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GRADUATE COLLEGE

AN ANALYSIS OF AN ATTEMPT TO REDUCE ROLE AMBIGUITY IN A JOB CORPS CENTER

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

HAROLD H. LECRONE, JR.

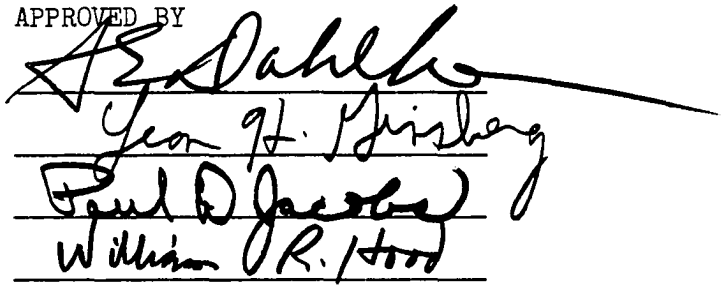
Norman, Oklahoma

1968

AN ANALYSIS OF AN ATTEMPT TO REDUCE ROLE AMBIGUITY

IN A JOB CORPS CENTER

APPROVED BY



DISSERTATION COMMITTEE

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AN ANALYSIS OF AN ATTEMPT TO REDUCE ROLE AMBIGUITY IN A JOB CORPS CENTER

CHAPTER I

INTRODUCTION

Most large organizations found in today's complex society have numerous jobs to be performed. Each of these jobs has certain expected behaviors associated with it. These behaviors that the individual in a given position is required to perform constitute his role in the organization.

Each individual's understanding of his role is closely related to the effectiveness of the organization. If the individual does not understand what his role in the organization is he may not perform his job adequately and may not satisfy the expectations of the other individuals in the organization.

The lack of understanding or lack of information related to a given individual's role leads to a condition known as "role ambiguity." Backman and Secord (1966) considered role ambiguity to be ". . . a direct function of the discrepancy between the information available to the person and that which is required for adequate performance of his role" (Backman & Secord, 1966, p. 336).

In a national survey of the labor force Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) found that ambiguity was a problem for many people. Thirty-five percent of the people in the survey were disturbed by lack of clarity about the scope and responsibilities of their jobs. Twenty-nine percent were bothered by ambiguity about what their co-workers expected of them. Thirty-eight percent were bothered because they could not get enough information required to perform their jobs adequately. From the standpoint of personal costs of ambiguity, thirty-one percent were disturbed by lack of information about opportunities for advancement in the organization. Thirty-two percent were under tension because they were uncertain about their superior's evaluations of them.

Kahn et al. (1964) have proposed a model for viewing the factors in Role Conflict and Ambiguity (see Fig. 1). This model provides a general orientation to the interactions of the major groups of variables involved in role ambiguity. It is built around the notion of a "role episode" which is a complete cycle containing the following components: (1) a role sending process by which persons, the role senders, communicate the expectations of the role to the focal person, (2) the focal person, the individual whose role or office is under consideration, responds to the role sending process, and (3) a response which is sent back to the role senders who in turn react to the responses of the focal person.

Role pressures, originate in the expectations held by members of the organization connected with the focal person. The role senders compare these expectations regarding the manner in which the focal role should be performed to their perceptions regarding the way in which

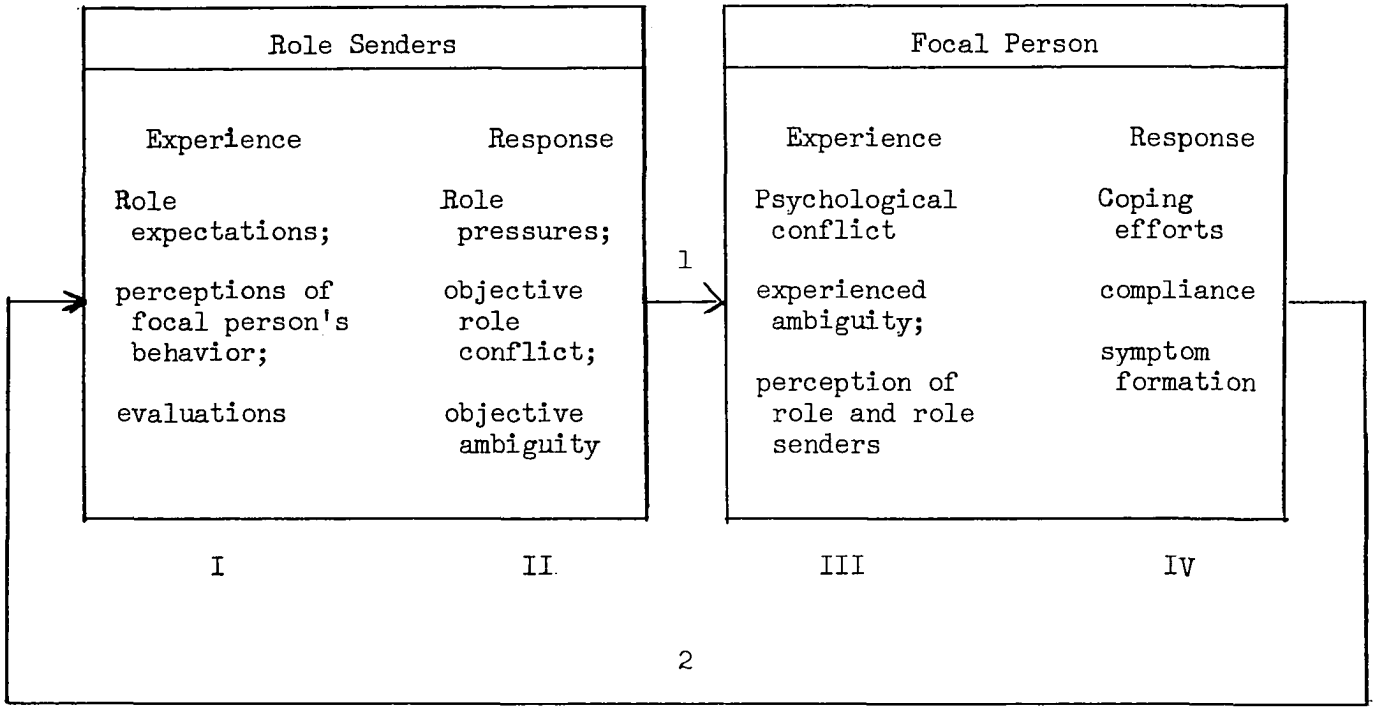


Figure 1. A model of the role episode (Kahn et al., 1964, p. 26)

the focal person is actually performing. If the expectations and perceptions are discrepant, they exert further pressures to make the focal person's performance congruent with their expectations. The pressure exerted by the role senders causes the focal person to experience role strain. This role strain contains both perceptual and cognitive qualities which lead to certain adjustive responses, positive changes in the focal persons behavior from the role senders point of view, or maladjustive responses, negative or no change in the focal persons behavior from the role senders point of view. These responses or coping efforts of the focal person are observed by the role senders and their expectations are correspondingly adjusted.

To summarize, some of the common problems leading to role ambiguity are: a lack of clarity about the organization's rules and regulations, the focal person's lack of knowledge about how he is being evaluated by his superiors and associates and how satisfied these people are about the work he is doing, the ambiguity in the organization's structure and the uncertainty in the chain of command, and the lack of clarity in the focal person's scope of responsibility.

It is not difficult to see that if the focal person's perception of the focal role does not coincide with the role sender's perception of the focal role then psychological conflict and experienced ambiguity will exist for the focal person. His response to the role pressure applied by the role senders may not satisfy the role senders which will lead them to apply more pressure and the cycle will increase in intensity.

Another interesting question to ask is what is it that determines a person's selection among available role behaviors in ambiguous

situations? In an ambiguous situation, the focal person does not know what kind of role behavior is expected of him, or how his role behavior will be perceived by his role senders. When the situation is well structured the focal person knows, or thinks he knows, how his own behavior will be perceived by others. He may not necessarily do what others expect, but at least he feels that he knows what they expect. Newcomb (1950) has suggested that when a person is in a situation which is ambiguous as far as his own role behavior is concerned, he will tend to respond with whatever role behavior he anticipates will best balance maximum motive satisfaction with minimum uncertainity of response from others. That is, the more strongly he is motivated to make one type of response, the less he will be concerned about the uncertainty of other's responses to him. Conversely, the weaker his motivation to make any particular response, or the more nearly two opposing motives are equally balanced, the more dominant will be his concern to minimize his uncertainty.

Methods of Bringing About Organizational Change

In dealing with the problems of role ambiguity, several methods have been suggested and tried in the past. We must first note that in dealing with the problems of the focal person in a position of role ambiguity, it is necessary to change not only his perceptions of the organization and the role senders, but also the perceptions that the role senders have of the focal person and the organization. It would be of no benefit to the focal person to pull him from the organization and give him some kind of training in human relations and then return him

to his old position with the same role expectations from his subordinates, the same pressures from his superiors, and the same functions to perform as before the training session.

Katz and Kahn (1966) list several methods of bringing about organizational change. The first of these is information as a method of change. By this is meant merely supplying additional cognitive input. Supplying information to the focal person or the group as a whole can give the rationale for an anticipated program of change and can tell the focal person or group what is expected of them. In some cases, however, this additional information is no motivation in itself, and therefore requires the use of other methods to produce the basic modification desired. Katz, Sarnoff, and McClintock (1956) demonstrated that although prejudices toward Negroes could be changed momentarily by information, more lasting change resulted from giving people insight into their own motivation about prejudice.

Individual counseling and therapy has also been suggested as a method for producing organizational change. As was stated earlier, the therapy may produce a change in the personality of the individual and his attitude toward the organization, but if the other individuals in the organization have not changed their attitudes, little if any organizational change can be expected to take place.

A third approach to organizational change is through the influence of the peer group. This approach is based on the concept that peers constitute strong influence on individual behavior and that a process of change successfully initiated in a peer group may become self-energizing and self-reinforcing. Such studies as that of Lewin

(1952) demonstrate the superiority of the group method over the usual informational approach in modifying individual behavior. One of the major limitations of this approach is that the technique is limited to the peer group, that is, to the people who come together as equals with respect to formal authority and formal status. If authority or status figures are present, the spontaneous interaction of group members is inhibited.

An extended and somewhat modified version of the peer group approach is known as sensitivity training or the Bethel approach. Recent discussions of this approach (Bradford, Gibb, & Benne, 1964; Cottle, 1967; Smith, 1966; Stoller, 1967) have testified as to its powerful influence on the members of the group. The major device used in sensitivity training is the "T-group" (training group). Katz and Kahn (1966) briefly describe the T-group as follows:

> Each such group consists of approximately ten to sixteen people, including one or two trainers. The group is scheduled for one or two meetings each day over a period of two or three weeks. The meetings typically last for an hour and a half or two hours.
>
> Each group begins without agenda, structure, division of labor, or rules of procedure. The people in each group are strangers to each other, brought together only by the common goal of learning more about themselves, the impact which they have on others, and the ways in which groups can become effective instruments for meeting the needs of their members. The absence of the usual props of officers, agenda, and Robert's Rules of Order creates an initial vacuum which is often quite uncomfortable. As the members truggle to fill this vacuum with meaningful activity and relationships, the trainer attempts to observe problems of communication, attempted seizures of power, misunderstandings, and other phenomena of interpersonal life. He communicates these observations to the group, whose members gradually begin to attend to such matters themselves and to check the accuracy of their own observations by describing them and asking for corroboration or correction from others. By this method (which is difficult to describe, but most exciting and rewarding to experience) the members of the group attain increased sensitivity to their own behavior, the actions of others, and the nature of group development. Group members often emerge with a restructuring of their

values about people and about their operations in group settings. (Katz & Kahn, 1966, pp. 406-407).

The target of the T-group was originally the individual and very little organizational change resulted from the sensitivity training. More recently, sensitivity training has been applied to specific problems within an organization where the individuals in the training are members of the same organization (Bradford et al., 1964).

Most observers agree that sensitivity training is not basically therapeutic in theory or in practice. Sensitivity training is not concerned with resolution of unconscious conflict within the individual but instead concerns itself with the individual's perception of his behavior and the behavior of others.

Very similar to the Bethel approach is the technique known as "Guided Group Interaction." This technique, which had its beginnings in a New Jersey correctional institution for boys (McCorkle, Elias & Bixby, 1958), uses a leader who is active in the group discussion, especially in the initial sessions. The leader also plays a critical, supportive, guiding role throughout the course of this method's history. It is also important to note that the emphasis in Guided Group Interaction is on the group instead of individual therapy.

Initially groups of eight to twelve members meet in an atmosphere free from outside distraction to interact with each other for periods of about one to three hours at a time. These sessions can continue for a few days, a few weeks, or a few months.

Guided Group Interaction assumes that a group of individuals and a leader can discuss any sort of problem as a group without any

threats as to the consequence of what will happen to the individuals because of what they have said in the discussion. As McCorkle et al., (1958) state,

> It further assumes that the mutual 'give and take' of group discussion stimulates the delinquent to some understanding of the relationship between what takes place in this learning situation and his immediate problems of living. Therefore, the relationships encountered and the material discussed must be felt by the participant as making some contribution to his critical struggle for adjustment. (McCorkle et al., 1958, p. 74).

Each individual in the group is free to express himself in any way he chooses. He is able to understand his role in the group and also to develop new roles. The members in the group are equals and in the informal atmosphere of the group the individual's conception of self and others and the historical origin of these concepts are, through group discussion, related to his modes of adjustment.

The typical pattern that group development seems to take is usually an initial period in which the members of the group seem suspicious of the leader and guarded in what they say. Later, the group members begin testing the group leader's role and the discussion seems to range over many topics and sometimes seem "aimless" to the outside observer. At a later phase in group development the participants in the group accept and "trust" both the leader and each other to a greater degree so that the discussion of each individual's problems is facilitated.

The Present Study

The main purpose of this study is to evaluate an attempt to reduce role strain through the use of Guided Group Interaction in a specified field setting. The specific field setting was a Job Corps Conservation Center located in the southeastern part of the United States. This

Job Corps Center provides facilities for approximately 200 Job Corpsmen between the ages of 16 and 21. The corpsmen are housed in seven dormitories located within the Job Corps Center. Each dormitory consists of rooms designed for three and four persons to a room and with combination meeting-recreation rooms. The staff includes nine resident youth workers and four corpsmen assistant supervisors who are responsible for the guidance and general supervision of the corpsmen during their off hours. These off hours consist of from 4:30 p.m. to 8:00 a.m., five days a week and on Saturday and Sunday. (A description of the resident worker's position and his duties can be found in Appendix A and the experience required to obtain the position of resident worker is shown in Appendix B.) These nine resident workers, and to a lesser degree the three corpsmen assistant supervisors, are the individuals who experience the role strain due to role ambiguity.

Six weeks before the beginning of the study, the center director, as well as several former employees of the Job Corps Conservation Center, were interviewed about general problems of the center. All were in agreement that the resident worker was not doing as effective a job as possible and several general reasons were posited for this.

The center director, first of all, stated that the resident workers "were sometimes in doubt as to their main responsibilities." The center director gave several examples of cases in which the resident workers were unsure about what tasks they were expected to perform.

Another problem that the resident worker faces according to the center director is that the resident workers "do not like to make decisions, but, instead, pass the decision making up to higher authority."

The reason for this, according to the center director, is because the resident workers do not think that their decisions are going to be upheld.

One other specific problem that was mentioned by several members of the staff at the center is that the resident worker does not feel that he "gets enough credit" for the work he performs. The resident worker feels that he is "the lowest man on the totem pole."

The nine resident workers were interviewed individually and they stated essentially the same things as above. They all expressed a general lack of communication between themselves and the rest of the staff at the center. They also stated that there was little chance for advancement for them in the Job Corps, that most of the staff had little understanding as to exactly what the resident worker was supposed to do and that the varying views on the responsibilities of the resident worker caused problems. A more detailed account of the interviews with the resident worker is shown in Appendix C.

The purpose of this study is to investigate and evaluate the use of "Guided Group Interaction" as a method of reducing role strain for the resident worker. It was expected that through the use of this method the following changes would take place: (1) a change in the role sender's attitudes and behavior toward the resident worker and (2) a change in the resident worker's perception of his own job toward reduction of role strain as defined in the method of Kahn, et al. outlined earlier. No research known to the author has been carried out to find out whether a technique such as "Guided Group Interaction" will reduce something as specific as role ambiguity. Assuming the technique

produces any effects at all, it is not known how lasting the effects of such a technique would be.

