

A LIMITED STUDY OF THE RELATIONSHIP
BETWEEN SUPERVISORY ATTITUDE, JOB
KNOWLEDGE AND PERFORMANCE
RATING

By

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This study is concerned with organizational productivity, quality of work life and the cause of standard performance. As a practitioner in the area of Organizational and Employee Development, it has been the author's experience that employee attitude towards the work environment has a more profound effect upon performance than any other factor, including job knowledge. If such is the case, the practitioner's efforts to correct substandard performance through training in the cognitive or psychomotor domains are often wasted, for the problem may not lie in the employee's ability to perform, but in the will to perform. While considerable research has been conducted in the area of productivity and quality of work life, little has been done to aid the practitioner in diagnosing the actual cause of substandard performance or the methodologies which would be most effective in correcting it. This study was directed towards that end.

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CHAPTER I

INTRODUCTION

Background Information

Perhaps the greatest concern of the nation's economic, business and government leaders today is declining productivity in the face of rapidly rising costs, limited resources and increasing competition from abroad. One has only to look at this country's increasing rate of inflation, our national debt or its trade deficits to understand the critical nature of the problem. While there are many factors contributing to this situation, such as misguided economic, social and regulatory policy others are rooted in the schools and workplace. This research focused primarily on the workplace, specifically those management policies and practices which tend to promote worker dissatisfaction and substandard performance.

In the field of Organizational and Employee Development, there is a common perception that employee attitude towards the work setting has a more profound effect upon performance than any other factor, including job knowledge. If such is the case, the practitioner's efforts to correct substandard performance through training in the cognitive or psychomotor domains are often fruitless, for the problem may not lie in the employee's ability to perform, but in the will to perform. The will to perform is a function of attitude, and attitude,

a function of perception. When management policies and practices are perceived as deliberately subordinating the legitimate needs, interests and values of employees to those of management, alienation invariably results along with deteriorating performance and dysfunctional behavior. In such cases, efforts to correct substandard performance might better be directed to changing either the distorted perceptions of employees or the dysfunctional management policies and practices which cause them.

Statement of the Problem

In order to address issues such as declining productivity and inability to adapt to environmental change, organizations are turning to practitioners in the newly emerging field of Human Resource Development.

Practitioners in this new field must concern themselves with three areas of accountability: (1) assisting management in developing integrated organizational systems and processes which best enable the organization to meet its mission; (2) developing the organization's human resource potential and (3) assisting management in the resolution of performance problems. The overriding objective common to all three areas of accountability is constructive change, i.e. helping the organization's human resource change old work behaviors, which are dysfunctional or are no longer effective, to more effective ones. The overriding problem in fulfilling this objective is determining whether those dysfunctional behaviors or substandard performances are the result of: (1) a deficiency of knowledge (the ability to perform); (2) a deficiency of attitude (the will to perform); (3) a deficiency in

organizational structure (operational blockage of desired performance); (4) a deficiency of performance consequence (the penalizing of desired performance or rewarding of undesired performance) or (5) a deficiency in working relationships (faulty communications or perceptual differentiation).

Need for the Study

While considerable research has been conducted in the area of productivity and quality of work life, little has been done to aid in the diagnosing of the actual causes of substandard performance or to determine the methodologies which would be most effective in correcting it. This study was directed toward these ends, and hopefully, provide some insight into the design of management systems which consider the needs of employees and integrate them into the organization's structure, policies and practices.

Purpose of the Study

The purpose of this study was to attempt to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of knowledge (the ability to serve).

Hypotheses

Hypothesis No. One

There is no statistically significant correlation between employee job knowledge and job performance rating.

Hypothesis No. Two

There is no statistically significant correlation between employee attitude and job performance rating.

Organization of Study

In order to provide a background of understanding into the overall problem of declining productivity and the environmental forces contributing to it, a review of related literature was undertaken and reported in Chapter II.

Chapter III provides an overall description of the research design, methodology and statistical procedures utilized to meet the objectives of the study. It also describes the organization in which the study was conducted, the selection subjects, the data collection instruments and a discussion of the procedures used in data collection and analysis.

Chapter IV summarizes the data, describes the three statistical processes used and the results of the statistical analysis.

Finally in Chapter V the results of the analysis are summarized, implications discussed, conclusions drawn and recommendations for further study suggested.

CHAPTER II

REVIEW OF LITERATURE

This chapter will present a review of literature relative to this study and to the decline of productivity in the United States during the past decade. Due to the interdisciplinary nature of the investigation, its breadth and the extent of the literature available, the review will be delineated under the following topical areas:

1. Economic, Social and Technical Factors Contributing to Declining Productivity,
2. External Factors and Their Effect Upon Organizational Productivity,
3. Internal Factors and Their Effect Upon Organizational Productivity,
4. Individual Factors and Their Effect Upon Employee Performance.

Economic, Social and Technical Factors Contributing to Declining Productivity

This portion of the review focuses on the state of the nation's economic environment for business and industry during the latter part of the 1970's and early 1980's. Its purpose was to provide a background of understanding, not only of the nature and extent of the economic problems facing the United States, but to provide some insight into the cause and affect relationships between these problems and the nation's declining productivity.

According to most of the literature surveyed, the seeds of declining productivity, as well as the economic crisis of the late 1970's and early 1980's were sown with the advent of keynesian economics and social welfare programs during the post depression years. The monetary policies and tax laws designed to pull the nation out of the economic doldrums remain basically unchanged today. These policies, along with the proliferation of increasingly liberal social programs, government regulation and deficit spending are felt to be responsible not only for the high rate of inflation and interest in the U.S., but for the erosion of productivity and the "will to serve" as well.

Perhaps the best summation of the nation's decline in economic, social, technical and productive vitality was made by Representative Kemp (1) in one of the GOP Convention's most stirring but unreported speeches:

When you tax something you get less of it. When you subsidize something, you get more of it. In America today, we are taxing work, saving, investment, enterprise, and excellence as never before. And we are subsidizing nonwork, consumption, debt, leisure, and mediocrity. Is it any surprise that we are getting less of the one and more of the other?

As the nation's economic situation became increasingly depressed throughout 1979 and into 1980, the Federal Reserve Board increased its control of both credit and money supply depressing the economy even further. From a low of 381.1 billion dollars in April of 1980, the Federal Reserve increased the nation's money supply by 23.1 billion dollars in a period of three months sending inflation and interest rates soaring again (2).

During the first quarter of 1981, the situation had become increasingly critical with inflation exceeding nineteen percent and interest rates exceeding twenty-one percent. Industrial production which had dropped 11.4 percent in the first two quarters of 1980 (3), continued to decline, while labor cost rose 15.6 percent during the same period (4). Public debt which had been 284.1 billion dollars in 1960 rose to an estimate of just under one trillion dollars by the end of 1981. The cost of financing this huge debt, 83.0 billion dollars, not only contributed to higher interest rates, but diverted much needed capital to improve industrial capacity (5).

Rough (6, p. 12) in analyzing the existing economic situation, described inflation as being "too much money chasing too few goods and services". While this description of inflation implies that there are two primary causes for the economic distress in the nation, Buchanan (7) points out two additional causes which may also play a major roll in inflation and declining productivity:

From 1967-77, U.S. productivity in manufacturing grew by 27 percent. For the last six quarters productivity in the U.S. has actually fallen. Much of American's decline can be traced to a source about which the founding father's reportedly warned: government. Government consumption of our national resources rose from 34 percent in 1966 (a VietNam war year) to 41 percent in 1979. Transfer payments from productive individuals to non-productive ones now total more than 300 billion dollars annually. But the decisive factors is excessive and increasing government regulation. Example: To meet noise levels demanded by OSHA, the depressed U.S. steel industry will have to spend over a million dollars per worker. We have over-regulated the producing sector of our society to a point where 125 billion dollars in investment capital, or \$10,000 per American family, is diverted annually to meet local, state and federal regulations. Federal taxes alone take 41 percent of every dollar earned from successfully invested savings (p. 8).

Barnett (8) draws some comparisons between the capital investment of five industrialized western nations and productivity gains experienced in Table I.

TABLE I
INVESTMENT/PRODUCTIVITY COMPARISON OF
WESTERN INDUSTRIALIZED NATIONS

Spending for Plant & Research as Percentage of Output		vs.	Productivity Gain Output Per Hour 1967 = 100
Japan	16.1%		231
France	13.7%		190
Great Britain	12.8%		184
West Germany	12.4%		133
United States	10.2%		129

From this table, it would appear that there is a direct relationship between the amount of capital invested for modernizing outdated plants, research and development and the level of productivity. In industrial plants, technological development may often be the most important factor influencing productivity while in other labor intensive operations such as department stores, the degree of technology would have little effect on productivity. The critical factor here would be the administrative and/or social systems of

the organization. These will be reviewed in the following sections.

External Factors and Their Effect Upon Organizational Productivity

This section of the review focuses on the interaction between modern organizations and their rapidly changing external environment, organizational systems and the process of change.

Marquillies and Wallace (9) point out that in the latter part of the twentieth century, increasingly rapid change is overwhelming the capacity of many organizations to cope with it:

While many historical periods can be rightfully called transitional eras, none can match the present in terms of the nature, frequency, and magnitude of the changes with which people and organizations must cope. The bold advances of modern technology, the rapid expansion of the scientific information pool, and the profound questioning of social structures, values, and institutions have been evident to even the most casual observer of the past several decades. Whether we approve of such rapid change or not is truly beside the point. In the final analysis, we must learn to live with it. More correctly, we must learn to manage such change. In order to survive, modern organizations must devise means of continuous self-renewal. They must be able to recognize when it is necessary to change, and above all, they must possess the competency to bring about change when it is required. One is tempted to conclude that modern organizations know far more about resisting and preventing change than they do about initiating and facilitating it (pp. 1-2).

In order to assist management with this problem, a new technology has been developing over the past decade. Dalton (10) comments that during the last few years a new term, organizational development (O.D.), has been rapidly finding its way into the organizational charts of American corporations. Because of the recency of this phenomenon it is sometimes difficult to ascertain the extent to which the activities

carried out under this title are old activities utilizing a new name or a new set of activities aimed at an old but increasingly urgent problem. But one fact does emerge: there is an increasing number of managers in larger organizations whose primary function is to foster change. While this has always been part of the job of a manager, often a significant part, there is now an increasing number of managers who are essentially specialists in the process of organizational change.

Almost inevitably, a part of the requirement of this new role will be an ability to be explicit about the change process itself, for the O.D. specialist will be an adviser and helper more often than an initiator. In this role of counselor, he will need a framework or model for both thinking and talking about the means by which individuals and groups are influenced to change the organization to meet the demands of its changing environment (10, p. 1).

Dyer (11) has designed a three system approach in diagnosing organizational problems, maintaining that the three organizational systems shown in Table II are "interlocking", and that a change made in one system causes displacement that requires change in the others.

Marquies and Wells (9) argue that in whichever system the problem may lie, the fact remains that:

All organizational change efforts, regardless of initial focus, must take account of the fact that people are being called upon to do things differently. In this sense, behavior change is involved in all organizational change efforts. Any organizational change effort which does not take into account the necessity for individual behavior change is likely to prove unnecessarily difficult or in some cases, to fail completely (pp. 1-2).

Organizations are subject not only to the forces of their external environment, but must also contend with problems in its internal environment. Griner maintains that growing organizations move through five distinguishable phases of development, each of which contains a

TABLE II
SYSTEMS THAT INFLUENCE ORGANIZATION OUTPUTS

Social System	+	Technical/ Operational System	+	Administrative System	=	Organization
						<u>Output Variables</u>
Climate		Work Flow		Policy		P/L
Status Role		Equipment		Wage-Salary		Production
Decision Making		Location		Promotions		Costs
Management Style		Physical Environment		Fringe Benefits		Absenteeism
Values		Material		Hiring-Firing		Turnover
Communication		Work Arrangements		Raises		Commitment
Goals		Schedules		Budgets		Involvement
Interpersonal Relations		Technology Methodology		Reporting		Apathy

relatively calm period of growth that ends with a management crisis.

In Table III, Griner (12) outlines the five growth phases and the organizational change which has been most successful in overcoming each of the intervening crises.

Most management experts agree that any significant organizational change effort must begin with the commitment of top management to the proposed change. Problems in the internal environment are most often the result of: (1) failure by upper level management to recognize and facilitate needed change in the social, operational or administrative systems as required by the external environment; (2) failure to involve the employees who must implement the proposed change in the change process or (3) imposing change through coercion or change which is seen by employees as not in the best interest of themselves and/or the organization.

Probably the most fruitful conception of the change process, judging from the frequency of its use by others and by the research it has stimulated, is the three-step model advanced by Lewin (13): (1) unfreezing the system which is operating in a given pattern, (2) moving to a new pattern, and (3) refreezing into this new pattern as shown in Table IV. Lewin postulated that organizational systems tend to operate in a given pattern or at a given level as long as there is a relative balance of forces acting on the system.

