

A COMMUNICATION TRAINING PROGRAM
BASED ON THE SUPPORTIVE CLIMATE CONCEPT
FOR FIRST LINE SUPERVISORS IN THE
CAMEROON DEVELOPMENT CORPORATION

By
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DEDICATION

To Tema Nchamukong Levai and Babaya Tita Fonyonga Levai,
my mother and father, for their fortitude and parental
affection I will cherish forever.

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CHAPTER I

INTRODUCTION

Communication has sometimes been defined as a study of message-related human behavior.¹ That definition would include the study of communication as the process of coordinating the behavior of people in organizations. In such a study the communication functions most often observed in organizations are: information flow (messages used to carry out routine work processes), decision making (communication used for the cooperative resolution of problem situations), and task implementation (communication used for planning, supervision and control). An organization would perform these functions through the vertical, lateral and external network of its internal communication system, and would use them in adapting to its environment through its external communication system. This overall system of human interaction provides the tools by which the organization attempts to achieve its various goals. In this sense the basic structure of any organization is, in fact, its overall communication system.

¹Edgar Huse, Organization Development and Change.
(New York: West Publishing, 1975).

The Subject of the Study

This thesis is a study in that kind of organizational communication, but it will focus more specifically on the "supportive climate concept" in a work team as a means of maintaining high productivity. The writer would limit his concern with organizational communication to these human interaction processes, especially the contextual climate created by them, at the level of the work team and the first line supervisor. The writer would use the term "supportive climate" to include these related concepts in communication: the "constructivist view" of message meaning and empathic work team interaction, "goal-oriented" supervisory style, and the "participative decision making" view of management. The term "supportive" has been used in many ways: commonly, in interpersonal communication, it has been used by Jack Gibb and many others to include open and honest communication with trust and candor;² it has also been used in organizational theory by Rensis Likert to mean a kind of mutually rewarding humane interaction.³ Arbitrarily, the writer will use it more broadly as an umbrella term to include those three concepts noted above. Fundamentally it will be argued that the climate created by the joint efforts of these three characteristics

²Jack R. Gibb, "Climate for Growth." National Education Association Journal, 1956, pp. 55, 97-103.

³Rensis Likert, The Human Organization. (New York: Mc-Graw-Hill, 1967), pp. 42-43.

of human communication, when generated in a work team by first line supervision, will tend to result in increased work team productivity. It is important to know that this argument does not assert a single cause-to-effect relationship between any one of these characteristics and productivity; instead the writer will argue that these characteristics are mutually interactive in improving productivity at the first line work team level.

Working from the basis of these concepts, the writer will design a training program for the development of more productive first line supervisors and work teams (i.e., a single production unit). The first line supervisor and supervisee relationship should be perceived as a communication relationship and it will be argued that through training, this relationship can be made more productive as it becomes more "supportive" in the total sense of all the variables indicated above.

Work team climate can be described as the characteristics of the dynamic interaction between the supervisor and all members of his work team which develop as they try for increased understanding and agreement about work behaviors. Although characteristic of a single communication act-event, supportiveness must be viewed as a characteristic of total team behavior, developing over time. Thus, an increase in supportive work team interaction should, accumulatively, produce a continuously more accurate understanding of one's own goals and those of others in his work group. In this way,

a team should come to more accurately and sensitively perceive its shared goals and its network of role relationships, and thus, more easily reach higher levels of understanding and agreement in all areas of work behavior.

Work team interaction viewed from a "constructivist" position (like that of Swanson and Delia),⁴ is concerned with the nature of communication "act-event"; that is, with the various uses and effects feedback in dyadic and small group interaction. Also with the influence of varying levels of empathy in using feedback, and with the concept of mutual learning and image-change as it occurs in the group process. It is a means of trying to reach better understanding and agreement, and thus in understanding the on-going communication spiral of work team interaction. Thus, a more supportive relationship should occur in a work group as a result of mutual high level empathy in their communication, and increased productivity should follow.

"Goal-oriented supervisory style" views the organization as a set of interdependent relationships developed around the functions of power and authority in the group. Theorists like Likert, Kelman and Etzioni⁵ use concepts like "interaction-influence" and "linking-pin" as modes of explaining how best to

⁴David Swanson and Jesse Delia, The Nature of Human Communication. (Chicago: Science Research Associates, Inc., 1976), pp. 11-15.

⁵A. Etzioni, R. Likert and H.C. Kelman. Modern Organizations (1964), New Patterns of Management (1967) and International Behavior (1965). The material in this section on supervision, control and goals is drawn from these three sources.

induce worker compliance with organization policies and rules. Thus, they would assert the importance of developing positive work team norms, favorable shared attitudes among work team members toward team and organizational goals. The supervisory style which should emerge, these theorists argue, will contribute to a supportive climate and increase productivity.

The "participative decision making" view in business management theory focuses on overtly shared responsibilities, delegation of supervisory powers, goal consensus making in the work team, and encouragement of team participation in decision making. These in turn are fundamental to the supportive climate concept and productivity.

These three positions outlined above, as well as their inter-relationship, will be explicated in the second chapter of this thesis. Thereafter, the writer will focus on the development of a specific training program for supportive supervision at the level of the first line supervisor in organizations.

The Purpose of the Study

The first task of this thesis will be to attempt to identify, define and explicate the supportive climate concept and how such a supervisor and supervisee relationship might lead to the improvement of individual, work team, and subsequently organization productivity. The three aspects briefly described

above as the supportive climate concept can then be developed into a training program specifically for first line supervisors. The concepts taught in the training program would provide the supervisors with behaviors which, when appropriately transferred to the job environment, should contribute to increased supportive relationships and productivity on the job.

The training program so developed could be adapted for use by any large organization in the United States. It could also be used in organizations in other countries or cultures, but its adaptability and use in developing countries is the special concern of this thesis. The training program to be developed around the supportive climate concept (see Chapter IV) will be designed for use within the Cameroon Development Corporation (C.D.C.), an agricultural corporation system in the United Republic of Cameroon in West Africa.

Studies show that most first line supervisors are promoted from within the ranks of the employees of their own organizations and most often are given no formal management training or exposure. These studies also indicate that a major source of employee and supervisory dissatisfaction is the foreman's lack of sensitivity to human relations, a lack of leadership skills, and a general lack of clarity in everyone as to just what the supervisor is expected to accomplish and in what manner.⁶ This thesis is intended to make some

⁶Walter S. Wikstrom, Supervisory Training. (New York: The Conference Board, Inc., 1973), pp. 4-5.

contribution to first line supervisory development in general and specifically to supervisors in the developing nations. This same body of literature suggests that the supportive climate concept is probably the most critical need in first line supervision in most organizations in the United States; it is the view of this writer that it is needed even more by supervisors in developing countries, and for this thesis in the Cameroon Development Corporation in the United Republic of Cameroon, West Africa.

Methodology and Materials of the Study

The methodology for this thesis is mainly descriptive for Chapters II and III. The relevant organizational communication and management concepts have been surveyed and will be reviewed and the rationale for selecting the several joint concepts of the supportive climate concept will be defended. The basic premise of this thesis is that if a supportive relationship within the first line supervisory level of an organization is properly developed it should lead to an increase in work team productivity. This premise seems already to have been well established in the available literature drawn together from several different fields of behavioral study. This thesis need not prove it again, but will assume that relationship after its presentation in Chapter II. It will be the main task of this thesis to develop a training program for it.

Various sources in the training literature for American organizations have been reviewed, and those materials most suitable for adaptation to the training of first line supervisors in the developing countries have been selected and summarized. Based on generally accepted first line supervisory needs and on information on specific needs in the Cameroon Development Corporation, it has been possible to select materials on first line supervision and the supportive climate concept for use in designing a training program for the Cameroon Development Corporation.

A survey of masters and dictorial thesis abstracts, and ERIC listings, reveals no studies similar to the subject matter of this thesis. Also, information from the Cameroon Development Corporation and the Cameroon Embassy in Washington, DC clearly indicate that no study has been or is currently being done or proposed to be done on this subject. Management training seminars (Management Today) organized by the World Headquarters of the Sentry Insurance Companies in Stevens Point, Wisconsin has been of special help. Other sources of training materials are shown in the bibliographic listings at the end of this thesis.

Main Contributions of This Thesis

This study should contribute to the general literature on organizational communication, to the literature on application of the supportive climate concept, and to business

and industrial training literature from a communication perspective. There is a large amount of literature in the fields of psychology and of business (personnel management specifically) on various elements of this concept, but little in the literature of communication. Also, there are massive amounts of teaching and training material available on various elements of this concept, but very little in the areas of training and behavioral development for first line supervisors in third world countries such as Cameroon, and it is possible that the training program designed in this thesis could actually be adapted, implemented, and tested by the Cameroon Development Corporation. In the Cameroon, as in many developing countries, there is a strong feeling for nationality and nationalization of corporate structures and for the continued increase of dependence in domestic manpower (labor force). The high cost of technical assistance to the developing countries underscores the importance of local training programs for manpower development.

Within every organization the first line supervisor is one of the critical vertical interfaces for the implementation of policy downwards (orders and instructions down from middle and top management) and the providing of reports upward (production reports and other feedback from the employees). This means that the successful implementation of a policy may be to a large degree determined at the first line supervisory level. It is also this writer's conviction that the first line supervisory level is often the focal point for

line and staff authority conflicts. The first line supervisor must be capable of interpreting these two lines of sometimes conflicting messages, and implementing that combination which is most appropriate for total goal achievement. First line supervisors are usually technically competent, but this background is rarely sufficient to assure the simultaneous achievement of both people and production goals necessary for growth in today's organizations. Obviously, it cannot be argued that good first line supervision is sufficient cause by itself for the entire organizational system to become prosperous. But it seems clear that good first line supervisory skills are critical in implementation of important policy and programs. Other things being equal, if good supervisory skills, operating to produce an increasingly supportive relationship, were implemented throughout an organization, there is little doubt that an overall increase in productivity would result.

In the Cameroon Development Corporation, there are basically three ways of becoming a first line supervisor:

- (1) through promotion from the ranks of the employees (this is subject to a display of outstanding performance and recommendations by the individual's supervisor or middle management);
- (2) upon completion of an agricultural science degree (diploma) program from a college at home or overseas; and
- (3) from prior experience gained at a comparable position in another organization. The corporation regularly sends people to study agricultural sciences in Malaysia, Britain, the

Netherlands, etc. Up until the time of the writing of this thesis, the corporation has developed no on-going or proposed management training program. Most of those who are promoted to first line supervisory and other management levels acquire management skills while performing as an assistant to another manager. Many of the companies in developing countries are reluctant to send people overseas to study management because the costs are high and the profit from such ventures is not immediately visible. This emphasizes the need for training programs designed for use in the home companies of developing countries as proposed in this thesis. Because this thesis possesses both theoretical and practical relevance, it makes some contribution to the fields of organizational communication, management, and training (both in the United States of America and the developing countries).

The Plan of the Study

As indicated throughout this chapter, the sequence of topics in the chapters to follow moves from the description of the supportive climate concept in Chapter II, to the survey of supervisory and management training literature in Chapter III, and the development of a specific training program for the Cameroon Development Corporation in the Republic of Cameroon in Chapter IV, and a summary of the study in Chapter V.

Chapter II provides explication of the supportive climate

concept, its three main aspects (elements or subsystems), their relationship to productivity, and a selection of key concepts as training objectives for the Cameroon Development Corporation first line supervisory training programs. In Chapter III, the writer provides a survey of the literature on training generally, and for first line supervisors especially, and draws in turn from these materials for the Cameroon Development Corporation program. In Chapter IV, the writer presents the actual design of the training program for adaptation and implementation by the Cameroon Development Corporation in Cameroon. In Chapter V, some conclusions and a defense of the applicability of the training program to the needs of the Cameroon Development Corporation.

CHAPTER II

A REVIEW OF SELECTED CHARACTERISTICS OF PRODUCTIVE FIRST LINE SUPERVISION

This chapter opens with a discussion of the significant role of the first line supervisor in effective organizations, and presents a rationale for the selection of this issue for study in this thesis in terms of its importance to developing nations (especially Cameroon). The main function of this chapter, however, is to present a set of selected characteristics of first line supervision (the three concepts we have included in the supportive climate concept), and to show the relationship between them and overall productivity in an organization.

The Importance of First Line Supervision

The definition of a first line supervisor (foreman or team leader), as we shall use the term in this study, is any person who is directly responsible for an employee work team, and occupies a position at the first or lowest management or supervisory level in his vertical line of the hierarchical structure of that organization. His main task is to get the job done through other people, the members of his work team or group. For many years it has been customary for those in middle and top management to pay at least lip service to the

idea that first line supervisors are key members of any organization's management team. But recently a whole new set of additional problems--people, production, and external (environment and technology)--problems have forced organizations to give even greater attention to the first line supervisor as a critical element in achieving policy implementation and employee productivity.

The first line supervisor is the final person who interprets policies and programs sent down to hourly rated workers by both line and staff management. He has to be capable of evaluating and implementing often contradictory policies originating with line and staff managers higher up the organizational hierarchy. He has to deal with both the personal and organizational problems of the employees which indirectly or directly affect production. These problems are often "private" but the supervisor must intervene in cases where the problem affects the employee's work. In recent years the supervisor's responsibilities have broadened even further because of social pressures for industry action under civil rights laws, affirmative action, consumerism, concern for the quality of the environment, elimination of sexist treatment, occupational safety, union rights, etc.

Most organizations today see an urgent need for a "three way goal consensus": the need for integrating individual-work team goals, organizational goals, and environmental goals (i.e., the goals of other organizations operating in the business environment). Very difficult problems arise when

these highly varied groups of goals come into conflict. Because most first line supervisors are promoted from lower ranks without much exposure to such responsibilities, training has become increasingly important; it must provide both newly appointed and continuing supervisors with the right tools (means) to carry on these increasingly complex tasks.

The main argument of this thesis is that the supportive climate concept, and the establishment of training programs based on it, are required to meet the needs indicated above. In developing that argument, this study contributes to the literature on supervisory training both in the developed and developing nations. In the developing nations first line supervisory training is often considered a luxury; it is very expensive to send people overseas to acquire such knowledge or to pay for professional trainers to come from overseas when a direct return from such investments is not immediately apparent. This study hopes to provide a program and plan by which this training can be quickly and inexpensively provided by the developing country itself. Such training is particularly significant to our case study organization, the Cameroon Development Corporation, an agri-business corporation in the United Republic of Cameroon in West Africa, which needs such a program and does not have one. Details of the C.D.C. situation will be presented in Chapter IV of this thesis.