CHAPTER II

METHOD

Subjects

The subjects participating in this study were 52 employees of a Job Corps Conservation Center located in the southeastern United States; 34 employees of the United States National Park Service (NPS), and 183 enrollees in the Job Corps program, (of which a sample of 34 were used), whose ages range from 16 to 21 with a mean of 18 years. The Job Corps Staff participants included men and women. All of the corpsmen in this study were men. Approximately 60% of the corpsmen were Negroes.

Questionnaires

Five questionnaires were used in this study, only one of which was administered to any individual. Questionnaire I was designed for the NPS key staff, Number II was designed for NPS maintenance men and park guides, Number III was designed for the Job Corps staff, with the exception of the resident workers, and Number IV was designed for the resident workers. (See Appendix D.) National Park Service data was obtained separately to provide additional data for a concurrent study (Harrison, 1968) directed toward an analysis of intergroup conflict observed between the Job Corps and National Park Service. Questionnaire Number V was designed for the corpsmen.

The questionnaires were all basically the same with a few modifications inform for each group of participants. Each questionnaire was designed to elicit several types of information. Scaled attitude questions which allowed the participant a single choice on a five-point scale from "very negative" to "very positive" were included along with open-ended attitudinal questions. In addition, questions regarding the actual behavior of the participant with respect to both intragroup and intergroup behavioral patterns were included. Still other questions were directed toward job satisfaction and apparent communication barriers.

Procedure

Pre-session administration of the questionnaires was conducted the week before the session began. Arrangements were made through the Park Superintendent and the Job Corps Center Director to have the participants assembled at their convenience to fill out the questionnaire which took approximately 30 minutes. Participants unable to attend the scheduled periods were administered the questionnaire individually at their convenience. Many of the corpsmen had a difficult time reading and writing and therefore all corpsmen had to be interviewed individually. Because of the time allowed to perform this task, it was necessary to limit the number of corpsmen interviewed to a random selection of 34 individuals.

Participants were given the same instructions whether the questionnaire was given individually or in a group. The participants were told that the information contained in the questionnaire was strictly confidential, and that it would <u>not</u> be returned to either the

NPS Administration or the Job Corps Center Administration under any circumstances. Participants were encouraged to include any statements or feelings related to their work, attitudes of the center, and any other information which they felt to be pertinent whether or not it was asked on the questionnaire.

The next step in the procedure was to set up the groups for the week's guided group interaction sessions. Construction of the groups constituted a major problem. Groups were deliberately varied in size and structure. See Table 1. Some groups were comprised of NPS personnel and corpsmen, while others were comprised of NPS personnel, Job Corps staff personnel, and corpsmen. Still others were comprised of only Job Corps staff and corpsmen. Several groups were comprised of corpsmen alone. These variations were instituted in conjunction with the aforementioned parallel study (Harrison, 1968). Groups containing the resident workers are indicated in Table 1.

The overriding concern in the pre-session formulation of the groups was the retention of as much continuity of the center operation as possible. Orderly maintenance of a Job Corps Center is a 24 hour a day, seven day a week job. Food has to be cooked and served, KP schedules, which were prepared prior to the study, had to be met, medical appointments were not subject to cancellation, work schedules had to be maintained as well as possible, and the school was to be in operation throughout the week.

Each participant including all the corpsmen as well as the staff members, attended the session for 4 hours a day for 5 days either in the morning or in the afternoon. The "free" half of the day was allotted to

TABLE 1

GROUP SIZE AND COMPOSITION

Group No.	Group Composition and Number in Group			Group No.	Group Composition and Number in Group		
	NPS	Job Corps	Corpsmen		NPS	Job Corps	Corpsmen
1	4	0	5	15	4	0	5
2	3	0	5	16	3	0	5
3	4	0	5	17	3	0	5
4	0	4	5	18	0	3	5
5	0	4*	5	19	0	4	5
6	0	4*	5	20	0	4*	5
7	2	2*	5	21	2	2*	5
8	2	2*	5	22	2	2*	5
9	2	2*	5	23	2	2*	5
10	0	2	10	24	1	3	9
11	0	2	8	25	0	3	9
12	0	3	8	26	0	3	10
13	0	1	11	27	0	0	10
14	0	0	10	28	0	0	8
Total	17	26	92		17	26	91

*Group contains one resident worker.

Note: Groups 1 - 14, A.M. Groups; Groups 15 - 28, P. M. Groups.

that part of the program either in the NPS or the Job Corps Center in which the participant would normally be engaged.

The investigators had received information from both the NPS and the Job Corps with respect to whether any given participant would attend the morning or the afternoon session. In order to avert a general state of disorganization and confusion, it was necessary to assign the corpsmen to attend the same session that the employee responsible for them attended. This way corpsmen would not be left running around loose while their supervisor attended the session.

The group leaders were all members of the University of Oklahoma Job Corps Staff Training Center. Some were employed on a full-time basis, some on a consulting basis. There were four women and eleven men. Two of the men and one woman were Negro. Academic training and professional experience varied from B. A. degrees in social sciences to Ph.D.'s in clinical psychology. Ages varied from 25 to 65 years. There appeared to be no common denominator other than their knowledge of group processes and experience in training sessions. About half the group leaders who were full-time employees had been working together for up to three years.

The group leaders were randomly assigned to the groups. Each leader met one group in the morning and one group in the afternoon. Each leader stayed with the same group throughout the training session.

One month after the training session was over a post-session questionnaire was administered to all participants. This was the same as the pre-session questionnaire with the exception that two questions were added to assess attitudes toward the training session and attitudes and behavioral changes which may have occurred as a result of the

training session. These two questions are numbered 52 and 53. See Appendix F.

CHAPTER III

RESULTS AND DISCUSSION

As will be recalled, the focus of attention of this dissertation is to determine whether the training session produced any reduction in role ambiguity for the resident worker. Kahn et al's. (1964) Theoretical Model of Factors in Role Ambiguity holds that the role expectations, perception of the focal persons behavior, and the role pressures of and by the role senders produce psychological conflict, experienced ambiguity, copying efforts, compliance and symptom formation in the focal person, which in this case is the resident worker.

For the purpose of analysis we will be examining whether the training session produced a change in the role sender's attitudes and behavior toward the resident worker and also whether the training session produced a change in the resident worker's perception of his job. The role senders in this case consist of three groups at the Job Corps Center. The first of these groups is the Job Corps staff totaling 39 individuals, the second group consists of 34 corpsmen who constitute a sample of the 183 corpsmen at the Job Corps Center and the last group consists of 4 corpsmen supervisors. The nine resident workers at the Job Corps Center comprise the group of focal persons.

In order to assess the attitudes and perceptions of the four above mentioned groups, the questionnaires were broken down into three types of analysis. The first type of analysis performed was on the data obtained from Questions 1-38. These questions were designed to be answered on a five point Likert type scale. See Appendix E. The second type of analysis was performed on those questions that could be scaled by using categories such as yes-no, few-some-many etc. Appendix F lists these questions and their possible answers. The last type of analysis is to examine some of the subjects' attitudes toward the training session. These answers were included in hope that they would explain some of the other findings in this study. These analyses will be carried out for the role senders (center staff, corpsmen and corpsmen supervisors) and for the focal persons (resident workers) separately.

Changes in Center Staff as Role Senders

Looking first at the Job Corps staff, we will examine this group of role senders to see if the training session produced any change in their attitudes toward the resident worker.

Questions 10, 25, 28 and 29 are all questions concerning the resident worker and it was decided a priori to combine these four questions and find a mean pre, a mean post, and a mean difference score for each of the 39 individuals on the Job Corps staff. Figure 2 shows a mean difference score for each of the 39 Job Corps staff members on the four questions combined. The scores ranged from a positive 2 to a negative 1 with 43% of the staff showing a positive change on the four questions and 31% showing a negative change. On these four questions, no

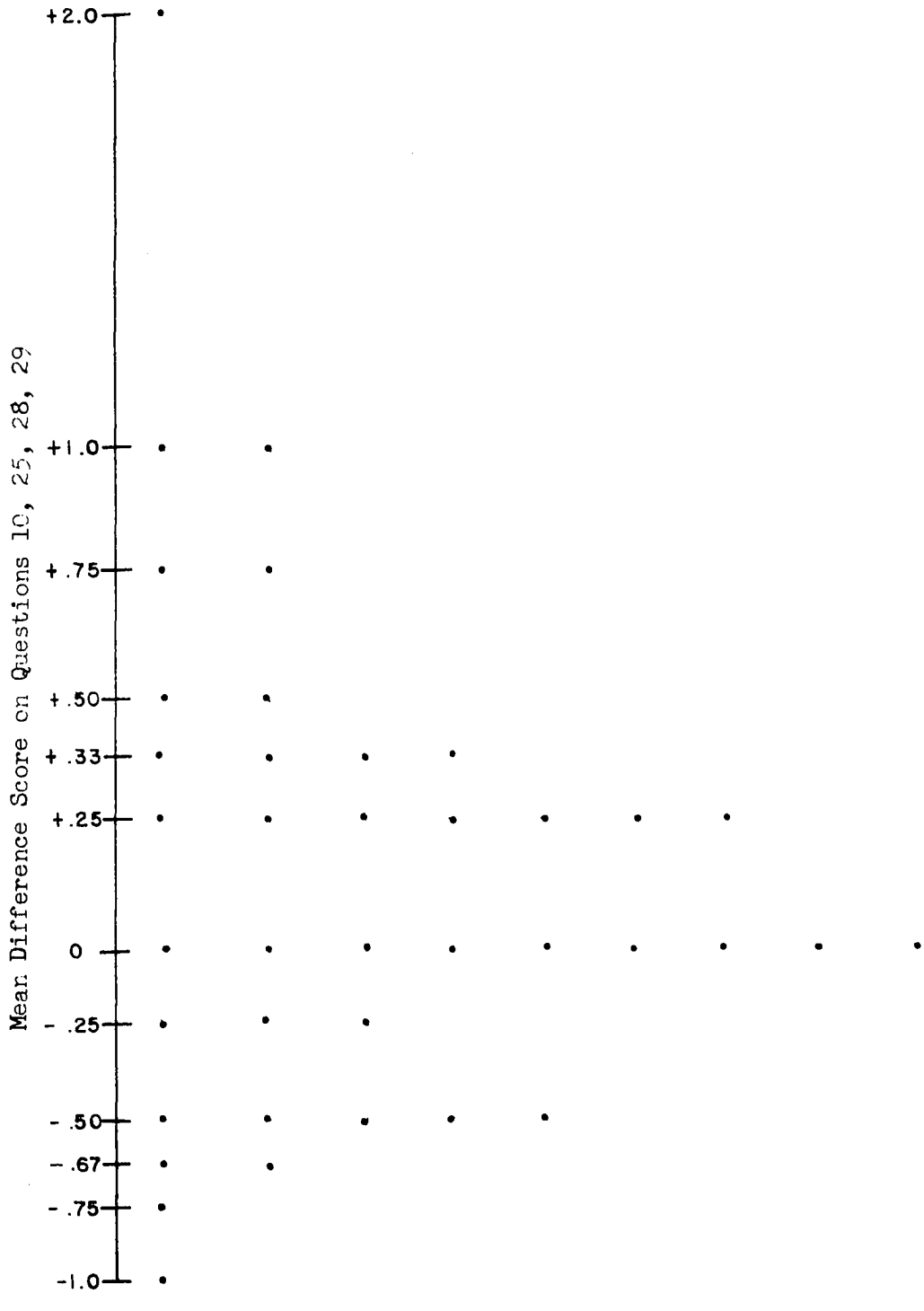


Figure 2. Mean Difference Score on Questions 10, 25, 28, 29, for Job Corps Staff Members.

significant change in the Job Corps staff's attitude toward the resident worker is apparent.

Figure 3 shows the same Job Corps staff and the time of day that they participated in the training session. As can be seen, of the people who changed positively on Questions 10, 25, 28 and 29, 35% were in the morning session and 65% were in the afternoon. Of the people who changed negatively, 75% were in the morning session and 25% were in the afternoon. A chi-square test of independence yielded an X^2 of 3.37 ($P < .05 = 3.8$). The results indicate that the afternoon session contained more people who showed a positive change on the four questions mentioned above.

It was thought that having a resident worker in one's group might possibly be related to the attitude change of the people in the group. From Figure 4 it can be seen that of the 18 Job Corps staff members who changed positively 6 had a resident worker in their group. Of the 12 staff members who change negatively 4 had resident workers in their group. These results seem to indicate that having a resident worker in one's group is not related to change on the four questions asked.

Looking next to the second type of analysis, those questions whose answers could be categorized are as follows:

Question 44: Why do you think most resident workers are in the Job Corps?

Question 57: How many resident workers do you feel that you know well enough to have coffee with if you saw them in town?

Question 52: Overall, do you think the training session was worthwhile or just a waste of time?

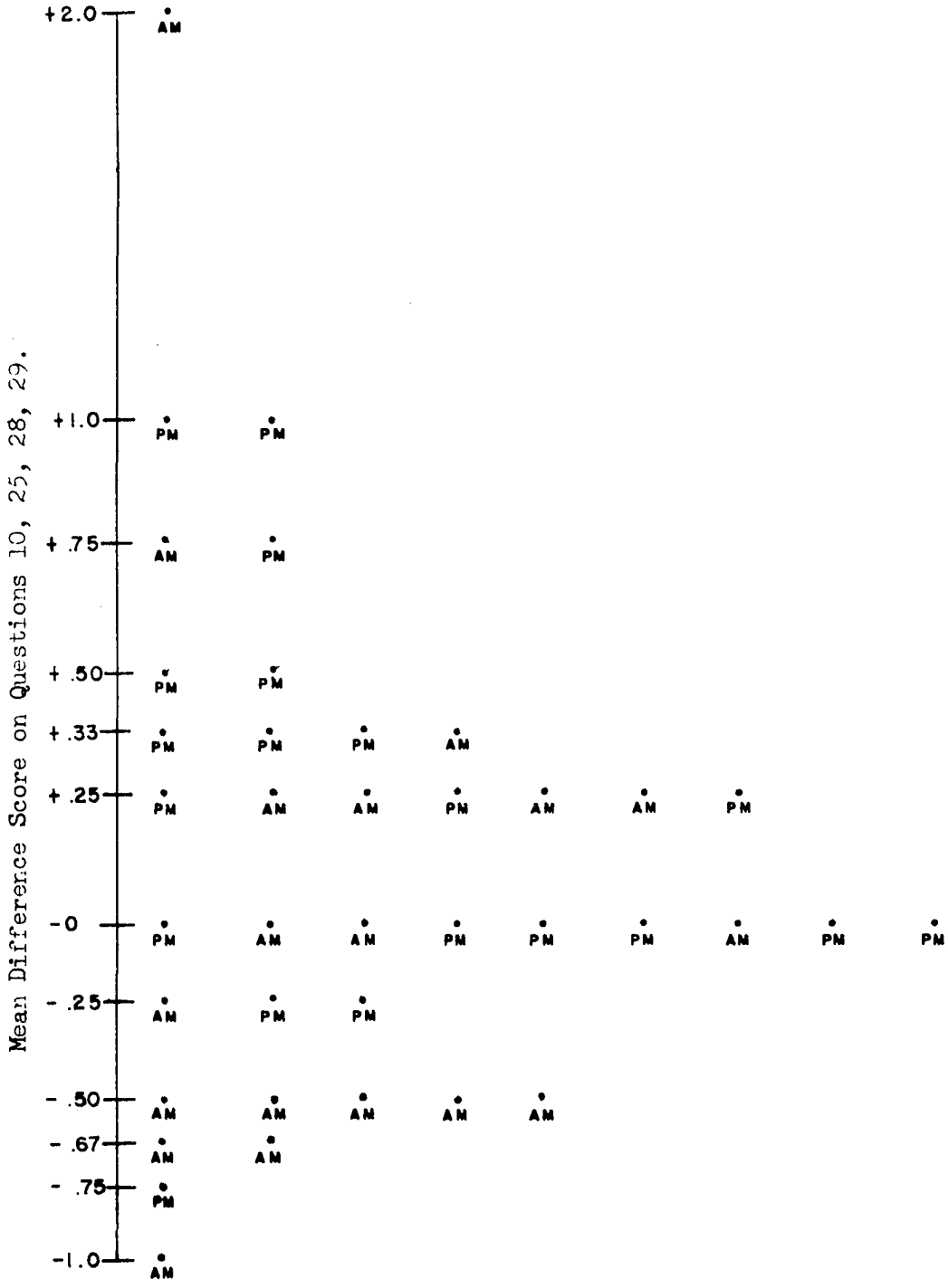


Figure 3. Time of Day That Job Corps Staff Members Participated in Training Session.