In discussing the effects of the three organizational systems (social, technical/operational and administrative) on productivity, Stutermeister argues that productivity is not determined solely on how hard or well people work, technical/operational factors also play a role. Sometimes an overwhelmingly important one, sometimes a relatively minor one.

TABLE III
 ORGANIZATIONAL FOCUS AND
 EVOLUTIONARY GROWTH

Category	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Management Focus	Make & sell	Efficiency operations	Expansion of market	Consolidation of organization	Problem solving & innovation
Organizational Structure	Informal	Centralized & functional	Decentralized & geographical	Line-staff & product groups	Matrix of teams
Top Management Style	Individualistic	Directive	Delegative	Watchdog	Participative
Control System	Market results	Standards & cost centers	Reports & profit centers	Plans & investment centers	Mutual goal setting
Management Reward	Ownership	Salary & merit increases	Individual bonus	Profit sharing & stock options	Team bonus

TABLE IV
PROCESS OF ORGANIZATIONAL CHANGE

Unfreezing	Change	Change	Refreezing
Tension and the need for change was experienced within the organization. (Felt need to change)	Change was advocated by a prestigious change agent.	Individuals within the organization tested out the proposed changes.	New behavior and attitudes were either reinforced and internalized, or rejected and abandoned.

Argyle, Fardner and Cioffi (14) found that improved work methods often result in productivity increases from 20 to 200 percent.

Goodman (15) cites the use of computerized tape to operate a machine tool which manufactures an aircraft span thereby reducing time taken by conventional methods from ten hours to ninety-two minutes.

Other technical/operational factors listed by Sutermeister (16) which have a substantial bearing on productivity are:

- The Plant: its size and capacity,
- The Product: its design and quality,
- The Product Mix,
- The Plant and Job Layout,
- The Design of Machines and Equipment,
- The Utilization of Power and Automation,
- The Raw Materials Utilized,
- The Percentage of Indirect Workers,
- Management Planning and Coordination.

In examining the effects of changes made within the technical/operational system on the social system of an organization, Trist and Bumforth (17) argue that sometimes an improvement in technology is more than offset by changes for the worse on the human side of productivity. An excellent example of this is the "longwall" method of coal mining in England, where the psychological consequences of changed method more than offset the great technological improvements from mechanization.

The literature examined in this section dealt with the interaction between modern organizations and their external environment, organizational systems and the process of change. In the following section, the literature examined explores the internal factors and their effect on organizational productivity.

Internal Factors and Their Effect Upon Organizational Productivity

This section of the review focuses on the organizational variables which affect employee job performance and ultimately the overall productivity of the unit.

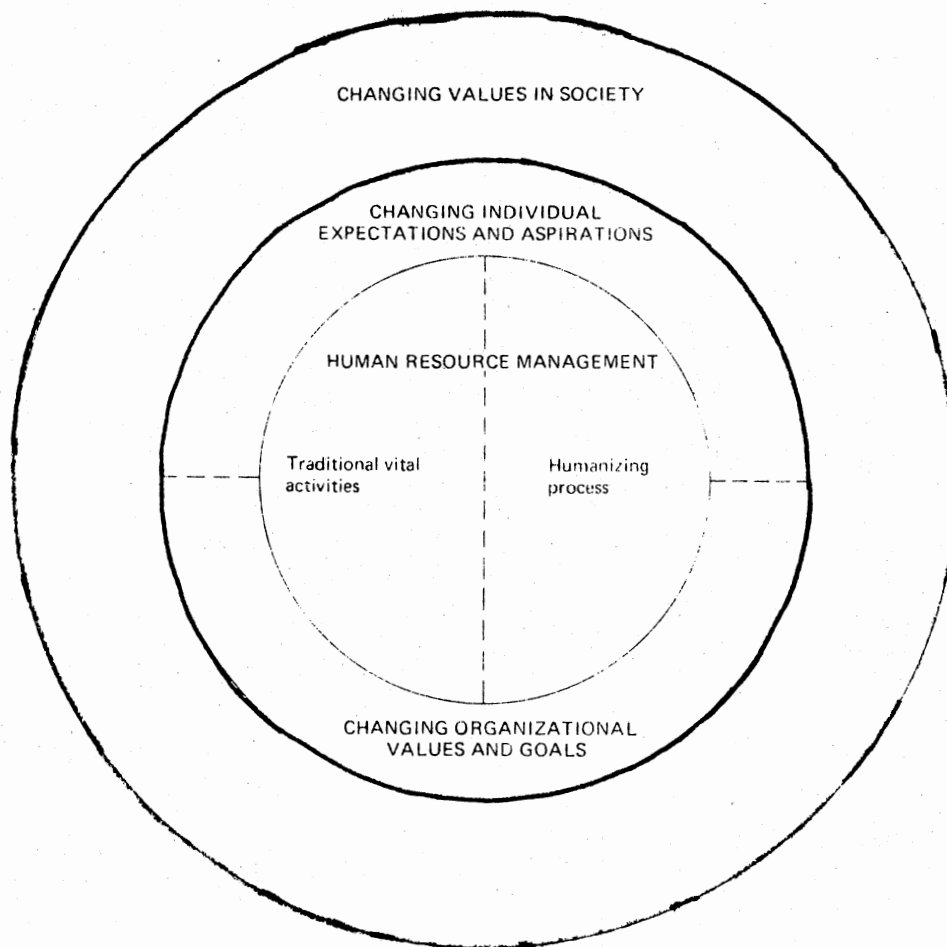
Sutcliffe (16), in the forepage of his book, diagrams four major areas which strongly impact the social conditions of an organization: the formal organization, the informal organization, its leaders and the union. The formal organization is comprised of organizational structure, its climate, its communications and its personnel system. The informal organization consists of informal employee groups. Their impact on the overall productivity of the organization depends largely on their size, cohesiveness and goals relative to those of management.

The impact of leadership stems from the quality of supervisor/subordinate relationships, the type of leadership they provide, i.e. autocratic through participative, and the planning, skill and technical knowledge they possess. Finally, the union's impact depends largely on the quality of labor/management relations.

In this researcher's experiences, the personnel system is not only the most critical of all the areas mentioned above, it is the base upon which nearly all of the other organizational systems are built. Most personnel systems include in addition to the more traditional functions such as recruitment, selection, pay and class; the more consequential functions such as personnel policies and procedures, organizational and employee development, labor relations, the performance planning, evaluation and reward systems, the promotional system, etc. If these functions, which so strongly influence the overall direction and climate of the organization are out of touch with the rapidly changing values of society, the organization will pay a heavy price. Not only in sub-standard performance, but employee problems and all of the other symptoms of adversary labor/management relations.

Saxburg and Sutermeister (18) support this perspective with the conceptualization pictured in Figure 1. The figure illustrates the relationship among changing values in society, organizations and individuals. The human resource management of an organization is affected by all these changes. Certain vital traditional activities of a personnel department continue, such as recruitment, selection, training, evaluating jobs, evaluating employee performance, collective bargaining, handling grievances, complying with laws and regulations

and the like. In carrying out human resource management, organizations must go beyond the traditional personnel activities and emphasize a humanizing process. This means paying greater attention to individual employees, their values, how these differ from values in previous eras and how they change over time.



Source: Saxburg and Sutermeister (18).

Figure 1. Relationship Among Changing Values in Society, Organizations and Individuals

Rensis and Jane Likert (19) support this concept noting how organizational characteristics change with the adoption of new management behaviors. System 1 manifests autocratic management behavior, System 2 bureaucratic, System 3 democratic and System 4 participative as shown in Table V.

Olmstead and Cristensen (20), in an intensive study of the effects of organizational variables and employee performance, found the following relationships between organizational structure, climate and performance shown in Table VI.

Using a coefficient of 0.00 for no relationship, one can see from the chart in Table VI that none of the dimensions of structure seem to be related to the performance of employees. Considerable relationship does, however, seem to exist between the agency climate factors of communication, goals, policies, supervision and stability and employee performance. With regards to the strong positive correlation existing between organizational communications, goals and employee performance, most management experts agree that the success and popularity of management by objectives (MBO) is largely due to its value in improving organizational communications and facilitating participation in the goal setting process, both for the organization and the employee.

Miglione (21) feels that MBO by its very nature brings management and labor closer together. It demands mutual respect. It creates the opportunity for better positive communication. Recognition and feedback are almost automatic. Setting goals can create better team spirit and greater internal harmony.

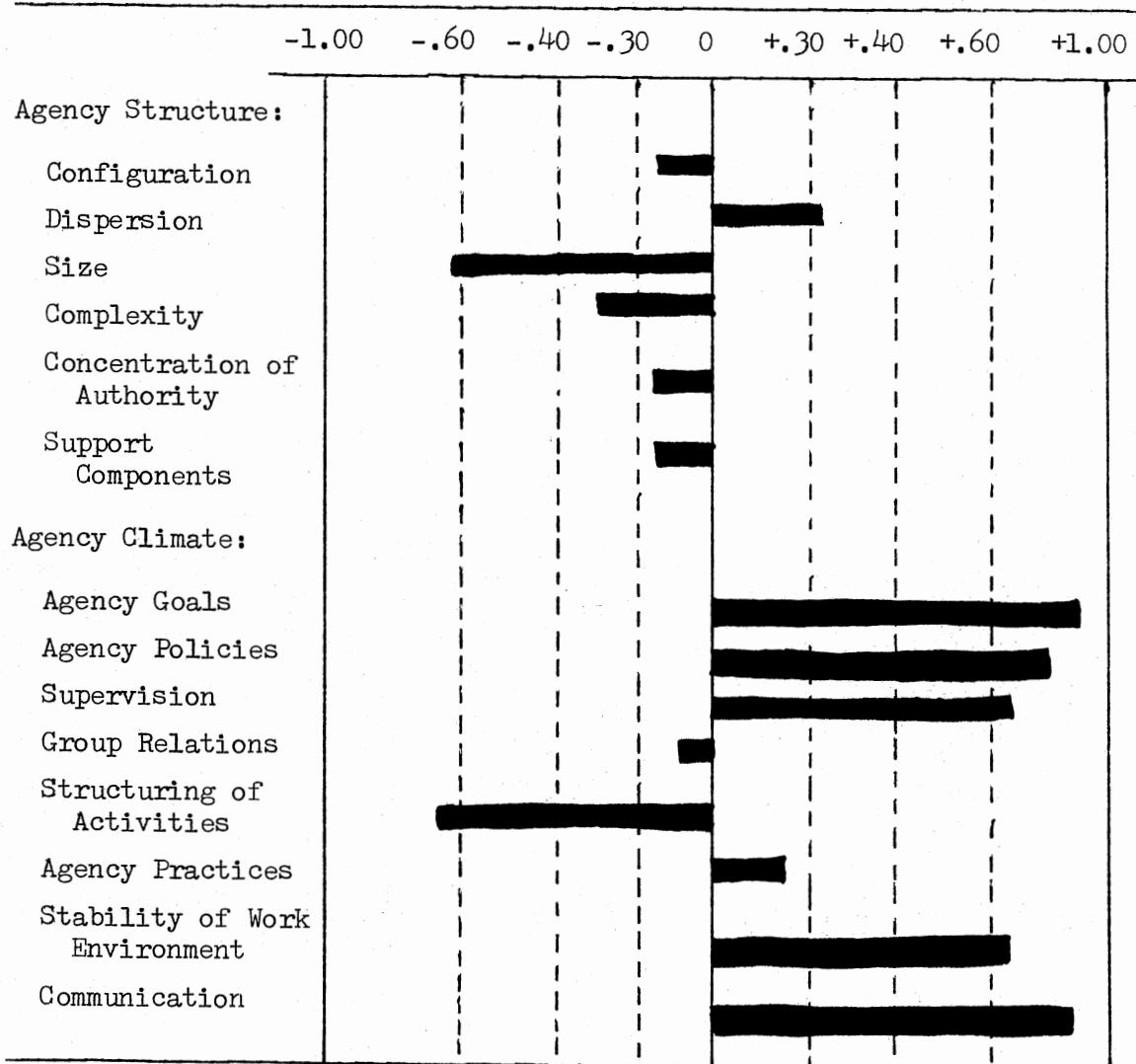
TABLE V
LIKERT'S PROFILE OF ORGANIZATIONAL
CHARACTERISTICS

	<u>System 1</u>	<u>System 2</u>	<u>System 3</u>	<u>System 4</u>
1. How much confidence is shown in subordinates?	None	Condenscending	Substantial	Complete
2. How free do they feel to talk to superiors about job?	Not at all	Not very	Rather free	Fully free
3. Are subordinates' ideas sought and used, if worthy?	Seldom	Sometimes	Usually	Always
4. Is predominant use made of (1) fear (2) threats, (3) punishment, (4) rewards, (5) involvement?	1, 2, 3 occasionally 4	4, some 3	4, some 3 and 5	5, 4, based on group-set goals
5. Where is the responsibility felt for achieving organization's goals?	Mostly at top	Top & middle	Fairly general	At all levels
6. What is the direction of information flow?	Downward	Mostly downward	Down & up	Down, up & sideways
7. How is downward communication accepted?	With suspicion	Possibly with suspicion	With caution	With open mind
8. How accurate is upward communication?	Often wrong	Censored for boss	Limited accuracy	Accurate
9. How well do superiors know problems faced by subordinates?	Know little	Some know	Quite well	Very well
10. What is the character of interaction?	Little, always with fear & distrust	Little, usually with some condenscension	Moderate, often fair amount confidence & trust	Extensive, high degree of confidence and trust

