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An Evaluation of Leadership and Management Training in the U.S. Coast Guard

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AN EVALUATION OF
LEADERSHIP AND MANAGEMENT TRAINING
IN THE
UNITED STATES COAST GUARD

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Submitted in partial fulfillment of the requirements for the
Award of the Doctor of Philosophy Degree in Organizational
Psychology

to

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ABSTRACT

This study evaluates the United States Coast Guard Leadership and Management training program, its development, impact on graduates, interface with the work environment, and its future. Section One outlines the evolution of management theory, and leadership and management training, both in a general sense and specific to the Coast Guard. Section Two is a critical analysis of structured organizational rewards, their administration, and their perceived impact. Section Three is the report of an eighteen month field study of the current program's impact on reaction, attitude, cognition, behavior, and performance of graduates and an untrained control group. The only significant differences measured between graduates and the untrained supervisors were related to reaction (enthusiasm) and attitude. No behavioral or performance differences were observed. The final section reflects on some of the potential reasons for the lack of impact of the training, discusses a unified theory of individual change, and makes recommendations for the future of leadership and management training in the Coast Guard.

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SECTION ONE
A HISTORY OF LEADERSHIP AND MANAGEMENT TRAINING
IN THE U. S. COAST GUARD

Introduction

In the quest for more efficient ways to manage resources, management training has been with us as long as management itself. As George (1968) has noted "...to write a history of management is to write a history of man." Many good texts in Organizational Behavior or Management can describe the details of growth in management thought (Carroll and Tosi, 1977) so nothing would be gained by repeating their overviews. However, I would like to briefly discuss the major theories of management as a backdrop to the evolution of leadership and management training in the Coast Guard.

The changes in management theory and training have paralleled the economic progression of this country from an agrarian to an industrial, to the present informational society (Naisbitt, 1980). Before the American Revolution there was little industry in the colonies, due largely to the sparse population, lack of capital, and the restrictive policies of England. The Revolution provided somewhat of a boost to manufacturing, causing a slow growth until the 1920's when a number of technical advances promoted a more rapid expansion. During this period labor was scarce, as evidenced by the large number of women and children in the workplace. In the mid 1800's increased immigration began to provide the now necessary labor force.

The spirit of laissez-faire capitalism characterized economic life. Owners of manufacturing and industrial firms cared little for the welfare of their workers. Eventually the growth of huge monopolies, built on the backs of an oppressed labor force, was seen as harmful to economic growth, and action was taken to prohibit monopolistic practices. As a result of this legislation owners were forced to focus more sharply on managing the resources of the business. At the same time pressure from the opposite direction was being felt. Labor unions, although largely unsuccessful in negotiating contracts, were instrumental in bringing about legislation forcing mandatory improvements in working conditions. Industry was seen as abrasive and inefficient.

It drew recklessly on the human and material resources available. Businessmen were further regulated.

It was this combination of forces that prompted the movement toward a more scientific theory of management. People such as Taylor, Gantt, and the Gilbreths were leaders in the Scientific Management movement. The key to this philosophy is solving problems through scientific research rather than by trial and error. Emphasis was on maximizing productivity, or decreasing the effort expenditure for a given result. Much of the study of Scientific Management falls into what is now called human factors engineering (ergonomics), yielding spectacular results in productivity without regard to the welfare of the worker, except as it affected productivity.

The next major influence in management thinking was the Administrative Management theory proposed by Fayol and others in the 1920's. He advocated management training at all levels, but that different levels had different responsibilities and therefore needed different training. Managers were responsible for planning, organizing and controlling. He proposed a number of basic principles, such as the unity of command (a person should receive orders from only one superior) which, if followed, would result in greater productivity and worker satisfaction.

The next direction grew out of World War II research on the application of quantitative methods to decision making. Miller and Starr (1960) described Management Science (or operations research) as a marrying of the concern for production of the Scientific Management movement with the emphasis on planning of the administrative theorists.

"...efficiency is a secondary achievement which should follow adequate planning. In other words, poor decisions can be implemented in an efficient way." (Miller and Starr, 1960)

Management Science has found, however, that the most difficult problems, those associated with human behavior, cannot be readily quantified.

The Behavioral approach of management strives to understand how human processes such as attitudes and motivation interact with activities to affect performance. The three basic approaches to the Behavioral school are the human relations perspective (studying the interactions of individuals in the workplace), the industrial psychology perspective (focusing on the fit between the individual and the job), and the organizational theory perspective (studying the structure and function of organizations. (Carroll and Tosi, 1974)

Elements of industrial psychology and organizational theory have been merged into a relatively new perspective, that of organizational behavior (or Organizational psychology). These theorists, spearheaded by March and Simon, McGregor, Likert, Stogdill, Argyris, and others, were successful in blending the theories of many diverse disciplines (sociology, social psychology, and the theories of Scientific and Administrative Management) to address macro-issues such as organizational structure and design.

The latest approach to management theory is a further blending of previous research with one major difference---the addition of the phrase "...it all depends!" Contingency theorists propose that all of the previously discussed management practices and techniques are situation-specific. Although this idea is generally considered to be self-evident, when it comes to management training it muddies the already brackish waters.

In view of the evolution of management theory, management training follows a similar and predictable pattern of growth (Wehrenberg, 1979a). As early as the 1920's many major corporations had some form of management or supervisory training. This training naturally reflected the ascendent theory, at the time Scientific and Administrative Management. Fayol's influence led to a "great man" theory of leadership, focusing on the personality traits (subjectively chosen) of famous leaders in history. Supervisors and managers were exhorted to "be like him!" This training method spawned volumes of research in both great man (Wiggam, 1931; Dowd, 1936) and trait (Bernard, 1926; Bingham, 1927; Tead, 1929; Kilbourne, 1935) perspectives. Occasional research forays are still reported in

this area, usually with the same results. No single list of traits has ever been shown to predict manager performance.

Management training changed somewhat with the inception of the War Manpower Commission's "J" programs during World War II. Thousands of managers were trained in conference setting, in which the administrator closely guided the direction of the group. The basic tenet was that one must consider not only the traits of the leader, but the structure of the group and the event confronting it (Case, 1933).

In the 1950's the Humanist movement began, shifting the emphasis of training toward understanding the natural conflict between the individual and the organization (Argyris, 1957). McGregor (1960) postulated two types of organizational leadership based on the assumptions held by managers about the nature of people at work. His influence was immediate and widespread, causing a flurry of training activity (T-groups and sensitivity training) designed to put the manager "in touch" with the needs and feelings of individuals, including the managers themselves.

In the mid 1960's a bi-dimensional theory of leadership was proposed (Blake and Mouton, 1963) which shifted the emphasis away from concerns for *only* the individual or *only* the task to an integrated theory that *both* concern for task *and* people should be trained.

The 1970's saw the popular Contingency theories being applied to management training, proposing that there was no one best way, but that different styles were necessary for different situations (Reddin, 1970; Hersey and Blanchard, 1972).

The utility of these various training schema is much researched, mostly with either negative or confused results (see section three). The information thus far discussed is offered only to point out the predictable evolution of leadership, management, and supervisory training. The pattern of growth in the Coast Guard follows almost exactly the evolution of management theory and training focus, although in a compressed

time frame. I will now discuss this evolution in the Coast Guard from four avenues: formal management training at the officer assimilating institutions (USCG Academy and Officer Candidate School)¹; use of graduate management programs sponsored by universities or other services; training seminars and conferences (especially at the top-management level) addressing human resource management sponsored by activities outside the Coast Guard; and finally, the program central to this study, resident training in leadership and management developed by, and totally supported by, the Coast Guard(LAM).

U. S. Coast Guard Academy²

Cadets at the U. S. Coast Guard Academy are exposed to management training in three different forms. Leadership is the subject of conference-style training for all cadets during their second and fourth summers (sophomore and junior terms). The program has been in existence since 1977 and was developed and piloted by the staff of the Coast Guard Leadership and Management (LAM) program. The curriculum parallels (by design) the resident lab-training program that will be discussed later in this section. The program is a one-week survey course covering individual behavior and needs, motivation, group dynamics, situational leadership, interviewing and counseling, and various conflict resolution strategies. The format is a combination of lecture, discussion, case studies, role playing, and a variety of experiential exercises, both in groups and as individuals.

The timing is such that the sophomore class has the opportunity to "practice" their newfound skills on the incoming freshman class over the summer when they are tasked with "indoctrinating" the new class.

¹I specify officer training since no formal training, other than booklets produced by the U. S. Coast Guard Institute in Oklahoma City, is offered to enlisted personnel prior to their eligibility for the two-week Senior Petty Officer Leadership and Management Course at pay grade E-6.

²Based on an interview with LCDR Roger Chevalier, Management Department, U. S. Coast Guard Academy in September, 1980.

The program is managed by Academy military staffmembers who provide feedback to the sophomores relative to their leadership effectiveness. No evaluation of this program (other than reaction) has been performed, so it remains unknown if there is transfer of the new skills to the workplace.

A regular academic curriculum offers programs similar to any undergraduate program for both management majors (17 percent of the class) and non-management majors. The Management Department, subsuming economics and finance, was created in 1970. Prior to that time, any management courses were part of the Humanities Department. The Academy is traditionally an engineering school, but in 1966 a management "track" was recognized, evolving in about 1969 into a management major.

Non-management majors take one semester of economics and one of Managerial Behavior, a combination introductory organizational behavior and contingency planning course. Required courses for management majors include organizational behavior, operations research, system theory, applied management analysis, and other courses in economics, planning, and financial management. Electives are offered in management environment (organization development), personnel management and other economics and finance areas. The management major program is comparable to most undergraduate management programs.

Once again, as in most educational programs, no evaluation of program effectiveness has been carried out. Graduates of the Coast Guard Academy generally enter the workplace in middle management positions (division officer) aboard major Cutters, with an average of seven enlisted personnel under their supervision.

Officer Candidate School

Officer Candidate School (OCS) is a seventeen week basic indoctrination program for personnel holding Bachelor's degrees (or higher), allowing them to enter into the workplace as officers. They may come directly from colleges, from the private sector with some work experience, from other services, or from either the enlisted or warrant ranks of the

Coast Guard. The program is heavily loaded with administration, basic seamanship, navigation, and other Coast Guard specific skills.

Prior to 1975, leadership training at OCS consisted of a series of "projects" and an informal discussion of case studies. The projects were considered to be profound demonstrations of basic leadership principles such as Fayol's, but today the events would be classed as simple unstructured experiential exercises. Building toy bridges, towers, etc., functioned as problem solving exercises, stressing work-group communications and creativity. The staff appears to have been very inexperienced at both content and process observation, as well as feeding back the results of their observations. Many participants report being unable to see the "point" of the exercises. There was no formal instruction either associated with the case studies and exercises, or with management theory.

In 1976, a decision was made by the Commanding Officer (who had operational and administrative control over both OCS and the fledgling LAM staff) to incorporate the curriculum of the LAM program into OCS. The first OCS instructor was trained in June 1976 in the pilot course for the LAM program. He received the assistance of the LAM staff in the development of a parallel course for OCS, and in December 1976, the first Officer Candidates to be trained in the new curriculum graduated.

Currently, leadership and management training at OCS is only slightly different from the 1976 version. Fifty-six hours are devoted to management/supervision related topics over the seventeen week period. The major portion of the course parallels exactly the LAM course with added information on equal employment opportunity and affirmative action policies and problems. Once again, it is a survey course similar in both content and methodology to the previously discussed Academy summer program. No examination is given, and only reaction data is gathered from the participants. No formal evaluation of program effectiveness is made, or planned for the near future.

Graduate Training in Management³

The Coast Guard utilizes other services and private universities for postgraduate training. This program is designed to provide necessary technical training beyond the undergraduate level to officers who (theoretically) will then be transferred to positions requiring those technical skills.

In the period between 1937 and 1947, 244 officers attended graduate educational programs, including flight training. In 1948 the number was 60, indicative of an increased emphasis on graduate training. In 1948 ten programs were offered, mainly in engineering disciplines. Since that time, 27 programs have been added, including programs at the Naval Post Graduate School (NPGS) in Monterey, California. Although a greater number of officers are being trained today, the percentage relative to the population of the Coast Guard remains essentially the same, about 0.3 percent.

In 1979, approximately 130 officers were enrolled in graduate programs. Thirty-five were attending programs at NPGS Monterey and the remainder were in various schools throughout the country (Wharton, NYIT, Harvard, U. C. Berkeley, etc.). About 16 percent of the 130 are enrolled in management or management related programs, leading to either the MBA or MPA degree. One officer is attending the Sloan Program.

Of the 21 officers attending management courses in 1979, eleven were in finance related (MBA) programs, and the other ten in either Administrative Science Management, Human Resources Management, or Public Administration programs. The majority of the officers are enrolled in law or engineering programs.

³Based on an interview with LCDR David Lyon, Chief, Advanced Training branch, U. S. Coast Guard Headquarters, in September 1980.

Selection for graduate training is based on performance, recommendation by the Commanding Officer and the stated desires of the individual. Distribution of program offerings was, until 1980, based on three-year projections of skill area needs provided by headquarters program managers (i.e., engineering, aviation, oceanography, etc.). Because of the difficulty in making these predictions this process has been discontinued in favor of a static system that uses the current program needs as a base figure. As future needs are expressed by program managers, additional program offerings will be made.

Post-training utilization is determined by assignment managers independent of the training managers. In most cases, personnel nearing the end of their education program are contacted by the assignment manager, and the ensuing negotiations usually result in an assignment within the specialized field to either Headquarters or a District staff.

Currently, research topics are chosen by the individuals, and are not specified by the Coast Guard. Although the students must submit copies of their theses to Headquarters, no central guidance exists for the selection of thesis topics.

As with the other programs, no evaluation of effectiveness has been undertaken. We can assume, however, that since the cost is so high, graduate education must meet some unmeasured need, or it would have been discontinued.

Top-management Executive Development Programs

A variety of programs are available to senior officers: Staff and War Colleges of the other services, Industrial College of the Armed Forces, and other in-service programs addressing political and strategic issues. One officer per year is selected for a doctoral program, usually in some management related field. No use is made of University Executive programs, such as those offered by Stanford and Harvard.

The only scheduled meetings of senior officers are annual Flag-conferences, and annual District Commander conferences. Operational concerns dominate the conferences. In 1978, a growth seminar (T-group) was conducted for the Flag conferees, but this has not been repeated.

Resident Training in Leadership and Management⁴

Prior to the mid-1950's there were only sporadic attempts at formal leadership or management training for enlisted personnel. Recruit training specified regulations and spoke briefly of the role of the Petty Officer (E-4 to E-6), but mostly from a follower's standpoint. At various times, some class "A" schools (basic technical skills training) included in their curriculum some information about leadership, but for the most part these served as informal discussions about "what it's like out there" in the workplace. This helped create realistic expectations about the work environment, but did not really address formal leadership training. Some units had ongoing leadership training programs, generally concerning military courtesy and custom, uniform regulations, and traditions.

In the late 1950's a formal, Coast Guard wide, leadership training program was commissioned at Alameda, California, and due to demand and escalating travel costs it was quickly replicated at Groton, Connecticut (1959).

There are few records relating to this program, and I have been unable to determine exactly what pressures caused its creation. Records and interviews indicate that there was considerable pressure from top-management for the creation of the program.

⁴Much of the information concerning leadership training prior to 1974 is based on an interview with MKCM Robert O. Huff (ret.) in September 1980.

The course was directed at the E-6 to E-7 level. The instructional staff were also Senior Petty Officers (SPO's) and were chosen as role models for the younger, more junior participants. The course content addressed role definition for new SPO's. Considerable emphasis was placed on uniform regulations and appearance (in an apparent attempt to create role models for juniors in the field) and generating a sense of pride in both the Coast Guard and America. The instructional methodology was largely lecture, with at least one pseudo-case study exercise.

Due to the political climate in the U. S. at the time, material describing the imminent threat of Communism was a large part of the course. Political awareness was stressed in the case study (Sea Power) requiring the participants to conduct an in-depth study of a specific country as a contribution to making a group decision about a hypothetical politico-military event. Students were also required to memorize the Code of Conduct for Members of the Armed Forces.

For a short time, the program was perceived as a "plum" to those SPO's aspiring to promotion. Unfortunately, the goals of the program were not well publicized in the officer community, and because of this, two unfortunate trends appeared. First, those behaviors altered (?) by the training were not adequately supported in the workplace by managers. This resulted in a lessening of the potential impact of the course (see Section Three, Discussion, for research supporting this relationship). Second, although many of the initial participants were volunteers, as time went by, many Commanding Officers began to send their (subjectively identified) "poor" leaders to the course. As this practice became common, the course was no longer seen as a reward by the SPO's but more as a punishment. Enthusiasm waned steadily into the mid-1960's and the program was finally discontinued in 1966.

Overlapping this Coast Guard-wide course, other programs began to appear, usually at the district level. Perhaps the most ambitious and long-lived was a program conducted in the Third Coast Guard District (New York, New Jersey, and Connecticut). This program was conceived as a result of an informal discussion between three SPO's who took it upon themselves to conduct a series of discussions about leadership with other SPO's. While still performing their regular duties, they approached a Group Commander (operational control of a number of small stations) for permission to hold leadership discussions with groups of SPO's at those stations. The Group Commander agreed, and the program, however unofficial, was born in 1961.

The three SPO's went from station to station conducting their discussions. While listening to "leadership problems" they also discussed problem solving strategies, and occasionally proposed solutions to stated problems. The "facilitators" had no particular skills at either facilitation or intervention, just a sincere desire to see the Coast Guard become a better organization.

In 1962 the program was sanctioned by the District Commander as the Leadership School. For the next two years this sanction existed in 90 day increments, and in 1965 the program was made permanent by establishing three permanent instructor positions. During this period of formalization the program necessarily took on a more structured appearance. Certain politically necessary topics were covered such as the Code of Conduct, honors and ceremonies, and anti-Communism, but for the most part the now three-day course was still unstructured discussion. The instructors either went to the outlying units (when facilities were available) or brought the students to the Training Centers, first in Groton and later at Governor's Island, New York.

An important, although unarticulated role of the program was that of facilitating communications between the policy-makers in the District and the personnel in the field. As in any vertically

structured organization much information is lost as policies and procedures make their way down the chain of command. The Leadership School facilitators were accomplished in relaying the "... this is what I really meant..." from the District Commander and his staff to personnel at operating units. Because of their unique position on the staff of the Commander, the instructors had access to all staff personnel, and were able to predict the questions that planned policy changes would raise in the field. Figure 1-1 depicts this role.

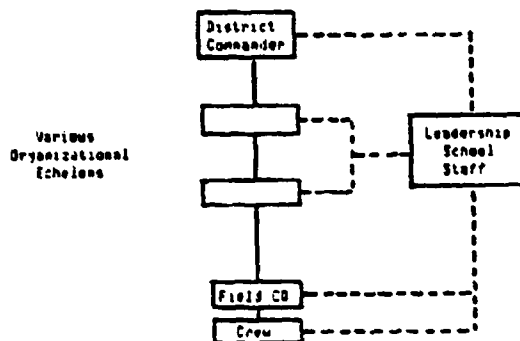


Figure 1-1

In the late 1960's the program was expanded to include training sessions for Junior Petty Officers (JPO's) E-4 and E-5. Although similar in content, this course was directed more toward defining the role of the JPO, delineating responsibilities and authority and re-generating pride in the Coast Guard. The anti-Communism thrust was discontinued in favor of information about current political events in an attempt to create greater awareness of the participants about the interface between the Coast Guard and the rest of the world. Heavy emphasis was still placed on discussing those traits identified as necessary for "good" leadership, such as integrity, loyalty, moral courage, etc.

In the mid-1970's the director of the program took on additional roles in drug and alcohol abuse counseling, race relations (later called human relations) facilitation, and career counseling. A study conducted in 1974 by Thomas Nunes, then the Military Personnel Officer for the Third District and the direct overseer of the Leadership School, concisely stated the goals of the program at the time:

"In general terms, the objectives of the program center on a need to increase the individual's awareness of his military, moral and administrative functions and to improve his problem solving capabilities as a Coast Guard leader and manager. The various programs are designed to provide personnel with information, self awareness, and meaningful discussion concerning various approaches to leadership, supervision, counseling, and management. The improvement of retention is a definite goal of the program." (Nunes, 1974)

Appendix V is an outline of the course.

His study used retention as the dependent variable and attendance at the Leadership course as one of the independent variables. Although not of ideal experimental design, this study noted a significantly greater incidence of reenlistment for those JPO's who had attended the course. Inadequate controls preclude defining causal relationships, but further study was clearly indicated. Unfortunately none was carried out.

During the entire course of the program, up until 1975, at least one of the original staff was either attached to the program or in close proximity to it. This high degree of continuity, unusual in the Coast Guard because of rotation policies, had the beneficial effect of reducing the rate of drastic change in the program curriculum and allowed the instructors to profit from past mistakes. In 1975 the last member of the original staff was transferred to Yorktown, Virginia, to assist in the development of the current Coast Guard Leadership and Management Program. His relief had been heavily involved in the T-group

style human relations training common in the early 1970's and modified the course content to reflect his area of expertise. Because of the unfortunate stigma attached to the human relations program, interest in the Leadership Program, already on the decline, dropped drastically and in mid 1979 the program was disestablished.

In 1974 the Commandant of the Coast Guard met with a group of senior enlisted people in key positions to discuss the problems of the Coast Guard. Central to this discussion was the ill-defined problem of leadership. Attempts had been made, in response to pressure from the field, to appropriate funds for a new Coast Guard leadership training program but until 1975, those attempts had failed. Partially as a result of the meeting, a decision was made to create a three man Leadership and Management Program Development Staff (LMPDS) in 1975, reporting directly to the Chief of Personnel in headquarters. Their original charter was to determine if the Coast Guard had a "leadership problem", and if so, what was it and how could it be solved. The original Chief, LMPDS, selected the first generation of instructors and conducted an informal needs-analysis including hundreds of interviews and a modified version of the Survey of Organizations developed by Bowers and Franklin and used extensively by the Navy (LMPDS Staff Report, 1976). This needs-analysis resulted in a recommendation that a Senior Petty Officer Leadership and Management (SPOLAM) course be created, and that a Junior Officer version of the course be considered. The course objectives are complex and detailed (Appendix VI) but can be summarized as:

"To provide the Coast Guard with leaders who are capable of maximum utilization of personnel resources to accomplish assigned missions through selection and application of appropriate leadership methods and management practices." (LMPDS Staff Report, 1976)

Thus in June 1976, the first pilot SPOLAM course was convened. The first official course graduated in September 1976, and the quest

speaker, the Vice Commandant of the Coast Guard, accompanied by the Chief of Personnel and the Chief of Reserve, made a considerable display of top-management support for the program. In January 1977 a Junior Officer course was convened, and a three-day Senior Officer Seminar was held in response to demand from the field. The Senior Officer Seminar (still being conducted) functions to make top-management aware of the training offered to their juniors so that they may reinforce the appropriate behaviors of graduates.

Since that time, course loadings have increased, a second training site was commissioned in Petaluma, California, and the program has been attended by hundreds of Coast Guardsmen from E-4's in the Reserve to Admirals from headquarters. The program is very popular and highly respected by most Coast Guardsmen. The SPOLAM course was originally three weeks long, but has been shortened to two. The curriculum (outlined in Appendix VI) contains elements of individual needs and motivation, group dynamics, interviewing and counseling, conflict resolution, transactional analysis, problem solving, and selection of leadership styles (situational leadership). The methodology is a combination of lecture, discussion, case study, role play, and a variety of insight generating exercises. The course has been included in the American Council of Education Guide to Evaluation of Educational Experiences in the Armed Forces as being equivalent to three semester hours in Human Resources Management and Organizational Behavior.

An end of course test is routinely administered, but the test has never been examined for either reliability or validity, nor has it been used to evaluate the course. Reaction, in the form of an end of course critique, is also routinely assessed.

Thus far I have examined the history of management thought, and the evolution of leadership and management training in the United States in general and in the Coast Guard specifically. The remainder of this paper will address the impact of the current Senior Petty Officer Leadership and Management course against a backdrop of the structure of organizational rewards. Future directions in the planning stages and changes made to the course since mid-1979 will not be discussed.

SECTION TWO
THE STRUCTURE OF ORGANIZATIONAL REWARDS

Katz and Kahn (1978) state that the purpose of reward is to "induce the effort of individuals for the sake of some valued goal, object, or condition." It is implicit in learning theories that there is some reward, whether intrinsic or extrinsic, the anticipation of which will "motivate" the student to learn. It is also implied that if one is attempting to change the behavior of individual supervisors in the workplace (through training) some form of reward, again either intrinsic or extrinsic, must exist *in that workplace* to support the newly learned behaviors.

Any attempt to evaluate a training program such as the Coast Guard Leadership and Management program would be futile without some understanding of the organization's reward structure. If the intent is to assess the change in the performance of supervisors in the workplace, then factors which may mitigate the effects of training, either enhancing or discouraging behavioral enactment, must be considered.

Many models describing the relationship between behavior and rewards have been developed (Atkinson, 1958; Vroom, 1964; Lawler, 1971 and others) but certain elements are common to most of these theories (Katz and Kahn, 1978):

1. The reward must be desirable to the individual (valence)
2. The "connectedness" of the reward to the required task must be clear (connection)
3. The size of the reward must be commensurate with the level of effort required (effort-reward ratio)

My emphasis on rewards instead of punishment is intentional. Punishment may be imposed to eliminate inappropriate supervisory behaviors, but unless other behavioral options are made known, the chances of a supervisor

using more effective behaviors in place of the punished behaviors are just that---chances. In order to develop new behaviors those behavioral options must first be known, and then reinforced when exhibited. This scheme requires a heavy emphasis on rewards. (This is, admittedly a simplistic view of learning, and a more exhaustive behavior change theory will be discussed in Section Four.)

Rewards in the Coast Guard can be classified in two categories, individual rewards and system rewards.⁵ (Katz and Kahn, 1978). Individual rewards are those rewards that can be given to a single individual, based on differential effort. Although available to most or all members of the organization, these rewards are based (theoretically) on the contribution to some goal or service by the individual. System rewards are those rewards that are applied not on the basis of differential individual effort, but on the basis of membership in the system. This is not necessarily a dichotomy, and in some cases the reward value and classification may be interpreted subjectively by the individual. Some examples of individual rewards available are (Coast Guard Personnel Manual, GG-207); special training and education, special assignments, promotions, medals, etc. System rewards are those such as retirement benefits, medical benefits, longevity pay increases, etc. Other rewards, such as flight pay, sea duty pay, etc. may be perceived individual ("I receive this pay because I volunteered to go to sea") or system ("Everyone who goes to sea receives this pay."). It can be readily noted that individual rewards may be effective in reinforcing individual performance (depending, of course, on the valence, connection, and effort-reward ratio) while system rewards are more applicable to reinforcing continued membership in the organization or some substructure of the organization.

⁵Since the study relates to the change of behavior in enlisted supervisors, only rewards available to enlisted personnel will be addressed.

Another useful classification scheme further divides rewards into formal (controlled by the structure and policies of the organization) and informal (controlled by the supervisor or manager) (Wehrenberg, 1979). Formal rewards are those designed by the organization to reward certain specific behaviors, although some may be system rewards. Informal rewards are those that an individual supervisor or manager can use to reinforce a wide range of behaviors on a day-to-day basis. In the Coast Guard, these rewards are:

Formal

Pay and other forms of organization wide compensation
(Such as housing allowance, clothing allowance, etc.)
Special training
Special assignment
Promotion
Awards and medals.
Special pay (such as flight pay, hazardous duty pay, sea pay, etc.)

Informal

Recognition
Participation in goal setting
Varied job assignments
Task autonomy
Feedback on performance

The informal rewards are self-explanatory, looking much like the core dimensions of job enrichment; but when considering the applicability of the formal rewards to rewarding specific behaviors further explanation about the way these rewards are administered is required.

Pay is not perceived as being directly tied to differential performance. An E-7 who is a marginal performer is paid the same amount as an E-7 who is an outstanding performer (time in service held equal). There is no mechanism to provide pay increases for performance within grade, only by promoting the individual. As a consequence, few, if any, people see any connection between effort expended and pay. Pay then is not useful in rewarding specific new behaviors.

Special training is often based solely on the needs of the service for a specific skill and a stated desire on the part of the individuals, with only a cursory consideration of performance. Usually, outstanding performance is not a qualifier, however poor performance may be a disqualifier. Special assignment is usually based on special technical skills or training for that particular assignment.

