

A
SOCIOMETRIC ANALYSIS OF GROUP COHESION
IN
SUPERVISION AND MANAGEMENT

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In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Public Administration

by
Sidney Dwoskin
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SIDNEY I. DWOSKIN

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and approved by all its members, has been
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ADMINISTRATION

Harry J. Deneel, Jr

Date May 18, 1950

Faculty Committee

Wm. M. O'Brien
Chairman
J. P. Guilford

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

A good deal of literature has been written in regard to the factor of human relations in supervision and management. Various authors have speculated as to the underlying factors involved to a quantitative factor, the problem may be handled in a scientific manner. Limited material is available thus far treating the subject from the above standpoint. A special graduate seminar at the University of Southern California which coordinates the efforts of three disciplines, sociology, psychology, and public administrations, concerns itself with critical incidents which are involved in the phenomena of group cohesion. It is possible that further developments in research may result from this situation.

I. THE PROBLEM

Statement of the problem. It was the purpose of the study (1) to formulate a statistical method to measure vertical and horizontal social distance within a group; (2) to quantitatively determine the degree of group cohesiveness existing therein; (3) to determine how practicable the application of such a method may be; (4) to present individual attitudes in a group with regard to

their vertical and horizontal relations as revealed through a written questionnaire study.

Importance of the study. Lately, literature in the field of public administration has indicated various influences traced to such social sciences as sociology and anthropology. It is felt that the sooner the investigator attacks the problem with principles instead of "mere generalities" and specific factors instead of "vague concepts" the sooner basic knowledge in the field of public administration will be formulated. Hypotheses must be formulated; facts must be accumulated through the various means of research. Through quantitative as well as qualitative methods, will progress be made.

It is hoped that this humble effort will contribute in some small way to the extent of interesting others in the quantitative applications of this basic social concept.
 "human relations" or "social distance."

II. DEFINITION OF TERMS USED

In order to facilitate a uniform interpretation of concepts used in the following chapters, perhaps it would be wise to point out how specific words are to be used in this paper. The concept will be stated, followed by a brief working definition.

Social distance. The sociological concept "social

distance" refers to nearness or farness of individuals of groups on the social distance continuum. It infers degrees of hierarchical relationships of leader and follower as well as degrees of friendliness and sharing of positive attitudes. Specifically it includes the two factors of horizontal and vertical social distance.

Horizontal distance. "Horizontal distance," as stated above, is one aspect of the concept "social distance." It refers to the degrees of friendship existing on the continuum between the two extremes of "stranger" and "pal." (i.e. -stranger, acquaintance, friend, pal).

Vertical distance. "Vertical distance" refers to the leadership aspect involved in the hierarchical relationships of people, i.e.....Supervisor in scalar relation to employee; (employee in scalar relation to other employees) etc. It's emphasis is upon status.

Personal distance. "Personal distance" refers to that distance (on either the vertical or horizontal lines) between two individuals.

Group distance. "Group distance" is the degree of "togetherness" or "farness" between two groups.. This phenomena of social distance may be based on a simple friendship basis or on a formal or informal scalar or hierarchical distance. Sociologically stated, it would be the degree of "like-mindedness" between the so called "in-group" and "out-group."

It is the gestalt or sum total of all individuals in two separate groups. The social distance, horizontal and vertical, between the two groups is known as "group distance."

Personal-group distance. "personal-group distance" is the social distance area between an individual and a group.

Status and distance. "Distance" may be determined by status. Farness may be produced by attack on status while nearness may be produced by a boost of status.

Intimacy and distance. A positive intimacy may bring about a nearness, i.e., - greater degree of friendliness, on the horizontal scale. Two people who are intimate are closer to one another on the horizontal continuum, than two people who are mere acquaintances, or dislike one another or, perhaps, even disagree upon what they consider to be vital issues.

Social distance differential. "Social distance differential" is the tendency for one to regard the other in higher esteem than he enjoys himself. The difference is the "differential."

Spatial distance and social distance. "Spatial distance" refers to the geographical factor. It may be conducive toward creating a greater degree of farness in some distances and nearness in other instances depending

upon the situation.

Fields of social distance. "Fields of social distance" refers to situational distance based upon such factors as age, sex, occupation, education, religion, racial, national, class and culture.

Formal and informal distance. "Formal distance" refers to that relationship existing between two units formalized by the fact of pre-arranged status or distance due to such factors as job classification, officership, etc. "Informal distance" is that factor of distance which results from the spontaneous relationship of individuals and groups.

Group Cohesion. The tendency of individuals in a working unit to cooperate to a maximum degree in fulfilling their individual and collective functions.

III. ORGANIZATION OF REMAINDER OF THESIS

Chapter I has presented briefly the problem under study and definitions of terms used. Chapter II will refer to historical background and a review of literature. The following chapters will cover such items as sources of data and methods of research; criteria and methods recommended to promote maximum group cohesion in human relations; the findings of five case studies in the correctional cycle, and finally, a summary and conclusion.

CHAPTER II

HISTORICAL BACKGROUND AND REVIEW OF LITERATURE

The concept of "social distance" which we are utilizing as the core of "group cohesiveness" and synonymous with Dr. Offner's "human relations" was started by George Simmel. Tarde used "distance" in an analysis of the "stranger."

Later, Robert E. Park of the University of Chicago in his book Introduction To Science of Sociology, used this same concept. "Degree of sympathetic understanding that exists between people" was this author's application of semantics to the development of the important concept of "social distance."

Upon reviewing Dean Bogardus's syllabus of Social Distance¹ we find that the earliest reference made is the recommended readings of E.A. Ross and his book on Social Control. Again in 1905, E.A. Ross wrote Foundation of Sociology.

Dr. E. S. Bogardus had his first material on "social distance" published in 1925. The Journal of Sociology.

¹ E.S. Bogardus, Department of Sociology, Dean of Graduate School University of Southern California.

Dr. E. S. Bogardus had his first material on "social distance" published in 1925. The Journal of Applied Sociology (March-April) presented the article "Measuring Social Distance" in the year 1925. Since then Dean Bogardus has had material published on the subject on an average of one every two years since 1925. His syllabus "Social Distance" was first edited in 1930. The second edition was printed in 1931, the third in 1935, the fourth in 1939 and the fifth in 1947.

Although Simmel, Tarde, Park and Bogardus contributed largely to the development of the "social distance" concept, men in various fields have since found its application useful.particularly in its application to the understanding of human relations. Burleigh Gardner's book Human Relations in Industry, Alexander Leighton's book The Governing of Men, J.L. Moreno's Who Shall Survive, and Dr. Pfiffner's Study Guide for Human Relations in Management, are splendid examples of the use of the "social distance" concept. The latter author's latest work, A Tentative Syllabus for the Study of Informal Organization is significant in the field of Public Administration focusing attention upon informal organization.

Other literary endeavors reflect the use of the same principles expressed by the above authors-- Alvin Brown, in his book Organization, A Formulation of Principle

(1945) makes good use of the social distance concept in his treatment of the delegation of responsibility. Dr. George Filipetti, Professor of Economics at the University of Minnesota wrote Industrial Management in Transition (Chicago: Richard D. Irwin, Incorporated, 1946, 311 pp.). This book is important to the student of management as it brings him in contact with some of the important milestones in the evolution of industrial management, labor leadership, and government administration. One part points out the increased recognition of the importance of psychological and organizational factors upon efficiency as an important phase in the evolution of industrial management. The psychological factors involve "human relations" and social distance in its various manifestations.

Donald C. Stone in his Notes on the Government Executive; His Role and His Methods² proposes the question as to what the executive must do if his leadership is to be effective. The "creation of a favorable climate" is simply restating the concept of maintaining an acceptable "social distance." Included in the symposium, Clapp refers to the "marriage of interests." Millett seeks the answer to the query "How can we reduce friction between herarchy

2

One of six lectures included in Leonard D. White's, New Horizons in Public Administration (Birmingham: University of Alabama Press, 1945), p. 14.

and specialty?"

Chester I. Barnard, another author in the public administration field likewise utilizes the significance found in the "social distance" concept. In his book Organization and Management, Selected Papers (Cambridge, Mass: Harvard University Press, 1948, 244 pp.) the ex-president of the New Jersey Bell Telephone Company presents a series of nine essays. Such subjects as the "Nature of Leadership," "Status Systems in Formal Organizations," "Personnel Relations", indicate the author's varied use of personal distance, group distance, person-group distance, status and distance and others defined previously in this paper.

Again, Chester I. Barnard, the present President of the Rockefeller Foundation, in his work "Functions of the Executive (Cambridge, Mass: Harvard University Press, 1938, 344 pp.) deals primarily with the relationships of men in organizations; their communications, incentives and cooperation. Authority, the vertical manifestation of social distance is discussed in full. The entire discussion is set in the environment of individuals relating themselves to one another in varying degrees of status and intimacy.

Marshall Edmond Dimock seeks the answer to the question, "What does the operating official do?" in his book "The Executive in Action". The key thought in the book indicates the author's awareness of the "social distance"

concept. "The successful executive, therefore, is he who commands the best balance of physique, mentality, personality, technical equipment, philosophical insight, knowledge of human behavior, social adaptability, judgment, ability to understand and to get along with people, and a sense of social purpose and direction."