TABLE V (Continued)

11. How much cooperation teamwork is present?	None	Relatively little	Moderate amount	Very substantial amount throughout organization
12. At what level are decisions formally made?	Mostly at top	Policy at top, some delegation	Broad policy at top, more delegation	Throughout, but well integrated
13. What is the origin of technical and professional knowledge used in decision making?	Top management	Upper and middle	To certain extent throughout	To a great extent throughout
14. Are subordinates involved in decisions related to their work?	Not at all	Occasionally consulted	Generally consulted	Fully involved
15. What does decision-making process contribute to motivation?	Nothing, often weakens it	Relatively little	Some contributions	Substantial contribution
16. How are organization goals established?	Orders issued	Orders, some comments invited	After discussion by orders	Group action (except in crisis)
17. How much convert resistance to	Strong resistance	Moderate resistance	Some resistance at times	Little or none
18. How concentrated are review and control functions?	Highly at top	Relatively high at top	Moderate delegation at lower levels	Quite widely shared
19. Is there an informal organization resisting the formal one?	Yes	Usually	Sometimes	No, same goals as formal
20. What are costs, productivity	Policing, punishment	Reward and punishment	Reward, some self-guidance	Self-guidance, problem solving

TABLE VI
 RELATIONSHIPS OF AGENCY STRUCTURE AND
 CLIMATE TO EMPLOYEE PERFORMANCE



Cummings and Schwab (22) list the following characteristics of a sound MBO system:

1. Performance planning:
 - a. Superior and subordinate agreeing to discuss goals for the subordinate's job for the next performance planning period;
 - b. Expressing these performance goals, after discussion, in written form;
 - c. Resolution of any disagreements between superior and subordinate about the magnitude and/or direction of goals;
 - d. Establishment of specific targets in operational form, so that performance is measurable against these targets where feasible;
2. Subordinate working toward the established goals;
3. Superior and subordinate again jointly reviewing past performance at the end of the review period, in view of these targets;
4. Planning for next performance period.

In examining the effects of supervision to organizational climate, employee attitudes and performance, Olmstead and Christensen (20) show that supervision impacts upon a large number of climate factors, as well as employee perceptions, attitudes, values, and performance. Their findings are outlined in Table VII.

In Table VII employees were asked to rate how well their supervisors performed certain leadership functions found to be characteristic of effective supervisors. Their response showed that the traditional concept of the supervisor's role needs to be broadened. It is not enough to be boss and trainer. The effective supervisor should also be

a source of support and assistance to the group, be able to foster their mutual loyalty and support, represent them to higher levels, stimulate them to meet performance goals and strive for excellence. Moreover, the effective supervisor performs these functions in a manner that is nondirective and permissive rather than directive and authoritarian. They also tend to be open-minded rather than all-knowing.

TABLE VII
RELATIONSHIPS OF SUPERVISION TO AGENCY CLIMATE,
ATTITUDES, VALUES, AND PERFORMANCE

Climate Factors	Employee Perceptions, Attitudes, and Values	Performance
Clarity of Work Goals (0.62)	Role Perceptions (0.81) Work Values (0.52)	Agency Performance (0.64)
Clarity of Agency Policies (0.64)	Work Importance (0.69) Job Attitudes (0.80)	Employee Perfor- mance (0.34)
Work Group Relations (0.36)	Performance and Career Goals (0.49)	Absenteeism (-0.34)
Agency Structuring of Activities (-0.43)	Feelings of Involvement (0.76)	
Agency Practices (Em- phases on Rules and Procedures) (-0.32)	Experienced Pressure (-0.51) Employee Satisfaction (0.83)	
Agency Stability (0.35) Communication (0.86)		

Contrasting the above, Joure, Fry and Osborn (23) examined the qualities of the ineffective supervisor via the California Psychological Inventory which measures dogmatism:

As a cognitive life style characterized by irrationally based intellectual and ideological inflexibility, dogmatism became a complex concept that referred to quite a number of things including: (1) a closed way of thinking which could be associated with any type of ideology regardless of content or direction; (2) an authoritarian outlook on life and (3) an intolerance toward those with opposing beliefs or values (p. 2).

They note that the more effective foreman takes his work seriously and handles problems as they arise in a realistic, practical and firm fashion. Although he can be a stern disciplinarian when situations merit it, his basic trust and respect for subordinates and his inherent self-confidence enable him to function in a self-reliant, forthright and unanxious fashion.

The less effective foreman lacks this confidence and is less trusting of others. In general, the poor foreman tends toward rigid and dogmatic solutions to problems. His lack of trust and confidence in himself and others leads him to be an inconsistent disciplinarian who may not always seem fair to subordinates. He tends to be an apprehensive worrier who allows himself to get overwhelmed with day to day problems. He is not apt to be as practical nor as realistic as his more effective counterpart.

Perhaps the most outstanding characteristic of the poor foreman is his lack of personal confidence. He is not secure in his concept of himself and his abilities. This basic lack of assurance permeates all of his professional behavior. He tends to be a closed-minded individual who supports his own position by refusing to listen to differing points of view. With superiors he will behave differentially, carrying out their directives without question, and expects his subordinates to respond the same way to him. He does not really trust his associates,

or himself for that matter, and may feel that the best way to insure continued success is through knowing his place in the hierarchy and staying within it.

Day and Hamblin (24) found that tightly controlled and punishment-oriented styles of leadership have dysfunctional consequences in terms of long-run behavior and attitudes. In discussing power versus permissiveness, Marrow (25) emphasizes that the solution to people-production problems is intelligent participation. He sees this as systems being integrated thoughtfully and scientifically to blend corporate and individual objectives; thus providing people with a sense of involvement by demonstrating that intelligence and responsibility are valued.

Individual Factors and Their Effect Upon Employee Performance

Reporting on a conference conducted by the W. E. Upjohn Institute for Employment Research, Price (26) states that:

The work systems of mass production industry and large-scale clerical operations have in the main been designed to maximize productivity and quality at minimal cost by tediously detailed design of the workflow and the greatest possible fragmentation of individual jobs at each stage. Thus larger number of boring, dead-end jobs were created with little opportunity for growth or learning. The system worked as long as people could be found to perform such jobs, but now this becoming more difficult (p. 10).

The project team developed the following assumptions in setting the tone of the conference:

1. Success of the enterprise depends on its members having a feeling of participation in and identification with the goals of the organization.

2. For this sense of identification to occur, attention must be given, not only to the physical design of the plant, but also to its organizational structure so as to maximize employees' opportunity to exercise independent and collaborative judgment in the operation of the physical system.

3. Employees will be more productive when they have high feelings of self-worth and of identification with the success of the total enterprise.

Sales and Strauss (27) agree, and note that the importance of work is based on the fact that mature human beings require high levels of egoistic and self-actualizing need-satisfactions from their jobs. This is supported by their findings that unrewarding jobs create an unhealthy situation, harmful to the individual, the organization, and society in general. They also present an opposing argument that the foregoing is nonsense for certain people; that some people adjust easily to dull work, since they center their lives away from the job and therefore have relatively few expectations of need fulfillment from their employment.

Deci (28) speaks of worker satisfaction on the basis of intrinsic motivation which increases job satisfaction, as opposed to extrinsic motivation which may reduce intrinsic motivation and therefore, decrease job satisfaction. He places special emphasis on the fact that intrinsic motivation helps to maintain a person's sense of self-esteem and personal worth.

Herzberg (29) supports this view, stipulating that money, environment, etc., are hygienic factors and do not contribute to motivation. The key to job satisfaction is intrinsic, and that personal satisfaction is related to self-esteem.

In discussing personality versus the organization, Argyris (30) points out that formal organizations are unintentionally designed to discourage the autonomous and involved worker. He asserts that we must work for change to create autonomy and encourage involvement, especially if we are to address the startling statistics that only 25 percent of the respondents in a national survey conducted in 1972 felt that public and private organizations perform well.

In an extensive review of the relationship of morale to productivity, Brayfield and Crockett (31) concluded that there was little evidence of any simple or appreciable relationship between worker attitudes and job performance. The findings however, did indicate positive relationships between job satisfaction and the variables of absenteeism and turnover. The conclusions reached by Brayfield and Crockett, as well as Herzberg (29) in 1957, shattered the earlier held views on the morale-productivity relationship and set the stage for more extensive empirical research which followed.

Summers (32) suggested that many of the inconsistent findings by researchers were caused by the diversity of morale measures. He asserted that if a researcher equated morale with job satisfaction, the relationship between morale and job performance or turnover is more likely to be different than if morale were equated with favorable attitudes toward the organization and its goals.

It would seem, based on the empirical research, that the old traditional view of relating morale to high productivity has little validity. Studies have shown that many factors, such as job type, supervisory style, etc. affects the morale-productivity relationship to a much greater extent.

Reporting on the National Longitudinal Studies, Andrisoni and Miljus (33) indicate that the NLS data provide clear evidence of the importance of work attitudes in conditioning subsequent labor market behavior. For each of the eight NLS age-sex-race groups, the relationship between job dissatisfaction and turnover is unmistakable, suggesting that highly dissatisfied workers were from 14 to 42 percentage points more likely than comparable highly satisfied workers to subsequently change employers. The evidence also suggests that job dissatisfaction imposes considerable costs on workers in terms of increased unemployment, decreased labor force participation and below-average growth both in annual earnings and occupational attainment. Furthermore, the data show that the costs of dissatisfaction reflect more than the costs of turnover which were borne disproportionately by dissatisfied workers.

Addressing the question as to the relationship of education, training and experience to performance, Fuller (34) found education is statistically significant and positively associated with productivity, but coefficients are small: .72 of one percent productivity improvement for each additional year of education. A secondary education added only 1.5 percent to productivity. Months of training was virtually insignificant and would require three years to raise productivity one percent. Years of trade experience coefficients were also small: 0.60 of one percent for each additional year diminishing overtime, all of the above significant at $P < 0.05$ level.

Hoyt (35) listed the following eleven situations existing in the U.S. educational systems which if corrected, he feels, would substantially improve the problems related to employment and productivity in the U.S.:

Situation 1: Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

Situation 2: Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

Situation 3: American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

Situation 4: American education has not kept pace with the rapidity of change in the post industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

Situation 5: Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

Situation 6: The growing need for a presence of women in the work force has not been reflected adequately in either the educational or

the career options typically pictured for girls enrolled in our educational system.

Situation 7: The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

Situation 8: Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

Situation 9: The general public, including parents and the business industry-labor community, has not been given an adequate role in formulation of educational policy.

Situation 10: American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

Situation 11: Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

Sutermeister (16) contends that employee performance is a function of each individual's ability and motivation. Ability he feels is a result of knowledge and skills; knowledge being a combination of education, experience, training and interests, and skill as being a combination of attitude, personality and knowledge factors. Motivation he considers to result from the interacting forces in the physical conditions of the job, social conditions of the job and the individual's needs.

In this researcher's view, knowledge is a function of cognitive learning. Skill is a combination of cognitive and psychomotor learning. And attitude is a combination of personality coupled with emotional disposition toward a situation, person, place or thing.

Most of the literature reviewed support the notion that organizational productivity, however good or poor, is the result of the three organizational systems described earlier interacting between themselves and the external environment. The degree of productivity depends not only upon the degree of concordance between them, but the degree to which they harmonize with the external environment. Employee performances, however good or poor, is the result of the individual, with his or her own personal characteristics, interacting within the three organizational systems and his or her own external environment.

The quality and quantity of an employee's performance depends not only upon the degree of concordance between the needs of the employee and the work environment, but the degree of "match" between the interest and capabilities of the employee and the requirements of his or her job. It is when the legitimate needs and interests of employees, i.e. work expectations, go unmet that employees become dissatisfied and performance begins to suffer. But when management policies and practices are perceived as deliberately circumventing the legitimate needs, values and interests of employees, alienation toward the work settings, and management in particular, occurs.

Faunce (36) suggested that a sense of powerlessness, meaninglessness and normlessness are predisposing conditions to alienation. Alienation itself, he maintains is composed of a sense of social isolation and self estrangement resulting from conditions in a person's life. Since work life constitutes a major portion of an employee's working existence, it is not difficult to imagine an authoritarian work setting instilling the predisposing conditions Faunce identifies as shown below:

Powerlessness - This term describes the emotions of the individual

who feels that he has lost control over the events in his life that matter to him. He sees himself as a pawn reacting to events, rather than an originator of events.

Meaninglessness - The individual experiencing a sense of meaninglessness is one who has difficulty in finding and utilizing appropriate standards for judging the importance or use of actions and beliefs.

