This is to certify that

JEFF RULIFSON

has attended ROLM's course of study in

INFLUENCE MANAGEMENT

DATE FEBRUARY 3, 1982

INSTRUCTOR Sallie Kladnik Raleigh Frate

ROLM

Corporate Training

INFLUENCE MANAGEMENT

Common Questions About The Influence Practices Feedback Report

1. What is a percentile?

A percentile is a measure for comparing your feedback scores with those of a large group of people who have also received feedback. The reference group is composed of thousands of influence managers across the country, many of whom work for Fortune 500 companies. In other words, you are comparing yourself with a very talented group.

Here is an example of what a percentile score means. Let's say that you receive a percentile score of 47 for a particular influence practice. This means that 46% of the influence managers in the data base received feedback less favorable than yours on that practice. On the other hand, 53% of the group received more favorable scores.

To put it another way, if you were ranked with 100 other "typical" influence managers who received feedback on that particular practice, you would be number 47 in line based on the strength of your score.

2. How are the percentile scores (Application Level) calculated?

For each practice, a computer calculates the average of all the individual raw scores you received from your co-workers. This average score is then equated to a percentile score taken from a table. The table is based on a ranking of the scores of all the other influence managers who have received feedback. There is a percentile table for each influence practice. Converting your raw score average to a percentile is a way of putting your feedback in perspective with that received by others. (For more on what a percentile is, see question 1.)

Here is an example of how an Application Level score is calculated.

Individual Raw Scores for Practice 6:

$$\begin{array}{r} 3 \\ 5 \\ 4 \\ 3 \\ 4 \\ \underline{5} \\ 24 \end{array} \qquad \frac{24 \text{ total raw score}}{6 \text{ responses}} = 4.00 \text{ average raw score}$$

From a percentile table for Practice 6, the raw score average of 4.00 is converted to a percentile score of 50. "Application Level = 50."

It is important to realize that your scores are based on some <u>behavior</u> observed by your respondents. To figure out what behavior of yours might be connected with trust, consider the ideas brought out in the Support Unit. Even more pertinent to you personally, look for patterns that Practice 18 may form in combination with your scores on other practices. For example, a pattern such as this:

Practice		Application Level
18	Behaving in a way that leads others to trust one.	27
2	Understanding which decisions can be made alone and which decisions need to involve others.	35
6	Being consistent in communicating priorities.	18

—could indicate two possible sources of a relatively low trust score: not including people in decision making who think they should be included, and "changing gears" often.

Having guessed at a possible explanation, you need to test this hypothesis. Is this plausible to me based on things I picture myself doing? Do others here at the seminar see a relatioship? Further testing can take place back home by asking co-workers questions like these: Do I include you in the decisions you think you should be involved with? How do you respond to that?

To sum up, practices that seem ambiguous or hard to pin down should be seen in the light of other feedback. Look for patterns. Form hunches. Test them out. Search for concrete behavior that would explain the feedback you are getting.

One more point—on a practice like #18, don't automatically assume that people are questioning your ethics if you get a low score. They may just be saying that some behavior of yours prevents you from being a "known quantity" to them on a consistent basis. See if you can find out what it is!!

7. <u>What should I tell the people who filled out my questionnaires?</u>

At least thank them and let them know you appreciate the trouble they went through to give you some useful feedback.

You may also want to get their help in understanding further what your data means and what you should do about it. A comfortable approach for both parties might sound like this: "As a result of attending the seminar, I learned that I need to work harder at being open minded about requests to change plans. Can you think of any situations we've been involved in where I could have done a better job in that respect? What suggestions can you give me for the next time we have a change in plans?

When you put the Application Level together on the same graph as the Importance Ranking, a rough interpretation of the four quadrants on the graph may be made as follows:

Quadrant I: Practices being used especially often and well, and that are seen as important by your respondents. Keep up the good work and build on these strengths.

Quadrant II: Practices being used frequently but not seen as that important for your job—at least by others. If you agree with them, don't emphasize these any more, but don't forget how to use them either; you may need them more in another assignment!

Quadrant III: Practices that you do not use as frequently as other influence managers and that are seen as less important than others in your job. Deemphasizing these now is probably not hurting your effectiveness, but you may want to build your skills for a future assignment where they may be more important.

Quadrant IV: Here is where to concentrate your improvement efforts. These practices are important to you now, and you are practicing them less than many other influence managers.

4. Why aren't we provided with the distribution of raw scores from our respondents for each question?

The major reason is to preserve confidentiality—both in fact and in appearance. Feedback reports are produced from as few as 3 questionnaires. A display of the responses of three or even more individuals could lead to counter-productive guesswork and cause concern in the minds of respondents that their answers might be identified.

5. Where did the influence practices come from? How do I know they are the important ones to consider as an influence manager?

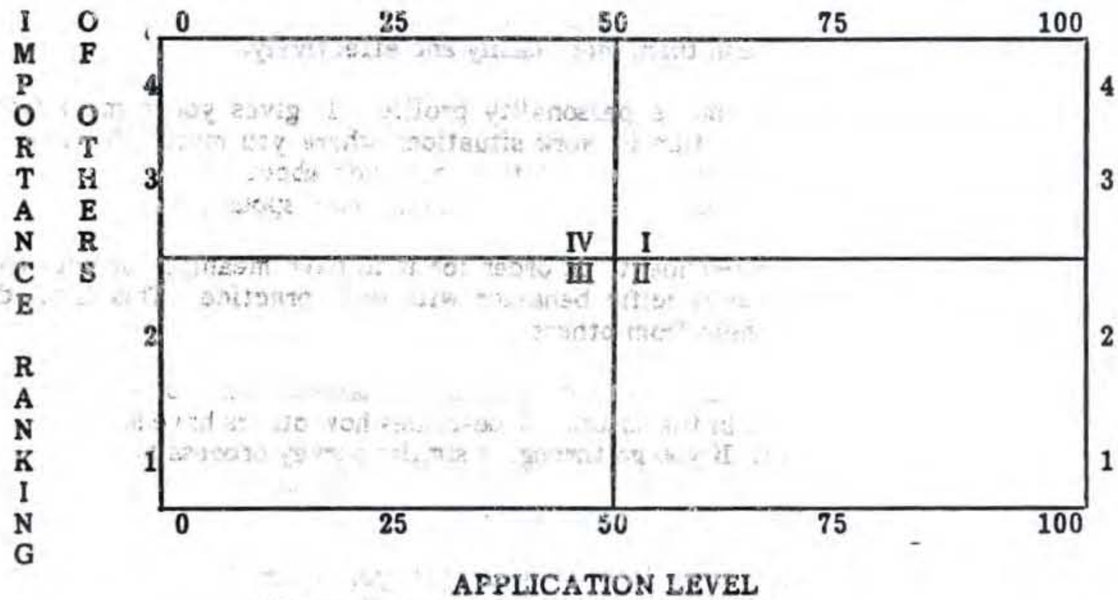
The influence practices were developed in an original research effort performed by The Forum Corporation. They studied managers in influence jobs—people who have to get things done through others over whom they have no traditional control—in a wide cross-section of industries. A research report, available from the instructors, describes their exact research method and statistical analysis. The upshot of their findings is that the 24 influence practices are used significantly more by influence managers rated "exceptional" by their associates as compared with those rated "marginal" or "average" in effectiveness. These findings hold true across all industries considered, and could have been produced by chance or coincidence only under very rare circumstances. The 24 practices are important for influence managers to know about and to use.

6. How do I interpret my scores on the less easy to define practices?

Let's take an example that confuses a number of people—"Practice #18: Behaving in a way that leads others to trust one." This is difficult to interpret in isolation, and it is often disturbing for participants to receive a low score on it. Am I seen as a sneaky person? Are they saying that they can't trust me to carry out a job correctly because I lack the ability to do it? What are they saying?

3. **What does the "Importance Ranking of Others" mean, and where does it come from?**

The "Importance Ranking" scale on the second page of feedback for the Planning, Conflict, and Support units creates confusion for some. The graph where it appears is reproduced below.



The bottom scale on the graph should be familiar. It simply restates the Application Level score already shown on the first page of the feedback for any given Unit. Readings along the horizontal scale answer the question, "to what extent does this influence manager put this practice to use as compared with other influence managers?" The answer is expressed in percentile form.

The Importance Ranking scale, however, is a simple average, not a percentile. It is calculated for each practice by averaging the individual respondents' answers to questions of this sort:

RELATIVE IMPORTANCE

"12. Encouraging others who are reluctant to express or defend their opinions to do so."

4	3	2	1
critical	very important	helpful	neutral

Put another way, the vertical scale answers the question, "How important do my respondents see this practice to be in my job?"

8. What are the limitations of this type of feedback?

Although the Influence Practices Feedback Report is certainly a powerful tool for self-development, some participants are tempted to make more out of it than it really is.

First, it should not be treated as a performance evaluation. The feedback does not say how well you are accomplishing your job objectives. It does give clues about how you might accomplish them more easily and effectively.

The feedback report is not a personality profile. It gives you some information about your style of operation in work situations where you must influence without using formal authority, but it does not tell you much about how you carry out your other life roles—line manager, technician, professional, spouse, etc.

The feedback is not self-evident. In order for it to have meaning for you, you must be able to connect your specific behavior with each practice. This takes digging, and may require some help from others.

It does not describe any constant, unchangeable characteristics of yours, nor does it predict how you will be in the future. It describes how others have seen you in action up to this point. If you go through a similar survey process in the future, your scores may improve, remain the same, or drop depending on how others see your use of the influence practices from now on.

The feedback is an abstraction of you, not you yourself. It bears the same resemblance to your observable behavior that an X-ray does to your bone structure. Just as it takes knowledge and skill to interpret X-rays, it also takes a certain amount of knowledge and skill to use tyis type of feedback to good advantage. One of the main objectives of this seminar is to help you acquire the skill of using feedback for personal improvement.

If you keep these factors in mind, you will be able to use your feedback wisely and, maybe more important, with a sense of humor!

9. What can this type of feedback do for me?

It gives you an opportunity to improve your effectiveness as an influence manager by providing baseline data to gauge your current behavior, plan for change, and measure future progress. However, you must choose whether to accept what it is saying and use it.