Social distance is apparent in Copeland and Towl's, The Board of Directors and Business Management (Andover, Mass: The Andover Press, 1947, 202 pp.) Real Authority, Legal Authority, and others are mere references to the manifestations of varying degrees of social distance to be found in even the above such type of organization.

John C. Baker of the Division of Research in the Graduate School of Business Administration, Harvard University, also discusses the various conditions and factors that directors as well as corporations as a whole, must consider in order to function properly. The maintainment of proper relations with fellow directors, stock-holder and the general public are equally important. All involve techniques in the application of the concept "social distance."

Metcalf and Urwick, editors of Dynamic Administration make it clear that Mary Parker Follett did not underestimate the importance of the sociological and psychological approach to business administration.

Miss Follett's³ belief that the best way to deal with conflict was through integration is but one technique in reducing the degree of "social distance."

Other references dealing with the factor of "human relations," "social distance," and "group cohesion" are Gordon's Business Leadership in the Large Corporation, Benjamin Selecman's Labor Relations and Human Relations, Herbert Simon's Administrative Behavior, and Harold Zink's American Military Government in Germany.

The above literary contributions in the field of public administration are but a few examples of authors dealing with the various phases of the basic problem of human relations.

The limitations of many of the previous studies are apparent. Facts are being accumulated. The time approaches when certain principles may be scientifically tested. The quantitative method is one means of accomplishing this. Thus far its use in the field has been at a minimum level. Perhaps, through the medium of such special seminars as being conducted by Dr. Pfiffner (Public Administration) together with Dr. Guilford (psychology) and Dr. Locke (Sociology), the academic

³ Metcalf, Henry C., and L. Urwick, editors, Dynamic Administration. The collected papers of Mary Parker Follett, New York: (Harper and Brothers Publishers, 1942), p. 320.

viewpoint, together with pragmatic situations will be further synthesized.

CHAPTER III

SOURCES OF DATA AND METHODS OF RESEARCH

The immediate source of information for this quantitative analysis of group cohesiveness was five cases found in the correctional cycle. One of the three Divisions in the Los Angeles County Probation Department-- the Juvenile Delinquency Prevention Division, served as the source for the pilot study. This division consists of two separate units, The Group Guidance Unit and The Community Coordinating Council Unit. These two distinct sampling groups were available with a total of twenty-three individual cases.

Two groups of trainees in the Probation Department of Los Angeles County, served as the second case source. The Juvenile Police Unit in Norfolk, Virginia, the third source and the Child Welfare Unit in the Cincinnati Police Department, the final source.

The investigator's initial approach from the standpoint of methodology was first to make a limited review of the literature in the field of human relations in industry and management.

The questionnaire used in the study was constructed in the following manner:

First the criteria upon which the questions were based

for both the "vertical" and "horizontal" aspects of "social distance," were derived from such literature as Dr. Pfiffner's An Outline of Supervisors Job; Burleigh Gardner's Human Relations in Industry and others. Secondly, students and professionals in the field were asked to evaluate and rate the questions in order to further validate these data drawn from literature with the result that twenty-six items were selected for the final questionnaire. A copy of the questionnaire may be found on page 74 in the Appendix.

Inasmuch as it was felt that in order to observe the phenomena of social distance (as it operated in the field of human relations) the questions selected would be considered equally in relation to one another; that differential weights not be utilized. Instead, provision was to be made whereby the appropriate degree of the question on the hypothetical continuum would be assigned a number or arbitrary weight.

The problem, reviewed again, was in what way might one consider "vertical" relationships or leadership in a group and at the same time give equal consideration to the "horizontal" or friendship aspects of intra and inter-group relationships. These two factors when combined after being considered in a quantitative fashion may permit measurements and comparisons of intra-group relationship or "intra-group cohesiveness."

The study considers not only the supervisory employee relationship, but also employee-group relationship and supervisor-group relationship. Thus each individual upon scoring his sheet considers the above three factors.

After satisfactory factors were listed, they were then varied to fit a continuum of four quantities ranging from a weight value of one to the most positive with a weight value of four. This was done with both the horizontal and vertical factors. Thus eight quantities were utilized -- four for the "vertical" aspect and four for the "horizontal" factor.

The scale consists of twenty-six questions. Each question was arranged in a logical sequence. The words never, sometimes, usually, and always served to differentiate the place on the continuum which was appropriate. Each was given a number from one to four; the negative or minimum situation received a logical weight of one and the fourth or most positive statement of the question was assigned a number four.

Thus a specific quantity was available after each question was checked. The twenty-six questions were selected on the basis of their application to the social distance principle; consequently, the questionnaire was divided into the two categories of horizontal and vertical social distance.

To administer the social distance scale, the investigator enlisted the cooperation of the Supervisors of each Unit. After the proper explanations they were in a position to introduce the questionnaire to their respective units. Both "vertical" and "horizontal" criteria sheets were provided for each individual in the group. (For sample of forms see Appendix). After filling out the forms (checking whatever factors they felt were applicable), the papers were returned without identification to the supervisor's box. Thus the work was kept as anonymous as possible.

If the person wished to know his score, afterward, he was instructed to put an identifying number in the upper right hand corner. In this manner, no one could identify his paper but himself.

The score arrived at simply indicated the average of the twenty-six questions. For example if on question one the person checked the number two and on the next question checked number four, the average would be three. By adding the numbers checked for all twenty-six questions and then dividing by twenty-six, the average was determined. This was done for both the question listed under the vertical category and again for those listed under the horizontal category. Again by averaging the two, the final grade was determined.

In the event the person did not think that a particular question was applicable, he would skip it. The denominator was arrived at then by subtracting the number omitted from twenty-six.

The method of grading consisted of the investigator totalling the "weights" and then finding the arithmetic mean. When the mean was found for both the "vertical" and "horizontal" distance scales, the mean of the two was determined.

The next step was to find the arithmetic mean of the group. By applying the formula, the Cohesion Index and Cohesion Quotient were found. Thus individual C. I.'s and C. Q.'s were available as well as group C. I.'s and C. Q.'s.

Inasmuch as it was important for the supervisor to receive an analysis of the results, histograms and graphs were constructed. Items from A to Z were listed. Those indicating a need for further consideration on the part of the supervisor or the group as a whole were indicated on these charts. The grade of the group was plotted, and the significance of each item was demonstrated by analyzing the possible reasons why individual weights were given to certain items.

In cases where the investigator had functioned in the position of a participant observer, he consulted

with various members of the group as well as the supervisor to ascertain what might be arrived at by further oral exploration of selected and specific questions. This technique, however, was secondary to the use of the investigator's own interpretation.

Where the participant-observer role was not possible, such interviews which might have been either formal or informal, proved to be the primary frame of reference for the analysis of specific questions.

The investigator conferred then with the supervisor pointing out the significance of various factors as indicated in the analysis. The supervisor would then follow up, in an effort to improve factors indicating change. The methods and technique would be of subtle, non-personal basis utilizing interviews, and conferences as well as informal discussions.

Limitations of the study may be noted at this time. Factors utilized in the present "horizontal" and "vertical" scales are based on a limited review of literature in the field, and conferences with practitioners. As more attention is given to the application of the principle of quantitative analysis utilizing the criteria factor as the point of departure, validity and reliability should be improved.

This study applies to several departments on the East Central and West Coasts. The greater the number and

the more varied the applications, the greater will be the opportunities for analysis and subsequent modifications and improvements.

Briefly reviewing, then, factors pertaining to methodology, we might state that a pilot study was initiated on the above subject. It was proposed that in view of the positive results achieved in the project, further research be continued. By enlarging the number of sample groups, by diversifying the nature of the cases, and by intensifying the total conclusions and analysis it was believed that an interesting and productive thesis might be presented.

The continuation of the above study was specifically indicated in the following manner:

- (1) Enlarge the sample groups from one to five; from some thirty cases to at least one hundred cases.
- (2) Give more latitude to the nature of the groups; include not only professional people but also clerical, mechanical, and if possible a police unit.
- (3) Follow through with results of study to determine pragmatic value of such a study.
- (4) Determine further the validity and reliability of the questionnaire.
- (5) Check further into the literature in the field to more adequately validate the proper "weights" of the factors utilized in the two criteria.
- (6) Attempt to determine if there are common

factors to be found in groups differing in the nature of work performed. If possible, arrive at some tentative basic principles in group cohesion.

- (7) Attempt to find one sample group which by reputation may indicate a negative score. Thus, the results could be compared with a group with a positive score. This would enable the observer to compare the causal factors in both cases.
- (8) As indicated in the conclusion and summary of the pilot study continuation of the study would also attempt to learn what necessarily makes for a high degree of group cohesion. What are the negative factors?
- (9) Logically following the above would be what techniques may be utilized to achieve the positive factors found to be conducive to group cohesion.

CHAPTER IV

CRITERIA AND METHODS RECOMMENDED TO PROMOTE MAXIMUM GROUP COHESIVENESS IN HUMAN RELATIONS

This investigator feels that the "ions" of human relations are "vertical social distance" and "horizontal social distance." Although separate scores may be secured from each, neither may be considered of significant importance unless combined with the other. Factors considered in the "Vertical Criteria" were:

1. Leadership.
2. Degree of participation.
3. Adjustment in group.
4. Physical awareness.
5. Vocal ability.
6. Reaction to obstacles.
7. Worry.
8. Group opinion and approval.
9. Encouragement of group participation.
10. Encouragement of initiative.
11. Degree of supervision.
12. Improvement in work methods.
13. Attitude of supervision.
14. Patience and listening ability.
15. Discipline.

