ABSTRACT
        This paper describes how a five-day supervisor
training program was designed and offered cooperatively for the
personnel department of a city of 100,000 population. It includes the
content and related learning experiences which were developed for the
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supervision skills for newly appointed supervisors of personnel who
are employed by cities, townships, and community agencies funded in
part by Comprehensive Employment and Training Act (CETA) funds, such
as procedures for outlining, directing, facilitating and evaluating
the work of CETA employees. The course was developed for use as a
component of the undergraduate program in Human Resources Development
at Oakland University. (Author)

# SUPERVISOR TRAINING: A COMPREHENSIVE TRAINING PROGRAM FOR MANPOWER DEVELOPMENT SUPERVISORS

No. 7 in a Series

Produced by:
Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

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June 1975
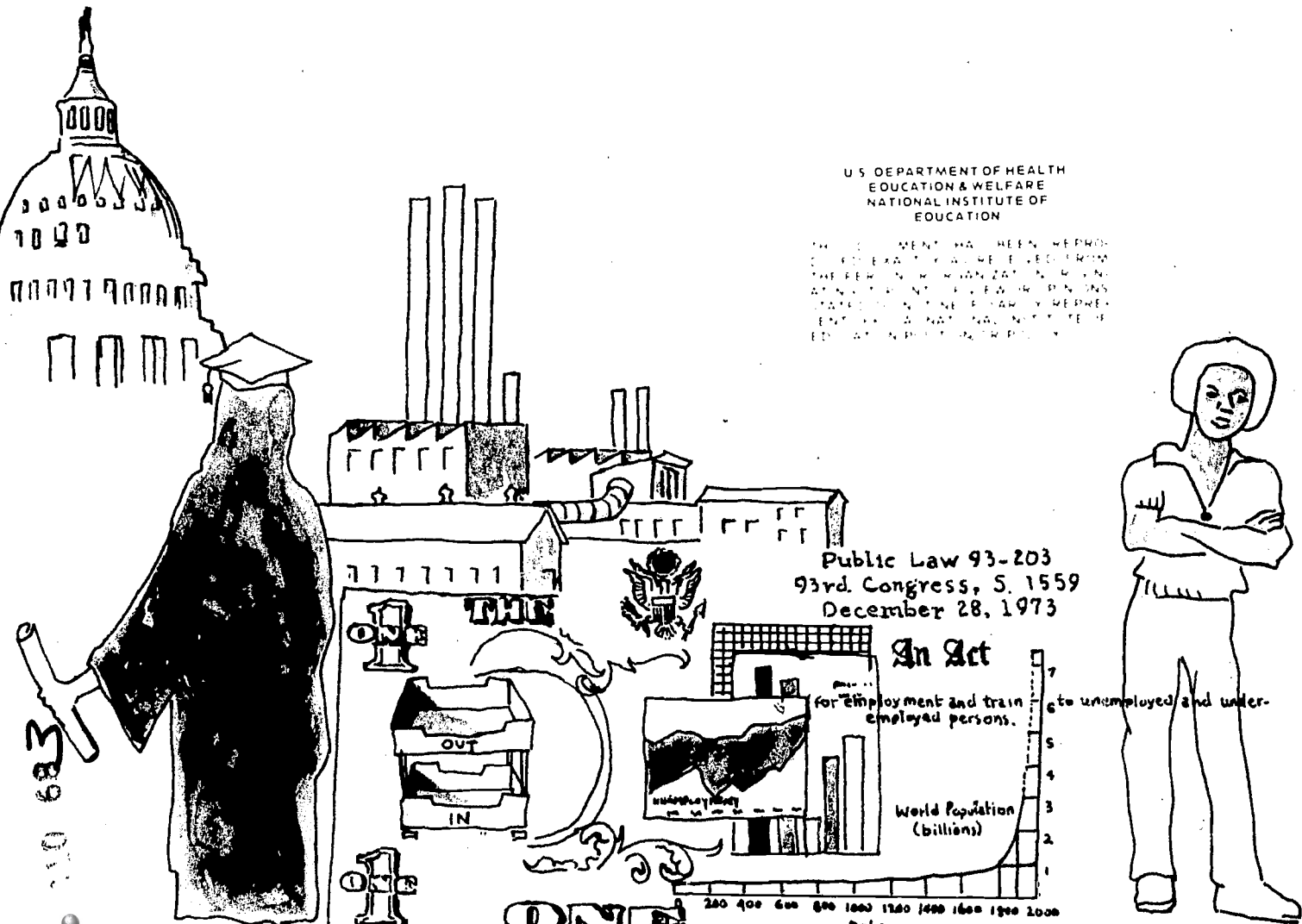
Public Law 93-203
93rd Congress, S. 1559
December 28, 1973

An Act

for employment and train- eto unemployed and under-
employed persons.

World Population
(billions)

200 400 600 800 1000 1200 1400 1600 1800 2000
Date

2

Supervisor Training:

A Comprehensive Training Program for Manpower Development Supervisors

A Course Monograph

Developed by:

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PUBLISHED BY:

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PREFACE

This monograph is one of a series describing curriculum developed
to prepare personnel for employment in local, state and regional
levels of Manpower Administration programs.  This course, Supervisor
Training:  A Comprehensive Training Program for Manpower Development
Supervisors was originally offered on a non-credit basis, however, it.
can also be offered for credit as an elective in the Concentration in
Manpower Development at Oakland University.

Faculty members at other colleges or training directors for govern-
mental units will find this monograph useful in establishing educa-
tional programs for current or future manpower program employees.
The course is divided into modules, each covering a few hours of
instruction which may serve as the basis for short-term training
sessions.

This course has been developed by Dr. Billy J. Minor, a faculty member
in the Oakland University Human Resources Development program.
Dr. Minor has developed and directed training programs for inner city
personnel and has served as a consultant for state department human
resources new careers programs, and Model Cities Program, Manpower
Division.

The last page in this monograph is an evaluation form.  We request
that you return if after you have had time to examine the monograph
and its possible uses to you.  Your feedback will be of great assistance
to us in preparing future curriculum materials.  Thank you.

Similar monographs describing other courses designed specifically for
manpower work are in preparation.  For more information write or call:

            Dr. David G. Smith, Director
            Manpower Development Higher Education System
            Oakland University
            Rochester, Michigan  48063

            (313)  377-3084

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# 1.0 INTRODUCTION

## 1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

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OAKLAND UNIVERSITY

    SCHOOL OF EDUCATION

  HUMAN RESOURCES DEVELOPMENT

      CONCENTRATION IN

    MANPOWER DEVELOPMENT
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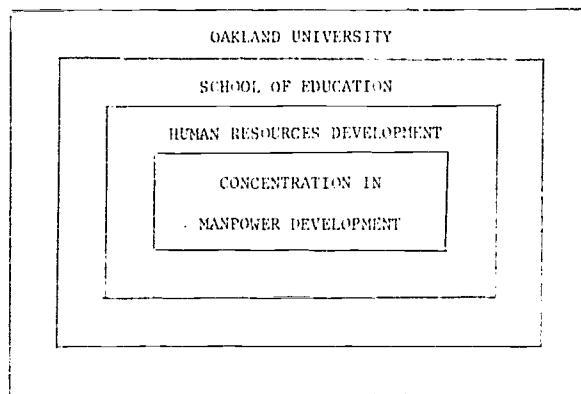
Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

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Figure 2: HRD Course Distribution

## 1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

## 1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development, 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

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The HI and HRD courses are those offered by the Human Re-
sources Development Area faculty.  They are interdisciplinary
in nature and have been designed cooperatively with advice
from community agency and governmental personnel.