FORUM ROLE GUIDE

Instructions

Step 1: List the tasks involved in the project or job area you have selected. List only those tasks in which you play some role, either by doing the work or making decisions about the task. Although this may be a long and time-consuming task, try to be as thorough as possible.

Step 2: Across the top of the form, list all of the people who may be involved in each task. Make this list as complete as possible. If you are not sure whether a person will be involved, include him or her. You can always remove that person's name if you decide the person is not involved.

Step 3: Assign responsibility codes for each task. Be sure to do so:

- from your own point of view, not from others' point of view
- as you think the codes should be assigned, which does not necessarily reflect the way tasks are currently accomplished

First, decide which person is responsible for actually carrying out the task. In the appropriate square, place a circle. There can only be one circle assigned to a task. Now decide which person(s) is responsible for supporting the person actually doing the task, either by helping the person with primary responsibility or by doing some part of the task for him or her. In the appropriate square, place a triangle. There may be several people with supporting responsibility.

Step 4: Assign authority codes, using the symbols below. You do not need to use all of the codes for any one task. However, you must assign an F for each task.

- V= Veto Authority: assign this symbol to the person with the power to say no to a decision, even after it is made. You can only assign this code to one person for any one task.
- F= Final Authority: assign this symbol to the person who actually makes the decision and whose decision will be final, unless affected by a veto. You can only assign this code to one person for any one task.
- R= Review Authority: assign this symbol to the person(s) who needs to review the facts and provide input before the actual decision is made. You may assign this code to several people for the same task.
- I= Information Authority: assign this code to the person(s) who only needs to be informed of the decision after the fact. You may assign this code to several people for the same task.

Step 5: Once you have completed the form, review the results according to the instructions of the leader and the guidelines on the back of the Role Guide. You will then be ready to meet with others in your work group to compare analyses and to come to a common understanding about the way tasks are handled in your group.

Forum Role Guide

Responsibility Area:	Larry Klein	Claude Jardine	Mark Washburn	Ralph Bradley	Frank Hopkins	Asst Mgr Rooms	Food & Bev
1. National Accounts	F		I				
2. Local Accounts	V	R	F				
3.							
4.							
5. National	F		I	I			
6. Local SP	V	V	R	F			
7. Local Std	R	R	F	R			
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

Responsibility Code

○ = Primary responsibility
△ = Supporting responsibility

Authority Code

V = Veto authority
F = Final authority
R = Review authority
I = Information authority

1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
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22.												
23.												
24.												
25.												

Guidelines for the Role Guide

1. Each task must have a circle. No circle would indicate that, although many individuals are contributing, no one is really seeing that the work is done. Find out who should have the circle.

2. There must be only one circle for a task. If there is more than one circle, then two or more people think that they are responsible for the task, and there may be duplication of effort and resentment. Decide who should have the circle designation and make the rest into triangles.

3. An F must be assigned for each task. If no F were assigned, then everyone would be expecting to react to a decision made by someone else—and no one would actually make the decision.

4. The F should be in the circle. If the F is not inside the circle, it means that someone is responsible for doing the work but does not have the authority to make decisions concerning that task. It may mean that a manager who has kept the F is reluctant to delegate.

5. When someone is given a triangle for a task, that person should find out the exact nature and extent of the support that he or she is to give.

6. A triangle should normally contain a letter. That letter is usually an R and can be an I. It should not be an F, since the F should appear in the circle.

7. V's should be used very sparingly. A V means that a person specifically reserves the right to veto that particular decision. A V is not used to describe the ordinary right that any manager has to override his or her subordinates' decisions. You should try to include as few V's as possible on your Role Guide.

8. If one person has many circles, particularly for time-consuming tasks, see if you can trade some of them for triangles.

9. If one person has the circle and there are many triangles, the group may be in a situation where "too many cooks spoil the soup." You may want to decide whether some of the triangles shouldn't really just be authority codes of one kind or another.

10. If there is more than one V for a task, find out whether all of the V's are really necessary. Too many V's can be demoralizing and paralyzing to the person with the F authority. The reason there are so many V's may be because one of the V's should really be the F or because some of the V's should be R's or I's.

11. If there are too many R's for any one task, progress may be slowed down to a snail's pace while everyone reviews. Determine whether some of the R's can be changed to I's.

12. If there are many I's for most tasks, it may indicate that the organization is suffering from "memo-itis" and that people in the organization feel a need to track everything that happens. Try to cut down the number of I's.

TEAM & ROLE ASSIGNMENTS

TEAM	Pg. 15 BECKER	Pg. 21 MURPHY	Pg. 27 HASLAM				MEET #2
1	Jim Light	(Judy Mohler) Bob Dahl	Basilio Chen				"A"
2	Jerry Kelly	Marty Woldorff	John Beman				"B"
3	Bob Maxfield	Doug Patrick	Orlando Moore				"C"
4	John Lee	Elaine Wells	Don Barkley				"D"
5	Chryssa Caulfield	Steve Florek	Dick Heinzelman				"E"
6	Jeff Rulifson	Marshall Thomas	Vicki Scharnikow				"F"
MEET #1	"A"	"B"	"C"				

TIMING

TIME:		MINUTES	ACTIVITY
FROM______	TO______	30	Prepare for roles.
FROM______	TO______	30	Teams meet.
FROM______	TO______	10	Team review & process.
FROM______	TO______	20	Group review & discuss.
FROM______	TO______	______	______
FROM______	TO______	______	______

BREAKOUT ROOMS

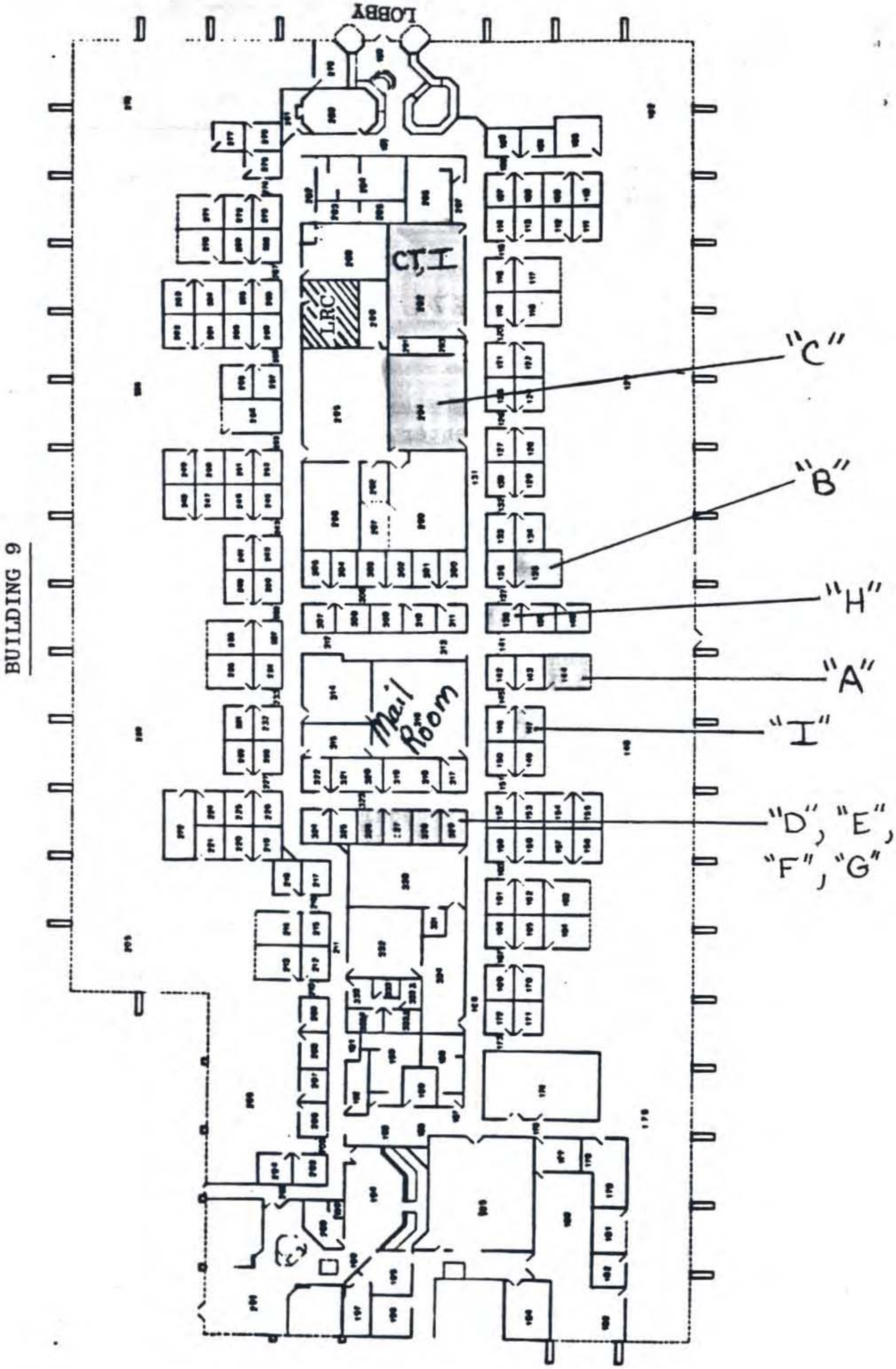
INFLUENCE MANAGEMENT

February 1982

February 1st	Rooms	Chairs #1	Chairs #2	(Break)
I-MAN "A"	Corporate Training Conference Room	6	3	
I-MAN "B"	Site Services Conference Room	6	3	
I-MAN "C"	Corporate Training Room II (p.m. only)	6	3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	

February 2nd				
I-MAN "C"	Corporate Training Room II	6		
I-MAN "A"	Corporate Training Conference Room	6		
I-MAN "B"	Site Services Conference Room (10 a.m.--5 p.m.)	6		
I-MAN "H"	International Office		3	
I-MAN "I"	Corporate Training Manager Office		3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	
I-MAN "G"	Corporate MIS Office		3	

February 3rd				
I-MAN "A"	Corporate Training Conference Room	5		
I-MAN "C"	Corporate Training Room II	5		
I-MAN "D"	Corporate MIS Office	5		
I-MAN "E"	Corporate MIS Office	5		


BUILDING 9
LOBBY
CT, I
LRC
Mail Room
"C"
"B"
"H"
"A"
"I"
"D", "E", "F", "G"

EAGLE AIRCRAFT, INC. (C)

Role-Play Assignment: Mark Stein

You are Mark Stein, Marketing manager. It is now 9:00 a.m., and you have an all-day meeting scheduled to begin at 9:15. During the next 12 minutes, you will be visited by a number of your coworkers, all of whom need to talk to you before your meeting and before you go away for 2 weeks' vacation tonight.