16. Corrective interviews.
17. Communication in group.
18. Supervisorial sympathy and understanding.
19. Awareness of group sentiments.

Factors considered in the "Horizontal Criteria"

were:

1. Friendliness.
2. Common attitudes.
3. Criticism.
4. Attitude in executing authority or responsibility.
5. Attitude in frustrating situations.
6. Cooperativeness.
7. "In-group" feeling.

Logically speaking the positive or sum total of the factors would be the way to promote a maximum degree of group cohesiveness. When and if the supervisor becomes aware of shortcomings either on his part or within the group, definite steps should be taken to improve the particular situation. One way of finding out if improvement is apparent after certain corrective measures have been utilized would be to give a re-test of the Vertical and Horizontal Scales. By analyzing the individual scores and specific weight items, the supervisor can determine areas of improvement, etc.

Another means of determining the effectiveness of

positive measures for group cohesiveness would be observation of performance in the role of participant observer.

Individual interviews as well as group conferences may be utilized as two mediums of influencing or changing tendencies existing within the working unit.

Failure to attain a high degree of "group cohesiveness" in a working unit will be apparent to the supervisor if the cohesion index or quotient is below average. Thus negative weights of the above listed criteria would definitely indicate a lack of cohesiveness in the group. If the supervisor, being aware of this defect, does not follow through with proper direction and suggestion, the situation will not be remedied. Again, if the supervisor does not encourage two-way communication, he will be unable to promote the desired change in the group.

It might be pointed out at this time that a method being experimented with at present by a special seminar chaired by Dr. Pfiffner, Dr. Guilford and Dr. Lecke, points out the value of gathering critical incidents. Further study might be attempted in the future whereby incidents related to healthful situations of "group cohesion" may be collected. Also critical incidents related to pathological situations might also be recorded. After sufficient number had been recorded and analyzed in behavioral terms,

indices might be developed and actually tested on statistical basis. This process would serve to further substantiate or negate the work done thus far on group cohesion.

CHAPTER V

FINDINGS OF THE STUDY OF FIVE CASE STUDIES IN THE CORRECTIONAL CYCLE IN THREE JURISDICTIONS (CALIFORNIA, OHIO, AND VIRGINIA)

Two units of the Juvenile Delinquency Prevention Division of the Hamilton County Probation Department served as the investigator's initial source of data. At the time of study, the Group Guidance Unit contained sixteen members while the second, the Coordinating Council Unit contained seven members. The respective supervisors were included.

In passing it might be helpful to describe briefly the constituency of the unit under consideration.

The average age of the Group Guidance Unit was found to be 31.9 years. At present there are six women and nine men officers. While the men are classified as Deputy Probation Officers, or Assistant Deputy Probation officers, the women are classified as "counsellors." The mean length of time for previous work history in the social service field was 4.5 years. All the men had at least a B.A. and all the women at least high school graduates. One of the women had a PH.D. from the University of Mexico. All had the special qualification of being bilingual. Finally, it was determined that the average

length of time in the department was 2.0 years.

I. GROUP GUIDANCE - CASE I

Inasmuch as the Group Guidance Unit was studied first, let us consider the findings at this time. Interestingly enough, the supervisor's grading of the Unit was but two-tenths higher than the group's arithmetic mean. The vertical factor rated 3.17 out of a possible 4.0 and the horizontal 3.12 giving the group the grade of 3.14.

Applying the formula for the cohesion index $\frac{(M_v + M_h)}{8} \times 100$ the quantity 78.4 was determined. The Cohesion Quotient = $\frac{(M_v + M_h)}{8} = .784$. The C. I. or Cohesion Index of 78.4 compares with 62.5, the possible arithmetical average C. I.

A word as to the application of the formula $\frac{M_v + M_h}{8} \times 100$ might be indicated at this time. M_v indicates the arithmetic mean of those questions listed on the vertical scale, while M_h refers to those questions found on the horizontal scale. (Page 82 Appendix) By adding the two, the average for all questions were determined. The number eight refers to the four quartiles found in each of the two categories, namely horizontal and vertical. The development of this figure was a more or less arbitrary one, following a period of experimentation in order to find some system of reducing a subjective factor (question) to a quantitative determination.

The investigator, may, with the above information proceed and determine the standard deviation, standard error, and finally the critical ratio to maintain whether or not a statistical significance exists. Pragmatically speaking, however, the investigator was able to make an analysis by means of graphs and histograms.

The items considered were identified with the letters A to Z. The arithmetic mean of each was calculated. These returns immediately indicated which of the criteria were above or below the mean. It also indicated which of the dynamic relationships in the group required further attention and possible remedial action both on the part of the supervisor and the Unit as a whole.

The histogram on page 67 indicates that all but two items were above average. Items A and G refer to "leader-follower" and "worry" factors. Inasmuch as thirty-seven percent of the universe were new women officers, it could be inferred that the grades were a reflection of their newness and other administrative factors connected with their jobs. This information is of importance to the supervisor. Although he is not aware of the grades of the individual women, he does know what their individual and collective attitudes are regarding the above two factors. The investigator and supervisor held a conference. The conclusions arrived at were directed toward means of

improving the individual attitudes toward the above mentioned factors. It was felt that several mediums were available. First the weekly staff conferences offered a splendid opportunity to effect individual and group therapy. Corrective interviews which occurred from time to time could also offer opportunities for indirect stimulation. Informal discussions, likewise, provided fertile ground for planting the seeds to develop the feeling of confidence in oneself and in the group as a whole.

The group rated itself .05 higher on the Vertical Scale than on the Horizontal. This difference was so small that nothing of importance could be attached to it. However, in instances where one paper showed an extreme, this was regarded as a warning light to the supervisor. The same type of subtle and indirect approach was required. The Rogerian method of non-directive counselling offered a splendid tool to work with.

Interestingly enough, certain factors as in item R indicated a common attitude among the members of the group. All but one marked the fourth weight. It can definitely be assumed that all members in the group feel that "persons with real or delegated authority are never unsympathetic, mean or cruel". The group rated a 3.9 on this item.

Since some items were based on what one thought of

himself while others referred to the individual attitude as directed toward the supervisor and the group as a whole, the investigator was able to observe weaknesses down to the very item as it was made apparent by one individual. As in the case of item X one officer stated he or she was "easily irritated, especially when confronted by frustrating situations". This was of particular significance to the supervisor inasmuch as the particular functions fulfilled by an officer in the Group Guidance Unit required a person who would seldom be adversely influenced by negative situations. The type of boys and girls worked with would necessarily make these situations a most common occurrence. It was apparent to the supervisor that by non-directive, individual and group counselling this person must be reached and some sort of treatment effected.

Figure 3 makes available to the supervisor a quick means of determining which of the factors indicated a scattering and which showed common attitudes in the group. As in item R the weight line of "4" includes all but one of the sample cases. Thus he is able to see there is a relatively common agreement in the group regarding this specific factor.

The group's rating as a whole is graphically portrayed in Figure 2. (Page 72 -Appendix) The "Vertical" line and "Horizontal" line divide the area into four quadrants. Only one of the four may be completely positive. The area on the

Vertical line above the Horizontal line is positive. The area on the Horizontal line found to the right of the Vertical is likewise positive. This necessitates then, that quadrant B be completely negative if quadrant D is completely positive. This leaves quadrant A and C with both negative and positive factors.

TABLE I

GROUP COHESION TABLE
ITEM SCORES
GROUP GUIDANCE
LOS ANGELES, CALIFORNIA

Item	Score	Item	Score
1	2.3	14	3.5
2	2.6	15	3.6
3	3.6	16	3.0
4	3.5	17	3.3
5	3.5	18	3.9
6	3.0	19	3.5
8	2.7	20	3.4
9	3.3	22	3.0
10	3.1	23	3.7
11	3.5	24	2.8
12	2.9	25	3.3
13	3.8	26	3.0

$$V = 3.17$$

$$H = 3.12$$

$$M = \underline{3.14}$$

TABLE II

PERSONNEL TABLE
 COORDINATING COUNCIL
 LOS ANGELES, CALIFORNIA

Case No.	Sex	Age	Yrs. Exp. in Allied Field	College	Time in Department
1	M	43	20	BS-MA	6
2	M	33	14	BA-MA	4
3	M	29	8	BS	8
4	M	36	3	BA	2
5	M	36	0	BA	3
6	M	42	10	LLB	3
7	F	55	10	BA	16
8	M	41	7	BD	5
9	M	37	3	BA	11
9	$\frac{8}{1}$ / M / F	39.1	8.3		6.4

By taking the Vertical and Horizontal grades of each individual in the group, and placing it upon the graph in Figure 2, one may see immediately the area in which the unit falls. The graph indicates that all members of the Group Guidance Unit fall in the D quadrant indicating a graphic presentation of an above average rating.

