles and expectations to their subordinates frequently.

Corollary B: Subordinates do not perceive that their supervisors communicate their roles and expectations to them frequently.

### Limitations of the Study

The study was limited by the small sample used and the single point of that sample from the wide range possible within a civil service framework.

A second limitation was the plurality of nuances for the meaning of the term "expectations" as used in the organizational environment--what is expected from the supervisor, what is expected of the supervisor, what is expected from the subordinate, what is

expected of the subordinate, what is expected of himself, and what is expected in the way of rewards from the organization.

#### Definition of Terms

The following terms are defined for use within the context of this study.

Consideration - The consideration leader style has been defined as "the extent to which the leader, while carrying out his leader functions, is considerate of the men who are his followers," or "the extent to which an individual is likely to have job relationships characterized by (sic) mutual trust, respect for subordinates' ideas, and consideration of their feelings" (Rike, 1976, p. 84, 17). Hersey and Blanchard (1982) use the phrase "relationship behavior" meaning a type of leadership behavior exhibited by concern for people.

Expectation - Expectation is the performance outcome of subordinates anticipated by the supervisor which come from the supervisors' self-identified role.

Initiation of Structure - Initiating structure has been defined as "the extent to which the leader organizes and defines the relation between himself and his subordinates or fellow group members", or "the extent to which an individual is likely to define and structure his role and those of his subordinates toward goal attainment" (Rike, 1976, pp. 17, 84-85). Hersey and Blanchard (1982) used the phrase "task behavior" meaning a type of leadership behavior exhibited by concern for production (task). Initiation of structure

was later redefined as "clearly defines own role, and lets followers know what is expected" (Stogdill, 1963).

Job Satisfaction - Job satisfaction has been defined as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's values" (Locke, 1969, pp. 309-336).

Management - Hersey and Blanchard (1982, p. 3) stated that the "achievement of organizational objectives through leadership is management" and the achievement of organizational goals is paramount in the leadership area called management. They further defined management as "working with and through individuals and groups to accomplish organizational goals."

Role - Gross, Mason, and McEachern (1958) defined a role as "a set of expectations which are applied to an incumbent of a particular position." For this study, role is a set of self-identified functions of the supervisor related to the performance expectations by subordinates.

Subordinate - A subordinate is a person, who by rank or grade level, is subject to or under the authority of a superior above him in rank or grade level (supervisor).

Supervisor - A supervisor is a person who, by rank or grade level, oversees/directs/leads people below him in rank or grade level (subordinates) and who is responsible for the quality and quantity of job output from those he oversees/leads. In a civil service environment, most first level supervisors are not normally

considered management. However, many first level supervisors perform management functions as much as upper level supervisors do.

#### Assumptions

The following assumption was made for this study:

1. The people who worked in the division selected as subjects for this study, and, therefore the selected units within the division, were representative of other areas within the civil service workforce.
2. World situations affecting workload would not affect the perceptions being researched.

#### Organization of the Study

The introduction to the study, which includes a statement of the problem, the purpose of the study, research questions, limitations of the study, definition of terms, and assumptions were presented in Chapter I. A review of pertinent literature is presented in Chapter II. The methods and instrument are discussed in Chapter III. The results are presented in Chapter IV and the summary of findings, implications, conclusions, and recommendations are discussed in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter presents literature on various aspects of expectation and its impact on production and job satisfaction.

#### The Development of Expectations in the Work Environment

Public (government) business environment varies greatly from private business environment. Balk (1974) gave several reasons for the differences. Government administrators do not have the control or authority held by most of their counterparts in private business. The difficulty of defining the output of service organizations when services are not sold is another difference between government and private business. Management in government agencies is "highly permeable" from sources other than the conventional upper management, such as restrictive legal frameworks, legislators, and the press. Rewards in government business often are the result of political influence rather than rational management influence from the organization. There is no consistent, visible reward for productivity. There are "active disincentives to government productivity" such as reduced funding when savings are obtained.

This is just a brief overview of some of the areas which vary from the public to the private business environment. The framework

in which the public employee works makes the development of management expectations that can be used as employee motivators for improved production/performance and higher job satisfaction difficult to establish.

Organizational environment expectations have been specifically defined as

The perceptions of appropriate behavior for one's own role or position or one's perceptions of the roles of others within the organization. In other words, the expectations of individuals define for them what they should do under various circumstances in their particular job and how they think others--their superiors, peers, and subordinates--should behave in relation to their positions (Hersey and Blanchard, 1982, pp. 126-127).

Organizational role expectations are defined as "evaluative standards applied to the behavior of any person who occupies a given organizational office or position" (Katz and Kahn, 1966, pp. 16-17). Gross et al. (1958) defined expectations as standards of evaluation applied to any incumbent of a position while a role becomes a set of expectations which are applied to an incumbent of a particular position.

In the foreword to Leadership and Role Expectations by Stogdill et al. (1956), Viva Boothe, Director of the Bureau of Business Research at Ohio State University stated that

The concept of expectancy has . . . come to occupy an important place in learning theory, personality theory and group theory. The authors of this monograph are concerned with an empirical study of the relationship between expectation and performance in the leadership role. Role performance is described in terms of what the leader is seen to be doing. Role expectation is represented by what the leader or his followers think he ought to do (p. v).



Another source refers to expectance as the subjective probability between levels of behavior and performance. Expectancy is one of the major inputs to the force of motivation (Miskel, McDonald and Bloom, 1983), and appropriate motivation results in better production and improved performance.

"The lifeblood of the organization is communication" (Baird, 1977, p. 1). Communication and expectation are linked. Bassett and Smythe (1979) stated that one of their principles was "Expectations are an integral aspect of the communication process" (p. 55). An entire chapter is devoted to a discussion of expectations, communication and beliefs in an instructional environment. They further stated that

Expectations do affect teacher-student relationships . . . Brophy and Good's (1974) synthesis of studies on the communication of expectations depicts a grim reality of classroom life. Some students are, by virtue of a teacher's expectations, provided an impoverished atmosphere for learning (1979, pp. 70-72).

In 1983, studies in the expectation communication process in teacher-student relations are synthesized by Cooper and Good (1983).

Prowse (1990) discussed a relatively new concept for the Air Force--Total Quality Management (TQM). In the Air Force Journal of Logistics, Lt. Col. Prowse stated that "Constructive and uninhibited communication . . . is critical to the success of TQM" (1990, p. 5).

There have been several studies done concerning the public employee. Few of them deal directly with expectations, particularly in the context of the current study. However, many of them deal

indirectly with areas where supervisory communication of expectations for their subordinates may be improved or developed.

When public sector managers were asked what they disliked about their jobs in a study by Nowlin (1982), the absence of opportunity for advancement was at the top of the list. However, the autocratic nature of policy and administration were next on the list. It was felt that priorities and directions were unstable, changing frequently. The third factor was salary. Even managers in government jobs were not happy with the expectations for them from their management due to poor and unstable definition. For the private sector quite a different list of the most disliked elements of their jobs was developed. Personal life, supervisory competency and security were the factors most disliked about private sector jobs.

In a study entitled "Motivating the Public Employee: Fact Vs Fiction", self-actualization was ranked as the most important need level by the public employees. "This group has clearly adopted some of the characteristics of professional employees, and may not be satisfied until they are treated accordingly" (Newstrom, Reif, & Monczka, 1976, p. 70). There were four major conclusions from this study. First, harmful stereotypes of the public employee need to be destroyed. Secondly, provisions must be made to allow opportunities for self-actualization. Third, work environments which are acceptable and satisfying must be created and maintained. Fourth, the changing nature of employee needs must be recognized and positive actions taken to deal with them.

The four conclusions from this study, as well as the other studies given, indicated that public employees expected some things from management. While the Balk (1974) article suggested many difficulties encountered in the public sector by management in dealing with general changes or improvements, research has shown various areas where supervision can improve subordinate job satisfaction. This improvement may be achieved through definition of what supervision expects from the employee, which may, in turn, allow opportunities for self-actualization and the creation of a more satisfying work environment.

In a report to the President and the Congress of the United States by the U. S. Merit Systems Protection Board on job satisfaction and federal employees (1987), 63 percent agreed that there was effective two-way communication between the supervisor and the respondent. The question on two-way communication was one of several studying satisfaction with supervision, only one aspect of the entire study. The overall finding on job satisfaction was that about two-thirds of federal employees are satisfied with their jobs.

Concerning productivity, Balk (1974, p. 319) stated that two assumptions may be derived from effective, efficient productivity. First, "any continued improvement of productivity is highly dependent upon our ability to define input, output and standards of performance. The second is that everyone will understand these criteria in the same way." It is up to supervision to assure that input, output and standards are defined and that everyone interprets them the same way.

Likert (1961) performed many studies of organizational effectiveness. In his studies it was shown that when supervisory expectations of and confidence in subordinates was high, the subordinates generally responded well, trying to justify the supervisory expectations of them (Likert, 1961).

Another researcher has stated it this way:

The way managers treat their subordinates is subtly influenced by what they expect of them. If a manager's expectations are high, productivity is likely to be excellent. If his expectations are low, productivity is likely to be poor. It is as though there were a law that caused a subordinate's performance to rise or fall to meet his manager's expectations . . . . (Livingston, 1969, pp. 81-82)

Hersey and Blanchard (1982, pp. 195-197) developed what they called "effective cycle" to illustrate high performance in response to high expectations and the "ineffective cycle" to illustrate minimal effort, resentment and low overall performance when low expectations are expressed by management. These cycles are illustrated in Figures 1 and 2. However, these cycles are dynamic rather than static as depicted. The tendency is for the situation to get better or worse, respectively, with reinforcement of the type of expectations exhibited. A kind of spiraling effect is developed, as shown in Figures 3 and 4.

While it may be difficult to change the negative spiral of the ineffective cycle without changes in supervision (if it has gone long enough to disintegrate trust and establish a credibility gap between supervision and subordinates), "changes in expectations may be accomplished merely by having leaders sit down and clarify what their

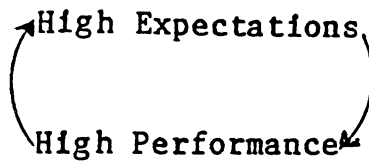


Figure 1. Effective Cycle

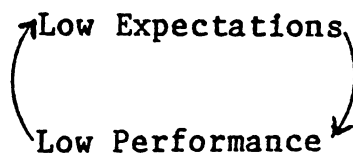


Figure 2. Ineffective Cycle

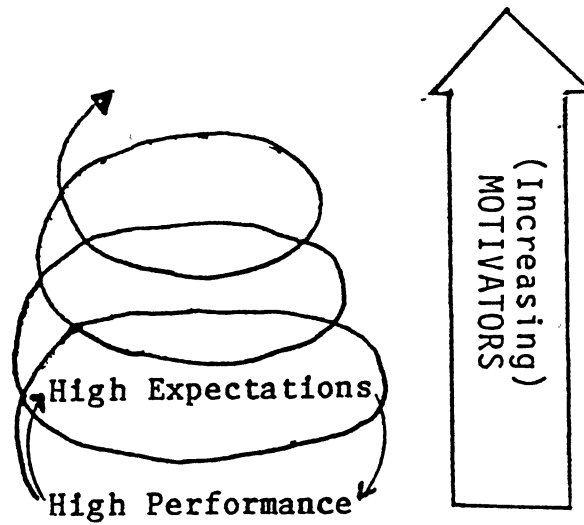


Figure 3. Spiraling Effect of Effective Cycle

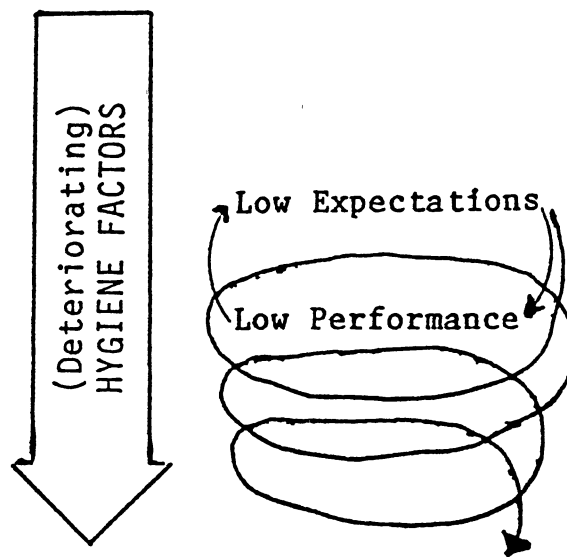


Figure 4. Spiraling Effect of Ineffective Cycle

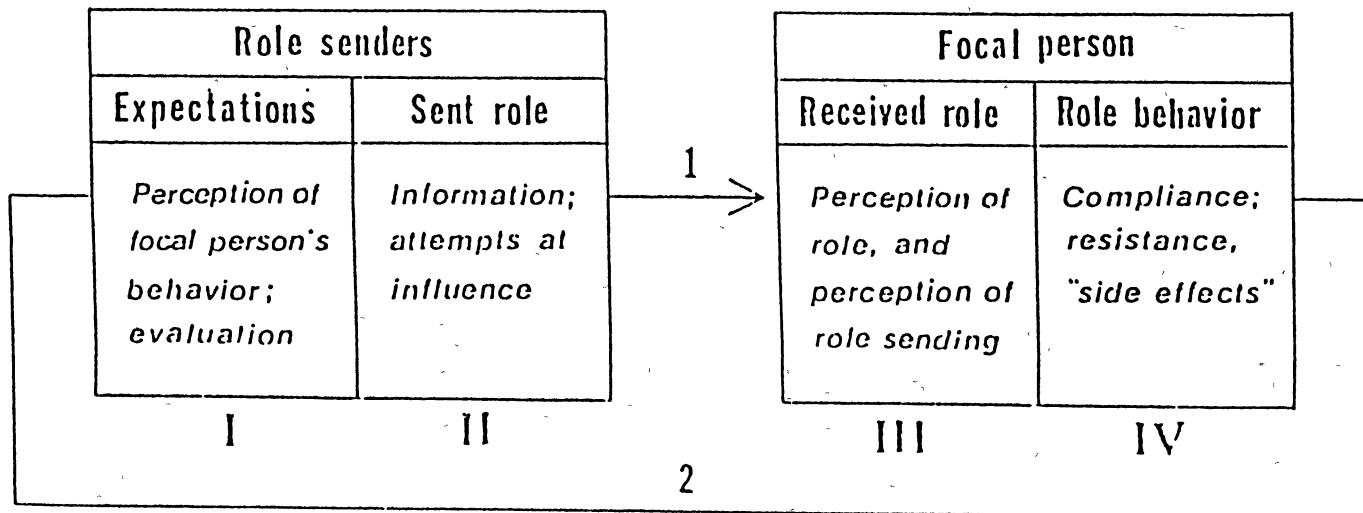
behavior will be with the individuals involved" (Hersey and Blanchard, 1982, p. 142).