Your coworkers include the following:

Sam Silkes (peer): Sam Silkes is business manager for Twin-Engine Prop Aircraft. Silkes currently has Marketing representative Tom Kresge on his team, whom he depends on as a research assistant. Silkes, a highly successful manager, is known for his tendency to "go by the book," particularly in personnel matters. While this is not your style of management, you believe that it is important to allow your co-workers the freedom of different approaches. If Sam has a personnel problem, its important that he finds and corrects his own errors. Therefore, you do not want to talk with him regarding any problems he feels he is having with Kresge.

Tom Kreske (direct subordinate): Tom Kresge has been with Eagle for a year and has served as your representative to Silkes's team throughout this time. Kresge has always been an excellent employee but you passed over him 3 months ago for a promotion, and you believe he may have been more upset by this than he has revealed. Kresge had actively sought the promotion; when you decided to give it to one of his peers, you told Kresge he had not gotton the job because he lacked exposure to the different product lines.

William Hahn (peer): Bill Hahn is manager of Turbo Twins. You and Hahn are currently involved in a massive market research study on corporate use of twin turboprops. When the two of you began managing the project 2 weeks ago, Hahn requested that you assign another Marketing representative to his team for at least 3 months. At the time, you asked Hahn if he could wait a few weeks, without specifying your reasons, and Hahn agreed. You tentatively intend to assign Kresge to Hahn's team 3 weeks from now; however, you do not want to discuss this either with Hahn or Kresge until you have talked to Kresge's current manager, Sam Silkes. Because you have not yet firmly established a replacement for Kresge on Silkes's team, you do not intend to talk to Silkes until after your vacation.

Janet Rand (indirect subordinate): Janet Rand is a regional consultant trainee currently assigned to Hahn's group. You think Rand's performance to date has been exceptional. However, in the 2½ months she has been assigned to Hahn, her enthusiasm seems to have diminished. You know that she is unhappy with the training that she has received from Hahn on special projects. You have talked at length with Hahn about the problem and have no intentions of "getting caught in the middle" of this. You firmly believe that it is Janet's job to articulate her concerns directly to Hahn.

Andrew Evans (peer): Andy Evans, Enginering manager, was a childhood friend with whom you lost contact during your college years. When Evans came to Eagle 5 years ago, both of you were delighted at the coincidence, and you picked up the friendship easily. Lately, Evans has seemed depressed and has not been feeling very well.

Robert Whittaker (superior): Robert Whittaker is your division vice president. This afternoon you intend to submit to Whittaker and other members of Eagle's upper management (e.g., the vice presidents of Sales and of Advertising/Public Relations) your proposal for a direct mail promotion campaign. You propose to invite private pilots to a demonstration of Eagle's single-engine two-seater at the Pilots' Association national convention in Michigan, 4 months from now. Because Eagle has never undertaken such a campaign, it does involve some risk. Its success, however, could have a tremendous impact on your career, as you and Whittaker have privately discussed. You are anxious to submit the proposal today; although the convention is still months away, you know that upper management will take weeks to make a decision. You want the decision to be made by the time you return from vacation; otherwise, you fear you will not have time to make a reservation--and a substantial deposit--for a convention room of the size you will need. Up until recently you felt confident that you would have not only Whittaker's support but also the support of the Vice President of Advertising/Public Relations. In the past few weeks there have been some vague suggestions indicating that the Vice President of Advertising may no longer support your campaign. You are concerned that Whittaker's support doesn't slip too.

You try to schedule time each day to meet with as many of your coworkers as possible. Lately, the division does not seem to be functioning smoothly, and, as a result, standards are slipping. It is up to you to be a strong leader, and you feel you must be available for consultation as much as possible. At the same time, you are an "influence manager," which means, among other things, that you must be extremely careful about making promises before checking with other people who are involved in the promise. You have, on occasion, been less discreet in this regard than you should be, and you now have to be very careful not to step on any toes.

Your door is about to open; during the next 12 minutes, you must consult with your coworkers about their concerns. You have only 12 minutes; the timing begins when the first coworker enters your office. Use the time until then to familiarize yourself with the information you have on your coworkers.

Note: In playing Stein, you will learn many of the private concerns of your coworkers. As a result, while you are playing a coworker in the following rounds, you will know things that your character is not supposed to know. Please try your best to ignore what you learn in this round and play your coworker role as if you knew only what your role instructions told you.

TEAM & ROLE ASSIGNMENTS

TEAM	KLEIN	JARDINE	WASBORN				MEET #2
1	Jim Light	Don Barkley	Bob Maxfield				"A"
2	Jeff Rulifson	Chrysa Caufield	John Beman				"B"
3	John Lee	Basilo Chen	Dick Heinzelman				"C"
4	Marshall Thomas	Elaine Wells	Orlando Moore				"D"
5	Jerry Kelley	Marty Waldorff	Vicki Scharnikow				"E"
6	Doug Patrick	Steve Florek					"F"
MEET #1	"A"	"B"	"C"				

TIMING

TIME:		MINUTES	ACTIVITY
FROM____	TO____	30	Discuss
FROM____	TO____	25	Teams Meet
FROM____	TO____	15	Group Review and Discuss
FROM____	TO____	____	____
FROM____	TO____	____	____
FROM____	TO____	____	____

DEBRIEFING

I. Observer gives overview on Stein. (2 minutes each Stein)

Identify 1 or 2 things Stein did particularly well in terms of support and 1 or 2 things that did not seem to create a supportive climate.

Others add comments regarding their interactions with Stein.

Give reaction forms to Stein.

II. After all Stein roles have been discussed, groups develop learning points and conclusions to report to entire class.

What practices were used most/least frequently? Effects?

When you cannot give people exactly what they want, what are some of the options (things) you can employ to generate support?

Are there aspects of ROLM's value system (philosophies and management attributes) that facilitate or inhibit the use of support practices?

Elements of Support

Indicate receptivity

- if you suspect support is needed, probe to find out
- be as accessible as possible
- if you cannot be receptive, let the individual know why
- find the right time and place to meet

Allow the individual to talk

- respect the importance of the individual's concern(s)
- be open in your thinking—not judgmental
- avoid focusing on solutions at this time

Determine what type of support is needed

- do not assume you know what is needed or wanted—ask the person
- suggest alternatives—support doesn't have to be exactly in the form the individual describes to you
- be proactive as well—suggest additional ways you might help

Make your constraints known, if they exist

- be honest and describe your boundaries
- assess openly your time limitations, potential for conflicting loyalties, and other distractions

Make clear and positive commitments to specific actions

- commit yourself to some action even if it is less than what is asked for
- commit only to what you can deliver and overtly sort out what you can do now and what you will do in the future
- remember that making a commitment to some action is more supportive than saying "I can't do anything"
- recall the best action may be merely scheduling another time to meet and talk

Follow-up

- do what you said you'd do
- remember to act—don't forget
- recall just asking "what happened?" is supportive
- continue to support individuals even if they are not present (defend them, explain their view(s), speak positively about them)

OTH/159/4
AO80

Elements of Conflict Management

Ensure that factual information is available

- gather the necessary data
- check that right people are present/wrong people are not

Establish the decision to be made

- examine major alternatives
- remain factual at this time

Assess where each person stands (their views and concerns)

- hidden issues or agendas may surface
- avoid discussion of solutions at this time
- no rebuttals

Establish the decision-making process

Determine objective criteria to be used in the decision-making process

- cost to the organization
- how billing will be handled (e.g., long term vs. short term)
- clarify priorities
- determine if a mediator will be used (This step, alone, may lead to the best decision as well as provide a basis for explaining the decision to other parties in the future.)

Support criteria with facts

Search for creative solutions

- let objective criteria suggest new approaches
- combine or enlarge upon existing alternatives
- build on points of reconciliation
- focus upon the overall good of the organization

Decide upon a solution, based on criteria

Specify the exact nature of the action decided upon

- how it will work
- what obstacles may arise and how people can deal with them
- assign responsibilities

Test for clarity and acceptance

Establish guidelines for handling similar situations

- highlight origins of conflict
- better ways to manage in the future

OTH/159/3
AO79

Observer Notes

Stein Did or Said	Coworker Did or Said
give me second just choice	
	Janet as you see he doesn't want to talk to me
I understand	
What would you like me to do	get him to talk me
Before I leave	
not Unless I run into him in the hall	
So you'll have to take it	
I told Tom I would talk to him	
	not happy wants
spirit has dropped since	
	I feel trapped
its difficult to work with him	

Observer Notes

Stein Did or Said	Coworker Did or Said
	EVANS
Stopped READING	
Yes, but	GET INVOLVED WITH PROJECT
Does Whit know Well???	no
	CAN I COUNT ON you
now I am getting afraid	
SURE	
	BILL H.
How tight are they	Promised a decision getting tight
What will it take to pull it out	
do Kresge right	
	Janet just the two people
wait one minute	

EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein: JEFF

Your role: HAHN

1. Did you achieve your objective? NO – DECISION
   NO – APPRECIATION OF MY PROBLEM
   'PERCEIVED'

2. If not, how did you feel about it? RESENTED EXTRA DELAY AND BROKEN PROMISES

3. Did you feel that Stein was supportive? YES

4. What specifically did Stein do that made you feel supported?

   PROMISED SOLUTION AFTER I REPORTED ON ALTERNATIVES

5. What specifically did Stein do that made you feel he did not support you?

   BROKEN PROMISES OF LAST 2 WEEKS

6. What could Stein have done that he did not do to make you feel supported?

   IMMEDIATE DECISION

EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein: Jeff

Your role: Janet Rand

1. Did you achieve your objective?

No

2. If not, how did you feel about it?

put down

3. Did you feel that Stein was supportive?

no

4. What specifically did Stein do that made you feel supported?

5. What specifically did Stein do that made you feel he did not support you?

said to go find a way to get the training myself.