Inasmuch as the investigator was able to know which papers were from women and which from men, their respective grades could be designated accordingly on the graph. It is interesting to note that in spite of the relative insecurity felt by the women, the total grades do not reflect a feeling of "over-supervision" or executive dominance. The women's average appears to be well scattered among those of the men in quadrant D of Figure 2.

It might be well to again describe briefly the unit studied. At the time the personnel items were obtained, additional personnel was evidenced. There were included as a matter of convenience. Of the nine officers one was a woman. The average age was 39.1 years, a relatively long average work history (previous work in the social service field) of 8.3 years. All were college graduates with varying degrees of graduate work. Law, ministry, psychology, sociology, and education were represented. It was found that 6.4 years represented the average length of time spent in the department.

With what has been mentioned in mind, let us focus attention on the findings of this group.

II COORDINATING COUNCIL - CASE II

The analysis of the Coordinating Council Unit was pursued in the same manner as the above. Their grades were a trifle higher with a V of 3.2 and H of 3.5 giving a total grade of 3.35. The Cohesion Index was 83.7. As one can easily see this indicates again a very high degree of group cohesion within a working unit. Again, however, item A was below average. In fact, it was one-tenth below that of the Group Guidance Unit. This proved to be extremely interesting to the supervisors who wondered if item A might not be considered as being a good psychological double check on such factors as indicated in items E, H, I, J, and others. The fact that only two officers felt they were "leaders in many activities in the group" indicated something to the supervisor.

Again, in item B, the grade of 2.5 designated but an average rating. The functions of the officers in the Coordinating Council requires a more than average ability in participating in various activities with proficiency. Anyone giving advice and counsel to community leaders must be characterized by somewhat of an indigenous nature.

Although the total grade of the Coordinating Council

Unit was higher, a detailed analysis reveals that three of their item grades fall below average. The leadership factor in item A was already mentioned. Item G as in the Group Guidance Unit likewise indicated an area for remedial measures. The third proved the most surprising of all, however. Item P indicated to the supervisor that he was lacking in his utilization of corrective interviews. The below average rating of 2.4 definitely indicates a desire on the part of the officers to have more individual interviews of this nature.

Upon referring to Figure 2 on page 72 we are easily able to notice the upward and leftward tendency of the Coordinating Council Unit grades. It is also interesting to note that one of the newer women in the Group Guidance Unit rates higher than one of the Coordinating Council officers. This indicated to the supervisor of the latter Unit that closer attention be paid to the one paper in his unit. It may serve as the guide for future non-directive supervision of the group in the immediate future.

Thus, both supervisors have tangible evidence that (1) their units may be above average in their attempts to function as a unit and (2) that in spite of their comparatively high scores, the quantitative analysis reveals areas for improvement. A good deal of previous guess-work has been eliminated.

TABLE III

GROUP COHESION TABLE
 ITEM SCORES
 COORDINATING COUNCIL
 LOS ANGELES, CALIFORNIA

Item	Score	Item	Score
1	2.2	14	3.7
2	2.5	15	3.5
3	3.8	16	2.4
4	3.5	17	3.4
5	3.4	18	3.8
6	3.0	19	3.4
7	2.4	20	3.8
8	3.5	21	3.1
9	3.7	22	3.4
10	3.7	23	4.0
11	3.4	24	3.4
12	3.7	25	3.5
13	3.5	26	3.5

$$V = 3.2$$

$$H = 3.5$$

$$M = 3.35$$

TABLE IV

PERSONNEL TABLE
 GROUP GUIDANCE
 LOS ANGELES, CALIFORNIA

Case No.	Sex	Age	Years Exp. in Allied Fields	Length of Time in Department	College	RSW
1	M	31	0	1	BA +	-
2	M	30	0	3.5	BA	-
3	M	30	7	2.0	BA	1
4	M	23	1	3 mos.	BA	-
5	M	34	2	2.5	BA	-
6	M	31	6	2.0	BA	-
7	M	33	5	2.0	BA	-
8	M	35	4 $\frac{1}{2}$	1	BA	-
9	F	23	6 mos.	2	BA	1
10	F	36	6	2	HS	-
11	F	31	2	1	BA	-
12	F	40	10	3	PH-D	-
13	F	34	8	2	HS	-
14	F	36	6	2	HS	-
14	8/M 6/F	31.9	4.5	2.0		2

III TRAINEE GROUP - CASE III

The third case study concerned itself with a quantitative analysis of group cohesion in a Probation Department Trainee group.

It was hypothesized that although a group's cohesion quotient may be above average, specific factors indicated, may point out social-psychological areas of conflict.

Specific problems:

1. Does age influence group cohesion tendencies?
2. Does experience in allied fields influence group cohesion tendencies?
3. Does graduate work in allied subjects influence group cohesion tendencies?

Briefly reviewing again, the methodology, the observer used the Cohesion Distance Scale (based on principles found in Dr. Bogardus' Racial Distance Scale--third edition) to attempt to discover and measure the cohesion factor existing among the members of the above stated group.

The Cohesion distance Scale as stated previously consists of twenty-six criteria taken from authoritative literature and other reliable sources and weighted in logical sequence. Reducing each criterion to quartiles permits the subject to select the point on the four-fold continuum that is personally applicable. Each quartile

is weighted to provide the first step in changing a subjective item to a quantitative factor.

The scale is based upon two primary factors: vertical and horizontal. Scores are secured for each factor. The formula, Cohesion Quotient = $\frac{M_V + M_H}{S}$ is then applied. To reduce the factor to a cohesion index, the result is multiplied by 100.

Using the median as the arbitrary hypothetical central tendency, the observer was able to determine whether the score obtained was above or below average.

The determining of the standard deviation = $\sqrt{\frac{\sum x^2}{N}}$ and standard error enabled the observer to check for the critical ratio.

Further investigation of the results enabled this writer to determine what if any specific factors indicated areas of a substandard nature.

Inasmuch as the Trainee Division consists of two separate units, the questionnaires were handled accordingly. Each unit is supervised by a different Senior Deputy Probation Officer; however, on occasions, each group experienced the supervision of both supervising officers.

Not only were the scores compared and factors of a commendable nature cited, but likewise, the specific factors that indicated areas for improvement were noted.

Thus, the quantitative factor supplemented by specific references to various criteria supplied valuable information for both the observer, the group, and the supervising officer.

The personnel items pertaining to the two groups might be briefly indicated at this time. While the mean age of Group I was 28.4 years, the mean age of Group II was 27.6 or .8 years less. Interestingly enough both units had approximately the same number of graduate units. This might be accounted for by the simple reason that they all had to be college graduates in order to qualify for the trainee group and secondly, since all but one were veterans, they had relatively little time to do further graduate work. In spite of the above however, the trainees in group I, had an average of 13 months previous paid full time employment in the field of social service, while group II indicated an average of 8.6 months or 4.4 months less than group I. While one person was a R. S. W. (Registered Social Worker) in group I, two men had R. S. W.'s in group II.

While group I had a C. Q. (cohesion quotient) of .36, group II rated .35. The standard deviation of the former was .026 and the latter .011, with a resultant C. R. of 1001. The results were definitely not significant. However, upon checking the scores of the individuals, as well as the items, the observer learned that significant difference

did exist. That is, specific questions, answered by members of the group indicated more of a negative reaction than other questions answered by the group. These were the parts of the total questionnaire that pointed up possible pathological areas in the social distance within the organization.

In group I, three individuals were below 2.5 or possible average on vertical factor and none on the horizontal factor. In group II, two individuals were below on two items on the vertical factor and one on the horizontal factor. It might be pointed out, at this point, that average equaled 2.5 or an arbitrary medium of the four categories listed under each question.

It was interesting to note further that in scrutinizing the specific factors in the criteria, only one item was below average in group I, but five items were below average in group II.

In making a concluding summary, we may certainly say the sample is not the ideal representation of the potential universe. Upon considering Table VI on page 45 and 46, we might tentatively state that although age does not necessarily make for a higher Cohesion Quotient, experience in allied fields tends to indicate a positive movement toward a higher Cohesion Quotient. The trend, however, is not a significant one. Likewise, graduate work in allied subjects does not

indicate anything conclusive. Although some individuals with more graduate work did rate a higher Cohesion Quotient, an equal number with minimum college graduate work rated equally as high.

Specifically, then, we may say that (according to Table V on pages 43 and 44) in group I, item number one indicates a remedial area. Group II reveals items 1, 10, 11, 16, and 26, to likewise indicate areas requiring remedial procedures. Whereas both groups indicate a similar need in one respect, group by nature of the group cohesion analysis indicates a more intricate problem, suggesting supervision of a modified nature.

Only one individual in both samples failed to reveal at least an average Cohesion Quotient. This person was about average age, below in graduate achievement, about average in work history experience, but rated definitely below average on the vertical factor.

Both groups indicated a need for the delegation of responsibility from the supervisor to the Trainees in order that leadership attitudes be developed and in turn promote a feeling of self confidence. This is evidenced in the fact that both groups reveal a minus score in factor number one.