## 1.2  Positioning of Course Within Curriculum

The following is a list of the courses which were developed for
the Human Resources Development curriculum.  They are the courses
which have been added, to date, at the undergraduate level, to
offerings already available within Oakland University which are
relevant for the preparation of personnel for work in Human Re-
sources Development programs.  They are classified as to the part of
the Manpower Development Concentration where they may be applied,
such as cognate, core, or specialty courses.  Also, the various
sites where instruction takes place are indicated such as:  classroom,
laboratory (simulation) or field site.

The course described herein, Supervisor Training:  A Comprehensive
Training Program for Manpower Development supervisors is available
on a non-credit or credit basis.  It can be offered under HRD 467
Workshop in Human Resources Development for two semester hours credit.
It is intended to be offered upon request from students or employers,
rather than on a regular basis.

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Figure 3:  New Courses Developed for the Human Resources
           Development Curriculum



SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES

| | | | | | | |
| HI 261 | FUNDAMENTALS OF HUMAN INTERACTION |
| HI 361 | TECHNIQUES OF THE HELPING INTERVIEW |
| HI 363 | DYNAMICS OF HUMAN RELATIONSHIPS |
| HI 461 | INTRODUCTION TO COUNSELING |
| HI 463 | GROUP PROCEDURES IN HELPING RELATIONSHIPS |
| HI 464 | TECHNIQUES OF CONSULTATION |
| HRD 301 | THE NATURE OF MAN |
| HRD 302 | ETHICAL STUDIES OF PERSONAL CRISIS |
| HRD 331 | INTRODUCTION TO COMMUNITY MENTAL HEALTH |
| HRD 335 | PROBLEMS OF DRUG ABUSE & ALCOHOLISM |
| HRD 362 | ASSESSMENT OF YOUTH & ADULTS |
| HRD 364 | CAREER DEVELOPMENT & COMMUNITY RESOURCES |
| HRD 365 | STUDENT RESOURCES DEVELOPMENT |
| HRD 366 | TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT |
| HRD 367 | EMPLOYABILITY DEVELOPMENT PROCEDURES |
| HRD 368 | JOB DEVELOPMENT & TRAINING |
| HRD 369 | FIELD WORK IN HUMAN RESOURCES DEVELOPMENT |
| HRD 390 | SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT |
| HRD 401 | ORGANIZATIONAL ANALYSIS & CHANGE PROCESS |
| HRD 402 | HUMAN SERVICE DELIVERY AND EVALUATION |
| HRD 467 | WORKSHOP IN HUMAN RESOURCES DEVELOPMENT |
| HRD 469 | SEMINAR IN HUMAN RESOURCES DEVELOPMENT |
| HRD 490 | INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT |
| MGT 334 | HUMAN DEVELOPMENT IN ORGANIZATIONS |

FIELDSITE
LABORATORY
CLASSROOM

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## 2.0    COURSE DEVELOPMENT PROCESS

### 2.1    Description of Course Development

During the winter semester 1974 the Supervisor Effectiveness
Training Program (SET) was developed and offered to a group
of fifty (50) line supervisors in the Pontiac City work force.
The request for the development of SET came on the heels of
the introduction of the Comprehensive Employment and Training
Act of 1973 (CETA) in the City of Pontiac.  Under Title II of
CETA, Pontiac hired into public service approximately 200 dis-
advantaged, underemployed and unemployed individuals.  To ac-
comodate this influx of new city employees many line staff
members were promoted to first level supervisory positions.
These promotions created a need for special training to help
the new supervisors assume their new roles and responsibilities.
The steps taken by Pontiac for bringing in a large number of
new employees are significant as they represent a major national
strategy for the incorporation of underemployed, unemployed and
disadvantaged individuals into the labor force.

Unfortunately, however, simple inclusion in the labor force has
not been sufficient to guarantee that manpower employees become
self-actualized or adjusted members of the labor force, i.e.,
individuals who display positive attitudes and behavior towards
their life and work.  Traditional supervisory methods found
indispensible with the "average" worker have had marginal appli-
cation with the manpower worker.  Such factors as temporary work
status, alienation, poor attitudes towards authority, fear of
failure, etc.  (Blood and Hulin, 1967) conpound manpower worker/
supervisor realtionships to make for work experiences that are
trying at best.

We are increasingly aware of the staff development needs of
agencies that hire and train manpower workers.  Staff development
training programs geared to meeting these needs must innovatively
alter attitudes, knowledge and skills of work supervisors so that
they can more effectively supervise manpower and other workers
(Rosen, H., 1969).  The alterations in attitudes, knowledge and
skill suggested for the supervision and training of manpower workers
differ in degree rather than kind from those needed to supervise
and train the "average" worker.  SET, although initially directed
at meeting the needs of the manpower worker, will ultimately enable
supervisors and trainers to become effective and efficient with all
of their employees and trainees.

Given the current direction of manpower policy (decentralization
of resources) other public and private agencies will have need to
ready their staffs for the manpower worker and trainee.  In response
to this projected need SET is presented in this monograph as a
guide for training program development.

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The U.S. Department of Labor publication, <u>Productive Employment of the Disadvantaged: Guidelines for Action</u> (1973) reviewed special supervisor training concerns and problems faced by organizations that employ and train manpower workers. The following represents an example of the content of supervisor training programs that have been developed to handle concerns and problems in the supervision of manpower workers:

a) General facts about the new members of the labor force

b) Guidelines for dealing with specific problems of minorities

c) Techniques of motivation and communication

d) Challenges to supervisors' attitudes toward the disadvantaged worker

e) Problem solving techniques

f) Interviewing techniques

g) Management's business reasons for participating in manpower programs

2.2    Description of Module Development

The need for training manpower employees is well documented in the literature. Examples of this need can be found in McKay 1971, Marks 1968, Hansknecht 1969, Gray 1970, Ferman 1968, Drob & Sheblak 1969. The need for training trainers, managers and supervisors of manpower employees is less well documented and is exemplified by the following: Arkin, Smith & Uslan 1972, McDonald 1969, Neiswender 1970 a,b, Rosen 1969.

Ideally supervisor training program instruction is expected to alter or reinforce the behavior of supervisors in ways that allow them to better supervise workers. Likewise, workers who receive adequate supervision are expected to be able to maintain normal production schedules and develop healthy attitudes about their work and life experiences. As such, the ultimate instructional objective is effective worker supervision and evidence for the success or failure in reaching this objective is worker productivity and worker work/life satisfaction.