6. What could Stein have done that he did not do to make you feel supported?

could have talked to Bill; could have kept him in the office so the problem could be resolved

EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein: Jeff

Your role: Kresge

1. Did you achieve your objective? Not sure

2. If not, how did you feel about it? Chastized

3. Did you feel that Stein was supportive? Less than other Stein's

4. What specifically did Stein do that made you feel supported?
Did refer to previous good performance.

5. What specifically did Stein do that made you feel he did not support you?
Brought up recent decline in performance.
Gave few assurances that the job problem would be resolved.

6. What could Stein have done that he did not do to make you feel supported?
Complement me on my work

TEAM & ROLE ASSIGNMENTS

	Pg. 11	Pg. 11	Pg. 11				
TEAM	BLUE	RED	GREEN				MEET #2
1	Orlando	Chrysa	Jim 4				
2	Marshall	Jerry	Judy 5				
3	Elaine	Vickie	Dick 1				
4	Basilio	John L.	Jeff 3				
5	Bob	Doug	Steve 6				
6	Marty	John B.	Don 2				
MEET #1	"B" & "H"	"F" & "G"	"A" & "I"				

TIMING

TIME:		MINUTES		ACTIVITY
FROM______	TO______	______		______
FROM______	TO______	20		Review the role you will play.
FROM______	TO______	80	(5 min. in prep.; 10 min. in round)	Round Robin.
FROM______	TO______	______		______
FROM______	TO______	25		Team debrief (in breadout rooms).
FROM______	TO______	25		Group summary (back here).

EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein: Jeff

Your role: Evans

1. Did you achieve your objective? Yes

2. If not, how did you feel about it? N/A

3. Did you feel that Stein was supportive? Yes but appeared hesitant about amount of commitment

4. What specifically did Stein do that made you feel supported?
   - Said he would fill in on AP project

5. What specifically did Stein do that made you feel he did not support you?
   - Showed hesitancy to get involved
   - Tried to direct me to Whittaker

6. What could Stein have done that he did not do to make you feel supported?
   - Enquired of why I was going to hospital
   - Been more concerned with me than with commitment he is taking on.

Group ______________________

FM
Any way you want –

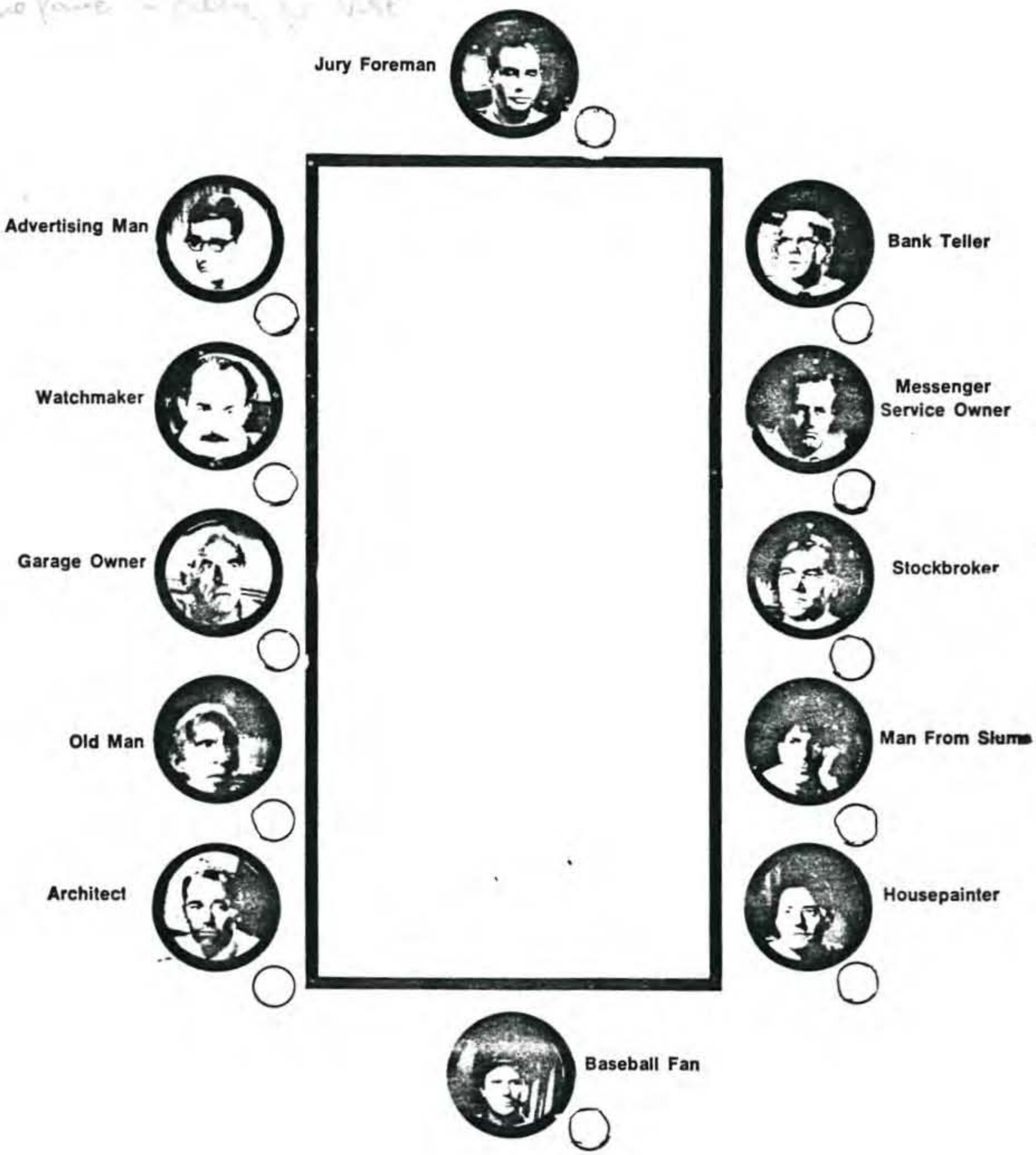
Gives it away 2nd time

TWELVE ANGRY MEN

G.O. – Status & force

When gonna talk
– [illegible]
– little things noticed

[illegible]



EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein:____________________________

Your role:____

1. Did you achieve your objective?

2. If not, how did you feel about it?

3. Did you feel that Stein was supportive?

4. What specifically did Stein do that made you feel supported?

5. What specifically did Stein do that made you feel he did not support you?

6. What could Stein have done that he did not do to make you feel supported?

EAGLE AIRCRAFT, INC. (C)

Reaction Form

Name of person playing Stein:____________________________

Your role:____

1. Did you achieve your objective?

2. If not, how did you feel about it?

3. Did you feel that Stein was supportive?

4. What specifically did Stein do that made you feel supported?

5. What specifically did Stein do that made you feel he did not support you?

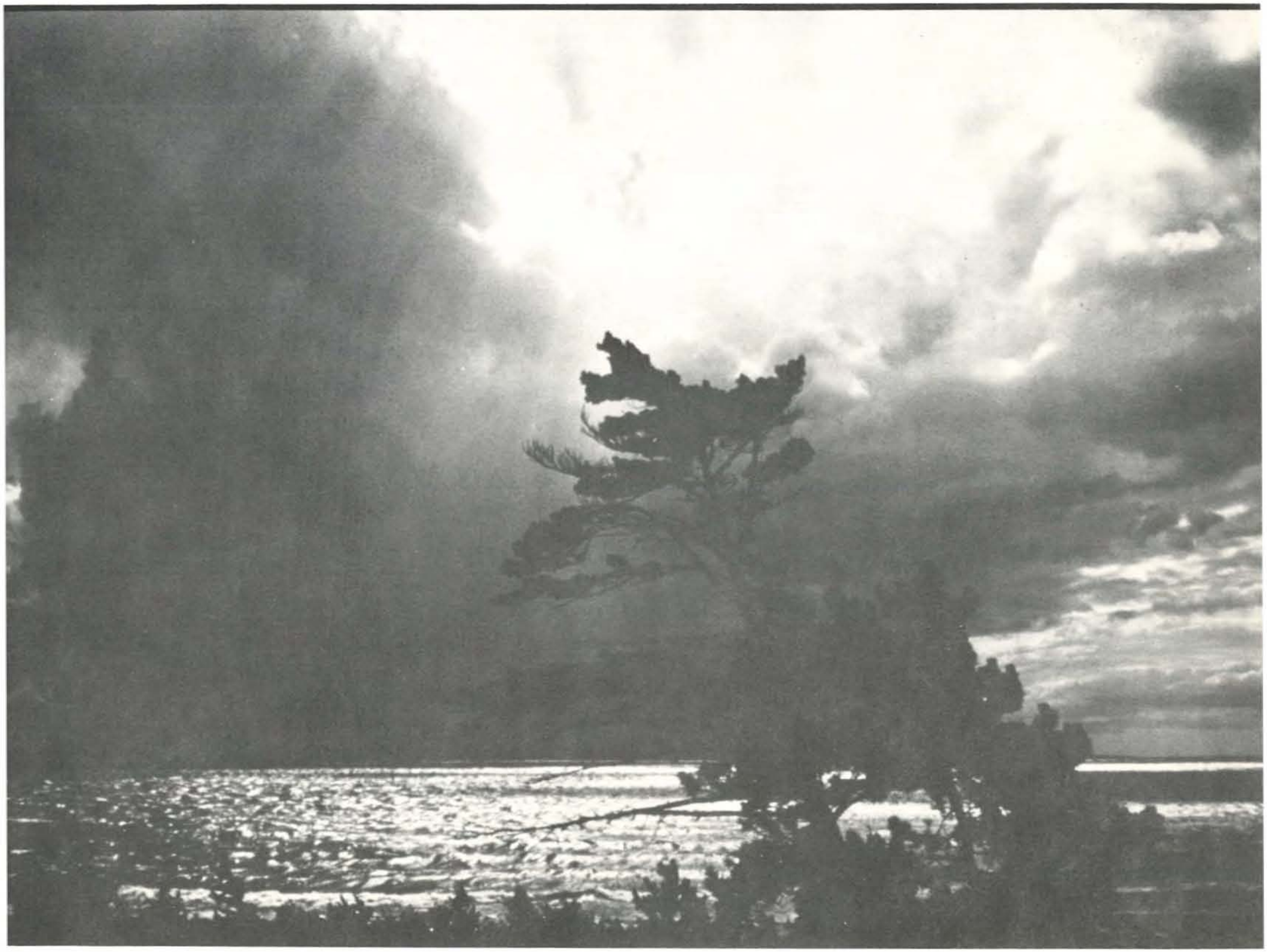
6. What could Stein have done that he did not do to make you feel supported?