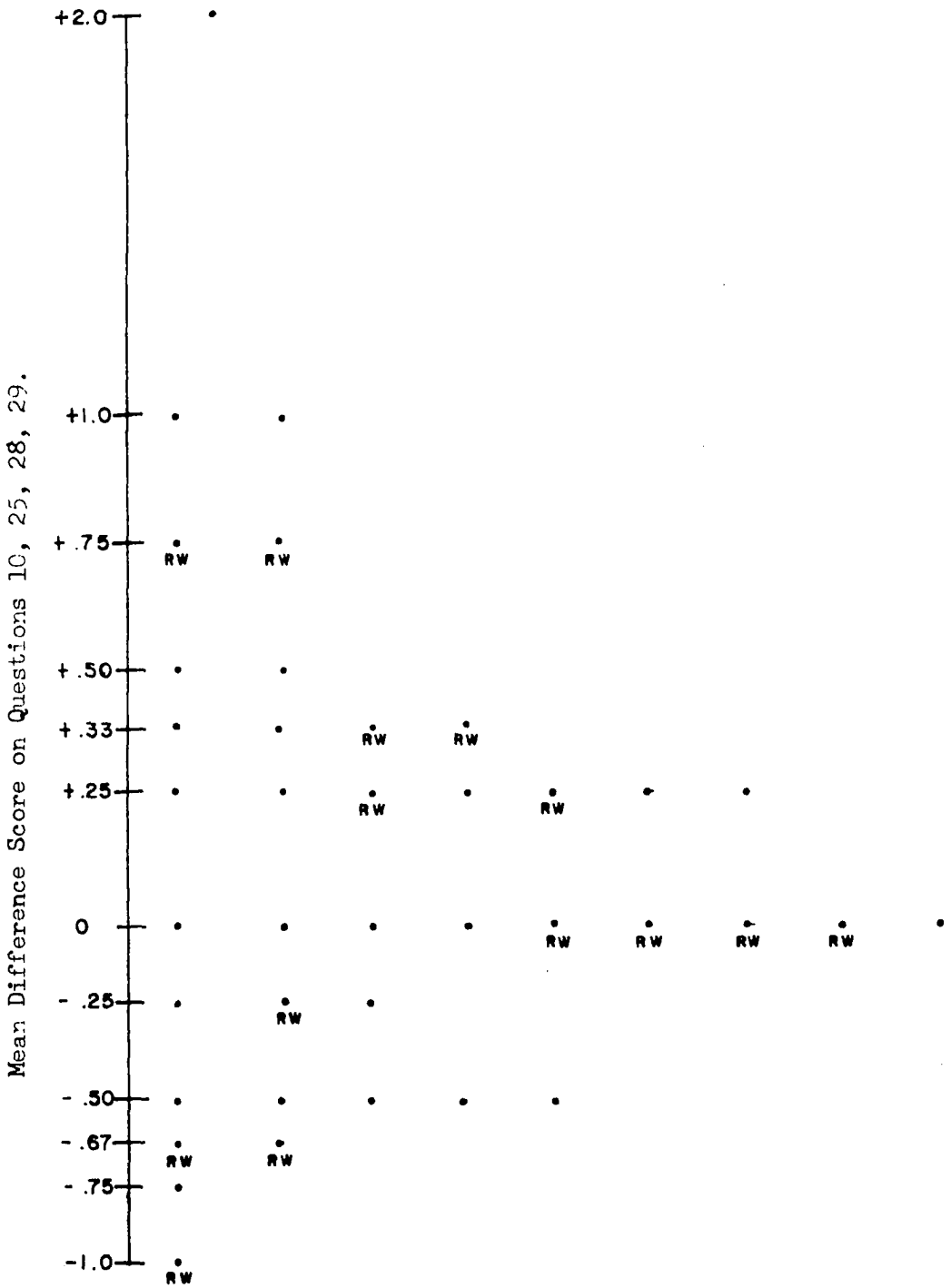


Figure 4. Job Corps Staff Members Who Had a Resident Worker in Their Group.

On Question 44 three types of response were given by the subject. The first type was "I don't know," the second was "to make money or simply to have a job," and the third was "to work with and help the corpsmen." On the pre-session questionnaire, 15% of the Job Corps staff answered "don't know" to Question 44 and on the post-session questionnaire 26% of the Job Corps staff gave this answer. Again on the pre-session questionnaire 31% of the Job Corps staff answered "to make money or simply to have a job" and on the post-session questionnaire 31% also gave this answer. Finally, on the pre-session questionnaire 54% responded with "to work with and help the corpsmen" and 43% gave this answer on the post-session questionnaire.

These slight differences between pre and post responses do not yield any information other than the fact that there was a slight decrease from pre to post in the number of people who thought the resident worker was in the Job Corps to help the corpsmen.

Question 57 was designed to find out whether an increase in contact occurred between the resident worker and the Job Corps staff after the training session took place. Since there are nine resident workers it was decided a priori to make three response categories: 1-3, 4-6, and 7-9. Of the 39 Job Corps staff members, only 4 changed from pre to post. Three staff workers said they knew more resident workers and one said he knew fewer.

In order to obtain each individual's assessment of the training session Question 52 was asked. It was found that the answers to Question 52 fell into 3 categories: thought training session was worthwhile, thought some parts of session good and some parts bad, thought session

was waste of time. Of the 39 Job Corps staff personnel, 61% felt that the training session was worthwhile, 29% felt that some aspects of the training session were good and some parts bad, and 10% felt that the session was a waste of time.

Figure 5 displays the mean difference score for each of the Job Corps staff on Questions 10, 25, 28, 29 combined as well as the staff members responses to Question 52. It was thought that perhaps a relationship existed between the individual's change on these four questions and his reaction to the training session. As can be seen by Figure 5, of the 18 people who changed positively on these questions 61% thought the training session was worthwhile, 28% thought that it was partly worthwhile and partly a waste of time and 11% thought that it was a waste of time. Of the twelve people who changed negatively on these same four questions, 50% thought the training session was worthwhile, 42% thought it was partly worthwhile and partly a waste of time and 8% thought it was a complete waste of time.

These figures do not reveal much except that the staff members who changed negatively on the four questions felt that the training session was slightly less worthwhile than those individuals who changed positively.

Thus, after examining the Job Corps staff's reaction to the questions concerning the resident worker, it is evident that very little can be said about any changes in the Job Corps staff's attitude toward the resident worker and his job.

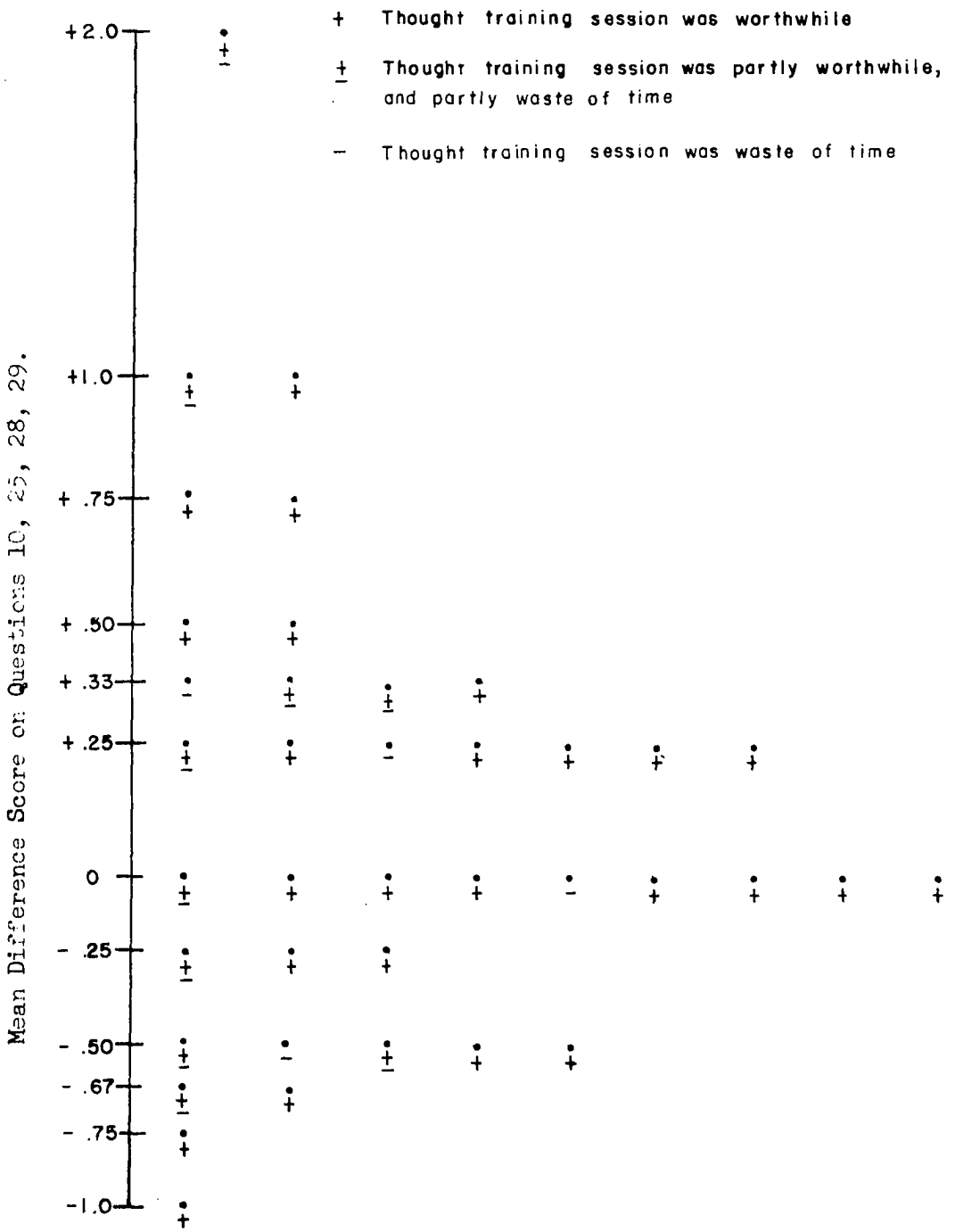


Figure 5. Job Corps Staff Members Response to Question 52: Overall, Do you think the training session was worthwhile or just a waste of time?

Changes in Corpsmen as Role Senders

The second group of role senders to be considered are the corpsmen. Two of the most important questions asked were Questions 25 and 29 (see Appendix E). These two questions were combined as they were for the Job Corps staff and the mean difference score on these two questions for each of the 33 corpsmen is shown in Figure 6. As can be seen, these scores ranged from a positive change of 3 to a negative change of 3. Of the 33 corpsmen interviewed, 24% changed positively on these two questions and 30% changed negatively. The other 46% of the corpsmen showed no change.

Next looking at Figure 7, it can be seen that of the 8 corpsmen who changed positively, 50% were in morning groups and 50% were in afternoon groups. Of the 10 corpsmen who changed negatively, 30% were in the morning groups and 70% were in the afternoon groups.

Of the eleven corpsmen who had a resident worker in their group, one changed positively on Questions 25 and 29, 6 showed no change and 4 changed negatively (see Figure 8).

On Question 52 (Overall, do you think the training session was worthwhile or just a waste of time?) 84% of the corpsmen answered worthwhile and 16% answered waste of time (see Fig. 9). One of the main reasons given for liking the training session was that the racial issue was discussed and many of the corpsmen felt that the training session helped reduce some of the racial prejudice at the Job Corps Center. Many of the corpsmen also stated that the training session was the first time that they had been able to discuss their problems freely with the staff.

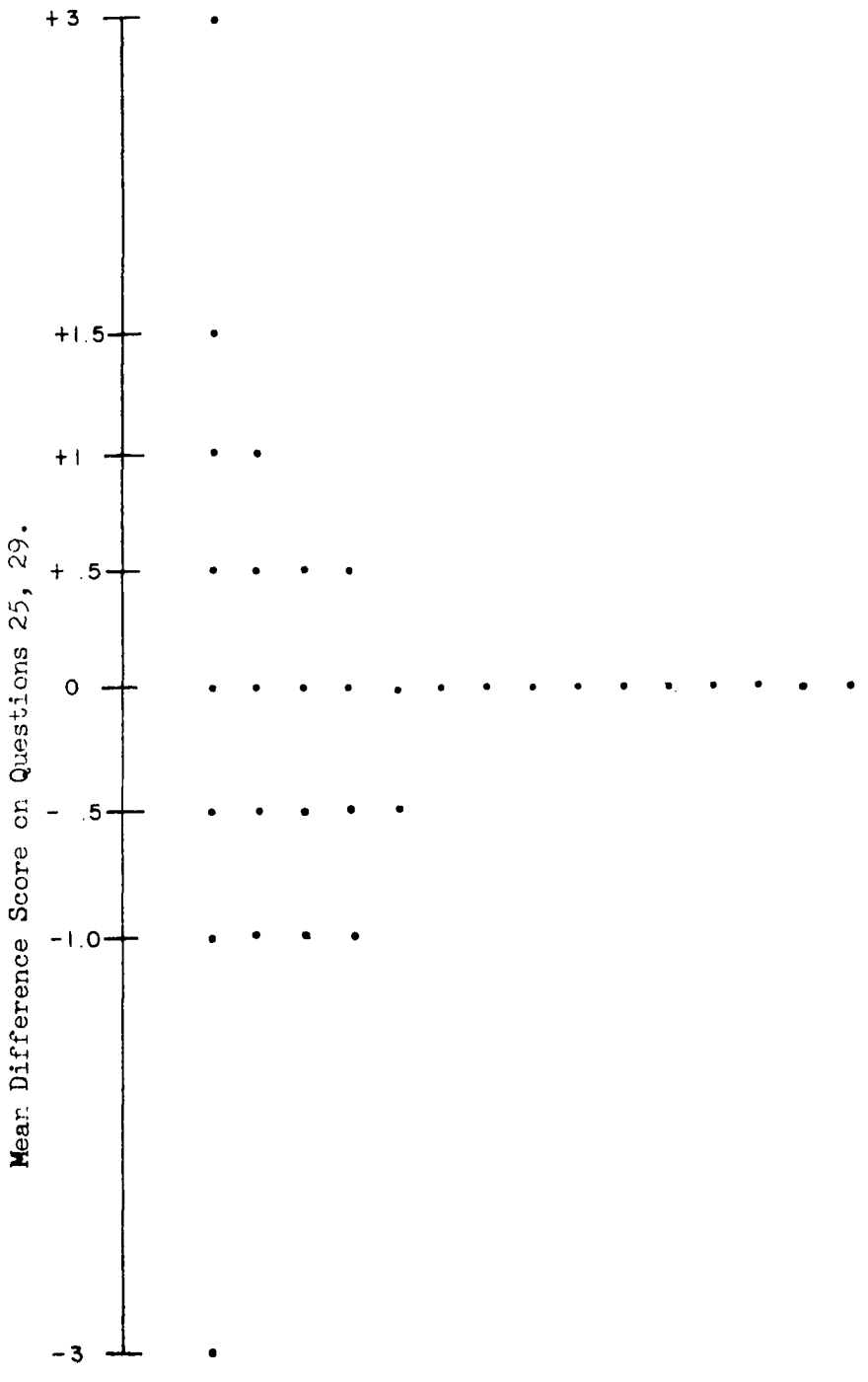


Figure 6. Mean Difference Score on Questions 25, 29 for Corpsmen.