Rike (1976), in his review and consolidation of several studies, has summarized them by stating that regardless of the size of the organization or its social structure, operational efficiency and effectiveness is positively influenced by consensus and clarity on role expectations. Katz and Kahn (1966, p. 1982), in their Model of the Role Episode (Figure 5), have demonstrated how role expectations work within an organization. For the purpose of the current study, the role senders are supervisors and the focal person is the subordinate.

Figure 6 has been adapted by Rike (1976, p. 70) from Katz and Kuhn (1966, p. 187). The figure clearly shows the impact of organizational factors directly on the development of expectations by the role senders, or supervisors. The figure also depicts the influence of the attributes of the focal person, or subordinate, as well as interpersonal factors between the supervisors or the subordinates. The role expectations sent to the subordinate is then recycled to the supervisor via the subordinates' perception and understanding of the expectations received and the resulting behavior. In this way expectations are developed in the work environment.

#### The Influence of Expectancy on Production and Job Satisfaction

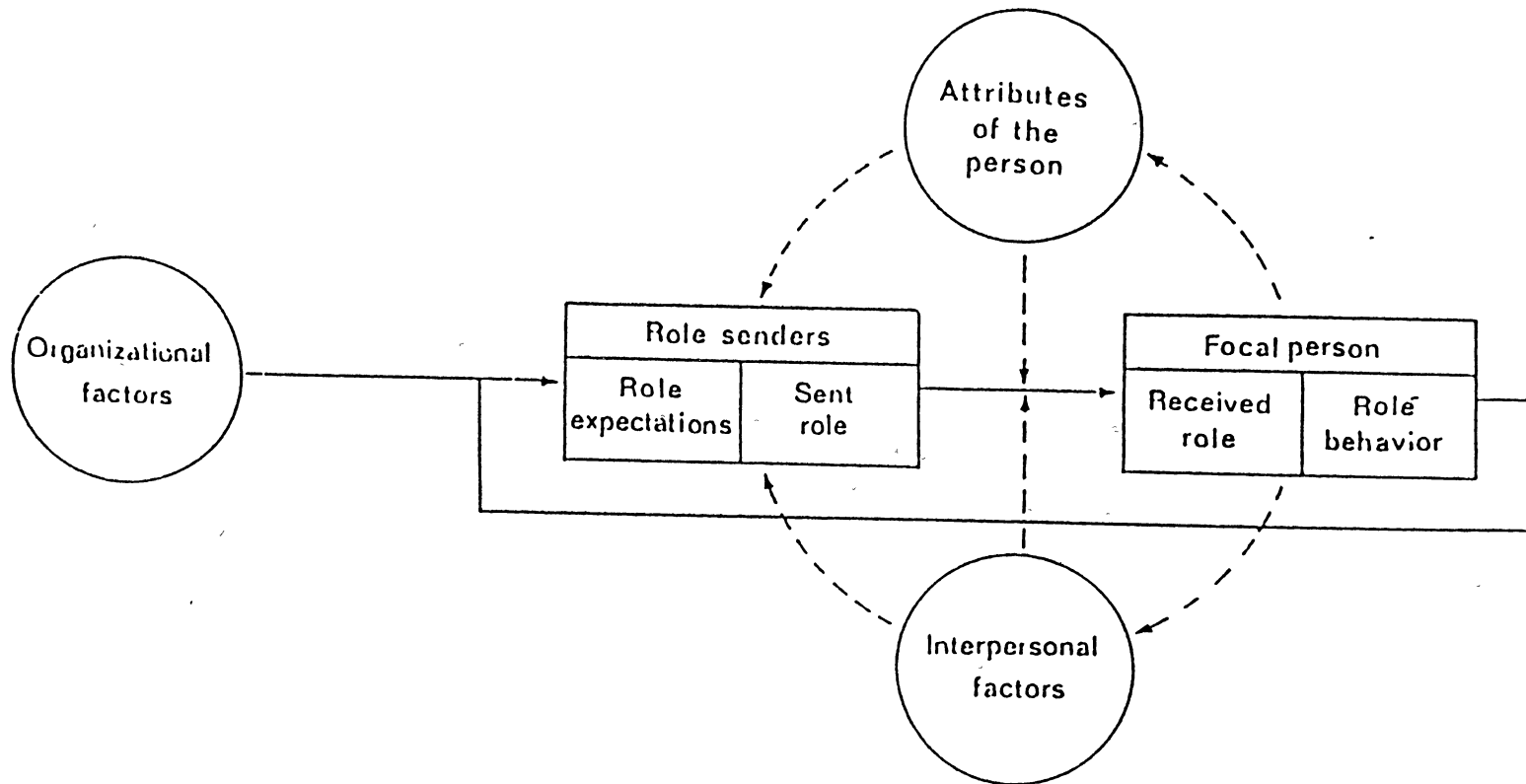
There are many studies dealing with production and job



Source: Daniel Katz and Robert Kahn. The Social Psychology of Organizations (1966).

Figure 5. Model of the Role Episode





Source: Katz and Kahn, The Social Psychology of Organizations (1966).

Figure 6. Model of the Factors Involved in Taking Organizational Roles

satisfaction in various work environments. A few of these are summarized below.

The degree of job satisfaction and satisfaction with the organizational environment is dependent upon the extent that subordinate expectations are fulfilled (House, Fillay, and Guyarati, 1971). Two of the hypotheses in the House study dealt with the relationships of leader "consideration" behavior and leader "initiating structure" behavior to employee satisfaction with role expectations. Basic definitions of the two dimensions of leader behavior, consideration and initiating structure, were provided a base. Initiating structure is described as behaviors

which indicate the leader organizes and defines the relationships between himself and his subordinates; defines the role that he expects each subordinate to assume; and endeavors to establish well defined patterns of organization, channels of communication, and ways of getting the job done (House, et al. 1971, p. 423).

The study supported the hypothesis that leader consideration was "positively related to employee satisfaction with role expectations" (House, et al. 1971, p. 427) while the hypothesis that leader initiating structure was "negatively related to the satisfaction of employee role expectations" was not supported. In fact, the study appeared to indicate that quite the opposite was true, that good definition and clarity of leader expectation for the subordinate are vitally important to job satisfaction.

In a study by Chanlat (1974), testing the validity of an expanded expectancy model at a government agency, several expectancy variables were tested. One of these variables was "supervisor

expectations." The hypothesis that the variables tested were associated with the employee's desire to excel was strongly supported in the study. Supervisor expectations ranked third of the six variables tested by Chanlat as a motivator in the employee's desire to excel.

One purpose for a study by Miskel et al. (1983) was to determine the effects of structural and expectancy linkages on three indicators of school effectiveness. The three indicators used were perceived organizational effectiveness, teacher job satisfaction and student attitudes toward school. Expectancy linkages, as well as structural linkages, were given substantial support as significant and positive predictors of school effectiveness. The study also revealed that student attitudes toward school are linked to teacher expectations. Student success is related to how teachers reinforce student behavior and works in the same manner as the Hersey and Blanchard (1982) effective and ineffective cycles explained above. If one were to assume the school environment to be an organization with teachers as the supervisors and students as the subordinates, some interesting parallels to the current study could be drawn.

According to Keller (1975, p. 57), "Expectations which are in conflict may result in role conflict for the individual, while unclear or vague expectations may cause role ambiguity." Keller suggested that in the development of expectations, it is necessary to use forethought and caution.

Role conflict and role ambiguity do not cause negative responses for all workers. Different types of workers respond in different

ways (Kahn et al. 1964; Lyons, 1971). In a study of 90 military and civil service personnel, it was indicated that need for achievement and need for independence moderates the relationships between role conflict, task ambiguity and satisfaction (Johnson and Stinson, 1975). The researchers explained that "high-need-for-achievement" individuals were more dissatisfied with ambiguous work assignment since they were likely to encounter greater difficulties putting forth their best effort and efficiently achieving success. The "high-need-for-independence" individual might perceive role conflict as a limitation on individual judgment opportunities while ambiguous role expectations might allow this individual the freedom to develop their own role definitions.

Green and Organ (1973) researched role accuracy and role compliance. Role accuracy, the obverse of role ambiguity, "... is the degree of agreement on role expectation between the superior and the subordinate" while role compliance is "the degree of agreement between role expectations of the superior and actual role activity performed by the subordinate." The data showed both aspects "to have significant, positive correlation with a global measure of job satisfaction" (Keller, 1975, p. 58).

Keller's (1975) study of the relationship between role conflict, ambiguity and job satisfaction used professional employees in a large government research and development organization. The study showed that low levels of job satisfaction were associated with role conflict and ambiguity but with different dimensions. Role ambiguity was related to intrinsic sources of job satisfaction, that is the

work itself. Role conflict was related to extrinsic sources of job satisfaction, such as satisfaction with supervision, pay, and opportunities for promotion.

#### Summary

There have been many studies concerning communication, leadership, role and expectation, and their effect on job satisfaction and performance. The approach to these studies has been many and varied. Each researcher has spent time defining leadership, role and expectation as applicable to their study. There are many nuances and some with significant differences. The definition of the term "expectation", in particular, may range from objective to abstract, from such things as pay and reward to perception of nonoral communication of desires.

Few, if any, studies have researched role and expectation in civil service with the same definition and approach as the current study. However, it has been shown that there are great variances from the public (government) to the private business environment which affect the way government employees deal with role and expectation. Regardless of where a person is employed, research has shown that clear and nonconflicting role identification and performance expectations result in significantly higher job satisfaction and better overall group productivity.

## CHAPTER III

### METHODOLOGY

This chapter describes the research method and instrument used in the study. The subjects and research design also are presented, along with the data collection and analysis procedure.

The purpose of the study was to compare supervisor perceptions of how frequently they communicate their roles and expectations to subordinates with their subordinates perceptions of how frequently the supervisors communicate their roles and expectations to them.

#### Hypothesis

The hypothesis is that there is no difference between supervisor self-perceptions of communication of their roles and expectations and their subordinates perceptions of the supervisor communication of roles and expectations.

Corollary A: Supervisors do not perceive that they communicate their roles and expectations to their subordinates frequently.

Corollary B: Subordinates do not perceive that their supervisors communicate their roles and expectations to them frequently.

#### Instrument

Various methods may be used to accomplish the research such as

questionnaire, personal interview, telephone interview, controlled observation, and panel studies. The questionnaire survey was the method selected for the present study. The questionnaire was chosen as the most effective and timely data collection for the work environment surveyed. Administrative personnel required that data be collected utilizing a minimum of employee normal work time. It was necessary that each supervisor/employee unit group be surveyed at nearly simultaneous time frames to eliminate potential environmental impacts. The questionnaire could be administered to all respondents during the same time frame and could be completed in a relatively short period. An adaptation of the Leader Behavior Description Questionnaire (LBDQ) Form XII, a widely used and accepted standardized instrument, was chosen to test the hypothesis. (The LBDQ-Form XII was copyrighted by the Ohio State University in 1962. Permission to use and adapt the LBDQ-Form XII was granted for use in this thesis [Appendix A]). The LBDQ-Form XII as adapted for this study was considered to be an appropriate instrument.

The LBDQ was based upon two objectives: an objective measure of leader behavior, and a determination of the relationship between leader behavior and job satisfaction and performance. Factor analysis of the originally developed instrument revealed two factors accounting for 83 percent of the variance--Initiating Structure and Consideration. The final version used these two factors to describe leader behavior. Both Initiating Structure and Consideration have high coefficients of internal consistency on the LBDQ. The validity of the correlation between leader behavior, as rated by Initiating

Structure and Consideration scales, and job satisfaction and performance is fairly good. According to Dipboye (1978), there is a sufficient degree of agreement using these scales in the description of leader behavior.

Following development of the original LBDQ (Copyrighted in 1957 by the Ohio State University) a new theory was investigated concerning the existence of several factors, not just the two established by the original studies. It was felt that more factors were required "to account for all the observable variance in leader behavior" (Stogdill, 1963). After much testing and revision, 12 subscales were identified and defined. The new questionnaire was called the LBDQ-Form XII. The purpose of this study, supervisory role identification and supervisory subordinate expectations, can be tested using the fifth subscale from LBDQ-Form XII which defines Initiation of Structure as "clearly defines own role, and lets followers know what is expected" (Stogdill, 1963). There are ten items in the LBDQ-Form XII pertaining to Initiation of Structure. These ten items form the basis for the current instrument. They have been modified to test (1) supervisory perceptions of his communication of role of self and his expectations of subordinates and (2) subordinate perception of the supervisory role and of supervisory expectations from him.

These ten questions, as explained below, are an appropriate test of the hypothesis. These questions distinguish the fine difference between "role" and "expectations" but also use the interdependence of role with expectations and vice versa. For example, "tries out



his/her ideas in the group" is basically a role question, while "encourages the use of uniform procedures" is an expectation question. On the other hand, several questions, such as "decides what shall be done and how it shall be done" pertain to both role and expectation.

The LBDQ-Form XII questions are written to reflect how the subordinate thinks the supervisor engages in behavior described by each item. For example, My supervisor . . . tries out his/her ideas in the group. Answer: A - Always, B - Often, C - Occasionally, D -Seldom, E - Never. This format has been continued for this study using the ten sub-scale number five questions for the subordinate to answer. In order to test supervisory perceptions as required by Corollary A of the study hypothesis, these same ten questions have been modified to read "I . . . try out my ideas in the group" for the supervisor to answer. The subject responding has been changed from a subordinate's perspective to the perspective of the supervisor himself. There is no change in the question subject or content. Therefore, validity is not affected.

Appendix B contains the authorization letter for collection of data. In addition to the instrument based on LBDQ-Form XII, demographic analysis was accomplished using a Background Information Sheet as a part of the study questionnaire (See Appendix C). Included in this portion of the study were questions to determine standard demographic data such as gender, marital status, age, education level, time in civil service and time in current position. The population was also examined for possible perception gaps or

differences between job functions in order to identify possible patterns that may vary based upon job description/function. The subjects are described later in this Chapter.