Subsequent to a series of needs assessment meetings with manpower workers, their supervisors, and specialists in manpower training and development, the following six content areas were identified as in need of emphasis in a supervisor effectiveness training program:

a) Manpower Development and Training Programs and Their Participants

b) Individual and Group Problem Solving

c) Role Functions in an Organization

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d) The Communications Process

e) Conflict Resolution

f) The Helping Relationship

Six instructional modules were developed around these content areas.

## 3.0 MODEL OF COURSE STRUCTURE

### 3.1 Course Goals and Enabling Experiences

The manpower supervisor's training course was designed to equip manpower supervisors with the basic skills and knowledge necessary for effective supervision of manpower and other employees. Work adjustment is conceived of as the ultimate goal of manpower development programs and effective worker supervision contributes to the achievement of this goal. Work adjustment has two main components: work satisfaction and work satisfactoriness (Heron 1954). Work satisfaction deals with specific aspects of the work/life environment, such as working conditions, hours, pay, job related responsibilities, etc. Satisfactoriness, on the other hand, refers to work productivity and efficiency, ability to follow job policies, ability to get along with fellow workers, etc.

A substantial body of research suggests that the attainment of work adjustment by individuals labeled disadvantaged, underemployed, and unemployed is an arduous task. Traditional approaches to facilitate work adjustment have primarily centered on changing worker behavior directly. Behavior modification, contingency management, modeling, worker incentive programs, etc. have been used with some success in promoting work adjustment. SET shifts the focus of intervention to the work supervisor directly and the worker ultimately. This approach assumes that manpower workers come to the job with certain response sets that realistically reflect their past and present options for action. Some of these responses are considered nonfunctional in the job setting; other responses are considered appropriate. Intervention aimed solely at destroying responses that are essential to a large segment of their work/life functioning. Intervention, ideally should be focused on changes in both the worker and the job system (supervision, job award systems, etc.). An analysis of worker and job system attitudes, traits, constraints, beliefs, etc. allows for determination of points where modification and compromise are possible and desirable. Further, it is assumed that work supervisors, having the most direct contact with workers, are in a good position to perform the worker and job systems analysis and intervention capable of promoting better work adjustment. The goal of SET is to help supervisors gain the knowledge and skills necessary to perform this analysis and become manpower developers. In line with accomplishing this broad goal SET participants will have enabling experience that will help them to do the following:

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a) Gain knowledge of the Comprehensive Employment Act of 1973 (CETA) and regulations pertaining to individuals employed under CETA.

b) Understand and be able to apply strategies for systematic individual and group problem solving to promote work adjustment.

c) Understand role functions in an organization and the implications of different supervisory styles in promoting work adjustment.

d) Understand and be able to apply the communication process to promote work adjustment.

e) Understand and be able to apply strategies for resolving job related frustrations and conflicts that inhibit work adjustment.

f) Become acquainted with different aspects of the helping relationship (difficulties in giving help; barriers to receiving help, etc.).

3.2 Course Content

Course content for SET is apportioned among instructional modules that correspond to the six instructional objectives.

Module:

1. Manpower Development and Training Programs and Their Participants

2. Individual and Group Problem Solving

3. Role Functions in an Organization

4. The Communications Process

5. Conflict Resolution

6. The Helping Relationship

3.3 Instructional Strategy

The average number of years in public service employment for supervisors in the initial supervisor training program was seven (7) years. Kay (1951) suggests that the more people know and the greater their experience, the more difficult it is for them to unlearn what is no longer appropriate in a new job situation. Their knowledge is their handicap. As such, it is assumed that the instructional strategy for a supervisor training program should take into consideration the effects of longevity on new learning.

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To combat the knowledge handicap, instructional techniques stressing
synthesis and evaluation using independent means of study and dis-
covery are recommended instead of techniques that stress imitation
and memorization (Martin, 1969). While using a discovery learning
format in the supervisor training course, the trainer's role will
be to "diagnose the level of accomplishment of the trainee, to
administer the appropriate tasks out of a number of graded tasks,
to check the results, to ask the right question at the right time,
and to act as a consultant to the trainee when help is sought"
(E. and R. M. Belbin, 1968).

To promote a discovery learning format the following types of
activities are provided in SET.

3.31   Needs Assessment

       Formal and informal diagnosis of entry level skills and
       needs of trainees.

3.32   Orientation

       Meeting to introduce program and its delivery capability
       (staff, material resources, etc.) relative to trainee
       needs as indicated in needs assessment.

3.33   Mini Lectures

       Mini lectures are provided as efficient ways to disseminate
       theoretical information relative to each instructional module.
       Lectures are climaxed by questions that lead to discovery
       activity.

3.34   Small Group Discussions

       Small group discussions are followups to lectures and other
       program activities that generate questions on supervision.
       Discussions allow group members to come to terms with their
       differences in perceptions, feelings, and interests in the
       area of supervision. The goal of this process is to discover
       ways of answering important questions that reflect the varying
       needs systems of the members of the group.

3.35   Supervisor Role Practice

       This activity provides an opportunity for participants
       to use role-playing and simulations to act out problem
       situations in order to analyze supervisor-supervisee
       interaction and discover alternative intervention strate-
       gies.

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### 3.36 Demonstrations

This method is used to highlight principles of supervision that trainers or traineess feel are applicable to life situations but cannot be truly explained in small group discussions.

### 3.37 Small Group Evaluation and Monitoring Session

This activity allows groups of five or six persons to meet and discuss program progress. The evaluation and monitoring sessions provide a means for participants and staff to cooperatively evaluate the training program and to share in directing subsequent program experiences.

## 3.4 Assessment System

Assessment activities are intended to provide a control function for SET. Specifically, this control is manifested in an initial evaluation, a formative evaluation and a terminal evaluation of training effects.

### 3.41 Initial Evaluation

The initial evaluation provides information on the following:

a) Nature of trainee system dysfunction

b) Nature of trainee background characteristics

c) Nature of trainee perceived needs for training (knowledge, skill, attitude)

d) Nature of trainee repertoire (knowledge, skill, attitude)

The initial evaluation controls the scope and direction of the training modules that are designed and implemented. The six modules that are presented in this training design represent a broad base of supervisory concerns. Successful use of these modules will depend upon the incorporation of initial evaluation information based on intended consumer needs into the module design and presentation.

### 3.42 Formative Evaluation

Formative evaluation provides information on the following:

a) Identification of instructional objectives that are realized by trainees

b) Identification of instructional objectives that are not realized by trainees.

c)   Identification of strengths and weaknesses of training
     design.

Formative evaluation provides a control on the ongoing
features of the program.   Each module is evaluated at its
completion using the form presented in Exhibit 1.   Infor-
mation from this evaluation is used to suggest modifica-
tions of the program that will better promote attainment of
objectives.   Additionally, the Small Group Evaluation and
Monitoring Sessions provide ongoing information on trainee
reaction to program and a mechanism for influencing subse-
quent program development.