The Subarctic Survival Situation

Developed by
Patrick M. Eady, M.Ed.
J. Clayton Lafferty, Ph.D.
of Human Synergistics

In consultation with the
men and officers of the
Para Rescue Specialists
413 Transport and Rescue Squadron
Canadian Forces Base, Summerside
Prince Edward Island, Canada

human synergistics



The situation described in this problem is based on actual cases in which men and women lived or died depending upon the survival decisions they made. Your "life" or "death" will depend upon how well your group can share its present knowledge of a relatively unfamiliar problem, so that the group can make decisions which will lead to your survival.

The Situation

It is approximately 2:30 p.m., October 5th and you have just crash-landed in a float plane on the east shore of Laura Lake in the subarctic region of the northern Quebec-Newfoundland border. The pilot was killed in the crash, but the rest of you are uninjured. Each of you are wet up to the waist and have perspired heavily. Shortly after the crash, the plane drifted into deep water and sank with the pilot's body pinned inside.

The pilot was unable to contact anyone before the crash. However, ground sightings indicated that you are 30 miles south of your intended course and approximately 22 air miles east of Schefferville, your original destination, and the nearest known habitation. (The mining camp on Hollinger Lake was abandoned years ago when a fire destroyed the buildings.) Schefferville (pop. 5,000) is an iron ore mining town approximately 300 air miles north of the St. Lawrence, 450 miles east of the James Bay/Hudson Bay area, 800 miles south of the Arctic Circle, and 300 miles west of the Atlantic Coast. It is reachable only by air or rail; all roads ending a few miles from town. Your party was expected to return from northwestern Labrador to Schefferville no later than October 19th and filed a Flight Notification Form with the Department of Transportation via Schefferville radio to that effect.

The immediate area is covered with small evergreen trees (1½ to 4 inches in diameter). Scattered in the area are a number of hills having rocky and barren tops. Tundra (arctic swamps) make up the valleys between the hills and consist only of small scrubs. Approximately 25% of the area in the region is covered by long, narrow lakes which run northwest to southeast. Innumerable streams and rivers flow into and connect the lakes (see map).

Temperatures during October vary between 25°F and 36°F, although it will occasionally go as high as 50°F and as low as 0°F. Heavy clouds cover the sky three quarters of the time, with only one day in ten being fairly clear. Five to seven inches of snow are on the ground, however, the actual depth varies enormously because the wind sweeps the exposed areas clear and builds drifts 3' to 5' deep in other areas. The wind speed averages 13-15 miles per hour and is mostly out of the west-northwest.

Temperature Chart for Crash Area

	Mean Daily Temp.	Mean Daily Max. Temp.	Mean Daily Low Temp.	Minimum Temp. Expected
Oct.	30.3	35.8	24.8	0
Nov.	15.6	22.4	9.3	−33.0
Dec.	−0.3	7.5	−8.1	−42.0
Jan.	−9.8	−1.5	−18.0	−53.0

Mean Snowfall

Oct. (Avg. 11 days of snowfall) 7.5 inches
Nov. (Avg. 16 days of snowfall) 14.5 inches

Windchill Factor

Exposed Flesh will freeze at:

Wind Velocity MPH	Temperature °F
43	20
26	15
18	10
14	5
13	0
9	− 5
7	−10
6	−15
5	−20
4	−25
3	−30
2	−40

Sunrise 6:15 a.m.
Sunset 5:45 p.m.

You are all dressed in insulated underwear, sox, heavy wool shirts, pants, knit gloves, sheepskin jackets, knitted wool caps and heavy leather hunting boots. Collectively, your personal possessions include: $153 in bills and 2 half dollars, 4 quarters, 2 dimes, 1 nickel and 3 new pennies; 1 pocket knife (2 blades and an awl which resembles an ice pick); one stub lead pencil; and an air map (p. 2).

The Problem

Before the plane drifted away and sank, you were able to salvage the 15 items listed on page 3. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important.

You may assume:

1. the number of survivors is the same as the number on your team;
2. you are the actual people in the situation;
3. the team has agreed to stick together;
4. all items are dry and in good condition.

Step 1:

Individually, without discussing the Situation or the items with anyone else, rank each item according to how important it is to your survival.

Step 2:

After everyone has finished the individual ranking, rank order the 15 items as a team.

You will have until _______ o'clock to complete this step.

Third Edition, 1975

Scale 1:250,000 Echelle

Transverse Mercator Projection
North American Datum 1927
Contour Interval 100 feet
Elevations in feet above Mean Sea Level

The boundary between Quebec and Newfoundland in this area is the crest of the watershed of the rivers flowing into the Atlantic Ocean; to date of publication it has not been surveyed nor monumented.

Magnetic declination 1966 varies from 29° 50′ westerly at centre of west edge to 31° 20′ westerly at centre of east edge. Mean annual change 4.9′ easterly.

Map of Crash Site

SCHEFFERVILLE

NEWFOUNDLAND - QUEBEC

CANADA

List of Items

Items	Step 1 Your Individual Ranking	Step 2 The Team Ranking	Step 3 Survival Experts' Ranking	Step 4 Difference Between Steps 1 & 3	Step 5 Difference Between Steps 2 & 3
A magnetic compass					
A gallon can of maple syrup					
A sleeping bag per person (arctic type down filled with liner)					
A bottle of water purification tablets					
A 20′ x 20′ piece of heavy duty canvas					
13 wood matches in a metal screwtop, waterproof container					
250 ft. of ¼ inch braided nylon rope, 50 lb. test					
An operating 4 battery flashlight					
3 pairs of snowshoes					
A fifth Bacardi rum (151 proof)					
Safety razor shaving kit with mirror					
A wind-up alarm clock					
A hand axe					
One aircraft inner tube for a 14 inch wheel (punctured)					
A book entitled, *Northern Star Navigation*					
			Totals (the lower the score the better)	**Individual Score Step 4**	**Team Score Step 5**

Team Performance Data

Please complete the following steps and insert the scores under your team's number	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Step 6 Average Individual Score Add up all the individual scores (Step 4) on the team and divide by the number on the team.						
Step 7 Team Score (Step 5)						
Step 8 Gain Score The difference between the Team Score and the Average Individual Score. If the Team Score is lower than Average Individual Score, then Gain is "+". If Team Score is higher than Average Individual Score, then Gain is "–".						
Step 9 Lowest (Best) Score on the team.						
Step 10: Number of Individual Scores lower than the Team Score.						

Team Performance Data

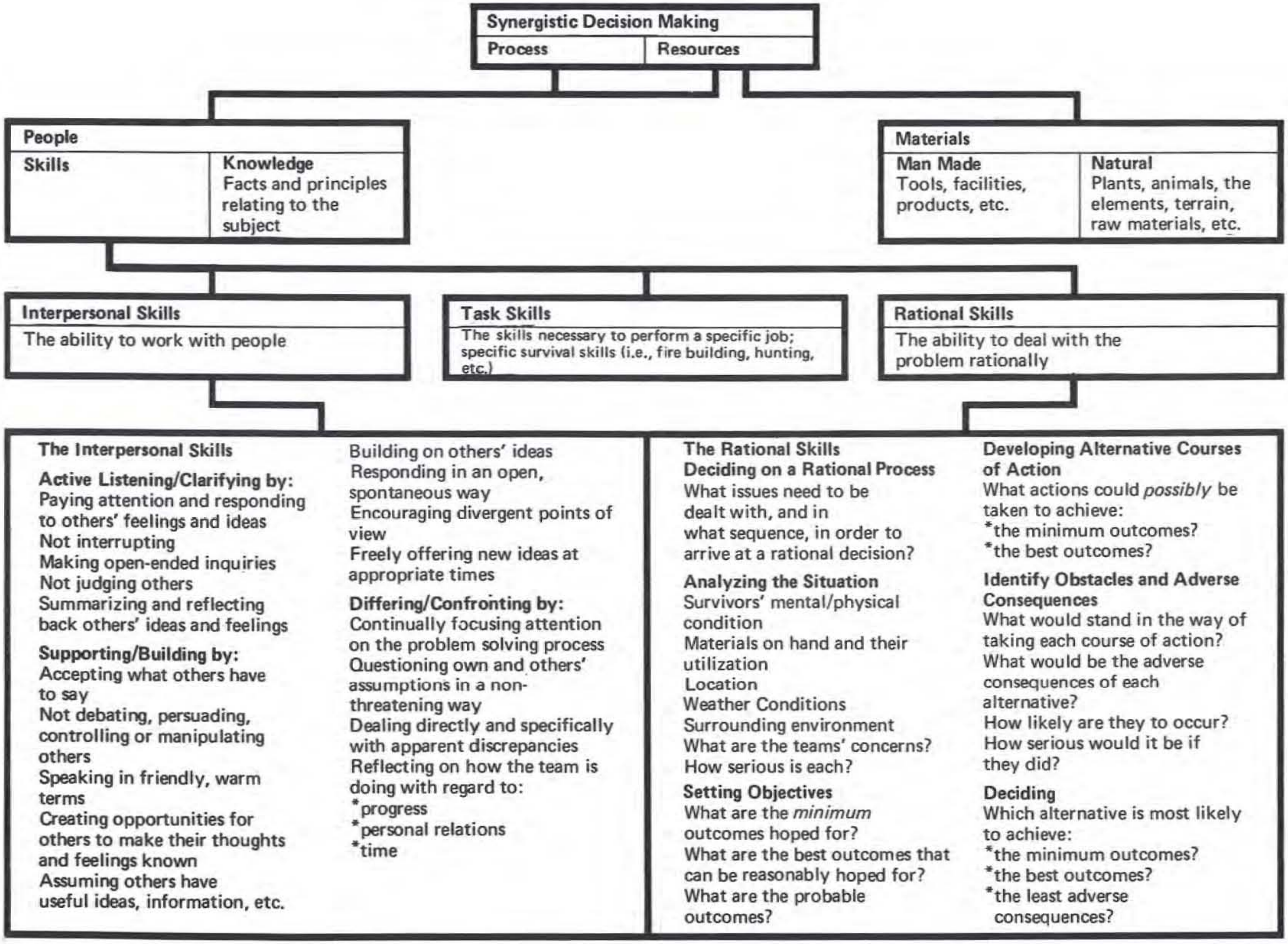
figures based on 2,173 participants (430 teams)