The characteristics of productive first line supervision were presented briefly in Chapter I as the interaction of

three subordinate concepts which, collectively, we have labeled the supportive climate concept: empathic work team interaction, goal-oriented supervisory style, and participative decision making. As we have noted above, these characteristics overlap each other and interact with one another in work team interaction. Still, given their different sources they need separate treatment.

These characteristics of work team climate are seen as directly related to productivity. This relationship seems to have been clearly established, or at least generally accepted, in the relevant literature in the behavioral sciences and in business management from about 1950 to the present. More recently they seem generally presumed in turn in the literature of organizational communication. This chapter describes these key concepts and then they, in turn, become the training objectives for the C.D.C. training program developed in Chapter IV.

Throughout this thesis the supervisor/supervisee relationship will be viewed as a set of characteristics emerging from team communication or group interaction rather than a one-to-one relationship between the supervisor and each worker separately. The emphasis should be on total team behavior and growth and on the communication process through which a supervisor and his work team continuously create, maintain, and change these characteristics of their work team behavior.

Empathic Work Team Interaction

Empathy has often been presented as a necessary characteristic of effective interpersonal communication; the emphasis has been placed on the empathic use of feedback in dyadic and work team (group) interaction. At higher levels of empathy an openness develops toward the image changes necessary to learning, and to increased understanding and agreement. High empathy in the on-going spiral of work team interaction thus becomes a main element of the supportive climate concept central to this thesis. This empathic work team interaction provides the basis in communication training for the C.D.C. training program in Chapter IV, and thus requires the fairly detailed treatment which follows.

The communication "act" can be defined as the process in the individual of giving meaning to incoming and outgoing messages; he gives meaning to messages by performing the "perception, evaluation, and response process" (P.E.R.) internally. This total meaning giving process is influenced by the interaction of the individual's experienced-based image, by the context (situation), and by the message itself.¹

When two people interact a communication "event" occurs. The communication event is the on-going interaction between two or more people each of whom is continuously performing

¹Albert J. Croft, Communication as "act-event-system" is drawn directly from the lectures, diagrams and other materials prepared by Dr. A. J. Croft at the University of Wisconsin, Stevens Point, Wisconsin.

the communication act described above. The communication event operates in a spring coil or spiral fashion. In the interaction, with the passage of time, each individual influences the other's "act" and is influenced by him; it becomes a mutually-influencing process. Each person is experiencing some mental or psychological change and growth (learning); during such a process, this mutual learning affects the way each now performs perception, evaluation and response.

Given this view of the interaction process, each communication event is unique and non-reproducible. However, the effectiveness of the event in reaching a productive level of understanding and agreement is dependent on the way we use this mutually influenced feedback. This kind of analysis of the communication act-event is necessary here because of the importance of work team (group) interaction as the basic unit of an organizational communication system. We now need to explore further the nature of this view of the communication act-event in work teams in order to defend our emphasis on it in training programs for first line supervisors.

When two or more people interact two kinds of meaning emerge: the "intended" and the "perceived." There is the "intended" meaning of a message in the mind of the sender and the "perceived" meaning in the mind of the receiver. In this way understanding can be defined as the amount of overlap or shared meaning between sender and receiver which results from the transmission of the message. When an individual says he understands the meaning of a message, he is asserting a

degree of similarity between what he believes the other person (the sender) intended and what he (the receiver) comprehended. Objectively, all we can say is that person "B" (the receiver) believes he has grasped some portion of the intended meaning of person "A's" message, and "A" makes a similar estimate. Furthermore, it seems clear that understanding each other does not necessarily mean that we agree with each other. If we understand each other but do not agree, then it becomes important to determine why and where we disagree, and the only way to determine this is through the example of feedback. Thus, the way we give and receive feedback, and influence the development of new shared meaning in each other becomes the key process in securing improved understanding and agreement in dyadic and group interaction.

Feedback can be defined as the return message which sender "A" gets back from receiver "B" (above illustration). The term feedback must then include all messages which are exchanged during an interaction process, since each message is a reply, is feedback to the earlier messages of the other person. But the critical point is that "reading feedback" is the only means either person "A" or "B" can use to verify his estimate of shared meaning at any point in any communication event. The only way either person can carefully guess at the level of shared meaning is by feedback. Thus we argue the importance of reading feedback in work team interaction in an organization.

There are basically three types of feedback: immediate, mediated, and delayed. Immediate feedback is the type of feedback that exists during face-to-face dyadic or group interaction process; the reaction of the other person is immediately available to all our senses. Mediated feedback exists in group or work team situations. The feedback is mediated because the feedback message is influenced by or sent through the reactions of other group members. Thus, "A" sees "C's" reaction to "B's" reaction to "A's" message. If there are five people in a group each can be aware of the reactions of the other four to his messages and to their reactions to each of the others. It is this "mediated feedback" which makes work team interaction so complex and fluid. Delayed feedback occurs when employee "A" of the production unit sends a request for supplies to employee "B" in a service unit. The memo (mail) takes, say, one day to go and another for the reply to return; there is a significant time delay between sending the memo and receiving the feedback. But of greater importance than the delay is the absence of all feedback to the sender during the process of constructing and sending his message.

Each of these types of feedback has value for the supervisor or team member in verifying the level of understanding and agreement at a given moment in the work team interaction, and in predicting how the interaction is affecting work team norms. Supervisors must be sensitive in both giving and receiving feedback, but especially in predicting what type of

feedback should be given to most effectively motivate the work team. It is important to note that within a dyad or group, immediate and mediated feedback messages are being sent and received simultaneously by all members of the interaction regardless of who is speaking. Feedback can be verbal or non-verbal and the supervisor/supervisee must be sensitive to both. How effectively people in interaction use feedback is to a large degree dependent on their level of empathy.

Empathy can be defined as the dynamic process of putting oneself into another person's mental or psychological state of being in the process of interpreting feedback. Empathy in communication is the process of using (sending and receiving) feedback fully and sensitively, with openness to image change or learning as though we were in his organizational and personal role. For anyone to be fully empathic he must be able to enter each communication event honestly and openly. If one enters an interaction with rigid preconceptions it is very difficult to learn from others or be learned from; it becomes difficult to accomplish a condition of truly mutual influence and thus to undergo change or learning. For each person to effectively participate, contribute, interact, and change or learn, each must let down his defenses to some degree, and thus give good feedback as well as receive it. In this way, if each person is using empathy, the other person can better "read" where I am from the feedback and I can read him better.

There are, however, many levels of empathy. A low level of empathy exists when within an interaction process either one or both of the people involved tends to ignore many of the other person's responses (feedback). A typical example of a low level of empathic interaction can be found at most cocktail parties; the interaction tends to be such that people talk at or past each other, deliberately ignoring much of the feedback. Training in listening does not seem to be the answer to this problem.

At a slightly higher level, still inadequate, empathy can be characterized by people using feedback mechanically, responding to messages largely from habit. Often persons interacting in a dyad or group perceive feedback as threatening. This makes them respond quickly and defensively, shutting off empathy and learning. As noted earlier each communication act has a perception, evaluation and response cycle, but when one responds from habit or defensively one tends to short circuit the evaluative phase of the cycle, to leap from perception to habitual response without much careful thought (new interpretation).

High level empathy is a two-way process where each person is intensely placing himself in the other person's shoes, but there is also a mutual awareness; each is aware of the other person's effort toward empathy as well as his own. We can by serious effort create one-way and sometimes two-way intensive empathy with mutual awareness and productive mutual learning. But we can also destroy the potential for a

productive interaction by simply reacting defensively or mechanically to feedback, or by deliberately dropping to a state of low or inadequate empathy. Clearly, not all situations require that high intensity in interaction, and empathy cannot be maintained at that level over long periods of time anyway. One of the goals of training for empathic work team interaction is to develop a sense in supervisors and supervisees of when they need to reach up to a high level of empathy, like turning up the volume at important times.

The constructivist view of meaning and this "act-event" view of communication states that man does not simply react mechanically to his environment or passively respond to stimuli as extreme behaviorism sometimes seems to suggest. Instead he selectively constructs interpretations of various aspects of his environment and adapts his behavior to them. Men build a personal world for themselves as active organizers of meaning for messages. In this sense work team interaction and first line supervision is an on-going spiral of communication act-events, skillful feedback usage and a high level of empathy. These interaction characteristics are necessary to build a supportive climate in a work team, and such a climate facilitates their development in turn. As these characteristics of supportive work team climate emerge more productive work team norms should follow.

Goal-Oriented Supervisory Style

A second aspect of supportive work team climate is goal-oriented supervision. Goal-oriented supervisory style is concerned with the interdependent relationships among individuals in work team units, and among different teams or divisions in the organization. Important characteristics of these relationships include the following: interaction-influence; the linking-pin concept (three-way goal communication); three processes of social influence (compliance, identification and internalization); and the development of positive work team norms. Together, these aspects of supervisory management make up an important aspect of the supportive climate concept.

One of the basic tenets of the industrial revolution has been the division of labor in industrial production. Each worker does a specialized task instead of the total work necessary to produce a commodity. However, employees most often work as members of a team or production unit. Each employee performs a role and must work with other members of his team in role relationships defined by the organization. Work team role relationships have thus strongly emphasized interdependence required of team development. Supervisors today have to be more concerned with employees not simply as individuals but also as members of a work team. This team emphasis is fostered also by the influence of unions, professional associations, government, social pressure groups, etc.

Group norms, as we know, are not the officially laid down rules for work behavior, but are the consensus attitudes which are developed by the workers themselves towards the work situation. In general, these norms move toward positive or negative poles, the direction determined by employee perception of supervisory style and organizational character. The closeness of the relationship among members of a work team gives the employee a sense of power (through cohesiveness and number) and a sense of belongingness. It is important for supervisors to know their work team members well in order that they (the supervisors) can better influence the type of norm developed by the group (i.e., toward or away from greater productivity). Within interdependent work team and inter-team relationships the employee can come to be aware of the important role he plays in the organization. This awareness, coupled with his perception of the supervisor, influences the type of work norms which may emerge. These norms operate as goals for the employee.

The interaction-influence concept examines the kind of influence the supervisor exerts upward on his immediate superiors, downward on his subordinates, and laterally on his peers.² How the supervisor interacts with his superiors and subordinates shapes his influence on both groups. Likert found that, beyond the power legally defined in his formal role in the hierarchy, the supervisor also had influence on

²Rensis Likert, New Patterns of Management. (New York: McGraw-Hill, 1961).

his subordinates if they perceived him as being competent (expertise) and trustworthy, if he lets them influence him, and if he is perceived as having influence on his superiors. Also he has influence with his superiors if he is perceived as being competent and trustworthy, capable of getting cooperation from the subordinates, and if he influences and is open to influence by his superiors. This means that if a supervisor is perceived as having impact on the decisions of his superiors, his subordinates would clothe him with more power, and if his superiors perceived him as one who can "deliver on his word," he would be seen as performing effectively in the important role of a middle man. Thus, he could be sure of the support of his subordinates as well as that of upper management. The supervisor's ability to effectively interact with and influence the decisions of his superiors and subordinates makes him an essential link between the two groups and gives him more power with both. Again, the issue is implementing goal achievement from a variety of often conflicting goals.

The linking-pin concept designates the supervisor's responsibility for upward, downward, and lateral goal integration; again, he occupies the middle man role.³ The supervisor transmits the feelings, needs and aspirations of his subordinates upward to top management and the responses (usually changes in procedures, policies, etc.) of management to

³Ibid.

the subordinates. He also coordinates the work of his team laterally with other teams. These role relationships give the supervisor a three-way goal communication responsibility (up, down, and lateral) which is necessary for total team and organizational effectiveness. Obviously, the interaction-influence concept discussed above is closely related to the linking-pin function; but the important point here is that effectiveness in interaction depends on the effectiveness with which the supervisor communicates the goals of one group to the other: up, down, and laterally as a linking-pin.

Because supervisor, peer, and subordinate relationships must be perceived as a communication relationship, the supervisor must be capable of effectively communicating and integrating a variety of individual, group and organizational goals. A supportive relationship can develop if the supervisor becomes aware of both group and organizational (management) goals and communicates them with the full comprehension and support of both subordinates and superiors. Because people as well as organizations are most likely to differ on goal perceptions and how to accomplish them, the supervisor serves the useful function of goal integration, conflict resolution, and of ensuring compliance with goals.

Kelman (1958) suggests that the supervisory process of motivating conformity usually operates somewhere along a scale from compliance to identification to internalization.⁴

⁴Herbert C. Kelman, "Compliance, Identification and Internalization: Three Processes of Social Influence." Journal of Conflict Resolution (1958), pp. 51-60. Extract: Public Opinion Quarterly Vol. 2 (1961), pp. 62-71.

Compliance can be said to occur when an individual accepts influence from another person (in this case the supervisor) or from a group (work team members) because he hopes to achieve a favorable reaction from them. When the individual complies he does what the other person wants him to do or what he perceives the person wants him to do. Industry for many years has assumed that some degree of force or coercive is necessary to motivate compliance. Most supervisors in the traditional style of management use a punitive (as opposed to a supportive) style of supervision to secure compliance. This "carrot and stick" approach to supervision tends to create fear of, rather than respect for, superiors. These "autocratic" managers may come to treat people simply as tools of production, since the effectiveness of a supervisor may be measured only by his concern for maximum production. Coercion as a means of securing compliance is effective when the supervisor controls the achievement of goals desired by his subordinates. This use of coercion by managers has been popularized in McGregor's Theory X Concept.

Identification, as a kind of motivated response, can be said to occur when an individual adopts the behavior of another person or group; he identifies with them, and defines his own goals as he perceives the goals of the other person or group. For example, in the context of socialization of children, it is observable that children often adopt behaviors and attitudes of their parents, or other peers, or folk lores. Identification in organization work team occurs through the

creation of a close partnership relationship between the supervisor and the supervisees, resulting from the worker's respect, liking, loyalty toward his immediate supervisor. However, this identification occurs without understanding the organizational goals of the supervisor or committing to them. Within such a relationship, the employees perceive themselves as friends and followers of the supervisor, but without real responsibility to the organization or its goals.