3.43   Terminal Evaluation

Training has as a desired outcome the transfer of learning
to practice in the work setting.   If supervisors can and do
apply concepts and principles learned in training to promote
work adjustment goals, training is considered successful.
A direct measure of work adjustment is therefore provided as
the terminal assessment.

A more detailed discussion of evaluation is presented under
Section 5.0 (Conclusion) of this report.   Figure 4 presents
a chart showing the training process design and the evaluation
stages.

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EXHIBIT 1

## END-OF-MEETING EVALUATION

1. Were you interested in this    Very      Quite      Some, but      Very
   meeting?                       much_____ a bit_____ not much _____little_____

2. Did you feel the group was     Very      Quite      Some, but      Very
   interested in this meeting?    much_____ a bit_____ not much _____little_____

3. Did you learn any new facts    Yes, '    Quite      Some, but not  Very few,
   or get any new ideas?          many_____ a few_____ very many_____if any_____

   List two facts learned:   a. _____

                             b. _____

4. Did you change any of your
   previous opinions as a re-     Yes,      Quite      Some, but not  Very few,
   sult of this meeting?          many_____ a bit_____ very many_____if any_____

   Name one change: _____

5. Were your previous opinions    Very      Quite      Some, but      Very
   confirmed or strengthened?     much_____ a bit_____ not much_____little_____

   Name one confirmation: _____

6. Did you think the group        It        It         I doubt
   accomplished anything as a     certainly probably    if it          It did
   result of this meeting?        did_____  did_____   did_____      not_____

   What? _____

7. Was there enough opportun-                All        Should have    Should have
   ity for discussion?            Too        that was   been           been much
                                  much_____  needed_____more_____     more_____

8. Would the meeting have been
   better if some parts had       Certainly  Maybe      Probably       Definitely'
   been left out?                 _____           _____        not_____

   What parts? _____

9. Did you find the social atmos- Excel-
   phere of the meeting congen-   lent       Quite      All            Definitely
   ial and enjoyable?             _____   good_____  right_____   not_____

10. Do you have suggestions (about techniques, materials, etc.) for improving
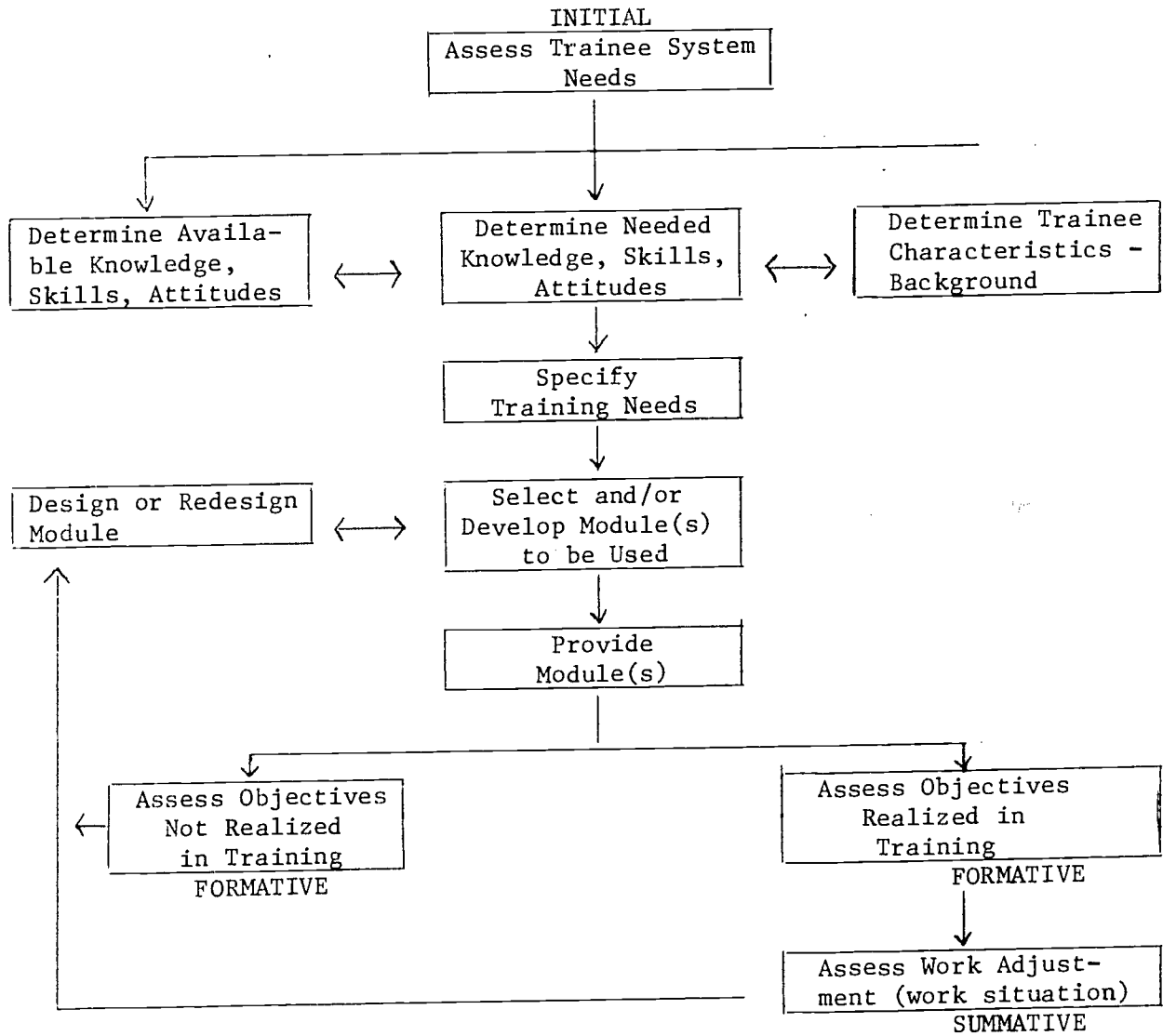    future meetings?  (Use other side of page if necessary).

```
                              INITIAL
                      ┌──────────────────────┐
                      │ Assess Trainee System│
                      │        Needs         │
                      └──────────────────────┘
                                 │
        ┌────────────────────────┼──────────────────────────────┐
        ↓                        ↓
┌─────────────────────┐  ┌──────────────────────┐   ┌──────────────────────┐
│ Determine Availa-   │  │  Determine Needed    │   │ Determine Trainee    │
│ ble Knowledge,      │←→│  Knowledge, Skills,  │←→ │ Characteristics -    │
│ Skills, Attitudes   │  │      Attitudes       │   │ Background           │
└─────────────────────┘  └──────────────────────┘   └──────────────────────┘
                                 ↓
                         ┌──────────────────────┐
                         │       Specify        │
                         │   Training Needs     │
                         └──────────────────────┘
                                 ↓
┌─────────────────────┐  ┌──────────────────────┐
│ Design or Redesign  │  │   Select and/or      │
│ Module              │←→│  Develop Module(s)   │
│                     │  │     to be Used       │
└─────────────────────┘  └──────────────────────┘
        ↑                        ↓
                         ┌──────────────────────┐
                         │      Provide         │
                         │     Module(s)        │
                         └──────────────────────┘
                                 │
        ┌────────────────────────┼──────────────────────────────┐
        ↓                                                        ↓
┌─────────────────────┐                          ┌──────────────────────┐
│ Assess Objectives   │                          │ Assess Objectives    │
│ ←  Not Realized     │                          │    Realized in       │
│    in Training      │                          │     Training         │
└─────────────────────┘                          └──────────────────────┘
        FORMATIVE                                          FORMATIVE
                                                                 ↓
                                                  ┌──────────────────────┐
                                                  │ Assess Work Adjust-  │
        └─────────────────────────────────────────│ ment (work situation)│
                                                  └──────────────────────┘
                                                          SUMMATIVE
```