### Reliability

A modified Kuder-Richardson formula was used to determine the reliability of the subscales used in the LBDQ-Form XII. "The modification consists of the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item" (Stogdill, 1963). Since the reliability of each subscale was determined separately from the other subscales, the reliability of Initiation of Structure (subscale 5) in its own right was also determined. The reliability coefficients for the Initiating Structure subscale from various studies are given in Table I. Also included are the number of cases studied and the means and standard deviations for subscale 5 from those studies.

In an attempt to obtain validity data on the LBDQ-Form XII, contact was made by telephone with management personnel in the Management and Human Resources Office of the Business College at Ohio State University, the office of responsibility for LBDQ-Form XII management. There is no information available on LBDQ-Form XII factor analysis or validity. At the time the LBDQ-Form XII was developed, validity was established through reliability. The form is still a popular research tool and has been used for many studies since it was developed.

TABLE I  
STUDY RESULTS AND RELIABILITY DATA FOR LBDQ-FORM XII,  
SUBSCALE 5 - INITIATION OF STRUCTURE\*

Study	Number of Cases	Mean	Standard Deviations	Reliability Coefficients*
Army Division	235	38.6	5.7	.79
Highway Patrol	185	39.7	4.5	.75
Aircraft Executives	165	36.6	5.4	.78
Ministers	103	38.7	4.9	.70
Community Leaders	57	37.2	5.7	.72
Corporation Presidents	55	38.5	5.0	.77
Labor Presidents	44	38.3	5.6	.78
College Presidents	55	37.7	4.2	.80
Senators	44	38.8	5.5	.72

\*Adapted from Manual for the Leader Behavior Description  
Questionnaire-Form XII (Stogdill, 1963, pp. 9-11).

### Procedure

Research was accomplished using randomized cluster samples from one division of predominantly "white collar" civil service employees within a logistics center at a large military installation. The division structure consisted of six branches with each branch having two to five sections of which some were sub-divided to unit level or to sub-unit level. Approximately one-half of the first level supervisors from the division and their corresponding employees were chosen by random selection of unit groups from division personnel charts. The LBDQ-Form XII was submitted to all subordinates under the selected supervisors in order to minimize any feedback of "special attention" for selected respondents by the supervisor (Appendixes D and E). (It should be noted that the Manual for Leader Behavior Description Questionnaire-Form XII [Appendix F] by Ralph M. Stogdill quotes Andrew W. Halpin as stating "a minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores".) The supervisory adaptation of the LBDQ-Form XII was submitted to each supervisor selected. The appropriate version of the questionnaire was administered to a supervisor and his own subordinates at the same time. Responses from both supervisor and subordinates were submitted to an assigned collection point within the division for receipt. All questionnaires were coded in order that subordinates could be matched with their supervisors since correlations had to be computed within each supervisor/subordinate

unit group. Respondents were assured that their individual responses would be kept confidential and supervisors would not see results except, possibly, as study totals.

Twenty unit groups were surveyed consisting of 20 supervisors and 188 employees for a total of 208 personnel. The overall response rate was 63 percent. Seventy-five percent of the supervisors responded while 61 percent of the employees responded. Of the 20 unit groups, five could not be used for this study since the supervisory response was not received. Two other groups could not be used since the employee respondents totaled less than four, the number required for reliability. Usable responses were received from 13 of the 20 unit groups surveyed.

#### Characteristics of the Subjects

Demographic data are summarized in Figures 11 through 17 in Appendix G. Some findings which may be of interest include the following.

Of all personnel responding, the average years in civil service were 14.8 years. Supervisors were in civil service longer than their employees by more than five and one-half years. Eight, or nine percent of the respondents, had less than the three years of experience required for tenure. Seven, or six percent, had 30 or more years of experience in civil service.

Seventy-nine percent of the total respondents had been in their present position between two and ten years. Three supervisors and five subordinates had been in their present position one year or

less. Eighty-six percent of the supervisors had been in their present position five years or less.

Of the supervisory respondents, one-half were between 41 and 50 years of age. No supervisors were 30 years or younger but 17 percent of the subordinates fell in this age group. Eight percent of the supervisors and 12 percent of the subordinates were over 55 years of age.

The highest educational level attained by any respondent was the Master's degree. Six percent, all subordinates, had earned this degree. However, 47 percent of all respondents (39 percent of the supervisors and 49 percent of the subordinates) had at least a Bachelor degree.

#### Design and Data Analysis

The independent variables in the study were the perception of supervisory role and expectations measured by the fifth subscale of the LBDQ-Form XII and demographic data (age, number of years in present position, number of years in civil service, sex, marital status, educational level and job function.) The dependent variable was the need for unit group response with both supervisor and a minimum of four subordinates responding. It was determined that a 63 percent response rate with 13 of 20 unit groups valid for the research was sufficient for statistical analysis.

The objective of this study was not to test whether supervisors were right or wrong, but to test whether there is agreement or disagreement between the supervisor and his subordinates on whether

communication of supervisory role and expectations had occurred. There were five possible responses to each question on the LBDQ-Form XII: A for Always, B for Often, C for Occasionally, D for Seldom, and E for Never. A numerical value of one through five was assigned each response, respectively, in order that an average response for the ten applicable subscale five questions by the employees could be evaluated against the average response for these same ten questions by the supervisor. The Student's *t* distribution was chosen to test for the difference between those two means. This test was chosen in lieu of Chi Square for three reasons:

- (1) The sample size was small ( $n < 30$ ),
- (2) The standard deviation of the population was not known, and
- (3) The population was assumed to be approximately normally distributed. In addition, tests for control were run on the data which indicated a stable system. Further evaluation of the data was accomplished using the Control Chart method of statistical analysis.

## CHAPTER IV

### RESULTS

This chapter presents the results of the study. The Student's t distribution and various forms of the Control Chart method were used to analyze the hypothesis.

#### Analysis of the Data

##### Hypothesis

There is no difference between supervisor self-perceptions of the frequency of communication of their roles and expectations and their subordinates' perceptions of the frequency of supervisor communication of roles and expectations.

The Student's t distribution was used to test the difference between the average of all responding supervisors to the average mean of all applicable responding subordinates. The critical t value was computed to be  $\pm 2.492$  with 24 degrees of freedom and a 0.01 percent level of significance. The value of the test statistic t computed -0.510. Since this value does not exceed the critical limit of  $\pm 2.492$ , the null hypothesis that there is no difference between the mean response of the two groups cannot be rejected at the one percent level of significance. The only difference between the mean responses of the two groups is sampling error. Therefore, the



hypothesis is accepted with a 99 percent confidence level that it is correct (See Table II).

Tests for Control (Figure 7) were applied to the individual unit group responses. The difference between the supervisors' mean response and the mean response of the subordinates was plotted against the overall mean variance. Any out of limit variance or out of control variance would indicate instability. None of the responding groups were out of upper/lower control limits. All variance were well distributed around the mean indicating an in control or stable system. The hypothesis cannot be rejected.

The Control Chart method of statistical analysis was used first for evaluation of the 13 units each on its own merit (Figure 8). In this case, the X Bar Chart for Average of Differences was used to evaluate the supervisor response to the subordinate response by plotting the average of the difference between the mean of the supervisor and the mean of the subordinates of one group to the next group and so forth. All are well within limits and stable. The R Chart, or Range/Variation Chart, plots the absolute value (range) between the first group mean difference and the second group mean difference and so forth. For example, the first group supervisor mean is 2.4 and the employee mean is 2.2, a difference of 0.2. The second group supervisor mean is 2.1 and the employee mean is 2.6, a difference of -0.5. The absolute value of 0.2 and -0.5 is 0.7 which is the range between 0.2 and -.05. The mean range is .875 and all data points are well within acceptable limits. Both charts indicate a stable system and statistical agreement in this analysis.

TABLE II  
RAW DATA AND AVERAGE SCORES OF SUPERVISOR/SUBORDINATE  
UNIT GROUPS

<u>Respondents</u> <u>(20 Unit Groups)</u>		<u>Extended Raw Scores</u>		<u>Average/Mean Scores</u>	
Supervisor	Employee	Supervisor	Employee	Supervisor	Employee
1	7	24	156	2.4	2.2
0	4				
1	8	21	206	2.1	2.6
1	12	13	284	1.3	2.4
0	4				
0	4				
1	6	25	143	2.5	2.4
1	4	18	95	1.8	2.4
1	5	21	87	2.1	1.7
0	1				
1	10	13	195	1.3	2.0
1	10	27	240	2.7	2.5
1	6	23	161	2.3	2.7
0	4				
1	1				
1	9	18	231	1.8	2.7
1	2				
1	4	21	85	2.1	2.1
1	8	15	192	1.5	2.4
1	6	21	98	2.1	1.6
15	115	260	2173	(2.0)	(2.3)

Note 1: Raw scores and means were not computed for groups with no supervisor response or where less than four employees responded.

Note 2: Raw scores were developed as follows:

Supervisors - the sum of the assigned value from each of the ten questions in subscale five on the LBDQ-Form XII

Employees - the sum of the number of responses for each level of response (A, B, C, D, E) from the ten questions in subscale five on the LBDQ-Form XII times the value assigned that response. In a few cases not every one of the ten questions had a response.

Assigned Values: A - Always - 1  
B - Often - 2  
C - Occasionally - 3  
D - Seldom - 4  
E - Never - 5

Grand Mean = -0.325000 LCLx = -2.652500 UCLx = 2.002500

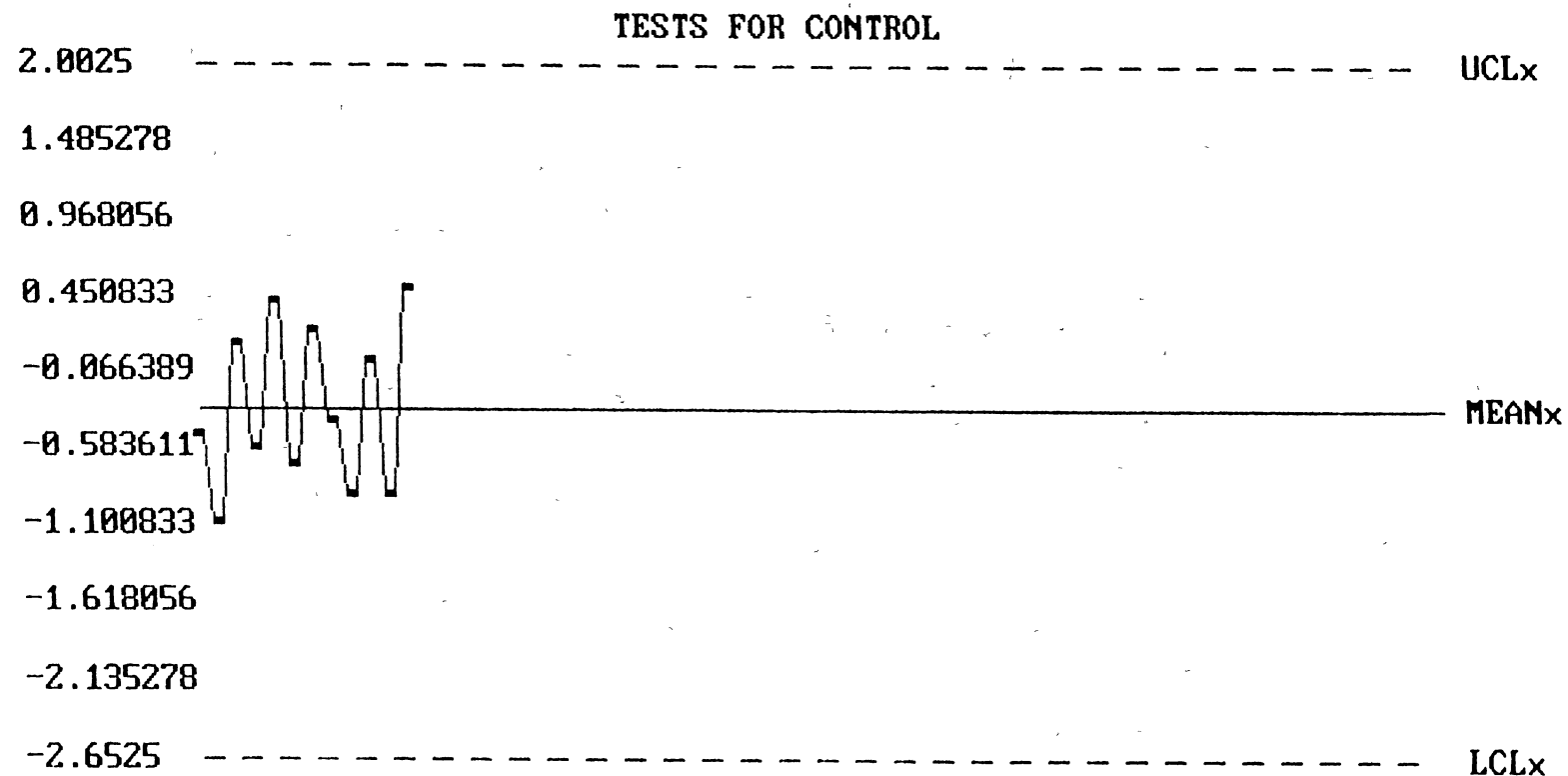
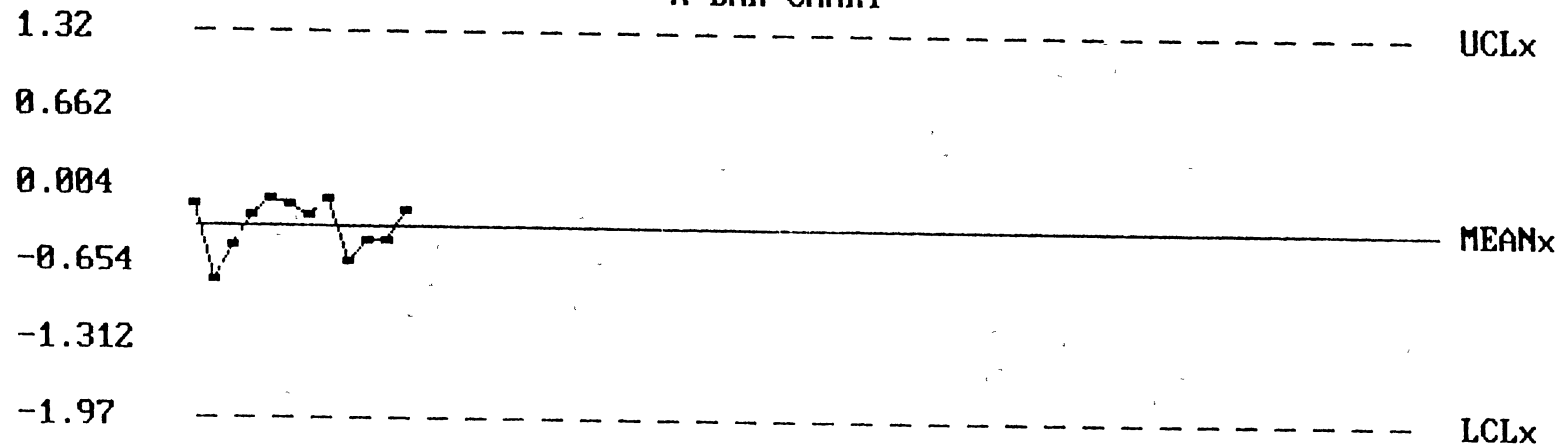