Group II further reveals need for consideration along such lines as developing the use of initiative among

TABLE V

GROUP COHESION TABLE
OF
TWENTY THREE TRAINEES

Item	Item Scores	
	Group I	Group II
1	2.1	2.3
2	2.5	2.7
3	3.6	3.5
4	3.3	3.4
5	2.9	3.0
6	2.8	2.8
7	2.7	2.5
8	3.0	2.8
9	3.3	3.0
10	2.8	2.4
11	3.0	2.3
12	3.0	2.6
13	3.4	2.6
14	3.0	3.0
15	2.8	3.2
16	2.5	1.9
17	2.9	2.6
18	3.5	2.9

TABLE IV (continued)
GROUP COHESION TABLE
OF
TWENTY THREE TRAINEES

Item	Item Scores	
	Group I	Group II
19	2.5	2.5
20	3.5	3.9
21	2.9	3.2
22	2.6	2.6
23	3.1	3.3
24	2.9	2.7
25	3.3	2.9
26	3.0	2.4

TABLE VI
GROUP COHESION TABLE
OF
TWENTY THREE TRAINEES

Group I				Individual Cohesion Scores			
Case No.	Age	Graduate Work (Units)	No. Years in Public Service	Vertical Factor	Horizontal Factor	M	X
1	34	20	2	3.1	3.2	3.1	+ .2
2	26	4	1	2.8	3.0	2.9	0
3	25	4	1 7 mos.	3.3	3.2	3.2	+ .3
4	33	16	1 6 mos.	2.2	3.1	2.7	- .2
5	28	36	0	2.2	3.0	2.6	- .3
6	27	20	0	3.0	3.0	3.0	+ 1.
7	25	4	0	2.8	3.1	2.9	.0
8	24	8	7 mos.	2.9	2.8	2.8	+ .1
9	32	8	3	3.1	3.2	3.1	+ .2
10	26	25	5 mos.	2.2	3.1	2.6	+ .3
11	28	20	2	3.2	2.8	3.0	+ .1
12	33	8	0	3.2	3.2	3.2	+ .3
	28.4	12 Units	13 mos.	2.8	3.0	2.9	+ .09
<hr/>							
X							
<hr/>							
GROUP II							
13	35	108	1	3.0	3.0	3.0	+ .15
14	25	8	1	3.2	3.4	3.3	+ .45
15	28	8	0	2.8	2.4	2.6	- .25

TABLE V (continued)
 GROUP COHESION TABLE
 OF
 TWENTY THREE TRAINEES
 (B)

Group II				<u>Individual Cohesion Scores</u>			
Case No.	Age	Graduate Work (Units)	No. Years in Public Service	Vertical Factor	Horizontal Factor	M	X
16	24	33	0	2.7	2.5	2.6	-.25
17	28	8	0	2.5	3.1	2.8	-.0
18	27	8	0	3.0	3.1	3.0	-.15
19	27	8	7 mos.	2.3	2.6	2.4	+.45
20	24	8	0	3.1	3.0	3.0	-.15
21	26	4	0	2.4	3.0	2.7	-.15
22	28	4	6 mos	2.7	3.1	2.9	+.05
23	25	8	1	2.8	3.4	3.1	+.25
X	26.9	13 Units	4.3 mos.	2.7	2.9	2.8	+.03
GROUP TOTAL	27.6	12 Units	8.6 mos.	2.75	2.95	2.85	+.06

the Trainees (the supervisor creating more of a "permissive atmosphere"), as indicated in factors ten and eleven; the holding of more corrective interviews between supervisor and trainee (item 16); and the further development of "we-ness" on the part of the supervisor or person with delegated authority (item 26).

IV CINCINNATI POLICE - CASE IV

The fourth case study has as its setting the Child Welfare Division of the Cincinnati Police. The name in itself is indicative of the attempt to utilize the more progressive techniques in the combating of Juvenile Delinquency. The Division Chief, holding the rank of Captain, is a former graduate of the D. C. I. at the University of Southern California.

Let us briefly consider the nature of the group before entering upon an analysis of the degree of cohesion to be found therein. Of the fourteen officers who comprise the group, eight are women and six men. It is the only instance that this observer knows of in which the number of women officers exceeds the number of men in such type of unit. Their mean age is 32.5 years with an average of 1.9 years college education. It was noted that the staff experience in other fields averaged 1.3 years. While the mean length of time in the department amounted to 6.5 years,

six of the fourteen had two years or less to their credit.
(Table VIII page 51)

Upon discussing what might be important to know about a unit, one of the officers suggested information as to whether a person was single or married. It was noted that nine of the fourteen were married. Only one of the nine did not have children. Another interesting factor noted was the response of one woman officer to the question, "Do you like your job?" She definitely indicated a preference for detective work in lieu of juvenile responsibility.

The questionnaires were submitted by this investigator at the headquarters of the Welfare Unit in Cincinnati, Ohio. The captain of the Division introduced the writer, who then engaged the group in a free discussion, followed by the completion of the questionnaire by the officers present.

Subsequent to the completion of the questionnaires, the investigator had an opportunity to discuss informally, the current situation in the Division. These findings will be considered after reference is made to the analysis of specific factors as indicated by the group cohesion questionnaire.

Table VII, page 50 reveals that although only one item was below the hypothetical average, the supplementing of information gleaned during informal conversation, revealed definite pathological areas. Item one which deals

with leadership aspects to be found in group cohesion was significantly lower than average. Further investigation revealed the comparative lack of security on the part of certain officers causing them to withdraw instead of capitalize on their special abilities. Item 13, although above the hypothetical mean, also indicates a possible pathological area. Apparently supervision is not of a type conducive for two-way communication. The element of "bossing" manifests itself. Item 12 definitely substantiates findings noted in an informal interview. It refers to the fact that "supervision" does not seem alert to improvement in work methods. This together with item 8 which scored a mere 2.8, points up the need for "supervision" to confer with staff for opinions and contributions in thinking through agency problems.

Also item 26 with a mean score of 2.8 reveals "persons with real or delegated authority, sometimes develop a feeling of 'belonging' in the group. Sometimes gives employees credit when credit is due".

Interestingly enough, the face to face, informal interviews with several members away from the agency, substantiated the above findings. It was felt that a definite cleavage existed not only between the men and the women, but also between the Division Chief and the individuals in the division.

TABLE VII
 GROUP COHESION TABLE
 ITEM SCORES
 CINCINNATI, OHIO

Item	Score	Item	Score
1	2.2	14	2.9
2	3.6	15	3.8
3	3.1	16	3.0
4	3.2	17	3.0
5	3.0	18	2.7
6	3.4	19	3.8
7	3.0	20	3.1
8	2.8	21	3.4
9	3.2	22	3.1
10	3.3	23	3.4
11	2.7	25	3.0
12	2.6	26	2.8

$$V = 3.0$$

$$H = 2.7$$

$$M = \underline{3.35}$$

TABLE VIII
PERSONNEL TABLE
JUVENILE WELFARE DIVISION
CINCINNATI, OHIO

Case No.	Sex	Age	College Education	Years Experience in Allied Field	Length of time in Department	Like Job	Married Children
1	F	27	HS	2	2 years	Yes	M-1
2	F	29	BA	3 $\frac{1}{2}$	3 $\frac{1}{2}$	Yes	S
3	F	30	3 years	2	2	Yes	M-2
4	M	39	BS (Sr. Law Student)	1 $\frac{1}{2}$	1 $\frac{1}{2}$	Yes	M-1
5	M	48	130 (Credit hours)	6	17	Yes	M-2
6	M	33	HS	6	11 $\frac{1}{2}$	Yes	M-2
7	F	28	HS	3 mos.	6 mos.	Yes	S
8	F	23	3 years	4 mos.	4 mos.	Yes	S
9	M	40	2 years	2 years	12 years	Yes	M-3
10	F	25	4 years	4 years	4 years	Pre-fers Detective work	M-0
11	M	36	2 years	1 year	11 years	No	M-2
12	F	23	HS	2 years	2 years	Yes	S
13	M	42	2 years	2 years	21 years	Yes	M-3
14	F	32	HS and 3 years nursing	3 $\frac{1}{2}$ years	3 $\frac{1}{2}$	Yes	S
TOTAL 14 F/M							- Married-9
8/6							Single-5

V NORFOLK POLICE - CASE V

The Juvenile Division of the Norfolk, Virginia Police Department provided the resource setting for the investigator's fifth and last case study.

Briefly, the entree to the department was obtained by a case worker employed in the Welfare Department of Portsmouth, Virginia. This fact is mentioned in order to emphasize how important and therefore how carefully the preliminary planning had to be executed.

Operating through an already existing contact made possible an appointment for the investigator. Then, too, the fact that the person making the request was first, from California; second, a Deputy Probation Officer from the largest Probation Department of its kind; third, a graduate student of the University of Southern California, these factors apparently stimulated interest on the part of the police administrators. A subsequent interview, made possible by the sergeant in charge of the Juvenile Division, was with the City Administrator of the Norfolk Welfare Commission.

The latter person indicated a real interest in raising the standards of persons employed in the correctional cycle--particularly police officers. The principal purpose of interviewing this individual was to inform him of the nature and function of the D. C. I. at the University of

Southern California. It was interesting to note that here, too, as in the case of Denver and Cincinnati, the factor of a scholarship being awarded to an officer from a different state other than California, was understood only with a considerable amount of explanation. Also, a stereotype that the investigator found to exist here as well as in the other cities was the tendency to think of the F. B. I. training classes offered to policemen as being the same as or an adequate substitute for such training as might be received at the D. C. I.