Social change can also be motivated through the process of internalization. Internalization occurs when an individual accepts influence because he sees and understands the need to follow in the suggested way in order to achieve his own goals and the goals of his work team and division, and of the total organization. This means that top and middle management must design organizational goals in partnership with the individual workers and work teams, and consistent with their goals. This process requires that a continuously changing balance must be maintained between individual individual, work team, and organizational goals. If this integration is properly done, individual and organizational goals would be achieved simultaneously, by the same set of worker behaviors. Herbert Kelman's internalization concept can only be accomplished if employees and management both participate fully and actively in formulating total organizational goals. The participative process would take the guesswork out of what the goals are, it would secure commitment to goal accomplishment, and would serve as a source of motivation

for the employee. Such participation (as a function of the work team interaction process) must involve these people for whom the decision (goal) to be made is applicable. Participants must be able to comprehend and effectively contribute to the participative process. The involvement of lower echelon employees in the decision making process of a highly technological organization might often be quite limited. Lower echelon employees do not have the technical know-how to comprehend and effectively contribute to many of the decision making processes.

Clearly in any organization, employee compliance will be motivated at different times, at various levels, of these three means. But to achieve the social change within the supportive climate concept, the supervisor must strive towards the level of internalization. Within the supportive climate concept, both superiors and subordinates can count on the support of each other because they have come to share similar goals; integrated people and production concerns. Thus, goal-oriented supervision can motivate the development of positive work norms and lead to greater productivity.

Participative Decision Making

The third aspect of the supportive climate concept is participative decision making, the product of overtly shared responsibility to build and maintain goal consensus in the work team. Such a view of participation in decision making requires a "situational approach," emphasizing the concepts

of power and authority, delegation of responsibility, recognition of employee achievements, and some of the traditional conceptions of group leadership. This approach (overtly shared responsibility) takes the burden of total responsibility from the supervisor (group leader) and spreads it among the individuals who are directly involved in the work: it recognizes that the employees and the supervisor together, not the supervisor alone, should accept responsibility for the success or failure of the team's performance. The participative decision making approach closely parallels the goal-oriented supervisory style approach discussed above, especially the cyclical pattern of communication of the middle man (interaction-influence) concept, in which instead of a vertical supervisor and subordinate relationship in the usual pyramid form, the relationship should be circular. The fundamental characteristic of the shared responsibility view is that it expressly denotes support between the higher manager, the first line supervisor, and the supervisees. This supportive relationship enables the supervisor to perform the difficult task of generating goal consensus in the work team and the organization. I can best achieve my goals through achieving work team and organization goals. Thus, by participating in their determination, I internalize work team and organization goals, and this conclusion takes us to the third aspect of the supportive climate concepts.

Likert formulated four types of management styles, with the last as the ideal: exploitive-authoritative, benevolent-

authoritative, consultative, and participative.⁵ The four labels reflect their main characteristics, but we shall only need to discuss Likert's type IV system in this context. In "System IV" the goal of management is participative group decision making. This means the supervisor has to elicit input from members of his work team in the process of making any decision that directly affects them. Most managers feel it necessary to provide guidelines or limitations on which decisions the team is to participate in, and in all cases the supervisor makes clear his right to make the final decision. He hears all sides fully, tries to construct the best group consensus, but when it isn't forthcoming he must decide anyway. The critical issue, however, is that the work team decisions must be based on full participation of the work team. In order for participative decision making to be effective, participation must involve all those immediately affected by the decision; it must be constructive and productive. It is important that when decisions are made they should be upheld or implemented. Failure to implement decisions would put the decision making process in jeopardy. The employees would perceive the process as a management "ploy" or "gimmick" thereby making the participative group input process seem insincere and exploitative.

However, the participative decision making process should only involve those who have the information to understand and

⁵Rensis Likert, Management by Participation (New York: Harper and Row, 1967).

are affected directly by the decision to be made. As stated earlier, a very high level of technology sometimes eliminates lower echelon employees from some of the decision making processes (for example, in a highly automated petro-chemical plant). Of course, it is necessary that information pertinent to the decision making process be made available to the participants. This means that the total work environment is important to the participative decision making process. The supervisor must possess the knowledge and ability to determine who should participate, in which decisions, and in what ways, and that information flow supports that process. In short, participative decision making is much more than simply expressing the "democratic" view that employees should "participate"; it is necessary to develop a detailed communication system of participative decision making, including information flow, planning and implementing, and follow-up responsibility.

Authority can be defined as the ability to make decisions which affect people; and authority is usually designated within an organization by the person's hierarchical position. Power on the other hand is the capability of actually accomplishing need satisfaction in subordinates. It is not designated by one's hierarchical position. Thus, power is the actual control of rewards and punishment which people may receive, and that power may reside in someone not given formal authority. Both power and authority are vital supervisory tools. Power ensures the supervisor of control. If it is supportively applied it will operate through a careful

process of securing feedback and participative consensus from the employees on the work team.

Many traditional supervisors believe that delegation of responsibility by encouraging participative decision making will rob them of some of their power. McGregor disagrees with this view.⁶ He does not perceive power as a pie which, when you give pieces to employees, it ceases to be a whole pie. Participative decision making, by bringing the employee into shared responsibility (overt commitment to the decision made) actually increases, not decreases, the supervisor's actual total power. Also, delegation, he believes, consolidates supervisory power because each delegated responsibility ensures that the recipient must report the completion (or non-completion) of the task. In addition, the more a supervisor rightly delegates, the more time he has to perform his planning, directing and coordinating functions. The linking-pin and interaction-influence ideas, when clearly perceived by supervisors and supervisees, add to his power.

Because there is a need for supervisors to delegate, there is an even greater need for recognition of employee performance. Recognition is the act of giving or showing respect or entitlement to someone for a job well done. It is a means of rewarding someone for excellence in work performance. Herzberg's study on job-content analysis emphasized the idea that for recognition to be a satisfier, it must focus

⁶Douglas McGregor, The Human Side of Enterprise. (New York: McGraw-Hill, 1960).

on a specific job performance or personality characteristic. Generalized recognition shifted performance accountability from the employee to a "no man's land" zone, and made future performance appraisals difficult.⁷ Recognition for specific performance takes the guesswork out of why anyone is being recognized. It aids future performance rating and gives the employee (to be appraised) some feeling as to how he might be rated. Such a recognition policy fosters or reinforces employee participation, supportiveness, overtly shared responsibility and a sense of achievement.

Power, delegation of responsibility, and recognition (rewards) as part of a participative decision making system should be perceived as management's means of motivating the employees to work interdependently rather than "independently," meaning competitively. In the resulting supportive relationship the supervisor becomes a more influential and effective leader.

For many years leadership was defined by the traits, behavioral, situational, and functional approaches.⁸ The traits approach was based on several years of research into the physical, intellectual and personality characteristics of known leaders. The appearance of known leadership traits in any individual were taken to be indications of predictable

⁷Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review (January-February, 1968).

⁸Gordon Lippit, Leadership in Action (Washington, DC: National Training Laboratory, N.E.A., 1961), pp. 7-47.

leadership. This approach to forecasting leaders was found to be inadequate when identifiable traits did not produce the type of leadership predicted. The behavioral approach was based on studies on the various functions and responsibilities performed by a known leader. In this approach authority became a determinant of good leadership. The situational approach stated that different situations required different leadership skills. A leader could be motivated by people or external factors (forces), to accept and perform the duties of leadership. Thus, each situation demanded either a different leader or leadership behavior. The fourth approach in these studies on leadership is the functional approach. This approach stipulates that leadership means the performance of those tasks required by the leader's group.

These four approaches discussed above form what can be described as the traditional approach to leadership. No one of these approaches, standing alone, fully meets the leadership demands of today's organizations. But in many cases, the first line supervisor's job demands both situational and functional qualities of the traditional approach. For a supervisor to be an effective leader he must constantly adapt his role (function) to the varying demands of each situation. A fundamental function of this approach is for the leader to help members achieve their individual and group goals as well as their organizational goals.

The supportive climate concept has been defined for use in this thesis in terms of the three main characteristics discussed above. It can be described as an interaction process between the supervisor and his work team which aids understanding and fosters agreement. Although characteristic of a single communication act-event, it develops as a contingency characteristic of total on-going team behavior. Both Abraham Maslow and Douglas McGregor emphasized the idea that man is goal oriented as they discussed the hierarchy of needs and the concept of power or social status.⁹ In work teams, individuals as well as the total group have needs which must be fulfilled individually and through collective group effort in the work environment. One of the essential purposes of interaction in the work place is to help both the individual as well as the group accomplish its tasks. This means that as members of a work team or production unit, each person needs the other people. The interaction process aids individuals and the work team to understand both their own goals and those of others. When the relationship between team members is supportive, there is open and honest interaction, clear perception of individual and joint (group) goal perception, and a sense of belongingness.

In the past it has been traditional in the established or developed nations for supervisor and supervisee relationships to be perceived as a boss and subordinate relationship,

⁹Abraham Maslow, Motivation and Personality (New York: Harper and Row, 1954).

particularly at the first line supervisor level. This boss-worker relationship has also been accepted as the norm in most developing countries (even today) in Africa, Asia, Europe and South America. This norm has been furthered by the traditions of the developing countries themselves. In the European (mainly British, French, German and Spanish) colonial era the supervisor-worker relationship was a boss-subordinate relationship. This relationship follows the parent-child relationship which emphasizes the "father knows best" ideology. The supervisory style has been seen as autocratic and the relationship as punitive. The boss-subordinate relationship, though characteristic of traditional and colonial influence, seems directly parallel to the goal perception and role conflict issues that existed in business organizations as discussed in the communication literature of the developed nations.

The awareness that individuals are unique, that man is goal oriented and that people should work interdependently in work teams, underscores the importance of the supportive climate concept. There exists a need, within the relationships of the supportive concept, for individuals to be heard, to hear others, and for each person to define and redefine his goal perceptions. The three main characteristics discussed earlier in this chapter provide us with a set of subsystems that interactively form the system which we have defined as the supportive climate concept. The first line supervision model (Figure 2-1) summarizes the components of

Figure 2-1. Characteristics of Productive First Line Supervision

Empathic Work Team Interaction	Goal Oriented Supervisory Style	Participative Decision Making
- Communication act-event, a constructivist perspective. - Feedback usage in dyads and work team (group) interaction. - Levels of empathy, openness, "learning" as understanding and agreement. - Swanson & Delia - Constructivist view. - On-going spiral of work team interaction in a supportive climate.	- Interdependent work team relationship in production units. - Interaction-influence; "the middle man idea." - Linking-pin; three way goal communication. - Processes of securing social change; Kelman's internalization perspective. - Development of positive work norms in a supportive climate.	- Overtly shared responsibility and goal consensus in the work team. - Participate group input in decision making - a situational system approach. - Power, delegation, recognition and interdependence in the supportive climate. - Leadership, "a situational-function approach."
- Productivity: As optimum achievement of individual-work team-organizational goals, simultaneously.		

each of these three characteristics. These characteristics were selected on the basis of their relevance to the first line supervisory problems of work team communication; we believe these characteristics of supervision can meet the major problems faced by first line supervisors, those in large organizations in the United States, but also in the developing countries and in the United Republic of Cameroon.

Productivity

As noted in Chapter I, the main argument of this thesis is that if the first line supervisor's style and the resulting work team climate includes the three main characteristics, they will lead to greater productivity. This is a somewhat special meaning for productivity in this context. Productivity can be defined as a process of mutual (individual and organizational) goal achievement. This means that the employee is most productive when he contributes to the achievement of the organization's goals and at the same time experiences personal growth through the achievement of his own goals. Productivity in this sense, therefore, can best be achieved when employees are constantly striving for the higher levels of Maslow's hierarchy of needs (self-actualization, etc.) through meeting organizational goals. Productivity must be viewed from the 9.9 or team management approach as defined by Robert Blake and Jane Mouton on the Management Grid.¹⁰

¹⁰Robert Blake and Jane Mouton, "Breakthrough in Organizational Development," Harvard Business Review (December,

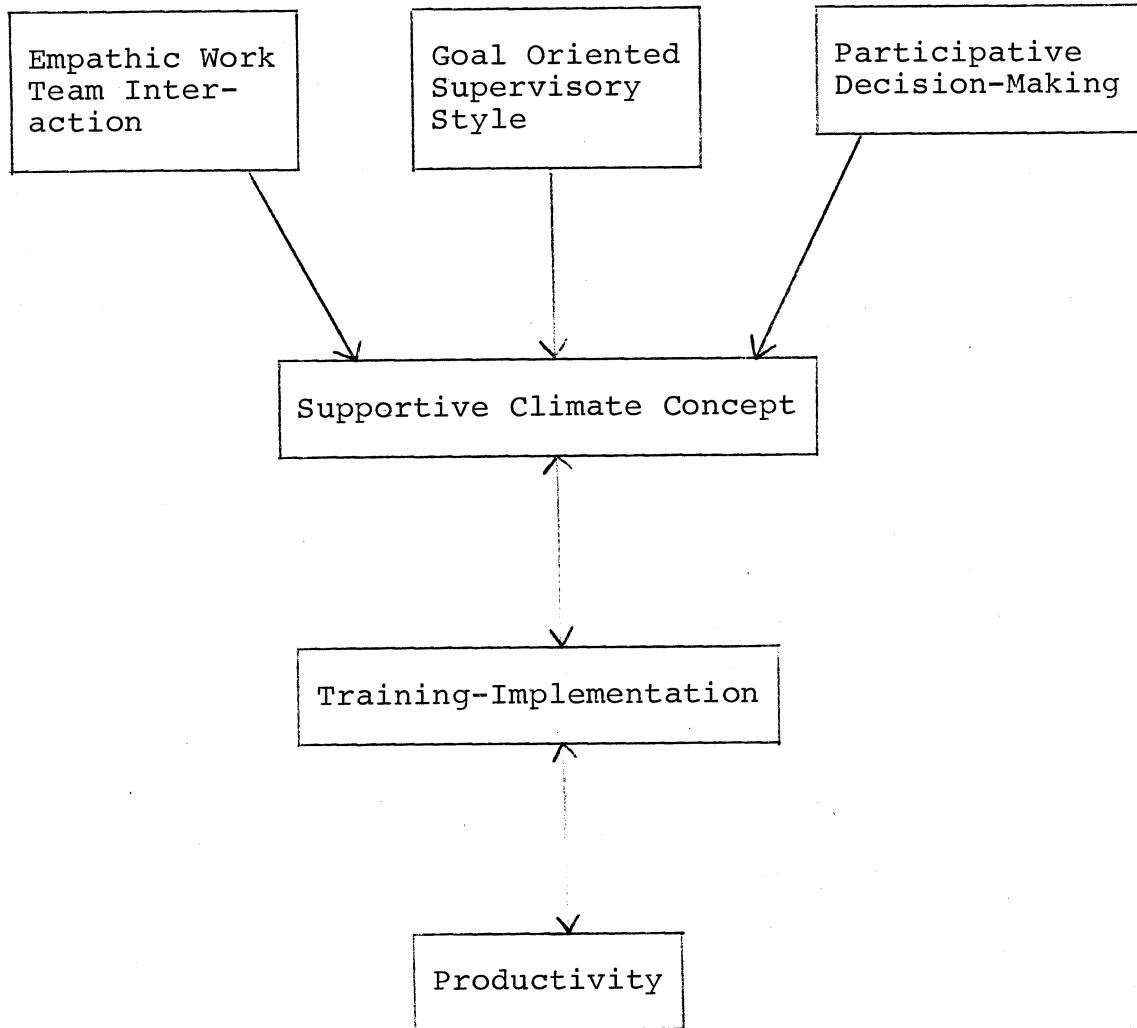
This approach emphasizes a maximum concern for both production and people.