Figure 7. Difference in Means Versus Overall Mean

Grand Mean = -0.325000 LCLxbar = -1.970000 UCLxbar = 1.320000  
 Mean Range = 0.875000 UCLrange= 2.861250

### X BAR CHART



### R CHART

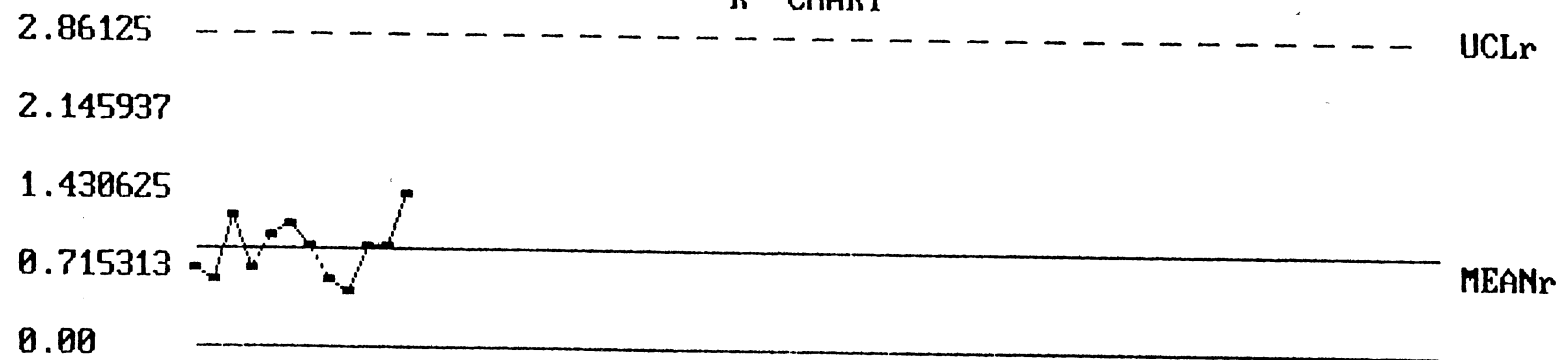


Figure 8. Control Chart of 13 Units Each on Its Own Merit

In a second use of the Control Chart method of statistical analysis, unit group was compared to unit group and supervisor to employees by analyzing differences of 26 data points. The 26 data points consist of the mean scores of each of the 13 supervisors and the mean scores of each of the 13 subordinate unit groups. Table III gives the data used in the evaluation plotted on the X Bar Chart, Average of Differences, and the R Chart (Range) shown in Figure 9. All plotted data points are well within limits and stable. Table IV and Figure 10 consolidated the same data into ten cell groups and was plotted on a histogram. These various Control Tests and Statistical Analyses indicate a stable system and are, therefore, in agreement with the Student's t distribution test. The hypothesis is accepted.

#### Corollary A

Supervisors do not perceive that they communicate their roles and expectations to their subordinates frequently.

No statistical test was used to prove or disprove this corollary. The research data was chosen as a method to show agreement or disagreement between supervisor and employee, not to test how well or poorly a supervisor communicated role and expectations. However, the raw data in Table II indicates that the Corollary should not be accepted. On the assigned value scale of one to five used to average research responses, the supervisors' mean was 2.0. When converted into instrument response and response definition, supervisors perceived that they often communicated their roles and expectations to their subordinates.

TABLE III

## ANALYSIS OF UNIT GROUP TO UNIT GROUP AND SUPERVISOR TO EMPLOYEE

	Supervisor	Employee	Supervisor	Employee	Supervisor	Employee	Supervisor	Employee
Data Point Cell	1	2	3	4	5	6	7	8
Cell Mean	2.40	2.20	2.10	1.60	1.30	2.40	2.50	2.40
Xbar	0.00	2.30	2.15	2.35	1.95	1.85	2.45	2.45
Range	0.00	0.20	0.10	0.50	1.30	1.10	0.10	0.10
Data Point Cell	9	10	11	12	13	14	15	16
Cell Mean	1.80	2.40	2.10	1.70	1.30	2.00	2.70	2.50
Xbar	2.10	2.10	2.25	1.90	1.50	1.65	2.35	2.60
Range	0.60	0.60	0.30	0.40	0.40	0.70	0.70	0.20
Data Point Cell	17	18	19	20	21	22	23	24
Cell Mean	2.30	2.70	1.80	2.70	2.10	2.10	1.50	2.40
Xbar	2.40	2.50	2.25	2.25	2.40	2.10	1.50	2.40
Range	0.20	0.40	0.90	0.90	0.60	0.00	0.60	0.90
Data Point Cell	25	26						
Cell Mean	2.10	1.60						
Xbar	2.25	1.85						
Range	0.30	0.50						

Grand Mean = 2.132000 LCLxbar = 1.184480 UCLxbar = 3.079520  
 Mean Range = 0.504000 UCLrange= 1.648080

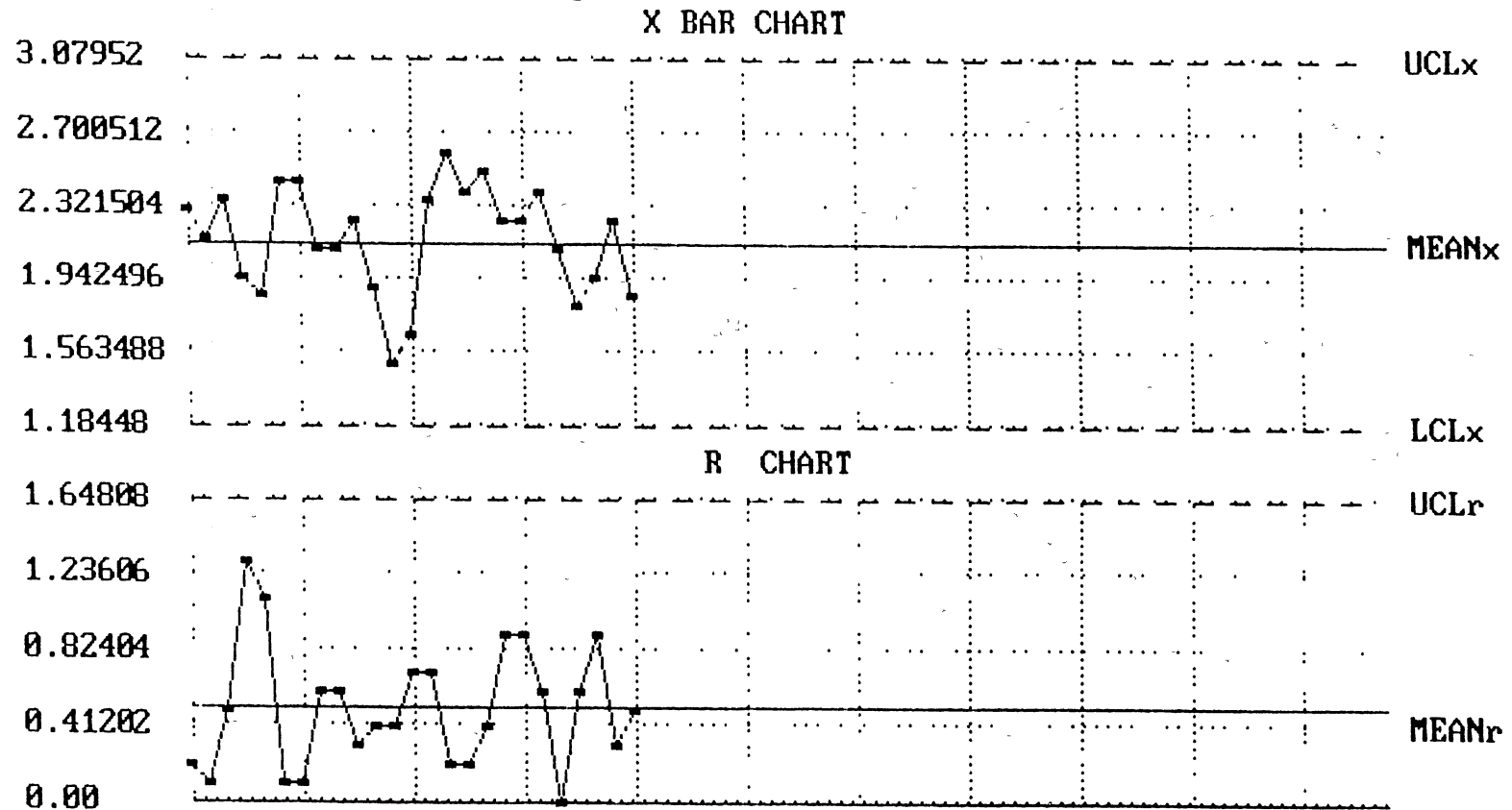


Figure 9. Average Differences and Range of Unit to Unit and Supervisor to Employee Analysis

TABLE IV  
AVERAGE OF DIFFERENCES AND RANGE CONSOLIDATED TO TEN CELL  
GROUPS FOR HISTOGRAM

Cell	Lower Boundary	Cell Frequency	Relative Frequency	Cumulative Frequency
1	1.30	2	7.69	7.69
2	1.44	1	3.85	11.54
3	1.58	2	7.69	19.23
4	1.72	2	7.69	26.92
5	1.85	0	0.00	26.92
6	2.00	6	23.08	50.00
7	2.14	1	3.85	53.85
8	2.28	6	23.08	76.92
9	2.42	2	7.69	84.62
10	2.56	4	15.38	100.00



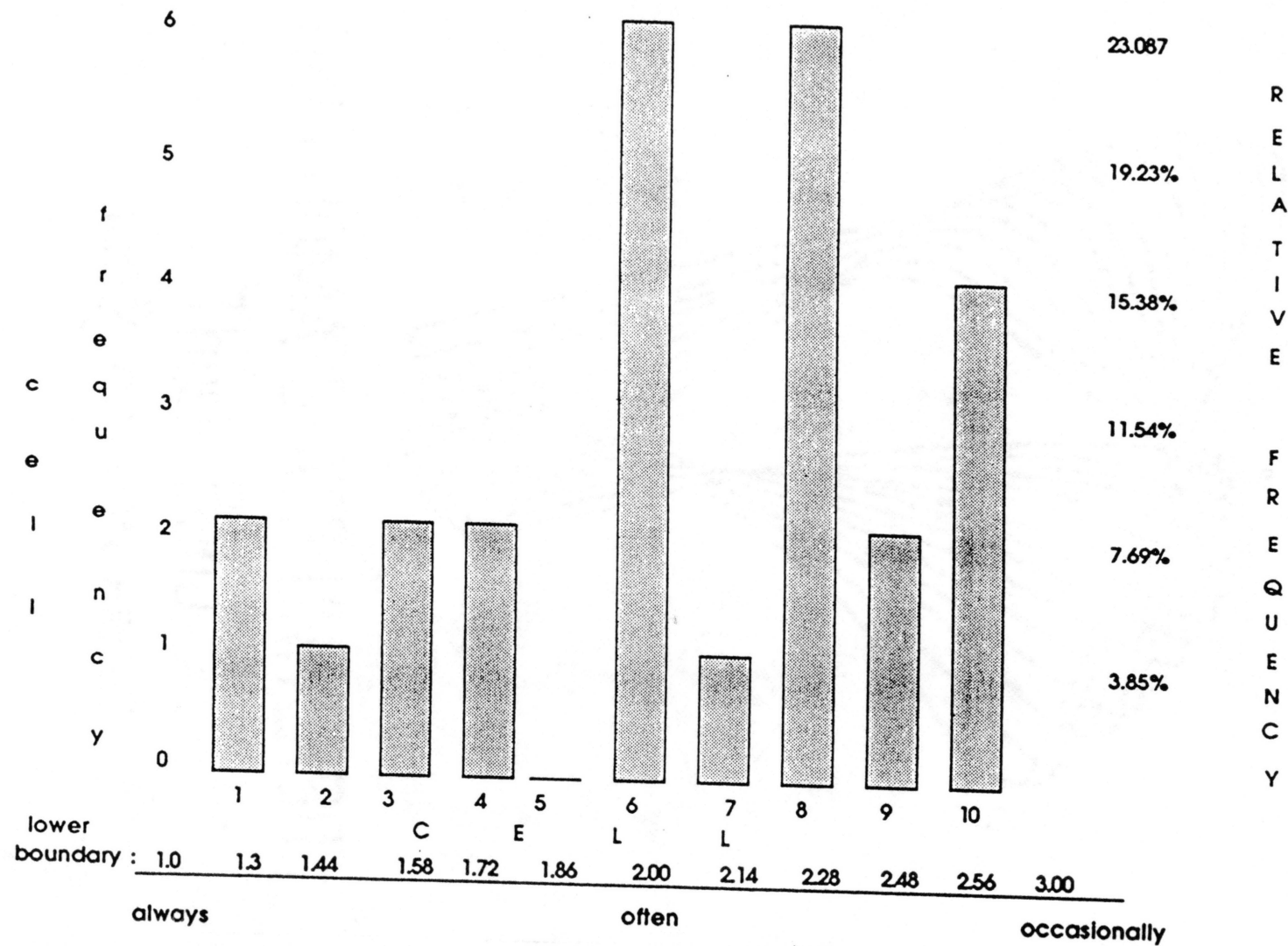


Figure 10. Ten Cell Histogram of Average of Differences and Range

### Corollary B

Subordinates do not perceive that their supervisors communicate their roles and expectations to them frequently.