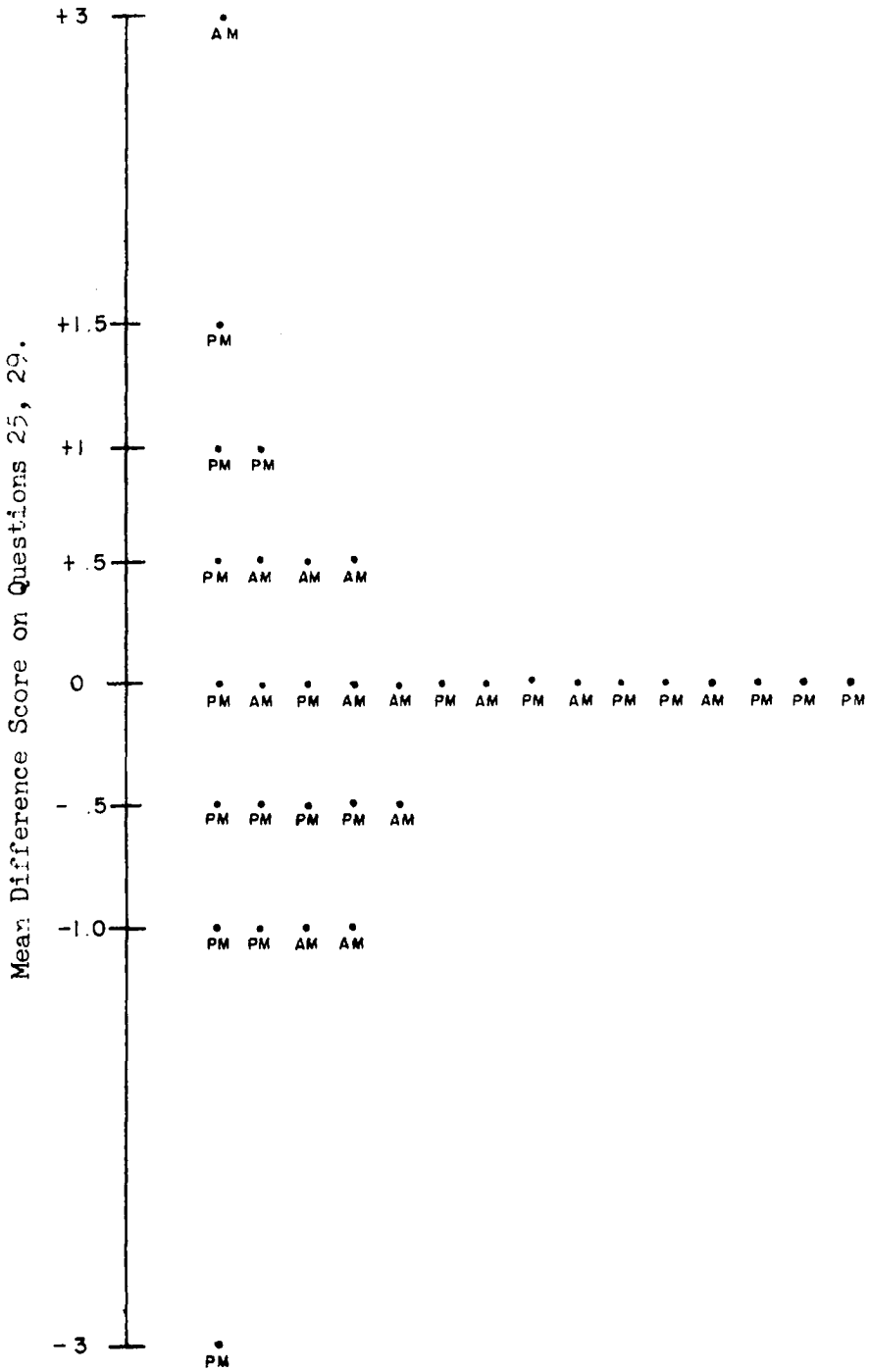


Figure 7. Time of Day That Corpsmen Participated in Training Session.

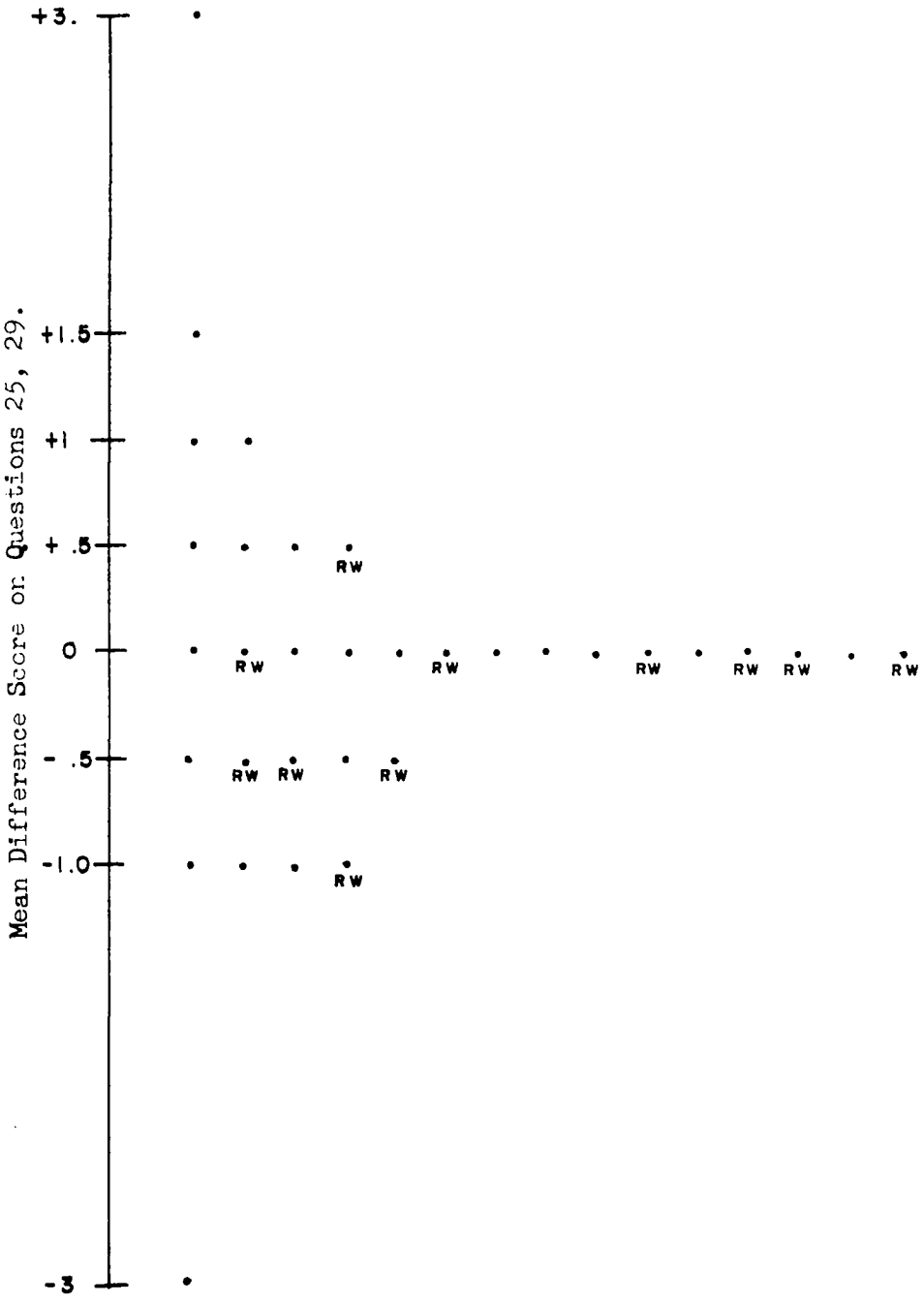


Figure 8. Corpsmen Who Had Resident Workers in Their Group.

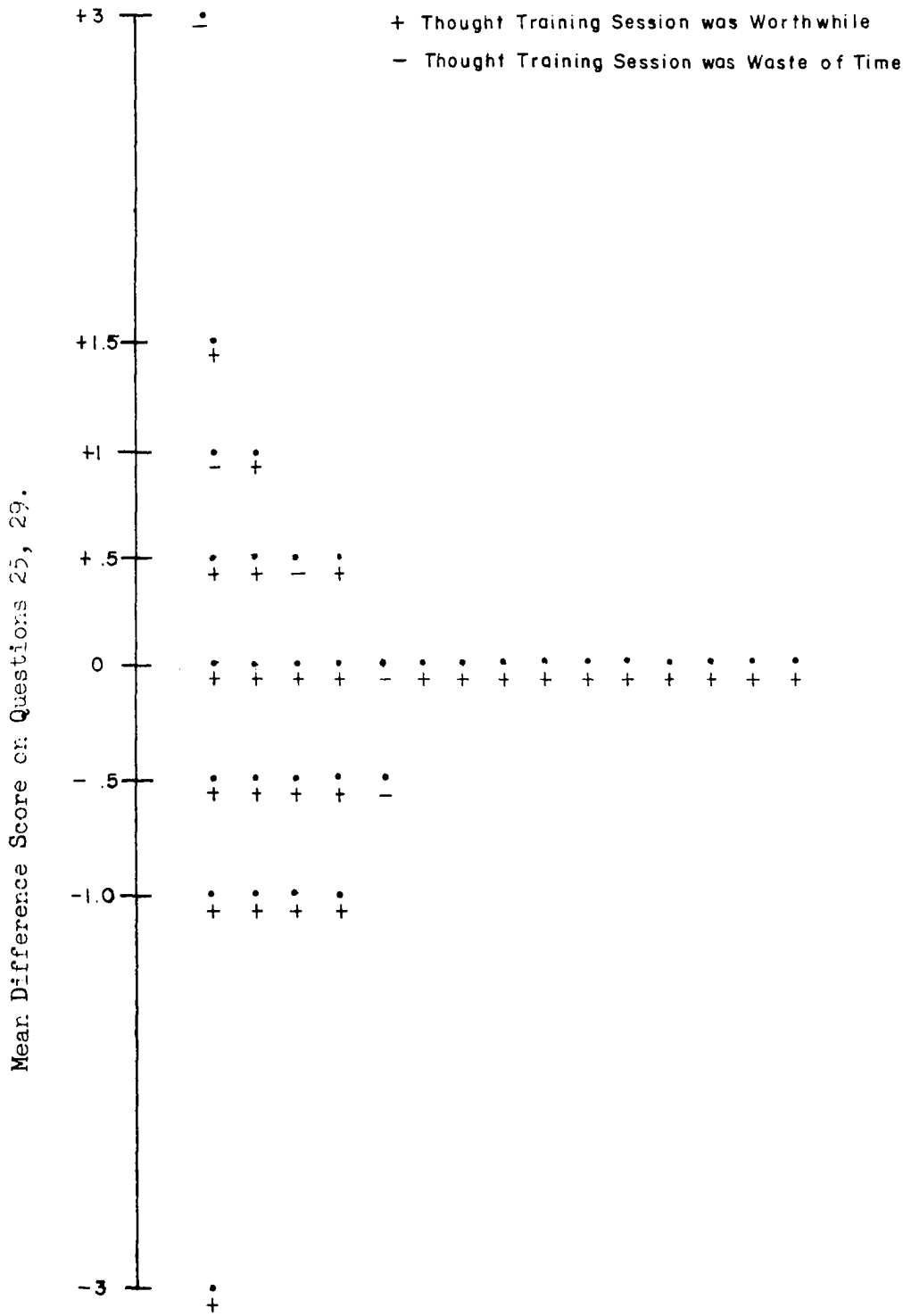


Figure 9. Corpsmen Response to Question 52: Overall, Do you think the training session was worthwhile or just a waste of time?

When asked if they thought the resident workers were "good guys" the corpsmen unanimously answered "yes." It was found, however, that upon further questioning the majority of corpsmen talked to liked only about one-half of the resident workers.

In addition to the above information, a great deal of anecdotal information was obtained from informal conversations with the corpsmen. Many of the corpsmen felt that the resident workers were too lax in their discipline of the corpsmen. This resulted in too much "horse-play" in the dorms, especially at night after the lights had been turned out. The corpsmen also felt that the resident workers did not spend enough time in the dorms and consequently were not there to break up fights and prevent forced homosexual behavior that some of the corpsmen said took place. Fighting was quite frequent in the dorms and in some cases involved the use of prohibited weapons such as knives. It was also found that most of the corpsmen had been subject to very brutal initiation rites when they first came to the center, and it was standard practice to "beat-up" corpsmen who were leaving the center permanently. Most of the corpsmen interviewed felt that the resident workers should be able to stop the above mentioned incidents since they generally occur at night when the resident workers are the only staff members on duty.

There is little doubt that much of the above information obtained from the corpsmen is correct and during the informal conversations with the resident workers the above information was verified. They knew of the incidents of fighting and expressed concern but were generally apathetic about the situation.

Recall that the resident workers are solely responsible for the corpsmen between the hours of 5:00 P.M. and 8:00 A.M. and that not all resident workers can be on duty at one time. On Saturday and Sunday nights, six resident workers are on duty but it is necessary for two of these individuals to drive buses into nearby towns at 5:30 P.M., and they do not return to the center until 10:30. The other five nights during the week finds only four resident workers in charge of 214 corpsmen.

Another salient point to be considered concerns the disciplinary measures available to the resident workers. Monetary fines and restriction to the center facilities are the most severe forms of accepted punishment, and all of the resident workers felt that they should be allowed more latitude in disciplining the corpsmen. In many instances, according to the resident workers, the fines or restrictions were appealed to higher authorities who granted the appeals. Several of the resident workers stated, "What's the use of trying to discipline the corpsmen when our judgment is never accepted."

Changes in Corpsmen Supervisors as Role Senders

The last group of role senders to be discussed are the corpsmen supervisors. This group of individuals was considered separately from the rest of the staff because of their proximity to the resident worker. Since they were the immediate supervisors of the resident workers, it was thought that perhaps their attitudes toward the resident worker would be different from the rest of the staff. These four men answered Questions 10, 25, 28, 29 and these questions were combined and scored in the same manner as they had been for the Job Corps staff. As can be seen

from Figure 10, one of the supervisors changed positively on these questions and three changed negatively. Two of the supervisors were in the morning groups while two were in the afternoon sessions.

Subjects Number 58 and Number 60 both felt that the resident workers were in the Job Corps to help the corps when asked Question 44 on the post questionnaire. However, neither felt this way on the pre questionnaire. Subjects Number 43 and Number 77 showed no change on this question.

Three of the supervisors thought that the training session was worthwhile and the other thought it was some worthwhile and some waste of time.

All of the supervisors were interviewed informally and several pertinent points came out during these conversations. Three of the four supervisors had been promoted from the ranks of the resident workers and the fourth supervisor had been a teacher at the center before becoming head supervisor. Three of the four supervisors did not express satisfaction with their present positions and all of these three men openly expressed the desire to move up in the Job Corps hierarchy as soon as possible. Without stating any names, all four supervisors said that they considered about half of the resident workers to be doing a good job and about half a poor job. As will be recalled, the corpsmen liked about half the resident workers and disliked the other half.

Changes in Resident Workers as Focal Persons

Having examined the effects of the training session on the three groups of role senders, we now turn to the focal persons.

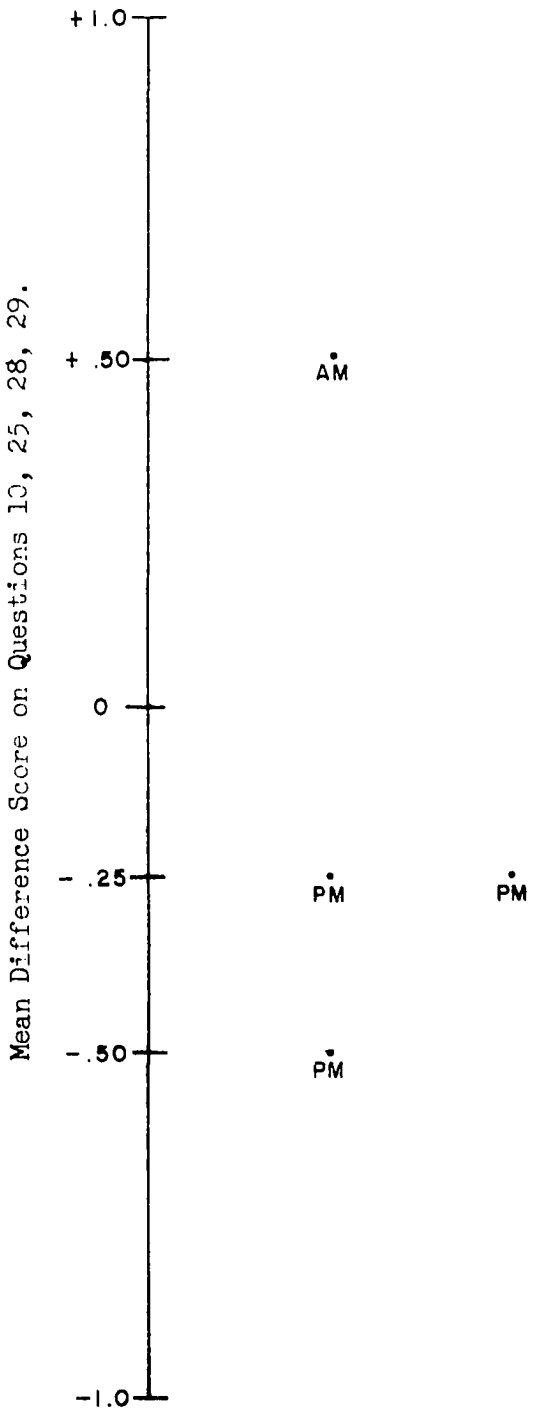


Figure 10. Mean Difference Score on Questions 10, 25, 28, 29, for Corpsmen Supervisors.