Average Individual Score (Step 6)	47.7§
Average Ind. Score on Winning Teams	47.0§
Average Ind. Score on Losing Teams	50.3‡
Average Team Score (Step 7)	30.1‡
Average Winning Team Score	21.4‡
Average Losing Team Score	41.1‡
Average Gain Score (Step 8)	17.5‡
Average Gain Score on Winning Teams	25.5‡
Average Gain Score on Losing Teams	9.2‡
Average Best Score on Team (Step 9)	32.7§
Average Best Score on Winning Team	31.7§
Average Best Score on Losing Team	35.9‡
Percent of Individuals Having Scores Better Than Their Teams	10.2%
On Winning Teams	3.4%
On Losing Teams	32.0%
Percent of Teams Having Scores Better Than Their Best Individual Score	56.7%

Statistically within each group there is:

‡ a highly significant (0.01) difference between these scores.

§ no significant difference between these scores.


Synergistic Decision Making
Process
Resources
People
Skills
Knowledge
Facts and principles relating to the subject
Materials
Man Made
Tools, facilities, products, etc.
Natural
Plants, animals, the elements, terrain, raw materials, etc.
Interpersonal Skills
The ability to work with people
Task Skills
The skills necessary to perform a specific job; specific survival skills (i.e., fire building, hunting, etc.)
Rational Skills
The ability to deal with the problem rationally
The Interpersonal Skills
Active Listening/Clarifying by:
Paying attention and responding to others' feelings and ideas
Not interrupting
Making open-ended inquiries
Not judging others
Summarizing and reflecting back others' ideas and feelings
Supporting/Building by:
Accepting what others have to say
Not debating, persuading, controlling or manipulating others
Speaking in friendly, warm terms
Creating opportunities for others to make their thoughts and feelings known
Assuming others have useful ideas, information, etc.
Building on others' ideas
Responding in an open, spontaneous way
Encouraging divergent points of view
Freely offering new ideas at appropriate times
Differing/Confronting by:
Continually focusing attention on the problem solving process
Questioning own and others' assumptions in a non-threatening way
Dealing directly and specifically with apparent discrepancies
Reflecting on how the team is doing with regard to:
*progress
*personal relations
*time
The Rational Skills
Deciding on a Rational Process
What issues need to be dealt with, and in what sequence, in order to arrive at a rational decision?
Analyzing the Situation
Survivors' mental/physical condition
Materials on hand and their utilization
Location
Weather Conditions
Surrounding environment
What are the teams' concerns?
How serious is each?
Setting Objectives
What are the minimum outcomes hoped for?
What are the best outcomes that can be reasonably hoped for?
What are the probable outcomes?
Developing Alternative Courses of Action
What actions could possibly be taken to achieve:
*the minimum outcomes?
*the best outcomes?
Identify Obstacles and Adverse Consequences
What would stand in the way of taking each course of action?
What would be the adverse consequences of each alternative?
How likely are they to occur?
How serious would it be if they did?
Deciding
Which alternative is most likely to achieve:
*the minimum outcomes?
*the best outcomes?
*the least adverse consequences?

About the Experts

While the Canadian Subarctic is beautiful, this wilderness, and its weather, is notorious as a people-killer. The Para Rescue Specialists for the 413 Transport and Rescue Squadron, in the eastern Canadian Subarctic, is responsible for finding and rescuing people lost in this area, on both land and sea in all weather conditions. The Para Rescue Specialists, especially Corporal John Clark, provided invaluable help in the construction of this Situation. They hope the people experiencing the simulated situation will be better prepared should they ever find themselves in a real survival situation. The Specialists point out, however, that one of the best preparations for your survival is to see to it that the plane you fly in is equipped with an automatic emergency locator transmitter. This beacon automatically transmits a signal, which can easily be followed by rescuers, when triggered by the impact of a crash. This is becoming mandatory flight equipment in both Canada and the U.S.

Clayton Lafferty and Patrick Eady, of Human Synergistics, are concerned primarily with the response to crisis, and with ways of helping people work together more effectively. The Survival Situation is intended to demonstrate that when people are supportive of one another and follow a rational sequence in dealing with their problems, they are able to perform beyond the sums of their individual resources; or, in other words, the whole is greater than the sum of its parts. This is the meaning of "synergy," and the philosophy of Human Synergistics, a consulting firm dedicated to tapping the wealth of resources available in individuals, groups, and organizations.

Synergistic Decision Making

The algorithm on the preceding page illustrates the skills and resources involved in Synergistic Decision Making, a method of utilizing the human resources available in a group. The effectiveness of a given decision is determined by the results of the decision. The results are a product of the available *resources* and the *process* by which those resources are utilized. Resources consist of all the natural and manmade materials, as well as the people's knowledge and skills. The process, by which human and material resources are utilized, is the skills people employ in obtaining results. These skills are in three primary areas: *Interpersonal Skills* (the skills of working with others cooperatively); *Rational Skills* (the skills necessary for dealing with a situation with systematic creativity); and *Task Skills* (skills necessary for implementing a specific course of action). These are described more fully in the algorithm.

In crisis situations, such as a survival situation, the task skills are often lacking. Since a crisis is a new, sudden, unexpected set of circumstances, the people involved usually have not had time to develop the task skills necessary to deal with the crisis. Consequently, in a crisis like the one simulated in this Situation, it becomes even more critical than usual that people fully utilize their Rational and Interpersonal skills. When people are able to use these skills, they produce results which go beyond the sum of their individual efforts.

The Subarctic team performance data is an indication of the synergistic effect. The average individual score and the average best score for losing teams which are significantly worse than the general average suggests that a lack of information is a prime reason for their poor performance (i.e., the relatively small average gain score). However, the average individual score and the average best score for winning teams is *not* significantly different from the average of all the 430 teams who have dealt with the Situation. Therefore, winning teams do better not because they have more information on the subject but because of the more effective way their teams reached their decisions.

Suggested Readings

Barber, Larry L., *Listening Behavior,* Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Gregory, Carl E., *The Management of Intelligence: Scientific Problem Solving,* New York: McGraw-Hill, 1967.

Kepner, Charles H. and Benjamin B. Tregoe *The Rational Manager,* New York: McGraw-Hill, 1965.

Maier, Norman R., *Principles of Human Relations,* New York: John Wiley & Sons, 1952.

Marrow, Alfred J., et. al., *Management by Participation,* New York: Harper & Row, 1967.

Nesbitt, Paul H., Alonzo W. Pond and William H. Allen, *The Survival Book,* New York: Funk and Wagnalls, 1959.

Nichols, Ralph G. and Leonard A. Stevens, *Are You Listening?,* New York: McGraw-Hill Book Company, Inc., 1957.

Prince,George M., *The Practice of Creativity,* New York: Harper & Row, 1970.

Whyte, William H., *Is Anybody Listening?,* New York: Simon and Schuster, 1950.

Other Materials Available From HUMAN SYNERGISTICS

Human Synergistics develops and publishes materials designed to demonstrate how our human resources can be effectively and humanely utilized. The materials use a "discovery" method of training, allowing the group to discover the necessary information and skills and to realize that the information and skills were available, but untapped, as part of their own human resources.

Managers and supervisors have found the use of the Survival and Planning experiences (see below) an effective method for initiating and improving the rational and interpersonal skills of their personnel.

Human Synergistics also custom designs materials for a particular organization's unique training needs. For more information, contact Human Synergistics.

Other materials currently available from Human Synergistics are listed below.

Survival Skills

Survival Skills is a series of 11 experiential devises for use by foremen and supervisors with their hourly personnel in the reduction of the number and severity of accidents.

The first part of the series focuses on the *consequences* of accidents. Participants are asked to select and rank what first aid action they would take in response to life-death situations, such as suffocation, electrocution and severe bleeding. These, as well as, a fire situation are home and family based for maximum impact on the participant. The situations and the alternatives for dealing with the situations are pictorial (sketches or photographs) so that poor or non-readers can use them.

The subsequent 6 experiences focus on the causes of accidents and are all work place orientated. The experiences involve such things as who gets hurt in terms of type of job and experience, which parts of the body are most often hurt, what hazardous conditions and practices cause the most accidents, the most hazardous part of your job, and the fine art of lifting.

The 11 experiences, constituting a year of safety training, each take from 20 - 60 minutes to complete depending on the skills of the leader and the participants. There is also a Leader's Guide to help the trainer prepare for and run Survival Skills Sessions.

The Desert Survival Problem II

Similar in purpose to the Subartic Survival Situation, the Desert Survival Problem II leads the participants through the decision making process step-by-step: identifying the problems, deciding on a basic strategy, and then deciding on the use and importance of various things available for survival. Participants, through their own experience, demonstrate the advantages of teams over individuals in problem solving. The Problem illustrates the interrelationship of rational-task skills and interpersonal skills in decision making. It can be used as a pre- or post-test measure (with Subartic) of team effectiveness.