As with Corollary A, no statistical test was used to disprove this corollary. Raw data and average scores given in Table II indicate that this corollary should not be accepted. On the assigned value scale of one to five used to average research responses, the subordinate mean was 2.3. When converted into instrument response and response definition, subordinates perceived that their supervisors communicated their roles and expectations to them often to occasionally. While this response is not clear as the supervisor mean of 2.0 (often), analysis of the hypothesis discussed earlier indicates that there is agreement between the supervisor and subordinate on the perception that communication does occur. Thus, Corollary B should not be accepted.

### Summary

This study investigated the perceived communication role and expectations between supervisors and subordinates in a federal civil facility. One hypothesis with two corollaries were analyzed and results reported. The hypothesis was not disproved while it was shown that both the supervisors and subordinates perceived communication of supervisory role and expectations to occur often to occasionally.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of the study was to compare supervisor perceptions of how frequently they communicate their roles and expectations to subordinates with their subordinates' perceptions of how frequently the supervisors communicate their roles and expectations to them. Studies have shown that expectation plays an important role in the motivation of employees and that clarity of supervisory role identification and performance expectations is important in organizational effectiveness.

The subjects in this study were 115 nonsupervisory employees and 15 first level supervisors employed by the Department of Defense in a mid-western state. All of the respondents were employed in civil service "white collar" jobs.

Research questionnaires were sent to 20 unit groups consisting of 188 nonsupervisory employees and 20 first level supervisors. The questionnaire was adapted from the LBDQ-Form XII and an author constructed demographic data form. A total of 115 employees and 15 supervisors returned the questionnaires while demographic data were not always completed and/or returned. Responses were received in sufficient numbers to result in 13 unit groups for research in this

study since a match of supervisor with his employees was required to complete the study.

The Student's t distribution and Control Chart method (X bar, R chart) were used for the statistical analysis. The null hypothesis was shown to be correct at 99 percent confidence and was accepted. Corollary A was not accepted. Supervisors indicated that they frequently but not always, communicated their roles and expectations to their subordinates. Corollary B was not accepted. Subordinates perceived that the supervisor communicated his role and expectations of them more often than occasionally. The population responses were stable with no significant variation from the median value. Statistically significant differences by job function were not found.

### Conclusions

The following conclusions were drawn based upon the results of the study.

1. There is agreement between supervisors and their subordinates on the perception of the level of communication of supervisor roles and expectations of subordinates.
2. Analysis by job function did not significantly change the conclusion that the hypothesis should be accepted (Reference Table IV, Appendix H).
3. There is not enough variance between the means of the supervisor and employee groups surveyed to show more than one population. It may be assumed, therefore, that all respondents were influenced by a common source.

4. The demographic data included a wide range of responding personnel in nearly all areas. However, no conclusions were drawn specifically for this study from the various types of demographic data. It is assumed that since the population was stable and no average responses were outside of acceptable limits at the 99 percent confidence level, it would be unlikely that demographically analyzed data would result in significant variations to the original conclusion.

#### Recommendations for Further Research

Based upon the research findings and the conclusions of this study, the following recommendations are made.

1. Future studies in the abstract area of perceived communication from supervisor to subordinates should be accomplished on a broader range of personnel, such as "blue collar" workers, other types of government agencies, and agencies in other regions of the country.

2. Research concerning the influence of upper level management on first level supervisors and their subordinates' perceptions of supervisory/subordinate communication patterns is another recommended research area.

3. A closer look at communication of abstract supervisory roles and expectations versus idiosyncratic job descriptions could prove to be an interesting study.

4. Care should be taken whenever possible to avoid research, particularly concerning abstract ideas or processes, in agencies

affected by world situations when influence by those situations is at a peak.

5. Efforts to develop and refine tools for measuring the effectiveness of abstract communication should be continued.

6. Since it was known that major reductions in force structure and reorganizations were to take place at the civil service facility shortly after this study was completed, a study of the effect of major change on the communication of role and expectations may be enlightening.

#### Recommendations for Practice

The following recommendations for practice are suggested.

1. Training programs about communication should be required for all supervisory personnel. Currently, training programs are available but not required.

2. Training in role and expectation communication specifically, along with other nonverbal communication, should enhance existing courses or be developed as separate courses.

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APPENDIX A

LBDQ-FORM XII PERMISSION LETTER AND  
STATEMENT OF POLICY



Business Research Support Services

College of Business  
1775 College Road  
Columbus, OH 43210-1309  
Phone 614-292-9300

March 18, 1991

Ms. Loela S. McGuire  
1712 Serenade Dr.  
Midwest City, OK 73130

Dear Ms. McGuire:

We grant you permission to use and adapt the **Leader Behavior Description Questionnaire - Form XII** for use in your Master's thesis. Please refer to the attached Statement of Policy.

Sincerely yours,

Barbara L. Roach  
Director

BLR  
ahr

**THE OHIO STATE UNIVERSITY  
COLLEGE OF BUSINESS  
BUSINESS RESEARCH**

**STATEMENT OF POLICY**

**for**

**LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRES  
AND RELATED FORMS**

Permission will be granted with formal request to use the **Leader Behavior Description Questionnaires** and other related forms developed at The Ohio State University, subject to the following conditions:

1. **Use:** The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. **Inclusion in Dissertations:** Copies of the questionnaire may be included in theses and dissertations. Permission will be granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.
3. **Copyright:** In granting permission to use or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."
4. **Inquiries:** Communications should be addressed to:

Business Research  
College of Business  
The Ohio State University  
1775 College Road  
Columbus, OH 43210

## APPENDIX B

### AUTHORIZATION LETTER FOR DATA COLLECTION



DEPARTMENT OF THE AIR FORCE  
HEADQUARTERS OKLAHOMA CITY AIR LOGISTICS CENTER (AFLC)  
TINKER AIR FORCE BASE, OKLAHOMA 73145

REPLY TO  
ATTN OF:

Survey Analyst

08 FEB 1991

SUBJECT:

Authorization for Data Collection

TO:

To Whom It May Concern

1. An academic tasking has been made which requires analysis through use of a survey instrument on the topic "The Perceived Communication of Role and Expectations Between Supervision and Subordinate within a Civil Service Framework". Although this tasking is not a part of formal government business, your help is requested toward the successful conclusion of this valid academic study.
2. The attached Leader Expectation Questionnaire and accompanying demographic Background Information Sheet is the method being used to obtain data for this study. Your name was obtained through random sample selection of unit work groups within the LPA Division. Your response is earnestly solicited in order that an accurate analysis can be made. Serious response to the questionnaire and information sheet will indicate whether supervisory role and expectations are being communicated to the subordinates. The potential for staff development training in the future could be one benefit from the results of this study.
3. Cumulative results of the study survey may be obtained by completing the enclosed request form and routing it to LPAJ. Results will not be tallied by individual nor will individual responses be identified even to the analyst. Composite scores and statistics only will be available.
4. Do not sign the questionnaire. Your response will remain confidential. Completed questionnaires should be returned in the envelope provided, to your section secretary by noon, Wednesday, 13 Feb 91, for pick up by the survey analyst, or it may be delivered directly to the LPAJ office. This study is not labor intensive and should not take more than approximately 20 minutes of your time.
5. Your quick and serious response will be greatly appreciated.

*David C. Crossett*

COL DAVID C. CROSSETT, Chief  
Propulsion Management Division  
Directorate, Propulsion Management



COMBAT STRENGTH THROUGH LOGISTICS

## **APPENDIX C**

### **BACKGROUND INFORMATION SHEET**

## BACKGROUND INFORMATION SHEET

Routing Identifier: \_\_\_\_\_

The following questions consider various background characteristics relevant to this investigation. Please indicate your response by checking the appropriate box or by writing on the appropriate line.

Thank you.

1. How long (to the nearest year) have you served in  
you present position? \_\_\_\_\_ years
2. How long (to the nearest year) have you been in  
civil service? \_\_\_\_\_ years
3. Your sex (1) ☐ Female (2) ☐ Male
4. Marital status (1) ☐ Married (2) ☐ Single
5. Your age at your last birthday: \_\_\_\_\_
6. Your education level (1) ☐ Did not complete High School  
(2) ☐ High School Diploma or GED  
(3) ☐ Some College  
(4) ☐ Associate Degree  
(5) ☐ Bachelor Degree  
(6) ☐ Master Degree  
(7) ☐ Doctoral Degree
7. Identify the area which best describes your current job function:  
(1) ☐ Logistics Management Specialist (5) ☐ Engineering  
(2) ☐ Production Management Specialist (6) ☐ Support Function  
(personnel, equipment,  
(3) ☐ Equipment Specialist etc.)  
(4) ☐ Inventory Management Specialist (7) ☐ Financial Management



APPENDIX D

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

ADAPTED FORM XII (SUPERVISOR)

My routing identifier is \_\_\_\_\_

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--Form XII  
(How You Perceive Yourself)

On the following pages is a list of items that may be used to describe the behavior of you as supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, your behavior as a supervisor.

NOTE: The term, "group", as employed in the following items, refers to the unit of organization that you supervise.

The term "members", refers to all the people in the unit of organization that you supervise.

Your answers will NOT be seen outside the analysts' group. The report of the findings of this study will preserve the anonymity of your answers.

Thank you.

DIRECTIONS: \_

1. READ each item carefully.
2. THINK whether you always, often, occasionally, seldom, or never act as described by each item.
3. DECIDE whether you always, often, occasionally, seldom or never act as described by the item.
4. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

- A. Always
- B. Often
- C. Occasionally
- D. Seldom
- E. Never

Please precede each statement with

"My/I . . . ."

- 1....Act as the spokesperson of the group . . . . . A B C D E
- 2....Wait patiently for the results of a decision . . . . . A B C D E
- 3....Make pep talks to stimulate the group. . . . . A B C D E
- 4....Let group members know what is expected of them. . . . . A B C D E
- 5....Allow the members complete freedom in their work . . . . . A B C D E
- 6....Am hesitant about taking initiative in the group . . . . . A B C D E
- 7....Am friendly and approachable . . . . . A B C D E
- 8....Encourage overtime work. . . . . A B C D E
- 9....Make accurate decisions. . . . . A B C D E
- 10....Get along well with the people above myself. . . . . A B C D E
- 11....Publicize the activities of the group. . . . . A B C D E
- 12....Become anxious when I cannot find out what is  
coming next . . . . . A B C D E
- 13....Arguments are convincing . . . . . A B C D E
- 14....Encourage the use of uniform procedures. . . . . A B C D E
- 15....Permit the members to use their own judgment in solving  
problems . . . . . A B C D E
- 16....Fail to take necessary action. . . . . A B C D E
- 17....Do little things to make it pleasant to be a member  
of the group. . . . . A B C D E
- 18....Stress being ahead of competing groups . . . . . A B C D E
- 19....Keep the group working together as a team. . . . . A B C D E
- 20....Keep the group in good standing with higher authority. . . . A B C D E
- 21....Speak as the representative of the group . . . . . A B C D E
- 22....Accept defeat in stride. . . . . A B C D E
- 23....Argue persuasively for my point of view. . . . . A B C D E

A = Always    B = Often    C = Occasionally    D = Seldom    E = Never

- 24....Try out my ideas in the group. . . . . A B C D E
- 25....Encourage initiative in the group members. . . . . A B C D E
- 26....Let other persons take away my leadership in the group . . . A B C D E
- 27....Put suggestions made by the group into operation . . . . . A B C D E
- 28....Needle members for greater effort. . . . . A B C D E
- 29....Seem able to predict what is coming next . . . . . A B C D E
- 30....Am working hard for a promotion. . . . . A B C D E
- 31....Speak for the group when visitors are present. . . . . A B C D E
- 32....Accept delays without becoming upset . . . . . A B C D E
- 33....Am a very persuasive talker. . . . . A B C D E
- 34....Make my attitudes clear to the group . . . . . A B C D E
- 35....Let the members do their work the way they think best. . . . A B C D E
- 36....Let some members take advantage of me. . . . . A B C D E
- 37....Treat all group members as my equal. . . . . A B C D E
- 38....Keep the work moving at a rapid pace . . . . . A B C D E
- 39....Settle conflicts when they occur in the group. . . . . A B C D E
- 40....Superiors act favorably on most of my suggestions. . . . . A B C D E
- 41....Represent the group at outside meetings. . . . . A B C D E
- 42....Become anxious when waiting for new developments . . . . . A B C D E
- 43....Am very skillful in an argument. . . . . A B C D E
- 44....Decide what shall be done and how it shall be done . . . . . A B C D E
- 45....Assign a task, then let the members handle it. . . . . A B C D E
- 46....Am the leader of the group in name only. . . . . A B C D E
- 47....Give advance notice of changes . . . . . A B C D E
- 48....Push for increased production. . . . . A B C D E
- 49....Things usually turn out as I predict. . . . . A B C D E
- 50....Enjoy the privileges of my position. . . . . A B C D E

A = Always      B = Often      C = Occasionally      D = Seldom      E = Never

- 51....Handle complex problems efficiently. . . . . A B C D E
- 52....Am able to tolerate postponement and uncertainty . . . . . A B C D E
- 53....Am not a very convincing talker. . . . . A B C D E
- 54....Assign group members to particular tasks . . . . . A B C D E
- 55....Turn the members loose on a job, and let them go to it . . . A B C D E
- 56....Back down when I ought to stand firm . . . . . A B C D E
- 57....Keep to myself . . . . . A B C D E
- 58....Ask the members to work harder . . . . . A B C D E
- 59....Am accurate in predicting the trend of events. . . . . A B C D E
- 60....Get my superiors to act for the welfare or the  
group members. . . . . A B C D E
- 61....Get swamped by details . . . . . A B C D E
- 62....Can wait just so long, then blow up. . . . . A B C D E
- 63....Speak from a strong inner conviction . . . . . A B C D E
- 64....Make sure that my part in the group is understood  
by the group members. . . . . A B C D E
- 65....Am reluctant to allow the members any freedom of action. . . A B C D E
- 66....Let some members have authority that I should keep . . . . . A B C D E
- 67....Look out for the personal welfare of group members . . . . . A B C D E
- 68....Permit the members to take it easy in their work . . . . . A B C D E
- 69....See to it that the work of the group is coordinated. . . . . A B C D E
- 70....Work carries weight with superiors . . . . . A B C D E
- 71....Get things all tangled up. . . . . A B C D E
- 72....Remain calm when uncertain about coming events . . . . . A B C D E
- 73....Am an inspiring talker . . . . . A B C D E
- 74....Schedule the work to be done . . . . . A B C D E
- 75....Allow the group a high degree of initiative. . . . . A B C D E
- 76....Take full charge when emergencies arise. . . . . A B C D E
- 77....Am willing to make changes . . . . . A B C D E



**APPENDIX E**

**LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE**

**ADAPTED FORM XII (SUBORDINATE)**

My routing identifier is \_\_\_\_\_

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE--Form XII  
(How You Perceive Your Leader)

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

NOTE: The term, "group", as employed in the following items, refers to the unit of organization that is supervised by the person being described.