It is Frederick Harvey's conviction that industry today does not get maximum productivity because managers do not "support" people in the performance of their tasks.¹¹ He blames the lack of "support" on what he calls the "wrong way of management." It will be the premise of the remainder of this thesis that if people are appropriately trained and they implement the behavioral relationships advocated in this supportive climate concept, that the total process would lead to an increase in productivity. This theme seems clearly dominant in the pertinent literature surveyed for this thesis.

¹⁰1964), pp. 133-155. Also see, The Managerial Grid (Houston: Gulf Publishing, 1964).

¹¹Frederick Harvey, "Allowing Productivity to Happen," Supervisory Management (June, 1980), pp. 21-25.

Figure 2-2. The Supportive Climate Concept Model



CHAPTER III

A REVIEW OF SELECTED ASPECTS OF THE PROCESS OF TRAINING IN ORGANIZATIONS

This chapter attempts to provide a summary and review of relevant advice, selectively drawn from the current literature, for those persons designing training programs in the broad field of management training in general and first line supervisory training in particular. First, several general topics on training are considered which seem to have greatest applicability to this thesis: an operational definition of training, a rationale for training and its functions in organizations, and a review of assumptions trainers make about the nature of adult learning. Second, this chapter describes a set of steps to pursue in the development of a training program for first line supervisors based on the supportive climate concept discussed in Chapter II. Then the concepts from Chapter II and the training methods from this chapter will be combined in a specific training program for the Cameroon Development Corporation in Cameroon in Chapter IV.

A Basic Position on Business and Industrial Training

Training can be defined as any job related, formal or informal, instructional program, designed to improve the

skills, knowledge, attitudes or work behavior of members of an organization. This definition assumes that changes in skills, knowledge, attitudes and behavior can be accomplished through training. The next assumption is that if appropriate behaviors are learned and applied, the productivity of the trainees and thus of the total organization would eventually increase. But training, obviously, is not the solution to all organizational problems. From a broad perspective, training can solve (or significantly reduce) problems which are people oriented. When employees need to change or adapt to social changes, to modify or change existing attitudes and behaviors, training can assist in that process. Training can solve problems related to inadequate or inappropriate skills, and it can help with problems of inadequate knowledge or data relevant to job performance and employee-organizational relationships (interdependence). Problems in the areas of communication such as appraisals, interviewing, stress control (wellness), management, group relationships and any other people related processes can be attacked through training.

But training should not be expected to solve all organization problems. Some of these are problems related to physical structure (design), worn out machinery (equipment), shortage of capital, economic slow downs (recession and layoffs), change in consumer taste, etc. Often, just when they may be needed most, as in the circumstances noted above, training programs are viewed as a mistress to be discarded.

Training can be perceived as a means to maximize human potential as well as keep labor cost down. Today labor cost is one of the single biggest item costs in organizations. However, the training director's job is often considered a place where unsuccessful or inept managers can safely be put on lay-away until their retirement with little harm done to the organization. The training function should be the job of energetic people who are knowledgeable and competent in both the theoretical and practical aspects of training, and who are cost accountable. The traditional training system has placed much of its emphasis on technical job training since management measures its value in terms of increased productivity and maximized profit. The profit or return on non-technical training is harder to see and slower to come. It may be that current conditions now require that the direction of the training effort be shifted from training in specific job skills to more general personal effectiveness training in terms of realistic personality gains. In addition to specific job or task effectiveness, the purpose of training becomes one of preserving and developing employee potentials, the ability to adapt to change, to become more creative, perceptive, self-motivating, knowledgeable, and independent, yet capable of working interdependently.

Despite the amount of time, money and human effort put into the design and implementation of training programs, many problems still visibly fail to accomplish their goals (training objectives). Among many possible reasons, program

failure might be the result of one or a combination of the following: the trainees may not, in fact, need the training given; trainees need the training but do not know or will not admit it; the problem leading to the establishment of a training program was not a problem which could be solved by training; the trainer was not perceived by the trainees as being credible or competent, etc. Often, the training materials presented are too difficult to transfer and apply back on the job situation; sometimes, the trainee's participation in the program is not rewarded nor his desired job behavior adequately reinforced back on the job. In some cases, the trainee needs the training, knows he does, but resists it for various personal reasons.¹

One of the most commonly mentioned reasons for program failure is the lack of top (higher) management support and encouragement for the program and for trainee transfer of learned concepts.² In this same way, first line supervisory training programs also frequently fail. They often emphasize issues that are too theoretical or philosophical or tend to deal with concepts already well known and accepted by the trainees. Managers and managers-to-be agree that what they need is specific information on how to motivate, how

¹Leslie This, "Results Oriented Training Designs," Training and Development Journal (June, 1980), pp. 16-17.

²John Procter and William Thornton, A Handbook for Line Managers (New York: American Management Association, Inc., 1961).

to communicate, and how to carry out the effective leadership conceptions theorized in the academic and professional literature (see Chapter II). Even then the structure and climate back on the job may prevent the use of the new concepts learned, unless there is strong pressure to adapt them from top management all the way down.

The Training Process and Theories of Learning

Many trainers assume that theory and principles can only have value insofar as they can be specifically applied to the job. This assumption forces trainers to plan curricula in which theory would be introduced only insofar as it guides, explains the reasons for, and prompts successful performance of specific behaviors. Such a view in the past has needlessly limited range of training offered; communication skills are greatly needed at the first line supervisor level, for example, because of the lack of both general education and management experience in most new foremen. Trainers and managers seem agreed that supervisors need a curriculum design with a strong component of interpersonal communication material with both a theoretical and practical input from the behavioral sciences.³ Put in another way, both behavior and attitudes can be changed within a single training process, but theory in programs must be applied in participative

³Melissa Leifer and John Newstrom, "Solving the Transfer of Training Problem," Training and Development Journal (August, 1980), pp. 42-48.

exercises aimed specifically at the changes desired in attitudes and behaviors. Then the new attitudes and behaviors must be reinforced by actual conditions in the work situation. In short, first line supervisory training should combine the past experiences of the trainees with input from new concepts through a system appropriate to adult learning.

R.D. Zickefoose, in an article entitled, "Let's Stop Designing Training That Produces Only Average Performers," offers six interrelated suggestions.⁴ These seem specifically relevant to first line supervisory training and also to such training programs in developing countries. They seem to warrant a detailed summary.

1. He insists that training programs should be reviewed and revised constantly. Existing curricula and training programs should be revised with the aid of line managers, trainees and the trainers or consultants. Any part of the program which does not meet or fulfill the objectives of the trainees and the organization should be eliminated or changed immediately, not allowed to drag on indefinitely.
2. Training should be geared toward maximum performance standards. When determining job criteria for program development the input of high performers should be used rather than input from a cross-section of all performers.

⁴R.D. Zickefoose, "Let's Stop Designing Training That Produces Only Average Performers," Training and Development Journal (May, 1979), p. 74.

3. Existing program offerings should be supplemented with remedial curricula. Remedial courses, which rarely have been offered in the business community in the past, are now rapidly becoming a necessity. Such courses provide the basis for developing under-educated employees, and desired performance standards for other courses can thus be maintained at higher levels.
4. Training efforts should be concentrated on all levels of performance. The purpose is to avoid slighting the standards of the industrious trainees for the sake of meeting overall (often average) objectives. Because of the disparity between the below average or average and the high performers, the former should be encouraged through the use of greater rewards and progressive learning materials. It is Zickefoose's conviction that high expectations breed high performance.
5. The effectiveness of the training and the progress of the participants should be measured and reported to both the trainee and management. The impact of the training as well as its financial rewards to the individual and to the organization should also be evaluated and reported. The results of each program should be monitored carefully, and the program should be revised, changed or discontinued as soon as signs of declining effectiveness or diminishing returns are noticed.
6. Training should direct its energies toward the achievement of maximum individual and organizational goals.

This effort involves a lot of time, knowledge, participative input and an accurate evaluation system. It should be the responsibility of trainers to maximize both aspects of productivity by stressing training programs that deal with the development of the worker's "potentials" rather than "tasks."

But basic to the whole approach to occupational training for adults in business and industry is the concept of learning itself; especially adult learning. Broadly, learning is the act of acquiring knowledge and/or skill. This view, in turn, can be reduced to a process of change in a person's image by which he gives "meaning" to experience. Learning can be accomplished through the circular process of new input response, and feedback, in order to develop new associations in the mind. To some extent the Skinnerian conception of stimulus-response-reward or punishment-reinforcement of behavior is a necessary part of the learning process. But we know that the "image" or the human mind is a collection of past behaviors, remembered and organized as values, attitudes and beliefs. Because our past experiences influence our current and future attitudes and behaviors, trainers should know, as much as possible, about the experiences or images of the trainees prior to designing a training program that would induce the new or desired behavior.

David King defines learning as a process occurring within the mind of the human being which enables him to adapt to the changing demands of his environment. He explains that

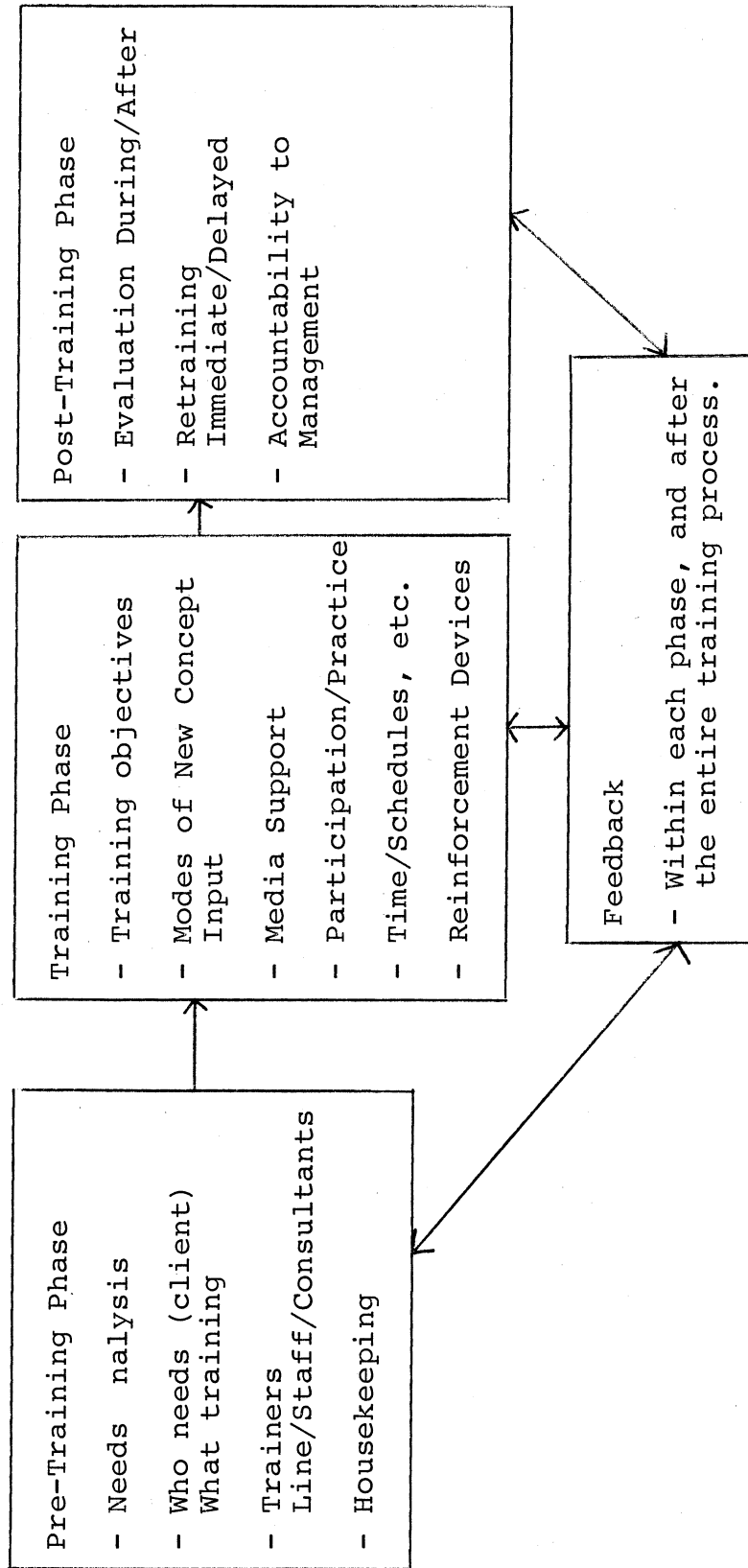
through learning one gets to know himself in relation to others and to his environment.⁵ According to King, there are two kinds of knowing: "knowing" through direct experience and "knowing about" something. Directly knowing a person, thing or fact, is to take the other into you. This is vital, dynamic knowing, based on direct experience. For example, a highly skilled operator knows his machine or operation, although he might not be able to explain, in words, how the machine functions. He can know from a familiar noise that a fault is about to develop in the machine without any technical knowledge as to the design of the machine. Direct knowledge or knowing as explained above is difficult to transmit to someone else except through giving him the direct experience itself. However, learning as a function of training must also incorporate symbolic knowledge (knowing about) with practical aspects closely related to both. Thus, all that was said in Chapter II with respect to "meaning giving" (constructivism) is in itself a theory of adult learning.