Upon describing briefly some of the general characteristics found in the Juvenile Division, the Norfolk Police Department we might say that the investigator found a positive factor of social distance to exist. This value judgment was subsequently verified when the results of the cohesion schedule were analyzed. Interestingly enough, both the Vertical and Horizontal scores were identical. This definitely indicated a comparatively high degree of "friendliness" and "supervisional response" existing in the division.

The concept of group distance as applied in the case situation pointed up the stereotyped attitude that the rest of the police force had towards the juvenile officers. The former thought the latter were "baby pamperers." The social distance between these two groups

could be stated as being comparatively great.

The personal-group concept as applied in this case, likewise indicated an interesting relationship. The Deputy Police Chief was formerly the head of the Juvenile Division. For the reason the relationship between the latter person, representing administration and the Juvenile Division was definitely a positive one.

We might, at this point, explain the similarity found to exist between the Norfolk Police Department and Los Angeles. The former, like the latter had recently undergone internal changes. In fact, the new police chief, like Chief Worton of Los Angeles, was a retired Marine General. An interview with this person, together with his Deputy Chief, finally made possible the presentation of the cohesion questionnaire to the Juvenile Division. An informal discussion period both preceded and followed the formal aspects of the study.

Consideration of some identifying information might be valuable at this time. The Division consisted of six officers, two of whom were women. The average age was 35.6 years. While the median educational level was 3.5 years of high school, one Negro officer had a B. S. degree. On the other hand, at the other extreme of the educational continuum, two officers had but two years of high school. Of the six officers, four of the six had no previous

experience in the social welfare field before becoming police officers with the results that the average, for previous experience, rated but .5 years. Even the length of time in the division proved to be interestingly short. 1.9 years proved to be the mean with a minimum length of serving in the division of four months for one officer as over against three and one half years for another. Although the average length of time in the Juvenile Division was but 1.9 years, the mean length of the time in the Police Department was 2.8 years. All officers were married and all but one had children.

Upon exploring the subject of in-service training, it was pointed out that such a program was being initiated. No concrete long term plans however, were available. The great need for the above was discussed at great length with both the officers in the Juvenile Unit as well as the administrators of the Department.

We might speculate, at this point, as to the significantly high cohesion score attained by the group. A score of 3.4 was attained for the Vertical factor and, interestingly enough, the same score obtained for the Horizontal factor. Thus a mean of 3.4 was arrived at. By applying the formula for cohesion quotient $\frac{(M_v - M_h)}{8}$ the quantity of .85 was determined.

Speculation as to the comparative newness of the

officers might be one factor influencing the results. Another might be the comparatively small number in the division making for a more primary type of personnel relationship.

Further consideration, however, of the comparative newness of personnel focuses attention on the lowest single score for any factor--that based upon leadership. Although the group scored .3 higher than the theoretical average, it is interesting that this factor together with that of "tendency to worry" rates significantly lower than those falling within the first quartile.

One factor received a perfect score of four. Individual consideration of each officer as a "human being" is indicated. At no time did the staff feel that persons with real or delegated authority were insulting or insolent. Factors of degree of supervision, improvement in work methods, supervisorial sympathy and understanding, awareness of group sentiments, friendliness and cooperativeness, scored a uniform 3.8's. These six factors, or approximately 25% of the items were significantly higher than the average.

Review of factors 10 and 21 which revealed the second lowest score groupings emphasizes the possible shortcomings of a comparatively new group. The establishment of common attitudes (which might include the general philosophy of juvenile work, specific techniques etc.) and

the encouragement of initiative were indicated as possible remedial areas. Again, the in-service training process was pointed up as being a valuable medium in reaching the staff.

Upon receiving both the specific as well as general findings, the sergeant in charge of the Juvenile Division, indicated a readiness to accept the fact that although the Division rated comparatively high, certain remedial areas were apparent. Questions were asked and answered freely. Channels were left open for possible future communication of either a primary or secondary nature.

Five case studies have been reviewed representing areas of Eastern, Mid-Western and Western areas. In each instance, findings have been specified. Perhaps it might be advisable to include then, a summary and analysis of the above material based on the frame of reference--what significant factors of a more or less universal or general nature have been indicated. The following chapter will deal then with a synthesis and consideration of significant factors observed in the above mentioned case studies found in the correctional cycle.

TABLE IX

PERSONNEL TABLE
IDENTIFYING INFORMATION
JUVENILE DIVISION
NORFOLK, VIRGINIA

Case No.	Sex	Age	Education	Years Previous Experience in Field	Time With Unit	Time in P.D.	Marital Status	No. Children
1	M	37	B. S.	1	1	3	M	1
2	F	31	HS-2.0	2	3	--	M	2
3	M	35	HS-4.0	0	1	2	M	1
4	M	36	HS-4.0	0	3	3½	M	--
5	M	38	HS-3.5	0	4 mos.	8½	M	1
6	F	37	HS-2.0	0	3½	--	M	1
N = 6	4-M 2-F	35.6	HS-3.5	.5 yrs.	1.9 yrs.	2.8 yrs.	6-M	--

TABLE X

GROUP COHESION TABLE
ITEM SCORES
NORFOLK, VIRGINIA

Item No.	Score	Item No.	Score
1	2.8	14	3.6
2	3.6	15	3.6
3	3.5	16	3.5
4	3.3	17	3.5
5	3.1	18	3.8
6	3.3	19	3.8
7	2.8	20	3.8
8	3.6	21	3.0
9	3.1	22	3.3
10	3.0	23	4.0
11	3.8	24	3.3
12	3.8	25	3.8
13	3.6	26	3.6

$$V = 3.4$$

$$H = 3.4$$

$$M = 3.4$$

Cohesion Index .85.
Cohesion Quotient .85

CHAPTER VI

SUMMARY AND CONCLUSION

The findings in this study have intentionally been reduced to a point of minimum descriptive material in order that the quantitative aspects might be more apparent and therefore emphasized accordingly. Statistically speaking, comparisons could be made by further comparisons of specific items; however, the investigator felt that for practical purposes in the field of public administration, it would be impractical at this time. It might be added that sufficient indication of the applicability of statistical techniques was provided. To have gone further would have defeated the purpose of this particular study in the field of quantitative aspects of group cohesion.

Five case situations were presented. Three states were chosen as sample areas. Certain likenesses soon became apparent. Similarly, certain specific differences were also noted. Backgrounds of people doing the same job varied. It was indicated that possibly too great a diversity of backgrounds of personnel might make for a negative factor in the group cohesion picture. Not only might the individuals vary in their differences in academic accomplishments, in-service training, etc., but it was found that the greater the differences the more difficult

planning for the group became. Somehow, the supervisor must work a means of reaching different people with varying degrees of ability to comprehend certain materials.

We are able to conclude, with reasonable confidence, that the methodology of quantitatively analyzing a phenomenon such as group cohesion is practical. True, a great amount of improvement will no doubt be manifested as more work is done on the subject. The fact remains, the application of a group cohesion schedule has been tried and proved to be of interest and practical in situations with supervisors and their employees.

It is interesting to point out that Harley O. Preston⁴ in his study for evaluating United States Air Force Officers, used something very similar. He, of course, focused attention on six items which constituted his check list for critical requirements for officer evaluation.

In this study, instead of listing questions on a continuum divided on six categorical basis, the questions are listed under the two social distance vectors, namely, horizontal and vertical social distance.

The sociological concept "social distance" has been

⁴ Harley O. Preston, The Development of a Procedure for Evaluating Officers in the United States Air Forces (American Institute for Research, Pittsburg, Penn., 1948), p. 67.

applied in pragmatic situations and handled in a so-called "public administration setting." The concept is definitely amenable to use in disciplines other than sociology. By differentiating between the two basis components of social distance, observation could be made of certain variables as they were applied to the vertical or horizontal factors. It was through this technique of being able to reduce a general score for a group to specific scores on selected factors, that effective tools for evaluation became apparent to the different supervisors.

By inference, when observing the phenomena of "human relations" or "group cohesion" in a group, the "personal-group distance" factor becomes of vital importance. Not only can each individual see himself in the group situation but equally important is the fact that the supervisor is able to see what remedial action is indicated for future planning. It is only by knowing and not guessing where a functional unit is strong and weak, that a fair and effective evaluation may be made.

In one situation the concept of "social distance differential" was brought out. The supervisor had rated the group higher than the group had rated itself. This in itself offers a vast area for speculation if not research. What factors were involved which made for this differential?

In another instance, sex served to illustrate the

concept of a "field of social distance." Women officers in this particular situation were inclined to be rather far removed on the horizontal or friendship scale from the men in the Unit.

The factors making for such a situation and specific techniques for its modification, again provides a legitimate area for research concerning itself with a very specific manifestation.

We were able to note that both formal and informal distance exists within a unit. Quite often the pathologies indicated in informal situations are more difficult to remedy than in formal situations. The latter provides a more apparent type of social distance and is therefore more easily subject to therapy.

At this point a brief reference to the existing literature might be indicated. We may conclude that people in the field of supervision and management are aware of the need for more scientific and objective ways of determining the functioning level of a group. As yet, however, not too much has been written in the field of Public Administration as it pertains to various aspects of quantitative analysis.