On scaled Questions 1-38, the questions selected were specifically pertinent to the resident worker. These questions can be found in Appendix G. These twenty-three questions were further broken down into three types of questions before the analysis took place.

The first type of questions are those called informational questions. These were questions designed to try to find out whether the resident worker felt he was able to obtain information concerning his job, if he felt he had obtained enough information to perform his job adequately,how often he met with people who were supposed to direct information to him and other questions related to acquiring information about his job. An (I) is marked beside each of these questions in Appendix E.

The second type of questions are those concerning job satisfaction. These questions have an (S) beside them.

The last type of questions deal with the resident worker's perception of his job, his ability to do his job, and his perception of other resident workers. These questions are marked with a (P).

Figure 11 shows the pre-post mean difference score of the nine resident workers taken together as a group on the eleven informational (I) type questions. As will be noted, the nine resident workers as a group changed positively on three of the questions, showed no change on three of them, and showed negative change on the other five questions.

This same procedure was carried out on the eight job satisfaction questions. From Figure 12 it can be seen that the resident workers as a group changed negatively on all eight questions. In other words, job satisfaction as measured by these questions, decreased after the training session took place for the nine resident workers.

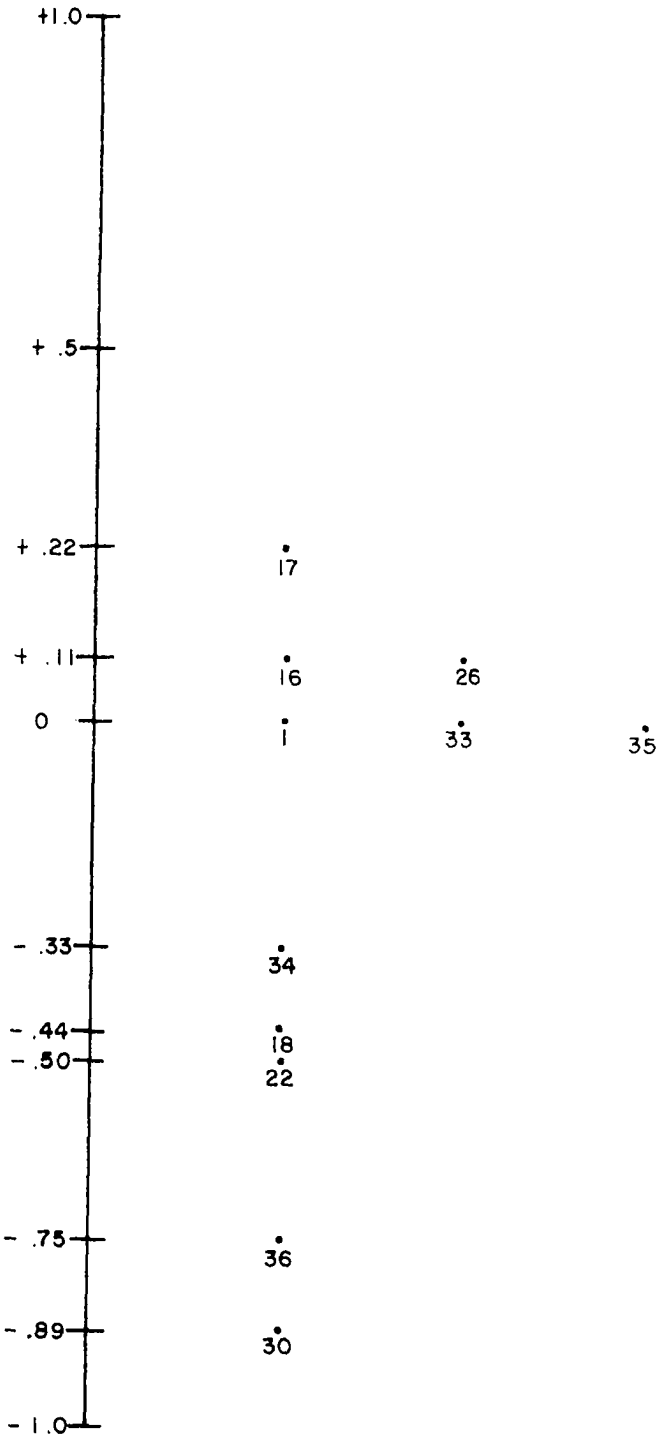


Figure 11. Resident Workers' Mean Difference Score on Each Informational Question.

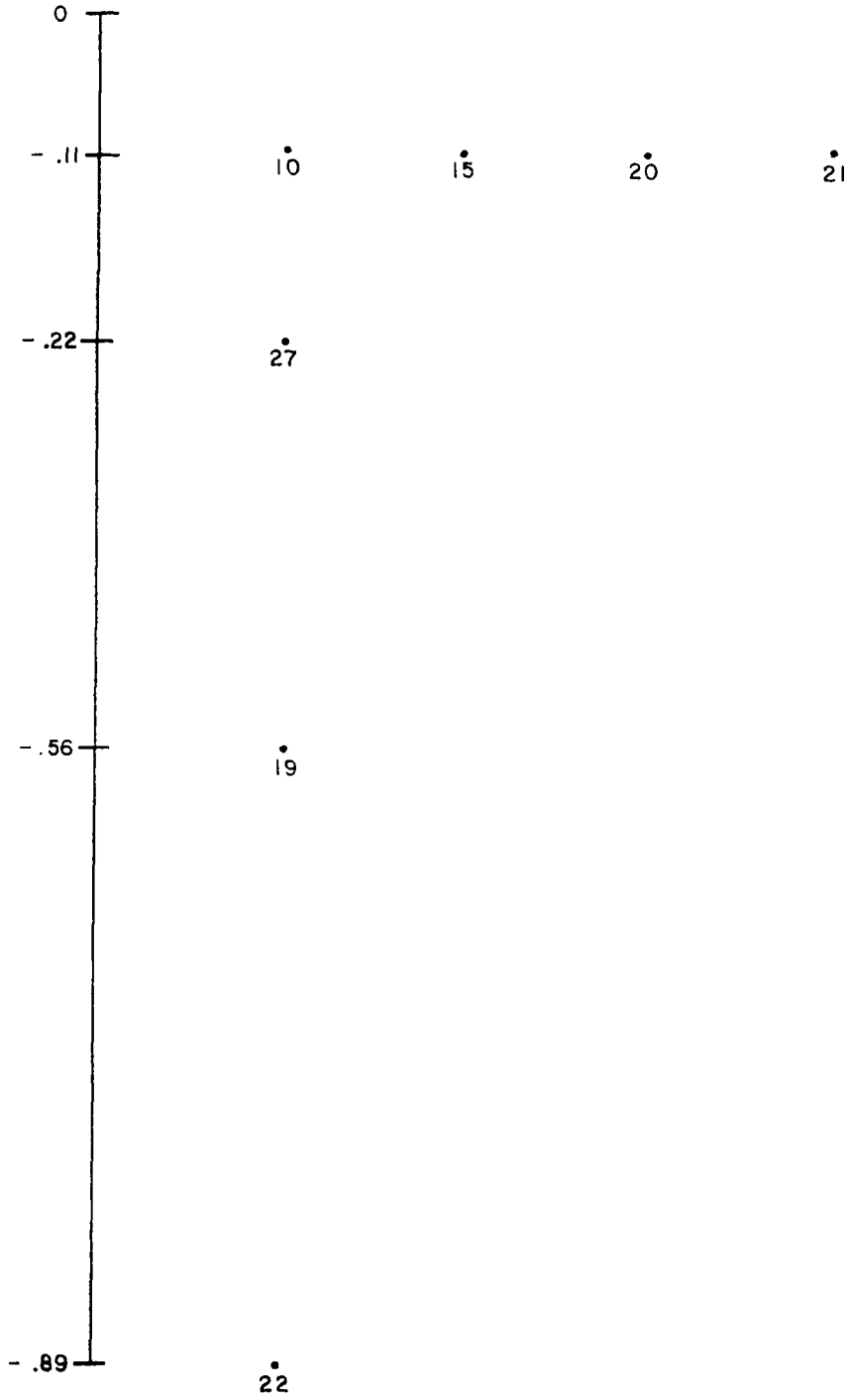


Figure 12. Resident Workers' Mean Difference Score on Each Job Satisfaction Question.

On the five perception questions the resident workers as a group changed positively on two questions, showed no change on one question, and changed negatively on the other questions. See Figure 13.

If we combine the difference scores on all of the informational questions for each resident worker we will arrive at one mean difference score for each resident worker. The same thing can be done for the job satisfaction questions and the perception questions. Table 2 presents the mean difference scores for each resident worker on the three types of questions. In addition, the overall rank of each resident worker on the three types of questions is given along with the time of day they participated in the training session.

As can be seen from Table 2, two resident workers changed positively on the informational questions, one showed no change, and six showed a negative change. On the job satisfaction questions two resident workers changed positively and seven changed negatively. The perception questions followed the same pattern as the informational questions with two resident workers changing positively, one showing no change and six changing negatively. The relationship between the resident worker's rank on the questions and the time of day his group met is not significant.

Questions 41, 52, 55, 56, 58 and their results are shown in Table 3. As can be seen on Question 41, two resident workers changed positively and seven showed no change. In answer to Question 52, six of the resident workers thought that the training session was worthwhile and three thought that it was partly worthwhile and partly a waste of time. Two of the resident workers changed on Question 55, one positively and one negatively. The same number of resident workers showed change on

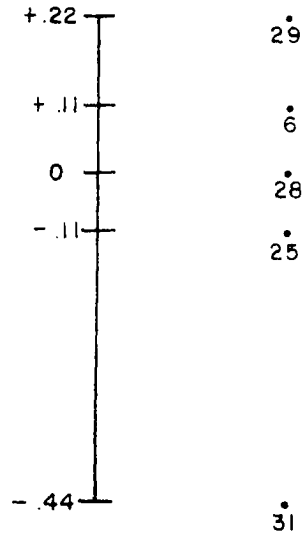


Figure 13. Resident Workers' Mean Difference Score on Each Perception Question.

TABLE 2

MEAN DIFFERENCE SCORE ON (I), (S), AND (P) QUESTIONS FOR EACH RESIDENT WORKER

Resident Workers	41	48	50	53	65	68	71	72	75
Mean Difference Score on Informational Questions	-.14	-.09	-.82	-.73	-.18	+.09	-.36	+.27	0
Rank on Informational Questions	5	4	9	8	6	2	7	1	3
Mean Difference Score on Job Satisfaction	-.71	+.86	-1.43	-.29	-.14	-.14	-.57	-.43	+.14
Rank on Job Satisfaction Questions	8	1	9	5	3.5	3.5	7	6	2
Mean Difference Score on Perception Questions	-.40	0	+.20	-.60	-.40	-.20	-.20	-.20	+1.40
Rank on Perception Questions	7.5	3	2	9	7.5	5	5	5	1
Overall Rank on All Three Types of Questions	8	2	7	9	5	3	6	4	1
Time of Participation in Training Session	AM	PM	AM	PM	PM	AM	PM	AM	AM

TABLE 3

RESULTS OF QUESTIONS 41, 52, 55, 56, 58

Resident Workers	41	48	50	53	65	68	71	72	75
41. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?	No Change	No Change	No Change	No Change	No Change	No Change	Positive Change	No Change	Positive Change
52. Overall, do you think the training was worthwhile or just a waste of time?	+	+	+	±	+	+	±	+	±
55. How often do you get conflicting orders or instructions from differert people above you?	No Change	No Change	No Change	No Change	No Change	Negative Change	No Change	Positive Change	No Change
56. Do you sometimes wish you had not come into the Job Corps?	No Change	No Change	No Change	No Change	No Change	Negative Change	Negative Change	No Change	No Change
58. Do you feel that you don't know what your supervisor thinks of you, or how he evaluates your performance?	Negative Change	No Change	Negative Change	No Change	No Change	Negative Change	No Change	No Change	Negative Change

Note: On Question 52, + = thought training session was worthwhile,
± = thought training session was partly worthwhile, partly waste of time,
- = thought training session was waste of time.

Question 56; however, on this question both changed negatively. On Question 58 four resident workers changed negatively and five showed no change.

It is difficult to make any definite statements about this group of questions. Most of the answers to these questions showed no change from pre to post questionnaires, and as has been found previously, the answers that did change were primarily negative in nature.

Critique

Keeping in mind the results of this study discussed on the previous pages, let us turn again to the Kahn et al. (1964) Theoretical Model of Factors in Role Ambiguity. In order to reduce the experienced ambiguity of the resident worker it would have been necessary to alter the role senders' attitudes and behaviors toward the resident worker and also to change the resident workers' perception of his own job. In making these changes we would also have been alleviating such problems as lack of communication between the focal person and the role senders, the focal person's lack of clarity about the organization's rules and regulations, his lack of knowledge about how he is being evaluated by his superiors and associates, and how satisfied these people are about the work he is doing.

The method employed in this study to try to bring about this attitude change was a technique known as Guided Group Interaction.

The results of the questions and interviews with the subjects in this study do not reveal any significant attitude changes as a result of the training session in which guided group interaction was employed.

The author feels that the main reason for the lack of change can be found in the philosophy of most of the training team and also in the structure of the training session itself. The majority of the training team members felt that the direction that the group sessions took was to be left completely unstructured as to the topics discussed. As it turned out, two of the main topics of discussion were race and religion. Since a large portion of the participants of the session were Negro and many came from parts of the country where religion was stressed, these two topics of discussion provided quite lengthy and sometimes "heated" discussions.

Consider, for example, the Job Corps staff. The personal appearance of some of the group leaders was unacceptable to many of them. They objected to the beards, long hair and "mini-skirts" that some of the training team wore. It appears that quite a bit of resentment was built up in the members of the Job Corps staff by the discussion of race and religion and it is felt most of the participants of the session were so concerned about these topics that the problems of the resident workers were never considered.

Some of the attitudes of the Job Corps staff members toward the training session are presented at this point to illustrate the above statements.

> The grouping could have been better and the sessions planned around a central thesis. I have seen no positive results of the training session.
>
> I think that the training session helped to provide a better understanding of other staff and National Park Service people. I thought that the musician who preached atheism was <u>very bad</u>.

The training session did not solve any problems and the discussion of religious beliefs and atheism was in poor taste. The only thing that I can see good about the training session was the discussion of race relations.

The training session was a waste of time. We sat in complete silence much of the time and had no control over the topics discussed.

I think that bringing the staff and corpsmen together and letting them see each other talk was good. The musician or whatever you choose to call him was the only point which I would criticize. I think we have enough of that type without hearing them.

With a few exceptions, the training staff looked like a group of refugees from Berkeley. They took advantage of a captive group to preach a doctrine which I find unacceptable. I was fortunate in getting in a good group. I believe that we gained insight into each other.

Our leader didn't allow us to reach conclusions. Ideas were suppressed and there was little communication and no results. We talked with the corpsmen. I felt a training session (costing money) should have done more. I felt others' relationships to me and mine to theirs was not improved and thus I am of the opinion my training was lacking.

It was good because people had a chance to talk or exchange viewpoints. The discussion on religion is debatable.

The training session allowed many staff members to review common problems. There have been no after effects of the session -- things are status quo.

The good points of the training session were: honesty, frankness, desire to open up to each other and willingness to give and take. The bad point was the resentment of the corpsmen toward the training staff members who professed atheism. They were quite upset over this <u>new</u> concept and still mention it occasionally.

I thought the training session was very worthwhile. My group leader was very nice and I learned a lot.

Closely parallel to these comments from the Job Corps staff are corpsmen's quotations about the training session. Examples of their statements follow:

I did not like what that Mr. _____ _____ said about being a "Militant Atheist." I enjoyed some of the discussions we had.

It was very nice, but I don't know why.

I liked the talking about the different kinds of races. I liked everything about it.

I did not care for it and that is all there is to it.

I liked it. It gave us a chance to talk with a good leader about things we would like to change in our camp.

I liked the session because we talked about races, but I don't feel any different about the ones that are here.