The Process of Designing Training Programs

Gerald M. Goldhaber, in his work on Organizational Communication, provides a "communication model" for designing training programs (Figure 3-1). Such a model becomes a

⁵David King, Training Within Organizations (London: Tanistock Publications, 1968), pp. 109-114.

Figure 3-1. Communication Training Model



general pattern rather than a standardized formula for designing specific training programs. There are basically three phases for each communication training program: the pre-training, the training, and the post-training. Feedback within each phase and throughout the entire training program is essential. Feedback provides some input as to how others perceive that phase of the training program. Within the training phase the trainer's intuition and sensitivity to responses from participants should be a source of feedback which should be beneficial in shaping the trainer's pace and style of presentation. Feedback within this model (Figure 3-1) serves two purposes: (1) as a means of self-evaluation for the trainer; and (2) as a means to test out and integrate, all three phases of the entire program. Since we used Goldhaber's outline in preparing the Cameroon Development Corporation program in Chapter IV, it will be briefly reviewed here.

The pre-training phase serves the major functions of training needs analysis and the determination of trainee's status. Within this phase it is important to be sure that training can, in fact, serve as a solution to the identified problem. In this phase, the trainer(s) or consultant should be selected on the basis of his credibility. Credibility here refers to the establishment of the trainer's trustworthiness and expertise on the concepts to be taught in the training program and with the trainees selected for that program. Despite the important role of line managers who

must participate in developing the program, the teaching process itself must be handled by the most competent persons: managers, training staff, or outside consultants.

When needs have been identified, trainees and trainers selected, then comes the second phase of the training process, the actual training. This phase should develop a format to tie together the problems identified as training needs or objectives, the trainee's experience, and input from new concepts via a selected set of media support devices. The participation of trainees during the program, the permissive atmosphere, and the support of reinforcement given to the trainees by top and middle managers, peers, and subordinates, would all affect the rate and amount of knowledge and behavior transferred back to the job situation.

The post-training phase of this model has the task of discovering how well the relationship of trainer, participants and program actually turned out. Any exercise formulated for this phase should serve as an evaluator, a means to determine the success or failure of part or all of the training program. This phase should prove to the trainer or consultant whether he matched the right problem with the right solution. If for any reason the match of the problem and solution in the training process did not produce the desired behavior, the program should be changed and participants retrained or it should be abandoned. Retraining could be immediate or delayed depending on observable behavior trends and the trainer's expectations. A

more detailed view of these three phases of the training process follow.

The Pre-Training Phase:

Needs Analysis to Set Specific Training Objectives

In their work on training, James Burns and Donald K. Sorsabal (1970) set out three broad classifications of training needs: organizational, operational and man analysis.⁶ Organizational analysis helps trainers and consultants to determine where or in which areas (specific types of jobs, selected work teams, departments, etc.) training emphasis should be placed within the organization. Simply stated, organizational needs analysis established priorities for those areas of an organization which most need training. Operational needs analysis is a means to determine what specific skills are needed by anyone in order to effectively perform in a particular job. Man or people oriented needs analysis determines what general or specific human skills, knowledge, and behavior should be changed in people in order that they can work more effectively in those jobs. Usually all these needs apply in every training process.

Trainers and consultants have many ways of finding out what problems exist within an organization, or what skills employees need in order to effectively perform their jobs.

⁶James Burns and Donald Sorsabal, A Handbook for In-Service Training of Classified Employees (Chicago: Research Corporation of A.S.B.O., 1970).

Methods currently in use include:

1. Observation - Observation is the process of directly watching the employee perform his duties. Within this process the trainer observes the actual job performance and compares it with the job description. Some knowledge of the job itself would be helpful to the trainer. Most people resent being closely watched. If any individual is going to be observed he should be told the reasons for the observation and his cooperation and approval sought prior to the observation.
2. Interviews - In this case the trainer interviews the employee in order to gather information which he later analyzes. The importance of this method is that the trainer gets information plus personal attitudes directly from the potential trainee.
3. Management Request - This involves using line managers to gather information on perceived problems in their areas.
4. Group Conferences - Employees, either in family, cousin or stranger groups, collectively present their problems or needs to management and/or trainers in an open forum.
5. Test (exams quizzes, etc.) - The trainer might issue an examination to find out how knowledgeable the employees are about their jobs.
6. A comparison between low and high performers might be made to develop a profile of employee performance.
7. Questionnaires - Surveys specifically designed to identify

problems or needs are widely in use. It is important that surveys be short, specific, simple and anonymous.

Once problems or needs have been identified the next step would be to develop broad training objectives. Often in industry the words objectives and goals have been used synonymously. Objectives should be treated as a step-by-step approach to achieving a goal. Three basic questions can be asked when defining an objective: "What" is the objective, "How" is it to be accomplished, and "When" should it be accomplished? An example of an objective could be: "To develop a more productive relationship between a first line supervisor and his supervisees through a one-week training program based on the three characteristics of the supportive climate concept." Then, in turn, a set of specific behavioral objectives can be devised around which to structure a given program.

It is important that the right questions be asked because these help trainers to develop accurate objectives. Often the "critical incident" method is used. Some typical questions relevant to the formulation of objectives are: What are the critical incidents characteristic of the job? How are these critical incidents best handled? Are there any restrictions or limitations on how to handle these incidents? To whom does the employee report? Who determines or shapes the employees' expectations? Who does the employee have to persuade? etc. ⁷ Apart from such questions as

⁷Leslie This, "Results Oriented Training Designs," Training and Development Journal (June, 1980).

these, it is critical that objectives be participatively developed (input from management, trainees and trainers). The participative process eliminates much of the guess work as to what the objectives should be; it is one means to rally support: management support for the objective and employee commitment to achievement in the training.

The Training Phase:

Modes of New Concept Input and Media Support Devices

As noted earlier, the actual training program should bring the trainees' existing knowledge and experience together with new concepts and attitudes. There are many modes of presentation for the input of new concepts available to trainers. Some of these modes are reviewed here and the appropriateness of selected modes to the Cameroon Development Corporation program will be considered in the next chapter. The most common modes of new information presentation are:

New Concept Input Methods

1. Lecture - The lecture method is one of the most "time efficient" means of imparting information or ideas. A trainer (lecturer) can cover single ideas or blocks of ideas rapidly, efficiently, and dramatically to a large number of people (trainees) at the same time. The advantages of the lecture method are its cost, speed, time, and efficiency of information coverage. There are three

notable disadvantages of the lecture method: much information is lost due to inherent barriers in the communication process (lack of cyclical feedback); there are problems of noise and the differences between intended (lecturer) and perceived (trainees) meaning; there is the problem of lecturer credibility and the difference in the vocabulary of the lecturer (professional) and that of the trainees.

2. Correspondence and Home Study - This method requires self-tutoring at home through the help of a correspondence program. The advantages of this method are that the programs are inexpensive and the person does the work at his own pace and at the location of his choice. The lack of face-to-face contact with the instructor and the shortage of--and the delay in--getting feedback (graded papers and exams) are two of the disadvantages of this method.
3. Programmed Learning - A sequential method of manual or computerized lessons are used to facilitate the acquisition of knowledge and skill learning. The main advantage here is the broad validation of the program.
4. Readings (directed and non-directed), before, or during and after, the training program. The degree of comprehension, retention and application are difficult to measure but the standard advantages are obvious.
5. Instructional Film - This mode of presentation has captured the interest of training specialists because of

the vividness of films in providing vicarious experience. Films are available on almost every training topic, especially in management. Some advantages of instructional film are their ability to capture the attention of participants entertainingly and informatively. Films enable trainers to bring leading management consultants and theorists to convey their ideas to participants at a fraction of what it would cost to have the person physically present. Disadvantages of films are: they tend to emphasize passive rather than active learning; films often fail to accommodate individual differences. Too often films tend to overemphasize negative role models. This means that films tend to deal more with inappropriate rather than projecting desired behaviors. A checklist on how to evaluate instructional films is attached.

Media Support Devices

Clearly there are many ways of presenting new ideas or concepts to trainees. Clearly related but beyond these are "media support devices" which may be used to assist in managing these inputs with trainees during the training session. Media support devices should be selected on the basis of their appropriateness to the training situation and the concepts to be presented. Also they should be selected because they are appealing, are capable of tying together or unifying major points of the program, simplistic and straight

Checklist for Evaluating Instructional Films

- ___ Film emphasizes too much inappropriate types of behavior.
- ___ Film presents problems which generate discussion among trainees.
- ___ Vocabulary used in the film is consistent with those used in much of the training program.
- ___ Trainees' needs are well discussed in the film.
- ___ Film integrates concepts and problems relevant to the trainees.
- ___ Film matches appropriate (desired) with inappropriate behaviors.
- ___ Film stresses only desired behaviors without any mention of undesired behaviors.
- ___ Role playing in the film is too artificial.
- ___ Film stereotypes people (the handsome salesmen syndrome).
- ___ Film is appealing and informative.
- ___ Situations presented in the film are realistic.
- ___ Film oversimplifies situations encountered by trainees.
- ___ Film is conducive to note taking because it summarizes periodically.
- ___ Film elicits participation from all trainees.

forward, audible and visible as well as suitable for presenting information sequentially and comprehensibly. Some media support devices in common use are:

1. Manuals and do-it-yourself training devices.
2. Blackboards, flannel and magnetic boards.
3. Padboards - Large sheets mounted on a tripod stand, for use with felt pens to post on seminar walls for constant reference.
4. Opaque and overhead projectors.
5. Mock-ups and models.
6. Computers and other electronic devices.
7. Tapes, video cassettes, slides, etc.

Participation, Practice and Reinforcement Devices

In the literature on adult learning and transfer, much emphasis was placed on the need for trainee involvement or participation in the training. Management support, as was mentioned, is essential because it affects the trainee's ability to transfer training concepts back to the work situation. The more one practices in the training session the better one gets at doing something. Participation and practice by the trainees during the training session becomes reinforcement as well. There are many ways of involving or securing trainee participation in a training program, and these may be the most important aspects of the entire program discussed in this chapter. Some of the devices currently in use are reported below, and some would be selected for the program developed in Chapter IV.

1. Case Study Discussions - Providing case studies to participants to study and discuss has become a standard method of training. Cases might be "stock" items or specifically written cases tailored to specific training needs. A major advantage of case discussions is that they enable trainees to participate, to air their views, to interact as a group, and to test and apply their understanding of the issues dealt with in the concept input sessions. Cases also help trainers to evaluate the accuracy of their original needs analysis. Cases often stimulate concrete and controversial problem solving situations. They can serve as a forum for free, open and honest discussion of issues directly related to the specific training programs being considered. The only disadvantage of case study discussions is the amount of time and work required to write a good case study and the time necessary for full case discussions and feedback reports during the training program itself.
2. Simulation - This device usually applies to training where the use of the actual equipment might be dangerous if handled by inexperienced people. An example would be the piloting of an aircraft, or the making of a complex business decision.
3. Laboratory Training - This training device utilizes the behaviors of people in the program to analyze their "here and now" experiences as the prime focus of the content of their learning.

4. Sensitivity Training - This is one application of laboratory training which uses unstructured group learning experiences to help participants learn the effects of their behavior on others, the effects of others' behavior on them, and self-understanding.
5. Encounter Group Training - This is a recent adaptation of sensitivity training which often focuses on body movement, touch and internal feeling. Its major emphasis is on heightened awareness, enjoyment of feelings and emotions.
6. Confrontation Training - This device of training puts the burden of identifying and solving the training problems on the participants. The participants become involved in "diagnostic situations" that enable them to test their abilities to cope with similar situations on the job. There are many variations of this method, often with large groups as a whole organization.
7. Situational Training - This usually begins with some form of formal training. The participants are usually members of family groups. A leader assumes responsibility, and the group uses actual job situation problems as a means of practice, discussion and learning. This becomes a learn-as-you-do-it process. Through participation in such processes the trainees gain first-hand knowledge, which they can later apply to similar situations on the job. It is sometimes felt that such a program be handled by an outside consultant.

8. Role-Playing - This method is useful in supervisory training programs because it helps the supervisor visualize the impact of his behavior on subordinates (role exchange) and gives the supervisor an opportunity to actually experience the feelings of subordinates in the process of group norm formation. Because of the realistic nature of role-playing, it stands a better chance of transfer to the job.
9. In-Basket Exercises - This method is similar to role-playing exercises. In this method a basket of questions or "do-it" ideas similar to those in actual work situations is provided and trainees are assigned time durations or a means to respond to the questions or to do what the idea demands of them.
10. Management Games - This method combines role-playing and in-basket exercises geared to issues managers face on the job. It can become complicated when long-range planning (conceptual function of managers) matters are involved, and some games are often computerized.
11. On-the-Job-Training - This involves the process of learning while you perform the task. This is probably the oldest training method known to man. It involves a mastercraftsman showing an apprentice or novice how to do a piece of work. The basic process is, "I do it, you watch, you do it, I evaluate." In some cases the process might be more complicated but efficiency is based on how closely or how well the novice emulates the

trainer (mastercraftsman).

12. Fish-Bowl - This "doing in front of an observer or critic" approach is probably the most practical businessman's way of practicing participative management. One group of trainees does the exercise while the other watches, they reverse roles and evaluate.
13. Field Action Research - This method often begins with a formal briefing on the nature of the problems of the organization. The researcher or trainer then goes into the field to talk to those directly involved with the organization, as a means of identifying the problem.
14. Group Discussion and Buzz Groups - Such groups are utilized when the trainer has given the trainees a lecture, film or ideas which he wants discussed in isolated groups. The groups are usually small and informal. Upon completion of its assigned tasks the groups report their findings to the total group. This method stimulates participation and produces a variety of viewpoints on the same topic.