A criticism of the schedule used is important. It might be concluded that although the twenty-six questions used were of value, it was indicated, from time to time, that additional ones might be used. It was also concluded

that sometimes the rank order of the various factors was more important than the fact that one rated a little higher than another. Simply by showing that group agreement was indicated regarding certain functional areas and not others proved to be the significant thing to both the supervisor and the group as a whole.

A technique for refining the use of the cohesion scale was suggested in the Army Air Force study by Harley O. Preston of the American Institute for Research. Instead of giving one's reactions at one sitting, perhaps the questionnaire can be used over a period of time. As the observer notes a behavioral incident falling under one of the specified questions he would mark the corresponding point on the continuum of one to four that the behavioral incident indicated. After a designated period of time, the series of checks could be averaged; thus a score for a period of time could be obtained without having to depend upon one's memory.

Another possible criticism of the schedule might be that the questions listed under the horizontal and vertical categories might not only be increased, but also be refined to the extent that it would be clearer as to which of the two categories it definitely belongs under.

Although it was interesting to note the relatively high scores demonstrated in the study of five cases, it is however, unfortunate that none indicated negative results

on the total scores. (On specific, items, negative scores were obtained). This, of course, is stated merely to indicate that a negative result would have made possible the observation and recommendations for the two extremes. Also it might have pointed up some characteristics that could be recognized in future studies focused upon characterized by a low degree of cohesiveness.

No matter what the results, the findings are of importance. The detailed "breakdown" has demonstrated a useful function. Although the group as a whole may have rated high, a detailed analysis revealed significant weaknesses. This was demonstrated in all five of the case studies.

Continuation of this type of study would logically follow the course of learning what necessarily makes for a high degree of group cohesion. We may construct a tentative criterion but what techniques can be advocated to maintain this high quality of functioning level?

This may well be a part of a doctoral dissertation written in the field of public administration, sociology or possibly psychology.

An administrator could make an entire departmental study by the sociometric method. His findings could be evaluated, this then would provide the guiding lines for future in-service training in the department. At the same

time, rate of change could be observed within units, divisions, and of the department as a whole. By applying scientific methods of observation, the administrator may eliminate a great deal of guess work.

When the sample groups were enlarged from two to five, further verification was obtained of one particular factor. Of all the various items utilized, the neglect on the part of "supervision" to give "corrective interviews" was found to be perhaps the most significant. One can surely state that proficiency ratings without previous periodical corrective interviews are completely invalid as well as being ineffective in accomplishing a specific function.

Other factors summarized which were also consistently borne out as being indicative of remedial areas in the functioning of the various groups were, the "worry" factor indicating possible insecurity on the job. Another was the "leader-follower" factor indicating a need for developing self confidence and possibly more leadership training on the job.

Some of the remedial techniques cited were staff conferences, corrective interviews, application of techniques of counselling, and informal discussion with either groups or individuals.

For the benefit of the supervisor, techniques were

explored whereby the results of his findings could be made available so the entire staff could evaluate the findings in a comparatively simple manner.

It was further concluded that generally speaking, age does not necessarily make for a higher cohesion quotient. Experience in allied field of social work tends to indicate a positive movement toward the attainment of a higher cohesion quotient. Likewise, it was concluded that graduate work in allied subjects did not indicate anything conclusive in the way it modified the cohesion factor of the group. Whether or not the above factors would become increasingly important after the same people had worked together for a longer period of time, remains to be seen, and at present, can only be speculated upon.

Although the investigator was able to increase his sample case studies from one to five geographically situated in different parts of the United States, the total number of individual cases numbered sixty-seven and not the hoped for 100 or more. Having experienced the process of enlarging the resource material, it was concluded that an increase in the actual number of individual cases would not have been as valuable as using additional units in other parts of the country, if it had been possible.

As the study progressed it became quite apparent that in order to compare different units in different parts

of the country it would be necessary to pick groups with a similar function. For this reason only units in the "correctional cycle" were selected.

In further analyzing some of our conclusions, we might state that although people may work in comparable units in different parts of the country, the individual basic desires and motivations are the same. The application of W. I. Thomas' four wishes were certainly found to be universally present; the desire for recognition, response, security and new experience. These factors were apparent in the inferences made from the application of the cohesion schedule. The above factors were constantly underlying the expressions of the individuals and groups interviewed.

Inasmuch as this was intended to be a summary and analysis of a quantitative application to the study of group cohesion it is fitting to conclude with the statement that descriptive studies are important in the study and development of the principals of public administration.

The quantitative technique, however, may be regarded as important to the descriptive method as ink is to a pen. It is therefore, humbly suggested that not only the usual applications of statistical techniques be applied, but that attention be given to new methods of applying that which has already been developed. In this way previous

knowledge will be utilized, some pitfalls avoided, and progress slowly but definitely, be accomplished.

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APPENDIX

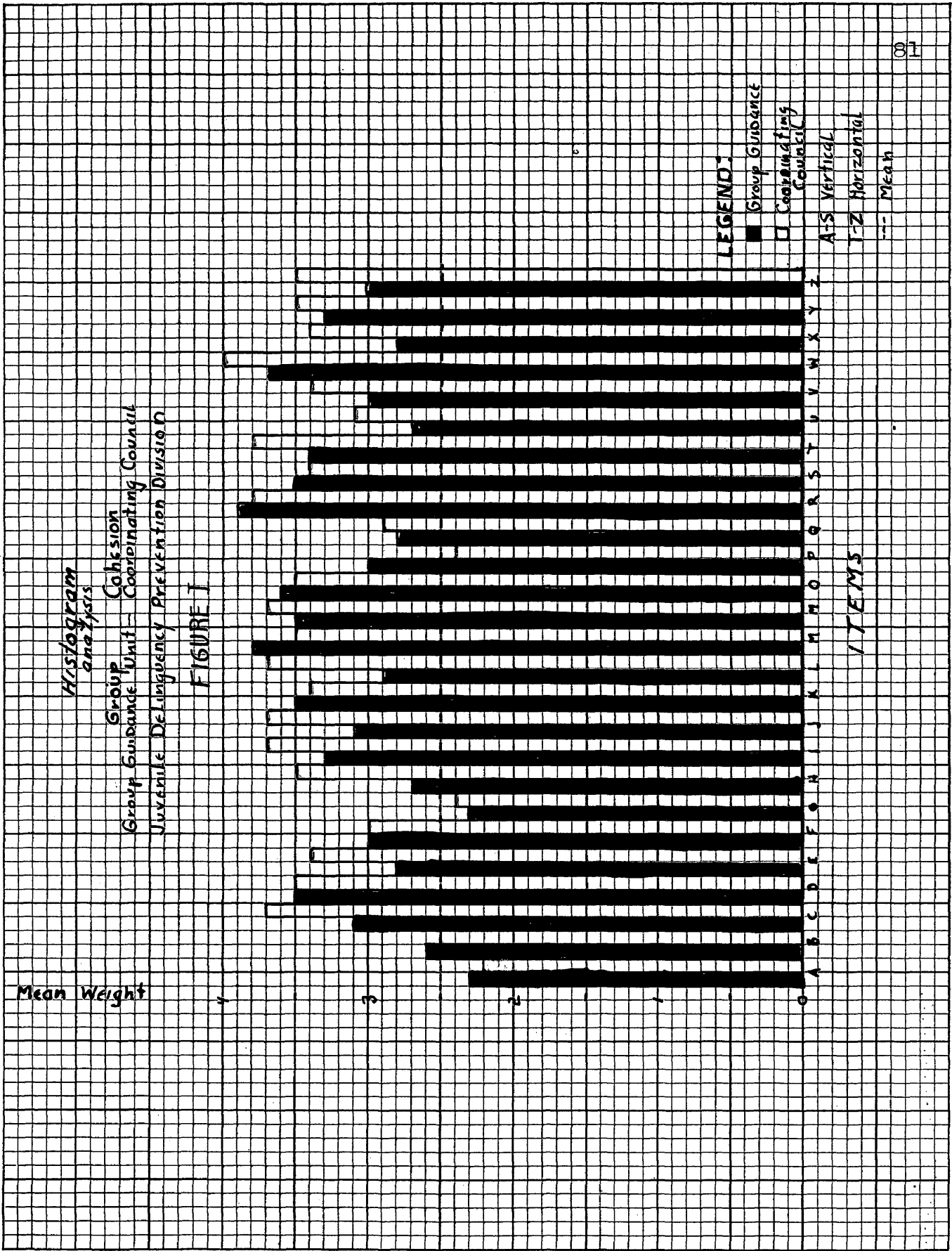
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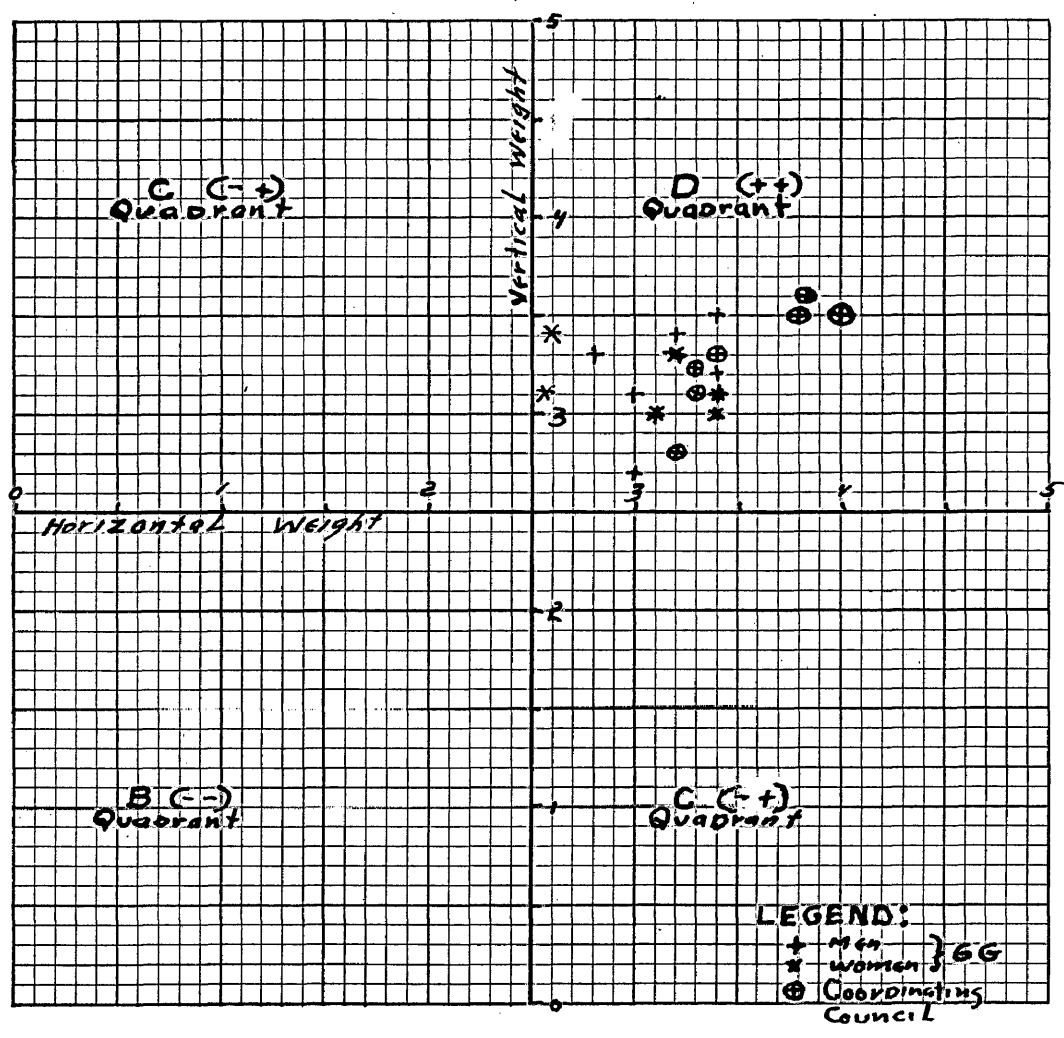
SEPTEMBER, 1949