Normlessness - This term describes the condition of an individual who sees few effective rules or standards for guiding behavior; the social system and its behavioral regulations have, for him, broken down.

Summary

The purpose of this study was to attempt to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of knowledge (the ability to serve).

This chapter was undertaken to provide a background of understanding into the cause and effects relationships inherent in declining productivity from the standpoint of the economic, social and technical changes occurring in the external environment, their effect on the internal environment of organizations and the effect that those internal factors have on the performance of employees.

From the literature reviewed, it is apparent to this researcher that:

1. Rapid changes in the external environment of organizations not only have a strong impact upon their internal environment, the rate and magnitude of these changes are overwhelming the capacity of most organizations to accommodate them.

2. While many changes in the economic, social and technical areas are wholesome and needed to protect the environment, maintain an orderly society, etc. others, particularly those originating at the federal level, are misguided and destructive. Destructive, not only to society in general, but to the industrial and business community in particular.

3. Organizations seem to know far more about resisting and impeding needed change than initiating and facilitating it, and must therefore, learn how to manage change in order to respond to the forces of their external and internal environment. Organizations that fail to do so pay a heavy price in lower productivity, employee problems and organizational dysfunction. The answer appears to lie in continuous self-renewal, human resource development and employee participation in the problem solving, decision making and goal setting process.

4. Organizations are made up of three interdependent systems that must accommodate social, economic and technical changes in the external environment. Changes made in any one of these systems cause displacement in the others which must be adjusted so that interacting systems reinforce one another into an integrated whole.

5. Organizations go through a five phase evolutionary growth process with each phase culminating in a period of crisis requiring a change of management, climate and behavior, thereby setting the stage for a new period of growth.

6. Most organizational problems are caused by failure on the part of top management to recognize and facilitate needed change along with an unwillingness to involve those employees, who must facilitate that change, in the planning and implementation process. This is probably the greatest single factor in the rise of unions and the advisory relationship which has developed between labor and management.

7. The most critical organizational system from the standpoint of its impact on employee performance and behavior, is the personnel system. Other factors which have a fairly profound impact center around communications, leadership climate, organizational structure and organizational goals.

8. Most management experts agree that organizations have not done an adequate job of integrating the changing needs, values and goals of employees into those of the organization, and that a humanizing process must take place, not only in the various organizational systems, but in the leadership climate and the work itself.

9. One of the most successful means of accomplishing the above is management by objectives (MBO) when linked with the promotional and the reward system of the organization. When used as intended, MBO is an integrating and communications tool which promotes employee participation and involvement.

10. Research finding indicates that involvement and participation is essential in meeting the intrinsic needs of employees and that self-esteem, through accomplishment and satisfaction of those needs, is the key to personal growth, motivation and a healthy attitude toward the work setting.

11. Research also indicates that prior education, training, and experience plays only a minor role in employee performance and productivity. Rather, an employee's self-concept, needs, values and goals appear to be the prime motivator of performance.

12. Finally, an employee's attitude or will to serve the needs, values and goals of the organization is determined largely by the employee's perception of "management" and its concern in seeing that the needs, values and goals of employees are also met.

This chapter has presented a review of the literature relative to external and internal factors affecting the environment and productivity of an organization and the individual factors which affect employee performance.

The following chapter will describe the research design, organizational setting, research subjects, instrumentation and methodology used to meet the objectives of the study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter provides a description of the research design, methodology and statistical procedures utilized to meet the objectives of the study. It will also describe the organization in which the study was conducted, the subjects, the data collection instruments and finally a discussion of the procedures used in data collection and analysis.

Restatement of Purpose

In order to focus this chapter on the objectives of the study, a restatement of its purpose is perhaps in order: The purpose of this study was to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of knowledge (the ability to serve).

Design of the Study

In order to accomplish this purpose, an adoption of the "One Group Ex Post Facto Design" was used in conjunction with Pearson's Product Moment Correlation Coefficients and a Correlation Coefficients/Probability Matrix to examine the relationship between eight independent variables (five measures of job knowledge and three measures of attitude) and the dependent variable (performance as rated by the immediate supervisor).

Definition of Terms

The following terms have been defined to provide a common basis for understanding and interpretation of this study:

Organizational Development (OD): A planned process applying a set of concepts and values for changing ineffective organizational policies and practices to more effective ones to optimize the attainment of both organizational and individual goals.

Organizational Setting: The particular set of interacting values, forces, policies and practices operating within an organization that determine to a large extent the perceptions, attitudes and behaviors of the people who work within it.

Organizational Concept: The particular set of perceptions, attitudes and beliefs an employee holds about the organization, its policies, practices and management behaviors which vitally influence his/her work performance.

Work Performance: The manner in which the employees of an organization carry out their assigned activities and responsibilities relative to established policies, procedures and behavioral standards.

Management: The often vague concept an employee holds of the collective body of individuals who determine the policies, practices, values, and general climate operating within an organization i.e. the "establishment".

First Level Supervisor: An individual at the lowest level of management charged with the responsibility of overseeing the performance of a small group of workers.

Job Knowledge: The accumulation of acquired information, knowledge and skills relative to the ability to perform one's job. For the purpose of this study, the job knowledge requirements for supervisors have been divided into five factors: Communication/Motivation, Training/Evaluation, Problem Solving, Disciplinary Measures and General Management Knowledge. Organizational and occupational/technical knowledge have not been considered due to the wide-range of occupations of the supervisors included in the sample group.

Work Attitude: The particular set of values, beliefs, assumptions and expectations an employee holds about work, about the organization and about himself or herself in the overall work setting. For the purposes of this study, work attitude has been divided into three factors: self-concept, work values and organizational concept.

Self-Concept: The understanding, belief or mental image an employee has of himself/herself in the work setting.

Alienation Towards the Work Setting: An attitudinal condition resulting from an employee's perception that management policies and practices are deliberately designed to subordinate the legitimate needs, values and interests of employees for those of management.

Organizational Setting

The organization in which this study was conducted is a municipal bureaucracy of approximately 3400 employees. It is composed of 22 departments serving under six elected officials who perform both a legislative role in the formulation of City policy and an administrative role as chief administrative officers to the departments assigned to them, as shown in the organizational chart in Figure 2.

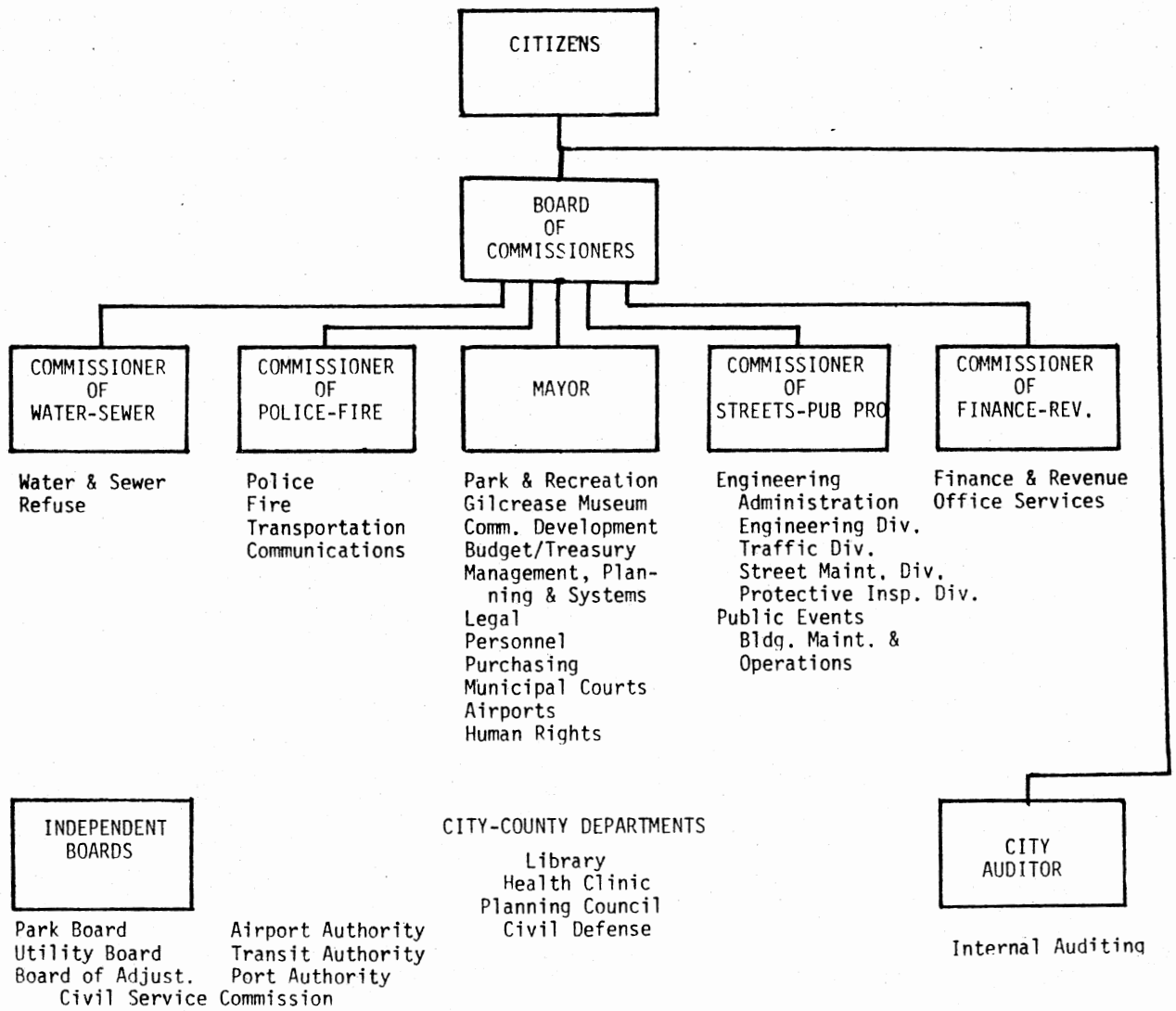


Figure 2. Management Structure of Subject Organization

While the Mayor is ex-officio president of the five member Board of Commissioners, under the "commission" form of government, he or she does not function as a chief executive. In the legislative or policy making role, the Mayor has a single vote just as the other elected officials. In the administrative role, the Mayor has very little say in how the other elected officials run the departments assigned to them. In effect, this arrangement tends not to function as one unified government, but five little ones; each performing specialized functions. With this separation of power and authority, one can readily imagine the kind of organizational problems inherent in the "commission" form of government.

The six problem areas described in Table VIII were identified by the top management group consisting of the six elected officials and 22 department heads in a recent survey/interview questionnaire. Each of the respondents were asked to identify the three most critical problems they faced in the performance of their responsibilities.

These problem areas, ranked in order of the number responding, will give the reader some idea of the nature and extent of the problems one might expect under this form of government.

It is interesting to note the degree of conflict built into the organization by virtue of its structure. This conflict manifests itself in several ways as revealed by the survey results:

1. Problem area number one indicates a lack of collaboration and team work beginning with the Board of Commissioners and extending downward. This problem expresses itself in vested interest conflict, turf squabbles, undue competition and strained interdepartmental relationships, particularly those that cross mayor/commissioner areas

TABLE VIII
SYNOPSIS OF PROBLEMS AS PERCEIVED IN
SUBJECT ORGANIZATION

Rank	Number Indicating	Problem Areas
#1	20	<p><u>Coordination/Communication/Cooperation</u></p> <p><u>Synopsis:</u> There is felt to be a general lack of collaboration and teamwork between elected officials between departments and between elected officials and departments.</p>
#2	15	<p><u>Mode of Operation</u></p> <p><u>Synopsis:</u> The City is lacking in unified organizational goals, long range plans and firmly established priorities based upon community verified needs. Inconsistency in the way we presently allocate resources and administer the organization's policies and procedures make operational stability extremely difficult.</p>
#3	13	<p><u>Direction/Leadership</u></p> <p><u>Synopsis:</u> There is perceived to be a need for stronger and more unified leadership from elected officials in both the policy making and administrative affairs of the organization. This need is especially acute in establishing a more manageable mode of operation, and stronger manager accountability.</p>
#4	11	<p><u>Operational Restrictions and Controls</u></p> <p><u>Synopsis:</u> There is a strong feeling, largely among operating departments, that excessive restrictions, requirements and controls severely handicap the City's effectiveness in meeting the needs and demands of the community.</p>
#5	8	<p><u>Accountability/Supervision</u></p> <p><u>Synopsis:</u> There is a strong feeling, largely among staff departments, that there is general lack of accountability for operating within established policy and procedures . . . most of which were established to assure compliance with State, local and Federal laws.</p>
#6	7	<p><u>Understanding Empathy</u></p> <p><u>Synopsis:</u> Departments lack understanding, empathy and responsiveness in meeting the needs of sister departments, while this problem is not so pronounced at department head level, it's felt to be critical at the mid-management level.</p>

of responsibility. This overriding problem also manifests itself in problem areas number two and three, and would seem to stem from not having a single chief executive officer to harmonize conflicting departmental goals, resolve interdepartmental problems and focus organizational efforts on those priorities and projects mandated by the public through the election process.