Transfer to the Job

So far we have reviewed modes for analysis of training needs and modes for designing training, both as concept input and as practice-reinforcement. At this point we need to examine various ways of transferring training concepts back to the actual job situation. The first part of the transfer

process is accomplished in the practice sessions in the training program itself. Then, the employee must take his new views (in the form of specific behavior) back to the job. There are basically four ways of generating the transfer of training concepts to the job situation:⁸

1. General Principle - Transfer of training concepts have been demonstrated to be facilitated by the process of providing the trainees with general, mediating principles that govern satisfactory performance both in the training program and later in the work environment. The idea is to give the trainees, in a complete and comprehensive fashion, the organizing concepts, principles and rationale that explain or account for the desired behavior.
2. Response Availability - This principle of transfer derives its framework from the concept of "over-learning," which argues that the greater the amount of new concept input or original learning, the greater the chances for transfer.
3. Identical Elements - In the earliest experimental studies of transfer it was demonstrated that the greater the number of identical elements between the training and the job situation, the greater the chances would be for transfer. Clearly relevant here is the degree of similarity between the trainee's participation in the seminar and

⁸Arnold Goldstein and Melvin Sorcher, Changing Supervisory Behavior (New York: Pergamon Press, 1974).

the behavior expected of him later in the job situation.

This means of generating transfer stresses that when needs are more clearly defined (analyzed) and matched with actual job performance, transfer becomes much easier.

4. Performance Feedback - Training provides skills, knowledge, information and the means for successful adaptation of training concepts, as the need for such behavior arises. It is primarily reinforcement from higher management and permissiveness among co-workers that determines whether the knowledge acquired during training finds enduring expression and successful implementation in the job situation. For training to achieve the desired on-the-job success, it can't be isolative, it should be on-going (continuous) and must involve people in other echelons of the organizational hierarchy. Based on the high importance for the transfer of training concepts, a careful system for training evaluation is necessary. A review of evaluation approaches is constructed here.

The Post-Training Phase:

Training Evaluation and Follow-Up

The evaluation process serves three basic functions to trainers:

1. It is a measure of the clear relationship between the earlier needs analysis (pre-training phase) and the design of the training program (training phase). This should provide the trainer with support for the plan of a

particular need (people-oriented problem) followed by a specifically designed training program. The critical question here is whether the training meets the need of the people, the organization and the external environment.

2. It should serve as a feedback system for all phases of the training program (see communication training model).
3. The process should provide the trainer with evidence (or lack of it) of need for further training, follow-up and changes to on-going training programs.

Evaluation systems should help trainers define and redefine the behavioral objectives of on-going training sessions as well as improve later programs the next time around. It is essential that trainers know and determine what is to be measured prior to designing the evaluation system and the results be collected in a tabulated form. Evaluation forms must be anonymous and should allow participants to write any comments they might have about the program. In programs such as the five-day session proposed in Chapter IV, evaluation should be done daily, possibly after any program segment but at least for about half an hour after each daily session. Attendance to such daily sessions should either be voluntary or on a rotation group representative basis. Volunteers or the group representatives must be promised confidentiality on remarks they make, and the trainer(s) must take their remarks seriously. For an organization such as the Cameroon Development Corporation that does not have a training

department, the evaluation process should be handled by a consultant. He should be responsible to implement or recommend the implementation of any agreed upon changes.

There are three evaluation techniques most widely used in training today. The three techniques of participant reaction, behavior and learning are most effective when used after the completion of a training program. Participant reaction can best be described as a measure of how well the participants (trainees) liked a particular training program. It seeks general information regarding participants' impressions about issues in the subject matter, techniques for the input of new concepts (a balance of lecture, discussion and trainees' participation), and the leadership abilities of the trainer(s). It is important that the rating for the trainer's leadership abilities be limited to the specific training section or session he conducted, not his overall leadership abilities from a previous experience. For example, Figure 3-2, attached, is a sample of a questionnaire to measure participant reactions to (a) purpose-subject matter; (b) usage of modes of input of new concepts; and (3) trainer's leadership abilities.

Learning applies to knowledge, skills, desired or new behavior/attitude and transfer concepts that were taught, understood and absorbed by participants, in a training program. The learning capacity of each participant can be measured through tests (exam or quiz) issued before and after the training, attitude surveys, production/performance reports,

Figure 3-2. Participant Questionnaire

1. Was the subject matter pertinent to your job need(s)?
 - a. ☐ no ☐ to some extent ☐ yes
 - b. ☐ I had difficulty grasping materials presented.
 - c. ☐ I fully understood all materials presented.
2. Do you think the course has enhanced your ability as a supervisor?
 - a. ☐ no ☐ fairly much so ☐ yes
3. How was the ratio of lecture to discussion?
 - a. ☐ too much lecture ☐ OK ☐ too much discussion
4. Were the illustrations related to/helpful to the discussion and lectures?
 - a. ☐ no ☐ to some extent ☐ yes
5. How well did the trainers use media support devices? Blackboards, pads, overheads, opaques, etc.
 - a. ☐ poorly ☐ not at all ☐ well ☐ very well
6. How well did the trainer state objectives?
 - a. ☐ poorly ☐ none were stated ☐ quite well
7. Was the trainer helpful and friendly?
 - a. ☐ no ☐ fairly (helpful but not friendly) ☐ yes
8. What is your overall rating of this trainer (especially for this program)?
 - a. ☐ poor ☐ fair ☐ good ☐ very good
☐ excellent
9. How well did he keep the session alive?
 - a. ☐ poorly ☐ fairly ☐ very well
10. Comments: What do you think would have made the session more effective or relevant to your needs?

etc. Learning can also be measured through the use of control groups and participant demonstration (the teaching) of concepts acquired from a training program. It is, however, very difficult to know how much of the learned information would be transferred. The issuing of two certificates (one for completion, the other for transfer to the job) would motivate participants to transfer concepts learned.

For example, to measure how much was learned from a lecture in decision making, the trainer could use a brief test (see Figure 3-3).

Behavior on the job after a training program should reflect what was learned in the training. The absence of such new behavior is some indication that little learning occurred, the behavior was too difficult to transfer, or that there was not motivation either from higher managers or subordinates to try out the new or learned behavior. There are personal as well as job related factors that affect behavior change. Personal factors such as personal willingness to change, the perceived benefits of the change, and the permissiveness of the atmosphere for the change, all directly or indirectly influence a person's ability to change. On-the-job behavior change is affected by superior and subordinate motivation and permissiveness. It is important that any behavior change be worthwhile (necessary for job performance) and comfortable (it should not be drastic or artificial).

Figure 3-3. Employee Test

1. If one of your best employees keeps complaining about working conditions you would:
 - ☐ transfer him/her to another section.
 - ☐ tell him/her that his/her complaints are bad for the work team morale.
 - ☐ I would try to find out the bases for his/her complaints and do something about it.
 - ☐ ask him/her to write his/her complaint and forward it to my boss (middle manager).
2. If my boss criticizes my performance:
 - ☐ I would explain my reasons for poor performance.
 - ☐ I would ask him/her for suggestions to improve my performance.
 - ☐ I would compare my performance with those of my colleagues.
 - ☐ I would ask why he/she singled me out for criticism.
3. If I were setting up new procedures for the entire group:
 - ☐ I would seek input from friends out of the company.
 - ☐ I would seek input from subordinates and my boss.
 - ☐ I would seek input from my boss only.
 - ☐ I would seek input from subordinates only.
4. Power is defined by:
 - ☐ my position in the organization hierarchy.
 - ☐ my physical size and strength.
 - ☐ how much mutual influence subordinates/superiors have on me and I on them (my ability to deliver on my promise).
 - ☐ how much I let superiors/subordinates push me around.
5. When there is a decision to be made:
 - ☐ I do it all by myself.
 - ☐ I let my boss do it.
 - ☐ I seek input from members of my work team.
6. A good leader is one who:
 - ☐ makes all decisions for his/her followers.
 - ☐ knows the needs of his/her followers and his/hers and only accomplishes his/her needs.
 - ☐ one whose behavior is influential by each situation and function as he/she tries to achieve total goals.

In order for there to be an effective behavioral evaluation, analysis must be done before the training and again after the training. Behavior analysis should be performed with the aid or participation of subordinates, peers and superiors, through direct observation or with the use of a control group. For any behavior change evaluation to be made, a reasonable time lapse must be allowed for the new behavior to be implemented. To find out behavior characteristics that are defined by the supportive climate concept, a sample questionnaire is provided in Figure 3-4.

Training evaluation based on the above three techniques is most effective when the evaluation is done after the program has been completed and there is a time lapse to allow for behavior change implementation. As noted, training should also be evaluated during the training session as well as at the end of each daily session. In order to evaluate daily sessions, the evaluation should take place immediately following the session. It would be beneficial if either the volunteers or the group representatives and the trainer reported back to the group the suggestions of the previous evaluation session. Each daily evaluation session should cover issues such as: (a) the pace of lectures, discussions and participation; (b) subject content and its relevance to the trainees; (c) group input - lack of or inadequate individual participation, competition/cohesiveness, etc.; (d) leadership abilities of trainers; (e) coherent presentation and illustrations; (f) housekeeping and other miscellaneous

Figure 3-4. Sample Questionnaire

1. The supervisor treats us as
___ individuals ___ group (members of a work team)
2. The supervisor perceives subordinate as
___ lazy/unintelligent ___ nice guys ___ active/intelligent
3. The supervisor discusses issues with the subordinates
___ not at all ___ sometimes ___ always
4. When any employee works hard he
___ recognizes the job specifically.
___ congratulates everybody
___ says, "You are a good worker and a nice person."
___ says, "Good work guys."
5. The supervisor's behavior is
___ predictable ___ unpredictable
6. The supervisor influences and is influenced by his
superiors and subordinates.
___ yes ___ no
7. The supervisor perceives change as
___ threatening ___ something beneficial or good
8. After last month's training the supervisor's behavior is
___ the same ___ changed for the better ___ bad
9. Comments: If you are to say something about the supervisor's behavior what would it be?

issues. In order for a trainer to evaluate an on-going session, he must be sensitive to trainees' questions, answers to questions and to the non-verbal messages from the trainees. Active participation either through questions asked or responses to questions should be a positive or negative indication of learning. The trainer should watch trainees' sitting posture and facial gestures because these could be signals for (or lack of it) learning, exhaustion or simple boredom.

Trainers should be capable of evaluating training programs based on:

1. Purpose - What is the purpose of the program, has it been accomplished, if not, why not?
2. Objectives - Are training objectives being accomplished (see section on objectives)?
3. Evaluation - What does the trainer want to measure, what is the standard or yard stick and who should do the measuring and when should it be done?
4. Accountability - Both financial and program outcome should be reported to higher management. Cost effectiveness of the program. Training must, however, be considered as a long-term investment which means that it has to be time and cost effective.

CHAPTER IV

A PROPOSAL FOR TRAINING FIRST LINE SUPERVISORS IN THE CAMEROON DEVELOPMENT CORPORATION

Chapter II of this thesis focused on the leading concepts in the current literature on how to make first line supervision more productive. Chapter III presented a broad survey of the literature on management training in general and first line supervisory training specifically. This chapter is intended to test the applicability of the material in Chapters II and III by developing from it a specific training program for first line supervisors in an actual company. The results of this study, it is hoped, will be broadly applicable to management and first line supervisory training in any large organization, but especially in organizations in the developing countries. Therefore, the training program to follow will be designed for the Cameroon Development Corporation in the United Republic of Cameroon in West Africa. The choice of the Cameroon Development Corporation is based on this writer's prior experience with that corporation and with their need for first line supervisory training.

The Training Needs of the Cameroon Development Corporation

According to a United Nations Economic and Social Council report most developing nations lack a sophisticated educational system, skilled technicians, and trained administrators. Despite these shortages, such nations face a constant population growth problem, a population which organizations (such as the C.D.C.) must employ in order that these people can provide for themselves the basic necessities of life. The developed nations have developed organizational training programs and formed professional associations to aid in developing the manpower skills these nations need. The report continues,

The importance of education and training in this new field of human endeavor was stressed in the Resolution adopted by the Economic and Social Council of the United Nations at its meeting in Geneva, Switzerland in July, 1962.¹

Publications from the Cameroon Development Corporation Head Office in Bota-Victoria show that no management training programs currently exist or are being proposed. However, both in local colleges and in on-the-job training, agricultural sciences and technical training are presented on a regular basis for first line supervisors and other management personnel. There remains, therefore, a clear and unmet need for management training in general and specifically first line supervisory training in the developing countries and in

¹United Nations Economic and Social Council Resolution 906 (XXXIV). Full text in United Nations Review IX, N:9, September, 1962, p. 58.

the C.D.C., this chapter will develop a training program to try to meet them.

In general, the training needs of any organization should be identified by direct analysis of members of that organization, and also by the application of what is known about all organizations pertinent to first line supervisor needs. Thus, if a training program were actually to be developed in the Cameroon, it would require that much of the needs analysis be done within the Cameroon Development Corporation itself, using their own middle managers, first line supervisors and personnel staff. Instead, the needs identified in this chapter for the Cameroon Development Corporation are based on general information from the first line supervisory training literature and from the writer's own earlier experiences with first line supervisors within the C.D.C. in that country.

Because both line and staff personnel should be involved in both the needs analysis and training phases of the program, there is a need to define the role of each group with the main purpose of avoiding role conflict problems between them. Line managers, in most organizations, ought to be responsible for the making of final decisions on the need for training. Such decisions would be based on current problems facing the supervisors and their work teams, and on the manager's projections of need for trained personnel for future attraction or expansion. The managers would have to secure funding, training facilities, and encourage their

supervisors to attend the programs as well as overtly show support for the program. When participants return from the training it would be necessary for line managers to motivate them to apply or try out behaviors learned from the training. Line managers should evaluate or aid in the evaluation process. Their evaluation should indicate the degree of effectiveness of the training, as well as to indicate the need for further training or a need to modify existing programs.