Figure 4:  Assessment System

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## 4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

The following six instructional modules have been developed for SET:

1. Manpower Development: Training Programs and Their Participants

2. Individual and Group Problem Solving

3. Role Functions in an Organization

4. The Communication Process

5. Conflict Resolution

6. The Helping Relationship

Each module is presented in two parts: a four-hour intensive session and a four-hour follow up session. Intensive sessions provide for an introduction to the module content area through lecture and simulated practice exercises. Follow up sessions provide for feedback subsequent to use of training material and information on the job site. For best results it is suggested that intensive sessions precede follow up sessions by one week. This time period is necessary to give participants an opportunity to try out information and ideas provided in intensive sessions.

### 4.1 Module 1 Manpower Development: Training Programs and Their Participants

#### 4.11 Rationale

This module is based on an assumption that in order to make the most efficient and effective use of a manpower development and training program, individuals at all levels within the employment and training system must have answers to the following questions:

a) What are the goals of the Manpower Development and Training Act?

b) Who are the participants under the Act, i.e., their backgrounds, expectations, etc.?

c) What are the constraints and allowances to participants under the Act?

d) What is expected of me as a participant supervisor or trainer?

e) How do "I" benefit from my organization's participation in manpower development and training?

4.12  Instructional Objectives

Participants will:

a) Gain knowledge of Manpower Training and Development Act
   relevant to their functioning as manpower trainers and
   supervisors

b) Gain knowledge on background expectations, aspirations,
   experiences, etc. of Manpower Development and Training Act
   participants

4.13  Description of Instructional Content

a) The Comprehensive Employment and Training Act of 1973 (CETA)

b) Some results from past private and public agency participa-
   tion in manpower development and training

c) Review of agency commitment to manpower development and
   training (special time adjustments, production and mone-
   tary allowances, and special training for supervisors and
   trainers)

d) The special background and behavioral characteristics of
   manpower workers as related to work adjustment

4.14  Description of Instructional Strategies

The intensive session provides a simulated training exercise
aimed at familiarizing participants with the dynamics of CETA
in relationship to their roles as supervisors.  The simulation
presents relevant information on CETA and allows participants to
apply information in a problem solving situation.

A second simulation allows participants to become acquainted
with special characteristics of CETA employees and trainees.
The intensive session closes with a discussion of the two sim-
ulated exercises and their application to the real job situation.
Attention is focused on answering the following questions which
were raised in the preceding rationale section:

a) What are the goals of CETA in my agency?

b) Who are the people who work and train under CETA (their
   backgrounds, expectations, aspirations, etc.)?

c) What are the constraints and allowances to people who work
   and train under CETA?

d) What do I gain from my agency's participation in CETA?

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e) What is expected of me as a participant supervisor or trainer under CETA?

The follow up session allows for processing of information generated by the above assignment. The ultimate result of this activity is to develop a working description of CETA and its program participants that realistically portrays the job situation and that can be used as a guide in problem solving and decision making.

4.15 Evaluation

The instructional objectives under this module refer to the attainment of knowledge. Participants are expected to obtain information sufficient to answer questions a through e under 4.14. Additionally, participants will fill out the end of session evaluation form which provides feedback to presenters on the effectiveness of the module as a whole.

See Appendix A - Module 1 References.

4.2 Module 2 Individual and Group Problem Solving

4.21 Rationale

Success in attaining the objectives of manpower programs is largely determined by the perceived realities of host training and employing institutions (Gordon, 1970). One set of realities is established by how manpower problems are defined, the factors that influence these definitions, and the assumptions regarding the causes and maintenance of manpower problems.

A second set of realities is determined by the resources of the institution, its power base, its constituency, its pool of available personnel, etc. These realities taken together account for the judgements, decisions, and solutions that the institution can make. The individual and group problem solving module acquaints supervisors with the realities of their institutions, and provides problem solving strategies so that they can take the supervisory action necessary to promote work adjustment in their supervisees.

4.22 Instructional Objectives

Participants will:

a) Become acquainted with manpower development as defined by their institution

b) Become acquainted with the resources available to work on manpower development problems within their institution

c) Become acquainted with and use models for individual and group problem solving in simulation exercise

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d) Use information under a, b, and c above to develop problem solving strategies to promote work adjustment

4.23 Description of Instructional Content

4.231 Model for systematic problem solving

a) identifying problems

b) gathering needed information

c) evaluating information

d) taking action

e) reviewing action

4.232 A problem solving program for defining a problem and planning action (Eisen, 1969)

4.233 Problem solving guide

4.234 Manpower needs and resources survey

4.24 Description of Instructional Strategies

The intensive session allows participants to define their agency's manpower position and the resources available for manpower development and training. Once the manpower position and resource availability are established, actual manpower supervision problems are identified and reviewed in terms of these two dimensions. Specific problem solving models are presented and participants are allowed to work in small groups to apply these models in solving their problems within the limits of the manpower definition and resources of their agency. Participants are asked to identify one problem in their supervision practice on which they would be willing to try out information gained in session and report back to the group in the follow up session.

The follow up session allows for discussion and processing of the "trying-out" experiences. In small groups participants identify common supervision problems and develop related problem solving simulations which are presented to the total group.

4.25 Evaluation

The instructional objectives for this module calls for participants becoming acquainted with the manpower definition and resources of their agency and using this information together with particular problem solving models to solve supervision problems of manpower workers and trainees. A test of knowledge and application is provided by a simulated exercise involving real problems. The simulations are presented to a general

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session of participants and presenters receive feedback from observer/participants. The results of these presentations and generated feedback are taken to reflect the level of knowledge and application available to participants. The ultimate test, of course, will be use of knowledge at the job site. An evaluation of this use is best done after participants have had time to reflect on information and decide upon implementation from their own unique perspectives.

See Appendix B - Module 2 References

## 4.3  Module 3  Role Functions in an Organization

### 4.31  Rationale

It is assumed that the job or work system is a complex system. The system exists to accomplish a task and members of the system have different roles and make different contributions in the accomplishment of the system's objectives. In order for the system to remain solvent, certain maintenance functions must be performed such as the setting of production standards and schedules, the regulation of working conditions, the rewarding of average and above average performance, the reprimanding of below average performance, etc. At the hub of the work system's maintenance function is the work supervisor. The supervisor must be aware of the different roles he or she is expected to play within the organization and the consequences of variations in role function on supervisee behavior and system maintenance. This module allows supervisors to explore different methods of supervision and their affects on individual and system behavior.