I did not care for it at all. The leader just talked too much.

I think it was an interesting week. Most of the corpsmen in our group have ideas and asked questions. I learned a lot and enjoyed meeting the two staff members from the Park.

I liked the discussion about the different races. Also I liked talking about our rules and regulations and how more corpsmen should obey them.

The negative perception of the trainers and the training session as evidenced by these comments from the staff and the corpsmen are reinforced further by the comments of the resident workers. They doubted whether discussing race relations and religion helped them any. Some of the resident worker's opinions about the training session follow.

The corpsmen and the staff learned a lot about each other and how to get along with each other. And the corpsmen talked and learned a lot from the group sessions. The bad part of the session was some of the trainers telling the boys that they didn't believe in God or the Bible. The boys and the staff did not think that people who don't believe in God have a right to tell us how to learn to get along with each other. These boys, regardless of how bad they are or how many sins they commit, do believe in God and the Bible.

I think the group sessions were great but I do think that the group leader should also be a part of the group.

Some good was accomplished in that it helped bring park employees and Job Corps staff to a better understanding of what we exist for.

> From the point of view of the corpsmen, the training session was worthwhile. From the staff's point of view it was a waste of time. The Godlessness that some of the training team taught made me sick.
>
> I think that it was good to bring staff and corpsmen together so that they may understand each other better. I also think that in this section of the country the training session damaged public relations for the Job Corps due to the training team's view on religion.

These comments from the center staff, corpsmen and resident workers illustrate the unacceptable perception of the trainers and the training session on the part of many of the trainees. The trainees evidenced an unpreparedness for the appearance of the trainers, the procedures they used, and the topics they discussed. Unfortunately, expectations of the staff of the kinds of training they anticipated were not assessed during the pre-session, but, judging from the tenor of the above comments, it is quite likely that those expectations were not met. In particular, the topics discussed often appeared irrelevant to the working concerns of the center staff. Much of the discussion in the groups centered on race relations and religion. Meanwhile, the problems of the resident worker were given little emphasis.

Thus, the anecdotal data strongly suggests that the subjects' negative perceptions of the trainers and the training session nullified any positive results of the session. Perhaps if the trainers had exercised more care in presenting themselves and in planning the topical coverage of the discussions, more effective change would have been induced.

The results of this study make it difficult to draw any positive conclusions about the effectiveness of the training session in reducing role ambiguity for the resident worker.

It is unfortunate that because of certain administrative problems face to face interviewing of each individual at the Job Corps Center was not permitted. This would have permitted asking more detailed questions and it is felt that much more information could have been gained.

From the standpoint of the first group of role senders the Job Corps staff, the training session did not produce any dramatic changes in their attitudes toward the resident workers. No significant differences were found between the number of people who changed positively and those who changed negatively on any of the questions asked. Overall, it did not seem to make much difference whether an individual participated in the morning or the afternoon sessions, although some evidence suggests that more people exhibiting positive changes were in the afternoon sessions.

Only 10% of the Job Corps staff thought that the training session was a complete waste of time, but because of the many unfavorable comments about the session, it is felt that this figure is not a true reflection of the negative feelings toward the session.

Neither the corpsmen nor the corpsmen supervisors changed significantly on any of the questions asked. As was previously mentioned, the corpsmen were particularly upset by the discussions of atheism but were favorably impressed with the emphasis on the racial issue.

The resident workers, taken as a group, did not improve their attitude toward their jobs as measured by the questions in this study. On the scaled questions (1-38) most of the changes were negative in nature. But at the same time, none of the resident workers thought that the training session was a waste of time.

From a research standpoint, it would be very valuable in future studies to conduct face to face interviews with each participant and to assess their expectations about the training.

CHAPTER IV

SUMMARY

The purpose of this study was to evaluate the use of a technique known as Guided Group Interaction as a method of producing organizational change. Several individuals at a Job Corps Center were experiencing role strain and in order to reduce this strain it was felt necessary to change some of the attitudes of the members within the organization.

Several methods of bringing about organizational change were discussed and some general information was presented concerning the individuals who experience role strain.

The study was carried out at a Job Corps Conservation Center in the southeastern United States. The subjects consisted of four groups of people. The first group was composed of 39 Job Corps staff members, the second of 3 corpsmen, and the third of 4 corpsmen supervisors. All of the members of these first three groups were role senders. The fourth group was made up of nine resident youth workers, designated as focal persons. These individuals were judged to be experiencing role strain.

All of the subjects participated in a one week "training session" in which Guided Group Interaction was employed to help them discuss their problems with each other.

Both before and after the training session took place a questionnaire was given to each subject. The three groups of role senders received pre-training session questionnaires to access their attitudes about the resident worker and his job and a post training session questionnaire to see if these attitudes had changed. The resident workers were given questionnaires both before and after the training session in which questions were asked about their attitudes toward their jobs. In addition to the above information, all subjects were asked questions concerning their attitudes toward the training session and its effect on the Job Corps Center.

Analysis of the results yielded no significant attitude changes in any of the four groups. Acecdotal evidence suggests that this was due to the unacceptable perception of the trainers and the training session on the part of the trainees. It was suggested that the negative perceptions nullified any positive results of the session.

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APPENDICES

APPENDIX A*

DUTIES OF RESIDENT WORKER

Provides Enrollees with a wide variety of practical instructions in such matters as personal hygiene, care of clothing, grooming, good manners, recreation activities, handling of money and other practical aspects of living. Provides guidance on a wide variety of matters such as improving conduct, adjustment to the environment, overcoming homesickness, building confidence, fair play, attitudes of democracy, self-control and group living. Consults with other professionals on special treatment to be given problem Enrollees, and to carry out the established programs and render oral and written reports on the progress of the Enrollees for whom they are responsible. In performance of these duties incumbent of this position will be required to work irregular tours of duty, night shifts, holidays, and week-ends. Residence in the enrollee housing is required. Duties will require the ability to drive an automobile or other vehicles.

Administers first aid to Enrollees, observes any symptoms of serious illness which should be reported to the Staff Nurse or others and provides home nursing care to ill Enrollees on standing orders of doctors or nurses.

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*Source: U. S. Civil Service Commission, Chapter 295, Federal Personnel Manual.

Supervises Enrollees in maintaining the living and other areas in a clean, orderly and safe condition. Performs related duties necessary to the proper maintenance of dormitories and other areas such as checking for, and making needed minor repairs, mopping, dusting, washing windows and inspecting equipment to insure its proper use and care.

Organizes and supervises recreation activities for Job Corps Conservation Center Enrollees. Enrollees are underprivileged, undereducated volunteer boys from 16 to 21 years of age from urban and rural areas and with varying racial and ethnic backgrounds. The incumbent organizes and supervises a variety of recreation activities such as indoor or outdoor games, and minor sports, including parties, ping-pong tournaments, picnics, sight-seeing tours, skits, spelling bees, movies, discussion groups, hobby exhibits, baseball, basketball, football, softball, wrestling, hiking, etc.

Works closely with other Center personnel to attain the Center's objectives of assisting Enrollees' adjustment, and contributing to their total educational process and development.

APPENDIX B*

EXPERIENCE AND RELATED REQUIREMENTS FOR RESIDENT WORKERS

Except for the substitution of education provided for below, applicants must have had a total of 3 years of experience -- 2 of them "general" and one "specialized." An explanation of these terms and of the required "quality" of experience follows:

General Experience

This includes any type of experience which has required the applicant to meet and deal effectively with others. Such experience which may have been gained in organized community activities or in any type of employment that has involved continuing contacts with people and demonstrated the applicant's ability to deal effectively with associates.

Specialized Experience

This must have been successful experience in a type of employment which demonstrated the applicant's ability to work constructively with others in situations requiring responsible leadership of group activities. Such experience must clearly demonstrate the ability to gain the respect and acceptance of group members and promote individual

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*Source: U. S. Civil Service Commission, Announcement No. Wa-04-6.

achievement through effective group leadership. The following examples are illustrative of some of the types of positions in which acceptable specialized experience may be acquired:

1. Experience as a group leader in community youth programs of recreation, education, or physical fitness.

2. Experience as a counselor in a youth summer camp.

3. Experience as an instructor in a training program for the development of job skills.

4. Experience as the working supervisor of a job crew when it has demonstrated the applicant's ability to be responsible for others and to lead and train members of a group.

5. Experience in the Armed Services, when responsibilities involved serving as leader of group activities and experience clearly demonstrated effectiveness in dealing with problems of group living.

Quality of Experience

The required length of experience will not in itself necessarily be accepted as meeting the requirements. The applicant's record of experience and training must show that this experience has been of a scope, quality, and degree of responsibility sufficient to prepare him to perform the duties of the position.

Substitution of Education for Experience

A. Successful completion of a full 4-year high school education may be substituted for 6 months of the required general experience when the applicant has demonstrated leadership capabilities in extra-curricular activities, e.g., student body government, clubs, athletics, etc.

B. Study successfully completed in a resident school above high school level may be substituted for the required general experience at the rate of one academic year of education for 9 months of experience.

C. Study successfully completed in a resident school above high school level may be substituted for the required specialized experience at the rate of one academic year of education for 9 months of experience provided:

(1) the applicant's undergraduate record taken as a whole, including such activities as dormitory leadership, student government, and athletics clearly demonstrates the ability to gain respect and acceptance of group members;

(2) the applicant has had supplementary experience of the type described above under specialized experience which has been of sufficient duration to be adequate evidence of the applicant's demonstrated ability to exercise constructive group leadership; and

(3) the applicant has demonstrated the ability to develop effective group relationships among individuals with different levels of experience and achievement from varied social and economic backgrounds and different ethnic groups.

The required supplementary experience may have been gained in part-time or summer employment or in voluntary social welfare or recreation programs or community organizations. This experience must have offered the opportunity to acquire and demonstrate the specialized skills and abilities required in positions of resident workers in Job Corps Centers.

APPENDIX C

RESIDENT WORKER INTERVIEWS

Subject Number 53:

Subject Number 53 began by saying that the resident workers were considered "snakes," and he further defined this statement by saying that the resident workers had the lowest status at the Job Corps Center. He felt that there were two main reasons for this situation. The first was a lack of knowledge on the part of the Job Corps staff concerning the resident worker's duties. The second reason given was that the Job Corps staff very seldom considered the suggestions offered by the resident workers.

He stated that many times when the resident workers turned in a recommendation for disciplining a corpsman the staff would "side with the corpsman" and reject the recommendation. He felt that this rejection caused the resident workers to "lose face" with the corpsmen and the staff.

According to this subject, many of the resident workers had submitted suggestions for a change at the center and the suggestions were turned down. He felt that because of the above mentioned conditions the resident workers had become very apathetic and simply "sat back and collected their pay checks each month." His feelings about his job had

become "I don't ask anybody anything or tell anybody anything because the staff is unconcerned about my job and my problems."

Subject Number 41

This subject was very concerned about the fact that he had advanced as far as possible in the Job Corps with his education and background. He felt that too many contradictory directives were being passed down from the staff and that there was so much "red tape" to go through to get any changes made that the effort was not worthwhile. He also stated that too much was expected of the resident worker and that it was not possible for him to accomplish all that he was told to do. One of the other problems that this subject encountered was that he had received little or no information about his responsibilities. He stated that he had been forced to learn what his duties were from the corpsmen and the other resident workers.

Subject Number 50

Corpsmen discipline and the lack of backing by the Job Corps staff were the biggest problems according to this resident worker. He told of one instance in which he put a corpsman on restriction to stay at the center during a weekend. The corpsman went to the center director complaining of the disciplinary measure and the center director told the corpsman that if he would pick up paper for a couple of hours around the center he could go to town on the weekend. The resident worker was not told of this decision by the center director and when the resident worker tried to stop the corpsman from going to town, the corpsman told him to "go to hell" in front of about thirty corpsmen. According to this

resident worker, the above example was only one of a great number of instances in which the corpsmen challenged the resident workers decision and won.

When this resident worker was hired he thought that he would receive some information about his duties but one of the supervisors told him to "watch the other resident workers and do what they do."

He also stated that he received many conflicting orders and that the demands placed upon him were too heavy to perform his job effectively.

Subject Number 71

This resident worker had been employed at the Job Corps Center for two years and was still on temporary appointment. He said that the personnel director would not give him any reason why he had not been given permanent employment and he felt quite insecure about his job.

He also stated that the communication was very poor between the staff and the resident workers and that it was very hard to make any procedural changes in his job. He was asked when the last meeting with his supervisor took place and he stated that it had been over a month ago. He felt that if the staff would back up the resident workers' decisions their jobs would be "100 percent easier."

Subject Number 65

Too many contradictory directives and long hours bothered this individual more than any other problem. He was very popular with the corpsmen and spent extra time with them when he was supposed to be off duty. He stated that if he spent only the required number of hours on the job he would never be able to finish his work.

Subject Number 68

This resident worker stated that he considered his chance for advancement to be "zero." He also felt that most of the Job Corps staff avoided the resident workers and were unconcerned about their problems. Communication with his supervisor was limited and most of the time his supervisor simply left him a note if he wanted something done. Unfortunately these notes were frequently lost.

To exemplify a lack of communication he told of one situation when the staff decided to leave the recreation hall open late and allow the corpsmen to stay awake for two hours later than their usual bedtime. The resident workers were not notified of this change and made the corpsmen go to bed at the usual time. The next day the resident workers were "called on the carpet" for something about which they had not been informed.

Subject Number 72

This subject stated essentially the same things as the other resident workers but added that the reason more resident workers had not been hired was because the center director was trying to make it appear that he could do a good job without using all the manpower alloted to him by the Office of Economic Opportunity.

Subject Number 48

He expressed concern that he was not able to spend much time with his supervisor because they were on duty at different times. His duties had not been explained to him when he was hired and he felt as if someone had "pulled the wool over his eyes" about the amount of work

to be done and the long hours. He suggested that the center director hire two bus drivers and two counselors to aid the resident workers.

Subject Number 75

This resident worker had also been on a temporary appointment for over two years and he felt that this was proof that the staff did not feel that he was needed. He said that he received so many conflicting orders or no information at all that he simply did things the way he thought best and let it go at that. His supervisor had not spoken to him in over a month and he did not feel that the supervisors cared what the resident workers did.

Subject Number 65

This individual was very withdrawn and defensive. He was not willing to offer any new information to the interviewer but stated essentially what the others did about lack of communication between the Job Corps staff and resident workers, too heavy a workload, and low status for the resident workers.

APPENDIX D

QUESTIONNAIRES

I

PARK SERVICE KEY STAFF

1. Are you kept informed on what is happening in the Job Corps?

   Always _____

   Usually _____

   Sometimes _____

   Usually not _____

   Never _____

2. Why do you think most corpsmen are in the Job Corps?

3. Do you think Job Corps staff should drink coffee with corpsmen in town?

4. Do you think Park Service personnel should drink coffee with corpsmen in town?

5. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

6. Do you think working for the Park Service is beneficial to the corpsman?

   Always _____

   Usually _____

   Sometimes _____

   Usually not _____

   Never _____

7. Do you think the work done by the corpsman is beneficial to the Park Service?

Usually _____

Always _____

Sometimes _____

Usually not _____

Never _____

8. Do you think Park Service people in general mind working with the Corpsmen?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

9. In your job do you mind working with corpsmen or would you rather work with Park Service personnel?

10. Do you think that the corpsmen bother the visitors in the park?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

11. Why do you think most resident workers are in the Job Corps?

12. In general, what kind of job do you think Job Corps staff do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

13. Do you think most resident workers like their job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

14. Do Job Corps people check frequently on the work of the corpsmen?

15. When dealing with corpsmen, do you feel your decisions should be backed up in all instances?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

16. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____

Not too much _____

Some _____

Very little _____

None _____

17. What do you think causes most of the disagreement between Park Service and Job Corps?

18. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

19. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

20. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

21. What do you think is the biggest mistake that most Job Corps staff make?

22. What do you think is the most helpful change that the administration could make in this center?

II

PARK SERVICE MAINTENANCE AND GUIDES

1. What do you find least satisfying in your job?

2. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

   Very much _____

   Somewhat _____

   Haven't thought about it _____

   Not too much _____

   Not at all _____

3. Is there some other work which you would like better than what you are now doing? If so, what?

4. Do you understand what your job is?

   Very clear _____

   Quite clear _____

   Fairly clear _____

   Not too clear _____

   Not at all clear _____

5. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

6. Do you feel that you can't get information needed to carry out your job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

7. Are you kept informed on what is happening in the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

8. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

9. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

10. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should do it?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

11. Do you think that you'll be able to satisfy the conflicting demands of various people over you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

12. Do you think that the amount of work you have to do may interfere with how well it gets done?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

13. Why do you think most corpsmen are in the Job Corps?

14. Do you think Park Service employees should drink coffee with corpsmen in town?

15. Who do you spend most of your time with when off duty?

16. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

17. Do you think working for the Park Service is beneficial to the Corpsman?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

18. Do you think the work done by the corpsman is beneficial to the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

19. Do you think Park Service people in general mind working with the corpsmen?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

20. In your job, do you mind working with corpsmen or would you rather work with Park Service personnel?

21. Do you think that the corpsmen bother the visitors in the park?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

22. Why do you think most resident workers are in the Job Corps?

23. In general, what kind of job do you think Job Corps staff do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

24. Do you think Job Corps workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

25. How well do you think most resident workers do their jobs?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

26. Do you think most resident workers like their job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

27. Without naming any names, can you think of any person or persons not well suited for their job in the Job Corps and should have either another job or not be in the Job Corps at all? How many and why?