Promotions are based on a weighted combination of a number of factors:

<u>Factor</u>	<u>Maximum points</u>
Performance marks	50
Examination	80
Time in service	20
Time in present grade	20
<u>Individual medals and awards</u>	<u>10</u>
Total	180

This seems to be a logical and equitable system, weighted heavily toward performance and job-knowledge, but performance marks are terribly inflated, reducing the variance of that factor tremendously (Chevalier and Stumpff, 1976). As a result examination scores and time in service account for the majority of the variance, eliminating any obvious tie from performance to promotions. This virtually eliminates the possibility of using promotion to reinforce specific behaviors (other than collecting longevity).

Awards and medals are usually awarded for specific outstanding performance, but in most cases the time required to process the associated paperwork is so great that the individual receives the award after being transferred from the area in which he or she actually performed. This lag, of up to two years, greatly reduces the effectiveness of the reward in reinforcing specific behaviors.

Special pay is based on membership in a specific group, such as aviation specialties, service in a foreign country, assignment to a ship, etc. As such, these rewards are of little value other than to reinforce group-joining behaviors (for which they were designed).

Reenlistment bonuses are designed to keep people in the organization, differentiating between "high demand" and "low demand" specialties, based on special training and service shortages in certain fields. Once again, this reward is not connected to any specific behavior other than "signing on the line".

Performance appraisal marks have been proven to be nearly impotent as differentiators of performance, especially at the senior petty officer level. Chevalier and Stumpff (1976), in their study of the enlisted performance appraisal system, found that on a possible 40 point scale (from 0.0 to 4.0) the mean mark for an E-7 attempting to advance to E-8 was 3.76. This effectively narrows the range from 40 to less than 5 points. Within this spread, as many as 300 people may be competing for promotion; thus, performance appraisal marks account for very little variance, resulting in loss of the ability to reward with marks.

The previous discussion points out that, barring structural or procedural changes, there are no formal rewards readily available to reinforce the use of newly learned supervisory behaviors. The onus of reinforcing those behaviors lies then with either the superiors of the individual supervisor, or intrinsic to the task of supervision.

Since the organization appears to exert little control over intrinsic factors (other than through job redesign, not presently contemplated) the supervisor must look to his or her superiors for reward for new behaviors. Unfortunately, a number of studies (Fleishman, 1953; Eisenstadt, 1967; and Herod, 1969) indicate that supervisors sent to a lab training course often return only to revert to their old styles, or to assume the dominant leadership styles of the culture to which they are returning, in the absence of any reinforcement for the new behaviors.

Thus it appears that there is no organizationally structured support for new supervisory behaviors. Any support at all will be in those isolated situations in which the superiors of the trained supervisors see the value of the new behaviors, either intuitively or as a result of their own training in this area, and reinforce the behaviors when exhibited.

SECTION THREE
A FIELD STUDY OF LEADERSHIP AND MANAGEMENT TRAINING
IN THE U. S. COAST GUARD

Introduction

"Leadership training" and management development" have long lines of associated research. In a comprehensive review of existing literature from 1904 to 1974, Stogdill (1977) lists over 105 sources related to measurement of the changes either resulting from or covarying with some form of training. Of this 105, only six papers are related to outcome factors and only four on the effects of the training on the follower group. The majority of these papers relate self-reports of the trainees to some index of attitude or behavior change. Although not a study of outcomes, this study does at least address the observations of supervisor behavior by the members of the supervisor's workgroup, and reports of performance by the supervisor's manager.

Although there are many studies of training impact, when one considers the number of extant manager development or supervisor training programs (and those extinct as well), the ratio of programs instituted to those evaluated is huge. In the entire history of leadership and management training in the Coast Guard only one evaluation other than reaction has been done. Campbell (1971); Yaeger (1971); Campbell, Dunnette, Lawler and Weick (1970); and Koontz, O'Donnell, and Weirich (1980) all note that the lack of evaluation in supervisor and manager training is widespread.

By and large, the training and development literature is voluminous, non-empirical, nontheoretical, poorly written, and dull. As noted elsewhere, it is faddish to the extreme. The fads center around the introduction of new techniques and follow a characteristic

pattern. A new technique appears on the horizon and develops a large stable of advocates who first *describe its "successful" use in a number of situations*. A second wave of advocates busy themselves trying out numerous modifications of the basic technique. A *few empirical studies* may be carried out to demonstrate that the method "works". Then the inevitable backlash sets in and a few vocal opponents begin to criticize the usefulness of the technique, *most often in the absence of data*. Such criticism typically has very little effect. What does have an effect is the appearance of another new technique and a repetition of the entire cycle. (Campbell, 1971, pp 565-566) (Italics mine)

Koontz, et al (1980) also indicate that due to the major investments represented by training, many executives are becoming concerned about the cost effectiveness of training supervisors and managers, especially in the light of so many inconclusive or conflicting studies of the impact of this training.

The call for the evaluation of the results of training is clearly stated and evidently necessary.

Managers, needless to say, expect their manufacturing and sales departments to yield a good return and will go to great lengths to find out whether they have done so. When it comes to training, however, they may expect the return---but rarely do they make a like effort to measure the actual results. Fortunately for those in charge of training programs, this philanthropic attitude has come to be taken for granted. There is certainly no guarantee, however, that it will continue in the future, and training directors might be well advised to take the initiative and evaluate their programs before the day of reckoning arrives. (Goodacre, 1957)

Although this quotation is 23 years old, the situation that inspired it remains virtually unchanged.

The purpose of this study is four-fold:

1. To determine if there is indeed any measured impact as a result of the current supervisory training program in the Coast Guard.
2. If there is a positive impact, determine the cost-benefit ratio and overall cost-effectiveness of the program in order to justify its continued existence in a period of severe financial stress.
3. If there is no positive impact, document this so that top-management in the Coast Guard may decide on new directions for supervisor/manager training in the future (if there is to be a future).
4. If there is no impact, attempt to determine the reasons and outline the obstacles which must be overcome in order to facilitate a positive impact.

Attitude and behavior change

Much research on the effects of training is designed to determine whether any change in attitude occurs at all. Katzell (1948), Canter (1951), Spector (1958), Barrett (1965), Blake and Mouton (1966), Valiquet (1968), and Miner (1969) all report some sort of change in attitudes of trained supervisors resulting from various training

schema, although the dimensions of change (and the validity of the studies) is a mixed bag. On the other hand, Kassarian (1965); Gassner, Gold, and Snadowsky (1964); Stephenson (1966); and Greiner, Leitch, and Barnes (1968) were unable to demonstrate a change in attitude in their studies. At best, it would seem from the literature that there may be some attitudinal change, especially along the lines of perceptions of ideal leader behavior and self-concept.

Behavioral changes were noted by Morton and Bass (1964); Miner (1960, 1965); and Mosvick (1966) but the preponderance of evidence indicated that although some attitudinal change may occur, little, if any, behavioral change results from the training. Byars and Crane (1969), in a review of over 400 management development programs, concluded that:

...they have contributed little or no demonstrable or measurable effects on business performance or manager behavior. (Byars and Crane, 1968, pp 38-39)

Canter (1951) found a cognitive gain, but no measurable behavior change.

Performance change

Due to the lack of support for behavior change as a result of training, there are few studies of performance change. If one subscribes to a learning model of change in which knowledge leads attitudes and behaviors, and the attitudes or behaviors of a leader must change in order to cause change in workgroup end-result performance, there would be little use in studying the output measures of the workgroup. The studies that are reported add little to clarify the confusion about training results. Four studies (Blake, Mouton, Baines, Greiner, 1964; Miles, Milavsky, Lake, and Beckhard, 1965; Beckhard, 1966; Kuriloff and Atkins, 1967) found organizational productivity increased as a result of the training.

No control groups were used, however. Five studies (Deitzer, 1967; Friedlander, 1967; Deep, Bass, and Vaughn, 1967; Stinson, 1970; Underwood, 1965) reported either no change or decreases in productivity covarying with increases in concern for people. Considering the research with adequate controls, training that leads to improved interpersonal relations may increase group cohesiveness and decrease group productivity.

In general, it can be concluded from past research that manager and supervisor training, as it exists today in the U. S. Coast Guard, may have some positive impact on attitudes, but is not likely to have a noticeable impact on either supervisor behavior or performance, and by logical extrapolation, on workgroup performance or productivity. In light of the information presented earlier in this paper about the reward structure of the Coast Guard, behavior or performance changes seem even more remote.

Methods

Experimental Design

The assessment was conducted in five semi-independent phases using a modification of an evaluation taxonomy suggested by Kirkpatrick (1978) and others; reaction, attitude, cognitive gain, behavior change and performance change. Since each measure was conducted either with a different sample, at a different time, or using a different design, a brief discussion of each is in order before proceeding.

Reaction

The reaction measure was designed to capture attitudes about the training event, and the degree to which these attitudes are sustained. The design is simple (figure 3-1), consisting of measuring the reactions of the students immediately after the course and again seven months later. Although there is no pre-measure the first post measure has been compared with a sample of graduates ($N > 200$) and can be considered as a standard. The lack of a pre-measure is not a handicap, however, since the measure is of sustained reaction. The notion that there is an attitudinal change about the course can be supported anecdotally by both the teaching staff and myself. The expressed expectations about the course vary markedly from the reaction upon graduation (i.e., "Where was this course ten years ago?" or "...certainly the best course I've ever been to!")

The experimental group A2 was not significantly different from the much larger group A1 along any of the measured dimensions, and was similar to group A1 in pay grade, time in service (TIS), position type, and number of subordinates (no differences at the 0.05 level of significance).

Attitude

The attitude measure was designed to assess the change in attitudes about the basic concepts of modern thinking in human resource management, leadership events, leadership style selection, concern for task and people, and various other dimensions of the supervisor-subordinate relationship. The experimental design (figure 3-1) is a post-only measurement with a matched control group. The experimental group A1 and control group AC were surveyed between 10 and 16 months subsequent to the training event.

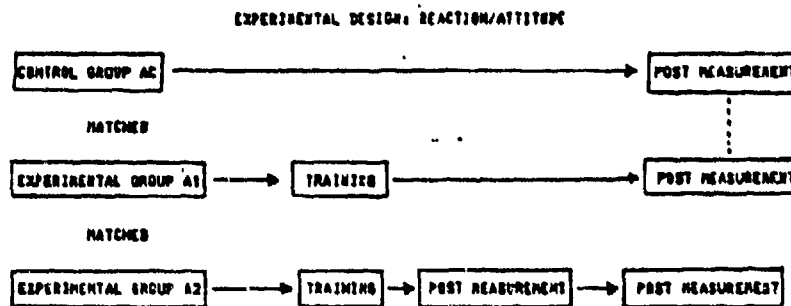


Figure 3-1

Cognition

The measure in the cognitive domain was designed to assess the change in knowledge as a result of the training event, and the degree of retention of that knowledge over time. The design (figure 3-2) takes into account a measure of cognitive gain, retention, and instrument reactance. Group C1 was pre-tested, received the training and was post-tested at the end of the course. This group differs neither from the graduate population, nor the population of the Coast Guard supervisors as a whole. Group C2, matched with C1 by grade, TIS, position type, and number of subordinates, received the training, was tested at the completion of the course, and again seven months later. This combination of measures yields a pre-post comparison, a post-post between groups comparison, and a post-post within group comparison.

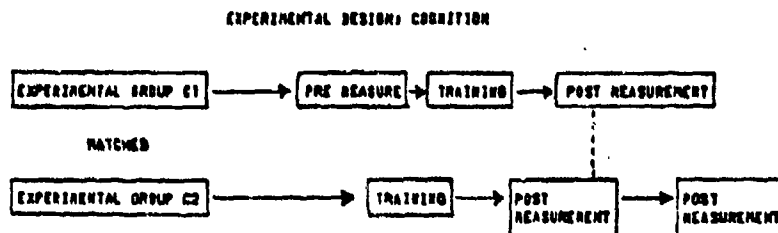


Figure 3-2

Behavior

The measure of behavior change (figure 3-3) was also a post only measurement with a matched control group (same sample as the attitude measure above). The survey consisted of behavioral observation questionnaires administered to the manager, peers, and employees of the sample supervisors, both for the control group BC and the experimental group B1. Another questionnaire was administered to the supervisors themselves to gather self-perceptions of behavioral differences. The survey was designed from interviews specifically to capture observations of behavior, not as an evaluation of that behavior (although an evaluative dimension may, of course, be inferred). The surveys were administered between 10 and 16 months after the training and assess the differences in behavior between trained and untrained groups.

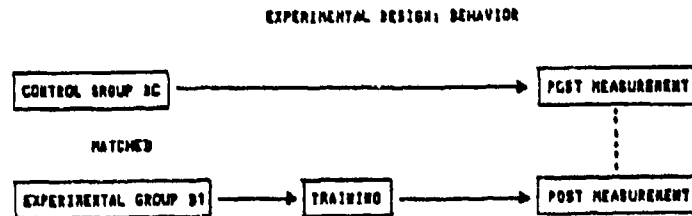


Figure 3-3

Performance

Although the experimental design is as sound as possible, given the existing time and budgetary constraints, the performance measure is the most questionable of the five. Part of the weakness can be attributed to an instrument (a global treatment of performance), and part to the fact that the in-place performance appraisal system for enlisted people is not designed for central access or analysis; but the social climate of the Coast Guard, vis-a-vis the supervisor-subordinate relationship, must also share the blame. The artificial barriers to communication that tradition and custom erect between supervisors and their subordinates significantly influence the interpersonal interaction required by performance appraisal. As a result very few supervisors in the Coast Guard seem competent in accurately observing, appraising, or giving feedback about performance. (Wehrenberg and Frey, 1979)

The instruments were administered concurrent with the attitude and behavioral measures to the managers of the selected supervisors with the notion that discussion of behavioral dimensions would help focus the response set of the respondents with respect to the performance related scales. Once again, the design is a post only, with a matched control group, 10 to 16 months subsequent to the training (figure 3-4).

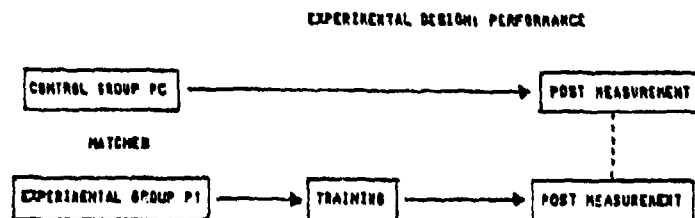


Figure 3-4

Sample Selection

As discussed earlier the original design of the Coast Guard Leadership and Management Program was to include training only for senior enlisted personnel (SPOLAM course). Part of the rationale for this choice was that the senior petty officer (SPO) is the first-line supervisor, interacting on a daily basis with the work force, and would stand to gain the most from the training. It was also assumed by the developers that the SPO would be more easily influenced to adopt a sound management theory. Part of this choice was politically motivated as reflected in comments like "...officers already know how to manage!" and "...you are going to teach a Captain how to manage?" even though the LMPDS was sensitive to the folly of this logic. From an organizational change standpoint, education of top-management was considered as critical, but the thrust of the current LAM program is still heavily weighted in the direction of the SPO, E-6 through E-9, level.

In order to gather enough information from a large number of graduates, my sample was necessarily at the SPO level. However, it is the opinion of the LAM staff and the researcher that within this sample the individuals most likely to be impacted are the fairly junior, newer to the Coast Guard and their supervisory roles, E-6. The overwhelming majority of course volunteers are E-6 not E-7 through E-9, and the prevailing social climate is reflected by the opinion that the "salty old Chief" already knows how to supervise. Although I disagree with this opinion, my sample was largely E-6, with a small group of E-7 through E-9 selected to test the hypothesis that E-6 are most likely to be impacted by the training. I was, in effect, saying "let me test those who, in your opinion, are the most likely to support your thesis that the training creates changes in behavior and performance" or even "...give me your best shot." Once again, different criteria were used for sample selection for the various measures, as shown in Table 3-1, so each set of criteria will be discussed individually.

Reaction Measure

The current standardized reaction survey form was instituted in the LAM program in October 1979, with minor changes in December 1979. The first class responding to the current survey after December was used as the sample. The paygrade (60% E-6, age (\bar{x} =33), TIS (\bar{x} =12 years), and number of subordinates (\bar{x} =5) of the sample was typical of the make up of SPOLAM classes, and the data from the sample has been compared to all classes since December 1979 with no significant ($p > 0.05$) differences noted. These same graduates were again surveyed six months subsequent to the training.

SAMPLE DESCRIPTION

<u>Measure</u>	<u>Sample Criteria</u>	<u>N</u>
Reaction	Group A2, Paygrades E-6 through E-9, SPOLAM Course graduates, Time in service, Paygrade, Number of Subordinates matched with larger sample of all graduates.	24
ATTITUDE	Group A1, E-6 (some E-7 through E-9), SPOLAM Course, matched with group AC by TIS, Grade, Number of Subordinates.	227
BEHAVIOR	Group AC, Control Group. As above in attitude measure, Experimental Group B1. Control Group BC.	152 227 152
COGNITION	Group C1, E-6 through E-9, SPOLAM course TIS, Grade, Number of Subordinates typical of all graduates.	25
Post-post	Group C2, as above in C1.	24
PERFORMANCE	Same sample as BEHAVIOR and ATTITUDE Measures above. Experimental Group P1. Control Group PC.	227 152

Table 3-1

Attitude, Behavior, and Performance Measures

The experimental (trained) group was randomly selected from class rosters 10 to 16 months after the training. The control group was selected from a list of people who had volunteered for the course but had not at the time been selected (first come, first served basis), and were matched individually with the experimental group by grade, TIS, type of unit (surrogate for position type), and number of subordinates. Again, the bulk of the sample (52%) were E-6, and due to the selection process for the training, volunteers.

Cognitive Measure

The present end of course examination was developed during the Summer of 1979. The pre-post measure sample was one entire class of which the make up was the same as the general population of graduates along the dimensions previously discussed. The examination was administered just prior to receiving the training, and upon completion of the course. The post-post measure was administered to the first class to receive the latest edition of the examination upon completion of the course and again (abbreviated version) at six months. The post scores from the first group C1 and the first post scores from the second group C2 were equivalent ($p > 0.05$).

Instrumentation

The instrumentation for all phases of the evaluation was either designed specifically for this project or instituted by the researcher for the ongoing evaluation of the course. Due to budgetary constraints, most of the actual data gathering was done by survey instruments, although some of the instruments were developed from interview content analysis. Again, each phase of the evaluation uses different instrumentation, as discussed below.

Reaction (See Appendix I)

The reaction survey was designed as an integral part of the ongoing internal evaluation of the LAM courses at Yorktown and Petaluma in 1979. The demographic section is used to generate student distribution data at the end of the fiscal year, and also as a predictor of course impact (example hypothesis: The more people in a supervisor's work group, the more positive will be his or her reaction to the course). Many of the questions (1, 3, 5, 7, etc.) have to do with reaction to the staff, and the physical surroundings. A major portion of the questionnaire has to do with the graduates' perceptions of their own past performance in light of their "new knowledge". Responses to these questions are predictably low and self-critical (questions 11-18), i.e. "I did not know the personal goals of my subordinates".

The other section of interest addresses the graduates' commitment or desire to change his or her leadership behaviors (questions 19-21). Responses to these are predictably high ("I can now better predict the consequences of my behavior").

Attitude (See Appendix III)

The measure of attitude change is a portion of the self-report of the supervisor. Although designed primarily as a self-report of behavior many of the scales are attitudinal in nature (i.e. "Are you interested in the welfare of your subordinates?" "Do you stick up for your subordinates?" etc.). In fact, one could predict considerable response bias, a definite ceiling effect, in the trained group since many of the questions were almost directly addressed in the training ("Do you treat people with a high skill level different than others with a low skill level?"). The scales related to attitude are listed in Table 3-3.

Cognition (See Appendix II)

The measure of learning (cognitive gain) was developed from a battery of test questions written during the summer of 1979 using a methodology suggested by Thorndike and Hagen (1977). The questions were developed directly from the approved training objectives. After grouping the questions into six categories (individual behavior, group behavior, problem solving, situational leadership, conflict resolution and communications) a random selection of 25 multiple choice and 25 "most correct" questions formed the examination. The multiple choice questions address specific key terms and concepts presented in the training. The 25 "most correct" questions are unique in having partial credit for all answers and maximum credit for the "most correct" answer given that particular situation.

A test item analysis was conducted resulting in invalidating three questions which were subsequently replaced. Split-half correlations are high ($r=0.87$) indicating considerable reliability of the instrument. Identical versions were used for the pre-post measure, and a condensed version (ten vs. 25 questions in each section) was used for the seven month post-measure of retention. The ten questions were randomly selected from those rated hard (degree of difficulty and differentiation index in the top quartile), medium (middle quartiles) and easy (bottom quartile), two, five, and three respectively.

Behavior (See Appendix III)

The instruments used for behavior description are the most intricate of the series. They consist of three separate instruments designed to be administered to 1) the manager and peers of the selected supervisors, 2) the supervisors themselves, and 3) the employees of the supervisors. The scales were chosen after extensive conversation with the teaching staff, and represent those areas in which change in behavior would most likely occur as a result of the type of training being conducted. As discussed previously the training is centered

on a human relations (concern for people) model of supervision as reflected in the survey scales: communications between the supervisor and subordinate; decision making level; reinforcement skills; concern for people, retention of qualified people; performance feedback; teamwork development; work facilitation; etc. With few exceptions each scale consists of two or more questions with intra-scale correlations on the order of 0.8 or better (see Table 3-2.)

The employee (Type E) survey was tested during a series of two-day workshops aimed at entire operating units, and was able to capture small but significant changes along the dimensions predicted by the staff and the researchers as most likely to be impacted (Wehrenberg and Kuhnle, 1979).

Some elements of the Supervisor (Type S) survey instrument were designed as part of the attitudinal measure (above) and some elements of the Manager and Peer report (Type MP) were designed to serve as a performance measure (below). These scale groupings are listed in Table 3-3.

Performance (See Appendix III)

The performance measure consists of a portion (seven of nineteen scales) of the Manager report of the supervisor's behavior. As mentioned earlier, traditional measures of enlisted performance are not routinely archived and were unavailable. Due to the complexity of the job-elements present in the sample, ranging from pollution control specialists to anti-submarine warfare specialists, only the most general, global descriptions of performance were used. The Coast Guard has developed a system of job-analysis for special skills, but as yet has no performance standards for supervisors or managers (although a job-analysis of the functions of management and supervision is in progress; Wehrenberg and Lanterman, 1981).

The dimensions chosen for performance reporting were (Table 3-3) concern for task and people, flexibility, performance feedback, teamwork development, and task specific as well as overall performance. Scale internal consistency (Pearson correlations) range from about $r=0.7$ to $r=0.9$ (Table 3-2).

Response categories for the attitude, behavior, and performance instruments consisted of five point Likert-type scales of extent; 1=To a very little extent, and 5= To a very great extent.

INTRA-SCALE RELIABILITY
(Pearson Correlations)

<u>SCALE</u>	<u>INSTRUMENT TYPE</u>		
	<u>Employee</u>	<u>Manager/Peer</u>	<u>Supervisor</u>
S1	0.736	0.850	0.742
S2	0.886	0.793	0.850
S3	0.838	0.849	0.825
S4	0.604	0.691	0.701
S5	0.931	0.952	0.933
S6	0.808	0.891	0.804
S7	0.880	0.883	0.755
S8	0.894	0.854	0.874
S9	0.861	0.901	0.859
S10	0.808	0.853	0.811
S11	0.836	0.861	0.850
S12	0.866	0.911	0.902
S13	0.880	*	0.867
S14	*	*	0.881
S15	*	*	0.972
S16	0.783	*	0.804
S17	*	*	*
S18	*	*	*
S19	*	*	*
S20**			*

* Single question

** Supervisor (type S) survey only

Table 3-2

SCALE GROUPINGS

Manager and Peer report (Type MP survey)

Behavior Description Scales

Communications
 Concern for task
 Decision Making Level
 Flexibility
 Reinforcement Skills
 Concern for People
 Concern for Retention
 Pride in the Coast Guard
 Attempt to Motivate
 Performance Feedback
 Work Facilitation
 Teamwork Development
 Overall Performance
 Concern about Leadership
 Task Performance
 Working With People
 Need for PO Leadership Training
 Need for JO Leadership Training
 Need for SO Leadership Training

Performance Rating Scales

Concern for Task
 Flexibility
 Concern for People
 Performance Feedback
 Teamwork Development
 Overall Performance
 Task Performance

Supervisor Self-Report (Type S survey)

Behavior Description Scales

Communications
 Concern for Task
 Decision Making Level
 Flexibility
 Reinforcement Skills
 Concern for People
 Concern for Retention
 Pride in the Coast Guard
 Attempt to Motivate
 Performance Feedback
 Work Facilitation
 Teamwork Development
 Approachability
 Degree of Impact
 Supervisors Create Problems
 Long Range Goal Orientation
 Support From Management
 Need for PO Leadership Training
 Need for JO Leadership Training
 Need for SO Leadership Training

Attitude Scales

Concern for Task
 Concern for People
 Concern for Retention
 Pride in the Coast Guard
 Approachability
 Degree of Impact
 Supervisors Create Problems
 Long Range Goal Orientation
 Need for PO Leadership Training
 Need for JO Leadership Training
 Need for SO Leadership Training

Table 3-3

Results

My findings will, once again, be divided into five sections, dealing with measures of reaction, attitude change, cognitive gain and retention, behavior change, and performance differences between trained and untrained supervisors. Statistical analyses were performed on the Johns Hopkins' Applied Physics Lab IBM 370 computer using the Statistical Analysis System (SAS) program package supported by the U. S. Coast Guard, Psychological Research Branch. Large sample t-tests are identical to z-tests.

Reaction

As mentioned previously on an absolute scale the measures of reaction to the course are predictably positive. Table 3-4 lists the means (on a five point Likert-type scale of extent of agreement) of the experimental sample and the population of all graduates. Means greater than 4.0 are common, especially on questions related to the applicability of the course material (Q9, "Was the course material applicable to your job in the Coast Guard?", $\bar{x}=4.46$, $SD=0.65$). Perceptions of past leadership effectiveness (Q12-Q18) were low, but predictably so considering the wording of the questions ("Were you providing appropriate performance feedback - both positive and negative?" $\bar{x}=3.10$, $SD=0.46$).