2. Problem areas four and five indicate a long standing controversy between the line (external service) departments and staff (internal service) departments. This likely exists because the more influential appropriating staff departments: budget, personnel, purchasing, legal, etc., are aligned under the Mayor, while the operating departments are aligned under the commissioners. The effect of this arrangement tends to give the Mayor more influence over the other Commissioner's operational areas than may have been intended by the City Charter. The important point to note here is the general perception, even among the top management group, that the overall climate of organization is one of competition, controversy and internal conflict.

The general management climate of the organization can best be described as bureaucratic (system two on the Likert Organizational Scale). While some departments operate in a fairly autocratic manner (system one), others have attained a level of growth more in line with the democratic mode of operation (system three).

Selection of Subjects

The population to which the study results would apply is the roughly 375 first level foremen and supervisors in the subject organization.

The subjects selected for the study were 25 first level, first year supervisors. These individuals were selected from a group of 131 supervisory job candidates who took a supervisory aptitude test, the Supervisory Profile Record, and were subsequently appointed to supervisory posts.

The purpose for utilizing this group as subjects was: (1) the availability of attitudinal and job knowledge data on each individual included in the sample; and (2) the availability of performance data on each of these individuals as evaluated by their immediate supervisors one year after date of appointment. These ratings were used as the measure of performance against which the job knowledge factors and attitudinal factors were compared.

Assumptions

The rationale behind the selection of the 25 newly appointed first level supervisors as the subject group from which to draw inferences applicable to the organization's 375 first level supervisor population was as follows:

1. In the subject organization, it has been found that newly appointed supervisors who have received no pre-supervisory training tend to be not only more deficient in supervisory job knowledge than their more experienced colleagues, they also tend to be less alienated by the autocratic conditions under which first level supervisors must work.

If the hypothesis that substandard performance is more often the result of a deficiency in attitude than a deficiency of job knowledge proves to be true, the findings utilizing newly appointed supervisors should

be even more significant when inferences are extended to the population of experienced supervisors.

2. Numerous studies indicate that first level foremen and supervisors are the primary influencers of conformance or non-conformance to both organizational policy and the directives of upper level management. They also have been found to have a significant impact on those factors found by Olmstead and Christenson (20) to be the most critical link between employee job satisfaction and work attitude. In view of these and other findings reviewed in Chapter II, it seems obvious that first level foremen and supervisors have a tremendous impact upon overall organizational productivity. Perhaps greater than any single factor.

Selection of Instrument to Measure Job Knowledge,
Self-Concept and Work Values

The instrument selected to measure the five job knowledge factors and two of the three attitudinal factors used in this study was developed by Richardson, Bellows and Henery Company, Incorporated, (36) 1140 Connecticut Avenue North West, Washington, D.C. The Supervisory Profile Record (SPR) is a standardized instrument and is the product of a major research effort involving over 2000 first level supervisors in six organizations, including the organization in which this study was conducted. The SPR consists of three components as follows:

I. Job Requirements Questionnaire

Part I, Job Duty Elements, 74 questions

Part II, Job Ability Elements, 23 questions

II. Supervisory Profile Record

Part I, Self-Concept and Work Values, 128 questions

Part II, Job Knowledge Elements, 99 questions

III. Supervisory Performance Record

- Part I, Job Duty Evaluation, 29 questions
- Part II, Job Ability Evaluation, 20 questions
- Part III, Evaluation of Potential, 2 questions

Component I: Job Requirements Questionnaire, consisting of 74 job duty questions and 23 job ability questions, was administered to 57 first and second level supervisors in the subject organization. Its purpose was to determine the applicability of each of the 227 questionnaire items included in Component II Supervisory Profile Record.

Component II: Supervisory Profile Record, consisting of 128 self-concept and 99 job knowledge questionnaire items, is the instrument which is administered to candidates for supervisory posts. To date, it has been administered to 2293 candidates who have actually been appointed to supervisory posts in five major corporations. The scores of each of these individuals have been correlated against the performance evaluation criteria contained in Component III, Supervisory Performance Record.

Component III: Supervisory Performance Record, used to validate the instrument, consists of 51 performance evaluation questionnaire items to measure the performance of those individuals who were appointed to supervisory posts. Validation analysis has been periodically conducted on 2293 newly appointed supervisors to date. The Supervisory Profile Record has proven to be a good indicator of supervisory success for those candidates appointed to supervisory posts.

Once an individual's Total Profile Record Score is known, that individual's SPR probability of success in meeting or exceeding supervisory job requirements may be determined through use of the following table:

TABLE IX
 SUPERVISORY PROFILE RECORD RATING
 AND SUCCESS PROBABILITY

If Total Profile Record Score Is	SPR Level Is	And SPR Probability or Chances of Supervisory Success Is
25 to 32	6 or 7	92 in 100
22 to 24	5	81 in 100
19 to 21	4	77 in 100
16 to 18	3	66 in 100
8 to 15	1 or 2	48 in 100

The Supervisory Profile Record was selected for use in this study for the following reasons:

1. This instrument has been in use in the subject organization in the selection of supervisory personnel since July of 1978. The SPR data of the 131 candidates from which the subject group were selected was readily available for inclusion in the study.
2. Of all the instruments reviewed for possible use in this study, the SPR was the most relevant, yielded the greatest amount of information pertinent to the need and objectives of this study, and lent itself best to statistical analysis via multiple regression correlation.
3. The SPR is a standardized instrument which had been previously used and validated as a predictor of supervisory success with over 2000 first level supervisors in the five organizations; PPG Industries, United Parcel Service, Reynolds Metals, Owens-Illinois and Clark Petroleum Company. The data obtained from this study in the subject

organization could be readily compared and assimilated with data obtained in the other organizations mentioned above.

Development of Instrument to Measure
Organizational Concept (Attitude
Towards the Work Setting)

The instrument used to measure organizational concept (see Appendix A) was developed from an organizational blockage questionnaire designed by Frances and Woodcock (37). The decision to design an instrument to measure this critical area was made after considerable research failed to turn-up an instrument that would measure those factors which tend to promote alienation toward the work environment. Of the three attitudinal factors used in this study: self-concept, work values and organizational concept (perception/attitude toward the work setting), the latter was felt to be the most critical as an influencer of performance. The Francis-Woodcock organizational blockage questionnaire is a list of 110 negatively posed questions which attempts to identify the problem areas in an organization that blocks desired performance. Example: Management rarely consults supervisors about decisions which affect their work units.

The response to a question such as this will often elicit "gut level reaction" to a situation rather than actuality if the respondent's perceptual mind set is negative toward the organization or its leadership. This is the rationale for using the organizational blockage questionnaire as the base in designing the instrument for measuring attitude. Whether the respondent's perception of the work environment represents the reality of the situation or not, is beside the point, those perceptions do represent the respondent's feelings, and feelings

serve as the basis for attitudes.

The process of designing the instrument began with the selection ten statements covering each of the following areas:

1. Leadership Climate (Management philosophy)
2. Communications (Interpersonal Relations)
3. The Job (Content, Procedures and Autonomy)
4. Incentives (Intrinsic and Extrinsic Rewards)
5. Organizational Climate (Structure, Policies and Procedures)

The 50 statements which comprised the questionnaire were selected on the basis of the author's knowledge of the organization, its problems and concerns as expressed by management and supervisory personnel in training sessions. The prime considerations used in the selection process were:

1. The number of supervisors expressing concern about that particular problem or situation.
2. The emotional intensity or concern which seemed to be involved.
3. The impact of organizational dysfunction resulting.

Since all of the 110 statements on the organizational blockage questionnaire were negatively posed, 25 of the 50 statements selected for inclusion were modified to read as positive statements. It was felt that by mixing positively and negatively posed statements on the questionnaire, a more representative, less reactionary response would be obtained.

In validating these statements, Thurstone's Q-Sort Technique was used in which a panel of six judges were selected from the ranks of mid-level management. Each judge was provided a set of 50 three by five index cards with one of the 50 statements transcribed on each.

Each judge was asked to deposit each of his index cards in one of five slotted boxes. Each box was labeled with one of the five statements listed below:

- A. "These statements reflect attitudes which have NO impact on normal operations."
- B. "These statements reflect attitudes which have LITTLE impact on normal operations."
- C. "These statements reflect attitudes which have SOME impact on normal operations."
- D. "These statements reflect attitudes which have CONSIDERABLE impact on normal operations."
- E. "These statements reflect attitudes which have MAJOR impact on normal operations."

This sorting method yielded the following results:

- 1. Box A labeled no impact on normal operations had no cards.
- 2. Box B labeled little impact had 107 cards covering 18 items.
- 3. Box C labeled some impact had 49 cards covering eight items.
- 4. Box D labeled considerable impact had 36 cards covering six items.
- 5. Box E labeled major impact had 108 cards covering 18 items.

A set of these three by five inch index cards each bearing one of the 50 statements were placed in a box, thoroughly mixed and drawn one at a time to determine the order in which they would be listed on the questionnaire.

In order to facilitate greater differentiation in response, each of the 50 statements on the questionnaire was assigned a five point Likert Scale with values as shown in Table X.

TABLE X
Q-SORT ATTITUDE CATEGORIES AND VALUES

	Always	Usually	Sometimes	Seldom	Never
Positive Statements	(5)	(4)	(3)	(2)	(1)
Negative Statements	(1)	(2)	(3)	(4)	(5)

Barring extreme attitudinal positions, it was felt this arrangement would lend itself better to statistical analysis than yes/no responses.

Selection of Instrument to Rate Job Performance

The instrument used to evaluate performance has been used by the organization since 1975 to evaluate and counsel supervisory performance. The form (see Appendix B) is one of a 14 form system developed by the Personnel Department for use in the organization. The developmental process involved the use of resource groups from each of the 14 job families to identify the factors upon which performance should be evaluated. Supervisory groups from each of the 14 job families were then used to validate the factors and establish performance standards against which each employee's work would be rated.

Each form contains nine factors or major areas of responsibility with from four to six subfactors (performance criteria) which is rated on a scale of one to nine. The composite rating for each factor is a weighted average of the subfactors since some of the performance criteria are more important than others. Composite ratings were not

used in computing an overall score for each of the supervisors in the sample group, nor was the overall rating on the last page. The actual score used for each supervisors in the study was simple an arithmetic total of the rating received of the 41 performance subfactors.

The performance rating scores used in the study for each of the 25 newly appointed supervisors were given by the individual's immediate supervisor one year after date of appointment with the concurrence of the division head. These scores were available through the organization's personnel files since they are used for salary and other administrative uses.

The performance rating scores ranged from a high of 310 to a low of 211.

Data Collection Procedures and Time Frame

Perhaps the most important consideration in the selection of newly appointed supervisors included in the subject group was the availability and timeliness of the data required on each subject in order to meet the objectives of the study.

Most of the data required for this study, five job knowledge factor scores and two attitudinal factor scores was available through the Supervisory Profile Record (SPR). The SPR is a form of aptitude test used by the organization in the selection of supervisory personnel to predict supervisory success. From the time the subject organization first began the use of this test in August, 1979, to the time the study was conceived in September, 1980, 131 supervisory candidates had taken the SPR. From this group of candidates, 30 individuals had

actually been appointed as new supervisors. These 30 newly appointed supervisors were selected to serve as the potential subject group because of the availability of needed data. These 30 newly appointed supervisors and the data from the SPR was recorded on September 27, 1980.

Two other kinds of information were needed for each subject to complete the data requirements of this study: (1) an organizational concept score (perceptual attitude toward the work setting) and (2) a performance evaluation rating.

In order to obtain a valid measure of attitude toward the work setting, a test had to be developed. This was undertaken in April of 1981, validation was completed in September of the same year. The test was mailed to the 30 newly appointed supervisors in the sample group October 1, 1981, with request that they be returned prior to November 2, 1981. Twenty-five of the 30 individuals selected as the potential subject group returned the questionnaire. These 25 newly appointed supervisors became the subject group. The tests were scored and the data recorded November 3, 1981.

A follow-up to determine why five of the newly appointed supervisors failed to respond revealed that one had been demoted, one had resigned for a better position, one had asked to be returned to his original position and two had elected not to participate in the study rather than risk the information "falling into the wrong hands".

The required performance data for each member of the subject group was obtained from his/her personnel file. Under existing policy, each employee's performance is to be evaluated once each year on the employee's anniversary date. When an employee is promoted, as were

each of the supervisors in the subject group, the promotion had the effect of establishing a new anniversary date. The performance of each newly appointed supervisor in the subject group was therefore evaluated by his/her immediate supervisor one year after the date of appointment. These ratings were obtained from each supervisor's personnel file and recorded during the second week of November, 1981.

With the obtaining of performance ratings, all of the data requirements for this study were complete. The data was recorded into a format for data processing and arrangements were made for statistical analysis.