28. Do Job Corps people check frequently on the work of the corpsman?

29. How clear are you about the limits of your authority in your present position?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

30. How often do you get conflicting orders or instructions from different people above you?

31. Do you feel that you have too little authority to carry out the responsibilities assigned to you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

32. When dealing with corpsmen, do you feel your decisions should be backed up in all instances?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

33. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____

Not too much _____

Some _____

Very little _____

None _____

34. What do you think causes most of the disagreement between Park Service and Job Corps?

35. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

36. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

37. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

38. What do you think is the biggest mistake that most Job Corps staff make?

39. What do you think is the most helpful change that the administration could make in this center?

III

JOB CORPS STAFF

1. What do you find least satisfying in your job?

2. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

   Very much _____

   Somewhat _____

   Haven't thought about it _____

   Not too much _____

   Not at all _____

3. Is there some other work which you would like better than what you are now doing?

   If so, what?

4. Do you understand what your job is?

   Very clear _____

   Quite clear _____

   Fairly clear _____

   Not too clear _____

   Not at all clear _____

5. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

6. Do you feel that you can't get information needed to carry out your job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

7. Do you think most resident workers like their job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

8. Are you kept informed on what is happening in the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

9. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____

Often _____

Sometimes _____

Usually not _____

Never _____

10. Do you think that you'll be able to satisfy the conflicting demands of various people over you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

11. Why do you think most corpsmen are in the Job Corps?

12. Do you think Center staff should drink coffee with corpsmen in town?

13. Who do you spend most of your time with when off duty?

14. How many resident workers do you feel that you know well enough to have coffee with if you saw them in town?

15. How many Park Service personnel do you feel that you know well enough to have coffee with if you saw them in town?

16. Do you think working for the Park Service is beneficial to the corpsman?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

17. Do you think the work done by the corpsman is beneficial to the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

18. Do you think Park Service people in general mind working with the corpsmen?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

19. Why do you think most resident workers are in the Job Corps?

20. Do you think that the corpsmen bother the visitors in the park?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

21. Do you think resident workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

22. How well do you think most resident workers do their jobs?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

23. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____

Not too much _____

Some _____

Very little _____

None _____

24. Do Park Service people check frequently on the work of the corpsman?

25. What do you think causes most of the disagreement between the Park Service and Job Corps?

26. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

27. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

28. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

29. What do you think is the biggest mistake that most resident workers make?

30. What do you think is the biggest mistake that most Park Service personnel make?

31. What do you think is the most helpful change that the administration could make in this center?

32. Do Park Service people train corpsmen for better jobs?

33. Nearly everyone has some things he'd want people he works with to do differently. Would you like Park Service personnel to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?

IV

RESIDENT WORKERS

1. What aspects of your job do you find most satisfying?

2. What do you find least satisfying in your job?

3. Do you sometimes wish you had not come into the Job Corps? Why?

4. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

   Very much _____

   Somewhat _____

   Haven't thought about it _____

   Not too much _____

   Not at all _____

5. Do you feel that you may not be liked and accepted by the people you work with?

   Never _____

   Rarely _____

   Sometimes _____

   Rather often _____

   Nearly all the time _____

6. Is there some other work which you would like better than what you are now doing? If so, what?

7. Do you think most resident workers like their job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

8. Why do you think most corpsmen are in the Job Corps?

9. Do you think Center staff should drink coffee with the corpsmen in town?

10. How often do you meet with your immediate supervisor for coffee, etc.?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

11. How often do you meet with your co-worker for coffee, etc.?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

12. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

13. Do you understand what your job is?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

14. Do you feel you are always as clear as you would like to be about what you have to do on this job?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

15. Do you feel that you can't get information needed to carry out your job?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

16. Are you kept informed on what is happening in the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

17. Do you feel that you're not fully qualified to handle your job?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

18. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

19. How clear are you about the limits of your authority in your present position?

Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not at all clear _____

20. How often do you get conflicting orders or instructions from different people above you?

21. Do you feel that you have too little authority to carry out the responsibilities assigned to you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

22. When dealing with corpsmen, do you feel your decisions should be backed up in all instances?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

23. How well does your supervisor know the jobs he supervises?

Very well _____

Quite well _____

Fairly well _____

Not too well _____

Not at all well _____

24. Do you feel that you don't know what your supervisor thinks of you, how he evaluates your performance?

25. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

26. Do you usually feel that you know how satisfied your supervisor is with what you do?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

27. As far as you know, does your supervisor usually let you know when he expects or wants something from you, or does he often keep these things to himself?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

28. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should be doing it?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

29. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

30. In general, what kind of job do you think corpsman supervisors do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

In general, what kind of job do you think corpsmen do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

31. How well do you think most resident workers do their jobs?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

32. Do you think resident workers get enough credit for the work they do?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

33. Do you think resident workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

34. Do you think Park Service workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

35. Who do you go to with your problems? _____

Is he the one who is supposed to be handling your problems?

36. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

37. Why do you think most resident workers are in the Job Corps?

38. What do you think is the biggest mistake that most resident workers make?

39. What do you think is the biggest mistake that most corpsman supervisors make?

40. What do you think is the most helpful change that the administration could make in this center?

41. Do you think working for the Park Service is beneficial to the corpsman?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

42. Do you think the work done by the corpsman is beneficial to the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

43. Do you think Park Service people in general mind working with the corpsmen?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

44. Do you think that the corpsmen bother the visitors in the park?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

45. Do Park Service people check frequently on the work of the corpsmen?

46. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____

Not too much _____

Some _____

Very little _____

None _____

47. What do you think causes most of the disagreement between Park Service and Job Corps?

48. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

49. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

50. What do you think are some of the good points and bad points about Job Corps personnel and Park Service personnel working together?

51. Do Park Service people train corpsmen for better jobs?

52. Nearly everyone has some things he'd want people he works with to do differently. Would you like Park Service personnel to do their activities exactly the way they do now, or would you like them to do them in any way differently than they do now?

V

1. Do you think that most of the resident workers are "good guys"?

2. Do you think resident workers get enough credit for the work they do? How many?

Too much	_____
Always	_____
Usually	_____
Sometimes	_____
Usually not	_____
Never	_____

3. Do you sometimes wish you had not come into the Job Corps? Why?

4. How well do you think most resident workers do their jobs?

Excellent	_____
Above average	_____
Average	_____
Below average	_____
Poor	_____

5. What do you think is the biggest mistake that most resident workers make?

6. Do most of the corpsmen like to work for Park Service? Why or why not?

7. Why do you think that most resident workers are in the Job Corps?

8. Who do you go to with your problems? _____
Is he the one who is supposed to be handling your problems?

9. Overall, do you think the training session was worthwhile, or just a waste of time? Why or why not?

APPENDIX E

QUESTIONS 1-38

1. Are you kept informed on what is happening in the Job Corps?

(I)

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

2. Do you think working for the Park Service is beneficial to the corpsman?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

3. Are you kept informed on what is happening in the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

4. Do you think the work done by the corpsman is beneficial to the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

5. Do you think Park Service people in general mind working with the corpsmen?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

6. Do you feel that you're not fully qualified to handle your job?

Always _____

(P) Often _____

Sometimes _____

Not too much _____

Not at all _____

7. Do you think that the corpsmen bother the visitors in the park?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

8. In general, what kind of job do you think Job Corps staff do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

9. In general, what kind of job do you think Park Service personnel do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

10. Do you think most resident workers like their jobs?

Always _____

(S) Usually _____

Sometimes _____

Usually not _____

Never _____

11. When dealing with corpsmen, do you feel your decisions should be backed up in all instances?

Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

12. How much disagreement do you think exists between Park Service and Job Corps?

Very much _____

Not too much _____

Some _____

Very little _____

None _____

13. How often do you think that the objectives of the Park Service are overridden by the objectives of the Job Corps?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

14. How often do you think that the objectives of the Job Corps are overridden by the objectives of the Park Service?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

Do you think this is justified?

15. Not counting all the other things that make your particular job good or bad, how do you like the kind of work that you do?

Very much _____

Somewhat _____

Haven't thought about it _____

(S)

Not too much _____

Not at all _____

16. Do you understand what your job is?

	Very clear	_____
(I)	Quite clear	_____
	Fairly clear	_____
	Not too clear	_____
	Not at all clear	_____

17. Do you feel you are always as clear as you would like to be about what you have to do on this job?

	Very clear	_____
(I)	Quite clear	_____
	Fairly clear	_____
	Not too clear	_____
	Not at all clear	_____

18. Do you feel that you can't get information needed to carry out your job?

	Always	_____
	Usually	_____
(I)	Sometimes	_____
	Usually not	_____
	Never	_____

19. Do you feel that you have too heavy a work load, one that you can't possibly finish during an ordinary workday?

	Always	_____
(S)	Often	_____
	Sometimes	_____
	Not too much	_____
	Not at all	_____

20. Do you feel unable to influence your immediate supervisor's decisions and actions that affect you?

	Always	_____
(S)	Often	_____
	Sometimes	_____
	Not too much	_____
	Not at all	_____

21. Have there ever been occasions when some of the people around you have different opinions about what you should be doing or how you should do it?

	Always	_____
(S)	Usually	_____
	Sometimes	_____
	Usually not	_____
	Never	_____

22. Do you think that you'll not be able to satisfy the conflicting demands of various people over you?

	Always	_____
(S)	Often	_____
	Sometimes	_____
	Not too much	_____
	Not at all	_____

23. Do you think that the amount of work you have to do may interfere with how well it gets done?

Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

24. Do you think Job Corps workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

25. How well do you think most resident workers do their jobs?

(P) Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

26. How clear are you about the limits of your authority in your present position?

(I) Very clear _____

Quite clear _____

Fairly clear _____

Not too clear _____

Not clear at all _____

27. Do you feel that you have too little authority to carry out the responsibilities assigned to you?

(S) Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

28. Do you think resident workers are very competent people?

(P) Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

29. Do you think resident workers get enough credit for the work they do?

(P) Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

30. How often do you meet with your immediate supervisor for coffee, etc.?

(I) Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

31. Do you feel that you may not be liked and accepted by the people you work with?

(P) Never _____

Rarely _____

Sometimes _____

Rather often _____

Nearly all the time _____

32. How often do you meet with your co-worker for coffee, etc.?

(I) Always _____

Often _____

Sometimes _____

Not too much _____

Not at all _____

33. How well does your supervisor know the jobs he supervises?

(I) Very well _____

Quite well _____

Fairly well _____

Not too well _____

Not at all well _____

34. Do you usually feel that you know how satisfied your supervisor is with what you do?

(I) Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

35. As far as you know, does your supervisor usually let you know when he expects or wants something from you, or does he often keep these things to himself?

(I) Always _____

Usually _____

Sometimes _____

Usually not _____

Never _____

36. In general, what kind of job do you think corpsman supervisors do?

(I) Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

37. In general, what kind of job do you think corpsmen do?

Excellent _____

Above average _____

Average _____

Below average _____

Poor _____

38. Do you think Park Service workers are very competent people?

Very competent _____

Somewhat competent _____

Don't know _____

Somewhat incompetent _____

Very incompetent _____

APPENDIX F

QUESTIONS SCALED AND THEIR RESPONSE CATEGORIES

41. How many Job Corps staff do you feel that you know well enough to have coffee with if you saw them in town?

Response categories:
1 - 10 or less
2 - 10 - 20
3 - 21 or more

44. Why do you think most resident workers are in the Job Corps?

Response categories"
0 - Don't know
1 - To help the corpsmen
2 - Simply to make money and have a job

52. Overall, do you think the training was worthwhile or just a waste of time?

Response categories:
1 - Worthwhile
2 - Waste of time
3 - Detrimental

53. In your opinion, what were the good and bad points of the training session?

Response categories: (Open ended)

55. How often do you get conflicting orders or instructions from different people above you?

Response categories:
1 - Never
2 - Sometimes
3 - Often

56. Do you sometimes wish you had not come into the Job Corps?

Response categories:
1 - Yes
2 - No

57. How many resident workers do you feel that you know well enough to have coffee with if you saw them in town?

Response categories: 1 - 3 or less

2 - 3 - 6

3 - 7 or more

58. Do you feel that you don't know what your supervisor thinks of you, or how he evaluates your performance?

Response categories: 1 - Yes

2 - No

APPENDIX G

RAW DATA

Code for Card 1

Col.	Var.	Information
1-3		Ss number 01-81
4-5		Group Number 01-24
7		Card Number 1, 2, 3, 4
9		Group Time AM = 1 PM = 2
11		Group Composition PS = 1, JC = 2, PSJC = 3
13		Ss Affiliation PS = 1, JC = 2

Columns 1-13 are Used for Identification on Each Card According to the Format Above.

Col.	Var.	Question Pre Post
15	1	1 Pre
16	2	1 Post
18	3	2 Pre
19	4	2 Post
21	5	3 Pre
22	6	3 Post
24	7	4 Pre
25	8	4 Post
27	9	5 Pre
28	10	5 Post
30	11	6 Pre
31	12	6 Post
33	13	7 Pre
34	14	7 Post
36	15	8 Pre
37	16	8 Post
39	17	9 Pre
40	18	9 Post
42	19	10 Pre
43	20	10 Post
45	21	11 Pre
46	22	11 Post
48	23	12 Pre
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51	25	13 Pre
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54	27	14 Pre
55	28	14 Post
57	29	15 Pre
58	30	15 Post
60	31	16 Pre
61	32	16 Post
63	33	17 Pre
66	34	18 Pre
67	35	18 Post
69	36	19 Pre
70	37	19 Post
72	38	20 Pre
73	39	20 Post
75	40	21 Pre
76	41	21 Post
78	42	22 Pre
79	43	22 Post

Note: A 9 in any column indicates the respondent was not instructed to answer that question.