Table 3-5 lists the means and F-ratios of a group of 24 graduates immediately after the course and at seven months subsequent to the course. It appears that much of the original enthusiasm for the course is sustained as evidenced by the number of questions for which there are no significant ($p < 0.01$) differences: 22 of 32. However, 10 questions do show significant differences. Responses to questions Q4, Q8, and Q9 indicate a decrease in the positive feelings associated with the course content and its applicability. Responses to questions Q14, Q16, and Q17

REACTION SURVEY
COMPARISON OF SAMPLE (N=24) TO POPULATION OF GRADUATES (N=215)

VARIABLE	SAMPLE MEAN	POPULATION MEAN	F-RATIOS
Q1	4.04	4.14	F(22,203)=1.49, P>0.6
Q2	4.46	4.42	F(23,208)=1.18, P>0.7
Q3	3.91	4.06	F(22,207)=1.57, P>0.4
Q4	4.54	4.35	F(23,210)=1.88, P>0.2
Q5	4.58	4.60	F(23,210)=1.67, P>0.9
Q6	4.79	4.70	F(23,210)=1.67, P>0.4
Q7	4.33	4.45	F(23,210)=1.34, P>0.5
Q8	4.46	4.53	F(23,204)=1.51, P>0.6
Q9	4.46	4.46	F(23,209)=1.08, P>0.9
Q10	4.50	4.35	F(23,209)=1.35, P>0.3
Q11	4.71	4.66	F(23,210)=1.31, P>0.7
Q12	3.15	3.39	F(19,209)=2.02, P>0.1
Q13	2.75	3.02	F(14,208)=1.35, P>0.3
Q14	3.10	3.17	F(20,208)=1.21, P>0.7
Q15	2.86	3.27	F(20,208)=1.23, P>0.03
Q16	2.55	2.84	F(19,212)=1.41, P>0.1
Q17	2.90	3.27	F(19,212)=1.50, P>0.05
Q18	3.15	3.35	F(19,211)=1.06, P>0.2
Q19	3.87	4.18	F(23,214)=1.60, P>0.04
Q20	3.96	4.23	F(23,213)=1.20, P>0.05
Q21	4.00	3.70	F(23,213)=1.20, P>0.1
Q22	4.21	4.18	F(23,211)=1.20, P>0.9
Q23	4.17	4.25	F(23,214)=1.32, P>0.6
Q24	4.25	4.44	F(23,214)=1.34, P>0.1
Q25	4.33	4.43	F(23,214)=1.75, P>0.5
Q26	4.42	4.48	F(23,214)=1.18, P>0.6
Q27	4.54	4.54	F(23,214)=1.65, P>0.9
Q28	4.38	4.66	F(23,213)=1.15, P>0.6
Q29	4.50	3.99	F(23,213)=1.61, P>0.1
Q30	4.30	3.84	F(23,214)=2.27, P>0.1
Q31	4.46	3.86	F(23,214)=2.13, P>0.1
Q32	4.13	3.54	F(23,212)=1.61, P>0.1

Table 3-4

REACTION SURVEY

Comparison of Sample at end of Course to
Sample Seven Months Later (N=20)

VARIABLE	SAMPLE MEAN	SEVEN MONTHS POST	F-RATIOS
Q1	4.04	-	
Q2	4.46	-	
Q3	3.91	-	
Q4	4.54	3.80	F(19,23)=1.51, P<0.0001
Q5	4.58	4.40	F(10,23)=1.58, P>0.4
Q6	4.79	4.70	F(19,23)=1.87, P>0.7
Q7	4.33	4.30	F(19,23)=1.49, P>0.2
Q8	4.46	4.00	F(19,23)=2.50, P<0.0009
Q9	4.46	4.00	F(19,23)=2.25, P<0.002
Q10	4.50	4.30	F(19,23)=1.11, P>0.7
Q11	4.71	4.50	F(19,23)=1.28, P>0.5
Q12	3.15	3.00	F(19,23)=1.51, P>0.1
Q13	2.75	2.80	F(18,23)=1.04, P>0.1
Q14	3.10	2.80	F(19,23)=1.55, P<0.01
Q15	2.86	3.10	F(19,22)=1.38, P>0.1
Q16	2.55	2.10	F(19,23)=1.16, P<0.001
Q17	2.90	2.70	F(18,22)=2.42, P<0.01
Q18	3.15	2.80	F(19,23)=1.41, P>0.06
Q19	3.87	3.80	F(19,23)=2.00, P>0.1
Q20	3.96	3.80	F(19,23)=1.90, P>0.1
Q21	4.00	4.00	F(19,23)=1.01, P>0.9
Q22	4.21	4.10	F(18,23)=1.59, P>0.7
Q23	4.17	3.90	F(19,23)=1.09, P<0.01
Q24	4.25	4.30	F(19,23)=1.13, P>0.2
Q25	4.00	4.00	F(18,22)=1.72, P<0.01
Q26	4.42	4.60	F(19,23)=1.07, P>0.8
Q27	4.54	4.60	F(19,23)=1.21, P>0.8
Q28	4.38	3.50	F(19,23)=1.47, P>0.5
Q29	4.50	3.80	F(18,23)=3.17, P<0.001
Q30	4.30	4.00	F(19,23)=1.15, P>0.6
Q31	4.46	4.80	F(18,23)=3.78, P<0.004
Q32	4.13	3.40	F(18,22)=2.10, P<0.01

Table 3-5

show decreases in the individuals self ratings of past performance, although it is unknown whether this past performance was prior to or after the course. Responses to questions Q25, Q29, and Q32 show a decrease in the positive reactions to the process of the course (training methods), but Q31 shows an increase with respect to the benefits of role playing as a training method.

Two final questions were posed to the graduates at the post training administration:

1. Have you been able to apply the material presented in the LAM course?

To which the response frequencies were yes, 18 of 20 respondents, and no, 2 of 20 respondents.

2. If yes, how successfully?

Which yielded a response mean of 4.22 (SD=0.21) on a five point scale.

Attitude

The measure of attitude is a subset of the behavioral observation scales used in the Supervisor Self-Report (see Table 3-3), consisting of reports of: Concern for task, people, and retention; Pride in the Coast Guard (predicted not to change as a function of the training); need for leadership training, which may be seen as a surrogate for the unasked question, "Wouldn't things be better if everyone had this training?"; and three questions related to the supervisors' influence on situational variables and propensity to sacrifice short-term rewards (success) for long-term benefits (effectiveness).

Table 3-6 summarizes the data from these scales. There were no significant differences noted between trained and untrained supervisors on any of the Concern or Pride scales. There were also no differences on the scales Supervisors Create Problems or Long Range Goal Orientation. There was, however, a -0.1932 point difference ($F(91,124)=1.01, p<0.08$) on the Degree of Impact scale ("Do your personal actions affect the morale of those who work for you?" - "Are the lives of those below you affected by your leadership?" etc.) opposite

SELF REPORT OF SUPERVISOR (ATTITUDE)					
VARIABLE	LABEL	AC	AI	DIFF	F-RATIO
S2	Concern for Task	4.1793	4.1654	-0.0139	F (126, 91)=1.05 P>0.86
S 6	Concern for People	4.0000	3.9190	-0.0810	F (127, 92)=1.25 P>0.30
S 7	Concern for Retention	3.3489	3.5104	+0.0415	F (90, 127)=1.16 P>0.75
S 8	Pride in the Coast Guard	2.9074	3.0344	+0.1270	F (89, 125)=1.05 P>0.12
S13	Approachability	3.9551	4.0531	+0.0980	F (126, 88)=1.12 P>0.28
S14	Degree of Impact	3.6812	3.4880	-0.1932	F (91, 124)=1.01 P>0.08
S15	Supervisors Create Problems	2.8736	2.9031	+0.0295	F (90, 128)=1.06 P>0.78
S16	Long Range Goal Orientation	2.9495	2.8372	-0.0123	F (128, 92)=1.08 P>0.95
S18	Need for Petty Officer Leadership Training	4.0217	4.3953	+0.3736	F (91, 128)=1.64 P<0.0047
S19	Need for Junior Officer Leadership Training	4.3587	4.5504	+0.1917	F (91, 128)=1.19 P>0.09
S20	Need for Senior Officer Leadership Training	3.7500	4.2578	+0.5078	F (91, 127)=1.38 P<0.0009

Table 3-6

to the prediction. Although not at the 0.01 level of significance, the intrascale correlation was 0.881, indicating a fairly reliable measure.

The need-for-training scales yielded the most significant results noted in either the attitude or behavior measures. All supervisors, trained or untrained, reported a relatively high need for leadership training at all three levels of management, and the trained group A1 was higher on two scales, reporting a greater need for PO and SO leadership training than their untrained counterparts AC. (S18 difference=+0.3736, $F(91,128)=1.64$, $p<0.0047$; S20 difference =+0.5078, $F(91,127)=1.38$, $p<0.009$). The significance of these results will be discussed later in this paper.

Multivariate regression analyses yielded no significant effects (max $r^2=0.11$) with assignment to control or experimental groups never entering the stepwise regression at even the 0.5 level.

Cognition

As previously discussed two basic computations were made: the first was a pre-training versus post-training measure to assess change in knowledge as a function of the training; the second was a post-training versus long term post-training (seven months) measure to assess the retention of the knowledge gained.

Table 3-7 summarizes the data for the pre-post measure. Differences in test scores (SAS PRT test) of 19.86 percentage points ($F(24)=4.03$, $p<0.0001$) were observed on section two of the examination, the section designed to measure rote memory of new terms and concepts. On section three, the situational or "most correct" section of the examination, differences of 9.26 percentage points were noted ($F(24)=1.37$, $p<0.0001$). In both cases the differences were in the predicted direction, post-training scores being significantly higher than pre-training scores.

COGNITIVE GAIN

Examination Section	Pre-training scores (%)		Post-training scores (%)		Difference	Significance	
	N	Mean	SD	N			Mean
2	24	61.28	13.87	24	81.14	6.91	+19.86 F(23,16)=4.03, p < 0.0001
3	24	77.95	6.14	24	87.21	7.18	+ 9.26 F(23,16)=1.37, p < 0.0001

Table 3-7

RETENTION

Examination Section	Post-training scores (%)		Long-term Post-training Scores (%)		Difference	Significance	
	N	Mean	SD	N			Mean
2	24	81.14	6.91	17	69.41	19.19	-11.73 F(23,16)=7.73, p < 0.05
3	24	87.21	7.18	17	80.79	9.02	- 6.42 F(23,16)=1.58, p < 0.05

Table 3-8

DIFFERENCES BETWEEN GRADUATES AT SEVEN MONTHS
SUBSEQUENT TO TRAINING AND UNTRAINED (PRE TEST)

Examination Section	Untrained (pre) scores (%)		Long-term Post-training Scores (%)		Difference	Significance	
	N	Mean	SD	N			Mean
2	24	61.28	13.87	17	69.41	19.19	+8.13 F(23,16)=1.92, p > 0.1(NS)
3	24	77.95	6.14	17	80.79	9.02	+2.84 F(23,16)=2.16, p > 0.2(NS)

Table 3-9

As a check for instrument reactance the post-training scores were compared with those of all graduates, and no significant differences were found at the 0.05 level of significance.

The measure of retention, summarized in Table 3-8, indicates that a loss of that knowledge occurred in the seven month interval. On section two of the examination, the mean percentage point score for the immediate-post-training administration was 81.14 (SD=6.91), declining to 69.41 (SD=19.2) at the seven month point. On section three, the post-training mean was 87.21 (SD=7.18), declining to 80.79 (SD=9.02). N for both sections was 17, as a result of seven of the original sample being transferred.

The scores of the second sample (C2) were compared with the post-training scores of the first sample (C1), again with no significant differences. Comparing the immediate-post-training scores of group C2 with the pre-training scores of group C1 again yielded significant gains of up to 20 percentage points, $p < 0.0001$. This was done to ensure that group C2 was not different from group C1, or from the population of all graduates.

Further investigation indicated that at the seven month point, graduates were not significantly different from those who had taken the examination prior to the training, as indicated in Table 3-9.

Behavioral Observation

Analysis of the data captured by the behavioral measure was conducted using two basic statistical techniques; multiple two-tailed t-tests and linear regression. The author felt that this type of hypotheses testing was preferable to analysis of variance (ANOVA) or multiple analysis of variance (MANOVA), although more time consuming, since it would allow independent acceptance or rejection of each hypothesis, controlling for interaction by using partial correlations. The most obvious and interesting tests were t-tests using assignment to control or experimental groups as the class variable, and a multiple regression analysis to ascertain the contribution of the main effect (training) to the regression formula. Due to the large sample sizes involved a probability < 0.01 was chosen as the level of significance. Statistics for all of the data reported in this section may be found in Appendix IV.

Table 3-10 lists the means (control and experimental), differences, and F-ratios for the Manager and Peer report on the sample supervisors. It is readily apparent that there were no significant differences reported for supervisors who had attended the course as opposed to those who had not. The largest differences were on the scales related to the need for leadership training, but even those were not significant (S19 difference $+0.1996$, $F(340,245)=1.00$, $p < 0.04$). Averaging the differences between groups (in an attempt to support the hypothesis that in the aggregate, something changes) yields an overall difference of only -0.0024 points on a five point scale, hardly a major difference, and opposite to the predicted direction.

In relative terms, managers and peers saw supervisors as average (3.0 to 4.0) on most scales, but low on Concern for Retention, Pride in the Coast Guard, Task Performance, and Working with People. They also indicated a relatively high need for leadership training.

MANAGER AND PEER REPORT ON SUPERVISOR

VARIABLE	LABEL	BC	B1	DIFF	F-RATIO
S1	Communications	3.1762	3.2525	+0.0763	(234,334)=1.09 P>0.27
S2	Concern for Task	3.9181	3.8066	-0.1115	(326,228)=1.09 P>0.11
S3	Decision making Level	3.5442	3.4703	-0.0739	(325,233)=1.04 P>0.27
S4	Flexibility	3.2159	3.1644	-0.0515	(226,314)=1.07 P>0.37
S5	Reinforcement Skills	3.4113	3.3796	-0.0317	(230,323)=1.08 P>0.69
S6	Concern for People	3.4914	3.4219	-0.0695	(321,222)=1.05 P>0.32
S7	Concern for Retention	2.9809	2.9084	-0.0725	(226,312)=1.01 P>0.39
S8	Pride in the Coast Guard	2.7594	2.8288	+0.0724	(233,330)=1.11 P>0.16
S9	Attempt to Motivate	3.3577	3.2687	-0.0890	(232,319)=1.02 P>0.25
S10	Performance Feedback	3.4071	3.4107	+0.0036	(318,225)=1.17 P>0.96
S11	Work Facilitation	3.5761	3.4944	-0.0817	(326,231)=1.01 P>0.26
S12	Teamwork Development	3.5730	3.4415	-0.1315	(324,232)=1.07 P>0.12
S13	Overall Performance	3.6976	3.5785	-0.1191	(343,247)=1.19 P>0.15
S14	Concern about Leadership	3.5967	3.6647	+0.0680	(242,339)=1.04 P>0.46
S15	Task Performance	2.0200	2.1006	+0.0806	(249,347)=1.19 P>0.37
S16	Working with People	2.1352	2.2157	+0.0805	(243,342)=1.17 P>0.38
S17	Need for Petty Officer Leadership Training	3.9595	4.0930	+0.1335	(343,246)=1.04 P>0.10
S18	Need for Junior Officer Leadership Training	4.3629	4.4415	+0.0786	(247,341)=1.04 P>0.24
S19	Need for Senior Officer Leadership Training	3.6626	3.8622	+0.1996	(340,245)=1.00 P>0.04

Table 3-10

Table 3-11 lists the same data for the Employee's report on the supervisor. Once again, no significant differences were found between groups. The greatest was in Concern for Task (difference =+0.1363, $F(316,424)=1.14$, $p<0.02$) with the difference in the predicted direction, experimental group higher. Again, individual scale differences did not cluster to provide overall differences (+0.0450), however, in contrast to the manager and peer report, the majority of the differences reported by employees, although not significant, were in the predicted direction, trained supervisors scoring higher than untrained supervisors.

In relative terms, employees scored their supervisors lower on Pride in the Coast Guard and Concern for Retention, and also saw a greater need for Junior Officer Leadership training ($x = 4.02$) without regard to their supervisor being trained ($F(422,311)=1.07$, $p>0.92$).

Table 3-12 lists the data for the Supervisor's self report. Again, there are no significant differences on any of the behavioral observation scales, but significant differences were noted on the need for leadership training scales. This will be discussed further in the section on results of the attitude change measure. The greatest difference was on the scale Degree of Impact, difference =0.1932, $F(91,124)=1.01$, $p<0.09$.

Supervisors rated themselves high on Communications, Concern for Task, Decision Making Level, Concern for People, Teamwork Development and Approachability. They scores themselves relatively low on Pride in the Coast Guard, Supervisors Create Problems, and Long Range Goal Orientation. Need for leadership training at all three levels was seen as high.

EMPLOYEE REPORT ON SUPERVISOR

VARIABLE	LABEL	CONTROL GROUP BC MEAN	TRAINED GROUP BI MEAN	DIFF	F-RATIO
S1	Communications	3.0711	3.1436	+0.0725	F(422,312)=1.25 P>0.23
S2	Concern for Task	3.8155	3.9518	+0.1363	F(316,424)=1.14 P>0.02
S3	Decision Making Level	3.3201	3.3558	+0.0357	F(399,302)=1.08 P>0.58
S4	Flexibility	3.0843	3.1559	+0.0716	F(298,398)=1.02 P>0.15
S5	Reinforcement Skills	2.9841	3.1167	+0.1326	F(423,313)=1.10 P>0.07
S6	Concern for People	3.0998	3.1628	+0.0630	F(407,301)=1.11 P>0.37
S7	Concern for Retention	2.5964	2.6283	+0.0319	F(390,298)=1.14 P>0.67
S8	Pride in the Coast Guard	3.0870	3.1134	+0.0264	F(418,315)=1.04 P>0.71
S9	Attempt to Motivate	3.0724	3.0731	+0.0007	F(414,312)=1.01 P>0.99
S10	Performance Feedback	3.1445	3.1831	+0.0386	F(425,315)=1.10 P>0.56
S11	Work Facilitation	3.1525	3.2157	+0.0632	F(407,305)=1.03 P>0.39
S12	Teamwork Development	3.4419	3.4423	+0.0004	F(421,309)=1.09 P>0.99
S13	Approachability	3.7632	3.8517	+0.0885	F(320,417)=1.06 P>0.21
S14	Concern about Leadership	3.5545	3.6311	+0.0766	F(430,320)=1.03 P>0.34
S15	Quality of Supervision	3.6950	3.6454	-0.0496	F(317,422)=1.02 P>0.57
S16	Overall Satisfaction	3.1736	3.2452	+0.0716	F(419,312)=1.02 P>0.32
S17	Need for PO Leader- ship Training	3.9154	3.9580	+0.0426	F(318,428)=1.09 P>0.60
S18	Need for JO Leader- ship Training	4.0282	4.0210	-0.0072	F(427,318)=1.07 P>0.92
S19	Need for SO Leader- ship Training	3.5256	3.4846	-0.0410	F(422,311)=1.09 P>0.67

Table 3-11

SELF REPORT OF SUPERVISOR

VARIABLE	LABEL	BC	BI	DIFF	F-RATIO
S1	Communications	4.0753	4.1211	+0.0458	F(97,127)=1.21 P>0.68
S2	Concern for Task	4.1793	4.1654	-0.0139	F(126,91)=1.05 P>0.86
S3	Decision making Level	4.0109	3.9173	-0.0936	F(126,91)=1.53 P>0.24
S4	Flexibility	3.5726	3.5827	+0.0101	F(126,92)=1.26 P>0.90
S5	Reinforcement Skills	3.9032	3.8281	-0.0751	F(127,92)=1.90 P>0.44
S6	Concern for People	4.0000	3.9190	-0.0810	F(127,92)=1.25 P>0.30
S7	Concern for Retention	3.3489	3.5104	+0.0515	F(90,127)=1.16 P>0.75
S8	Pride in the Coast Guard	2.9074	3.0344	+0.1270	F(89,125)=1.05 P>0.12
S9	Attempt to Motivate	3.8388	3.8280	-0.0108	F(125,90)=1.31 P>0.90
S10	Performance Feedback	3.7582	3.7040	-0.0542	F(124,90)=1.49 P>0.51
S11	Work Facilitation	3.9185	3.8413	-0.0772	F(125,89)=1.25 P>0.40
S12	Teamwork Development	4.2174	4.1289	-0.0885	F(127,91)=1.45 P>0.35
S13	Approachability	3.9551	4.0531	+0.0980	F(126,88)=1.12 P>0.28
S14	Degree of Impact	3.6812	3.4880	-0.1932	F(91-124)=1.01 P>0.08
S15	Supervisors Create Prob- lems	2.8736	2.9031	+0.0295	F(90,128)=1.06 P>0.78
S16	Long Range Goal Orientation	2.8495	2.8372	-0.0123	F(128,92)=1.08 P>0.95
S17	Support from Management	3.6143	3.6312	+0.0169	F(83,124)=1.32 P>0.88
S18	Need for PO Leadership Training	4.0217	4.3953	+0.3736	F(91,128)=1.64 P<0.0047
S19	Need for JO Leadership Training	4.3587	4.5504	+0.1917	F(91,128)=1.19 P>0.09
S20	Need for SO Leadership Training	3.7500	4.2578	+0.5078	F(91,127)=1.38 P<0.0009

Table 3-12

The next test consisted of a multiple regression analysis using the scale variables as the dependent variables, and the demographic data, including the training, as the independent variables. Using a stepwise regression, group classification (C or E) contributed less to the regression equation than race, marital status, or number of subordinates. The largest coefficient of determination (r^2) was 0.13 (accounting for only 13 percent of the variance) with beta weights on the order of -0.20 (marital status). Group assignment (training) was not significant at even the 0.5 level for any of the scale variables.

The next step in the analysis was to group the data by demographic variables in an attempt to determine the differential impact of the training on any one type of individual. Multiple two-tailed t-tests were conducted on all the scale variables by paygrade, time in service, sex, race, district to which assigned, marital status, type of unit (position type), number of subordinates, education level, and whether the supervisor had volunteered for the course or not. The only significant difference found was that when looking at scales with respect to the education level of the employee (not the supervisor) on the Employee report, there was a tendency for those employees with higher levels of education to report a greater need for leadership training when working for a trained supervisor (S18, Need for PO Leadership Training, group BC \bar{x} =3.50, group B1 \bar{x} =4.66, $F(352,394)=2.11$, $p < 0.006$).

No grouping by any other variable yielded any significant differences on any of the behavioral observation scales, between trained and untrained supervisors.

Performance

Performance data are a subset of the behavioral observation data already described. Table 3-13 lists the means for groups PC and P1, the differences, and the F-ratios for each scale. These data differ

from the Manager and Peer report data (Table 3-10) in that only the reports of the Managers were used, and only on the seven performance related scales.

The table indicates that there were no significant differences (even at $p < 0.05$) on any scale, and that the aggregate difference was only -0.057 . A regression analysis was only able to account for nine percent of the variance ($r^2=0.09$) at best, and then on only one scale. Assignment to experimental or control groups (impact of the training) did not enter the stepwise regression equation, even at the 0.5 level of significance.

Again, multiple t-tests by demography, both the demographic variables of the managers reporting and the demographic variables of the supervisors reported on, yielded no significant performance differences between trained and untrained supervisors.

MANAGER ONLY REPORT ON SUPERVISOR (PERFORMANCE)

VARIABLE	LABEL	CONTROL GROUP MEAN PC	TRAINED GROUP MEAN P1	DIFF	F-RATIO
S2	Concern for Task	3.9896	3.9091	-0.0795	F(120,87)=1.02 P>0.47
S4	Flexibility	3.3765	3.2552	-0.1213	F(115,84)=1.01 P>0.19
S5	Concern for People	3.5544	3.5774	+0.0230	F(119,83)=1.19 P>0.84
S10	Performance Feedback	3.3869	3.5113	-0.1224	F(117,83)=1.08 P>0.31
S12	Teamwork Develop- ment	3.7209	3.6458	-0.0751	F(119,85)=1.13 P>0.57
S13	Overall Performance	3.7778	3.6457	-0.1321	F(126,89)=1.34 P>0.34
S15	Task Performance	1.9340	2.0390	-0.1050	F(127,90)=1.04 P>0.46

Table 3-13

Discussion

The results of this study fail to support the hypothesis that lab-training is effective in creating behavior and performance changes in supervisors and managers. In this failure, evidence is added to the already decisive thesis that classroom training *alone* is not sufficient to cause changes in the workplace behaviors of supervisors.

The measure of reaction indicates that considerable enthusiasm is generated by the self-insightful nature of the course content, and that much of that enthusiasm is sustained over time. The only significant long term attitude changes found in the study are reflected in the responses by supervisors that "...everyone ought to go (to the LAM course)!" The cognitive assessment shows clearly that knowledge is gained, but that the level of knowledge falls off significantly over time, as would be expected in an environment that does not provide the opportunity for application (practice) of the new knowledge. Behavioral changes are not evidenced in observational data derived from sources surrounding the supervisors. Performance changes were not reported by the managers of the supervisors in the sample (although some anecdotal evidence of the "changed man" as a result of the training exist. . . Overall, the only significant differences between trained and untrained supervisors found in this study have to do with their perceptions of the value of the training. Unlike other studies that have asked the subjects to report on the "changes" which they perceive in themselves as a result of the training (Dodge, 1971; Meyers, 1971, and Slocum; 1972; this study relied on the self-perceptions of the behaviors of trained and untrained supervisors independent of their behavior prior to the training. As such, perceptions of self-improvement were not in evidence. The obvious limitation of this study is, of course, that just because no change is *measured* that does not mean that change has not occurred.

In order to discuss the possible reasons for the apparent lack of impact of the LAM course, a review of the theories of learning upon which the course was based will be useful.

In 1970, Mager proposed a method of analyzing performance problems. His analysis took the form of a decision tree in which the first step was to identify the performance discrepancy. The second decision node was a choice between a "skill" deficiency and a "motivational" deficiency. With respect to the genesis of the LAM course, the first chore undertaken by the development staff was to interview line and staff managers in an attempt to describe the performance discrepancy. Once identified (however general that description) the development staff was painfully aware that the "problem" was a mix of both skill and motivation deficiencies. The easiest direction to move in was, of course, skill training instead of confronting the culture and tradition of the Coast Guard in an integrated attempt to create change through reward structure manipulations.

It was recognized by the development staff that many of the behaviors they were trying to develop were behaviors for which there is no extrinsic reward (and for which there may even be punishment, such as accepting short term sacrifices of productivity for long term gain). However, this was a risk that the developers were willing to take in order to get a "foot in the door".

A taxonomy of educational objectives discussed by Bloom (1956) sheds even more light on the process of the LAM course. Bloom proposed a taxonomy of cognitive educational goals from simple to complex as follows:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

It was the goal of the LAM curriculum to work through this taxonomy with both the content and the process of the course.

Knowledge is defined as the recall of specific data. Comprehension represents the ability to make use of the material without necessarily relating it to other material or seeing its fullest applications. Application is the ability to generalize the knowledge to other situations or to use the data in making predictions about future events. Analysis is the breaking down of the new knowledge into its component parts, and reorganizing it as necessary. Synthesis is using the output of the analysis stage to form altogether new patterns or structures. Evaluation relates to making judgements about the value of knowledge based on a rational standard of appraisal.

The use of jargon words and phrases in the various content areas of the LAM course (transactional analysis, situational leadership, etc.) assists in the recall of knowledge. Comprehension is aided through the restatement and continual relating of new subject matter to that already covered. Application is attempted through the use of case study and role play techniques, enhancing the likelihood of generalization. It is my opinion that this is the extent of Bloom's taxonomy addressed by the LAM course, resulting in the lack of higher order learning.

Looking briefly at one more model of behavioral change, this one discussed by Hersey and Blanchard (1977), will allow a thorough discussion of the potential roadblocks to the intended success of the LAM course.

Hersey and Blanchard discuss a model in which a participative style change is made in order to ensure employee (in this case, supervisor) identification with and internalization of the change. First, knowledge is changed through training, then the appropriate socio-emotional support is provided in order to facilitate first attitudinal and then behavioral changes. This in turn leads to group behavior (performance) changes. This model depicts the learning of new behaviors as a series of gates. The first gate is knowledge. This is surely "opened" by the LAM course, since knowledge is changed.

The second gate is attitudinal change supported by the appropriate (structural) mechanism. It would appear that this is the point at which the LAM graduate runs afoul. Upon return to the workplace, newfound knowledge and enthusiasm in hand, the supervisor is confronted with the lack of structural support required for the change in attitude or behavioral enactment of that new knowledge. The gate closes before him.

Under these circumstances, the lack of behavioral change is predictable (House and Tosi, 1963; Carroll and Nash, 1975, 1975a; and others).

"Existing behaviors are part of, and are moulded by, the culture of the work situation. In order to effectively produce changes in the (supervisor's) behavior, some changes in his back-home-in-the-plant environment would also seem to be necessary. The training course alone cannot do it." (Fleishman, 1953, p 215)

"The development of the individual is materially impacted by the kinds of rewards and satisfactions on the one hand, or punishments and frustrations on the other, which are characteristic of his company."

"Obviously top management wants its subordinates to be concerned with the business as a whole; but the actual rewards and punishments (from the type of structure, from performance criteria, from policies and control systems, and from attitudes and behaviors of his boss and his peers) may well have the opposite effect. Learning will occur, but not growth in the desired direction."

(McGregor, 1960, pp. 194-195)

There is much evidence that long term behavioral changes *must* be supported by the workplace environment. It would be instructive to re-read Section Two on the reward structure of the Coast Guard in order to fully appreciate the impact of these statements.

In addition, rotation policies demand short term performance since few supervisors remain in one place long enough to take a more proactive stance.

"If he is simply a passive agent being rotated, or sent to school, or promoted, or otherwise manipulated, he is less likely to be motivated to develop himself".
(McGregor, 1960, p. 194)

In concluding this discussion, one might be tempted to say that as long as the Coast Guard neglects to structure rewards for desired behaviors, the behaviors will not be enacted.

SECTION FOUR
REFLECTIONS AND RECOMMENDATIONS

"But *something* changes!"

This is the shrill cry of the training establishment, the managers of graduate supervisors, and top management in the Coast Guard. But what?

The first section of this paper discussed the history of management and supervisory training in the Coast Guard. The intent was to provide an historical backdrop for recommended future directions. Section two provided an overview of the existing structure of organizational rewards. Section three was a field study of the current Leadership and Management training effort in the Coast Guard and a discussion of the lack of measured impact. In this section, I would like to examine the entire process of supervisor and manager training from a somewhat different perspective, and to provide some thoughts relevant to new directions and long range goals for management development and organization development in the Coast Guard.

First, much evidence exists pointing out the need for *integrated* change programs instead of addressing only training. To state that "...we have a training problem..." is very similar to saying to your doctor "...I have an aspirin problem..." (Mager, 1970). Training is a means to an end, not an end in itself, and that end, or goal, must be articulated clearly before training is selected as the solution. Overwhelming problems are often encountered in efforts to change *only* the individual (Fleishman, 1953; Campbell and Dunnette, 1968; Campbell, 1971; Friendlander and Greenberg, 1971), *only* the technology of the organization (Trist and Bamforth, 1951), or *only* the structure of the organization. Productive change appears to be more likely in those situations where an integrated approach, addressing all three areas, is used.