Although the observer attempted to run a test in Denver, Colorado, because of the time involved, only descriptive material was obtained. It was stated that the staff consisted of one captain with base pay of \$365.00 a month; a sergeant; twelve male officers and one woman officer. The latter person is not on Civil Service although she has held the job for six years.

While a first grade patrolman receives \$287.50 a month a detective receives \$307.50 and a sergeant \$3.00 per month more. On the whole, there are four step levels paying an additional \$5.00 per month.

The offices, interestingly enough, are located in a new building together with the County Law Enforcement offices.





Graphic Analysis
Group Guidance Coordinating Council
- Juvenile Delinquency Prevention
- Division
Fig. 2

V E R T I C A L

(Mark only those factors which you feel are applicable)

Weight	Criteria	Identification Letter
<u> </u>	1. Definite follower in the group	A
<u> </u>	2. Leader in a few activities in the group.	
<u> </u>	3. Leader in many activities in the group.	
<u> </u>	4. Leader in practically all activities.	
<u> </u>	1. Like to passively observe discussions and activities.	B
<u> </u>	2. Participate with some proficiency in some activities.	
<u> </u>	3. Participate with some proficiency in many activities.	
<u> </u>	4. Participate in practically all activities with proficiency.	
<u> </u>	1. Don't feel at ease in group at any time because of physical appearance.	C
<u> </u>	2. Sometimes feel uncomfortable in group because of physical appearance.	
<u> </u>	3. Rarely feel uncomfortable in group because of physical appearance.	
<u> </u>	4. Never feel uncomfortable in group because of physical appearance.	
<u> </u>	1. Unable to compete physically in activities of group; feel slower in effort.	D
<u> </u>	2. Sometimes feel physically weaker in physical activity than others in group.	
<u> </u>	3. Usually feel physically equal to efforts of others in group.	
<u> </u>	4. Always feel physically equal to efforts of others in group.	
<u> </u>	1. Do not like to enter discussions; not vocal.	E
<u> </u>	2. Sometimes participate in group discussions.	
<u> </u>	3. Usually participate in group discussions. Usually vocal.	

- _____ 4. Very vocal and participate freely in group discussion. E
- _____ 1. Easily discouraged; seem to melt before difficult obstacles. F
- _____ 2. Sometimes easily discouraged in face of obstacles.
- _____ 3. Usually not discouraged in face of others.
- _____ 4. Never discouraged.
- _____ 1. Worry a great deal; have many anxieties.
- _____ 2. Sometimes worry; do some "obsessive thinking" (Imagining adverse situations)
- _____ 3. Seldom worry.
- _____ 4. Never worry; do not have anxieties. G
- _____ 1. Do not feel my fellow workers or supervisor uses method of "democratic" approval. (Confer with group for opinion or approval) H
- _____ 2. Sometimes.
- _____ 3. Usually.
- _____ 4. Always.
- _____ 1. Fellow workers or supervisor never encourages group participation. I
- _____ 2. Sometimes
- _____ 3. Usually.
- _____ 4. Always
- _____ 1. Person with real or delegated authority never encourages group to function under its own internal drive. (Using own initiative) J
- _____ 2. Sometimes.
- _____ 3. Usually.
- _____ 4. Always
- _____ 1. Persons with real or delegate authority use excessive interference and over-supervision. K
- _____ 2. Sometimes.
- _____ 3. Rarely.
- _____ 4. Never.
- _____ 1. Persons with real or delegated authority never seem alert to improvement in work methods. L

(3)

- _____ 2. Sometimes L
 _____ 3. Usually.
 _____ 4. Always.
- _____ 1. Persons with real or delegated authority always use bossing attitude.
 _____ 2. Sometimes.
 _____ 3. Rarely. M
 _____ 4. Never.
- _____ 1. Persons with real or delegated authority always impatient; poor listener. N
 _____ 2. Sometimes impatient-fairly good listener.
 _____ 3. Rarely impatient-good listener.
 _____ 4. Never impatient-good listener.
- _____ 1. Persons with real or delegated authority always lax and unfair in discipline. O
 _____ 2. Sometimes.
 _____ 3. Rarely.
 _____ 4. Never.
- _____ 1. Persons with real or delegated authority never hold corrective interviews. P
 _____ 2. Sometimes.
 _____ 3. Usually.
 _____ 4. Always
- _____ 1. Persons with real or delegated authority never keep employees informed on current policies and actions. Q
 _____ 2. Sometimes.
 _____ 3. Usually.
 _____ 4. Always.
- _____ 1. Persons with real or delegated authority are unsympathetic; mean and cruel. R
 _____ 2. Sometimes.
 _____ 3. Seldom.
 _____ 4. Never.
- _____ 1. Persons with real or delegated authority always appear ignorant of group sentiments and realisms. S

(4)

- _____ 2. Sometimes.
- _____ 3. Seldom.
- _____ 4. Never.

S

TOTAL _____
_____ M _____

_____ O _____

H O R I Z O N T A L

Weight	Criteria	Identification Letter
_____	1. Do not feel befriended by members in the group.	T
_____	2. Befriended by some in the group.	
_____	3. Friendly with most in the group.	
_____	4. Friendly with all in the group.	
_____	1. Have nothing in common with the group.	
_____	2. Have some attitudes in common with group.	
_____	3. Attitudes and overt action similar to that of groups most of the time.	U
_____	4. Attitudes and overt action in time with group.	
_____	1. Feel persons with real or delegated authority are extremely critical of others.	V
_____	2. Sometimes extremely critical of others.	
_____	3. Seldom.	
_____	4. Never.	
_____	1. Persons with real or delegated authority are <u>often</u> insulting and insolent.	W
_____	2. Sometimes.	
_____	3. Seldom.	
_____	4. Never.	
_____	1. Easily irritated, especially when confronted by frustrating situations.	
_____	2. Sometimes.	X
_____	3. Seldom.	
_____	4. Never.	
_____	1. Persons with real or delegated authority always uncooperative.	Y
_____	2. Sometimes.	
_____	3. Seldom.	
_____	4. Never.	
_____	1. Persons with real or delegated authority have <u>never</u> developed a feeling of "belonging" in group.	Z

(2)

Never gives employee credit when
credit is due.

Z

- _____ 2. Sometimes.
- _____ 3. Usually.
- _____ 4. Always.

_____ TOTAL

_____ M

_____ O