Analysis of Data

Bearing in mind the basic thesis of this study, that attitude may have a more profound impact upon performance than any other factor including job knowledge and that alienation toward the work environment is a substantial contributor to dysfunctional attitude and substandard performance, three statistical processes were utilized in the analysis of the data:

1. The raw data for the study (see Table XI, Chapter IV) consisted of two and three digit scores of varying scales. Although interval in nature, these scores did not lend themselves to statistical comparison. In order to transform these scores to a standard distribution, they were converted first to Z scores and then to T scores (see Table XII, Chapter IV).

2. The scores of the five job knowledge factors were averaged for each subject to yield a single composite score for job knowledge. The same was done with each of the three attitudinal factors. Pearson Product Moment Correlation Coefficients were computed comparing the

composite job knowledge score and composite attitudinal score with performance rating score to determine whether job knowledge (the ability to serve) or attitude (the will to serve) seemed to have the greatest impact upon rated performance.

3. A correlation coefficients matrix was computed comparing the totals of each of the five job knowledge factors, three attitudinal factors and performance ratings to determine which of the eight independent variables seemed to have the greatest impact upon the dependent performance variable.

Limitations of Study

While students and practitioners in the field of organizational development or human resource development may recognize much similarity between the problems and conditions existing in the subject organization and other organizations, care should be exercised in generalizing the information presented in this study to other organizational settings or work situations. Many studies have found that each organization, regardless of its mission or structure, is a distinct social system in and of itself with unique qualities and characteristics governing the behavioral forces within it. The empirical experiences and assumptions which guided this study were acquired from serving in the subject organization over 9 years. The study and the conclusions drawn from it, should be generalized only to the peculiar organizational setting in which it took place.

Summary

Chapter III described the design of the study and the statistical processes used in order to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of knowledge (the ability to serve). It also described the organizational setting in which the study took place, the selection of subjects and the instruments used to measure the five job knowledge factors, three attitudinal factors and performance.

The assumptions which led to the selection of the subject group were also discussed along with development of the instrument to measure the subject's attitude toward the work environment (organizational concept) and the data collection procedures. The process for analyzing the data and the study limitations concluded the chapter.

Chapter IV will present the data, the statistical processes and the findings.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of the study was to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of knowledge (the ability to serve). This chapter presents the findings.

In attempting to answer this question, an adaptation of the "One Group Ex Post Facto Design" was used in conjunction with Pearson's Product Correlation Coefficients and Multiple Regression Correlation Coefficients to examine the relationship between measures obtained on five job knowledge factors, three attitudinal factors and the performance ratings of a subject group of 25 first level supervisors.

The selection of these 25 newly appointed first level supervisors as a study group was made for the following reasons:

1. Measurements on the five critical job knowledge factors and two of the three attitudinal factors were readily available on each subject. This is because they were selected for appointment from a group of 131 candidates who had taken a supervisory aptitude test used by the organization in the selection of first level supervisors.

2. Logic would suggest that newly appointed supervisors tend to be not only more deficient in job knowledge than their more experienced colleagues, but also tend to be less alienated by the autocratic conditions which generally existed in the organization.

If the hypothesis that substandard performance is more often the result of a deficiency of attitude than a deficiency of job knowledge proves to be true, the findings utilizing newly appointed supervisors should be even more significant when inferences are extended to the population of experienced supervisors.

3. Performance rating scores were also readily available on each of these newly appointed supervisors because policy in the subject organization requires that the performance of each new appointee be evaluated by the immediate supervisor one year after the date of appointment.

At the time this study was conceived, 30 new first level supervisors had been appointed from the group of 131 supervisory candidates who had taken the SPR supervisory aptitude test. Collection of SPR data on these thirty newly appointed first level supervisors began in September of 1980. On October 1st, the newly developed and validated Organizational Concept Questionnaire (see Appendix A) was mailed to the 30 potential subjects. Of the thirty questionnaires mailed, 25 were returned and these respondents became the study group.

Performance ratings (see Appendix B) were obtained from each of the subjects' personnel files, scored and recorded during the second week of November, 1981.

With the obtaining of performance ratings and organizational concept scores, all of the data required for the study were complete and analysis was ready to begin.

Data Summary

Table XI presents the raw data as yielded by the three instruments

used in the study. The independent variables (factors 1 through 7) were measured by the Supervisory Profile Record and factor 8 by the Organizational Concept Questionnaire (see Appendix A). The dependent variable (factor 9) was measured by the Performance Evaluation and Counseling Instrument (see Appendix B) used by the organization to evaluate the performance of all Supervisory personnel.

Statistical Process Number 1

Most of the data presented in Table XI consisted of two digit scores while those recorded for factor 8 and 9; Organizational Concept and Performance, are three digit scores which did not lend themselves to statistical comparison. Statistical process number 1 involved the conversion of raw data to Z scores to facilitate statistical comparison via standardized distribution, and then to T scores to transform fractionalized data into whole numbers as shown in Table XII.

Statistical Process Number 2

Statistical process number 2 involved averaging the five job knowledge factor scores to obtain an overall job knowledge composite figure for each subject. The same was done for the three attitudinal factors. Table XIII presents the composite figures for each subject along with his/her performance rating and with Pearson Product Moment Correlation Coefficients computed to examine the relationship between overall job knowledge and performance, and between overall attitude and performance.

TABLE XI
PRESENTATION OF RAW DATA

FACTORS		1	2	3	4	5	6	7	8	9	
SUPERVISOR	DATES		JOB KNOWLEDGE FACTORS					ATTITUDE FACTORS			PERFORMANCE
	Date of Employment	Date of Appointment	Communication Motivation	Training & Evaluation	Problem Solving	Disciplinary Measures	General Management	Self Concept	Work Values	Organization Concept	Supervisor's Evaluation Rating (one year)
SUPERVISOR 1.	12/53	2/80	17	20	20	17	26	23	26	189	238
SUPERVISOR 2.	5/71	8/78	26	23	17	23	17	26	26	131	274
SUPERVISOR 3.	3/66	2/79	23	26	23	30	26	20	20	119	232
SUPERVISOR 4.	8/61	10/79	17	23	26	14	26	26	20	95	211
SUPERVISOR 5.	9/71	4/80	17	20	20	20	20	30	23	101	250
SUPERVISOR 6.	4/66	10/79	26	20	26	20	20	14	14	154	250
SUPERVISOR 7.	4/66	9/80	23	20	20	20	17	20	17	208	269
SUPERVISOR 8.	3/67	5/79	20	20	26	20	17	26	23	166	232
SUPERVISOR 9.	5/72	3/79	20	20	23	17	20	23	26	150	301
SUPERVISOR 10.	1/54	3/80	14	23	17	20	20	23	30	201	242
SUPERVISOR 11.	2/76	5/79	23	14	26	23	10	26	20	167	248
SUPERVISOR 12.	4/46	3/80	20	10	14	20	20	14	23	171	246
SUPERVISOR 13.	11/65	3/79	14	14	20	20	10	26	26	166	293
SUPERVISOR 14.	10/74	9/78	20	23	26	30	17	26	17	140	214
SUPERVISOR 15.	3/47	11/80	14	10	17	20	10	26	20	160	285
SUPERVISOR 16.	6/50	3/79	10	14	14	26	20	17	14	177	265
SUPERVISOR 17.	2/73	7/79	20	23	17	20	26	23	23	159	207
SUPERVISOR 18.	7/51	9/78	14	23	26	20	14	23	23	174	223
SUPERVISOR 19.	4/72	2/80	20	17	17	23	20	30	26	142	248
SUPERVISOR 20.	5/68	5/79	30	14	20	26	20	20	30	119	262
SUPERVISOR 21.	2/69	9/78	26	23	23	20	30	20	20	117	247
SUPERVISOR 22.	7/76	10/79	14	30	23	26	20	14	17	189	254
SUPERVISOR 23.	9/57	3/80	14	17	20	10	17	20	10	141	259
SUPERVISOR 24.	6/67	2/79	26	14	20	26	20	26	30	173	229
SUPERVISOR 25.	10/64	3/79	26	14	17	14	17	26	23	157	227
N=25	TOTALS		494	475	518	525	480	568	547	3866	6206

TABLE XII

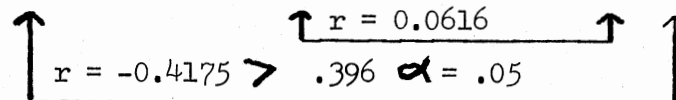
CONVERSION OF RAW DATA TO T-SCORES

FACTORS		1	2	3	4	5	6	7	8	9	
SUPERVISOR	DATES		JOB KNOWLEDGE FACTORS					ATTITUDE FACTORS			PERFORMANCE
	Date of Employment	Date of Appointment	Communication Motivation	Training & Evaluation	Problem Solving	Disciplinary Measures	General Management	Self Concept	Work Values	Organization Concept	Supervisor's Evaluation Rating (one year)
SUPERVISOR 1.	12/53	2/80	44.6	52.0	48.1	41.4	63.7	50.6	58.1	61.9	45.7
SUPERVISOR 2.	5/71	8/78	62.3	58.1	40.2	54.3	45.6	57.3	58.1	41.8	60.8
SUPERVISOR 3.	3/66	2/79	56.4	64.2	55.9	69.4	63.7	43.9	46.3	37.7	43.2
SUPERVISOR 4.	8/61	10/79	44.6	58.1	63.8	34.9	63.7	57.3	46.3	29.4	34.4
SUPERVISOR 5.	9/71	4/80	44.6	52.0	48.1	47.8	51.6	66.3	52.2	31.4	50.7
SUPERVISOR 6.	4/66	10/79	62.3	52.0	63.8	47.8	51.6	30.5	34.5	49.8	50.7
SUPERVISOR 7.	4/66	9/80	56.4	52.0	48.1	47.8	45.6	43.9	40.4	68.5	58.7
SUPERVISOR 8.	3/67	5/79	50.5	52.0	48.1	48.8	45.6	57.3	52.2	53.9	43.2
SUPERVISOR 9.	5/72	3/79	50.5	52.0	55.9	41.4	51.6	50.6	58.1	48.4	72.1
SUPERVISOR 10.	1/54	3/80	38.7	58.1	40.2	47.9	51.6	50.6	65.9	66.0	47.4
SUPERVISOR 11.	2/76	5/79	56.4	39.9	63.8	54.3	31.5	57.3	46.3	54.3	49.9
SUPERVISOR 12.	4/46	3/80	50.5	31.8	32.4	47.9	51.6	30.5	52.2	55.7	49.1
SUPERVISOR 13.	11/65	3/79	38.7	39.9	48.1	47.9	31.5	57.3	58.1	53.9	68.7
SUPERVISOR 14.	10/74	9/78	56.4	58.1	63.8	69.4	45.6	57.3	40.4	44.9	35.7
SUPERVISOR 15.	3/47	11/80	38.7	31.8	40.2	47.9	31.5	57.3	46.3	51.8	65.4
SUPERVISOR 16.	6/50	3/79	30.8	39.9	32.4	60.8	51.6	37.2	34.5	57.7	57.0
SUPERVISOR 17.	2/73	7/79	50.5	58.1	40.2	47.9	63.7	50.6	52.2	51.5	32.7
SUPERVISOR 18.	7/51	9/78	38.7	58.1	63.8	47.9	39.5	50.6	52.2	56.7	39.4
SUPERVISOR 19.	4/72	2/80	50.5	45.9	40.2	54.3	51.7	66.3	58.1	45.6	49.9
SUPERVISOR 20.	5/68	5/79	70.1	39.9	48.1	60.8	51.7	43.9	65.9	37.7	55.8
SUPERVISOR 21.	2/69	9/78	62.3	58.1	55.9	47.9	71.7	43.9	46.3	57.7	49.5
SUPERVISOR 22.	7/76	10/79	38.7	72.3	55.9	60.8	51.6	30.5	40.4	61.9	52.4
SUPERVISOR 23.	9/57	3/80	38.7	45.9	48.1	26.2	45.6	43.9	26.6	45.3	54.5
SUPERVISOR 24.	6/67	2/79	62.3	39.9	48.1	60.8	51.6	57.3	65.9	56.4	41.9
SUPERVISOR 25.	10/64	3/79	62.3	39.9	40.2	34.9	45.6	57.3	52.2	50.8	41.1
N=25											

TABLE XIII

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS BETWEEN
COMPOSITE VARIABLES FOR TOTAL GROUP

Variable	Composite Job Knowledge	Composite Score Attitude	Supervisor's Rating Job Performance
Supervisor 1.	49.9	59.5	45.7
Supervisor 2.	52.1	52.4	60.8
Supervisor 3.	61.9	42.6	43.2
Supervisor 4.	53.0	44.3	34.4
Supervisor 5.	48.8	49.9	50.7
Supervisor 6.	55.5	38.8	50.7
Supervisor 7.	49.9	50.9	58.7
Supervisor 8.	49.9	54.5	43.2
Supervisor 9.	50.3	52.4	72.1
Supervisor 10.	47.3	60.8	47.4
Supervisor 11.	49.2	52.6	49.9
Supervisor 12.	42.9	46.1	49.1
Supervisor 13.	41.2	56.4	68.7
Supervisor 14.	58.7	47.5	35.7
Supervisor 15.	38.0	51.8	65.4
Supervisor 16.	43.1	43.1	57.0
Supervisor 17.	52.1	51.4	32.7
Supervisor 18.	49.6	53.2	39.4
Supervisor 19.	48.5	56.7	49.9
Supervisor 20.	54.1	49.2	55.8
Supervisor 21.	59.2	49.3	49.5
Supervisor 22.	55.9	43.3	52.4
Supervisor 23.	40.9	38.6	54.5
Supervisor 24.	52.5	59.9	41.9
Supervisor 25.	44.6	53.4	41.1
Totals	1,248.2	1,258.1	1,249.9
Mean	49.92	50.32	49.96
S.D.	5.95	5.80	10.20



As a result of this statistical process, Table XIII provides the data required to examine the following hypotheses:

Hypothesis No. 1 - There is no statistically significant correlation between employee job knowledge and job performance rating.