### 4.32  Instructional Objectives

Participants will:

a)  Understand and use supervisor role functions to promote work adjustment in employees and to maintain work system objectives

b)  Understand effects of different styles of supervision (participative vs. directive) on work adjustment

### 4.33  Description of Instructional Content

4.331  Dimensions of work supervisor's role (Nylen, Mitchell, and Stout, 1967)

a)  task roles

b)  group building and maintenance roles

c)  group task and maintenance roles

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4.332 Directive vs. participative leadership styles and manpower workers (McGregor, 1967)

4.333 The effects on work adjustment of manipulating the following:

a) leadership style

b) work group

c) working conditions

d) the task

e) the compensation

4.34 Description of Instructional Strategies

In the intensive session a mini lecture is presented which covers the dimensions of the supervisor's role, participative vs. directive supervision, the effects of manipulating different aspects of job on work adjustment, and steps to effective supervision. Following the lecture, small task-oriented groups work on problems that require use of information presented in the mini lecture. Following the work group, participants meet in a general discussion session where the results from the task groups are shared with all participants. The assignment for the follow up session is the performance of a role function analysis of actual supervision practice.

The follow up session allows for processing the role function analysis and for the generation of steps in supervisory role function to promote work adjustment.

4.35 Evaluation

Evaluation of attainment of instructional objectives is based on peer evaluations using the Presentation Evaluation Form (Exhibit 3). Small task group presentations are evaluated by all participants. Results from these evaluations are taken as measures of the level of group knowledge of different supervisor role functions and their consequences.

See Appendix C - Module 3 References

4.4 Module 4   The Communication Process

4.41 Rationale

Communication, like other human transactions, is subject to all of the human error brought about by differences in perception, attitudes, feelings, etc. Communication is a core activity in supervision, and when supervision fails it is sometimes said to be due to a communication breakdown. What we send and receive

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EXHIBIT 2

## PRESENTATION EVALUATION

What is your overall rating of this presentation (Group) items?  Please
circle appropriate number.

|  |  | Very Low | Low | Average | High | Very High |
|---|---|---|---|---|---|---|
| 1. | Specification of goals | 1 | 2 | 3 | 4 | 5 |
| 2. | Correspondence of goals to simulated activity | 1 | 2 | 3 | 4 | 5 |
| 3. | Adequacy of materials used | 1 | 2 | 3 | 4 | 5 |
| 4. | Choice of methods | 1 | 2 | 3 | 4 | 5 |
| 5. | Participation | 1 | 2 | 3 | 4 | 5 |

Please answer the following questions:

1. How would you rate this presentation?  (Check)

   No good___ Mediocre___ All right___ Good___ Excellent___

2. What were the strong points?

3. What were the weak points?

4. What improvements would you suggest?

(You need not sign your name.)

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as messages in the communication process in large part is
determined by our unique experiences and backgrounds. It is
therefore assumed that the closer related the experiences and
backgrounds of parties trying to communicate, the higher the
probability of successful communication. Conversely, the
greater the difference in experience and background, the lower
the probability of successful communication. Manpower workers
who are disadvantaged and underemployed often have experiences
and backgrounds that differ greatly from those of their work
supervisors. As such, the chances of successful communication
is in jeopardy. An extreme form of difference and one that is
quite common between manpower workers and their supervisors,
is that associated with use of Black dialect vs. standard
English. When valuing of an individual's performance can be
determined by how he speaks rather than what he says, we have
the groundwork for a communication breakdown. Supervisors need
to understand the dynamics of the communication process and to
apply this process in promoting work adjustment among their
supervisees.

4.42   Instructional Objectives

To have participants:

a)   Understand the dynamics of the communication process (send-
     ing, receiving, physical and psychological fields)

b)   Listen carefully to others and improve their comprehension
     of what is said

c)   Speak more precisely

d)   Become aware of the ways information can be distorted when
     going from first person to second person and third person

e)   Recognize differences between a situation with two-way
     communication and one where communication goes one way

f)   Analyze some of the many problems of giving and receiving
     instructions

g)   Understand how the communication pattern of manpower employees
     can differ from that of regular employees

4.43   Description of Instructional Content

a)   The communication process

b)   Factors that contribute to distorted messages

c)   Differences between one-way and two-way communication in
     promoting work adjustments

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d)   Some problems in giving and receiving instructions

e)   Communicating with manpower employees

4.44   Description of Instructional Strategies

The intensive session starts with a communication simulation
Hollow Square (Pfeiffer and Jones, 1974, 32-40) which allows
participants to experience the dynamics in transmission of
information, one- and two-way communication, and giving and
receiving instructions.  This exercise is followed by a general
group discussion of the communication process as revealed
through the Hollow Square activity.  The Rumor Clinic (Pfeiffer
and Jones, 1974, 12-15) simulation is conducted to provide
participants with opportunity to observe distortions that can
occur in transmission of information from an original source
through several individuals.

The assignment in preparation for the follow up session is for
participants to observe the communication process on the job in
terms of material covered in the intensive session.  The follow
up session allows for processing material from the on-the-job
observations of the communication process.

4.45   Evaluation

The instructional objectives for this module called for partici-
pants to understand and use the communication process.  Evalua-
tion of level of understanding and use of the communication
process is based on reports from on-site observations.

See Appendix D - Module 4 References

4.5   Module 5   Conflict Resolution

4.51   Rationale

Even when the most careful plans have been made for the successful
inclusion of manpower workers in the labor force, there will
be situations where conflict will arise.  Part of this conflict
comes from the newness of CETA and the vagueness in interpreta-
tions of policy by different administrators.  Invariably,
tension and frustration will be created at the line supervisor
level and the supervisor will be expected to cope with conflict
as he/she attempts to implement the program.  Handling conflict
is more successful when it is recognized as a natural phenomena.
This module will help participants develop strategies for deal-
ing with conflict when it occurs in their supervision practice.

4.52   Instructional Objectives

Participants will:

a) Understand how force field analysis can be used in resolving conflict and planning change

b) Understand types of defensive reaction to conflict

c) Become familiar with three major ways people deal with conflict

d) Analyze aspects of disciplinary intervention

e) Understand types of confrontation

f) Understand and use negotiation strategy

4.53 Description of Instructional Content

4.531 Lewin's Force Field Analysis

4.532 Defensive reactions to conflict

a) denial

b) withdrawal

c) projection

d) polarization

e) coercion

f) win-lose elimination

4.533 Major ways people deal with conflict

a) avoidance

b) defusion

c) confrontation

4.534 Types of confrontation

a) power

b) negotiation

4.535 Negotiation strategy and disciplinary intervention

4.54 Description of Instructional Strategies

The intensive session employs a short lecture on force field analysis followed by a simulation exercise to acquaint participants with the use of force field analysis in conflict

resolution. A self examination exercise is provided to allow participants to identify their style for resolving conflict. The styles are discussed in terms of specific defensive reactions to conflict and ways people deal with conflict. The assignment in preparation for the intensive session is the performance of an analysis of the management of on-the-job conflicts.