The technology of the Coast Guard, as in many other organizations, is changing at an alarming rate. Computers, electronic paperwork management systems, ultra-sophisticated communications hardware, electro-mechanical control systems for an ever growing array of machinery, satellite navigation systems, and other state-of-the-art advances are imposing a significant challenge to the skills of technicians and engineers. Along with the rapid changes in technology comes a parallel need for changes in the individual skills and knowledge required to design, build, operate, and maintain this complicated plant. As individuals change and become more sophisticated the methods that managers use to accomplish the goals of the organization must become more sophisticated as well.

The supervisors of twenty years ago were considered to be (and rightly so) the experts in their respective fields, the repositories of the entire field of specialized knowledge. As that field broadens and branches into intricate sub-specialties supervisors are seen less as experts and more as facilitators of information flow. Unfortunately, this role, although most certainly real, has never been articulated. Even in the face of five generations of technological growth the Coast Guard has not redefined the role of managers and supervisors as that of information/communications flow-interpersonal-skills specialist. In view of the startling changes in technology, supervisors have been forced to become more teamwork oriented, and the most successful managers are not necessarily those with technical expertise, but those who are able to successfully integrate the information flow of the specialists in their workgroup. Obviously this change in technology necessitates a major redefining of the roles of all Coast Guardsmen.

In order to support new technologies and the attendant new roles of individuals, changes in the structure of the organization must also

be considered. The traditional long lines of management responsibility and authority must be evaluated. Control systems, now originating in Washington, are seen as restrictive and confining, specifying only the boundaries of organizationally sanctioned activity, not the directions for new and more creative activity. Responsibility and authority have been moving uphill to the point where middle managers cannot (or will not) act without prior sanction of their seniors.

The point of the above arguments is that an integrated approach to change is needed; a model of individual and organizational change is clearly required. It is difficult for the first-line supervisor to see the utility in supervisory training when she perceives herself only as a buffer between the "tops" and the "bottoms".

Such a model has been proposed by social learning theorists. This model of change is similar to traditional expectancy theory (Vroom, 1964; Galbraith and Cummings, 1967; Porter and Lawler, 1968; Graen, 1969). Figure 4-1 depicts the basic factors in social learning theory (Bandura, 1977; Patterson, 1980;).

An individual performs specific behaviors in order to achieve certain outcomes. The outcomes which an individual strives to achieve are those in which he or she places some value (valence). This is very similar to a model describing behavior as goal-directed, proposed by Maslow (1954). At any given time, an individual is striving to reach the most valued outcome *at that time*. Through various means (such as direct experience, vicarious experience, verbal persuasion or emotional arousal) the individual has developed a notion that certain behaviors or chains of behaviors will lead to certain outcomes (outcome expectations). The individual also has some concept of *self*, and whether or not he or she can actually perform those specific behaviors (efficacy expectations). This combination of valence, outcome expectations, and efficacy expectations (I value an outcome, I expect a certain behavior will lead to that outcome and I expect that I will be able to enact that behavior) determines whether or not the behavior will indeed be attempted. This is admittedly a simplistic description of social learning processes. It becomes more complex when; all possible outcomes

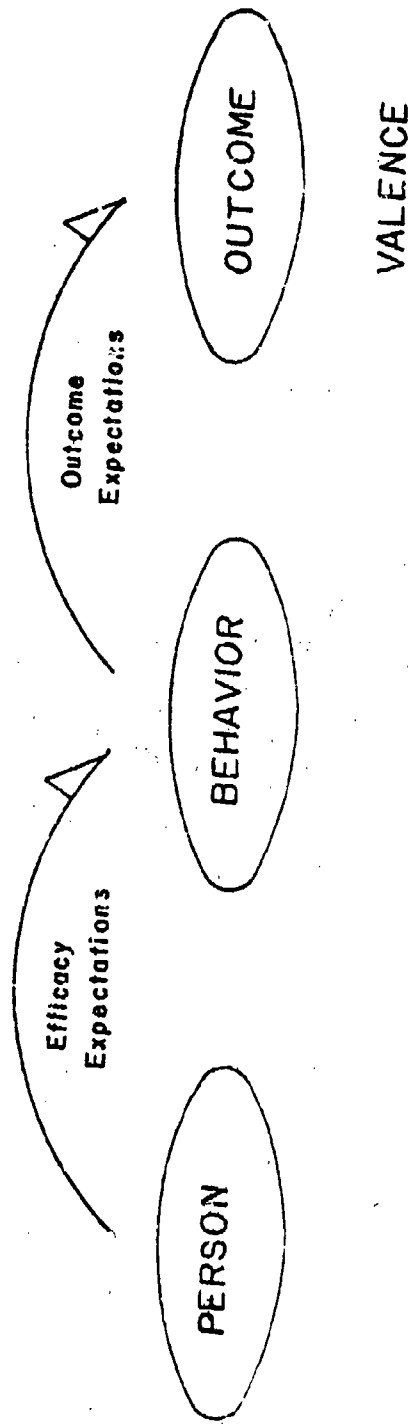


Figure 4-1

and chains of outcomes; all possible behaviors that could lead to those outcomes, both in situations where different behaviors lead to the same outcome (equifinality) and a single behavior leads to multiple outcomes; and many other factors are considered. For the purposes of this discussion, however, it should suffice.

In looking at the way leadership and management training has been addressed in the past, the "survey of the field" type of course currently offered only addresses one element of the social learning model. The course has thus far: described a number of possible supervisory event outcomes, broadening the participants knowledge of the *range* of possible outcomes; and attempted to increase the valence of those outcomes which *the developers and staff* feel to be valuable, their perception of the ideal managerial world. Although some attempt has been made to tie specific behaviors to those outcomes through case study and role play techniques, this appears to have had little impact.

We can say then, that the LAM program has, to a certain unmeasured degree, clarified some outcomes for the participants. It may or may not have increased the valence of those outcomes (although supervisors' reports that "...everyone ought to go." indicate that there has been some impact here), and probably has not changed outcome expectations ("I know what ideal looks like, but how do I get there?") or efficacy expectations ("That's easy enough in the classroom, but it's not like that on the job. I just couldn't say that!")

Further study of programs like the Coast Guard's along the dimensions discussed are surely called for. One such study is already underway, at a major manufacturing company (Patterson, 1980) and should yield some interesting results.

If the social learning theory of individual change is valid, a training program designed to impact the behaviors of supervisors and managers might be approached from a more long-term perspective. The first step would still be an analysis of training needs, but not just to identify performance discrepancies. We must also determine the valence of the outcomes, the outcome expectations, and the efficacy expectations *as seen by the target population*. It is not enough to say "we want this behavior", we must analyze and modify valences and

expectations as well. Showing supervisors a specific outcome must be accompanied by showing them what behaviors lead to that outcome, determining if the behaviors are in the repertoires of the supervisors, and showing them that they *can* perform the necessary behaviors. Even more important, we must make the value of the outcomes known. This requires either making the intrinsic value of the outcome clear, or structuring extrinsic rewards for the behaviors that lead to the desired outcomes and making the connection between the outcome and the reward clear.

What does this mean for the future growth of the LAM program? As previously mentioned, the course appears to have expanded the participants' awareness of the range of possible managerial outcomes. This should not only continue, but should be expanded so that more supervisors can share this awareness. A concerted effort should be made to show supervisors the value of the desired outcomes. Inherent in this step is that top management can identify those outcomes which are desired or required, and that the organization is willing to provide rewards for those outcomes. This may require a re-evaluation of the reward structure as discussed in section two.

A constant "temperature sensing" evaluation would provide the "outcome clarification and valence enhancing" team with feedback so that they may determine when enough (?) supervisors and managers see the value of the desired outcomes to proceed to the next step. This process may be seen as creating a felt-need. The next step would consist of making a clear tie between specific behaviors and the now-valued outcomes, and then finally addressing actual "skills training", *showing* the supervisors how to perform the necessary behaviors and giving them the opportunity to practice those behaviors in a non-threatening atmosphere (increasing efficacy expectations)⁶. This entire process may take upward of another five years. However, we already have a good start.

⁶For a survey of current methods addressing increasing efficacy expectations, see "How training through behavior modeling works", in *Personnel Journal*, July 1980, by S. Wehrenberg and R. Kuhnle.

The potential payoff of a long-range focus on supervisory training cannot be expressed in terms of dollars. However, I feel confident that the reward will far outweigh the pain.

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APPENDIX I
REACTION INSTRUMENT

LEADERSHIP AND MANAGEMENT END OF COURSE CRITIQUE

DEMOGRAPHY: PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE APPROPRIATE RESPONSE OR BY FILLING IN (PLEASE PRINT) THE REQUESTED INFORMATION.

Class Code (1 - 5)

WHAT IS YOUR CURRENT PAYGRADE? O - _____ (1 - 9) (7)
 W - _____ (1 - 4) (8)
 E - _____ (1 - 9) (9)
 GS- _____ (1 - 18) (10-11)
 WG- _____ (1 - 19) (12-13)

SPECIALTY? (EXAMPLE: M S T or PERS _ _ _ _) (14-16)

TRAINING SITE? 1. YORKTOWN 2. PETALUMA (17)

YOUR AGE? ___ YEARS (18-19)

HOW MANY YEARS FEDERAL/MILITARY SERVICE? ___ YEARS (20-21)

WHAT ARE YOUR CURRENT SERVICE PLANS?

1. ELIGIBLE FOR RETIREMENT
2. PLAN TO REMAIN ON DUTY AT LEAST UNTIL ELIGIBLE FOR RETIREMENT
3. RE-ENLIST OR EXTEND, UNDECIDED ABOUT CAREER
4. UNDECIDED
5. DO NOT PLAN TO STAY BEYOND MY CURRENT OBLIGATION

TO WHICH DISTRICT ARE YOU ATTACHED? (CIRCLE ONE)

01 02 03 05 07 08 09 11 12 13 14 17 18 HQ OR OTHER (23-24)

DID YOU REQUEST THIS SCHOOL PRIOR TO BEING SELECTED? (25)

1. YES 2. NO

IF YES, HOW LONG AGO DID YOU REQUEST IT? (26-28)

 MONTHS

TO WHAT EXTENT DID YOUR COMMAND SUPPORT YOUR REQUEST? (29)

1 2 3 4 5
 NO SUPPORT _____ GREAT SUPPORT

ARE YOU
 1. REGULAR? 2. RESERVE? 3. CIVILIAN? (30)

SEX?
 1. MALE 2. FEMALE (31)

RACIAL/ETHNIC IDENTITY (32)

1. POLYNESIAN, SOMOAN, HAWAIIAN
2. CHINESE, JAPANESE, KOREAN
3. WHITE
4. SPANISH DESCENT
5. MALAYAN, FILIPINO, GUAMANIAN
6. BLACK
7. INDIAN, ESKIMO ALEUT

HOW LONG HAVE YOU BEEN AT YOUR PRESENT COMMAND? (33)

1. LESS THAN 3 MONTHS
2. 3 MONTHS BUT LESS THAN 6 MONTHS
3. 6 MONTHS BUT LESS THAN 1 YEAR
4. 1 YEAR BUT LESS THAN 2 YEARS
5. 2 YEARS BUT LESS THAN 4 YEARS
6. MORE THAN 4 YEARS

HOW MANY PEOPLE REPORT DIRECTLY TO YOU? (34)

1. 0
2. 1 - 3
3. 4 - 6
4. 7 OR MORE

HOW MANY PEOPLE WORK IN YOUR WORK GROUP? (35)

1. 0
2. 1 - 3
3. 4 - 6
4. 7 OR MORE

TO WHAT TYPE UNIT ARE YOU ASSIGNED ? (36-37)

- | | |
|---------------------------|----------------------|
| 1. WHEC | 10. RADIO STATION |
| 2. WMEC | 11. MSO |
| 3. WPB | 12. BASE |
| 4. WLB | 13. LORAN |
| 5. OTHER AFLOAT | 14. SUPPLY AND R & D |
| 6. AIR STATION OR
UNIT | 15. TRAINING CENTER |
| 7. GROUP | 16. DISTRICT OFFICE |
| 8. STATION | 17. OUTCONUS |
| 9. SUPPORT CENTER | 18. OTHER ASHORE |

PLEASE RESPOND TO THE FOLLOWING QUESTIONS CONCERNING THE COURSE CONTENT AND PROCESS: TO WHAT EXTENT.....

	VERY LITTLE	LITTLE	SOME	GREAT	VERY GREAT
1. DID THE STAFF MAKE A CONCERTED EFFORT TO MEET YOUR PERSONAL NEEDS BEFORE YOUR ARRIVAL?	1	2	3	4	5
2. DID THE STAFF MAKE A CONCERTED EFFORT TO MEET YOUR PERSONAL NEEDS DURING THE COURSE?	1	2	3	4	5
3. WERE YOUR PERSONAL NEEDS OUTSIDE THE CLASSROOM ACTUALLY MET?	1	2	3	4	5
4. WERE YOUR PARTICULAR CONCERNS, DESIRES, OR WANTS FOR CLASSROOM MATERIAL MET?	1	2	3	4	5
5. DID THE SPACES IN WHICH THE COURSE WAS HELD PROVIDE A COMFORTABLE ATMOSPHERE?	1	2	3	4	5
6. DID THE STAFF TRY TO CREATE AN ATMOSPHERE OF OPENNESS?	1	2	3	4	5
7. DID YOU FEEL THAT AMPLE TIME WAS ALLOTTED FOR YOU TO DISCUSS SITUATIONS OR STATE YOUR OPINIONS IN THE CLASSROOM?	1	2	3	4	5
8. WERE THE GOALS OF THE COURSE CLEARLY STATED?	1	2	3	4	5
9. WAS THE COURSE MATERIAL APPLICABLE TO YOUR JOB IN THE COAST GUARD?	1	2	3	4	5
10. WAS THE COURSE MATERIAL APPLICABLE TO YOUR PERSONAL AND PROFESSIONAL LIFE OUTSIDE THE COAST GUARD?	1	2	3	4	5
11. ARE YOU NOW MORE AWARE OF THE IMPACT WHICH YOUR BEHAVIOR HAS ON OTHERS?	1	2	3	4	5

BASED ON WHAT YOU KNOW NOW, PLEASE RATE YOUR PERFORMANCE BEFORE YOU ATTENDED THE LAM COURSE. TO WHAT EXTENT.....

12. WERE YOU HAVING A POSITIVE IMPACT ON YOUR SUBORDINATES?	1	2	3	4	5
13. WERE YOU APPROPRIATELY TELLING YOUR SUBORDINATES WHAT WAS EXPECTED OF THEM?	1	2	3	4	5
14. WERE YOU PROVIDING APPROPRIATE PERFORMANCE FEEDBACK - BOTH POSITIVE AND NEGATIVE?	1	2	3	4	5
15. WERE YOU ENSURING THAT REALISTIC GOALS WERE SET WITHIN YOUR WORK GROUP?	1	2	3	4	5

	VERY LITTLE	LITTLE	SOME	GREAT	VERY GREAT	(
16. DID YOU KNOW THE PERSONAL GOALS OF YOUR SUBORDINATES?	1	2	3	4	5	(
17. WERE YOU EFFECTIVE WITH YOUR INTERPERSONAL COMMUNICATIONS SKILLS?	1	2	3	4	5	(
18. WERE YOUR LEADERSHIP STYLES EFFECTIVE?	1	2	3	4	5	(

WITH RESPECT TO THE LAM COURSE YOU HAVE JUST COMPLETED, TO WHAT EXTENT.....

19. ARE YOU NOW MORE ABLE TO PREDICT THE CONSEQUENCES, BOTH POSITIVE AND/OR NEGATIVE, OF YOUR ACTIONS?	1	2	3	4	5	(
20. HAVE YOU DEVELOPED NEW OPTIONS FOR DEALING WITH SITUATIONS WHICH LEADERS MEET?	1	2	3	4	5	(
21. HAVE YOU DECIDED TO ALTER YOUR LEADERSHIP BEHAVIORS?	1	2	3	4	5	(
22. WAS THE SEQUENCING OF MATERIAL ACCEPTABLE TO YOU?	1	2	3	4	5	(
WERE THE PRESENTATIONS BY THE STAFF.....						
23. EASY TO UNDERSTAND	1	2	3	4	5	(
24. WELL ORGANIZED	1	2	3	4	5	(
25. TIED TOGETHER	1	2	3	4	5	(
26. RELATED TO REAL LIFE SITUATIONS	1	2	3	4	5	(
27. DID THE AUDIO-VISUAL AIDS - HANDOUTS, FLIP CHARTS, MOVIES - CONTRIBUTE POSITIVELY TO YOUR LEARNING EXPERIENCE?	1	2	3	4	5	(

RANK ORDER THE FOLLOWING CLASSROOM METHODOLOGIES AS THEY CONTRIBUTED POSITIVELY TO YOUR LEARNING EXPERIENCE WITH NR 5 CONTRIBUTING MOST AND NR 1 CONTRIBUTING LEAST.

28. SKILLS DEVELOPEMENT EXERCISE	1	2	3	4	5	(
29. GAMES/ACTIVITIES	1	2	3	4	5	(
30. CASE STUDIES	1	2	3	4	5	(
31. ROLE-PLAYING	1	2	3	4	5	(
32. INSTRUMENTS (e.g. LEAD SELF)	1	2	3	4	5	(

PLEASE USE THE REVERSE SIDE FOR ANY OTHER FEEDBACK ABOUT THE COURSE WHICH YOU WISH TO PROVIDE. BE AS SPECIFIC AS YOU CAN, FOCUSING ON PARTICULAR ITEMS OR BEHAVIORS AS APPROPRIATE.

TEST RESULTS

SECTION ONE _____ (

SECTION TWO _____ (

SECTION THREE _____ (

APPENDIX II
COGNITION INSTRUMENT

LEADERSHIP AND MANAGEMENT COURSE EXAMINATION

(PART II - THEORETICAL CONCEPTS)

This part of the examination contains 25 multiple-choice questions. The questions are intended to measure your knowledge of the theoretical concepts which were discussed during the course.

Each question has three responses. Only one response is "correct". The other two contain elements which make them incorrect. Therefore, you will receive credit only when the correct response is selected. You should select only one response for each question.

There is no penalty for guessing, so answer all questions.

DO NOT WRITE IN THE EXAMINATION BOOKLET

LAM COURSE EXAMINATION

1. In defining leadership, we listed various characteristics of the leader, the follower and the task. A list of things which characterize the leadership of the organization and cause the job to be done would include _____.

- a. norms, ability, effectiveness, and style
- b. tradition, policy, regulations, and style
- c. ability, willingness, expectations, and style (a)

2. An effective leader is usually aware of more than just the task being accomplished. S/he is aware of how the followers are handling the task in terms of who speaks to whom, where the informal leadership lies, and how the decisions are made. This element of group behavior is called group _____.

- a. process
- b. cohesiveness
- c. content (i)

3. Transactional Analysis (TA) is one tool which may help you better understand the communication process between two people. According to the TA model, when a sender receives a response from an unexpected ego state, the communication process tends to _____.

- a. speed up
- b. continue
- c. bog down (l/m)

4. To be both effective and successful, a leader must have a clear understanding of his power base. In addition to power given by the organization, you gain varying amounts of power from others based upon your _____.

- a. title, competence, and rank
 - b. billet, integrity, and self disclosure
 - c. competence, personality, and integrity (c)
-

5. In planning change, one effective method of assessing the situation is the force field analysis. A force field analysis can provide you with _____.

- a. a list of factors working for you and against you at the present time in a given situation.
- b. a list of both positive and negative factors which have affected the situation over a given period of time.
- c. an analysis of the good and bad traits of the individuals involved. (c)

6. In his motivation theory, Herzberg described factors that tend to motivate people to do a better job and factors that tend to maintain people on a job. Some of the factors which he identified as having a longer lasting impact on performance include _____.

- a. salary, achievement, recognition, and personal life.
- b. work itself, recognition, achievement, and responsibility.
- c. achievement, responsibility, supervision, and growth. (f)

7. Job enrichment has much potential for increasing the motivation of employees. To determine when job enrichment is appropriate, supervisors weigh various factors. What two factors must be considered in your assessment of ANY situation?

- a. task significance and autonomy.
- b. variety and task identity of the new job.
- c. willingness and ability of the employee. (g)

8. Although played by many people, psychological mind games rarely do anything except waste time. If this loss of time is to be minimized, a supervisor must be able to recognize when games are being played. One primary element that is ALWAYS present in games is _____.

- a. negative payoff to the initiator
 - b. crossed transactions
 - c. repetition (u)
-

9. Whenever leadership styles are discussed, the term "consistency" often surfaces. Consistency in a leaders' style might BEST be described as using the same style _____.

- a. all the time
 - b. each time a particular task is done
 - c. whenever the ability and willingness of the subordinates indicate the use of that style (o)
-

10. There are three phases that people tend to go through when a supervisor tries to change individual or group behavior. These phases are called unfreezing, change, and refreezing. In which of the following situations would the unfreezing phase be LEAST appropriate?

- a. when the follower is at a high need level.
 - b. the person(s) see the need for the change.
 - c. the person(s) have the ability to accomplish the desired change. (p)
-

11. In work groups, leadership may or may not be designated. The person who gains leadership through his or her personal characteristics is often referred to as the _____.

- a. deviant
 - b. informal leader
 - c. formal leader (i)
-

12. With many external rewards, such as liberty, the characteristic of zero point escalation often takes place. This characteristic can have a negative impact upon the work itself because _____.

- a. an attained reward is generally considered as a right.
 - b. the value of the struggle increases with time.
 - c. increased zero point escalation leads to resentment and apathy. (f)
-

13. Effective listening can BEST be described as involving the use of the receivers capabilities of _____.

- a. hearing and feeling
 - b. feeling and thinking
 - c. hearing, thinking, and sight (x)
-

14. During the course, we discussed the balance which an effective supervisor makes between success and effectiveness or, in other words, between _____ and _____.

- a. performance, motivation
 - b. behavior, expectations
 - c. performance, stress (a)
-

15. Within most formal organizations, sub-groups called "informal groups" tend to form. These informal groups normally form to meet the needs of the individuals in the _____.

- a. organization including those in the informal group
 - b. informal group itself
 - c. organization excluding those in the informal group (i)
-

16. In the communication process, many things can go wrong. Which of the following BEST describe a barrier which can promote defensiveness on the part of the receiver?

- a. semantics, buzz-words, and jargon
 - b. commonness of experience of the two parties.
 - c. complimentary transactions (w)
-

17. In their efforts to maximize the probability of both short and long range success, supervisors evaluate many factors before selecting a leadership style. Two of these factors - ability and willingness - are BEST evaluated by considering _____.

- a. how the individual does other assigned duties
- b. the specific characteristics of the individual and the task
- c. how others have done the job in the past (o)

18. Many effective performance appraisal systems include a process for documenting specific job performance - both positive and negative. In addition to helping meet organization needs, this process helps the supervisor meet individual needs for growth and development by providing data for _____.

- a. justifying the assigned marks
- b. the next "good deal" (school, assignment, etc.) that comes along
- c. specific and timely feedback (r)

19. Effective decision making tends to follow as a direct result of effective problem analysis. Effective problem analysis is often a direct result of _____.

- a. knowing where you want to go when you start
- b. having a clear picture of the history of your work group
- c. knowing what your boss has done in this situation in the past (b)

20. Within most groups, patterns of behavior develop which are expected of all group members. An individual entering such a group can BEST learn what these behavior patterns are by _____.

- a. reading the organization's rules and regulations
 - b. asking people outside the group
 - c. observing the behavior of group members (i)
-

21. Our growing up years have a significant impact on the way we behave. "Parent tapes" provide us with many rights and wrongs, shoulds and should nots, beliefs, etc. Two factors which are very difficult to change but which must be dealt with due to the major influence they have upon our assumptions and our prejudices are _____.

- a. attitudes and values
- b. willingness and ability
- c. knowledge and skill (k)

22. Listening can be an effective interpersonal communication tool for the supervisor. Using certain listening techniques, the supervisor can ensure that he or she understands the message which has been sent. Using other listening techniques, the supervisor can keep the other person talking. These techniques include _____.

- a. silence, indicating agreement, and paraphrasing
- b. indicating agreement, paraphrasing, and acknowledgements
- c. silence, paraphrasing, and acknowledgements (x)

23. An assessment of the followers ability and willingness by the leader is essential for the leader to determine an appropriate leadership style. We tend to judge ability in terms of _____.

- a. desire, skill, and confidence
- b. knowledge, skill, and experience
- c. knowledge, training, and reputation (o)

24. We often pigeonhole people by virtue of the assumptions we make about them. The expectations a leader has of another individual can have a negative or positive impact on the performance of that person. This situation can BEST be described as _____.

- a. Maslow's Hierarchy of Needs---we like to be what others say we should be.
- b. Groupthink---we decide what others will be.
- c. Self-fulfilling prophecy---we tend to become what significant others say we are. (n)

25. When you as a supervisor are attempting to socialize a new behavior into your work group, significant long-lasting impact on their behavior is normally obtained from _____.

- a. the written instructions which you provide
- b. the punishment you impose for non-compliance
- c. your continued display of the desired behaviors (d)

END OF PART II

LEADERSHIP AND MANAGEMENT COURSE EXAMINATION

(PART III: APPLICATION)

This part of the examination contains 25 multiple-choice questions. The questions are intended to measure your knowledge of both theoretical concepts and practical application where no single "right" answer exists.

Each question has three responses. Of the three, one is most correct and one is least correct; but none is "incorrect". Therefore, you will receive some credit for any response you select. Make sure that you answer all questions, but choose only one response for each question. If more than one response is selected, you will be given credit for the one with the fewest points.

DO NOT WRITE IN THE EXAMINATION BOOKLET

1. Within effective groups, various behaviors are exhibited which enable the group to accomplish tasks and keep the group functioning over a long period of time. Behaviors directed toward helping the group select, define, and solve problems are identified as _____ behaviors.

- a. personal
- b. maintenance
- c. task (i)

2. Human behavior tends to be directed toward satisfying individual needs. As such, many psychologists feel that all behavior is need oriented. If so, then to predict the behavior of an individual, a supervisor must have knowledge of that individuals _____ needs.

- a. strongest
- b. satisfied
- c. unrealistic (e)

3. If a supervisor is going to contribute a positive influence on the personal growth of subordinates, appropriate performance feedback is essential. Three important characteristics of effective feedback are that it be _____.

- a. specific, timely, and based upon behavior
- b. specific, evaluative, and based upon intentions
- c. timely, non-evaluative, and based upon disclosure (h)

4. Recognition is a basic need most people have. A supervisor's ability to "stroke" his peers, subordinates, and superiors may greatly impact the productivity of the work group. A supervisor's ability to stroke others may be severely limited if he or she does not have appropriate _____.

- a. counseling techniques
 - b. rank or position in the chain of command
 - c. expertise, personality, or integrity (c/d)
-

5. When the members of a group become over-cohesive, group members agree for agreement's sake. When this occurs, the ability of the group to _____ is severely impacted.

- a. reach decisions
- b. critically evaluate and explore all ideas
- c. utilize all its members (i)

6. Maslow describes five different need levels from which people operate at different times. In general, productivity in the work environment is maximized when the workers function on the _____ levels.

- a. social and esteem
- b. social and security
- c. physiological and security (e)

7. Supervisors conduct interviews or counseling sessions for a number of different reasons. If the objective is to gather information, the supervisor would have the most success when transactions tend to continue indefinitely and when the supervisor is able to operate from the _____ ego state.

- a. adult
- b. critical parent
- c. adaptive child (l)

8. Situations do arise when a subordinate does not have the appropriate skill to do a particular task. If the task is a critical one, it is not unusual for the subordinate to be afraid to even try the task. In such situations, the leadership style with the highest probability of success would find the supervisor providing a _____ amount of direction and a _____ amount of support.

- a. high, considerable
 - b. high, moderate
 - c. moderate, high (o)
-

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9. One need that individuals have is the need for recognition. If the cliché "what you stroke is what you get" holds true, what outcome is predictable in an environment that lacks "strokes" for positive performance?

- a. Performance will increase in spite of the leadership.
- b. Performance will decrease as people seek out negative recognition.
- c. Performance will tend to remain constant because people will be able to get satisfaction from the job itself. (d)

10. A supervisor may find that a subordinate continually exhibits behaviors characteristic of the free child ego state. Before that individual can be shifted to the adult ego state, the supervisor might find it necessary to shift the subordinate to the _____ ego state by shifting to the _____ ego state himself (herself).