Hypothesis No. 2 - There is no statistically significant correlation between employee attitude and job performance rating.

The Pearson Product Moment Correlation Coefficients presented at the bottom of Table XIII disconfirms hypothesis number one. There is a significant correlation between job knowledge and job performance rating with a -0.4175 correlation, significant at the 0.05 level.

Also, presented at the bottom of Table XIII is the Pearson Product Moment Correlation Coefficient comparing the composite attitude scores of the subject group with their performance rating scores. Hypothesis number two is confirmed. With a correlation coefficient of 0.0616 there would appear to be little or no significant difference at the .05 level between the subject's attitude scores and job performance ratings.

Statistical Process Number 3

Statistical process number 3 called for a correlation coefficient/probability matrix in order to compare each of the five job knowledge factors and three attitudinal factors with one another and with performance.

In order to facilitate analysis, the matrix symbols representing each of the eight independent variables are shown in Table XIV with the factor they represent.

TABLE XIV
MATRIX SYMBOLS

Independent Variables
JK 1 = Job Knowledge in Communication Motivation
JK 2 = Job Knowledge in Training and Development
JK 3 = Job Knowledge in Problem Solving
JK 4 = Job Knowledge in Disciplinary Measures
JK 5 = Job Knowledge in General Management
ATT 1 = Attitude Toward Self in Work Setting
ATT 2 = Attitude Toward Work (value/ethic)
ATT 3 = Attitude Toward the (Organization/Management)
Dependent Variable
Perform = Supervisor's Performance Rating

In analyzing the matrix in Table XV, it is interesting to note that each of the job knowledge/performance correlation coefficients along the bottom and right margin of matrix reflect an inverse or negative relationship. The largest, JK:5 General Management Knowledge at -0.4235 is significant at the 0.05 level. ATT 1, Self-concept, also reflects an inverse relationship when compared with performance rating. While JK 2: Training and Development Knowledge is not quite significant at the 0.05 level when compared with performance rating, there is a significant relationship between JK 2 and both JK 3: Problem Solving and JK 5: General Management Knowledge.

Summary

This chapter has presented the data resulting from the design, collection and analysis methodologies described in Chapter III. To summarize, statistical process number one involved the conversion of raw data into T-scores to facilitate statistical computation via standardized distribution.

Statistical process number two involved arithmetically averaging the five job knowledge scores and three attitudinal scores into composite figures (one for job knowledge and one for attitude) and correlating these scores with the subject's performance rating. The results of this comparison is shown in Table XIII with Pearson's Product Moment Correlation Coefficients of $r = 0.4175$ between job knowledge and performance and $r = 0.00616$ between attitude and performance.

Statistical process number three involved computing a Correlation Coefficient/Probability Matrix between each of the five job knowledge measures, three attitudinal measures and performance rating as shown in Table XV. While inverse relationships occurred between all five

TABLE XV

CORRELATION COEFFICIENTS/PROBABILITY MATRIX

Variables	Correlation Coefficients / Prob R Under $H_0: \rho=0$ / N=25								
	X1 JK 1	X2 JK 2	X3 JK 3	X4 JK 4	X5 JK 5	X6 ATT 1	X7 ATT 2	X8 ATT 3	Y PERFORM
X1 JK1	1.00000 0.0000	-0.03264 0.8769	0.18796 0.3683	0.23626 0.2555	0.20415 0.3277	0.03004 0.8867	0.24931 0.2294	-0.21928 0.2923	-0.15202 0.4682
X2 JK2	-0.03264 0.8769	1.00000 0.0000	0.47002 0.0177	0.17156 0.4122	0.47732 0.0158	-0.12188 0.5617	-0.13037 0.5345	-0.04365 0.8359	-0.33423 0.1025
X3 JK3	0.18796 0.3683	0.47002 0.0177	1.00000 0.0000	0.07621 0.7173	0.01985 0.9250	0.00041 0.9984	-0.24846 0.2311	-0.20752 0.3195	-0.23601 0.2561
X4 JK4	0.23626 0.2555	0.17156 0.4122	0.07621 0.7173	1.00000 0.0000	0.00752 0.9716	-0.09380 0.6556	0.12343 0.5566	0.00042 0.9984	-0.07852 0.7091
X5 JK5	0.20415 0.3277	0.47732 0.0158	0.01985 0.9250	0.00752 0.9716	1.00000 1.0000	-0.25689 0.2151	0.04111 0.8453	-0.14931 0.4763	-0.42435 0.0345
X6 ATT 1	0.03004 0.8867	-0.12188 0.5617	0.00041 0.9984	-0.09380 0.6550	-0.25689 0.2151	1.00000 0.0000	0.44052 0.275	-0.35587 0.0808	-0.10659 0.6121
X7 ATT 2	0.24931 0.2294	-0.13037 0.5345	-0.24846 0.2311	0.12343 0.5566	0.04111 0.8453	0.44052 0.0275	1.00000 0.0000	-0.00193 0.9927	0.01693 0.9360
X8 ATT 3	-0.21928 0.2923	-0.04365 0.8359	-0.20752 0.395	0.00042 0.9984	-0.14931 0.4763	-0.35587 0.0808	-0.00193 0.9927	1.00000 0.0000	0.12675 0.5460
Y PERFORM	-0.15202 0.4682	-0.33423 0.1025	-0.23601 0.2561	-0.07852 0.7091	-0.42435 0.0345	-0.10659 0.6121	0.01693 0.930	0.12675 0.5460	1.00000 1.0000

job knowledge measures and ATT 1: self-concept, only JK 5: General Management Knowledge at $r = -0.42435$ was significant at the 0.05 level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Chapter V provides a brief overview of the entire study: its purpose, the hypotheses, the design, setting and results. This chapter also examines some of the implications of the findings, draws several conclusions and makes some recommendations for further study.

The purpose of this study was to answer the question of whether substandard performance is more often the result of a deficiency of attitude (the will to serve) or a deficiency of job knowledge (the ability to serve).

A review of literature was undertaken and while a number of studies have examined the relationship of job satisfaction, job dissatisfaction, work values, self-concept and other factors to performance, none have combined these factors or the more critical areas of job knowledge and compared them to performance in order to determine which seemed to have the greater impact.

In order to examine this question, the following hypotheses were stated in the null to facilitate statistical comparison.

Hypothesis No. One

There is no statistically significant correlation between employee job knowledge and performance rating.

Hypothesis No. Two

There is no statistically significant correlation between employee attitude and performance rating.

The design used to accomplish the purpose of this study was an adaptation of the "One Group Ex Post Facto Design" used in conjunction with Pearson's Product Moment Correlation Coefficients to examine the relationship between eight independent variables: five measures of job knowledge and three measures of attitude; and the dependent variable, performance, as rated by the immediate supervisor.

The setting for the study was a municipal bureaucracy of approximately 3400 employees located in the southwestern part of the United States. The organization has 22 departments and approximately 375 first level foremen and supervisors. This group represented the population to which the inference drawn from the study would apply.

The subjects selected for the study group were 25 first level, first year supervisors. These individuals were selected from a group of 131 supervisory job candidates who had taken the SPR, a supervisory aptitude test used by the organization in the selection of supervisory personnel, and who were subsequently appointed to supervisor posts. The primary reason for their selection as members of the study group was the availability of data required for the study. This data available through the SPR (Supervisory Profile Record) consisted of five critical measures of job knowledge and two measures of attitude. The third measure of attitude, organizational concept, (see Appendix A) was obtained through a questionnaire specially designed for the study and the organization in which the study took place. The final measures

required for the study, performance ratings as perceived by their immediate supervisors (see Appendix B) were available on each subject one year after the date of their initial appointment.

The raw data consisting of two and three digit scores of varying scales, were converted first to Z scores and then to T scores to facilitate statistical computation. Means, standard deviations, Pearson's Product Moment Correlation Coefficients, and a Correlation Coefficient/Probability Matrix were computed to determine the relationship between the eight independent variables: five job knowledge factors and three attitudinal factors, and performance ratings.

The results of the analyses are as follows:

1. When the composite scores for job knowledge and attitude were compared to performance ratings, the Pearson's Product Moment Correlation Coefficients presented at the bottom of Table XIII indicated an inverse relationship of -0.4175 existed between performance and job knowledge which is significant at the 0.05 level, but the relationship between performance and attitude was not significant at the 0.05 level.

2. The Correlation Coefficients Matrix presented in Table 15, indicated inverse relationships existed between each of the job knowledge factors and performance ratings, but that only one, JK5: General Management Knowledge at -0.4243 was significant at the 0.05 level. Attitude factor number one, self-concept, was also indicated as an inverse relationship with rated performance, while attitude factors two and three, work values and organizational concept, were positive relationships. Neither of these relationships, however, were significant at the 0.05 level.

Conclusions

The thesis of this research was that attitude has a more profound impact upon performance than any other factor including job knowledge, and that alienation toward the work setting is a substantial contributor to dysfunctional attitude and substandard performance.

Contrary to the thesis, the analysis of data indicated that there was a significant relationship between Job Knowledge 5: General Management Knowledge, and performance, but that it was an inverse or negative relationship. Even more surprising, the data indicated an inverse relationship existed between performance as rated by the immediate supervisors and all of the job knowledge factors and one of the attitude factors; Att1: Self-Concept. All of these factors would have been significant at the 0.05 level if the number of subjects in the study group could have conformed to the conventional formula of 25 additional subjects for each variable included in the study.

The implication of these rather surprising results is that the more the subject supervisors knew about supervision and the better they felt about themselves, the lower their bosses rated their performance.

On the surface, it would appear that the thesis of this research has been disproved; that there is a significant relationship between job knowledge and performance as rated by the immediate supervisor, but that there is little or no relationship between attitude and performance ratings. Upon closer scrutiny, however, it appears possible that the analysis is misleading due to the subjective nature of the instrument used to measure performance. While this would appear to invalidate the findings, the study provides some very useful information as indicated by the following conclusions:

1. The instrument used by the organization to measure supervisory performance (see Appendix B) does not appear to be valid for the purpose it was designed for it does not appear to measure performance at all. What it does appear to measure is the immediate supervisor's attitude toward the subordinate and/or the supervisor's subjective perception of the subordinate's performance. As such, the rating given a subordinate says considerably more about the immediate supervisor's feelings, values and perceptions, than the subordinate's actual performance.

From the implications of the analysis, that the more the subject supervisors know about general management principles the lower the rating they were likely to receive from their bosses, one can speculate several possible causes:

- a. If the immediate supervisor was insecure in his position, he might view a promising subordinate as a threat and consciously or unconsciously try to suppress the subordinate's career via lower performance rating.
- b. If the immediate supervisor felt inferior or competitive toward the subordinate, he might consciously or unconsciously seek the "salve his own ego" or "put the subordinate in his/her place" via lower ratings.
- c. If because of his management knowledge the subordinate had the tendency to be a "know-it-all" or question the immediate supervisor's decisions, he would likely alienate the boss who may consciously or unconsciously use the evaluation as personal vendetta.

Whatever the reason, the analysis suggests that evaluation or rating systems that are based on the subjective evaluation of one

person's performance by another are not valid indicators of that person's work. They appear to be far better indicator of the quality relationship existing between the rater and ratee, at least from the rater's point of view.

2. While the findings of the study did not prove or disprove the basic thesis that attitude has a more profound impact upon performance than any other factor including job knowledge, it did, in the mind of the researcher, lend credence to the latter part of the thesis, that alienation toward the work environment is a substantial contributor to dysfunctional attitudes and substandard performance. This conclusion is drawn from the inverse relationships occurring between the subjects' job knowledge and performance ratings, self-concept and performance ratings, and the positive relationships occurring between the subjects' organizational concept and performance as rated by the immediate supervisor.

Recommendations for Further Study

The following will suggest some implications of the study and provide some recommendations for further study:

1. Organizations should be cognizant of the alienating effects certain policies and management practices have on the workforce and the cost of such practices in terms of lowered productivity, dysfunctional behaviors, and poor workmanship. Further study should be undertaken to identify those factors which largely determine employee attitude and efforts made to develop instruments which isolate and measure organizational policies and practices which alienate employees.