The term "members", refers to all the people in the unit of organization that is supervised by the person being described.

Your answers will NOT be seen by the supervisor. The report of the findings of this study will preserve the anonymity of your answers.

Thank you.

DIRECTIONS: \_

1. READ each item carefully.
2. THINK about how frequently you believe your supervisor engages in the behavior described by each item.
3. DECIDE whether your supervisor always, often, occasionally, seldom, or never acts as described by the item.
4. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.
  - A. Always
  - B. Often
  - C. Occasionally
  - D. Seldom
  - E. Never



Please precede each statement with

"My supervisor. . . ."

- 1....Acts as the spokesperson of the group. . . . . A B C D E
- 2....Waits patiently for the results of a decision. . . . . A B C D E
- 3....Makes pep talks to stimulate the group . . . . . A B C D E
- 4....Lets group members know what is expected of them . . . . . A B C D E
- 5....Allows the members complete freedom in their work. . . . . A B C D E
- 6....Is hesitant about taking initiative in the group . . . . . A B C D E
- 7....Is friendly and approachable . . . . . A B C D E
- 8....Encourages overtime work . . . . . A B C D E
- 9....Makes accurate decisions . . . . . A B C D E
- 10....Gets along well with the people above him/her. . . . . A B C D E
- 11....Publicizes the activities of the group . . . . . A B C D E
- 12....Becomes anxious when he/she cannot find out what is  
coming next. . . . . A B C D E
- 13....His/her arguments are convincing . . . . . A B C D E
- 14....Encourages the use of uniform procedures . . . . . A B C D E
- 15....Permits the members to use their own judgment in solving  
problems . . . . . A B C D E
- 16....Fails to take necessary action . . . . . A B C D E
- 17....Does little things to make it pleasant to be a member  
of the group . . . . . A B C D E
- 18....Stresses being ahead of competing groups . . . . . A B C D E
- 19....Keeps the group working together as a team . . . . . A B C D E
- 20....Keeps the group in good standing with higher authority . . . A B C D E
- 21....Speaks as the representative of the group. . . . . A B C D E
- 22....Accepts defeat in stride . . . . . A B C D E
- 23....Argues persuasively for his/her point of view. . . . . A B C D E

A = Always      B = Often      C = Occasionally      D = Seldom      E = Never

- 24....Tries out his/her ideas in the group . . . . . A B C D E
- 25....Encourages initiative in the group members . . . . . A B C D E
- 26....Lets other persons take away his/her leadership in the group A B C D E
- 27....Puts suggestions made by the group into operation. . . . . A B C D E
- 28....Needles members for greater effort . . . . . A B C D E
- 29....Seems able to predict what is coming next. . . . . A B C D E
- 30....Is working hard for a promotion. . . . . A B C D E
- 31....Speaks for the group when visitors are present . . . . . A B C D E
- 32....Accepts delays without becoming upset. . . . . A B C D E
- 33....Is a very persuasive talker. . . . . A B C D E
- 34....Makes his/her attitudes clear to the group . . . . . A B C D E
- 35....Lets the members do their work the way they think best . . . A B C D E
- 36....Lets some members take advantage of him/her. . . . . A B C D E
- 37....Treats all group members as his/her equals . . . . . A B C D E
- 38....Keeps the work moving at a rapid pace. . . . . A B C D E
- 39....Settles conflicts when they occur in the group . . . . . A B C D E
- 40....His/her superiors act favorably on most of his/her  
suggestions . . . . . A B C D E
- 41....Represents the group at outside meetings . . . . . A B C D E
- 42....Becomes anxious when waiting for new developments. . . . . A B C D E
- 43....Is very skillful in an argument. . . . . A B C D E
- 44....Decides what shall be done and how it shall be done. . . . . A B C D E
- 45....Assigns a task, then lets the members handle it. . . . . A B C D E
- 46....Is the leader of the group in name only. . . . . A B C D E
- 47....Gives advance notice of changes. . . . . A B C D E
- 48....Pushes for increased production. . . . . A B C D E
- 49....Things usually turn out as he/she predicts . . . . . A B C D E
- 50....Enjoys the privileges of his/her position. . . . . A B C D E

A = Always      B = Often      C = Occasionally      D = Seldom      E = Never

- 51....Handles complex problems efficiently . . . . . A B C D E
- 52....Is able to tolerate postponement and uncertainty . . . . . A B C D E
- 53....Is not a very convincing talker. . . . . A B C D E
- 54....Assigns group members to particular tasks. . . . . A B C D E
- 55....Turns the members loose on a job, and lets them go to it . . A B C D E
- 56....Backs down when he/she ought to stand firm . . . . . A B C D E
- 57....Keeps to himself/herself . . . . . A B C D E
- 58....Asks the members to work harder. . . . . A B C D E
- 59....Is accurate in predicting the trend of events. . . . . A B C D E
- 60....Gets his/her superiors to act for the welfare of the  
group members . . . . . A B C D E
- 61....Gets swamped by details. . . . . A B C D E
- 62....Can wait just so long, then blows up . . . . . A B C D E
- 63....Speaks from a strong inner conviction. . . . . A B C D E
- 64....Makes sure that his/her part in the group is understood  
by the group members. . . . . A B C D E
- 65....Is reluctant to allow the members any freedom of action. . . A B C D E
- 66....Lets some members have authority that he/she should keep . . A B C D E
- 67....Looks out for the personal welfare of group members. . . . . A B C D E
- 68....Permits the members to take it easy in their work. . . . . A B C D E
- 69....Sees to it that the work of the group is coordinated . . . . A B C D E
- 70....His/her word carries weight with superiors . . . . . A B C D E
- 71....Gets things all tangled up . . . . . A B C D E
- 72....Remains calm when uncertain about coming events. . . . . A B C D E
- 73....Is an inspiring talker . . . . . A B C D E
- 74....Schedules the work to be done. . . . . A B C D E
- 75....Allows the group a high degree of initiative . . . . . A B C D E
- 76....Takes full charge when emergencies arise . . . . . A B C D E
- 77....Is willing to make changes . . . . . A B C D E

A = Always      B = Often      C = Occasionally      D = Seldom      E = Never

- 78....Drives hard when there is a job to be done . . . . . A B C D E
- 79....Helps group members settle their differences . . . . . A B C D E
- 80....Gets what he/she asks for from his/her superiors . . . . . A B C D E
- 81....Can reduce a madhouse to system and order. . . . . A B C D E
- 82....Is able to delay action until the proper time occurs . . . . A B C D E
- 83....Persuades others that his/her ideas are to their advantage . A B C D E
- 84....Maintains definite standards of performance. . . . . A B C D E
- 85....Trusts members to exercise good judgment . . . . . A B C D E
- 86....Overcomes attempts made to challenge his/her leadership. . . A B C D E
- 87....Refuses to explain his/her actions . . . . . A B C D E
- 88....Urges the group to beat its previous record. . . . . A B C D E
- 89....Anticipates problems and plans for them. . . . . A B C D E
- 90....Is working his/her way to the top. . . . . A B C D E
- 91....Gets confused when too many demands are made of him/her. . . A B C D E
- 92....Worries about the outcome of any new procedure . . . . . A B C D E
- 93....Can inspire enthusiasm for a project . . . . . A B C D E
- 94....Asks that group members follow standard rules and  
regulations. . . . . A B C D E
- 95....Permits the group to set its own pace. . . . . A B C D E
- 96....Is easily recognized as the leader of the group. . . . . A B C D E
- 97....Acts without consulting the group. . . . . A B C D E
- 98....Keeps the group working up to capacity . . . . . A B C D E
- 99....Maintains a closely knit group . . . . . A B C D E
- 100...Maintains cordial relations with superiors . . . . . A B C D E

APPENDIX F

MANUAL FOR THE LEADER BEHAVIOR DESCRIPTION

QUESTIONNAIRE - FORM XII

**M A N U A L**  
for the  
**LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - Form XII**  
An Experimental Revision

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**1963**

## LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - Form XII

The Leader Behavior Description Questionnaire, often referred to as LBDQ, was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.

### Origin of the Scales

The LBDQ grew out of work initiated by Hemphill (10). Further development of the scales by the staff of the Ohio State Leadership Studies has been described by Hemphill and Coons (13). Shartle (16) has outlined the theoretical considerations underlying the descriptive method. He observed that "when the Ohio State Leadership Studies were initiated in 1945, no satisfactory theory or definition of leadership was available." It was subsequently found in empirical research that a large number of hypothesized dimensions of leader behavior could be reduced to two strongly defined factors. These were identified by Halpin and Winer (9) and Fleishman (3) as Consideration and Initiation of Structure.

The two factorially defined subscales, Consideration and Initiation of Structure, have been widely used in empirical research, particularly in military organizations (5, 6), industry (2, 3, 4), and education (6, 8, 12). Halpin (7) reports that "in several studies where the agreement among respondents in describing their respective leaders has been checked by a 'between-group vs. within-group' analysis of variance, the *F* ratios all have been found significant at the .01 level. Followers tend to agree in describing the same leader, and the descriptions of different leaders differ significantly."

### The Development of Form XII

It has not seemed reasonable to believe that two factors are sufficient to account for all the observable variance in leader behavior. However, as Shartle (16) observed, no theory was available to suggest additional factors. A new theory of role differentiation and group achievement by Stogdill (17), and the survey of a large body of research data that supported that theory, suggested that a number of variables operate in the differentiation of roles in social groups. Possible factors suggested by the theory are the following: tolerance of uncertainty, persuasiveness, tolerance of member freedom of action, predictive accuracy, integration of the group, and reconciliation of conflicting demands. Possible new factors suggested by the results of empirical research are the following: representation of group interests, role assumption, production emphasis, and orientation toward superiors.

Items were developed for the hypothesized subscales. Questionnaires incorporating the new items were administered to successive groups. After item analysis, the questionnaires were revised, administered again, reanalyzed, and revised.

Marder (14) reported the first use of the new scales in the study of an army airborne division and a state highway patrol organization. Day (1) used a revised form of the questionnaire in the study of an industrial organization. Other revisions were employed by Stogdill, Goode, and Day (20, 21, 22) in the study of ministers, leaders in a community development, United States senators, and presidents of corporations. Stogdill (18) has used the new scales in the study of industrial and governmental organizations. Form XII represents the fourth revision of the questionnaire. It is subject to further revision.



### Definition of the Subscales

Each subscale is composed of either five or ten items. A subscale is necessarily defined by its component items, and represents a rather complex pattern of behaviors. Brief definitions of the subscales are listed below:

1. Representation - speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)
3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)
4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure - clearly defines own role, and lets followers know what is expected. (10 items)
6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)
7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)
8. Consideration - regards the comfort, well being, status, and contributions of followers. (10 items)
9. Production Emphasis - applies pressure for productive output. (10 items)
10. Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)
11. Integration - maintains a closely knit organization; resolves inter-member conflicts. (5 items)
12. Superior Orientation - maintains cordial relations with superiors; has influence with them; is striving for higher status. (10 items)

LEDQ Form XII - RECORD SHEET

											<u>Totals</u>
1. Representation	1 _	11 _	21 _	31 _	41 _						( )
2. Reconciliation						51 _	61 _	71 _	81 _	91 _	( )
3. Tol. Uncertainty	2 _	12 _	22 _	32 _	42 _	52 _	62 _	72 _	82 _	92 _	( )
4. Persuasion	3 _	13 _	23 _	33 _	43 _	53 _	63 _	73 _	83 _	93 _	( )
5. Structure	4 _	14 _	24 _	34 _	44 _	54 _	64 _	74 _	84 _	94 _	( )
6. Tol. Freedom	5 _	15 _	25 _	35 _	45 _	55 _	65 _	75 _	85 _	95 _	( )
7. Role Assumption	6 _	16 _	26 _	36 _	46 _	56 _	66 _	76 _	86 _	96 _	( )
8. Consideration	7 _	17 _	27 _	37 _	47 _	57 _	67 _	77 _	87 _	97 _	( )
9. Production Emph	8 _	18 _	28 _	38 _	48 _	58 _	68 _	78 _	88 _	98 _	( )
10. Predictive Acc	9 _		29 _		49 _	59 _			89 _		( )
11. Integration		19 _		39 _			69 _	79 _		99 _	( )
12. Superior Orient	10 _	20 _	30 _	40 _	50 _	60 _	70 _	80 _	90 _	100 _	( )

### Subscale Means and Standard Deviations

There are no norms for the LBDQ. The questionnaire was designed for use as a research device. It is not recommended for use in selection, assignment, or assessment purposes.

The means and standard deviations for several highly selected samples are shown in Table 1. The samples consist of commissioned and noncommissioned officers in an army combat division, the administrative officers in a state highway patrol headquarters office, the executives in an aircraft engineering staff, ministers of various denominations of an Ohio Community, leaders in community development activities throughout the state of Ohio, presidents of "successful" corporations, presidents of labor unions, presidents of colleges and universities, and United States Senators.

### Reliability of the Subscales

The reliability of the subscales was determined by a modified Kuder-Richardson formula. The modification consists in the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. This procedure yields a conservative estimate of subscale reliability. The reliability coefficients are shown in Table 2.