- a. Nurturing Parent; Critical Parent
- b. Adaptive Child; Adult
- c. Adaptive Child; Critical Parent (m)

11. You must approach your boss with a situation where you have made a mistake, and you are somewhat unsure of your plans to handle it. Your boss tends to be very judgemental and has a short fuse. Using your knowledge of interpersonal communications, you might best avoid his wrath and elicit his support by starting your conversation with "Boss, _____".

- a. I've allowed a mistake to occur. I've got a couple of ways to handle it, but I need your help in picking the best one.
- b. We've got a small problem, but I've got a handle on it.
- c. There's been a mistake and I thought you should know about it because its going to impact your operations. (o)

12. When triads are present in either low stress or high stress situations, then tension shifts continuously between the members of the triad. Problems for leaders usually arise. The most significant problem that occurs is that _____.

- a. energies are diverted to resolve the internal conflict and the task is sacrificed.
- b. one entity is played against the other.
- c. comfortable close twosomes become hard to part. (j)

13. Strokes can be either positive (reward) or negative (punishment). The leader must have an understanding of the probable outcomes of both. Probable outcomes of negative recognition are _____.

- a. rapid compliance, internal motivation, decreased personal power.
 - b. long term impact, attention to the task, takes a long time to get desired behaviors.
 - c. avoidance behavior, rapid compliance, short term impact. (d)
-

14. Supervisors are sometimes faced with situations in which an outside problem such as alcohol, drugs, or divorce causes poor performance. Which of the following best describes the role of the supervisor regarding such interventions?

- a. Document performance, verify the outside problem, confront the individual with the problem.
 - b. Document performance, hold accountable for the work, refer to professional counseling for outside problem.
 - c. Verify the problem, allow time off, provide help as necessary.(s)
-

15. The leader must know when it is appropriate to give people recognition. That recognition may be either continuous or intermittent. Intermittent reinforcement would be MOST appropriate when _____.

- a. the subordinate needs high relationship behavior from the superior.
 - b. the task is new to the subordinate.
 - c. the subordinate is able to do the task. (d)
-

16. Many training courses devote the majority of their time to unfreezing and changing behaviors. There is often insufficient time to refreeze the new behaviors. Unless the supervisor is aware of this, knows what the learned behaviors are, and provides the necessary refreezing, the behaviors may quickly disappear. To accomplish this refreezing, the supervisor may choose to _____.

- a. clearly define the subordinates role with regard to the new behaviors.
- b. intervene very little to give the individual a chance to better develop the skills.
- c. provide continuous reinforcement for the new behaviors. (p)

17. Conflict is usually inevitable in intergroup or interpersonal relationships for a number of different reasons. In the long run, conflict can BEST be resolved by _____.

- a. avoidance
- b. consensus
- c. compromise (i)

18. Considerable research is being done to determine the causes of stress in the workplace because of the link between stress and coronary disorders. From the research done so far, one major cause of ongoing stress in the work place is _____.

- a. budgetary problems
- b. rapidly changing policies
- c. not knowing what's expected (v)

19. In interpersonal communications, active listening and "I messages" are two techniques which can be very beneficial. An effective "I message" is an expression of one's own feelings about the behavior of the receiver. The goals of the message are to have the message received without causing the receiver to become defensive and to get the receiver to change his or her behavior. The goals can best be achieved if the sender has _____.

- a. a thorough knowledge of the situation being discussed.
- b. a strong power base over the other person involved.
- c. rapport based on trust and integrity with the other person. (r)

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20. An effective performance appraisal system takes care of both individual and organizational needs. For the system to be most effective at meeting both needs, which of the following must be done at the beginning of the marking period?

- a. Counsel the subordinate on the previous marks
 - b. Ensure that the subordinate knows what performance is expected
 - c. Identify which personal qualities have been deficient (r)
-

21. Whenever changes are planned, the personnel in the organization will normally develop some expectations about how the changes will affect the organization. If expectations are raised and then go unfulfilled, what would be the MOST LIKELY outcome?

- a. People will end up in an ineffective cycle
 - b. Increased desire to succeed
 - c. Performance will decline (n)
-

22. Effective supervisors implement change after considering many factors, for example, time. If time is not a factor, how might a supervisor implement a change to gain the maximum commitment to a change?

- a. Change group behavior to promote peer pressure for individual behavioral change which will affect the people's attitude and knowledge.
 - b. Impact the knowledge level to affect the people's attitude and stimulate individual behavior which will result in a change in group behavior.
 - c. Ensure that all supervisory personnel comply with the change. (q)
-

23. In certain situations, a supervisor may find it necessary to accept a decreased commitment to a change in return for immediate compliance with the change. Before implementing a change where immediate compliance is essential, a supervisor should make sure that s/he has _____.

- a. the support of the followers
 - b. explained why the change is being made
 - c. a strong power base (q)
-

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24. A "flexible" supervisor is able to use "task" oriented behaviors and "people" oriented behaviors as the situation dictates. In order to provide high amounts of "people" oriented or relationship behavior, a supervisor must be perceived as having _____.

- a. high expectations of the subordinates
- b. a large nurturing parent ego state
- c. a strong personal power base (o)

25. As a supervisor, you may want to discontinue an existing pattern of behavior within your work group and replace it with a behavior which a new arrival brought to the work group. In doing this, it is important for you to keep in mind the _____.

- a. peer pressure within the work group
- b. ability of the new arrival
- c. unit liberty policy (i)

END OF PART III

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APPENDIX III
ATTITUDE, BEHAVIOR AND
PERFORMANCE INSTRUMENTS

EMPLOYEE QUESTIONNAIRE

LEADERSHIP QUESTIONNAIRE: UNITED STATES COAST GUARD

The attached questionnaire is part of a continuing Coast Guard leadership study. You are being asked to respond to a series of questions about the leadership style of

Your responses will be completely confidential and will in no way be used to evaluate either you or the listed individual.

This survey should take you about 15 minutes to complete. Find a quiet location where you can give it your undivided, private attention. When you have completed the survey give it to the person designated in your work group to collect and return the surveys. We will be expecting your mailed responses in about a week.

As you can see from the address on the mailing envelope, your responses are being mailed directly to the Leadership Studies Group in Yorktown, VA, where they will be combined as part of a major leadership study. YOUR INDIVIDUAL RESPONSES WILL NEVER BE IDENTIFIED.

As you can imagine, the quality of this study depends on the accuracy of your responses. We ask that you try to do three things:

1. Circle the response that reflects YOUR best judgement.
2. Answer ALL the questions that you feel you have enough information about to accurately assess. Otherwise, leave blank.
3. Consider each question seperately. Try not to allow an overall favorable or unfavorable impression of the individual influence your responses.

The use of the terms "he" and "him" is for the sake of convenience only and is meant to include all Coast Guard personnel without regard to sex.

Identification code (used only for the purpose of processing the data):

CC
01 (1-2)

(3-16)

NOTE: THE FOLLOWING QUESTIONS REFER TO YOU.

PERSONAL INFORMATION

Please circle the number in front of your answer.

Example: Your hair color is

- 1. Brown
- 2. Black
- 3. Blonde
- 4. Other

1. Sex:

(17)

- 1. Male
- 2. Female

2. Present grade:

(18-19)

- | | | |
|--------|---------|---------|
| 1. E-1 | 10. O-1 | 17. W-1 |
| 2. E-2 | 11. O-2 | 18. W-2 |
| 3. E-3 | 12. O-3 | 19. W-3 |
| 4. E-4 | 13. O-4 | 20. W-4 |
| 5. E-5 | 14. O-5 | |
| 6. E-6 | 15. O-6 | |
| 7. E-7 | 16. O-7 | |
| 8. E-8 | | |
| 9. E-9 | | |

3. Age: _____ (Please write in number of years)

(20-21)

4. Rating:

(22-23)

- | | | |
|-------------|---------|---------------|
| 00. Officer | 10. EM | 20. PA |
| 01. AD | 11. ET | 21. PS |
| 02. AE | 12. ETN | 22. QM |
| 03. AM | 13. FI | 23. RD |
| 04. ASM | 14. FT | 24. RM |
| 05. AT | 15. GM | 25. SK |
| 06. BM | 16. HM | 26. SS |
| 07. DC | 17. MK | 27. ST |
| 08. DP | 18. MST | 28. TT |
| 09. DT | 19. MU | 29. YN |
| | | 30. Non-rated |

SEM

5. Marital status: (24)
1. Single
 2. Married
 3. Other
6. Racial ethnic identity: (25)
1. Polynesian, Samoan, Hawaiian
 2. Chinese, Japanese, Korean
 3. Caucasian
 4. Spanish descent (Mexican American, Puerto Rican, Cuban American, Chicano, Latino)
 5. Malayan, Filipino, Guamanian
 6. Black American
 7. Native American (Indian tribes, Eskimo, Aleut)
7. Highest level of education: (26)
1. completed grade school or less
 2. some high school
 3. completed high school or GED
 4. some college
 5. Associate Degree
 6. Bachelor's Degree
 7. some graduate school
 8. Master's Degree
 9. beyond Master's Degree
8. Length of time assigned to present unit: (27)
1. less than three months
 2. three to six months
 3. six months to one year
 4. one to two years
 5. two to three years
 6. more than three years
9. Length of time in the Coast Guard (please write in years and months): (28-31)
- | | | | | | |
|----------|----------|----------|----------|----------|--------------------------|
| Examples | <u>1</u> | <u>2</u> | <u>0</u> | <u>3</u> | (12 years, three months) |
| | <u>0</u> | <u>5</u> | <u>1</u> | <u>0</u> | (five years, ten months) |
| YEARS | MONTHS | | | | |
| _____ | _____ | | | | |
10. Have you previously served in another branch of the service? (32)
1. No
 2. Yes

11. In your career in the Coast Guard, have you graduated from: (33)

1. Recruit training and OCS
2. OCS
3. Academy
4. Recruit training only
5. None of these

12. Career intentions: (34)

1. Definitely plan to stay in the Coast Guard
2. Probably will stay in
3. May stay in
4. Presently undecided
5. May not stay in
6. Probably will not stay in
7. Definitely plan to get out of the Coast Guard

13. The number of people that you currently supervise (those that report directly to you): (35)

1. None
2. one to five
3. six to ten
4. 11 to 25
5. More than 25

14. Have you attended a leadership training program in the past three years? (36)

1. No
2. Yes

15. Have you attended any of these schools? (37-38)

1. Leadership and Management school, Yorktown
2. Leadership and Management school, Petaluma
3. A District Leadership school
4. Defense Race Relations Institute
5. Drug Education Specialist course
6. U. S. Navy Management course
7. A Management course of another service
8. Other formal training in the areas of Leadership, Management, or the Behavioral Sciences (please list)

9. No formal training in these areas

INSTRUCTIONS

1. All of the questions can be answered by choosing one of the answers given. If you do not find the exact answer that fits your case, choose the one that is the closest to it.
2. Answer questions by circling the number of your answer choice, as shown in this example.

	Every day	Every week	Twice a month	Once a month	Every two months
How often do you get paid?	1	2	3	4	5
(If you get paid once a month, you would mark 4 as shown.)					

3. Either use pen or pencil - be sure each answer is clearly marked.

NOTE:
 The following questions refer to the individual listed on the front of this survey

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. Does the person listed on the front of this survey tell you what you need to know in order to do your job in the best possible way?	1	2	3	4	5	(38)
2. Does he listen to your ideas and suggestions?	1	2	3	4	5	(39)
3. Does he seek your help in solving job-related problems?	1	2	3	4	5	(40)
4. Does he express his feelings to you?	1	2	3	4	5	(41)
5. Does he demand high standards of performance?	1	2	3	4	5	(42)
6. Does he show concern for getting the job done?	1	2	3	4	5	(43)
7. Does he ask for your ideas when you are affected by a decision?	1	2	3	4	5	(44)
8. Does he share information so that those who make decisions have access to all available facts?	1	2	3	4	5	(45)
9. Does he encourage decisions to be made at those levels where the most adequate information is available?	1	2	3	4	5	(46)
10. Does he delegate responsibility to you?	1	2	3	4	5	(47)
11. Does he show concern for both getting the job done and for people?	1	2	3	4	5	(48)
12. Does he reward high performance more than not performing as well?	1	2	3	4	5	(49)
13. Does he treat people with a high skill level different from others with a low skill level?	1	2	3	4	5	(50)
14. Does he treat highly motivated individuals different from others who are not motivated?	1	2	3	4	5	(51)
15. Does he recognize you for a job well done?	1	2	3	4	5	(52)
16. Does he praise you when you feel you deserve it?	1	2	3	4	5	(53)

TO WHAT EXTENT . . .	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
17. Does he use punishment or threats of punishment in order to get a job done?	1	2	3	4	5	(54)
18. Does he show a real interest in your welfare and morale?	1	2	3	4	5	(55)
19. Does he improve your working conditions (where possible)?	1	2	3	4	5	(56)
20. Does he show concern for your career?	1	2	3	4	5	(57)
21. Does he stick up for you?	1	2	3	4	5	(58)
22. Does he treat you with respect?	1	2	3	4	5	(59)
23. Does he help you achieve your personal goals?	1	2	3	4	5	(60)
24. Does he show you what you need to do in order to be successful in the Coast Guard?	1	2	3	4	5	(61)
25. Does he work (where appropriate) at retaining his people in the Coast Guard?	1	2	3	4	5	(62)
26. Does he encourage (where appropriate) his subordinates to make the Coast Guard a career?	1	2	3	4	5	(63)
27. Does he show concern about good performers not reenlisting in the Coast Guard?	1	2	3	4	5	(64)
28. Does he work to teach you effective ways of leading people?	1	2	3	4	5	(65)
29. Does he demonstrate pride in the Coast Guard?	1	2	3	4	5	(66)
30. Does he speak poorly about the Coast Guard?	1	2	3	4	5	(67)
31. Does he show excitement about the Coast Guard?	1	2	3	4	5	(68)
32. Does he motivate you to contribute your best effort to the command's mission and tasks?	1	2	3	4	5	(69)
33. Does he develop <u>your</u> self-assurance and involvement?	1	2	3	4	5	(70)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
34. Do you feel a sense of loyalty and commitment to him?	1	2	3	4	5	(71)
35. Does he specify to you exactly what you are doing <u>right</u> ?	1	2	3	4	5	(72)
36. Does he specify to you exactly what you are doing <u>wrong</u> ?	1	2	3	4	5	(73)
37. Does he tell you exactly what you have to do in order to improve your performance?	1	2	3	4	5	(74)
38. Does he provide you with the help you need in order to schedule your work ahead of time?	1	2	3	4	5	(75)
39. Does he offer you ideas for solving job-related problems?	1	2	3	4	5	(76)
40. Does he roll up his sleeves and work along side you as the need arises?	1	2	3	4	5	(77)
41. Does he encourage the people who work for him to work as a team?	1	2	3	4	5	(78)
42. Does he encourage the people who work for him to exchange opinions and ideas?	1	2	3	4	5	(79)
43. Is he easy to approach?	1	2	3	4	5	(80)
44. Does he pay attention to what you are saying when you talk with him?	1	2	3	4	5	(17)
45. Is he willing to listen to your problems?	1	2	3	4	5	(18)
46. Is it easy to tell him when things are not going well?	1	2	3	4	5	(19)
47. Does he attempt to work out problems within your work group?	1	2	3	4	5	(20)
48. Does he have one way of dealing with problems-- no matter the situation?	1	2	3	4	5	(21)
49. Does he sit down and analyze a problem before deciding what needs to be done?	1	2	3	4	5	(22)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
50. Is he flexible--that is, is he tough with you when you feel he should be <u>as well as</u> supportive and helpful with you when you feel he should be?	1	2	3	4	5	(23)
51. Does he appear to be concerned about being an effective leader?	1	2	3	4	5	(24)
52. All in all, to what extent are you satisfied with him as a supervisor?	1	2	3	4	5	(25)
53. All in all, to what extent are you satisfied with your job?	1	2	3	4	5	(26)
54. All in all, to what extent are you satisfied with your present command, compared to most others?	1	2	3	4	5	(27)
55. All in all, how satisfied are you with the Coast Guard in general?	1	2	3	4	5	(28)

The next three questions refer to Coast Guard personnel in general.

56. Do senior petty officers in the Coast Guard need leadership training?	1	2	3	4	5	(29)
57. Do junior officers?	1	2	3	4	5	(30)
58. Do senior officers?	1	2	3	4	5	(31)

E

EMPLOYEE QUESTIONNAIRE

BY SCALES .

Survey type E: Employee Report on Supervisor

S1 COMMUNICATIONS

1. Does the person listed on the front of this survey tell you what you need to know in order to do your job in the best possible way?
2. Does he listen to your ideas and suggestions?
3. Does he seek your help in solving job-related problems?
4. Does he express his feelings to you?

S2 CONCERN FOR TASK

5. Does he demand high standards of performance?
6. Does he show concern for getting the job done?

S3 DECISION MAKING LEVEL

7. Does he ask for your ideas when you are affected by a decision?
8. Does he share information so that those who make decisions have access to all available facts?
9. Does he encourage decisions to be made at those levels where the most adequate information is available?

S4 FLEXIBILITY

11. Does he show concern for both getting the job done and for people?
12. Does he reward high performance more than not performing as well?
13. Does he treat people with a high skill level different from others with a low skill level?
14. Does he treat highly motivated individuals different from others who are not motivated?
50. Is he flexible--that is, is he tough with you when you feel he should be as well as supportive and helpful with you when you feel he should be?

Survey type E: Employee Report on Supervisor (continued)**S5 REINFORCEMENT SKILLS**

15. Does he recognize you for a job well done?
16. Does he praise you when you feel you deserve it?

S6 CONCERN FOR PEOPLE

18. Does he show a real interest in your welfare and morale?
19. Does he improve your working conditions (where possible)?
20. Does he show concern for your career?
21. Does he stick up for you?
22. Does he treat you with respect?
23. Does he help you achieve your personal goals?
24. Does he show you what you need to do in order to be successful in the Coast Guard?

S7 CONCERN FOR RETENTION

25. Does he work (where appropriate) at retaining his people in the Coast Guard?
26. Does he encourage (where appropriate) his subordinates to make the Coast Guard a career?
27. Does he show concern about good performers not reenlisting in the Coast Guard?

S8 PRIDE IN THE COAST GUARD

29. Does he demonstrate pride in the Coast Guard?
30. Does he speak poorly about the Coast Guard?
31. Does he show excitement about the Coast Guard?

Survey type E: Employee Report on Supervisor (continued)

S9 ATTEMPT TO MOTIVATE

- 32. Does he motivate you to contribute your best effort to the command's mission and tasks?
- 33. Does he develop your self-assurance and involvement?
- 34. Do you feel a sense of loyalty and commitment to him?

S10 PERFORMANCE FEEDBACK

- 35. Does he specify to you exactly what you are doing right?
- 36. Does he specify to you exactly what you are doing wrong?
- 37. Does he tell you exactly what you have to do in order to improve your performance?

S11 WORK FACILITATION

- 38. Does he provide you with the help you need in order to schedule your work ahead of time?
- 39. Does he offer you ideas for solving job-related problems?
- 40. Does he roll up his sleeves and work along side you as the need arises?

S12 TEAMWORK DEVELOPMENT

- 41. Does he encourage the people who work for him to work as a team?
- 42. Does he encourage the people who work for him to exchange opinion and ideas?
- 47. Does he attempt to work out problems within your work group?

Survey type E: Employee Report on Supervisor (continued)

S13 APPROACHABILITY

43. Is he easy to approach?
44. Does he pay attention to what you are saying when you talk with him?
45. Is he willing to listen to your problems?
46. Is it easy to tell him when things are not going well?

S14 CONCERN ABOUT LEADERSHIP

51. Does he appear to be concerned about being an effective leader?

S15 QUALITY OF SUPERVISION

52. All in all, to what extent are you satisfied with him as a supervisor?

S16 OVERALL SATISFACTION

53. All in all, to what extent are you satisfied with your job?
54. All in all, to what extent are you satisfied with your present command, compared to most others?
55. All in all, how satisfied are you with the Coast Guard in general?

S17 NEED FOR PO LEADERSHIP TRAINING

56. Do senior petty officers in the Coast Guard need leadership training?

S18 NEED FOR JO LEADERSHIP TRAINING

57. Do junior officers in the Coast Guard need leadership training?

S19 NEED FOR SO LEADERSHIP TRAINING

58. Do senior officers in the Coast Guard need leadership training?

SUPERVISOR QUESTIONNAIRE

LEADERSHIP QUESTIONNAIRE: UNITED STATES COAST GUARD

The attached questionnaire is part of a continuing Coast Guard leadership study. You are being asked to respond to a series of questions about your leadership behavior and attitudes.

Your responses will be completely confidential and will in no way be used to evaluate you or any other person.

This survey should take you about 15 minutes to complete. Find a quiet location where you can give it your undivided, private attention. When you have completed the survey, seal it in the envelope provided and give it to the person designated from your work group to collect and return the questionnaires. We will look for the completed survey in about a week.

As you can see from the address on the envelope, your responses will be sent directly to the Leadership Studies Group in Yorktown, Virginia, where they will be combined with other questionnaires as part of a larger leadership study.

As you can imagine, the quality of this study depends on the accuracy of your responses. Please answer ALL of the questions as completely, objectively, and honestly as possible.

The terms "he" and "him" are used for the sake of convenience only, and are meant to include all Coast Guard personnel without regard to sex.

Identification code (used only for the purpose of processing the data):

01 (1-2)^{CC}

(3-16)

NOTE: THE FOLLOWING QUESTIONS REFER TO YOU.

PERSONAL INFORMATION

Please circle the number in front of your answer.

Example: Your hair color is

- 1. Brown
- 2. Black
- 3. Blonde
- ④. Other

1. Sex: (17)

- 1. Male
- 2. Female

2. Present grade: (18-19)

- | | | |
|--------|---------|---------|
| 1. E-1 | 10. O-1 | 17. W-1 |
| 2. E-2 | 11. O-2 | 18. W-2 |
| 3. E-3 | 12. O-3 | 19. W-3 |
| 4. E-4 | 13. O-4 | 20. W-4 |
| 5. E-5 | 14. O-5 | |
| 6. E-6 | 15. O-6 | |
| 7. E-7 | 16. O-7 | |
| 8. E-8 | | |
| 9. E-9 | | |

3. Age: ____ (Please write in number of years) (20-21)

4. Rating: (22-23)

- | | | |
|-------------|---------|---------------|
| 00. Officer | 10. EM | 20. PA |
| 01. AD | 11. ET | 21. PS |
| 02. AE | 12. ETN | 22. QM |
| 03. AM | 13. FI | 23. RD |
| 04. ASM | 14. FT | 24. RM |
| 05. AT | 15. CM | 25. SK |
| 06. BM | 16. HM | 26. SS |
| 07. DC | 17. MK | 27. ST |
| 08. DP | 18. MST | 28. TT |
| 09. DT | 19. MU | 29. YN |
| | | 30. Non-rated |

SEM

5. Marital status: (24)

1. Single
2. Married
3. Other

6. Racial ethnic identity: (25)

1. Polynesian, Samoan, Hawaiian
2. Chinese, Japanese, Korean
3. Caucasian
4. Spanish descent (Mexican American, Puerto Rican, Cuban American, Chicano, Latino)
5. Malayan, Filipino, Guamanian
6. Black American
7. Native American (Indian tribes, Eskimo, Aleut)

7. Highest level of education: (26)

1. completed grade school or less
2. some high school
3. completed high school or GED
4. some college
5. Associate Degree
6. Bachelor's Degree
7. some graduate school
8. Master's Degree
9. beyond Master's Degree

8. Length of time assigned to present unit: (27)

1. less than three months
2. three to six months
3. six months to one year
4. one to two years
5. two to three years
6. more than three years

9. Length of time in the Coast Guard (please write in years and months): (28-31)

Examples 1 2 0 3 (12 years, three months)

 0 5 1 0 (five years, ten months)

YEARS MONTHS

10. Have you previously served in another branch of the service? (32)

1. No
2. Yes

SEM

11. In your career in the Coast Guard, have you graduated from: (33)

1. Recruit training and OCS
2. OCS
3. Academy
4. Recruit training only
5. None of these

12. Career intentions: (34)

1. Definitely plan to stay in the Coast Guard
2. Probably will stay in
3. May stay in
4. Presently undecided
5. May not stay in
6. Probably will not stay in
7. Definitely plan to get out of the Coast Guard

13. The number of people that you currently supervise (those that report directly to you): (35)

1. None
2. one to five
3. six to ten
4. 11 to 25
5. More than 25

14. Have you attended a leadership training program in the past three years? (36)

1. No
2. Yes

15. Have you attended any of these schools? (37-38)

1. Leadership and Management school, Yorktown
2. Leadership and Management school, Petaluma
3. A District Leadership school
4. Defense Race Relations Institute
5. Drug Education Specialist course
6. U. S. Navy Management course
7. A Management course of another service
8. Other formal training in the areas of Leadership, Management, or the Behavioral Sciences (please list)

9. No formal training in these areas

INSTRUCTIONS

1. All of the questions can be answered by choosing one of the answers given. If you do not find the exact answer that fits your case, choose the one that is the closest to it.
2. Answer questions by circling the number of your answer choice, as shown in this example.

	Every day	Every week	Twice a month	Once a month	Every two months
How often do you get paid?	1	2	3	4	5
(If you get paid once a month, you would mark 4 as shown.)					

3. Either use pen or pencil - be sure each answer is clearly marked.

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. Do you feel free to approach your supervisor with job-related problems?	1	2	3	4	5	(38)
2. Do you feel free to approach your supervisor with people-related problems?	1	2	3	4	5	(39)
3. Do you demand high standards of performance from your subordinates?	1	2	3	4	5	(40)
4. Are you concerned with accomplishing the tasks assigned to you on time?	1	2	3	4	5	(41)
5. Do you ask those who are affected by a decision for their ideas?	1	2	3	4	5	(42)
6. Do you share information so that those who make decisions have access to all available facts?	1	2	3	4	5	(43)
7. Do you encourage decisions to be made at those levels where the most adequate information is available?	1	2	3	4	5	(44)
8. Do you delegate responsibility to your subordinates?	1	2	3	4	5	(45)
9. Are you concerned for both the job and people in the jobs?	1	2	3	4	5	(46)
10. Do you reward high performers more than others who are not performing so well?	1	2	3	4	5	(47)
11. Do you treat people with a high skill level different than others with a low skill level?	1	2	3	4	5	(48)
12. Do you treat highly motivated individuals different from others who are not motivated?	1	2	3	4	5	(49)
13. Do you recognize your subordinates for a job well done?	1	2	3	4	5	(50)
14. Do you use praise to motivate your subordinates?	1	2	3	4	5	(51)

S

TO WHAT EXTENT . . .	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
15. Do you use punishment or threats with your subordinates in order to get a job done?	1	2	3	4	5	(52)
16. Are you interested in the welfare and morale of your subordinates?	1	2	3	4	5	(53)
17. Are you concerned with your subordinates' working conditions (where possible)?	1	2	3	4	5	(54)
18. Are you concerned about your subordinates' careers?	1	2	3	4	5	(55)
19. Do you try to stick up for your subordinates?	1	2	3	4	5	(56)
20. Do you respect your subordinates?	1	2	3	4	5	(57)
21. Do you help your subordinates achieve their personal goals?	1	2	3	4	5	(58)
22. Do you show your subordinates what they need to do in order to be successful in the Coast Guard?	1	2	3	4	5	(59)
23. Do you work (where appropriate) at retaining your people in the Coast Guard?	1	2	3	4	5	(60)
24. Do you encourage (where appropriate) your subordinates to make the Coast Guard a career?	1	2	3	4	5	(61)
25. Are you concerned about effective people not reenlisting in the Coast Guard?	1	2	3	4	5	(62)
26. Do you work with your subordinates to teach them effective ways of leading people?	1	2	3	4	5	(63)
27. Do you consider the leadership skills of your subordinates when evaluating them?	1	2	3	4	5	(64)
28. Are you proud of the Coast Guard?	1	2	3	4	5	(65)
29. Do you speak poorly of the Coast Guard?	1	2	3	4	5	(66)
30. Are you excited about the Coast Guard?	1	2	3	4	5	(67)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
31. Do you try to motivate your subordinates to contribute their best effort to the command's mission and tasks?	1	2	3	4	5	(68)
32. Do you try to develop the self-assurance and involvement of your work group?	1	2	3	4	5	(69)
33. Do you feel your subordinates are loyal to you?	1	2	3	4	5	(70)
34. Do you specify to your subordinates exactly what they are doing <u>right</u> ?	1	2	3	4	5	(71)
35. Do you specify to your subordinates exactly what they are doing <u>wrong</u> ?	1	2	3	4	5	(72)
36. Do you tell your subordinates exactly what they have to do in order to improve performance?	1	2	3	4	5	(73)
37. Do you try to provide your subordinates with the help they need in order that they can schedule their work ahead of time?	1	2	3	4	5	(74)
38. Do you attempt to offer your subordinates ideas for solving job-related problems?	1	2	3	4	5	(75)
39. Do you try to roll up your sleeves and work along side your subordinates as the need arises?	1	2	3	4	5	(76)
40. Do you encourage the people who work for you to work as a team?	1	2	3	4	5	(77)
41. Do you encourage the people who work for you to exchange opinions and ideas?	1	2	3	4	5	(78)
42. Do you try to sit down and analyze problems before deciding what needs to be done?	1	2	3	4	5	(79)
43. Do you see a need to handle peoples' problems in a variety of different ways?	1	2	3	4	5	(80)
44. Is it important to you to understand the reasons behind your subordinates' behavior?	1	2	3	4	5	(17)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
45. Are you interested in learning new ways to be an effective leader?	1	2	3	4	5	(18)
46. Are you currently trying new leadership techniques	1	2	3	4	5	(19)

NOTE:

The following questions refer to the amount of support you feel you receive from your supervisor.