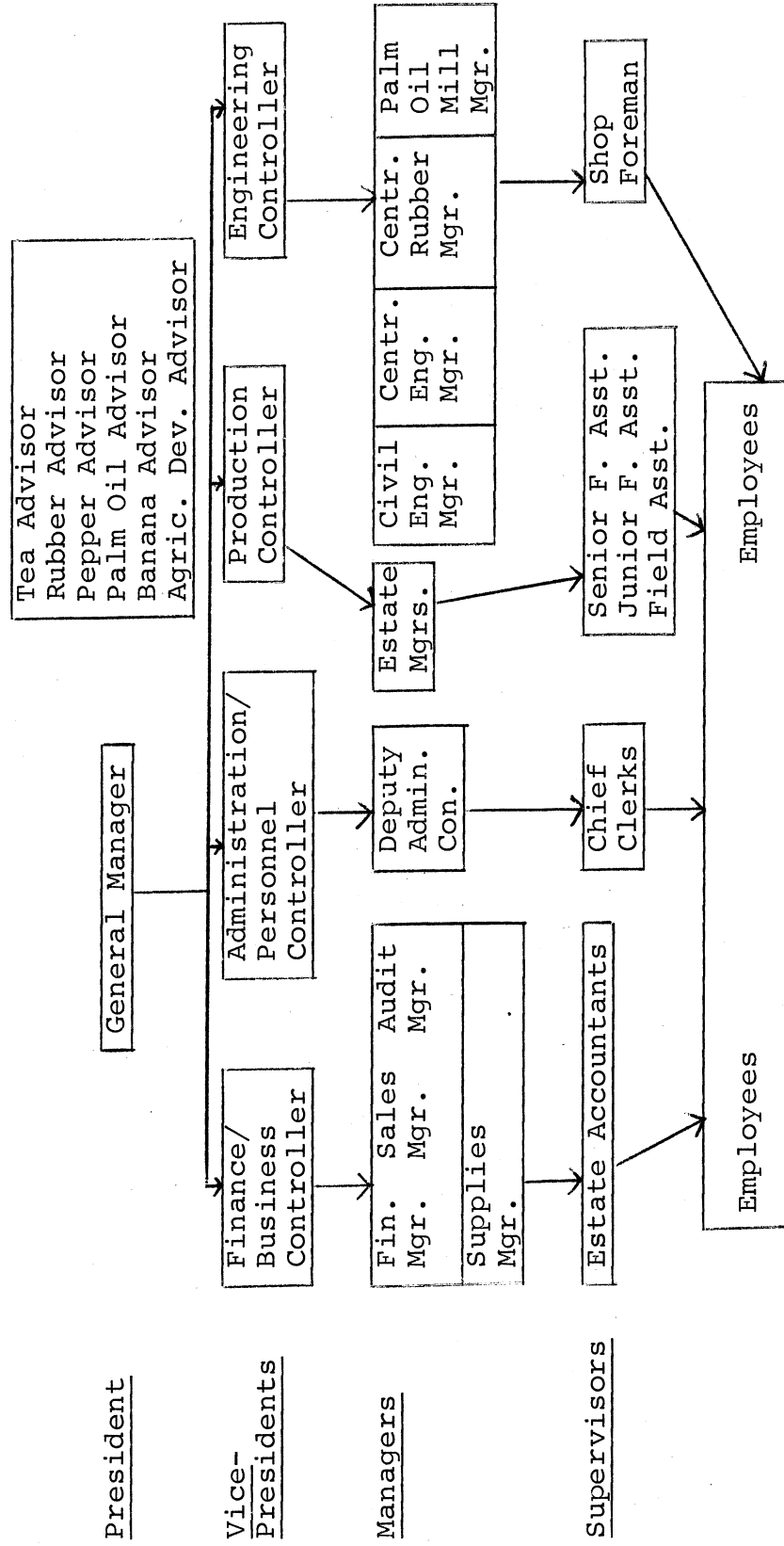
As staff personnel a major responsibility of professional people in the C.D.C. would be the development of human potential. This task ought to place him as an active member of the top executive group responsible for manpower planning and development. Staff personnel roles include information gathering and participation in needs analysis. They should provide specialist knowledge in all three phases of the training process as well as training for the trainers. Staff personnel should provide higher management with training information on consultants, institutions, specialists, etc. They should monitor training to ensure that it adequately meets the needs of individuals, the organization and the external environment. They also have the pressing responsibility of defining specific behavioral objectives, and of developing and administering the actual training programs.

As defined earlier first line supervisors in the C.D.C. would include all management personnel immediately below the

middle management position within the organizational hierarchy (Figure 4-1). First line supervisors are known by different titles such as foreman, front line managers, etc., in various organizations. Within the Cameroon Development Corporation, the middle line manager is known as the estate manager (E.M.). Below the rank of the estate manager and qualifying as first line supervisors are: the senior field assistants, the junior field assistants, and the field assistants (production), the shop foreman (engineering), and the chief clerks (finance/business and administration).

The first line supervisor of the C.D.C. is responsible for production (output), quality, cost containment, safety, employee housing (camp sanitation), housekeeping and employee work control. He is responsible for the constant flow and coordination of upward, downward and lateral communication and for recommendations for on-the-job training of new employees, staffing, appraising, promoting and firing of subordinates. The first line supervisor is the first step of the formal grievance process. This responsibility exposes him to various levels of problems: individual, work team and organizational. He has the critical task of solving or managing these problems, or channeling them to higher authorities. This responsibility is important because it shapes the subordinate's perception of the supervisor's power (see Goal-Oriented Supervisor Style in Chapter II).

Figure 4-1. Organization Chart of the Cameroon Development Corporation



The Management of the Training Project

The first line supervisors for the first training session would be mostly people from "cousin" and "stranger" groups. Cousin groups would consist of first line supervisors from different estates within the same line of work, i.e., from production, administration, engineering and business affairs divisions. Stranger groups would consist of people from a cross-section of different estates and different functional departments. Supervisors would come from the five produce and product divisions (palm oil, pepper, banana, tea, and rubber), the administration division (clerical personnel) and from the engineering divisions (technical craftsmen).

Selection of participants would be on the basis of recommendations from the middle managers (estate manager), the willingness of the supervisor (voluntary), and need, as determined from supervisory performance reports, and through direct observation on the job. In the event that the final training program would last two or more days and the trainees would have to be lodged at the training center, it would become necessary that trainees be chosen carefully from the various geographic zones (estates). Their selection would also be based on the availability of capable replacements. Production should not stop, or slow down, during the training period because of the absence of the supervisors. Because of cost, transportation and housing, trainees should

be asked to attend programs closest to their place of work.

Probably the greatest single motivating force to secure the voluntary attendance of the first line supervisors at the training programs would be the encouragement and support of middle and top managers. The support from higher management would also become beneficial to the supervisors during the transfer of training behavior and ideas after the training problem. Higher management support for and in the program would be perceived by the supervisors to mean that management feels the program is important, beneficial and whole-heartedly welcomed. Participation in the program should also be for purposes of personal growth and prospective promotion.

The issuing of certificates in recognition of successful completion of the supervisory training course and/or some financial reward from the corporation should serve as further motivating factors. Two certificates of merit, one for successful completion of the course and a second for implementation of the training concepts in the job situation, would be recommended. The first certificate would be issued to all the trainees upon completion of the training program (day five graduation). The second certificate would be issued a few weeks or months after the program, contingent upon recommendation from the estate managers and response from a survey (designed to measure desired behavior) of subordinates. The percentage of the second certificate (in relation to the first) issued should indicate to the trainers

or consultant the rate of transfer of training to the job and the appropriateness of phases one and two of the training process. It is important that these certificates be signed by the personnel or training director, the consultant and a delegate of the general manager's office (Certificate I), and by the estate manager and the delegate from the general manager's office (Certificate II). This would give the certificates credibility as well as provide the supervisor with a feeling of achievement.

Staffing for the first session should consist of a few carefully selected middle and top managers, the personnel/administrative controller and the consultant. The middle and top managers and the personnel-controller trainers should undergo a "train-the-trainers" program. This course would be necessary because it would update the trainer's knowledge on behavioral science and management concepts and training methodology. Subsequent programs would be controlled by the personnel director's office with the active participation of all middle and top managers, especially those who have taken the train-the-trainers course. It is important that the first training sessions in the central training centers and the train-the-trainers program be closely supervised by a competent consultant, because its success or failure would determine the fate of the future training programs.

Funding for the program would come from the corporation. If scheduling for the program were to be for four hours each day, management might ask participants to sacrifice one hour

of their time while the corporation sacrifices three hours. On the other hand, if the program were to last for a week (five days as proposed), management might ask participants to sacrifice one or two days of their thirty days paid annual leave. Miscellaneous housekeeping issues would be taken care of as need for those arises or as considered necessary by the trainers or consultant.

The total training program based on the supportive climate concept would be "sold" to the top management of the Cameroon Development Corporation on the following bases:

1. It offers both a theoretical and practical solution to the critical first line supervisory problems of basic communication, goal-oriented supervision, and leadership skills.
2. It is a good and effective investment in supervisory/employee behavior development and total organizational growth. It addresses the critical problems of people and production growth.
3. The program is the first of its kind, and its success would make the corporation the pioneers of management training. This would motivate other companies to either seek input from the C.D.C. or make them invite C.D.C. trainers to assist them in doing so or setting up management and other training for its employees.
4. It provides supervisors with the right management tools which are essential for today's organizational survival and growth.

5. It is a financial saving to the corporation because it would cost more to hire an overseas trainer and consultant or send managers (present or to be) overseas to study management. The program possesses both quality and economic benefits, two of the critical ingredients business institutions look for prior to making any investment.

The Cameroon Development Corporation spreads across four of the seven provinces of the United Republic of Cameroon, a nation about one and one half times the size of the state of California. Its population is eight million, twenty thousand of which work for the C.D.C. The four provinces are the Southwest, Northwest, Western and Littoral. More than three-quarters of the corporation's total operations are located in the Northwest and Southwest provinces of the country. The estates of the corporation are located in the Fako and Meme divisions (like American counties) of the Southwest province, and Douga-Mantung division of the Northwest province, and Menoa division of the Western province, and the Mungo division of the Littoral province.

Four training centers are located in Tiko for estates in parts of Fako and all of the Mungo divisions, in Bota-Victoria for estates in the southern part of Fako division, in Kumba for all estates in Meme division and in Bamenda for estates in Douga-Mantung and Menoa divisions. Tiko, Victoria, Kumba, and Bamenda are all cities with adequate training facilities, housing and are centrally located from the various

estates in the divisions. The training programs in Victoria and Tiko would probably contain the largest group of first line supervisors. These areas might need two separate training sessions.

Training Objectives and Methods to Achieve Them

The Cameroon Development Corporation operates an internal mail service to all estates of the corporation, which means that questionnaires and other survey materials can readily get to and from persons who can supply the necessary information on needs analysis and training objectives. Probably, survey questionnaires would be the best means for the trainer or consultant to obtain specific information on the training needs of the first line supervisors. Supervisory personnel reports, grievance reports, and personnel reports would be another source of information. But, as always, the most effective technique for needs analysis would be direct observation and interviews with the supervisors themselves, their subordinates, and their superiors, the middle managers. The observations and interviews must be performed with the consent of the participant and probably conducted by an outside consultant.

Specific behavioral training objectives for each of the supervisory concepts should be clearly defined and the behavioral outcome designed within the perspective of these concepts as discussed in Chapter II and the training design formats described in Chapter III. Each objective must

address the what, how, and when questions essential to the formulation of an objective.

For purposes of this sample training program we will use the statement of the three objectives developed in Chapters II and III. For empathic work team interaction the objective is: To aid supervisors in developing the ability to empathically interact with their subordinates and superiors in a productive manner each time they perform the communication act-event. Such a training objective might be achieved by providing for supervisor's participation: a problem census of communication problem situations, a discussion on the importance of interdependent relationships in work groups, by role-playing problems for empathic practice (based on assigned roles), and by participant discussion of the film, "The Eye of the Beholder." The overall goal would be to enable the supervisor to communicate with high empathy as needed within his interaction processes on the job.

The second objective, goal-oriented supervisory style, would provide the kind of management approach that supervisors need in order to become more effective as they perform the tasks of goal balancing, a task critical to the development of positive work team norms. In order for this objective to be achieved, the supervisors would be involved in lectures and discussions on Herbert Kelman's three processes of social change, a lecture and case study discussion on Rensis Likert's linking-pin and interaction-influence

concepts, and a group role-playing (assigned roles) on supportive supervision (exercise would be video taped). This total objective underscores the conception that the supervisory style adopted by a supervisor will influence employee behavior and work team norm development. The goal is to train supervisors to manage in such a fashion that subordinates would be productive because that is their perception of how to satisfy both personal and organizational needs.

The objective of participative decision making would be to provide supervisors with the means for full involvement in decisions of all those who can actively contribute to and comprehend that decision making process. The supervisor should be capable of determining who participates in which decision and to what extent. He should know that participative decision making must reflect the input of all participants while he, as supervisor, still reserves the right to the final decision. This ideology can be accomplished in the training through group involvement in real problem situations of shared responsibilities and need for goal consensus. Discussions on types of behavior, their influence on subordinate perception of the supervisor's power, and goal identification processes would be needed.

The attached chart summarizes these three training objectives and related training methods as parallel to the main concepts of supervision developed in Chapter II and III.

Figure 4-2. Summary of Training Objectives and Methods, C.D.C. Program

<u>Empathic Work Team Interaction</u>	<u>Goal-Oriented Supervisory Style</u>	<u>Participative Decision Making</u>
-Communication act-event in the constructivist view -Feedback usage in dyads and work team (group) interaction -Levels of empathy, openness, "Learning" as understanding and agreement -The on-going spiral of work team interaction in a supportive relationship -Constructivist view (Swanson and Delia)	-Interdependent relationships within the organization -Work team relationships, power and authority -Interaction-influence - the middle man - Likert -Linking pin - 3-way goal communication -Modes of motivating social change - Kelman -Positive work norms in a supportive relationship	-Overtly shared responsibility and goal consensus in the work team -Participation in decision making, "A situational approach" -Power, delegation, recognition (rewards) and interdependence -Leadership-A situational-function approach
<u>Training Method for the C.D.C. Training Program</u>		
-Problem census in communication situations -Acetate overlay lecture discussion of interaction -Role-playing problems for empathic practice -Film "Eye of the Beholder" -Case study with group feedback for reinforcement and evaluation	-Case study games for interaction-influence and linking-pin concepts -Acetate overlay, lecture/discussion on "3 processessess of social change" - Kelman -Group role play with video tape for positive norms and supportive supervision	-Group work on "real problem" situation for shared responsibility and goal consensus -Goal identification session with total group discussion of power -Groups and reports sessions on how to implement training concepts on the job situation
-"Productivity" as optimum balance in simultaneous achievement of individual, team, organizational, and external goals.		