2. Organizations should also be aware that performance appraisal or rating systems which are based on the subjective evaluation of one person's work by another not only appear to be a poor indicator of the subject's performance, but appear to be alienating and disruptive to supervisor/subordinate relationships. Further study needs to be undertaken in the development of quantitative and qualitative performance factors or rating criteria which are totally objective, or at the very least, do not present the opportunity for rater bias. Part of the answer may lie in the restructuring of jobs for measurable outputs or building of output data bases from which performance can be quantitatively or qualitatively measured.

3. While this study provided considerable information regarding attitude and the relationship between supervisory perception and performance rating practices, it did not answer the question as to whether substandard performance is more often a deficiency of attitude (the will to serve) or a deficiency of job knowledge (the ability to serve). This question has profound implications for Organizational and Employee Development Practitioners who are charged with assisting managers in the resolution of performance problems. Further study should be undertaken to answer this question, and methods developed which will aid practitioners in analyzing and correcting performance problems.

4. Since self-concept and organizational concepts seem to be the primary factors in determining an employee's attitude toward the work setting, further study should be undertaken to determine the cause of positive and negative conceptual states, the interaction between them and the indoctrination methods which would aid practitioners in altering dysfunctional management and employee perceptions.

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APPENDICES

APPENDIX A

INSTRUMENT USED TO MEASURE

ORGANIZATIONAL CONCEPT

SUPERVISORY PERCEPTION QUESTIONNAIRE
INSTRUCTIONS

Listed below are fifty statements which supervisors have made in describing the work environment in their organizations. Please consider each of these statements and check the category which best reflects your perception about the environment where you work:

	RESPONSE CATEGORY				
	Always	Usually	Sometimes	Seldom	Never
1. Departmental policies, procedures and work rules are clearly defined to assist supervisors.	()	()	()	()	()
2. There is a lot of under-the-surface fighting between managers and supervisors.	()	()	()	()	()
3. Employees are given prior explanation of how performance is to be evaluated.	()	()	()	()	()
4. The organization would be more effective if employees were not afraid to take risks.	()	()	()	()	()
5. Employees are consulted about decision which affect them.	()	()	()	()	()
6. Punishment seems to be used more frequently than rewards.	()	()	()	()	()
7. It seems that conformity brings the best rewards.	()	()	()	()	()
8. Ability is the prime consideration used in selecting management and supervisory personnel.	()	()	()	()	()
9. People are allowed to do their work in ways that make sense to them.	()	()	()	()	()
10. Performance standards are clearly explained.	()	()	()	()	()
11. Suggestions receive careful consideration.	()	()	()	()	()
12. Different parts of the organization pull in different directions.	()	()	()	()	()
13. People are judged on personal characteristics rather than performance.	()	()	()	()	()
14. Each department acts as a separate empire.	()	()	()	()	()
15. Managers do a good job of explaining departmental objectives.	()	()	()	()	()

	Always	Usually	Sometimes	Seldom	Never
16. Personnel sends us poor people.	()	()	()	()	()
17. Departmental objectives and priorities are expressed in vague terms.	()	()	()	()	()
18. Only top management participates in important decisions.	()	()	()	()	()
19. The organization does not pay enough to attract competent people.	()	()	()	()	()
20. Employees do not get the opportunity to contribute, and as a result, do not feel committed.	()	()	()	()	()
21. There is no use talking about change because attitudes are fixed.	()	()	()	()	()
22. It is not what you know, but who you know that counts.	()	()	()	()	()
23. Management has a clear understanding of what causes supervisor's problems.	()	()	()	()	()
24. Substandard performance is ignored.	()	()	()	()	()
25. Lines of responsibility are clear.	()	()	()	()	()
26. Personal needs/objectives receive the consideration that they deserve.	()	()	()	()	()
27. Management seeks input from subordinates in solving problems.	()	()	()	()	()
28. Managers tend to suppress the careers of promising subordinates.	()	()	()	()	()
29. Management seems genuinely concerned whether or not people are happy in their work.	()	()	()	()	()
30. My job provides me with a real challenge and sense of accomplishment.	()	()	()	()	()
31. Our managers believe that employees require close supervision.	()	()	()	()	()
32. I feel I get the support I need when I have to take disciplinary actions.	()	()	()	()	()
33. Rules, regulations and directives are thought out and clearly communicated.	()	()	()	()	()

	Always	Usually	Sometimes	Seldom	Never
34. Employees are encouraged not to "rock the boat".	()	()	()	()	()
35. People are encouraged to up-date their skills.	()	()	()	()	()
36. Employees are told one thing and judged on another.	()	()	()	()	()
37. There is little incentive to improve performance, so people do not bother.	()	()	()	()	()
38. Exceptional performance is recognized and rewarded.	()	()	()	()	()
39. Management recognizes the cost of dissatisfied employees.	()	()	()	()	()
40. Each manager considers himself responsible for his own unit and does not welcome interference.	()	()	()	()	()
41. Skills must be picked up haphazardly rather than being taught systematically.	()	()	()	()	()
42. Problems are ignored or "kicked under the table".	()	()	()	()	()
43. In this organization, it is every man for himself when trouble arises.	()	()	()	()	()
44. Innovation is a valued trait in the organization.	()	()	()	()	()
45. Management consults supervisors about decisions which affect their units.	()	()	()	()	()
46. Supervisors and managers in my department work as a team.	()	()	()	()	()
47. The organization operates on tradition and discourages new ideas.	()	()	()	()	()
48. Management sees that supervisors have everything they need to get the job done.	()	()	()	()	()
49. Pay/promotion seems to have little to do with competence.	()	()	()	()	()
50. Work loads are distributed fairly and evenly.	()	()	()	()	()

APPENDIX B

INSTRUMENT USED TO RATE
SUPERVISORY PERFORMANCE

Please return to supervisor by _____

Performance Evaluation and Counseling Form

SUPERVISORY PERSONNEL

Employee Name	Department	Division	Supervisor
Position	Employment Date	Evaluation Date	SPI Date

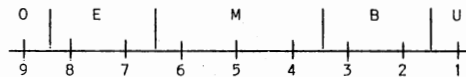
Reason for Review (check one)

Evaluation & Counseling
 Probationary Review
 SPI Review
 Special Review
 Other (Specify) _____

INSTRUCTIONS

Using the numerical scale below, compare the performance of the employee being rated against the performance criteria listed for each factor. Select the number which best indicates your perception of that individual's performance on each of the criterion and enter it in the box provided. Then enter a number indicating a composite, or overall evaluation for the factor. Your composite evaluation should not necessarily reflect an average of the criteria rating since some criterion are more important than others. Examples of past performance must be cited if composite rating is above six or below four.

EVALUATION SCALE



- (O) Outstanding - Exemplary performance far exceeding performance criteria.
- (E) Exceeds Expectation - Performance which exceeds the level supervisor normally expects.
- (M) Meets Expectation - Generally meets supervisor's expectation on performance criteria.
- (B) Below Expectation - Erratic performance on criteria, falling short of that normally expected. . . requires remedial attention.
- (U) Unsatisfactory - Unacceptable performance which must receive immediate attention.
- (NA) Not Applicable - Evaluation of the factor or criterion is inappropriate for the employee being rated.

FACTOR A: COMMITMENT TO DEPARTMENTAL GOALS AND APPLICATION OF LEADERSHIP SKILLS.

Performance Criteria:

	Takes an active role in goal setting, project planning, and internal affairs of the department.
	Individual's goals, talents and efforts are directed toward the needs of the department and achievement of the work group.
	Departmental needs, plans and goals are communicated to subordinates.
	Subordinates are encouraged to participate in the planning of projects, settings of goals and scheduling of activities for the work group.
	Established plans, projects and work activities are consistent with departmental needs, goals and resources.
	Innovative Ideas are advanced and encouraged from subordinates in solving problems and improving the effectiveness of the work group.
	Composite Evaluation for Factor

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR B: ASSIGNMENT AND SUPERVISION OF SUBORDINATE PERSONNEL.

Performance Criteria:

	Assignments are made in a fair and impartial manner considering the needs of the department and the capabilities of the employees.
	Subordinates understand instructions and job assignments with few and only minor misunderstandings.
	Problems or deviations arising in established plans, schedules and work activities are confronted promptly and corrected or discussed with appropriate supervisor.
	Desired results (quantity and quality of work expected from group) are accomplished through subordinate personnel.
	Superior is provided periodic feedback on subordinate's performance.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR C: SELECTION, EVALUATION AND TRAINING OF SUBORDINATE PERSONNEL.

Performance Criteria:

	Selection of new employees is based upon job related criteria and is consistent with Affirmative Action objectives and EEO laws.
	Subordinates receive proper orientation, on-the-job training and continuing feedback on performance.
	Subordinates receive evaluation and counseling in an objective manner and in line with established procedure with constructive suggestions as to how performance can be improved.
	All subordinates receive an equal opportunity to train for promotional positions with developmental needs identified and met.
	Unsatisfactory performance is called to attention of subordinate, documented, and corrective action taken.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR D: COMPLIANCE WITH BUDGETS AND EXPENDITURE CONTROLS.

Performance Criteria:

	Budget recommendations are based upon substantiated needs and produce desired results.
	Budget recommendations and expenditure reports are documented and submitted at agreed upon time.
	Purchase requests are in line with established needs and within budget limitations.
	Controllable costs such as overtime, scrap loss, etc., are kept within budget limitations.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR E: COMMUNICATION AND COORDINATION WITH THE PUBLIC, OUTSIDE AGENCIES AND OTHER WORK GROUPS.

Performance Criteria:

	Assigned personnel coordinate activities with other work units and outside agencies as the situation requires.
	Activities of work group are conducted in a manner which demonstrates efficiency, competence and courtesy to the public.
	Few and only minor problems occur due to poor communications or coordination.
	Problems which occur in working relationships are satisfactorily resolved.
	Corrective action is taken on substantiated complaints.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR F: APPLICATION AND ENFORCEMENT OF SAFETY PROCEDURES AND REGULATIONS.

Performance Criteria:

	Safety regulations and procedures are communicated and periodically reviewed with subordinate personnel.
	Violations of safety regulations are discussed and corrected, or appropriate action taken.
	Safety hazards are identified and corrected or reported.
	Reporting procedures are observed and corrective measures taken to prevent reoccurrence.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR G: ADMINISTRATION OF LABOR AGREEMENTS, PERSONNEL POLICIES AND WORK RULES.

Performance Criteria:

	Labor agreements, policies and work rules are interpreted, communicated and understood and administered consistently and fairly.
	Grievances and potential grievance situations receive early attention and are thoroughly documented.
	Violations of labor agreements, policies and work rules are discussed, documented, and appropriate action taken.
	Actions which have ramifications in other work units are cleared through appropriate personnel.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR H: CARE AND MAINTENANCE OF FACILITIES, EQUIPMENT AND SUPPLIES.

Performance Criteria:

	Few and only minor losses due to faulty care and maintenance of facilities, equipment and supplies.
	Prescribed maintenance is performed on schedule and associated records are kept current.
	Equipment wear and malfunctions are reported or corrective action is taken.
	Loss or damage of equipment due to carelessness is rare.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR I: PREPARATION AND PRESENTATION OF ORAL AND WRITTEN REPORTS.

Performance Criteria:

	Written reports clear, concise, and rarely returned for correction.
	Information on reports is complete and submitted in prescribed format.
	Oral reports are communicated in a clear, concise and accurate manner.
	Reports are furnished on a timely basis without prompting or undue delay.
	Composite Evaluation for Factor.

If composite rating is above 6 or below 4, cite examples of past performance to support your evaluation. _____

FACTOR J: OTHER FACTORS IMPORTANT TO SUPERVISOR

OVERALL PERFORMANCE RATING

Based upon evaluations above, but not necessarily an average of the factors since some are more important than others, carefully read the criteria for each of the performance levels and check the term which best describes the employee's overall performance for the evaluation period.

	<u>Outstanding:</u>	Exemplary overall performance deserving special recognition normally occurring in less than 5% of the workforce.
	<u>Exceeds:</u>	Performance exceeding the supervisor's expectation on nearly all performance factors.
	<u>Meets:</u>	Performance generally meeting supervisor's expectation on most performance criteria.
	<u>Below:</u>	Erratic performance falling short of that expected on most factors. Performance must improve prior to SPI review 90 days hence to qualify for salary increase.
	<u>Unsatisfactory:</u>	Unacceptable performance and grounds for termination if not corrected pending special review 30 days hence.

Remedial Activities: Actions which supervisor and employee have agreed upon to correct performance evaluated Below Expectation or Unsatisfactory.

Development Activities: Action which supervisor and employee have agreed upon to further develop employee capabilities and to prepare for greater responsibility.

Comments/Reactions of Employee:

Signature of Employee _____ (Signature indicates only that appraisal has been reviewed with employee.)

Comments of Reviewer's Supervisor:

 Supervisor (Reviewer) _____ Date _____
 Reviewer's Immediate Supervisor _____ Date _____

VITA²

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