The Project Planning Situation

Participants, individually and/or on a team basis, must rank order fourteen managerial activites according to the sequence they would follow in managing a special project. The activities include the entire range of management functions, such as situation analysis, objective setting, budgeting, organizing, selection of personnel, training and development, joint man/boss objective setting, coordinating, and performance review. The Problem focuses attention on the nature of management, and serves as a guide for discussion into the entire area of management skills.

The process highlights the advantages of teamwork in planning (31% of the teams do better than their best team members) and illustrates the importance of positive interpersonal relations and the rational problem-solving skills in decision making. The Problem can be used as an individual and/or team test of planning skill which pinpoints deficiencies. The Problem can be used as a natural follow-up activity to the Survival Problems.

Par Excellănce

Based on an 18 hole golf course format, Par Excellănce is an inventory of management styles. Filled out first by individuals as they see their department or organization, and second, by groups with discussion about what would be ideal (while remaining practical & implementable). This instrument is self scoring and includes an Action Plan for implementing change.

Leadership and Motivation

J. Clayton Lafferty, Consulting Psychologist, explores the impact of anxiety as a basic motive force on the individual. Dr. Lafferty discusses the defensive reactions that occur as a result of Management By Anxiety (MBA), a widespread management system, as well as ways of combatting the destructive aspect of defensiveness, fear of failure, self-selective perception, and the way people maintain self-defeating behavior.

Materials may be ordered from:

HUMAN SYNERGISTICS
39819 Plymouth Road
Plymouth, Michigan 48170
313-459-1030

The eight practices in the Planning cluster are grouped into two subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

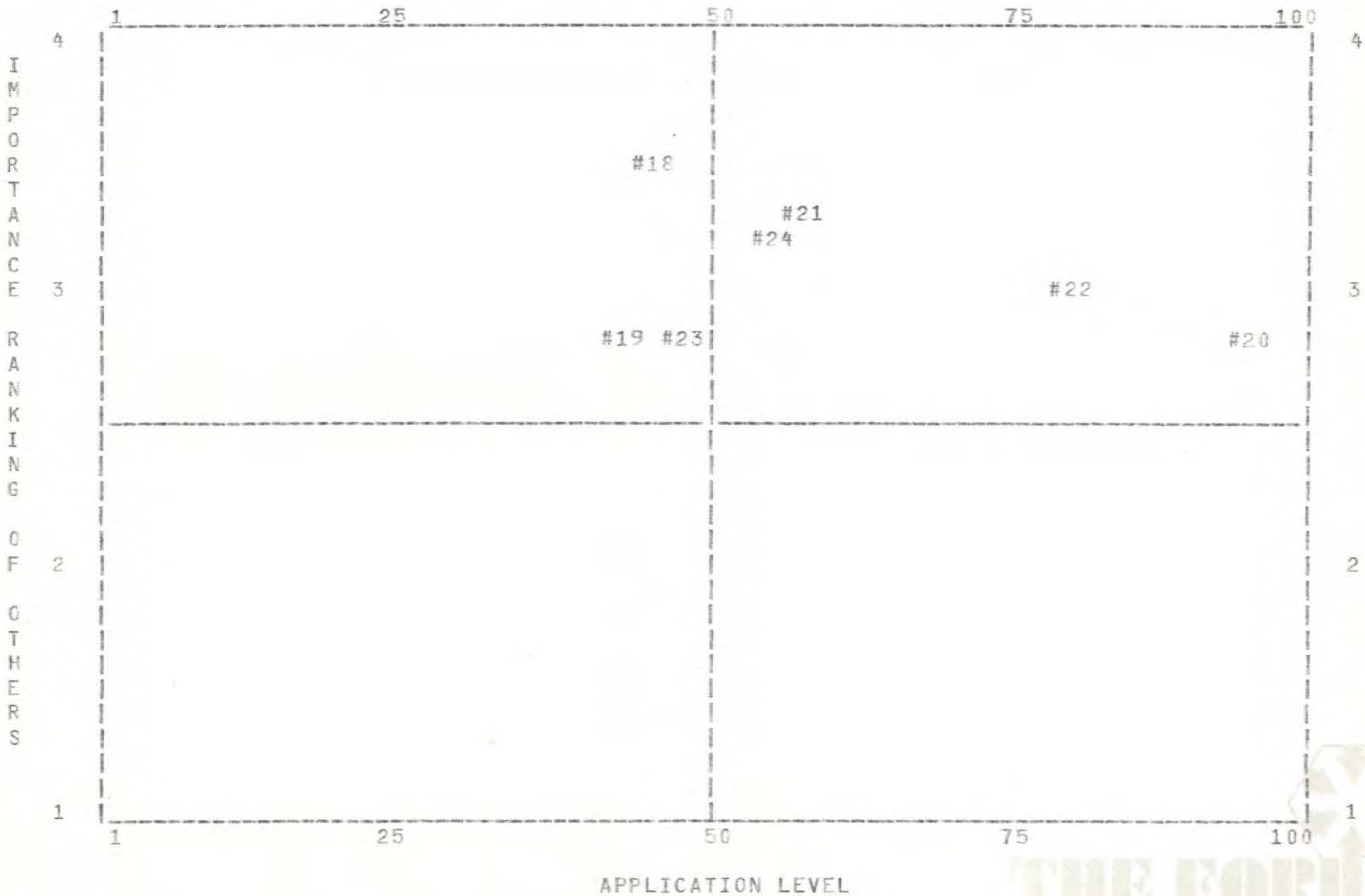
PRACTICE	APPLICATION LEVEL
ESTABLISHING DIRECTION	
1. Making sure the role each person will play in accomplishing a task is clear.	4
2. Understanding which decisions can be made alone and which decisions need to involve others.	11
3. Striving to set team or group goals as well as individual goals.	19
4. Recognizing the value of bringing together people with different opinions.	36
REINFORCING COMMITMENT	
5. Personally emphasizing and demonstrating goal commitment and persistence in achieving goals.	50
6. Being consistent in communicating priorities.	50
7. Insisting that group members make every effort to solve joint problems among themselves before taking them to higher management.	43
8. Treating with an open mind requests to change plans and goals when circumstances seem to warrant change.	77

This page contains a graphic display of your scores for practices in the Planning cluster, plotted on both a horizontal and a vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you to determine improvement priorities based on both the application level and the relative importance of the practice.

The seven practices in the Support cluster are grouped into two subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

PRACTICE	APPLICATION LEVEL
BUILDING CONFIDENCE	
18. Behaving in a way that leads others to trust one.	46
19. Being supportive and helpful to others as they perform their jobs.	43
20. Expecting others to find and correct their own errors rather than correcting errors and solving problems for them.	95
21. Encouraging innovation and calculated risk taking in others.	57
DEMONSTRATING OPEN-MINDEDNESS	
22. Considering the views of others according to the logic of those views, rather than according to personal preferences.	81
23. Considering the opinions of others open-mindedly before evaluating the opinions.	47
24. Evaluating the views of others according to their knowledge and competence, rather than according to their position in the organization.	56

This page contains a graphic display of your scores for practices in the Support cluster, plotted on both a horizontal and a vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you determine improvement priorities based on both the application level and relative importance of the practice.



INFLUENCE PRACTICES FEEDBACK REPORT 01/20/82

PREPARED BY

THE FORUM CORPORATION, BOSTON, MASSACHUSETTS

Jeff Rulifson
Rolm Corporation

This Influence Practices Feedback report is a key tool for you to use in trying to improve the way in which you work with others. The process of using feedback as a basis for learning and changing is critical to professional growth. This report is designed to help you develop both an understanding of your current way of interacting with others and a specific action plan for improvement.

The report reflects the collective views of people with whom you work, drawn from the questionnaires that they completed about you, as well as your own responses to the questionnaire you completed on yourself. Some parts of the feedback will probably please you and give you a great deal of satisfaction; other parts will be less satisfying and may even surprise you. While there is a natural tendency to reject the negative data, doing so can eliminate some of the most useful feedback. Therefore, before disregarding any feedback, listen carefully to what it has to say.

The Influence Practices Feedback report provides you with a considerable amount of information. However, your final priorities for improvement will depend not only on this report but also on your own evaluation of the needs of your work group and of the areas that can realistically be improved.

The report is organized into five parts. Part I provides you with your average application level for each of the following three clusters: Planning, Conflict, and Support. Parts II through IV provide specific application levels for practices in each of the three clusters, together with data concerning the importance your associates assigned to each practice. Part V rank orders all 24 influence management practices according to your associates' perceptions of the importance of the practices on the job.

To help you use this feedback most effectively, The Forum Corporation has grouped the influence management practices into subclusters as well as clusters. The Planning cluster contains two subclusters: Establishing Direction and Reinforcing Commitment. Conflict contains three subclusters: Ensuring Information Sharing, Utilizing Status, and Making Decisions. Support contains two subclusters: Building Confidence and Demonstrating Open-mindedness.

The Forum Corporation is committed to the confidentiality of individual questionnaire responses and feedback reports. The integrity of this system as an individualized learning tool depends on the confidentiality of the data collection and feedback process. This is your personal report; except for the instructor, you alone will see it.

PART I. SUMMARY PROFILE

The three clusters into which the practices have been divided are listed in the left-hand column below. In the middle column is your average application level, expressed as a percentile from 1 to 100, for all of the practices in that cluster, as indicated by the questionnaires others filled out on you. (The application level is the level at which others perceive that you apply a particular practice or group of practices.) The right-hand column shows the average application level that you gave yourself for the practices in that cluster. The data on this page are meant to provide you with an overview of your relative strength or weakness in each cluster. Application levels for individual practices in each cluster are provided in the following parts of this report; they will allow you to analyze the data in more detail. This report is based on national norms.

	APPLICATION LEVEL	
CLUSTER	AVERAGE RESPONSE OF OTHERS	YOUR OWN RESPONSE
Planning	36	76
Conflict	78	64
Support	61	76

The data in this Influence Practices Feedback report are based on 1 manager questionnaire(s) and 4 associate questionnaire(s).