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30 26 1 2 2 2        33 33 33 55 55 55 25 99 33 99 23

31 26 1 2 2 2        99 33 30 45 12 99 44 99 33 00 99
31 26 1 2 2 2        31 44 03 44 33 43 22 99 32 99 23

32 26 1 2 2 2        99 33 32 55 23 99 33 99 33 42 99
32 26 1 2 2 2        23 54 43 55 34 22 33 99 24 99 33

33 12 1 1 2 2        99 44 43 44 43 99 53 99 35 04 99
33 12 1 1 2 2        43 30 30 55 55 55 23 99 53 99 45

34 12 1 1 2 2        99 43 34 54 44 99 44 99 43 44 99
34 12 1 1 2 2        22 04 44 55 44 44 43 99 33 99 44

35 12 1 1 2 2        99 44 23 44 34 99 44 99 44 44 99
35 12 1 1 2 2        32 34 34 55 45 34 45 99 44 99 44

36 24 1 2 3 2        99 34 34 44 43 99 43 99 34 34 99
36 24 1 2 3 2        33 54 04 55 55 35 03 99 33 99 32

37 24 1 2 9 2        99 44 34 44 34 99 33 99 33 24 99
37 24 1 2 9 2        32 44 44 55 54 34 32 99 43 99 23

38 24 1 2 9 2        99 55 34 55 34 99 43 99 33 32 99
38 24 1 2 9 2        33 33 43 44 44 44 42 99 44 99 45

39 10 1 1 2 2        99 44 44 44 34 99 44 99 33 34 99
39 10 1 1 2 2        23 34 33 55 55 34 22 99 43 99 42

40 10 1 1 2 2        99 44 44 44 44 99 44 99 33 43 99
40 10 1 1 2 2        43 34 34 44 43 43 42 99 33 99 34

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42 08 1 1 3 2        34 43 43 55 55 44 31 99 05 99 54
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45 04 1 1 2 2        99 53 44 44 43 99 44 99 33 33 99
45 04 1 1 2 2        33 43 43 44 44 44 23 99 32 99 43

46 04 1 1 2 2        99 34 54 34 33 99 54 99 33 44 99
46 04 1 1 2 2        13 55 43 55 55 55 11 99 35 99 44

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47 21 1 2 3 2        33 33 33 55 55 54 44 99 32 99 52

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55 19 1 2 2 2        43 40 30 55 33 43 22 99 44 99 54
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Code for Card 2

Columns 1-13 are Identification Columns

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34	57	29	58	73	37
36	58	30	60	74	38
37	59	30	61	75	38

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913	2	4	99	99	35	99	99	99	34	99	99	99	99	99	99	99	99	99
914	2	4	99	99	55	99	99	99	23	99	99	99	99	99	99	99	99	99
915	2	4	99	99	34	99	99	99	33	99	99	99	99	99	99	99	99	99
916	2	4	99	99	30	99	99	99	31	99	99	99	99	99	99	99	99	99
917	2	4	99	99	43	99	99	99	33	99	99	99	99	99	99	99	99	99
918	2	4	99	99	43	99	99	99	44	99	99	99	99	99	99	99	99	99
919	2	4	99	99	33	99	99	99	01	99	99	99	99	99	99	99	99	99
920	2	4	99	99	53	99	99	99	23	99	99	99	99	99	99	99	99	99
921	2	4	99	99	44	99	99	99	33	99	99	99	99	99	99	99	99	99
922	2	4	99	99	53	99	99	99	41	99	99	99	99	99	99	99	99	99
923	2	4	99	99	43	99	99	99	44	99	99	99	99	99	99	99	99	99
924	2	4	99	99	45	99	99	99	22	99	99	99	99	99	99	99	99	99
925	2	4	99	99	44	99	99	99	22	99	99	99	99	99	99	99	99	99
926	2	4	99	99	33	99	99	99	43	99	99	99	99	99	99	99	99	99
927	2	4	99	99	55	99	99	99	14	99	99	99	99	99	99	99	99	99
928	2	4	99	99	33	99	99	99	44	99	99	99	99	99	99	99	99	99
929	2	4	99	99	43	99	99	99	40	99	99	99	99	99	99	99	99	99
930	2	4	99	99	44	99	99	99	44	99	99	99	99	99	99	99	99	99
931	2	4	99	99	34	99	99	99	01	99	99	99	99	99	99	99	99	99
932	2	4	99	99	42	99	99	99	21	99	99	99	99	99	99	99	99	99
933	2	4	99	99	43	99	99	99	40	99	99	99	99	99	99	99	99	99
934	2	4	99	99	44	99	99	99	00	99	99	99	99	99	99	99	99	99
935	2	4	99	99	35	99	99	99	22	99	99	99	99	99	99	99	99	99
936	2	4	99	99	34	99	99	99	32	99	99	99	99	99	99	99	99	99

Code for Card 3

Columns 1-13 are Identification Columns

Columns not Identified Contain Data not Used in This Study

Col.	Var.	Question Pre	Question Post
18	78	41	
19	79	41	
21	80	42	
22	81	42	
33	88	46	
34	89	46	
36	90	52	
38	91	55	
39	92	55	
44	95		57
45	96		57
47	97		58
48	98		58
50	99		60
51	100		60
53	101		63
54	102		63

30	26	3	2	2	2	99	99	12	99	99	11	1	99	22	33	99	00	01	99	99	01
31	26	3	2	2	2	99	99	11	99	99	11	1	99	11	22	99	00	11	99	99	00
32	26	3	2	2	2	99	99	11	99	99	11	0	99	11	22	99	10	11	99	99	22
33	12	3	1	2	2	99	99	22	99	99	11	1	99	11	33	99	11	11	99	99	11
34	12	3	1	2	2	99	99	33	99	99	20	1	99	11	33	99	11	02	99	99	22
35	12	3	1	2	2	99	99	12	99	99	20	1	99	11	33	99	21	11	99	99	11
36	24	3	2	3	2	99	99	33	99	99	02	1	99	12	33	99	12	11	99	99	02
37	24	3	2	9	2	99	99	11	99	99	01	1	99	22	33	99	21	11	99	99	22
38	24	3	2	9	2	99	99	23	99	99	11	1	99	12	13	99	11	00	99	99	22
39	10	3	1	2	2	99	99	11	99	99	20	2	99	21	23	99	00	11	99	99	22
40	10	3	1	2	2	99	99	11	99	99	11	1	99	22	12	99	02	11	99	99	00
41	08	3	1	3	3	99	33	99	99	99	00	1	22	22	99	21	11	11	99	99	99
42	08	3	1	3	2	99	99	11	99	99	10	1	99	22	22	99	12	11	99	99	21
43	04	3	1	2	2	99	99	99	99	99	11	1	99	22	99	99	11	20	99	99	99
44	04	3	1	2	2	99	99	13	99	99	11	1	99	10	33	99	11	11	99	99	01
45	04	3	1	2	2	99	99	21	99	99	02	1	99	11	22	99	00	11	99	99	22
46	04	3	1	2	2	99	99	13	99	99	22	1	99	22	33	99	22	22	99	99	22
47	21	3	2	3	2	99	99	11	99	99	11	1	99	12	33	99	00	22	99	99	21
48	21	3	2	3	3	99	33	99	99	99	11	1	22	22	99	11	11	11	99	99	99
49	06	3	1	2	2	99	99	11	99	99	22	0	99	02	33	99	02	01	99	99	02
50	06	3	1	2	3	99	22	99	99	99	00	1	11	22	99	21	10	12	99	99	99
51	06	3	1	2	2	99	99	11	99	99	22	1	99	22	33	99	11	22	99	99	11
52	06	3	1	2	2	99	99	11	99	99	21	2	99	22	33	99	00	11	99	99	22
53	23	3	2	3	3	99	33	99	99	99	11	1	22	22	99	20	10	12	99	99	99
54	23	3	2	3	2	99	99	11	99	99	20	1	99	22	22	99	20	11	99	99	10
55	19	3	2	2	2	99	99	33	99	99	10	1	99	22	33	99	20	11	99	99	10
56	19	3	2	2	2	99	99	22	99	99	11	1	99	22	33	99	11	11	99	99	11
57	19	3	2	2	2	99	99	11	99	99	00	1	99	22	22	99	00	00	99	99	00
58	19	3	2	2	2	99	99	99	99	99	00	1	99	22	99	99	20	20	99	99	99
59	18	3	2	2	2	99	99	11	99	99	22	2	99	11	33	99	20	21	99	99	22
60	18	3	2	2	2	99	99	99	99	99	11	1	99	22	99	99	12	11	99	99	99
61	18	3	2	2	2	99	99	11	99	99	21	1	99	11	33	99	02	20	99	99	22
62	20	3	2	2	2	99	99	33	99	99	00	2	99	22	33	99	01	00	99	99	01
63	20	3	2	2	2	99	99	11	99	99	11	1	99	12	11	99	00	10	99	99	10
64	20	3	2	2	2	99	99	23	99	99	00	0	99	01	33	99	00	01	99	99	02
65	20	3	2	2	3	99	22	99	99	99	10	1	22	22	99	22	12	11	99	99	99
66	05	3	1	2	2	99	99	12	99	99	00	1	99	22	33	99	12	01	99	99	12
67	05	3	1	2	2	99	99	33	99	99	11	1	99	12	33	99	22	11	99	99	22
68	05	3	1	2	3	99	33	99	99	99	11	1	23	21	99	21	00	11	99	99	99
69	05	3	1	2	2	99	99	11	99	99	00	1	99	02	11	99	00	00	99	99	00
70	22	3	2	3	2	99	99	23	99	99	12	1	99	22	33	99	00	11	99	99	10
71	22	3	2	3	3	99	23	99	99	99	11	1	22	21	99	11	01	00	99	99	99
72	07	3	1	3	3	99	33	99	99	99	11	1	32	22	99	11	00	10	99	99	99
73	07	3	1	3	2	99	99	11	99	99	12	1	99	22	33	99	12	12	99	99	02
74	09	3	1	3	2	99	99	11	99	99	00	1	99	00	32	99	00	11	99	99	20
75	09	3	1	3	3	99	23	99	99	99	11	1	22	22	99	21	12	11	99	99	99
76	11	3	1	2	2	99	99	11	99	99	11	1	99	22	33	99	00	22	99	99	02
77	11	3	1	2	2	99	99	33	99	99	22	1	99	11	33	99	22	02	99	99	22
78	13	3	1	2	2	99	99	32	99	99	11	1	99	22	33	99	10	11	99	99	11
79	25	3	2	2	2	99	99	33	99	99	11	1	99	11	11	99	00	11	99	99	02
80	25	3	2	2	2	99	99	33	99	99	01	1	99	11	33	99	22	11	99	99	00
81	25	3	2	2	2	99	99	22	99	99	11	1	99	02	33	99	10	11	99	99	20

900	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	11	11	99
901	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	11	99
902	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
903	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
904	3	4	99	99	99	99	99	99	99	2	99	01	99	99	99	99	11	01	99
905	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	10	99
906	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	12	99
907	3	4	99	99	99	99	99	99	99	2	99	22	99	99	99	99	11	21	99
908	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	11	22	99
909	3	4	99	99	99	99	99	99	99	2	99	12	99	99	99	99	11	10	99
910	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	10	99
911	3	4	99	99	99	99	99	99	99	1	99	12	99	99	99	99	11	11	99
912	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	11	99
913	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
914	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	11	99
915	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	11	99
916	3	4	99	99	99	99	99	99	99	2	99	12	99	99	99	99	11	12	99
917	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
918	3	4	99	99	99	99	99	99	99	1	99	12	99	99	99	99	11	22	99
919	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	11	99
920	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	11	99
921	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	10	99
922	3	4	99	99	99	99	99	99	99	2	99	11	99	99	99	99	11	22	99
923	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	11	11	99
924	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	11	12	99
925	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	10	99
926	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	11	20	99
927	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
928	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	02	99
929	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	11	99
930	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99
931	3	4	99	99	99	99	99	99	99	1	99	11	99	99	99	99	11	01	99
932	3	4	99	99	99	99	99	99	99	1	99	21	99	99	99	99	22	22	99
933	3	4	99	99	99	99	99	99	99	2	99	21	99	99	99	99	11	12	99
934	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	00	99
935	3	4	99	99	99	99	99	99	99	1	99	12	99	99	99	99	11	11	99
936	3	4	99	99	99	99	99	99	99	1	99	22	99	99	99	99	11	22	99

Code for Card 4

Columns 1-13 are Identification Columns

Col.	Var.	Question Pre Post	Col.	Var.	Question Pre Post
15	1	39	36	9	48b
18	2	39	37	10	48b
21	3	44	39	11	49
24	4	44	42	12	49
27	5	47	45	13	50
30	6	47	48	14	50
33	7	48a	51	15	51
34	8	48a	54	16	51

30	26	4	2	2	2	1	1	2	1	0	1					1	0	0	0	0	4	0	0	00
31	26	4	2	2	2	1	12	21	0	2	2					0	3	0	1	32	0	0	0	00
32	26	4	2	2	2	1	1	2	2	3	2					0	1	3	3	6	16	4	4	22
33	12	4	1	2	2	12	4	0	21	1	1					1	0	5	3	0	3	0	0	22
34	12	4	1	2	2	1	1	21	2	2	3					0	1	0	3	1	7	4	4	22
35	12	4	1	2	2	1	1	0	0	1	1					1	0	4	0	7	7	0	0	22
36	24	4	2	3	2	1	1	0	1	3	5					3	1	2	2	1	1	4	4	22
37	24	4	2	3	2	0	1	2	1	1	1					1	0	0	3	1	1	4	0	22
38	24	4	2	3	2	1	1	2	2	2	2					0	2	7	0	2	0	0	4	00
39	10	4	1	2	2	1	1	2	2	1	1					3	0	31	3	8	1	1	3	22
40	10	4	1	2	2	1	1	1	1	0	0					0	0	0	0	0	1	0	0	22
41	08	4	1	3	3	1	1	1	12	0	0	11	00	99	99	99	99	7	0	0	5	4	0	99
42	08	4	1	3	2	1	1	21	0	1	1					1	1	3	3	3	3	1	3	11
43	04	4	1	2	2	1	1	1	1	3	1					99	99	1	1	3	3	2	1	00
44	04	4	1	2	2	2	4	2	2	0	0					3	0	6	0	1	1	0	0	22
45	04	4	1	2	2	1	1	2	2	2	0					2	0	3	1	7	28	3	0	20
46	04	4	1	2	2	1	1	21	2	2	2					1	1	4	0	6	7	4	3	22
47	21	4	2	3	2	1	1	12	12	2	42					0	0	2	2	6	2	1	1	22
48	21	4	2	3	3	1	1	1	21	4	1	31	34	99	99	99	99	3	3	1	1	6	6	99
49	06	4	1	2	2	1	1	1	0	1	1					2	1	5	0	0	0	0	2	22
50	06	4	1	2	3	1	1	1	2	0	1	11	34	99	99	99	99	3	0	1	2	6	6	99
51	06	4	1	2	2	1	12	2	21	1	1					2	1	3	3	4	4	5	5	12
52	06	4	1	2	2	1	1	1	1	0	2					0	0	0	0	8	0	1	1	22
53	23	4	2	3	3	3	1	1	1	1	1	00	00	99	99	99	99	3	3	4	1	4	4	99
54	23	4	2	3	2	1	1	21	21	3	3					1	1	0	1	3	1	3	2	22
55	19	4	2	2	2	1	1	0	1	1	1					1	1	1	3	0	6	0	2	21
56	19	4	2	2	2	1	1	21	1	1	1					1	0	1	1	1	1	5	4	22
57	19	4	2	2	2	4	4	1	0	0	0					0	0	0	1	3	7	1	0	20
58	19	4	2	2	2	1	1	1	2	2	2					9	9	3	3	3	3	4	4	
59	18	4	2	2	2	1	1	2	2	3	1					3	1	3	43	7	7	3	3	22
60	18	4	2	2	2	1	12	0	21	1	1					9	9	0	0	3	6	3	0	
61	18	4	2	2	2	0	0	21	2	1	1					3	1	4	0	0	1	2	5	12
62	20	4	2	2	2	1	1	0	0	0	0					0	0	8	8	4	1	0	0	22
63	20	4	2	2	2	1	1	0	0	0	0					1	1	2	7	0	0	1	0	20
64	20	4	2	2	2	1	1	2	21	5	5					0	0	2	2	6	6	0	0	22
65	20	4	2	2	3	1	1	1	1	0	0	00	03	99	99	99	99	3	3	2	6	6	6	99
66	05	4	1	2	2	1	1	12	12	1	0					1	1	3	3	4	4	4	6	12
67	05	4	1	2	2	1	1	12	21	12	12					1	1	4	0	1	0	3	3	22
68	05	4	1	2	3	1	1	1	2	1	1	00	00	99	99	99	99	0	0	2	2	4	0	99
69	05	4	1	2	2	1	1	1	1	0	0					0	0	0	0	0	1	0	0	22
70	22	4	2	3	2	1	1	1	1	2	5					0	0	1	3	8	8	0	0	22
71	22	4	2	3	3	4	4	1	1	3	5	01	02	99	99	99	99	37	3	1	6	3	1	99
72	07	4	1	3	3	1	1	21	1	0	5	00	00	99	99	99	99	0	0	2	1	3	4	99
73	07	4	1	3	2	0	12	2	21	12	1					0	3	7	5	3	3	4	4	22
74	09	4	1	3	2	1	1	21	0	1	0					0	0	75	1	3	3	6	6	22
75	09	4	1	3	3	1	1	21	2	2	5	02	02	99	99	99	99	3	1	2	2	4	4	99
76	11	4	1	2	2	1	1	1	1	0	0					0	0	5	0	1	1	1	0	20
77	11	4	1	2	2	1	1	2	2	41	3					2	1	8	5	3	3	4	2	22
78	13	4	1	2	2	4	1	2	21	2	0					1	1	4	3	8	0	3	3	22
79	25	4	2	2	2	12	1	1	0	1	1					3	0	8	5	6	7	0	0	20
80	25	4	2	2	2	1	1	21	21	2	0					1	0	3	3	0	6	0	0	22
81	25	4	2	2	2	1	1	1	0	0	0					0	0	3	3	1	1	1	0	22