The follow up session provides for group exploration of the resolution of conflict through a role reversal simulation exercise. Reports from on-the-job analysis of conflict and its management are presented and discussed.

4.55 Evaluation

The instructional objectives for this module call for trainee participants to acquire knowledge and skill in identifying and estimating the magnitude of forces involved in a conflicting job situation. The test of this knowledge and skill is provided through the assignment requiring trainees to perform on-the-job conflict analysis employing the principles discussed under 4.531 through 4.535 above.

The performance of this task requires a transfer of learning from the training simulation exercises to the "real world" job situation.

See Appendix E - Module 5 References

4.6 Module 6  The Helping Relationship

4.61 Rationale

Helping seemingly is a natural phenomena among socialized human beings. Except, however, in rather specialized professions like counseling or psychiatry, the helping relationship is rather intuitively derived and maintained. An intuitive approach to helping and developing a helping relationship may be sufficient for casual human encounters. However, in the very intense supervisor/supervisee interaction the knowledge and skills that go into helping and building a helping relationship need to be more sophisticated; more predictable.

The need for supervisors to have helping knowledge and skills is particularly important when the supervisees are from economically disadvantaged and underemployed groups. This module will help participants acquire knowledge and skills for effective helping.

4.62 Instructional Objectives

Participants will:

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a) Acquire practical understanding of helping principles and techniques from behavioral sciences

b) Understand and use two dimensions of helping (Carkhuff, 1969)

c) Have knowledge of barriers to giving and receiving help

d) Experience seeking help with a problem; help another person with a problem and observe and analyze the helping relationship

4.63 Description of Instructional Content

4.631 Relationship of helper's self esteem and other personality characteristics to helping

4.632 Constraints and advantages in supervisor helping relationships

Advantages

knowledge

respect

Constraints

authority

4.633 Two dimensions of helping

Facilitative

a) Empathic understanding - feeling with the supervisee and communicating this feeling

b) Respect - accepting and caring for supervisee as a person of value without fostering dependency

c) Concreteness - being specific about supervisee's expressions and avoiding extraneous information

Initiative

a) Genuineness - being real and congruent in relationship with supervisee

b) Confrontation - pointing out incongruence in supervisee's behavior, i.e., he is saying one thing but doing another

c) Immediacy - deal with here and now feelings that flow from relationship of supervisor to supervisee

## 4.64   Description of Instructional Strategies

Principles and techniques of helping are presented in a mini
lecture.  Supervisor role practice follows the lecture and
allows participants to perform a self analysis of helping
knowledge and skills using a training simulation.  Small group
discussions follow the role practice activity and allow  par-
ticipants to review information from the above activities and
to reach conclusions regarding the helping supervisor.

The two dimensions of helping are presented in a mini lecture
followed by a practice simulation.  The practice simulation
allows participants to experience using the components of the
two dimensions of helping and to receive feedback on their
effectiveness.  Barriers to giving and receiving help are
identified during the above simulation and are incorporated
in the small group discussion that follows the simulation.

At the end of the intensive session participants are asked to
systematically observe and record their helping behavior (both
giving and seeking help) according to the two dimensions of
helping and the barrier to helping (on the job).

The follow up session allows for processing helping observation
and generating from the total experiences of the helping module
those principles and techniques for helping that are useful to
the supervisor helper.

## 4.65   Evaluation

The instructional objectives for this module provide for par-
ticipants to acquire knowledge and skill in applying principles
and techniques of helping.  Evidence of the attainment of these
objectives is directly determined through analysis of the thorough-
ness of incorporation of the helping principles and techniques
in the training simulations that follow content presentations.

Another test of objective attainment is provided by analysis
of the "on-the-job" observations of helping in terms of the
helping principles and techniques presented in the module.

See Appendix F - Module 6 References

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# 5.0 CONCLUSION

## 5.1 Program Performance

To evaluate the effectiveness of SET two groups of randomly selected trained and untrained supervisors and their supervisees will be compared. It is posited that work adjustment is directly related to supervisor effectiveness and that SET promotes supervisor effectiveness. As such, the two groups will be compared on work adjustment using a modified version of the Tsing Rating Scales (Exhibit 3).

These scales rate workers on personal quality and job proficiency. Eleven (11) scores are provided on personal quality (ability to work with others, punctuality, cooperativeness, self-reliance, appearance, courtesy, motivation, reliability, work tolerance, initiative, attitude). Six (6) scores are provided on job proficiency (work knowledge, work skill, quality of work, care of equipment, observance of safety practices, compliance with job rules). Personal quality ratings are used as measures of work satisfaction and job proficiency ratings are used as measures of work satisfactoriness. These ratings taken together account for work adjustment.

The design of this evaluation calls for supervisees to rate themselves and to rate themselves as they perceived their supervisor would rate them. Supervisors rated supervisees on the same dimensions. Results are analyzed for degree of congruence among ratings and differences between trained and untrained groups.

## 5.2 Summary

This training program was designed to train new supervisors in supervisory principles that are important for supervising CETA and other employees. The program employed a variety of teaching/ learning techniques and covered the following broad content areas:

1. Manpower Development: Training Programs and Their Participants

2. Individual and Group Problem Solving

3. Role Functions in an Organization

4. The Communication Process

5. Conflict Resolution

6. The Helping Relationship

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5.3 EVALUATION

The sequence of training modules presented reflected the
priorities and needs of the group of supervisors trained.
Some of these modules may be consistent with your training
needs while other modules may not be useful to you.  One should
feel free to alter the sequence of modules to achieve the best
fit of the training program to your unique training situation
and needs.

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EXHIBIT 3

WORKER'S NAME_____

TRAINING AREA_____

DATE_____

SUPERVISOR_____

We are interested in your responses to the following statements concerning
the worker's work habits, attitudes, etc. Please reply to each item by
placing a mark (X) in the space which indicates the degree to which you
agree with the statement.

1.  The worker doesn't create trouble with other workers on the job.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

2.  The worker comes to work on time and returns from breaks on time.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

3.  The worker gets along well with the supervisor.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

4.  The worker gets his work done without being told by the supervisor.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

5.  The worker's appearance is pleasing.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

6.  The worker is usually courteous to the supervisor and other workers.

    [  ]              [  ]              [  ]              [  ]              [  ]
    Strongly                                                             Strongly
     Agree            Agree           Uncertain          Disagree         Disagree

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Exhibit 3 - A (continued)

7. The worker puts a lot of effort into learning all he can about his job.

   [ ]                [ ]              [ ]              [ ]              [ ]
   Strongly                                                          Strongly
    Agree            Agree          Uncertain        Disagree        Disagree

8. The worker is always dependable in getting his job done.

   [ ]                [ ]              [ ]              [ ]              [ ]
   Strongly                                                          Strongly
    Agree            Agree          Uncertain        Disagree        Disagree

9. The worker can work hard all day long.

   [ ]                [ ]              [ ]              [ ]              [ ]
   Strongly                                                          Strongly
    Agree            Agree          Uncertain        Disagree        Disagree