The #1 indicates that he rewards, praises or otherwise makes it easy for you--to a great extent & #2 to some extent. #3 indicates he doesn't notice; #4 indicates he punishes or makes it hard for you to some extent; #5 to a great extent.

To what extent does your supervisor support your efforts to:

	Rewards, praises or makes easy to a great extent	Rewards, praises, or makes easy to some extent	Doesn't notice	Punishes or makes hard to some extent	Punishes or makes hard to a great extent	
47. Accomplish your job?	1	2	3	4	5	(20)
48. Train your subordinates?	1	2	3	4	5	(21)
49. Communicate openly with him?	1	2	3	4	5	(22)
50. Discuss problems with him?	1	2	3	4	5	(23)
51. Involve your subordinates in decision making?	1	2	3	4	5	(24)
52. Meet the needs of your people?	1	2	3	4	5	(25)
53. Try out new leadership behavior?	1	2	3	4	5	(26)
54. Retain top performers in the Coast Guard?	1	2	3	4	5	(27)
55. Motivate your subordinates?	1	2	3	4	5	(28)
56. Communicate effectively with your subordinates?	1	2	3	4	5	(29)

The next three questions refer to Coast Guard personnel in general.

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
57. Do senior petty officers in the Coast Guard need leadership training?	1	2	3	4	5	(30)
58. Do junior officers?	1	2	3	4	5	(31)
59. Do senior officers?	1	2	3	4	5	(32)

SUPERVISOR QUESTIONNAIRE

BY SCALES

Survey type S: Supervisor Self Report**S1 COMMUNICATIONS**

1. Do you feel free to approach your supervisor with job-related problems?
2. Do you feel free to approach your supervisor with people-related problems?

S2 CONCERN FOR TASK

3. Do you demand high standards of performance from your subordinates?
4. Are you concerned with accomplishing the tasks assigned to you on time?

S3 DECISION MAKING LEVEL

5. Do you ask those who are affected by a decision for their ideas.
6. Do you share information so that those who make decisions have access to all available facts?
7. Do you encourage decisions to be made at those levels where the most adequate information is available?

S4 FLEXIBILITY

9. Are you concerned for both the job and people in the jobs?
10. Do you reward high performers more than others who are not performing so well?
11. Do you treat people with a high skill level different than others with a low skill level?
12. Do you treat highly motivated individuals different from others who are not motivated?

S5 REINFORCEMENT SKILLS

13. Do you recognize your subordinates for a job well done?
14. Do you use praise to motivate your subordinates?

S6 CONCERN FOR PEOPLE

16. Are you interested in the welfare and morale of your subordinates?
17. Are you concerned with your subordinates' working conditions (where possible)?
18. Are you concerned about your subordinates' careers?
19. Do you try to stick up for your subordinates?
20. Do you respect your subordinates?
21. Do you help your subordinates achieve their personal goals?
22. Do you show your subordinates what they need to do in order to be successful in the Coast Guard?

S7 CONCERN FOR RETENTION

23. Do you work (where appropriate) at retaining your people in the Coast Guard?
24. Do you encourage (where appropriate) your subordinates to make the Coast Guard a career?
25. Are you concerned about effective people not reenlisting in the Coast Guard?

S8 PRIDE IN THE COAST GUARD

28. Are you proud of the Coast Guard?
29. Do you speak poorly of the Coast Guard?
30. Are you excited about the Coast Guard?

S9 ATTEMPT TO MOTIVATE

31. Do you try to motivate your subordinates to contribute their best effort to the command's mission and tasks?
32. Do you try to develop the self assurance and involvement of your work group?
33. Do you feel your subordinates are loyal to you?

S10 PERFORMANCE FEEDBACK

34. Do you specify to your subordinates exactly what they are doing right?
35. Do you specify to your subordinates exactly what they are doing wrong?
36. Do you tell your subordinates exactly what they have to do in order to improve performance?

S11 WORK FACILITATION

37. Do you try to provide your subordinates with the help they need in order that they can schedule their work ahead of time?
38. Do you attempt to offer your subordinates ideas for solving job-related problems?
39. Do you try to roll up your sleeves and work along side your subordinates as the need arises?

S12 TEAMWORK DEVELOPMENT

40. Do you encourage the people who work for you to work as a team?
41. Do you encourage the people who work for you to exchange opinions and ideas?

S13 APPROACHABILITY

43. Do you see a need to handle peoples' problems in a variety of different ways?
44. Is it important to you to understand the reasons behind your subordinates' behavior?
45. Are you interested in learning new ways to be an effective leader?
46. Are you currently trying new leadership techniques?

S14 DEGREE OF IMPACT

47. Do your personal actions affect the morale of those who work for you?
48. Are the lives of those below you affected by your leadership?
49. Do you have an influence on the work performance of those who work for you?

S15 SUPERVISORS CREATE PROBLEMS

50. Do supervisors in general create some of the problems in their work group?
51. Do you personally create some of the problems in your work group?

S16 LONG RANGE GOAL ORIENTATION

52. Are you willing to sacrifice your "ability to get a job done immediately" in order to improve your ability to get it done over the long run?
53. Would you rather get the job done now and "let tomorrow take care of itself"?

S17 SUPPORT FROM MANAGEMENT

To what extent does your supervisor support your efforts to:

54. Accomplish your job?
55. Train your subordinates?
56. Communicate openly with him?
57. Discuss problems with him?
58. Involve your subordinates in decisionmaking?
59. Meet the needs of your people?
60. Try out new leadership behavior?
61. Retain top performers in the Coast Guard?
62. Motivate your subordinates?
63. Communicate effectively with your subordinates?

S18 NEED FOR PO LEADERSHIP TRAINING

64. Do senior petty officers in the Coast Guard need leadership training?

S19 NEED FOR JO LEADERSHIP TRAINING

65. Do junior officers in the Coast Guard need leadership training?

S20 NEED FOR SO LEADERSHIP TRAINING

66. Do senior officers in the Coast Guard need leadership training?

MANAGER AND PEER QUESTIONNAIRE

LEADERSHIP QUESTIONNAIRE: UNITED STATES COAST GUARD

The attached questionnaire is part of a continuing Coast Guard leadership study. You are being asked to respond to a series of questions about the leadership style of

Your responses will be completely confidential and will in no way be used to evaluate either you or the listed individual.

This survey should take you about 15 minutes to complete. Find a quiet location where you can give it your undivided, private attention. When you have completed the survey give it to the person designated in your work group to collect and return the surveys. We will be expecting your mailed responses in about a week.

As you can see from the address on the mailing envelope, your responses are being mailed directly to the Leadership Studies Group in Yorktown, VA, where they will be combined as part of a major leadership study. **YOUR INDIVIDUAL RESPONSES WILL NEVER BE IDENTIFIED.**

As you can imagine, the quality of this study depends on the accuracy of your responses. We ask that you try to do three things:

1. Circle the response that reflects YOUR best judgement.
2. Answer ALL the questions that you feel you have enough information about to accurately assess. Otherwise, leave blank.
3. Consider each question seperately. Try not to allow an overall favorable or unfavorable impression of the individual influence your responses.

The use of the terms "he" and "him" is for the sake of convenience only and is meant to include all Coast Guard personnel without regard to sex.

Identification code (used only for the purpose of processing the data):

CC
01 (I-2)

(3-16)

NOTE: THE FOLLOWING QUESTIONS REFER TO YOU.

PERSONAL INFORMATION

Please circle the number in front of your answer.

Example: Your hair color is

- 1. Brown
- 2. Black
- 3. Blonde
- 4. Other

1. Sex:

(17)

- 1. Male
- 2. Female

2. Present grade:

(18-19)

- | | | |
|--------|---------|---------|
| 1. E-1 | 10. O-1 | 17. W-1 |
| 2. E-2 | 11. O-2 | 18. W-2 |
| 3. E-3 | 12. O-3 | 19. W-3 |
| 4. E-4 | 13. O-4 | 20. W-4 |
| 5. E-5 | 14. O-5 | |
| 6. E-6 | 15. O-6 | |
| 7. E-7 | 16. O-7 | |
| 8. E-8 | | |
| 9. E-9 | | |

3. Age: _____ (Please write in number of years)

(20-21)

4. Rating:

(22-23)

- | | | |
|-------------|---------|---------------|
| 00. Officer | 10. EM | 20. PA |
| 01. AD | 11. ET | 21. PS |
| 02. AE | 12. ETN | 22. QM |
| 03. AM | 13. FI | 23. RD |
| 04. ASM | 14. FT | 24. RM |
| 05. AT | 15. GM | 25. SK |
| 06. BM | 16. HM | 26. SS |
| 07. DC | 17. MK | 27. ST |
| 08. DP | 18. MST | 28. TT |
| 09. DT | 19. MU | 29. YN |
| | | 30. Non-rated |

SEM

5. Marital status: (24)
1. Single
 2. Married
 3. Other

6. Racial ethnic identity: (25)
1. Polynesian, Samoan, Hawaiian
 2. Chinese, Japanese, Korean
 3. Caucasian
 4. Spanish descent (Mexican American, Puerto Rican, Cuban American, Chicano, Latino)
 5. Malayan, Filipino, Guamanian
 6. Black American
 7. Native American (Indian tribes, Eskimo, Aleut)

7. Highest level of education: (26)
1. completed grade school or less
 2. some high school
 3. completed high school or GED
 4. some college
 5. Associate Degree
 6. Bachelor's Degree
 7. some graduate school
 8. Master's Degree
 9. beyond Master's Degree

8. Length of time assigned to present unit: (27)
1. less than three months
 2. three to six months
 3. six months to one year
 4. one to two years
 5. two to three years
 6. more than three years

9. Length of time in the Coast Guard (please write in years and months): (28-31)

Examples 1 2 0 3 (12 years, three months)

 0 5 1 0 (five years, ten months)

YEARS MONTHS

10. Have you previously served in another branch of the service? (32)
1. No
 2. Yes

SEM

11. In your career in the Coast Guard, have you graduated from: (33)

1. Recruit training and OCS
2. OCS
3. Academy
4. Recruit training only
5. None of these

12. Career intentions: (34)

1. Definitely plan to stay in the Coast Guard
2. Probably will stay in
3. May stay in
4. Presently undecided
5. May not stay in
6. Probably will not stay in
7. Definitely plan to get out of the Coast Guard

13. The number of people that you currently supervise (those that report directly to you): (35)

1. None
2. one to five
3. six to ten
4. 11 to 25
5. More than 25

14. Have you attended a leadership training program in the past three years? (36)

1. No
2. Yes

15. Have you attended any of these schools? (37-38)

1. Leadership and Management school, Yorktown
2. Leadership and Management school, Petaluma
3. A District Leadership school
4. Defense Race Relations Institute
5. Drug Education Specialist course
6. U. S. Navy Management course
7. A Management course of another service
8. Other formal training in the areas of Leadership, Management, or the Behavioral Sciences (please list)

9. No formal training in these areas

SEM

INSTRUCTIONS

1. All of the questions can be answered by choosing one of the answers given. If you do not find the exact answer that fits your case, choose the one that is the closest to it.
2. Answer questions by circling the number of your answer choice, as shown in this example.

	Every day	Every week	Twice a month	Once a month	Every two months
How often do you get paid?	1	2	3	4	5
(If you get paid once a month, you would mark 4 as shown.)					

3. Either use pen or pencil - be sure each answer is clearly marked.

NOTE:
 The following questions refer to the individual listed on the front of this survey

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
1. Does the person listed on the front of this survey tell you what you need to know in order to do your job in the best possible way?	1	2	3	4	5	(38)
2. Does he listen to your ideas and suggestions?	1	2	3	4	5	(39)
3. Does he seek your help in solving <u>job-related</u> problems?	1	2	3	4	5	(40)
4. Does he seek your help in solving <u>people-related</u> problems?	1	2	3	4	5	(41)
5. Does he express his feelings to you?	1	2	3	4	5	(42)
6. Does he accomplish his assigned tasks on time?	1	2	3	4	5	(43)
7. Does he demand high standards of performance from those who work for him?	1	2	3	4	5	(44)
8. Does his work group's performance meet your standards?	1	2	3	4	5	(45)
9. Does he show concern for getting the job done?	1	2	3	4	5	(46)
10. Does he ask the people who are being affected by a particular decision for their ideas?	1	2	3	4	5	(47)
11. Does he share information in order that those who make decisions have access to all available facts?	1	2	3	4	5	(48)
12. Does he encourage decisions to be made at those levels where the most adequate information is available?	1	2	3	4	5	(49)
13. Does he delegate responsibility to his subordinates?	1	2	3	4	5	(50)
14. Does he show concern for both tasks and people-- as it seems appropriate?	1	2	3	4	5	(51)
15. Does he reward high performers more than others who are not performing as well?	1	2	3	4	5	(52)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
16. Does he treat people with a high-skill level different from others with a low-skill level?	1	2	3	4	5	(53)
17. Does he treat highly motivated individuals different from others who are not motivated?	1	2	3	4	5	(54)
18. Does he recognize his subordinates for a job well done?	1	2	3	4	5	(55)
19. Does he effectively use praise to motivate his subordinates?	1	2	3	4	5	(56)
20. Does he use punishment or threats with his subordinates in order to get a job done?	1	2	3	4	5	(57)
21. Does he show a real interest in the welfare and morale of his subordinates?	1	2	3	4	5	(58)
22. Does he show concern for his work group's working conditions?	1	2	3	4	5	(59)
23. Does he show concern for the career of his subordinates?	1	2	3	4	5	(60)
24. Does he stick up for his subordinates?	1	2	3	4	5	(61)
25. Does he treat his subordinates with respect?	1	2	3	4	5	(62)
26. Does he help his subordinates achieve their personal goals?	1	2	3	4	5	(63)
27. Does he show his subordinates what they need to do in order to be successful in the Coast Guard?	1	2	3	4	5	(64)
28. Does he work (where appropriate) at retaining his people in the Coast Guard?	1	2	3	4	5	(65)
29. Does he encourage (where appropriate) his subordinates to make the Coast Guard a career?	1	2	3	4	5	(66)
30. Does he show concern about good performers not reenlisting in the Coast Guard?	1	2	3	4	5	(67)
31. Does he work with his subordinates to teach them effective ways of leading people?	1	2	3	4	5	(68)

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TO WHAT EXTENT . . .	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
32. Does he talk with you about ways to develop the leadership skills of his subordinates?	1	2	3	4	5	(69)
33. Does he consider the leadership skills of his subordinates when evaluating them?	1	2	3	4	5	(70)
34. Does he demonstrate pride in the Coast Guard?	1	2	3	4	5	(71)
35. Does he speak poorly of the Coast Guard in front of his subordinates?	1	2	3	4	5	(72)
36. Does he show excitement about the Coast Guard?	1	2	3	4	5	(73)
37. Does he motivate his subordinates to contribute their best effort to the command's mission and tasks?	1	2	3	4	5	(74)
38. Does he develop the self-assurance and involvement of his work group?	1	2	3	4	5	(75)
39. Do his subordinates demonstrate a sense of loyalty and commitment to him?	1	2	3	4	5	(76)
40. Does he specify to his subordinates exactly what they are doing <u>right</u> ?	1	2	3	4	5	(77)
41. Does he specify to his subordinates exactly what they are doing <u>wrong</u> ?	1	2	3	4	5	(78)
42. Does he tell his subordinates exactly what they have to do in order to improve performance?	1	2	3	4	5	(79)
43. Does he provide his subordinates with the help they need to schedule their work ahead of time?	1	2	3	4	5	(80)
44. Does he offer his subordinates ideas for solving job-related problems?	1	2	3	4	5	(17)
45. Does he roll up his sleeves and work along side his subordinates as the need arises?	1	2	3	4	5	(18)
46. Does he encourage the people who work for him to work as a team?	1	2	3	4	5	(19)

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
47. Does he encourage the people who work for him to exchange opinions and ideas?	1	2	3	4	5	(20)
48. Overall, to what extent is he an effective leader?	1	2	3	4	5	(21)
49. Does he have one way of dealing with problems-- no matter the situation?	1	2	3	4	5	(22)
50. Does he sit down and analyze a problem before deciding what needs to be done?	1	2	3	4	5	(23)
51. Is he tough with his subordinates when you feel he should be as well as supporting and helping with his subordinates when you feel he should be?	1	2	3	4	5	(24)
52. Does he appear to be concerned about being an effective leader?	1	2	3	4	5	(25)
53. Of all the Coast Guard men of his rank/rate that you have worked with, as far as <u>getting the job done</u> is concerned, in what group would you place him/her? (Circle the number in front of the appropriate response.)						
1. top 10%						
2. next to top 20%						
3. middle 40%						
4. next to bottom 20%						
5. bottom 10%						
54. Now, with regards to effectively <u>working with people</u> , in what group would you place him?						(26)
1. top 10%						
2. next to top 20%						
3. middle 40%						
4. next to bottom 20%						
5. bottom 10%						

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The next three questions refer to Coast Guard personnel in general.

TO WHAT EXTENT . . .

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	
55. Do senior petty officers in the Coast Guard need leadership training?	1	2	3	4	5	(27
56. Do junior officers?	1	2	3	4	5	(28
57. Do senior officers?	1	2	3	4	5	(29

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MANAGER AND PEER QUESTIONNAIRE
BY SCALES

STYLE MP: Manager or Peer Report on Supervisor

S1. COMMUNICATIONS

1. Does the person listed on the front of this survey tell you what you need to know in order to do your job in the best possible way?
2. Does he listen to your ideas and suggestions?
3. Does he seek your help in solving job-related problems?
4. Does he seek your help in solving people-related problems?
5. Does he express his feelings to you?

S2. CONCERN FOR TASK

6. Does he accomplish his assigned tasks on time?
7. Does he demand high standards of performance from those who work for him?
8. Does his work group's performance meet your standards?
9. Does he show concern for getting the job done?

S3. DECISION MAKING LEVEL

10. Does he ask the people who are being affected by a particular decision for their ideas?
11. Does he share information in order that those who make decisions have access to all available facts?
12. Does he encourage decisions to be made at those levels where the most adequate information is available?

S4. FLEXIBILITY

14. Does he show concern for both tasks and people--as it seems appropriate?
15. Does he reward high performers more than others who are not performing as well?
16. Does he treat people with a high-skill level different from others with a low-skill level?
17. Does he treat highly motivated individuals different from others who are not motivated?
51. Is he tough with his subordinates when you feel he should be as well as supporting and helping with his subordinates when you feel he should be?

S 5. REINFORCEMENT SKILLS

18. Does he recognize his subordinates for a job well done?
19. Does he effectively use praise to motivate his subordinates?

S 6. CONCERN FOR PEOPLE

21. Does he show a real interest in the welfare and morale of his subordinates?
22. Does he show concern for his work group's working conditions?
23. Does he show concern for the career of his subordinates?
24. Does he stick up for his subordinates?
25. Does he treat his subordinates with respect?
26. Does he help his subordinates achieve their personal goals?
27. Does he show his subordinates what they need to do in order to be successful in the Coast Guard?

S 7. CONCERN FOR RETENTION

28. Does he work (where appropriate) at retaining this people in the Coast Guard?
29. Does he encourage (where appropriate) his subordinates to make the Coast Guard a career?
30. Does he show concern about good performers not reenlisting in the Coast Guard?

S 8. PRIDE IN THE COAST GUARD

34. Does he demonstrate pride in the Coast Guard?
35. Does he speak poorly of the Coast Guard in front of his subordinates?
36. Does he show excitement about the Coast Guard?

S 9. ATTEMPT TO MOTIVATE

37. Does he motivate his subordinates to contribute their best effort to the command's mission and tasks?
38. Does he develop the self-assurance and involvement of his work group?
39. Do his subordinates demonstrate a sense of loyalty and commitment to him?

S 10. PERFORMANCE FEEDBACK

40. Does he specify to his subordinates exactly what they are doing right?
41. Does he specify to his subordinates exactly what they are doing wrong?
42. Does he tell his subordinates exactly what they have to do in order to improve performance?

S 11. WORK FACILITATION

43. Does he provide his subordinates with the help they need to schedule their work ahead of time?
44. Does he offer his subordinates ideas for solving job-related problems?
45. Does he roll up his sleeves and work along side his subordinates as the need arises?

S 12. TEAMWORK DEVELOPMENT

46. Does he encourage the people who work for him to work as a team?
47. Does he encourage the people who work for him to exchange opinions and ideas?

S 13. OVERALL PERFORMANCE

48. Overall, to what extent is he an effective leader?

S 14. CONCERN ABOUT LEADERSHIP

52. Does he appear to be concerned about being an effective leader?

S15. TASK PERFORMANCE

53. Of all the Coast Guard men of his rank/rate that you have worked with, as far as getting the job done is concerned, in what group would you place him/her? (Circle the number in front of the appropriate response.)

1. top 10%
2. next to top 20%
3. middle 40%
4. next to bottom 20%
5. bottom 10%

S16. WORKING WITH PEOPLE

54. Now, with regards to effectively working with people, in what group would you place him?

1. top 10%
2. next to top 20%
3. middle 40%
4. next to bottom 20%
5. bottom 10%

S17. NEED FOR PETTY OFFICER LEADERSHIP TRAINING

55. Do senior petty officers in the Coast Guard need leadership training?

S18. NEED FOR JUNIOR OFFICER LEADERSHIP TRAINING

56. Do junior officers in the Coast Guard need leadership training?

S19. NEED FOR SENIOR OFFICER LEADERSHIP TRAINING

57. Do senior officers in the Coast Guard need leadership training?

APPENDIX IV
BEHAVIORAL OBSERVATION DATA

MANAGER REPORTS

Manager Report on Supervisor, Experimental Group Pl, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	125	3.6480	0.6508	0.0582	0.4235	17.839
S2	Concern for Task	121	3.9091	0.7840	0.0713	0.6146	20.055
S3	Decision Making Level	125	3.5927	0.7276	0.0651	0.5294	20.423
S4	Flexibility	116	3.2552	0.6570	0.0610	0.4317	20.185
S5	Reinforcement Skills	119	3.4706	0.8318	0.0763	0.6919	23.968
S6	Concern for People	120	3.5774	0.7594	0.0693	0.5767	21.228
S7	Concern for Retention	118	3.0621	0.9735	0.0896	0.9477	31.791
S8	Pride in the Coast Guard	124	2.9140	0.5605	0.0503	0.3141	19.234
S9	Attempt to Motivate	119	3.4314	0.8618	0.0790	0.7427	25.115
S10	Performance Feedback	118	3.5113	0.8548	0.0787	0.7306	24.344
S11	Work Facilitation	121	3.6777	0.8355	0.0760	0.6980	22.718
S12	Teamwork Development	120	3.6458	0.9535	0.0870	0.9092	26.154
S13	Overall Performance	127	3.6457	1.0505	0.0932	1.1036	14.816
S14	Concern about Leadership	125	2.7430	1.0991	0.0983	1.2081	29.358
S15	Task Performance	128	2.0391	1.0226	0.0904	1.0457	50.150
S16	Working with People	125	2.0960	0.9195	0.0822	0.8455	43.871
S17	Need for PO Leadership Training	124	4.2339	0.9205	0.0827	0.8473	21.741
S18	Need for JG Leadership Training	124	4.4435	0.7994	0.0718	0.6391	17.990
S19	Need for SO Leadership Training	124	3.9816	1.1323	0.1017	1.2822	28.655

Manager Report on Supervisor, Experimental Group P1, E-6 Only

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	114	3.6509	0.6614	0.0619	0.4374	18.115
S2	Concern for Task	110	3.9000	0.7856	0.0749	0.6172	20.144
S3	Decision Making Level	114	3.5643	0.7382	0.0691	0.5450	20.712
S4	Flexibility	105	3.2305	0.6736	0.0657	0.4537	20.850
S5	Reinforcement Skills	108	3.4537	0.8443	0.0812	0.7128	24.445
S6	Concern for People	109	3.5570	0.7870	0.0754	0.6194	22.126
S7	Concern for Retention	107	3.0125	0.9957	0.0963	0.9915	33.053
S8	Pride in the Coast Guard	113	2.9204	0.5761	0.0542	0.3319	19.727
S9	Attempt to Motivate	108	3.4074	0.8888	0.0855	0.7899	26.083
S10	Performance Feedback	107	3.4922	0.8776	0.0848	0.7701	25.129
S11	Work Facilitation	110	3.6545	0.8614	0.0821	0.7420	23.570
S12	Teamwork Development	109	3.6239	0.9864	0.0945	0.9729	27.219
S13	Overall Performance	116	3.6034	1.0785	0.1001	1.1631	29.929
S14	Concern about Leadership	114	3.7368	1.1293	0.1058	1.2753	30.220
S15	Task Performance	117	2.0684	1.0482	0.0969	1.0987	50.678
S16	Working with People	114	2.1316	0.9455	0.0886	0.8940	44.358
S17	Need for PO Leadership Training	113	4.2478	0.9309	0.0876	0.8666	21.916
S18	Need for JO Leadership Training	113	4.4425	0.8122	0.0764	0.6596	18.282
S19	Need for SO Leadership Training	113	3.9469	1.1637	0.1095	1.3543	29.485

Manager Report on Supervisor, Experimental Group P1, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	11	3.6182	0.5546	0.1672	0.3076	15.330
S2	Concern for Task	11	4.000	0.7984	0.2407	0.6375	19.961
S3	Decision Making Level	11	3.5455	0.6372	0.1921	0.4061	17.973
S4	Flexibility	11	3.4909	0.4230	0.1275	0.1789	12.117
S5	Reinforcement Skills	11	3.6364	0.7103	0.2142	0.5045	19.534
S6	Concern for People	11	3.7792	0.3520	0.1061	0.1239	9.315
S7	Concern for Retention	11	3.5455	0.5431	0.1637	0.2949	15.318
S8	Pride in the Coast Guard	11	2.8485	0.3761	0.1134	0.1414	13.202
S9	Attempt to Motivate	11	3.6667	0.4944	0.1491	0.2444	13.484
S10	Performance Feedback	11	3.6970	0.5860	0.1767	0.3434	15.852
S11	Work Facilitation	11	3.9091	0.4735	0.1428	0.2242	12.114
S12	Teamwork Development	11	3.8636	0.5045	0.1521	0.2545	13.058
S13	Overall Performance	11	4.0909	0.5394	0.1626	0.2909	13.184
S14	Concern about Leadership	11	3.8182	0.7508	0.2264	0.5636	19.663
S15	Task Performance	11	1.7273	0.6467	0.1950	0.4182	37.439
S16	Working with People	11	1.7273	0.4671	0.1408	0.2182	27.043
S17	Need for PO Leadership Training	11	4.0909	0.8312	0.2506	0.6909	20.318
S18	Need for JO Leadership Training	11	4.4545	0.6876	0.2073	0.4727	15.435
S19	Need for SO Leadership Training	11	4.0000	0.7746	0.2335	0.6000	19.365

Manager Report on Supervisor, Control Group PC, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	88	3.6000	0.6454	0.0688	0.4166	17.928
S2	Concern for Task	88	3.9886	0.7749	0.0826	0.6004	19.427
S3	Decision Making Level	88	3.5189	0.7494	0.0799	0.5616	21.296
S4	Flexibility	85	3.3765	0.6528	0.0708	0.4261	19.333
S5	Reinforcement Skills	87	3.5115	0.9431	0.1011	0.8894	26.857
S6	Concern for People	84	3.5544	0.8296	0.0905	0.6882	23.339
S7	Concern for Retention	85	3.1255	1.0052	0.1090	1.0105	32.163
S8	Pride in the Coast Guard	86	2.8062	0.6557	0.0707	0.4300	23.367
S9	Attempt to Motivate	86	3.4729	0.9462	0.1020	0.8953	27.246
S10	Performance Feedback	84	3.3889	0.8211	0.0896	0.6743	24.230
S11	Work Facilitation	86	3.7248	0.7825	0.0844	0.6123	21.007
S12	Teamwork Development	86	3.7209	0.8964	0.0967	0.8036	24.091
S13	Overall Performance	90	3.7778	0.9091	0.0958	0.8265	24.064
S14	Concern about Leadership	90	3.6889	1.0562	0.1113	1.1156	28.633
S15	Task Performance	91	1.9341	1.0414	0.1092	1.0845	53.845
S16	Working with People	89	2.1236	1.1263	0.1124	1.2686	53.039
S17	Need for PO Leadership Training	90	4.0667	0.9457	0.0997	0.8944	23.255
S18	Need for JO Leadership Training	90	4.4333	0.6878	0.0725	0.4730	15.514
S19	Need for SO Leadership Training	90	3.8556	1.1472	0.1209	1.3160	29.753