Table 1. Means and Standard Deviations

Subscale	Army Division		Highway Patrol		Aircraft		Ministers		Community Leaders	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representation	20.0	3.0	19.9	2.8	19.8	2.8	20.4	2.4	19.6	2.4
2. Demand Reconciliation					19.2	2.8	19.8	3.1	19.7	3.3
3. Tolerance Uncertainty	36.2	4.7	35.6	4.6	33.2	6.2	37.5	6.3	37.7	5.6
4. Persuasiveness	38.3	6.2	37.9	5.9	36.5	5.5	42.1	4.7	39.5	5.5
5. Initiating Structure	38.6	5.7	39.7	4.5	36.6	5.4	38.7	4.9	37.2	5.7
6. Tolerance Freedom	35.9	6.5	36.3	5.3	38.0	5.9	37.5	6.0	36.4	5.0
7. Role Assumption	42.7	6.1	42.7	5.3	40.9	5.6	41.5	5.4	39.8	5.6
8. Consideration	37.1	5.6	36.9	6.5	37.1	5.8	42.5	5.8	41.1	4.7
9. Production Emphasis	36.3	5.1	35.8	5.7	36.1	5.6	34.9	5.1	35.4	6.8
10. Predictive Accuracy	18.1	2.1	17.8	2.1	19.2	2.6	20.5	2.3	19.6	2.5
11. Integration	19.5	2.6	19.1	2.7						
12. Superior Orientation	39.9	4.9	39.1	5.1	38.6	4.2				
Number of Cases	235		185		165		103		57	

Table 1. Means and Standard Deviations (continued)

Subscale	Corporation Presidents		Labor Presidents		College Presidents		Senators	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1. Representation	20.5	1.8	22.2	2.2	21.4	1.9	20.7	2.5
2. Demand Reconciliation	20.6	2.7	21.5	3.2			20.7	3.5
3. Tolerance Uncertainty	35.9	5.4	40.4	5.6	37.2	5.5	35.3	7.6
4. Persuasiveness	40.1	4.2	43.1	4.8	41.1	4.2	42.5	4.6
5. Initiating Structure	38.5	5.0	38.3	5.6	37.7	4.2	38.8	5.5
6. Tolerance Freedom	38.9	4.9	38.0	4.0	39.6	3.9	36.6	6.2
7. Role Assumption	42.7	3.5	43.3	5.5	43.5	4.5	41.0	5.7
8. Consideration	41.5	4.0	42.3	5.5	41.3	4.1	41.1	5.9
9. Production Emphasis	38.9	4.4	36.0	5.0	36.2	5.0	41.2	5.2
10. Predictive Accuracy	20.1	1.8	20.9	2.0				
11. Integration								
12. Superior Orientation	43.2	3.1			42.9	2.9		
Number of Cases	55		44		55			

Table 2. Reliability Coefficients (Modified Kuder-Richardson)

Subscale	Army Division	Highway Patrol	Air- craft Execu- tives	Ministers	Community Leaders	Corpora- tion Presi- dents	Labor Presi- dents	College Presi- dents	Senators
1. Representation	.82	.85	.74	.55	.59	.54	.70	.66	.31
2. Demand Reconciliation			.73	.77	.58	.59	.81		.61
3. Tolerance Uncertainty	.58	.66	.82	.84	.85	.79	.82	.80	.83
4. Persuasiveness	.84	.85	.84	.77	.79	.69	.80	.76	.82
5. Initiating Structure	.79	.75	.78	.70	.72	.77	.78	.80	.72
6. Tolerance Freedom	.81	.79	.86	.75	.86	.84	.58	.73	.64
7. Role Assumption	.85	.84	.84	.75	.83	.57	.86	.75	.65
8. Consideration	.76	.87	.84	.85	.77	.78	.83	.76	.85
9. Production Emphasis	.70	.79	.79	.59	.79	.71	.65	.74	.38
10. Predictive Accuracy	.76	.82	.91	.83	.62	.84	.87		
11. Integration	.73	.79							
12. Superior Orientation	.64	.75	.81			.66		.50	

### Administering the LEDQ

The LEDQ is usually employed by followers to describe the behaviors of their leader or supervisor. However, the questionnaire can be used by peers or superiors to describe a given leader whom they know well enough to describe accurately. With proper changes in instructions, the questionnaire can also be used by a leader to describe his own behavior.

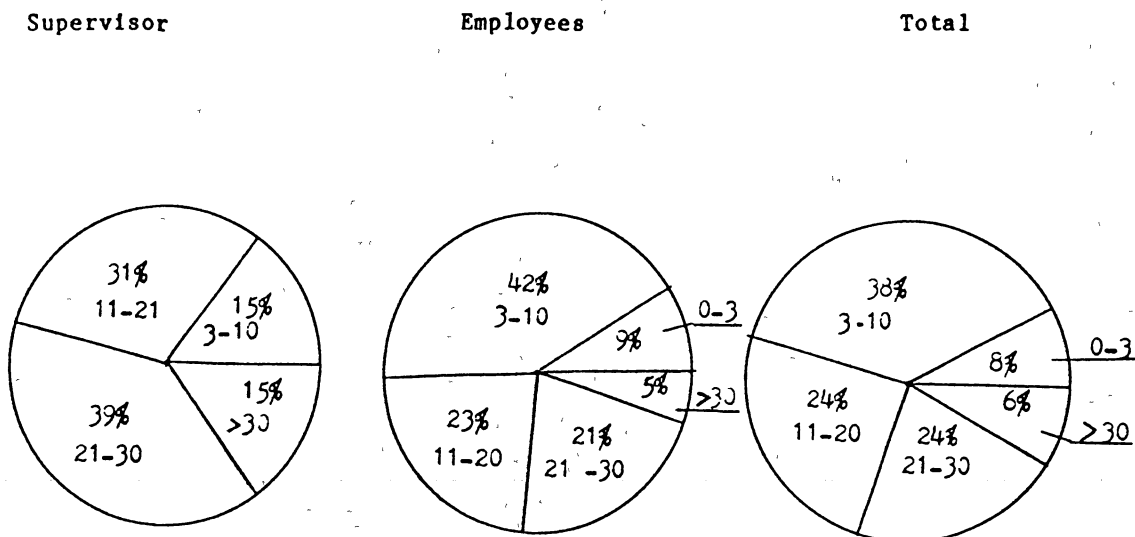
The questionnaire can be administered individually or in groups. It is usually not necessary for the person making the description to write his name on the test booklet. However, the name of the leader being described should be written on the test booklet. It is necessary to identify the person being described whenever it is desired to add together (and obtain an average of) the descriptions of several describers.

How many describers are required to provide a satisfactory index score of the leader's behavior? Halpin (7) suggests that "a minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores. Six or seven respondents per leader would be a good standard."

In explaining the purpose and nature of a research project to a group of respondents, it has not been found necessary to caution them about honesty or frankness. It has been found sufficient to say, "All that is required is for you to describe your supervisor's behavior as accurately as possible." Whenever possible to do so, it is desirable to assure the respondents that their descriptions will not be seen by any of the persons whom they are asked to describe.

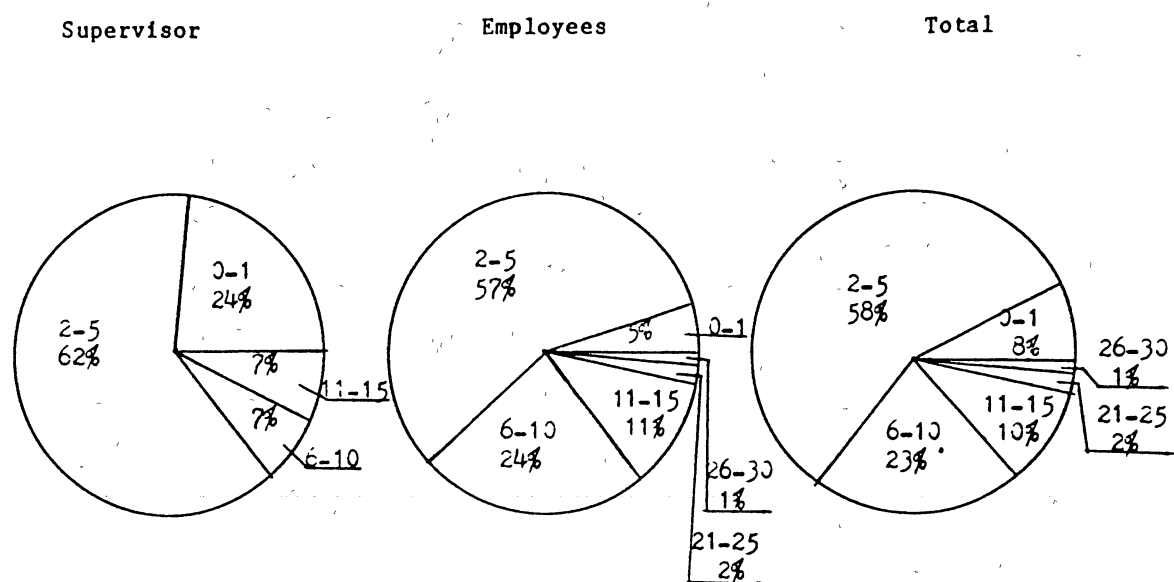
**APPENDIX G**  
**DEMOGRAPHIC DATA**





Years	Supervisor		Employees		% of Total
	% of Supv.	% of Total	% of Empl.	% of Total	
0 - 3	---	---	9%	7%	8%
3 - 10	15%	2%	42%	37%	38%
11 - 20	31%	4%	23%	19%	24%
21 - 30	39%	5%	21%	19%	24%
more than 30	15%	2%	5%	5%	6%
Number of respondents - 13			93		106