The Format of the Training Seminars

The arrangement of the total training project for the Cameroon Development Corporation will consist of three training seminars as follows: Seminar I - a five day training session for C.D.C. first line supervisors, at the four presently established training centers in Bota-Victoria, Tiko, Kumba and Bamenda. Seminar II - a one day, once a month follow-up program with family and cousin groups in local areas, including supervisors meeting with estate managers. In this phase the program would emphasize all concepts taught in Seminar I, tied to on-the-job training as one means of developing future trainers and local training consulting committees. Seminar III - a follow-up and retraining program. Seminars I and II are detailed on the following pages.

SEMINAR I

6:00-8:00 p.m. Arrival, registration and check in
 8:00-8:30 p.m. Welcome and keynote speech
 8:30-9:00 p.m. Film, "The C.D.C. and You"
 9:00-10:30 p.m. Social Hour: "Get Acquainted Time"

Day One

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
7:30-8:30 a.m.		Breakfast
8:30-9:30 a.m.	Lecture-discussion with acetate overlays and overhead projector	The nature of the communication Act-Event
9:30-10:15 a.m.	List problems on padboards and post on wall for continuous reference	Problem census of communication events from supervisor's job experience
10:15-10:30 a.m.		Coffee-Tea Break
10:30-11:00 a.m.	Open seminar discussion of handouts and models, etc.	The nature of understanding and agreement. Importance of openness and honesty in interactions.
11:00-12:00 noon	Case study in small groups, seminar discussion of group reports	Small group discussion of communication problems, and group reports
12:00-1:15 p.m.		Lunch

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
1:15-2:00 p.m.	Lecture with overlay and overhead	Uses of feedback and levels of empathy
2:00-3:15 p.m.	Team preparation of role playing	Applications of feedback and empathy theories in role playing of typical situation in supervisor's job
3:15-3:30 p.m.		Break
3:30-5:00 p.m.	Team role playing for total seminar	Presentation and discussion of team role playing on feedback, empathy situations in supervision. 94
5:00-5:30 p.m.	Evaluation	Formation of small groups for seminar evaluation, and election of group representative to participate in seminar evaluation committee.
7:30-8:00 p.m.		Evaluation committee meeting (with trainers chairman and elected representatives only
8:30-9:00 p.m.		Trainers and consultant committee meeting for planning based on feedback from evaluation committee

Day Two

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
7:30-8:30 a.m.		Breakfast
8:30-8:45 a.m.	Evaluation	Evaluation committee report to seminar
8:45-9:30 a.m.	Flip charts and pad boards presentation	Perception theory and message meaning
9:30-10:30 a.m.	Film - discussion	"The Eye of the Beholder," perception case study
10:30-10:45 a.m.		Coffee-Tea Break
10:45-12:00 noon	Group discussion of problem case study	Perception of roles and role relationships in the job situation
12:00-1:15 p.m.		Lunch
1:15-2:15 p.m.	Games and exercises	Interaction-influence (middle man) concepts, linking-pin; 3 way communication
2:15-3:00 p.m.	Small groups	Group discussion of case on work team norms. Importance of interaction-influence and linking-pin concepts
3:00-3:15 p.m.		Break
3:15-4:30 p.m.	Discussion of group reports	Group leaders report conclusions arrived at by the entire group.

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
4:30-4:45 p.m.		Small group for program evaluation. Evaluation committee meeting: group representatives only
<u>Day Three</u>		
7:30-8:30 a.m.		Breakfast
8:30-8:45 a.m.	Evaluation	Evaluation committee report to group.
8:45-9:45 a.m.	Lecture with overlays	Three processes of social influence: compliance identification and internalization-Kelman
9:45-10:30 a.m.	Film	Likert's discussion on supervisory behavior to motivate positive team norms
10:30-10:45 a.m.		Coffee-Tea Break
10:45-12:15 p.m.	Make video tape of group role playing	Supportive supervision: role playing (assigned roles) on norm development
12:15-1:30 p.m.		Lunch
1:30-3:00 p.m.	Play back and seminar discussion of video tape	Role playing of supportive supervision situations
3:00-3:15 p.m.		Break

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
3:15-4:30 p.m.	Lecture-discussion with overlays	Participative decision making: "A situational approach"
4:30-5:00 p.m.		Quiz - supportive supervision and participative decision making
5:00-5:15 p.m.		Small group discussion for evaluation
5:15-5:45 p.m.		Evaluation committee meeting
7:30-8:30 p.m.	Film	Shared responsibility and group leadership
<u>Day Four</u>		
7:30-8:30 a.m.		Breakfast
8:30-8:45 a.m.	Evaluation	Group report to seminar
8:45-9:30 a.m.	Film - discussion	Leadership skills
9:30-10:15 a.m.	Discussion	Power-authority, delegation, and recognition in group work
10:15-10:30 a.m.		Coffee-Tea Break
10:30-12:00 noon	Small groups using leader, recorder, observer team rotation	Practice discussion for sensitivity to leadership in group processes

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
12:00-1:15 p.m.		Lunch
1:15-3:00 p.m.	Small group case study writing	Group discussion to write case studies of "real-life conflict cases," on four levels of goal conflict: individual, work team, estate and total C.D.C. goals
3:00-3:15 p.m.		Break (Trainer makes copies of all group case studies for seminar distribution)
3:15-4:30 p.m.	Open seminar discussion	Discussion of all group case studies on goal conflicts
4:30-4:45 p.m.		Small group discussion for evaluation
4:45-5:15 p.m.		Evaluation committee meeting
7:30-9:00 p.m.	Group meeting in stranger or cousin groups	Discussion of problems in applying seminar materials back on the job. (Trainer prepares report for the following morning)
7:30-8:30 a.m.		Breakfast
8:30-8:45 a.m.		Final group representative report

Day Five

<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
8:45-10:00 a.m.	Seminar discussion by estates or family groups	Report from groups on transfer problems. "How to implement training concepts back on the job."
10:00-10:15 a.m.		Coffee-Tea Break
10:15-11:45 a.m.	Group discussion by estate groups	Groups meet to plan topics for Seminar II
11:45-12:15 p.m.		Final evaluation session
12:15-1:00 p.m.		Break
1:00-2:30 p.m.		Lunch - "Commencement Speech" - Graduation, with certificates passed out individually by top management

SEMINAR II - (One Day Only)

(To be held at each estate one month after Seminar I, for all Seminar I participants [the family groups from Seminar I] as a follow-up.)

8:30-9:45 a.m.	Cousin group discussion	Communication act-event, group relationships, feedback, empathy and constructivist views
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<u>Time</u>	<u>Training Method</u>	<u>Training Concept-Topic-Program</u>
9:45-11:00 a.m.		Interaction-influence (middle-man view), linking-pin: 3 way goal communication and modes of motivating social change
11:00-11:15 a.m.		Coffee-Tea Break
11:15-12:30 p.m.		Shared responsibility, power-authority, delegation, recognition, participative decision making: "A situational approach" and leadership
12:30-1:45 p.m.		Lunch - On your own
1:45-3:00 p.m.	Family group discussion with estate managers	Transfer of training; issues that help or hinder transfer of training to the job
3:00-3:15 p.m.		Break
3:15-4:30 p.m.		Work team meetings to plan further implementation strategies

Seminar II focuses on concepts discussed in Seminar I, tied to on-the-job application. Hence, the emphasis is placed on active trainee and management participation. These sessions are conducted in the various estates of each division of the corporation. Most trainees would be members of family and cousin work groups on that estate. These sessions (Seminar II) would be conducted on an on-going basis as a set of refresher courses for those who attended Seminar I. They would provide trainers with adequate feedback especially in the area of transfer. Information collected from these sessions would become useful in planning subsequent Seminar I programs and aid in the design of "train-the-trainer" programs started in Seminar III.

Figure 4-3.

CAMEROON DEVELOPMENT CORPORATION

This Certifies That Mr./Miss/Mrs. _____

Has Successfully Completed A Course In
First Line Supervisory Training

I

On this _____ Day of _____, 19 _____

Consultant

Personnel Controller

General Managers
Admin. Assistant

Figure 4-4

CAMEROON DEVELOPMENT CORPORATION

Certificate of Merit

Presented to Mr./Miss/Mrs. _____

In Recognition And Certification For Successful Transfer To The Job
Situation Concepts Learned in First Line Supervisory Training Program I, And

Issued this _____ Day of _____, 19 _____

Estate Manager

General Manager
Admin. Assistant

SEMINAR III

(Eight sessions, once a week, to train trainers for future seminar I presentations and to provide follow-up in Seminar II in estates)

7:00-8:30 a.m.	Group session: Supervisors, middle managers and consultant
8:30-10:00 a.m.	Local training committee reports
10:00-10:30 a.m.	Coffee-Tea Break
10:30-12:00 noon	Train-the-trainers session
12:00-12:30 p.m.	Discussion

Seminar III follows from Seminar II, in an effort to facilitate the development of future seminar trainers for the corporation from among senior supervisors. The involvement of middle managers ensures participants of management support, it facilitates transfer, and motivates future participants. The consultant's role is to provide participants with current training information and methods. He also attempts to help the trainers solve some training problems they might have. Seminar III also provides feedback which can be useful to trainers as they put together subsequent sessions of Seminar I programs.

The Evaluation of the Training

Evaluation for the total training program would be secured from three sources: (1) the regular thirty minute sessions at the end of each daily session; (2) the final evaluation at the end of the program; and (3) the feedback

from Seminars II and III as well as supervisory performance reports from the estates to the head office in Bota-Victoria. The daily session evaluations should be conducted by the consultant because of the sensitive nature of some of the issues that might be raised. The final evaluation exercise would attempt to measure learning, relevance of program to need, trainer leadership and seek recommendations for future programs.

CHAPTER V

CONCLUSIONS AND APPLICABILITY

In Chapter I of this thesis we indicated that the study would focus on the relationship between the supportive climate concept and work team productivity, and the development of a training program based on that concept at the first line supervisory level. The supportive climate concept as used in this study was defined and explicated in Chapter II, with the view of developing ideas from it relevant to a training program for first line supervisors in organizations. Such a program would be useful to large organizations in the developed nations but would be especially useful to organizations in the developing countries. The Cameroon Development Corporation in Cameroon, West Africa was selected as the possible testing ground for such a training program because of the writer's past experiences with first line supervisors of the corporation, and the relevance of such a program to their needs.

Chapter III then presented a broad survey of management training literature generally and first line supervisory training specifically. This chapter provided information relevant to all aspects of training, information relevant to the design of first line supervisory and other types of training programs.

Chapter, IV tied together concepts drawn from Chapter II, and training methods and techniques from Chapter III, into a training program for first line supervisors of the test organization, the Cameroon Development Corporation. Such a program could be adapted and implemented by the corporation.

First line supervisors, as characterized by Thomas H. Patten, Jr., are the forgotten men of management, despite the fact that they are the critical final step in the implementation of productive work team and organizational policies.¹ As pointed out earlier in this study, the dual source of these policies (line and staff) often makes them conflicting. Therefore, they require constant interpretation and sound judgment to ensure that decisions which meet both the goals of the individual and those of the organization are implemented. Because of this critical task of first line supervisors and the fact that people are the most valuable resource of organizations, there remains a need for this study of first line supervisory practices. Traditionally, organizations emphasized economic production (output of goods and services) as the only measure of supervisory competence. Today's organizations, forced by a variety of external pressures, have shifted their emphasis to one of maximum concern for both production and people. The first line supervisor may now be the critical point in the process of achieving these new joint goals. Throughout this study

¹Thomas H. Patten, Jr., The Foreman: Forgotten Man of Management (New York: A.M.A., Inc., 1968), pp. 9-16.

we have argued that the supportive climate concept, characterized by the three selected and interacting elements, can develop more productive first line supervision and become the best means of achieving both individual and organizational goals.

The three elements of the supportive climate concepts--empathic work team interaction, goal-oriented supervisory style, and participative decision making--have been described in detail as the main characteristics of productive first line supervision. From a survey of supervisory and management training literature it has been possible to identify these three crucial first line supervisory problems: basic communication, supervisory and leadership problems. Each of the three elements of the supportive climate concept deals with several aspects of these problems. In Chapter IV, a training program is presented that would enable supervisors to acquire those skills; such a program provides the critical balance of theory and practice essential to the actual development of effective first line supervisors.

The choice of the Cameroon Development Corporation as the "test case" was primarily made to provide an organization where the supportive climate concept could be tested in the context of a developing country. Also this writer's past experiences with first line supervisors in that organization, plus the organization's need to develop its human resource, and the importance of cost containment by the corporation, all explain the choice of the Cameroon Development

Corporation. However, it is hoped that this study would possess broad applicability, that it can be applied to the needs of any large organization in the United States and the developed nations.

The defense for the application of these concepts to the situation in the Cameroon Development Corporation has been stated in different parts of this thesis. However, these points can also be summarized here. The Cameroon Development Corporation, like most organizations in the developing countries, needs qualified manpower; first, to meet its technical and administrative needs, and second, to stay competitive in an era of large multi-national corporations. Still, the C.D.C. lacks the money to hire professional consultants from overseas. The corporation, as was stated earlier, needs management training in general and specifically first line supervisory training but has no such programs now in operation. The increased prospect of nationalization of corporations (or repatriation) further necessitates the employment of qualified Cameroonians to fill the positions vacated by foreigners. At the present time, because of the lack of trained people within the system, it has become necessary to set up or import training technologies. However, the high cost of importing these technologies has considerably held back the development of enough trained personnel in the country. All these factors point to the need for sound training programs, such as proposed in this thesis, which address basic supervisory problems

and focus on significant future organizational shortfalls. Much work remains to be done, and this thesis is not an end to this study of first line supervisor's needs, either in the United States or in the developing countries. It is hoped that it is simply the foundation for further research in all countries and increased experimentation and application in my own country.

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