Manager Report on Supervisor, Control Group PC, E-6 only

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	57	3.6105	0.6474	0.0858	0.4192	17.932
S2	Concern for Task	59	3.9788	0.7646	0.0995	0.5847	19.218
S3	Decision Making Level	57	3.4386	0.7897	0.1046	0.6236	22.966
S4	Flexibility	56	3.3679	0.6276	0.0839	0.3939	18.634
S5	Reinforcement Skills	57	3.5351	0.9106	0.1206	0.8291	25.758
S6	Concern for People	55	3.5091	0.7876	0.1062	0.6204	22.446
S7	Concern for Retention	57	2.9942	0.9375	0.1242	0.8789	31.312
S8	Pride in the Coast Guard	57	2.7719	0.6429	0.0852	0.4133	23.193
S9	Attempt to Motivate	56	3.3690	0.9027	0.1206	0.8149	26.794
S10	Performance Feedback	55	3.4003	0.7682	0.1036	0.5901	22.594
S11	Work Facilitation	57	3.8012	0.6662	0.0882	0.4439	17.527
S12	Teamwork Development	56	3.7232	0.8524	0.1139	0.7265	22.894
S13	Overall Performance	60	3.6500	0.8402	0.1085	0.7059	23.019
S14	Concern about Leadership	60	3.7167	0.9037	0.1167	0.8167	24.315
S15	Task Performance	60	1.9833	0.9828	0.1269	0.9658	49.551
S16	Working with People	60	2.1833	1.0813	0.1396	1.1692	49.525
S17	Need for PO Leadership Training	60	4.0500	0.9464	0.1222	0.8958	23.369
S18	Need for JO Leadership Training	60	4.4500	0.6746	0.0871	0.4551	15.160
S19	Need for SO Leadership Training	60	3.8500	1.1020	0.1423	1.2144	28.623

Manager Report on Supervisor, Control Group PC, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	31	3.5806	0.6519	0.1171	0.4249	18.206
S2	Concern for Task	29	4.0086	0.8087	0.1502	0.6539	20.173
S3	Decision Making Level	31	3.6667	0.6555	0.1177	0.4296	17.876
S4	Flexibility	29	3.4931	0.7101	0.1319	0.5042	20.928
S5	Reinforcement Skills	30	3.4667	1.0165	0.1856	1.0333	29.323
S6	Concern for People	29	3.6404	0.9120	0.1694	0.8318	25.053
S7	Concern for Retention	28	3.3929	1.1001	0.2079	1.2103	32.425
S8	Pride in the Coast Guard	29	2.8736	0.6867	0.1275	0.4715	23.897
S9	Attempt to Motivate	30	3.6667	1.0095	0.1843	1.0192	27.533
S10	Performance Feedback	29	3.3678	0.9273	0.1722	0.8599	27.534
S11	Work Facilitation	29	3.5747	0.9673	0.1796	0.9357	27.060
S12	Teamwork Development	30	3.7167	0.9886	0.1805	0.9773	26.599
S13	Overall Performance	30	4.0333	0.9994	0.1825	0.9989	24.779
S14	Concern about Leadership	30	3.6333	1.3257	0.2420	1.7575	36.487
S15	Task Performance	31	1.8387	1.1575	0.2079	1.3398	62.951
S16	Working with People	29	2.0000	1.2247	0.2274	1.5000	61.237
S17	Need for PO Leadership Training	30	4.1000	0.9595	0.1752	0.9207	23.403
S18	Need for JO Leadership Training	30	4.4000	0.7240	0.1322	0.5241	16.454
S19	Need for SO Leadership Training	30	3.8667	1.2521	0.2286	1.5678	32.383

EMPLOYEE REPORTS

Employee Report on Supervisor, Experimental Group B1, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	423	3.1436	0.8531	0.0415	0.7277	27.136
S2	Concern for Task	425	3.9518	0.7887	0.0383	0.6221	19.959
S3	Decision Making Level	400	3.3558	0.8676	0.0434	0.7528	25.854
S4	Flexibility	399	3.1559	0.6505	0.0326	0.4232	20.613
S5	Reinforcement Skills	424	3.1167	1.0158	0.0493	1.0318	32.592
S6	Concern for People	408	3.1628	0.9471	0.0469	0.8970	29.945
S7	Concern for Retention	391	2.6283	1.0105	0.0511	1.0210	38.445
S8	Pride in the Coast Guard	419	3.1134	0.9589	0.0568	0.9195	30.800
S9	Attempt to Motivate	415	3.0731	0.9762	0.0479	0.9530	31.767
S10	Performance Feedback	426	3.1831	0.9132	0.0442	0.8338	28.688
S11	Work Facilitation	408	3.2157	0.9746	0.0482	0.9498	30.307
S12	Teamwork Development	422	3.4423	0.9768	0.0475	0.9540	28.375
S13	Approachability	418	3.8517	0.9388	0.0459	0.8814	24.375
S14	Concern About Leadership	431	3.6311	1.1043	0.0532	1.2194	30.411
S15	Quality of Supervision	423	3.6454	1.1752	0.0571	1.3811	32.238
S16	Overall Satisfaction	420	3.2452	0.9743	0.0475	0.9493	30.922
S17	Need for PO Leadership Training	429	3.9580	1.0843	0.0524	1.1758	27.396
S18	Need for JO Leadership Training	428	4.0210	1.0569	0.0512	1.1213	26.335
S19	Need for SO Leadership Training	423	3.4846	1.3077	0.0636	1.7101	37.528

Employee Report on Supervisor, Experimental Group B1, E-6 only

VARIABLE LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1 Communications	377	3.1532	0.8654	0.0446	0.7489	27.445
S2 Concern for Task	379	3.9472	0.8107	0.0416	0.6573	20.539
S3 Decision Making Level	356	3.3717	0.8646	0.0458	0.7475	25.642
S4 Flexibility	354	3.1531	0.6601	0.0351	0.4358	20.935
S5 Reinforcement Skills	379	3.1135	1.0211	0.0525	1.0426	32.796
S6 Concern for People	365	3.1468	0.9524	0.0499	0.9071	30.267
S7 Concern for Retention	348	2.6082	1.0129	0.0543	1.0260	38.836
S8 Pride in the Coast Guard	372	3.1075	0.9653	0.0500	0.9318	31.063
S9 Attempt to Motivate	369	3.0732	0.9623	0.0501	0.9261	31.314
S10 Performance Feedback	379	3.1873	0.9145	0.0470	0.8364	28.693
S11 Work Facilitation	364	3.2253	0.9693	0.0508	0.9396	30.055
S12 Teamwork Development	375	3.4507	0.9593	0.0495	0.9202	27.800
S13 Approachability	374	3.8389	0.9350	0.0483	0.8743	24.357
S14 Concern about Leadership	384	3.6172	1.0944	0.0558	1.1977	30.256
S15 Quality of Supervision	376	3.6330	1.1859	0.0612	1.4063	32.642
S16 Overall Satisfaction	373	3.2752	0.9553	0.0495	0.9127	29.169
S17 Need for PO Leadership Training	382	3.9319	1.1086	0.0567	1.2290	28.194
S18 Need for JO Leadership Training	581	3.9633	1.0779	0.0552	1.1618	27.197
S19 Need for SO Leadership Training	379	3.4016	1.3149	0.0678	1.7290	38.655

Employee Report on Supervisor, Experimental Group B1, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	46	3.0652	0.7480	0.1103	0.5595	24.404
S2	Concern for Task	46	3.9891	0.5820	0.0058	0.3388	14.591
S3	Decision Making Level	44	3.2273	0.8915	0.1344	0.7947	27.623
S4	Flexibility	45	3.1778	0.5756	0.0858	0.3313	18.113
S5	Reinforcement Skills	45	3.1444	0.9806	0.1462	0.9616	31.186
S6	Concern for People	43	3.2990	0.8996	0.1372	0.8093	27.270
S7	Concern for Retention	43	2.7907	0.9867	0.1505	0.9737	35.358
S8	Pride in the Coast Guard	47	3.1596	0.9155	0.1335	0.8381	28.975
S9	Attempt to Motivate	46	3.0725	1.0930	0.1612	1.1946	35.574
S10	Performance Feedback	47	3.1489	0.9110	0.1329	0.9300	28.932
S11	Work Facilitation	44	3.1364	1.0251	0.1545	1.0507	32.683
S12	Teamwork Development	47	3.3759	1.1156	0.1627	1.2445	33.046
S13	Approachability	44	3.9602	0.9749	0.1470	0.9504	24.617
S14	Concern About Leadership	47	3.7447	1.1881	0.1733	1.4117	31.729
S15	Quality of Supervision	47	3.7447	1.0928	0.1594	1.1943	29.183
S16	Overall Satisfaction	47	3.0071	1.0956	0.1598	1.2004	36.435
S17	Need for PO Leadership Training	47	4.1702	0.8423	0.1229	0.7095	20.199
S18	Need for JO Leadership Training	47	4.4894	0.7481	0.1091	0.5597	16.664
S19	Need for SO Leadership Training	47	4.1489	1.0421	0.1520	1.0860	25.118

Employee Report on Supervisor, Control Group BC, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	313	3.0711	0.7621	0.0431	0.5809	24.817
S2	Concern for Task	317	3.8155	0.8409	0.0472	0.7071	22.940
S3	Decision Making Level	303	3.3201	0.8355	0.0480	0.6981	25.166
S4	Flexibility	299	3.0843	0.6579	0.0380	0.4325	21.332
S5	Reinforcement Skills	314	2.9641	0.9682	0.0546	0.9374	32.446
S6	Concern for People	302	3.0998	0.8972	0.0516	0.8050	28.945
S7	Concern for Retention	299	2.5964	0.9463	0.0547	0.8955	36.446
S8	Pride in the Coast Guard	316	3.0870	0.9400	0.0529	0.8837	30.451
S9	Attempt to Motivate	313	3.0724	0.9721	0.0545	0.9449	31.638
S10	Performance Feedback	316	3.1445	0.8687	0.0489	0.7547	27.627
S11	Work Facilitation	306	3.1525	0.9585	0.0548	0.9187	30.405
S12	Teamwork Development	310	3.4419	0.9340	0.0530	0.8724	27.136
S13	Approachability	321	3.7632	0.9666	0.0540	0.9344	25.686
S14	Concern about Leadership	321	3.5545	1.0887	0.0608	1.1853	30.629
S15	Quality of Supervision	318	3.6950	1.1854	0.0665	1.4051	32.080
S16	Overall Satisfaction	313	3.1736	0.9638	0.0545	0.9388	30.368
S17	Need for PO Leadership Training	319	3.9154	1.1337	0.0635	1.2853	28.955
S18	Need for JO Leadership Training	319	4.0282	1.0260	0.0574	1.0527	25.470
S19	Need for SO Leadership Training	312	3.5256	1.2550	0.0710	1.5749	35.595

Employee Report on Supervisor, Control Group BC, E-6 only

VARIABLE LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1 Communications	206	3.0631	0.7613	0.0530	0.5795	24.953
S2 Concern for Task	207	3.7391	0.8387	0.0583	0.7035	22.431
S3 Decision Making Level	196	3.2466	0.8234	0.0588	0.6779	25.360
S4 Flexibility	195	3.0759	0.6523	0.0467	0.4256	21.208
S5 Reinforcement Skills	207	2.9807	0.9802	0.0681	0.9608	32.885
S6 Concern for People	198	3.0418	0.8912	0.0633	0.7943	29.298
S7 Concern for Retention	195	2.5043	0.9252	0.0663	0.8561	36.947
S8 Pride in the Coast Guard	206	2.9150	0.8951	0.0624	0.8013	30.708
S9 Attempt to Motivate	205	2.9626	0.9768	0.0678	0.9425	32.769
S10 Performance Feedback	209	3.1531	0.8479	0.0587	0.7190	26.892
S11 Work Facilitation	201	3.1177	0.9249	0.0652	0.8555	29.667
S12 Teamwork Development	206	3.3932	0.9131	0.0636	0.8238	26.913
S13 Approachability	211	3.7566	0.9629	0.0663	0.9271	25.562
S14 Concern about Leadership	211	3.5024	1.0927	0.0752	1.1940	31.203
S15 Quality of Supervision	209	3.6172	1.1957	0.0827	1.4297	33.056
S16 Overall Satisfaction	205	3.1610	0.9263	0.0647	0.8579	29.303
S17 Need for IC Leadership Training	208	3.9423	1.1192	0.0776	1.2527	28.390
S18 Need for JO Leadership Training	208	4.0048	0.9854	0.0683	0.9710	24.605
S19 Need for SO Leadership Training	201	3.4876	1.2574	0.0887	1.5811	35.054

Employee Report on Supervisor, Control Group BC, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	107	3.0864	0.7672	0.0742	0.5886	24.856
S2	Concern for Task	110	3.9591	0.8299	0.0791	0.6887	20.961
S3	Decision Making Level	107	3.4548	0.8448	0.0817	0.7136	24.451
S4	Flexibility	104	3.1000	0.6712	0.0658	0.4505	21.651
S5	Reinforcement Skills	107	2.9907	0.9491	0.0918	0.9009	31.737
S6	Concern for People	104	3.2102	0.9026	0.0885	0.8147	28.118
S7	Concern for Retention	104	2.7692	0.9655	0.0947	0.9322	34.866
S8	Pride in the Coast Guard	110	3.4091	0.9414	0.0898	0.8862	27.613
S9	Attempt to Motivate	108	3.2809	0.9441	0.0908	0.8913	28.776
S10	Performance Feedback	107	3.1277	0.9119	0.0882	0.8315	29.155
S11	Work Facilitation	105	3.2190	1.0210	0.0996	1.0424	31.716
S12	Teamwork Development	104	3.5385	0.9713	0.0952	0.9435	27.451
S13	Approachability	110	3.7568	0.9782	0.0933	0.9569	26.039
S14	Concern About Leadership	110	3.6545	1.0789	0.1029	1.1640	29.521
S15	Quality of Supervision	109	3.8440	1.1561	0.1107	1.3366	30.075
S16	Overall Satisfaction	108	3.1975	1.0352	0.0996	1.0717	32.376
S17	Need for PO Leadership Training	111	3.8649	1.1637	0.1105	1.3543	30.111
S18	Need for JO Leadership Training	111	4.0721	1.1013	0.1045	1.2129	27.046
S19	Need for SO Leadership Training	111	3.5946	1.2532	0.1189	1.5705	34.866

SUPERVISOR SELF-REPORTS

Supervisor Self-Report, Control Group BC, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	93	4.0753	0.8560	0.0881	0.7225	20.858
S2	Concern for Task	92	4.1793	0.5576	0.0581	0.3109	13.341
S3	Decision Making Level	92	4.0109	0.5081	0.0530	0.2581	12.637
S4	Flexibility	93	3.5726	0.5585	0.0579	0.3119	15.633
S5	Reinforcement Skills	93	3.9032	0.6046	0.0627	0.3655	15.490
S6	Concern for People	93	4.0900	0.5341	0.0554	0.2653	13.353
S7	Concern for Retention	91	3.4689	1.0110	0.1060	1.0222	20.146
S8	Pride in the Coast Guard	90	2.9074	0.5934	0.0620	0.3521	20.410
S9	Attempt to Motivate	91	3.8388	0.5519	0.0579	0.2046	14.377
S10	Performance Feedback	91	3.7582	0.5330	0.0559	0.2841	14.183
S11	Work Facilitation	90	3.9185	0.6147	0.0648	0.3778	15.686
S12	Teamwork Development	92	4.3174	0.6215	0.0648	0.3863	14.737
S13	Approachability	89	3.9551	0.6279	0.0666	0.3943	15.676
S14	Degree of Impact	92	3.6812	0.7921	0.0826	0.6274	21.517
S15	Supervisors Create Problems	91	2.8736	0.7944	0.0833	0.6311	27.645
S16	Long Range Goal Orientation	93	2.8495	1.2849	0.1332	1.6510	45.093
S17	Support from Management	84	3.6143	0.8026	0.0963	0.7791	24.421
S18	Need for PO Leadership Training	92	4.0217	1.0892	0.1136	1.1863	27.083
S19	Need for JO Leadership Training	92	4.3587	0.8043	0.0922	0.7820	20.289
S20	Need for SO Leadership Training	92	3.7500	1.2101	0.1262	1.4543	31.269

Supervisor Self-Report, Experimental Group, E-6 Only

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	116	4.1034	0.7872	0.0731	0.6196	19.183
S2	Concern for Task	115	4.1696	0.5615	0.0524	0.3153	13.467
S3	Decision Making Level	116	3.8793	0.6172	0.0573	0.3810	15.911
S4	Flexibility	115	3.6022	0.6132	0.0572	0.3760	17.022
S5	Reinforcement Skills	116	3.8362	0.7626	0.0708	0.5816	19.880
S6	Concern for People	115	3.9379	0.5601	0.0522	0.3137	14.223
S7	Concern for Retention	116	3.5230	0.9234	0.0857	0.8526	26.210
S8	Pride in the Coast Guard	115	3.0435	0.5782	0.0539	0.3344	18.999
S9	Attempt to Motivate	115	3.8319	0.5880	0.0548	0.3458	15.345
S10	Performance Feedback	114	3.7018	0.6135	0.0575	0.3763	16.572
S11	Work Facilitation	115	3.8667	0.6395	0.0596	0.4090	16.539
S12	Teamwork Development	116	4.1509	0.7139	0.0663	0.5097	17.199
S13	Approachability	115	4.0609	0.6586	0.0614	0.4338	16.218
S14	Degree of Impact	113	3.4897	0.7677	0.0722	0.5894	22.000
S15	Supervisors Create Problems	117	2.9017	0.7406	0.0685	0.5484	25.522
S16	Long Range Goal Orientation	117	2.8889	1.3247	0.1225	1.7548	45.854
S17	Support from Management	113	3.6088	0.7839	0.0737	0.6146	21.723
S18	Need for PO Leadership Training	117	4.4103	0.8525	0.0788	0.7268	19.330
S19	Need for JO Leadership Training	117	4.5299	0.8260	0.0764	0.6823	18.234
S20	Need for SO Leadership Training	116	4.2500	1.0289	0.0955	1.0587	24.210

Supervisor Self-Report, Experimental Group B1, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	12	4.2917	0.6201	0.1790	0.3945	14.448
S2	Concern for Task	12	4.1250	0.6784	0.1958	0.4602	16.446
S3	Decision Making Level	11	4.3182	0.6431	0.1939	0.4136	14.894
S4	Flexibility	12	3.3958	0.7421	0.2142	0.5507	21.852
S5	Reinforcement Skills	12	3.7500	1.0335	0.2984	1.0682	27.561
S6	Concern for People	12	3.7381	0.8887	0.2565	0.7897	23.773
S7	Concern for Retention	12	3.3889	1.0994	0.3174	1.2088	32.442
S8	Pride in the Coast Guard	11	2.9394	0.6113	0.1843	0.3737	20.798
S9	Attempt to Motivate	11	3.7879	1.0249	0.3090	1.0505	27.058
S10	Performance Feedback	11	3.7273	0.9980	0.3009	0.9960	26.775
S11	Work Facilitation	11	3.5758	1.0759	0.3244	1.1576	39.089
S12	Teamwork Development	12	3.9167	1.0408	0.3005	1.0833	26.574
S13	Approachability	12	3.9792	0.7344	0.2120	0.5391	18.455
S14	Degree of Impact	12	3.4722	0.9894	0.2856	0.9790	28.495
S15	Supervisors Create Problems	12	2.9167	1.0624	0.3067	1.1288	36.427
S16	Long Range Goal Orientation	12	2.3333	1.3707	0.3957	1.8788	58.744
S17	Support from Management	12	3.8417	0.5648	0.1630	0.3190	14.702
S18	Need for PO Leadership Training	12	4.2500	0.8660	0.2500	0.7500	20.377
S19	Need for JO Leadership Training	12	4.7500	0.6216	0.1794	0.3864	13.086
S20	Need for SO Leadership Training	12	4.3333	1.0731	0.3098	1.1515	24.764

Supervisor Self-Report, Experimental Group B1, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	128	4.1211	0.7729	0.0683	0.5974	18.756
S2	Concern for Task	127	4.1654	0.5706	0.0506	0.3256	13.699
S3	Decision Making Level	127	3.9173	0.6292	0.0558	0.3959	16.062
S4	Flexibility	127	3.5827	0.6260	0.9556	0.3919	17.474
S5	Reinforcement Skills	128	3.8281	0.7873	0.0696	0.6198	20.566
S6	Concern for People	127	3.9190	0.5968	0.0530	0.3562	15.229
S7	Concern for Retention	128	3.5104	0.9372	0.0828	0.6783	26.697
S8	Pride in the Coast Guard	126	3.0344	0.5794	0.0516	0.3351	19.094
S9	Attempt to Motivate	126	3.8280	0.6321	0.0563	0.3995	15.512
S10	Performance Feedback	125	3.7040	0.6506	0.0582	0.4233	17.566
S11	Work Facilitation	126	3.6413	0.6873	0.0612	0.4724	17.893
S12	Teamwork Development	128	4.1289	0.7483	0.0661	0.5600	18.125
S13	Approachability	127	4.0531	0.6634	0.0589	0.4401	16.368
S14	Degree of Impact	125	3.4880	0.7869	0.0704	0.6193	22.561
S15	Supervisors Create Problems	129	2.9031	0.7707	0.0679	0.5941	26.549
S16	Long Range Goal Orientation	129	2.8372	1.3334	0.1174	1.7780	46.997
S17	Support from Management	125	3.6312	0.7669	0.686	0.5881	21.120
S18	Need for PO Leadership Training	129	4.3953	0.8516	0.0750	0.7253	19.376
S19	Need for JO Leadership Training	129	4.5504	0.8097	0.0713	0.6556	17.794
S20	Need for SO Leadership Training	128	4.2578	1.0291	0.0910	1.0590	24.169

Supervisor Self-Report, Control Group BC, E-6 Only

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	61	3.9508	0.8742	0.1119	0.7642	22.127
S2	Concern for Task	61	4.0984	0.5230	0.0670	0.2734	12.760
S3	Decision Making Level	61	3.9236	0.4913	0.0629	0.2414	12.333
S4	Flexibility	61	3.5492	0.5300	0.0679	0.2809	14.932
S5	Reinforcement Skills	61	3.8607	0.5175	0.0663	0.2678	13.403
S6	Concern for People	61	3.9227	0.5317	0.0681	0.2827	13.554
S7	Concern for Retention	59	3.2542	1.0438	0.1359	1.0894	32.074
S8	Pride in the Coast Guard	60	2.8722	0.5661	0.0731	0.3205	19.710
S9	Attempt to Motivate	59	3.7797	0.5557	0.0724	0.3089	14.704
S10	Performance Feedback	59	3.7514	0.4975	0.0648	0.2475	13.261
S11	Work Facilitation	59	3.9661	0.5526	0.0719	0.3053	13.933
S12	Teamwork Development	60	4.2417	0.5711	0.0737	0.3262	13.465
S13	Approachability	59	3.9280	0.6366	0.0829	0.4053	16.207
S14	Degree of Impact	60	3.6056	0.7823	0.1010	0.6120	21.698
S15	Supervisors Create Problems	60	2.8667	0.7357	0.0950	0.5412	25.664
S16	Long Range Goal Orientation	62	2.9194	1.3219	0.1679	1.7475	45.281
S17	Support from Management	58	3.4862	0.8933	0.1173	0.7981	25.625
S18	Need for PO Leadership Training	61	4.0164	1.1029	0.1412	1.2164	27.460
S19	Need for JO Leadership Training	61	4.2295	0.9729	0.1246	0.9464	23.002
S20	Need for SO Leadership Training	61	3.8197	1.1182	0.1432	1.2503	29.274

Supervisor Self-Report, Control Group BC, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	32	4.3125	0.7594	0.1342	0.5766	17.608
S2	Concern for Task	31	4.3387	0.5970	0.1072	0.3565	13.761
S3	Decision Making Level	31	4.0645	0.5438	0.0977	0.2957	13.379
S4	Flexibility	32	3.6172	0.6156	0.1988	0.3790	17.019
S5	Reinforcement Skills	32	3.9844	0.7458	0.1318	0.5562	18.718
S6	concern for People	32	4.1473	0.5151	0.0911	0.2653	12.419
S7	Concern for Retention	32	3.8646	0.8246	0.1458	0.6800	21.338
S8	Pride in the Coast Guard	30	2.9778	0.6488	0.1195	0.4209	21.788
S9	Attempt to Motivate	32	3.9479	0.5362	0.0948	0.2875	13.582
S10	Performance Feedback	32	3.7708	0.6013	0.1063	0.3616	15.946
S11	Work Facilitation	31	3.8280	0.7194	0.1292	0.5176	18.794
S12	Teamwork Development	32	4.1719	0.7140	0.1262	0.5098	17.115
S13	Approachability	30	4.0083	0.6176	0.1128	0.3824	15.407
S14	Degree of Impact	32	3.8229	0.8031	0.1420	0.6450	21.009
S15	Supervisors Create Problems	31	2.8871	0.9102	0.1635	0.8285	31.527
S16	Long Range Goal Orientation	31	2.7097	1.2164	0.2185	1.4796	44.890
S17	Support from Management	26	3.9000	0.8025	0.1574	0.6440	20.577
S18	Need for PO Leadership Training	31	4.0323	1.0796	0.1939	1.1656	26.775
S19	Need for JO Leadership Training	31	4.6129	0.6152	0.1105	0.3785	13.337
S20	Need for SO Leadership Training	31	3.6129	1.3827	0.2483	1.9118	38.271

MANAGER AND PEER REPORTS

Manager and Peer Report on Supervisor, Control Group BC, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	235	3.1762	0.8444	0.0551	0.7129	26.584
S2	Concern for Task	229	3.9181	0.7844	0.0518	0.6153	20.019
S3	Decision Making Level	234	3.5442	0.7703	0.0504	0.5934	21.735
S4	Flexibility	227	3.2159	0.6743	0.0448	0.4546	20.966
S5	Reinforcement Skills	231	3.4113	0.9323	0.0613	0.8693	27.331
S6	Concern for People	223	3.4914	0.7964	0.0533	0.6342	22.810
S7	Concern for Retention	227	2.9809	0.9666	0.0642	0.9342	32.425
S8	Pride in the Coast Guard	234	2.7564	0.6253	0.0409	0.3911	22.687
S9	Attempt to Motivate	233	3.3577	0.9086	0.0595	0.8256	27.061
S10	Performance Feedback	226	3.4071	0.7803	0.0519	0.6089	22.902
S11	Work Facilitation	232	3.5761	0.8465	0.0556	0.7166	23.672
S12	Teamwork Development	233	3.5730	0.9565	0.0627	0.9149	26.771
S13	Overall Performance	248	3.6976	0.9401	0.0597	0.8839	25.426
S14	Concern about Leadership	243	3.5967	1.1068	0.0710	1.2251	30.774
S15	Task Performance	250	2.0200	1.1317	0.0716	1.2807	56.024
S16	Working with People	244	2.1352	1.1485	0.0735	1.3191	53.788
S17	Need for PO Leadership Training	247	3.9595	0.9619	0.0612	0.9252	24.292
S18	Need for JO Leadership Training	248	4.3629	0.8032	0.0510	0.6451	18.409
S19	Need for SO Leadership Training	246	3.6626	1.1588	0.0739	1.3428	31.639