Figure 11. Number of Years in Civil Service



Number of Respondents - 13

93

106

Figure 12. Number of Years in Present Position

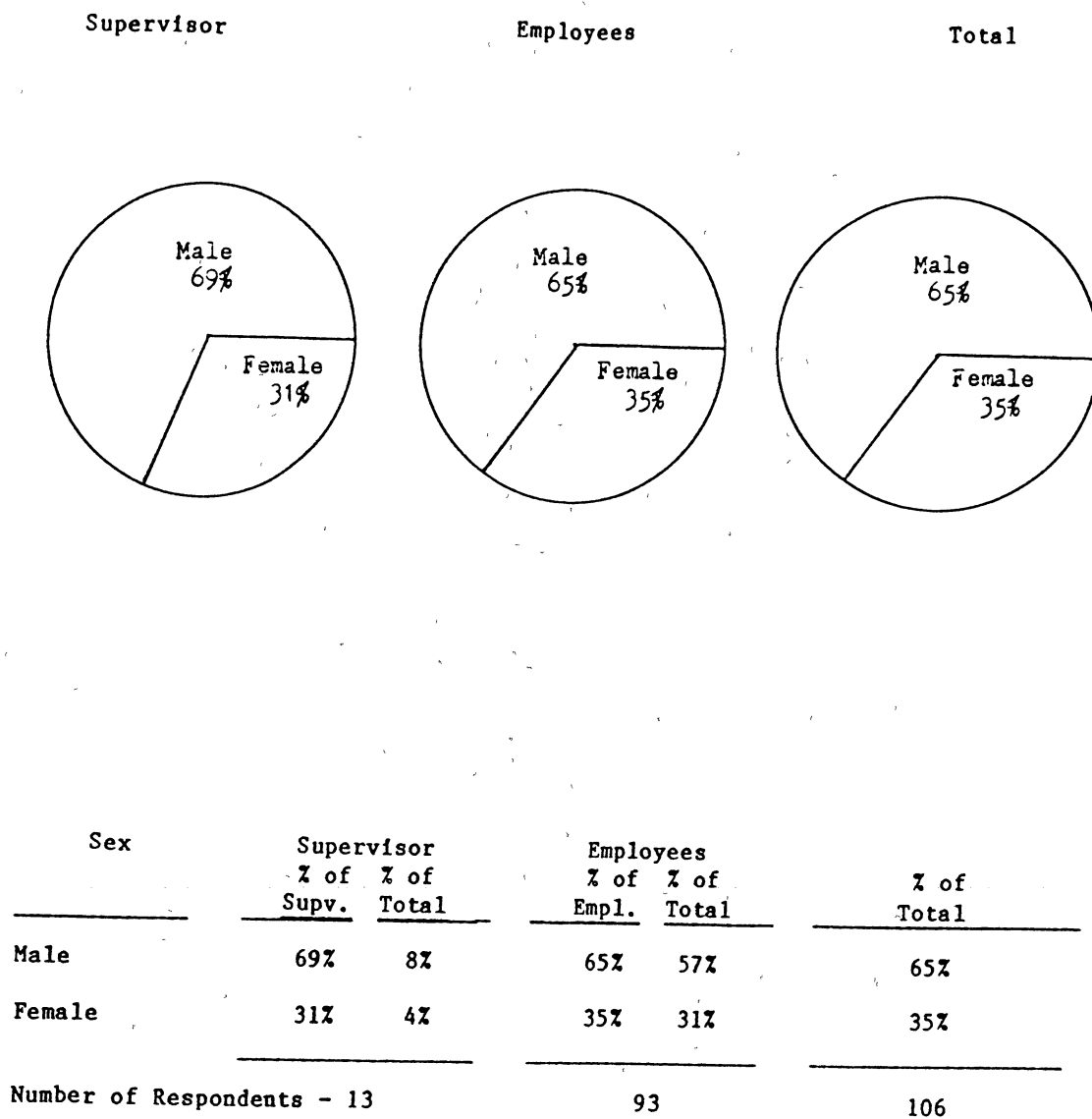


Figure 13. Sex of Respondents

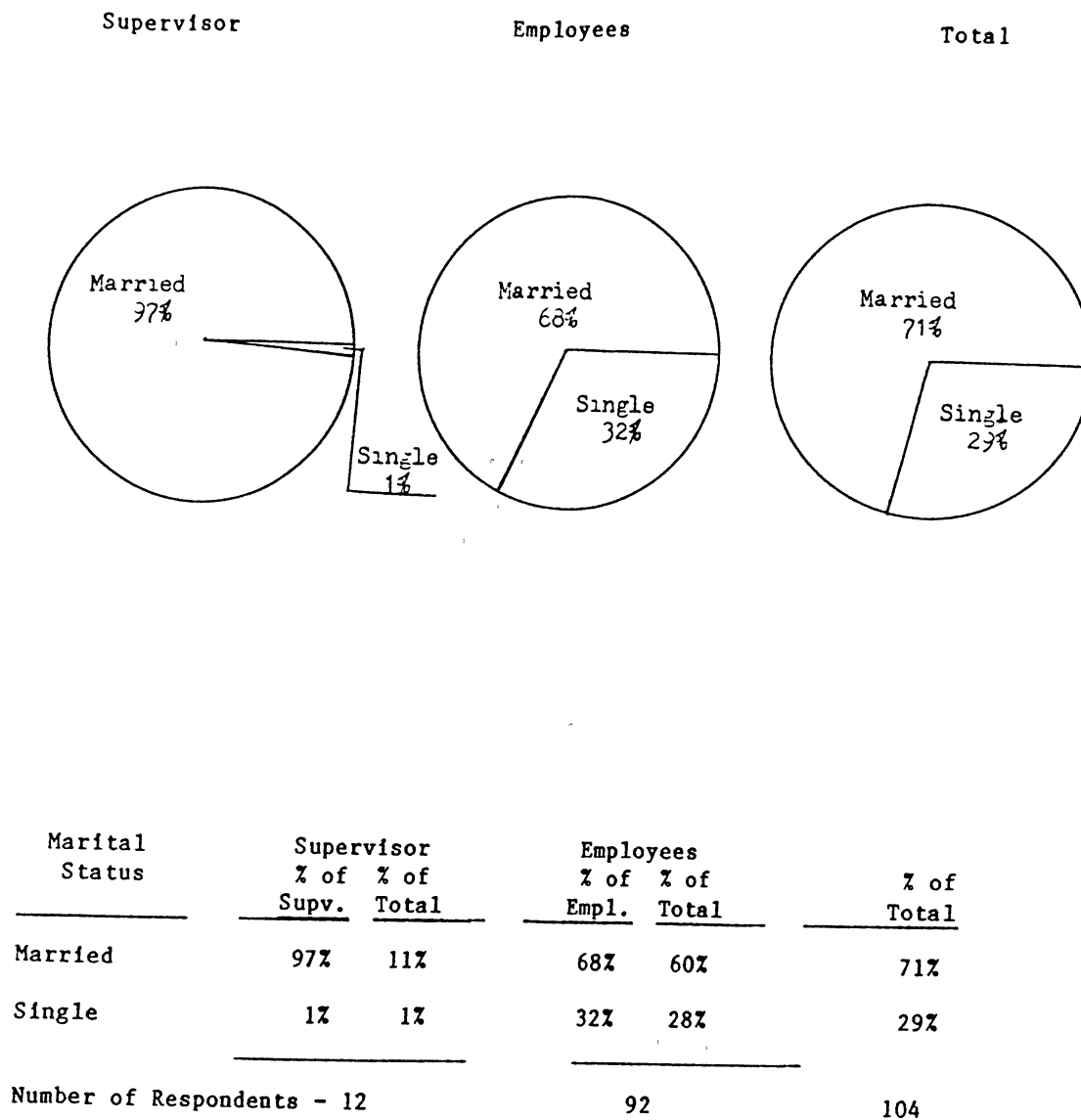
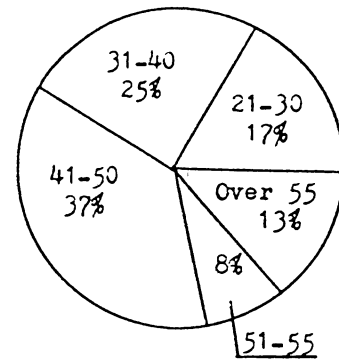
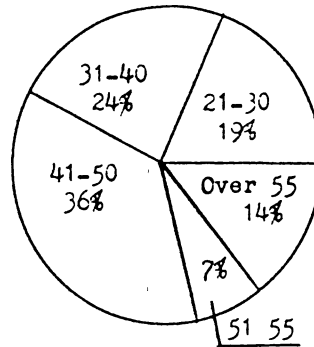
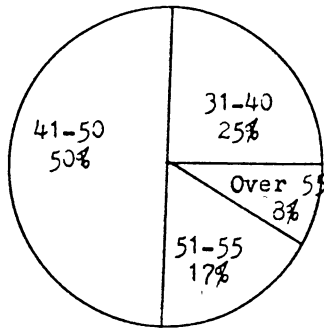


Figure 14. Marital Status of Respondents

Supervisor

Employees

Total



Age	Supervisor		Employees		% of Total
	% of Supv.	% of Total	% of Empl.	% of Total	
21 - 30	---	---	19%	17%	17%
31 - 40	25%	3%	24%	21%	25%
41 - 50	50%	6%	36%	32%	37%
51 - 55*	17%	2%	7%	6%	8%
Over 55	8%	1%	14%	12%	13%
Number of Respondents - 12			87		99

\*55 is retirement age for those with 30 years service

Figure 15. Age of Respondents

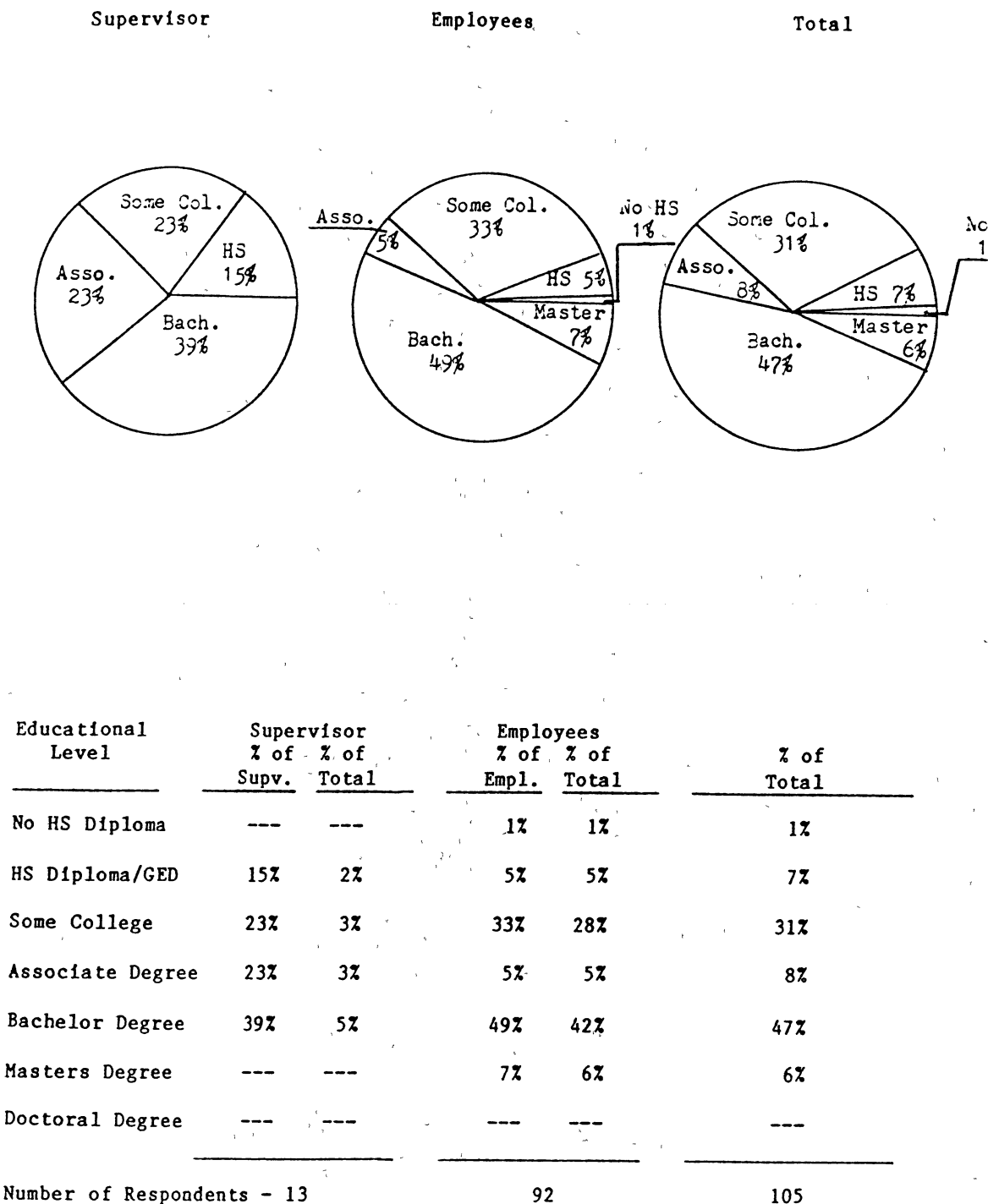
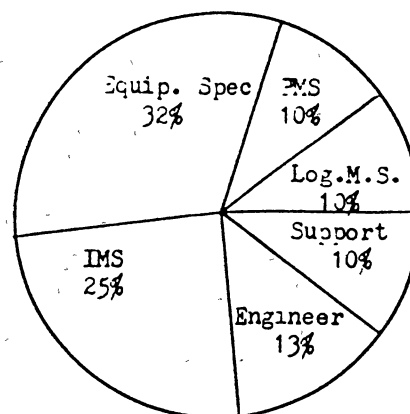


Figure 16. Highest Educational Degree Attained



<u>Job Functions</u>	<u>Percentage of Respondents</u>
Logistics Management Specialist	10%
Production Management Specialist	10%
Equipment Specialist	32%
Inventory Management Specialist	25%
Engineering	13%
Support	10%

Figure 17. Job Functions

## APPENDIX H

RAW DATA AND AVERAGE SCORES OF SUPERVISOR/  
SUBORDINATE UNIT GROUPS BY  
JOB FUNCTION



TABLE V

RAW DATA AND AVERAGE SCORES OF  
SUPERVISOR/SUBORDINATE UNIT GROUPS  
BY JOB FUNCTION

JOB FUNCTION	RESPONDENTS		EXTENDED RAW SCORES		AVERAGE/MEAN SCORES	
	Supv.	Employees	Supv.	Employees	Supv.	Employees
Inv. Mgmt. Spec.	5	35	106	712	2.1	2.3
Prod. Mgmt. Spec.	1	9	21	85	2.1	2.1
Equipment Spec.	4	38	62	877	1.6	2.3
Logistics Mgmt. Spec.	1	6	-----	-----	-----	-----
Engineering	2	16	50	401	2.5	2.6
Support	2	11	21	98	2.1	1.6
	<u>15</u>	<u>115</u>	<u>260</u>	<u>2173</u>	<u>(2.0)</u>	<u>(2.3)</u>

**APPENDIX I**

**LETTERS**



ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

1527 New Hampshire Avenue, N.W., Washington, D.C. 20036  
202-232-8656 FAX 202-462-7849

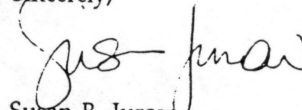
March 5, 1990

Loela S. McGuire  
1712 Serenade Dr.  
Midwest City, OK 73130

Dear Ms. McGuire:

You have mixed us up with the Center for Creative Leadership at 5000 Laurinda Drive, Greensboro, NC 27402-1660. I attended a CCL workshop with people from your base, so somehow my address probably got into the wrong file. Good luck on your project.

Sincerely,



Susan R. Jurow  
Director

SRJ/mhs



Twenty years of promoting management excellence  
in research libraries, 1970-1990

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5605 Green Circle Drive, Minnetonka MN 55343 / Phone 612-939-5000

NATIONAL  
COMPUTER  
SYSTEMS



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PROFESSIONAL ASSESSMENT SERVICE

March 7, 1990

Loela S. McGuire  
1712 Serenade Dr.  
Midwest City, OK 73103

Dear Ms. McGuire:

Thank you for thinking of NCS Professional Assessment Services when an assessment solution was needed. The instruments we offer are focused on the assessment of the individual's personality, interests and potential, rather than on the expectation definition and emphasis.

An idea would be to consult another division of NCS - National Information Services (NIS). They specialize in constructing surveys for organizations, and they may have done something similar to your thesis. Please contact:

National Information Services  
11300 Rupp Drive  
Burnsville, MN 55337  
(612) 894-9494

If I can be of further assistance, please contact me again.

Sincerely,

Kevin Anderson  
Test Product Consultant

**CENTER FOR CREATIVE LEADERSHIP**

5000 Laurinda Drive  
Post Office Box P-1  
Greensboro, North Carolina 27402-1660  
919-288-7210, Telex 3772224, FAX 919-288-3999

March 22, 1990

Leola S. McGuire  
1712 Serenade Dr.  
Midwest City, OK 73130

Dear Ms. McGuire:

Your letter of March 14th, requesting information on instruments, was passed on to me.

I'm afraid I can be of little help, because it was not clear from your letter why the LBDQ was inappropriate to your research questions. If what you need is an instrument which captures the behavior of the employees, rather than the behavior of the leader (or expectations for the behavior of employees), I do not know of such an instrument.

There is a book you might consult however. It is the Directory of HRD Instrumentation, published by University Associates. It briefly describes a vast array of instruments used in organizations and would be a first step in identifying one for your use.

Good luck with your research.

Sincerely,



Ellen Van Velsor, PhD  
Director  
Leadership Technologies Research

VITA

Loela S. McGuire

Candidate for the Degree of

Master of Science

**Thesis:** THE PERCEIVED COMMUNICATION OF ROLE AND EXPECTATIONS FROM SUPERVISORS TO SUBORDINATES IN A FEDERAL CIVIL SERVICE FACILITY

**Major Field:** Occupational and Adult Education

**Area of Specialization:** Human Resource Development

**Biographical:**

**Personal Data:** Born in Tulsa, Oklahoma on March 8, 1946, the daughter of Elmer J. and Loena Balcom.

**Education:** Graduated from Okmulgee High School, Okmulgee, Oklahoma, in May, 1964; received Bachelor of Music Education in Elementary-Secondary Music from Oklahoma State University, Stillwater, Oklahoma in May, 1969; completed requirements for the Master of Science degree at Oklahoma State University in May, 1991.

**Professional Experience:** Band Director, McLoud Schools, McLoud, Oklahoma, 1969-1973; Accident and Health Underwriter, Globe Life and Accident Insurance Company, 1973-1974; Inventory Management Specialist, Oklahoma City Air Logistics Center, Oklahoma City, 1974-1983; Requirements Computer Systems Instructor, Oklahoma City Air Logistics Center, Oklahoma City, 1983-1984; Logistics Management Specialist, Oklahoma City Air Logistics Center, Oklahoma City, 1984-1986; Supervisory Inventory Management Specialist, Oklahoma City Air Logistics Center, 1986 to present.

**Professional Organizations:** Air Force Logistics Executive Cadre; Air Force Association; Tinker Management Association; National Honorary Fraternity of Tau Beta Sigma.