10. The worker will start a new job without waiting to be told by the
    supervisor.

   [ ]                [ ]              [ ]              [ ]              [ ]
   Strongly                                                          Strongly
    Agree            Agree          Uncertain        Disagree        Disagree

11. The worker regards his work as important.

   [ ]                [ ]              [ ]              [ ]              [ ]
   Strongly                                                          Strongly
    Agree            Agree          Uncertain        Disagree        Disagree

12. The worker's knowledge of the job is

   [ ]                [ ]              [ ]              [ ]              [ ]
   Very Good         Good             Fair             Poor         Very Poor

13. The worker's work skill on the job is

   [ ]                [ ]              [ ]              [ ]              [ ]
   Very Good         Good             Fair             Poor         Very Poor

14. I think the quality of the worker's work is

   [ ]                [ ]              [ ]              [ ]              [ ]
   Very Good         Good             Fair             Poor         Very Poor

15. I think the worker's operation and care of the equipment is

   [ ]                [ ]              [ ]              [ ]              [ ]
   Very Good         Good             Fair             Poor         Very Poor

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Exhibit 3 - A (continued)

16. The worker's observance of safety practices on the job is

    [ ]                [ ]                [ ]                [ ]                [ ]
    Very Good          Good               Fair               Poor               Very Poor

17. The worker's compliance with rules on the job is

    [ ]                [ ]                [ ]                [ ]                [ ]
    Very Good          Good               Fair               Poor               Very Poor

18. Knowing this worker (his skills, attitude, personality, etc.) I would
    hire him if I were an employer.

    [ ]                [ ]                [ ]                [ ]                [ ]
    Strongly                                                                     Strongly
      Agree            Agree              Uncertain          Disagree            Disagree

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Exhibit 3 (continued)

NAME _____

B – WORKER
    RATING SCALE

WORK AREA _____

DATE _____

These are some statements about you and your job.  We are interested in how you feel about certain aspects of your job.  Please mark an (X) in the space which indicates how much you agree or disagree with each statement.  There are no right or wrong answers -- just your answers.

1.   I don't have trouble with other workers on the job.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

2.   I come to work on time and return from breaks on time.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

3.   I get along well with the supervisor.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

4.   I get my work done without being told by the supervisor.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

5.   I try to look my best when I'm on the job.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

6.   I usually try to be polite to the supervisor and to others on the job.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

7.   I think I can gain as much from my job as I put into it.

    [ ]        [ ]        [ ]        [ ]        [ ]
  Strongly                                        Strongly
    Agree        Agree    Uncertain    Disagree    Disagree

Exhibit 3 - <u>B</u> (continued)

8. I can always be counted on to get my job done.

[ ]                [ ]              [ ]              [ ]                [ ]
Strongly                                                            Strongly
 Agree            Agree          Uncertain        Disagree          Disagree

9. I don't mind working really hard all day long.

[ ]                [ ]              [ ]              [ ]                [ ]
Strongly                                                            Strongly
 Agree            Agree          Uncertain        Disagree          Disagree

10. I start new jobs without waiting to be told by the supervisor.

[ ]                [ ]              [ ]              [ ]                [ ]
Strongly                                                            Strongly
 Agree            Agree          Uncertain        Disagree          Disagree

11. I regard my job as important.

[ ]                [ ]              [ ]              [ ]                [ ]
Strongly                                                            Strongly
 Agree            Agree          Uncertain        Disagree          Disagree

12. I think my knowledge about my job area is

[ ]                [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

13. My skill on the job is

[ · ]              [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

14. I think the quality of my work is

[ ]                [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

15. I think my operation and care of equipment is

[ ]                [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

16. My observance of safety practices on the job is

[ ]                [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

17. I think my compliance with rules on the job is

[ ]                [ ]              [ ]              [ ]                [ ]
Very Good          Good            Fair            Poor            Very Poor

Exhibit 3 (continued)                          NAME_____

C – <u>WORKER</u>                              WORK AREA_____
    <u>RATING SCALE</u>
                                               SUPERVISOR_____

                                               DATE_____

We are interested in how your supervisor feels about certain aspects of your
work and your impressions of this.  Please mark an (X) in the space indicating
the response you feel your supervisor would make.

1.  My supervisor thinks that I don't have trouble with other workers on the
    job.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

2.  My supervisor thinks that I come to work on time and return from breaks
    on time.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

3.  My supervisor feels that I get along well with him.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

4.  My supervisor thinks that I get my work done without his having to tell
    me.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

5.  My supervisor thinks that I have a pleasing appearance.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

6.  My supervisor thinks that I try to be polite to him and to the other
    workers on the job.

    [  ]            [  ]            [  ]            [  ]            [  ]
    Strongly                                                       Strongly
      Agree         Agree         Uncertain       Disagree         Disagree

Exhibit 3 - C (continued)

7. My supervisor thinks that I try to learn all I can about my work area.

   [ ]                [ ]          [ ]           [ ]             [ ]
   Strongly                                                    Strongly
   Agree              Agree        Uncertain     Disagree       Disagree

8. My supervisor feels he can always count on me to get my job done.

   [ ]                [ ]          [ ]           [ ]             [ ]
   Strongly                                                    Strongly
   Agree              Agree        Uncertain     Disagree       Disagree

9. My supervisor thinks that I can work hard all day long.

   [ ]                [ ]          [ ]           [ ]             [ ]
   Strongly                                                    Strongly
   Agree              Agree        Uncertain     Disagree       Disagree

10. My supervisor thinks that I can start a new job without waiting for him
    to tell me.

   [ ]                [ ]          [ ]           [ ]             [ ]
   Strongly                                                    Strongly
   Agree              Agree        Uncertain     Disagree       Disagree

11. My supervisor feels I regard my work as important.

   [ ]                [ ]          [ ]           [ ]             [ ]
   Strongly                                                    Strongly
   Agree              Agree        Uncertain     Disagree       Disagree

12. My supervisor thinks my knowledge of the job is

   [ ]                [ ]          [ ]           [ ]             [ ]
   Very Good          Good         Fair          Poor          Very Poor

13. My supervisor thinks my skill in the work area is

   [ ]                [ ]          [ ]           [ ]             [ ]
   Very Good          Good         Fair          Poor          Very Poor

14. My supervisor thinks the quality of my work is

   [ ]                [ ]          [ ]           [ ]             [ ]
   Very Good          Good         Fair          Poor          Very Poor

15. My supervisor thinks my operation and care of the equipment is

   [ ]                [ ]          [ ]           [ ]             [ ]
   Very Good          Good         Fair          Poor          Very Poor

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Exhibit 3 - C (continued)

16. My supervisor thinks that my observance of safety practices on the job is

    [  ]                [  ]                [  ]                [  ]                [  ]
    Very Good           Good                Fair                Poor                Very Poor

17. My supervisor thinks my compliance with rules on the job is

    [  ]                [  ]                [  ]                [  ]                [  ]
    Very Good           Good                Fair                Poor                Very Poor

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APPENDIX A

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