Manager and Peer Report on Supervisor, Control Group BC, E-6 Only

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	155	3.2077	0.8192	0.0658	0.6711	25.539
S2	Concern for Task	151	3.8791	0.7637	0.0621	0.5832	19.687
S3	Decision Making Level	152	3.5088	0.7701	0.9625	0.5930	21.947
S4	Flexibility	149	3.1705	0.6831	0.0560	0.4667	21.547
S5	Reinforcement Skills	153	3.3464	0.9019	0.0729	0.8134	26.951
S6	Concern for People	146	3.4315	0.7653	0.0633	0.5856	22.301
S7	Concern for Retention	148	2.8423	0.9339	0.0759	0.8518	32.470
S8	Pride in the Coast Guard	156	2.7201	0.6005	0.0481	0.3606	22.076
S9	Attempt to Motivate	154	3.2532	0.8857	0.0714	0.7844	27.224
S10	Performance Feedback	150	3.3933	0.7499	0.0612	0.5624	22.100
S11	Work Facilitation	153	3.5926	0.8113	0.0656	0.6582	22.583
S12	Teamwork Development	154	3.5487	0.9647	0.0777	0.9306	27.164
S13	Overall Performance	164	3.6280	0.9212	0.0719	0.8485	25.390
S14	Concern About Leadership	161	3.5901	1.0575	0.0833	1.1184	29.458
S15	Task Performance	165	2.0485	1.1197	0.0872	1.2547	54.660
S16	Working with People	163	2.1779	1.1217	0.0879	1.2583	51.505
S17	Need for PO Leadership Training	163	4.0184	0.9261	0.0725	0.8577	23.047
S18	Need for JO Leadership Training	163	4.3620	0.8075	0.0633	0.6521	18.513
S19	Need for SO Leadership Training	161	3.6398	1.1377	0.0897	1.2944	31.258

Manager and Peer Report on Supervisor, Control Group BC, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	80	3.1150	0.8932	0.0999	0.7977	28.673
S2	Concern for Task	78	3.9936	0.8227	0.0932	0.6769	20.602
S3	Decision Making Level	82	3.6098	0.7712	0.0852	0.5948	21.365
S4	Flexibility	78	3.3026	0.6525	0.0739	0.4257	19.756
S5	Reinforcement Skills	78	3.5385	0.9829	0.1113	0.9660	27.777
S6	Concern for People	77	3.6048	0.8458	0.0964	0.7153	23.462
S7	Concern for Retention	79	3.2405	0.9985	0.1123	0.9970	30.813
S8	Pride in the Coast Guard	78	2.8291	0.6704	0.0759	0.4495	23.698
S9	Attempt to Motivate	79	3.5612	0.9238	0.1039	0.8534	25.941
S10	Performance Feedback	76	3.4342	0.8416	0.0965	0.7082	24.505
S11	Work Facilitation	79	3.5443	0.9155	0.1030	0.8381	25.830
S12	Teamwork Deveipment	79	3.6203	0.9447	0.1063	0.8924	26.094
S13	Overall Performance	84	3.8333	0.9673	0.1055	0.9357	25.235
S14	Concern About Leadership	82	3.6098	1.2045	0.1330	1.4508	33.367
S15	Task Performance	85	1.9647	1.1593	0.1257	1.3440	59.006
S16	Working with People	81	2.0494	1.2031	0.1337	1.4475	58.707
S17	Need for PO Leadership Training	84	3.8452	1.0237	0.1117	1.0480	26.624
S18	Need for JO Leadership Training	85	4.3647	0.7595	0.0867	0.6392	18.318
S19	Need for SO Leadership Training	85	3.7059	1.2034	0.1305	1.4482	32.473

Manager and Peer Report on Supervisor, Experimental Group B1, E-6 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1	Communications	335	3.2525	0.8084	0.0442	0.6535	24.055
S2	Concern for Task	327	3.8066	0.8172	0.0452	0.6678	21.468
S3	Decision Making Level	326	3.4703	0.7838	0.0434	0.6143	22.585
S4	Flexibility	315	3.1644	0.6529	0.0368	0.4262	20.632
S5	Reinforcement Skills	324	3.3796	0.8951	0.0497	0.8013	26.486
S6	Concern for People	322	3.4219	0.8173	0.0455	0.6680	23.884
S7	Concern for Retention	313	2.9084	0.9627	0.0544	0.0268	33.100
S8	Pride in the Coast Guard	331	2.8288	0.5925	0.0326	0.3511	20.946
S9	Attempt to Motivate	320	3.2687	0.8989	0.0503	0.8081	27.501
S10	Performance Feedback	319	3.4107	0.8428	0.0472	0.7103	24.710
S11	Work Facilitation	327	3.4944	0.8528	0.0472	0.7272	24.404
S12	Teamwork Development	325	3.4415	0.9897	0.0549	0.9796	28.759
S13	Overall Performance	344	3.5785	1.0272	0.0554	1.0550	28.704
S14	Concern About Leadership	340	3.6647	1.0832	0.0587	1.1734	29.558
S15	Task Performance	348	2.1006	1.0375	0.0556	1.0763	49.389
S16	Working with People	343	2.2157	1.0624	0.0574	1.1288	47.949
S17	Need for PO Leadership Training	344	4.0930	0.9824	0.0530	0.9651	24.001
S18	Need for JO Leadership Training	342	4.4415	0.7891	0.0427	0.6227	17.766
S19	Need for SO Leadership Training	341	3.8622	1.1613	0.0629	1.3486	30.068

Manager and Peer Report on Supervisor, Experimental Group B1, E-6 Only.

VARIABLE LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C.V.
S1 Communications	309	3.2369	0.8234	0.0468	0.6780	25.438
S2 Concern for Task	301	2.7824	0.8297	0.0478	0.6883	21.935
S3 Decision Making Level	299	3.4459	0.7912	0.0458	0.6260	22.960
S4 Flexibility	290	3.1310	0.6588	0.0387	0.4340	21.040
S5 Reinforcement Skills	299	3.3629	0.9130	0.0528	0.8335	27.148
S6 Concern for People	299	3.3913	0.8319	0.0481	0.6921	24.531
S7 Concern for Retention	290	2.8701	0.9774	0.0574	0.9554	34.056
S8 Pride in the Coast Guard	305	2.8240	0.5824	0.0339	0.3509	20.975
S9 Attempt to Motivate	294	3.2392	0.9096	0.0530	0.8273	28.070
S10 Performance Feedback	295	3.3819	0.8524	0.0496	0.7267	25.206
S11 Work Facilitation	300	3.4778	0.8573	0.0495	0.7349	24.650
S12 Teamwork Development	300	3.4083	1.0037	0.0579	1.0075	29.449
S13 Overall Performance	317	3.5394	1.0475	0.0588	1.0973	29.596
S14 Concern About Leadership	313	3.6390	1.1097	0.0627	1.2314	30.495
S15 Task Performance	321	2.1277	1.0544	0.0589	1.1118	49.555
S16 Working with People	316	2.2532	1.0775	0.0606	1.1611	47.824
S17 Need for PO Leadership Training	317	4.0946	0.9987	0.0561	0.9973	24.390
S18 Need for JO Leadership Training	315	4.4476	0.8018	0.0452	0.6429	18.020
S19 Need for SO Leadership Training	314	3.8631	1.1844	0.0668	1.4029	30.661

Manager and Peer Report on Supervisor, Experimental Group B1, E-7 to E-9

VARIABLE	LABEL	N	MEAN	STANDARD DEVIATION	STD ERROR OF MEAN	VARIANCE	C. V.
S1	Communications	26	3.4385	0.5825	0.1142	0.3393	16.940
S2	Concern for Task	26	4.0865	0.5998	0.1176	0.3597	14.676
S3	Decision Making Level	27	3.7407	0.6493	0.1250	0.4217	17.359
S4	Flexibility	25	3.5520	0.4254	0.0851	0.1809	11.975
S5	Reinforcement Skills	25	3.5800	0.6238	0.1248	0.3892	17.425
S6	Concern for People	23	3.8199	0.4397	0.0917	0.1934	11.511
S7	Concern for Retention	23	3.3913	0.5743	0.1197	0.3298	16.934
S8	Pride in the Coast Guard	26	2.8846	0.6033	0.1183	0.3639	20.913
S9	Attempt to Motivate	26	3.6026	0.6993	0.1371	0.4891	19.412
S10	Performance Feedback	24	3.7639	0.6254	0.1277	0.3911	16.615
S11	Work Facilitation	27	3.6790	0.7925	0.1525	0.6280	21.541
S12	Teamwork Development	25	3.8400	0.7030	0.1406	0.4942	18.307
S13	Overall Performance	27	4.0370	0.5871	0.1130	0.3447	14.544
S14	Concern About Leadership	27	3.9630	0.6493	0.1250	0.4217	16.385
S15	Task Performance	27	1.7778	0.7511	0.1445	0.5641	42.248
S16	Working with People	27	1.7778	0.7511	0.1445	0.5641	42.248
S17	Need for PO Leadership Training	27	4.0741	0.7808	0.1503	0.6097	19.166
S18	Need for JO Leadership Training	27	4.3704	0.6293	0.1211	0.3960	14.399
S19	Need for SO Leadership Training	27	3.8519	0.8640	0.1663	0.7464	22.430

APPENDIX V
OBJECTIVES OF THE
CCGD3 LEADERSHIP TRAINING PROGRAM
(1974)

Appendix I

Outline of the Third Coast Guard District

Junior Petty Officer Leadership Program

Source: Third Coast Guard District Lesson

Plans and Training Notes

Purposes: To increase the petty officer's understanding of his military, moral, and administrative responsibilities, as well as to enhance his ability to properly fulfill his role as a Coast Guard leader.

Objectives:

1. To emphasize the importance of the petty officer as a leader and his moral responsibilities in exercising leadership as described in Coast Guard Regulations.
2. To develop, through participation, the methods and techniques of dynamic leadership incorporating the traditional customs and courtesies of the service as a requisite for an effective petty officer corps.
3. To increase the awareness of the petty officer of the need for military bearing, forcefulness, and self expression.
4. To engender initiative in the petty officer by clearly defining his role as a leader as well as the acceptance of responsibility.

5. To encourage the acceptance of the petty officer's role as supervisor, teacher, and counselor.

6. To encourage the development of the individual through self improvement as he advances in the service.

Duration of Program: One week, 0800-2000 each day. (Some sessions may continue to approximately 0000).

Location: Personnel Division, Third Coast Guard District, Governors Island, New York and aboard various field units.

Related Programs:

1. Officer Leadership Seminars
2. Chief Petty Officer Leadership Seminars
3. Career Counseling Courses
4. Drug and Alcohol Abuse Counseling
5. Instructor Training

Course Outline (The following is not necessarily typical, but represents a consensus of programs presented.):

1. Monday

a. Leadership Vacuum - approximately a two hour modified T-Group approach where the trainers present a brief introduction and then leave the participants to their own resources. Followed by a discussion of what the participants have just learned (need for leadership, someone fills the gap, etc.).

b. Administration of Likert profile and/or Blake Managerial Grid Inventory - Discussion of results.

c. The Role of the Petty Officer - Lecture/Discussion.

d. Petty Officer Case Study - Group Solutions/Presentations.

e. The Coast Guard in Society - lecture/discussion of organizational legitimacy and the role of the service in society.

f. Organizational Racism - EEO and the Individual-
Lecture/Discussion.

2. Tuesday

a. Decision Making - Lecture/Discussion

b. Decision Making Role Playing

c. Legal Requirements of the Petty Officer - Federal
Law Enforcement and the Uniform Code of Military Justice-
Lecture

d. Understanding Yourself - Lecture/Discussion

e. Understanding Others - Lecture/Discussion/Role Play

f. Evaluating others - Discussion/Case Study

3. Wednesday

a. Rational Problem Solving - Lecture

b. Problem Solving case study

c. Interpersonal Communications - Lecture/simultaneous
Role Play

d. Discipline - lecture/discussion

e. Leadership Theory - Lecture/Discussion

(1) traits

(2) styles

(3) situational

(4) learning

4. Thursday

a. What's Important Productivity or People? Lecture/
discussion emphasizing

- (1) Public Service
- (2) Economy and efficiency
- (3) Hierachy of needs
- (4) Theory X vs. Theory Y
- (5) Synergism
- (6) Leadership for both

b. Management Game Introduction and Group work

5. Friday

- a. Management Game continued
- b. Concluding Comments by trainers and participants
- c. Critiques

Aids Utilized:

1. films
2. audio tape
3. video tape
4. Guest Lecturers from Coast Guard governmental agencies

APPENDIX VI
LEADERSHIP AND MANAGEMENT PROGRAM
OBJECTIVES
(1976)

TERMINAL PERFORMANCE SKILL AND KNOWLEDGE OBJECTIVES

Upon completion of this course, given a Coast Guard situation, the student will be able to predict the consequences of his behavior on the intervening variables, identify the driving and restraining forces in that situation using Kurt Lewin's concept of force field analysis (Lewin, 1975), and use this knowledge to improve the output of his work group,

TABULAR SUMMARY OF ALLOCATION OF INSTRUCTIONAL TIME

	<u>Lecture</u>	<u>Lecture- Conference</u>	<u>Cases</u>	<u>Practical Exercises</u>	<u>Review Exam.</u>
Group dynamics		2	.3	2	.5
Motivation	3.5	3.5			.5
Inter-personal relationships	3.5	3.5	2	7.5	.5
Organizational communications		3.5			
Situational leadership	4	7.5	16.5	6.5	.5
Work planning				4	
Total	11.5	20	21.5	20	2

Total course student contact hours: 75 hours.

TOPIC: SITUATIONAL LEADERSHIP

OBJECTIVE: Given a Coast Guard situation, when the trainee completes this topic he will be able to:

- a. Distinguish between personal and position power. (Hersey and Blanchard 1977, P40, P41)
- b. Identify where his own and his subordinate's authority comes from. (Hersey and Blanchard 1977, P40, P112)
- c. Identify positive and negative effects using one's personal and position power. (Hersey and Blanchard 1977, P40, P112)
- d. Identify personal responsibility for maintaining authority. Hersey and Blanchard 1977, P40, P112)
- e. Identify authority in the job situation. (Hersey and Blanchard 1977, P40, P112) (McGregor, P21)
- f. Identify examples of effective behavior in getting authority from character, personality, position and competence. (Hersey and Blanchard 1977, P40, P112)
- g. Identify use of position and personal power in case studies. (Hersey and Blanchard 1977, P40 P112)
- h. Describe general background of leadership theories development. (Hersey and Blanchard 1977, P88)
- i. Identify own leadership tendencies through a discussion of the assumptions made about people. (McGregor 1967, P33 - P45)
- j. Identify effects of assumptions on own leadership style.
- k. Explain successful versus effective leadership (Hersey and Blanchard P114)
- l. Explain relevance of task behavior to work groups. (Hersey and Blanchard 1977, P103)
- m. Explain relevance of relationship behavior to work groups. (Hersey and Blanchard 1977, P103)
- n. Distinguish between high-low task and high-low relationship behavior in the leader. (Hersey and Blanchard 1977, P103)
- o. Describe the need for flexibility in adopting a leadership style. (Hersey and Blanchard 1977, P160)
- p. Explain why a single leadership style is not always effective. (Hersey and Blanchard 1977, P160)

- q. Describe the effect of follower maturity on selecting an effective leadership style. (Hersey and Blanchard 1977, P160)
 - r. Identify the maturity level of groups and individuals in given situations. (Hersey and Blanchard 1977, P225)
 - s. Identify leadership styles and maturity levels of characters in case studies. (Hersey and Blanchard 1977, P225)
 - t. Identify the effects of ineffective leadership styles in the short and long run. (Hersey and Blanchard 1977, P225)
 - u. Identify strategies to plan, direct, and control change. (Hersey and Blanchard 1977, P273)
 - v. List examples of the various levels of change. (Hersey and Blanchard 1977, P280)
 - w. Outline the change cycle. (Hersey and Blanchard 1977, P280)
 - x. Describe coercive and participative change. (Hersey and Blanchard 1977, P28)
 - y. Identify sources of power. (Hersey and Blanchard 1977, P280)
 - z. Describe how power affects ability to create change. (Hersey and Blanchard 1977, P280)
 - aa. Describe attempted leadership. (Hersey and Blanchard 1977, P114)
 - ab. Identify difference between behavior and attitude. (Hersey and Blanchard 1977, P114, P280)
 - ac. Describe knowledge, attitudes, individual behavior, and group behavior. (Hersey and Blanchard 1977, P114, P280)
 - ad. Describe effective and ineffective leadership as it relates to the use of power. (Hersey and Blanchard 1977, P114, P280)
 - ae. Describe the use of reinforcement in the effective change cycle. (Hersey and Blanchard 1977, P190)
 - af. Describe the effect of hygiene factors on the ineffective change cycle. (Hersey and Blanchard 1977, P190)
 - ag. Describe positive reinforcement. (Hersey and Blanchard 1977, P190)
 - ah. Describe Kurt Lewin's force field analysis. (Hersey and Blanchard 1977, P122)
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- ai. Analyze a case study using force field analysis.
(Hersey and Blanchard 1977, P122)
- aj. Describe unfreezing, change, and refreezing as the three phases of
change. (Hersey and Blanchard 1977, P298).
- ak. Display a leadership style that will increase the performance level
of his work group. (Hersey and Blanchard 1977).

TOPIC: Motivation.

OBJECTIVE: Given a Coast Guard Situation, when the trainee completes this topic he will be able to:

- a. Explain goal seeking behavior, in terms of the model presented in class. (Maier 1973, P69)
- b. Give examples of GSB (Process) in own job situation. (Maier 1973, P6)
- c. Discriminate between, physiological, safety, social, esteem, and self actualization needs. (Maslow 1970, P35)
- d. Illustrate the hierarchy by drawing and labeling (Maslow's hierarchy of needs.) triangle. (Maslow 1970, P35)
- e. Give examples of each need level in own work situation. (Maslow 1970, P35)
- f. Explain the effect on behavior of a satisfied need. (Maslow 1970, P35)
- g. Explain deficit needs and growth needs. (Maslow 1970, P35)
- h. Recite examples of hygiene factors, and motivators in own job situation. (Herzberg 1966, P91)
- i. Match motivators and hygiene factors to proper levels of Maslow's need hierarchy. (Herzberg 1966, P91)
- j. Use motivators and hygiene factors in solving problems in classroom case studies. (Herzberg 1966, P91)
- k. Explain job enrichment techniques. (Herzberg 1966, P91)
- l. Give examples of theory Y and theory X assumptions from own experience. (Mcgregor 1960, P33)
- m. Explain the effects on work groups resulting from Pygmalion Effect. (Livingston 1969)
- n. Act in a manner that will increase the motivation of the individual in his work group (Herzberg 1966, Maslow 1970)

TOPIC: Group Dynamics

OBJECTIVE: Given a Coast Guard situation, when the trainee completes this topic he will be able to:

- a. Explain how Likert model of organizational variables relates to group behavior. (Likert 1967, P26)
- b. Give examples of causal variables in the Coast Guard. (Likert 1967, P26)
- c. Give examples of intervening variables in the Coast Guard. (Likert 1967, P26)
- d. Give examples of end result variables in the Coast Guard. (Likert 1967, P26)
- e. Explain variables over which individuals have short and long run control. (Likert 1967, P26)
- f. Distinguish difference between task, maintenance, and personal behavior in groups. (Athos 1968, P115)
- g. Explain the importance of the three behaviors to group survival in the long run. (Athos 1967, P115)
- h. Illustrate examples of the three types of behavior in own work group. (Athos 1967, P115)
- i. Distinguish the difference between group process and content in job related situations. (Filley 1975, P73)
- j. Point out process and content in classroom exercises. (Filley 1975, P73)
- k. Identify factors which affect the formation of formal and informal groups. (Flippo 1975, P163)
- l. Distinguish difference between formal and informal groups. (Flippo 1975, P163)
- m. Identify the effects of personal, maintenance, and task behavior in formal and informal groups. (Athos 1968, P115)
- n. Explain the effects of group norms on groups. (Athos 1968, P103)
- o. Give examples of group norms from own job situation. (Athos 1968, P103)
- p. Distinguish between group norms in a classroom situation. (Athos 1968, P103)

- q. Explain effects on a group when norms are changes. (Athos 1968, P103)
- r. Distinguish between group norms and deviant behavior (Athos 1968, P82)
- s. Identify the positive and negative effects of deviant behavior. (Athos 1968, P82)
- t. Point out deviant behavior of individuals in a classroom situation. (Athos 1968, P82)
- u. Identify examples of cohesiveness from own experience. (Athos 1968, P128)
- v. Point out the importance of cohesiveness to group survival. (Athos 1968, P128)
- w. Point out the negative and positive effects of cohesiveness. (Athos 1968, P128)
- x. Distinguish between cohesiveness in formal groups and informal groups (Flippo 1965, P163)
- y. Distinguish difference between win-lose, and win-win situations. (Filley 1975, P21)
- z. Identify triads in own work situations. (Bowen Videotape Series)
- aa. Identify triads in case studies in classroom. (Bowen Videotape Series)
- ab. Illustrate conflict resolution techniques. (Filley 1975, P21)
- ac. Identify causes and consequences of group think. (Davis 1972, P450)
- ad. Identify methods of preventing group think. (Davis 1972, P450)
- ae. Identify the positive and negative effects of inter-group dynamics on the job. (Athos 1968, P205)
- af. Explain effective and ineffective communication in inter-group dynamics. (Athos 1968 P205)
- ag. Identify approaches of getting positive results from inter-group dynamics techniques. (Athos 1968, P205)
- ah. Display behavior that will increase the cohesiveness and effectiveness of his work group. (Athos 1968)

TOPIC: Interpersonal Relationships

OBJECTIVE: Given a Coast Guard situation, when the trainee completes this topic he will be able to:

- a. Identify the three ego states in self and others. (Jongeward 1977, P23)
- b. Give examples of the three ego states from own experience. (Jongeward 1977, P22)
- c. Give examples of how the ego states relate to the inter-personal communications process. (Jongeward 1977, P16)
- d. Diagram transactions using a PAC model. (Jongeward 1977 P16)
- e. Identify the three types of transactions in own job situation. (Jongeward 1977, P24)
- f. Explain the effects of the three types of transactions on the communications process. (Jongeward 1977, P24)
- g. Select methods to stop cross transactions. (Jongeward 1977, P269)
- h. Explain the four life positions. (Jongeward 1977, P35)
- i. Give examples of how life positions are developed. (Jongeward 1977, P35)
- j. Identify probable life positions in self. (Jongeward 1977, P35)
- k. Explain dangers of categorizing individuals without knowing all the facts. (Jongeward 1977 P35, P208)
- l. Point out importance of strokes in maintaining a healthy personality. (Jongeward 1977, P44)
- m. Identify strokes in the work place. (Jongeward 1976)
- n. Distinguish between positive and negative strokes using own examples. (Jongeward 1977, P44)
- o. Point out applications of strokes in case studies. (Jongeward 1976 P16)
- p. Define stamp collecting and feelings. (Jongeward 1977, P188)
- q. Give examples from own job situation of various types of stamp collectors. (Jongeward 1977, P188)
- r. Distinguish between small and large traders. (Jongeward 1977, P188)
- s. Distinguish difference between strokes and stamps. (Jongeward 1977, P188)

- t. Give examples of kinds of stamps that will be collected by persons in each of the life positions. (Jongeward 1977, P189)
- u. Identify the basic elements of a game. (Jongeward 1977, P23)
- v. Give examples of game playing in own job situations. (Jongeward 1977, P23)
- w. Identify the types of stamps collected by game players. (Jongeward 1977, P23)
- x. Identify methods to stop games. (Jongeward 1977, P51)
- y. Identify people play games. (Jongeward 1977, P23)
- z. Give examples of games in terms of the drama triangle. (Jongeward 1976, P84)
- aa. Explain advantages and disadvantages of leveling. (USA ALM 2468-H)
- ab. Give examples of leveling effect. (USA ALM 2868-H)
- ac. Explain how leveling relates to a job situation (USA ALM 2868-H)
- ad. Explain the purpose of a performance appraisal interview. (Maier 1973, P530)
- ae. Explain the purpose of a problem solving interview. (Maier 1973, P530)
- af. Explain the purpose of an information exchange interview. (Maier 1973, P530)
- ag. Explain the purpose of a counseling interview. (Maier 1973, P530)
- ah. Explain the purpose of a goal setting interview. (Maier 1973, P530)
- ai. Conduct interviews in classroom situations, using own examples. (Maier 1973, P530)
- aj. Conduct interviews in response to various simulated work situations. (Maier 1973, P530)
- ak. Explain the steps in an interview process. (Maier 1973, P530)
- al. Explain what an "I" message is. (Gordon 1977, P92)
- am. Explain what a you message is. (Gordon 1977, P49)
- an. Use an "I" message in role playing an interview situation to project own feelings. (Gordon 1977, P49)

- ao. Use a you message in role playing an interview situation to reflect others feelings. (Gordon 1977, P49)
- ap. Identify problem ownership in case studies. (Gordon 1977, P27)
- aq. Explain the twelve roadblocks to problem solving. (Gordon 1977, P60)
- ar. Explain active listening. (Gordon 1977, P69)
- as. Explain origins of personal ethics. (Jongeward 1977, P272)
- at. Explain individual responsibilities in connection with personal ethics. (Jongeward 1977, P272)
- au. Identify the symptoms of an alcoholic. (Hubbell, Readers Digest May 1976)
- av. Describe the approach to take with suspected alcoholics. (Hubbell, Readers Digest May 1976)
- aw. Describe the magnitude of alcoholism in a typical work group. (Hubbell, Readers Digest May 1976)
- ax. Describe the effects of the alcoholic in work group output. (Hubbell, Readers Digest May 1976)
- ay. Identify sources available to assist the supervisor in dealing with the alcoholic. (Hubbell, Readers Digest May 1976)
- az. Display the ability to effectively deal with a problem drinker. (Hubbell, 1976)
- ba. Display the ability to effectively use Complementary Transactions. (Jongeward, 1976)

NPIC: Organizational Communication

OBJECTIVE: Given a Coast Guard situation, when the trainee completes this topic he will be able to:

- a. Identify steps of the communication process.
(Hampton 1973, P66)
- b. List the parts of the communication process diagram.
Hampton 1973, P66)
- c. Identify more than one method of encoding.
(Hampton 1973, P66)
- d. List examples of poor decoding from past Coast Guard experience.
(Hampton 1973, P66)
- e. Describe the purpose and importance of feedback.
(Hampton 1973, P112)
- f. Describe the advantages of feedback. (Hampton 1973, P112)
- g. List three types of barriers. (Hampton 1973, P66)
- h. Draw the arc of distortion diagram. (Hampton 1973, P66)
- i. Label all lines and positions of the arc of distortion.
Hampton 1973, P66)
- j. Give examples of the commonness of experience.
(Hampton 1973, P66)
- k. Explain how the commonness of experience affects communications.
(Hampton 1973, P66)
- l. Tell of examples of good or bad communications from past experiences.
(Hampton 1973, P66)
- m. Identify ways to overcome physical barriers.
(Hampton 1973, P66)
- n. Give examples of the elements of personal barriers.
(Hampton 1973, P66)
- o. Explain psychological barriers in own words.
(Hampton 1973, P66)
- p. Give examples of own experience associated with personal barriers.
(Hampton 1973, P66)
- q. Explain how decor can communicate a message. (Goldhaber 1974, P131)
- r. Distinguish between the various communication zones.
(Goldhaber 1974, P121)

- s. Tell how body positions can communicate. (Goldhaber 1974, P131)
- t. Give examples of communication by hands and arms.
(Goldhaber 1974, P131)
- u. Identify own role and responsibility in listening process.
(Goldhaber 1974 P131)
- v. Illustrate occasions when people will listen more attentively.
(Goldhaber 1974, P131)
- w. Use the techniques that will improve interpersonal communications.
(Goldhaber 1974)

COURSE OUTLINE

SUNDAY
Admin
Introductions
Expectation Exercise
Course Overview
Career Experiences

MONDAY
Group Dynamics
-Exercise
(Desert, Artic, Kidney Machine)
Power/Authority
Group Think (Film)
TRIADS (World Bank)
Skills Development Sheet
Achieving Styles
Projects(Group Dynamics/Power)

TUESDAY
Problem Analysis
Case Study (Oily Birds)
Problem Ownership
Individual Needs
Motivation
Job Enrichment
Projects (Triads/Needs)

WEDNESDAY
Rewards Exercise (Triangle
Production)
Rewards/Strokes
Ego States
Transactions (Role Plays)
Games/Life Positions

THURSDAY
Comms/Listening/Feedback
Exercise
Assumptions/Pygmalion (Film)
Values (Film)
Projects (Rewards/Feedback)

FRIDAY
Leadership Styles
Leadership Game
-Exercise (Tinkertoy)
Stress

MONDAY
LEAD Instrument Feedback
Conflict Resolution
Problem Identification
Interviewing/Counseling
(Role Plays)
Projects (Leadership Styles/
Interviewing, Counseling)

TUESDAY
Change
Skill Development Exercise
Outside Problem (Role Play/Film)
Projects (Change/Problem
Analysis)

WEDNESDAY
Open Discussion
Performance Evaluation
Deck Force Case Study

THURSDAY
12 O'Clock High
Exam
Critiques

FRIDAY
Boot Camp Study
Film (Bolero/Refiner's Fire)
Graduation