This section rank orders the 24 influence management practices according to their importance in your working environment. The practice your associates considered most important in working with you is listed first, followed by the 2nd most important, and on through the 24th. The importance ranking is derived from averaging your associates' responses for each practice, based on a scale from 1 to 4, with 4 representing critical and 1 representing neutral. This section also includes your own importance ranking, based on the same scale, together with a restatement of the application level for each practice. The specific practice number and the cluster the practice is grouped under are also included.

			IMPORTANCE RANKING	
PRACTICE (RANK-ORDER)	PRACTICE NUMBER AND CLUSTER	APPLICATION LEVEL	AVERAGE OF OTHERS	YOURS
Being consistent in communicating priorities (1)	# 6, PLANNING	50	3.8	3.0
Striving to set team or group goals as well as individual goals (2)	# 3, PLANNING	19	3.5	3.0
Personally emphasizing and demonstrating goal commitment and persistence in achieving goals (3)	# 5, PLANNING	50	3.5	3.0
Behaving in a way that leads others to trust one (4)	#18, SUPPORT	46	3.5	3.0
Making sure the role each person will play in accomplishing a task is clear (5)	# 1, PLANNING	4	3.3	3.0

PRACTICE (RANK-ORDER)	PRACTICE NUMBER AND CLUSTER	APPLICATION LEVEL	IMPORTANCE RANKING AVERAGE OF OTHERS	IMPORTANCE RANKING YOURS
Trying to influence others through knowledge and competence rather than through official status (6)	#12, CONFLICT	99	3.3	3.0
Encouraging innovation and calculated risk taking in others (7)	#21, SUPPORT	57	3.3	2.0
Evaluating the views of others according to their knowledge and competence, rather than according to their position in the organization (8)	#24, SUPPORT	56	3.2	2.0
Treating with an open mind requests to change plans and goals when circumstances seem to warrant change (9)	# 8, PLANNING	77	3.0	3.0
Seeking creative ways to resolve conflicts (10)	#17, CONFLICT	91	3.0	2.0
Considering the views of others according to the logic of those views, rather than according to personal preferences (11)	#22, SUPPORT	81	3.0	2.0
Understanding which decisions can be made alone and which decisions need to involve others (12)	# 2, PLANNING	11	2.8	2.0

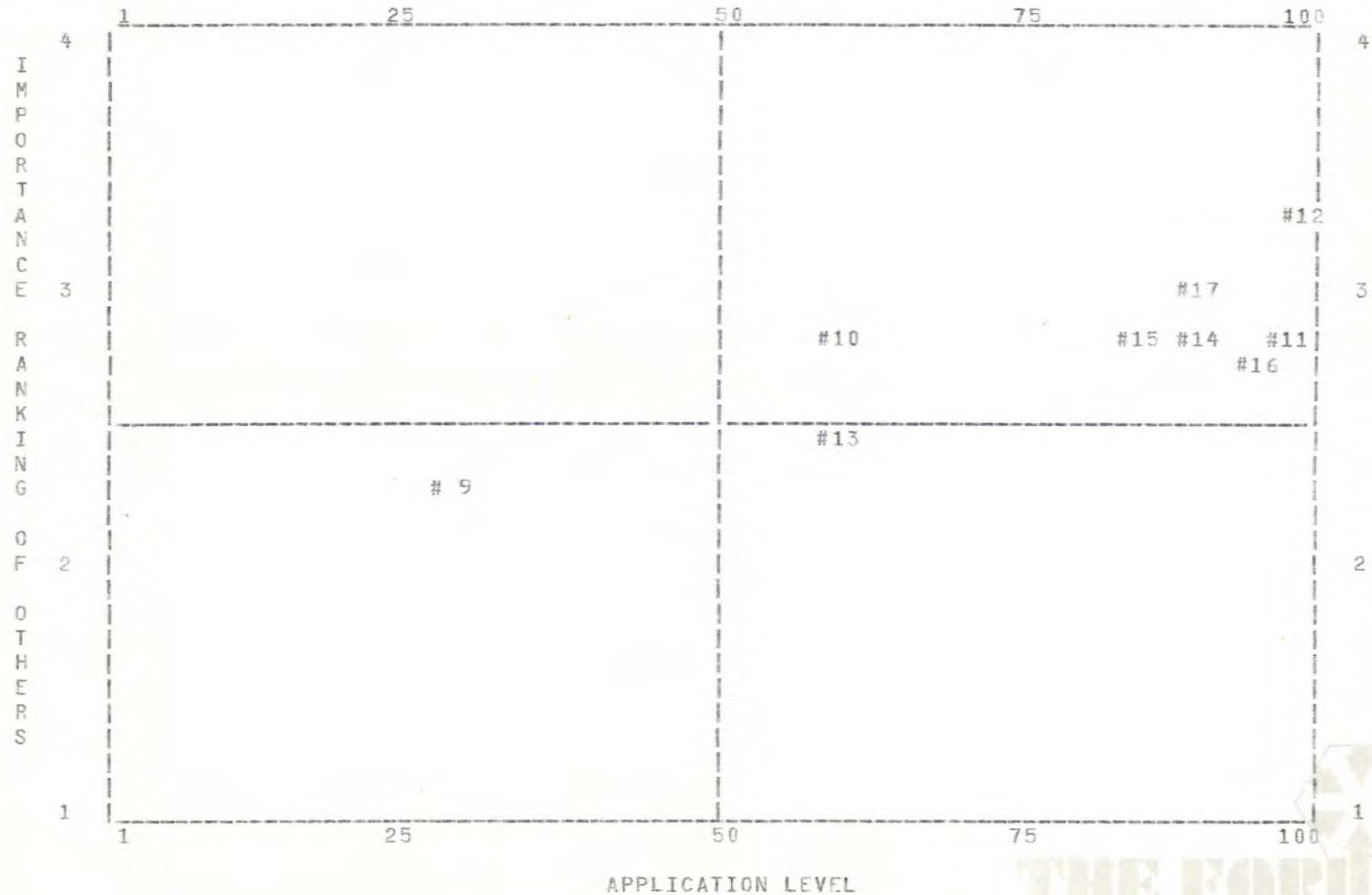
PRACTICE (RANK-ORDER)	PRACTICE NUMBER AND CLUSTER	APPLICATION LEVEL	IMPORTANCE RANKING AVERAGE OF OTHERS	IMPORTANCE RANKING YOURS
Recognizing the value of bringing together people with different opinions (13)	# 4, PLANNING	36	2.8	2.0
Encouraging the open airing of problems and differences of opinion (14)	#10, CONFLICT	59	2.8	2.0
Responding in a nondefensive manner when others disagree with one's views (15)	#11, CONFLICT	97	2.8	2.0
In conflict situation, looking for points of reconciliation of views rather than differences (16)	#14, CONFLICT	90	2.8	2.0
Encouraging decisions based on logic and the weight of evidence rather than other considerations (17)	#15, CONFLICT	85	2.8	2.0
Being supportive and helpful to others as they perform their jobs (18)	#19, SUPPORT	43	2.8	3.0

			IMPORTANCE RANKING	
PRACTICE (RANK-ORDER)	PRACTICE NUMBER AND CLUSTER	APPLICATION LEVEL	AVERAGE OF OTHERS	YOURS
Expecting others to find and correct their own errors rather than correcting errors and solving problems for them (19)	#20, SUPPORT	95	2.8	3.0
Considering the opinions of others open-mindedly before evaluating the opinions (20)	#23, SUPPORT	47	2.8	3.0
Encouraging the reaching of decisions through a blending of ideas rather than through force (21)	#16, CONFLICT	95	2.7	2.0
Insisting that group members make every effort to solve joint problems among themselves before taking them to higher management (22)	# 7, PLANNING	43	2.5	2.0
Being willing to share one's power in the interest of the overall organizational goal (23)	#13, CONFLICT	61	2.5	2.0
Encouraging others who are reluctant to express or defend their opinions to do so (24)	# 9, CONFLICT	27	2.3	2.0

The nine practices in the Conflict cluster are grouped into three subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

PRACTICE	APPLICATION LEVEL
ENSURING INFORMATION SHARING	
9. Encouraging others who are reluctant to express or defend their opinions to do so.	27
10. Encouraging the open airing of problems and differences of opinion.	59
11. Responding in a nondefensive manner when others disagree with one's views.	97
UTILIZING STATUS	
12. Trying to influence others through knowledge and competence rather than through official status.	99
13. Being willing to share one's power in the interest of the overall organizational goal.	61
MAKING DECISIONS	
14. In conflict situations, looking for points of reconciliation of views rather than differences.	90
15. Encouraging decisions based on logic and the weight of evidence rather than other considerations.	85
16. Encouraging the reaching of decisions through a blending of ideas rather than through force.	95
17. Seeking creative ways to resolve conflicts.	91

This page contains a graphic display of your scores for practices in the Conflict cluster, plotted on both a horizontal and vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you determine improvement priorites based on both the application level and the relative importance of the practice.



Pick one or two practices
Open [illegible]
Non-defensive
[illegible] just
[illegible]

TEAM & ROLE ASSIGNMENTS

TEAM	BECKER (Pg. 15)	MURPHY (Pg. 21)	HASLAM (Pg. 27)				MEET #2
1	Jim Light	(Judy Mohler) Bob Dahl	Basilio Chen				"A"
2	Jerry Kelly	Marty Woldorff	John Beman				"B"
3	Bob Maxfield	Doug Patrick	Orlando Moore				"C"
4	John Lee	Elaine Wells	Don Barkley				"D"
5	Chryssa Caulfield	Steve Florek	Dick Heinzelman				"E"
6	Jeff Rulifson	Marshall Thomas	Vicki Scharnikow				"F"
MEET #1	"A"	"B"	"C"				

TIMING

TIME: FROM	TO	MINUTES		ACTIVITY
		30		Prepare for roles.
		30	11:05-11:35	Teams meet.
		10	11:35-11:45	Team review & process.
		20		Group review & discuss.

BREAKOUT ROOMS

INFLUENCE MANAGEMENT

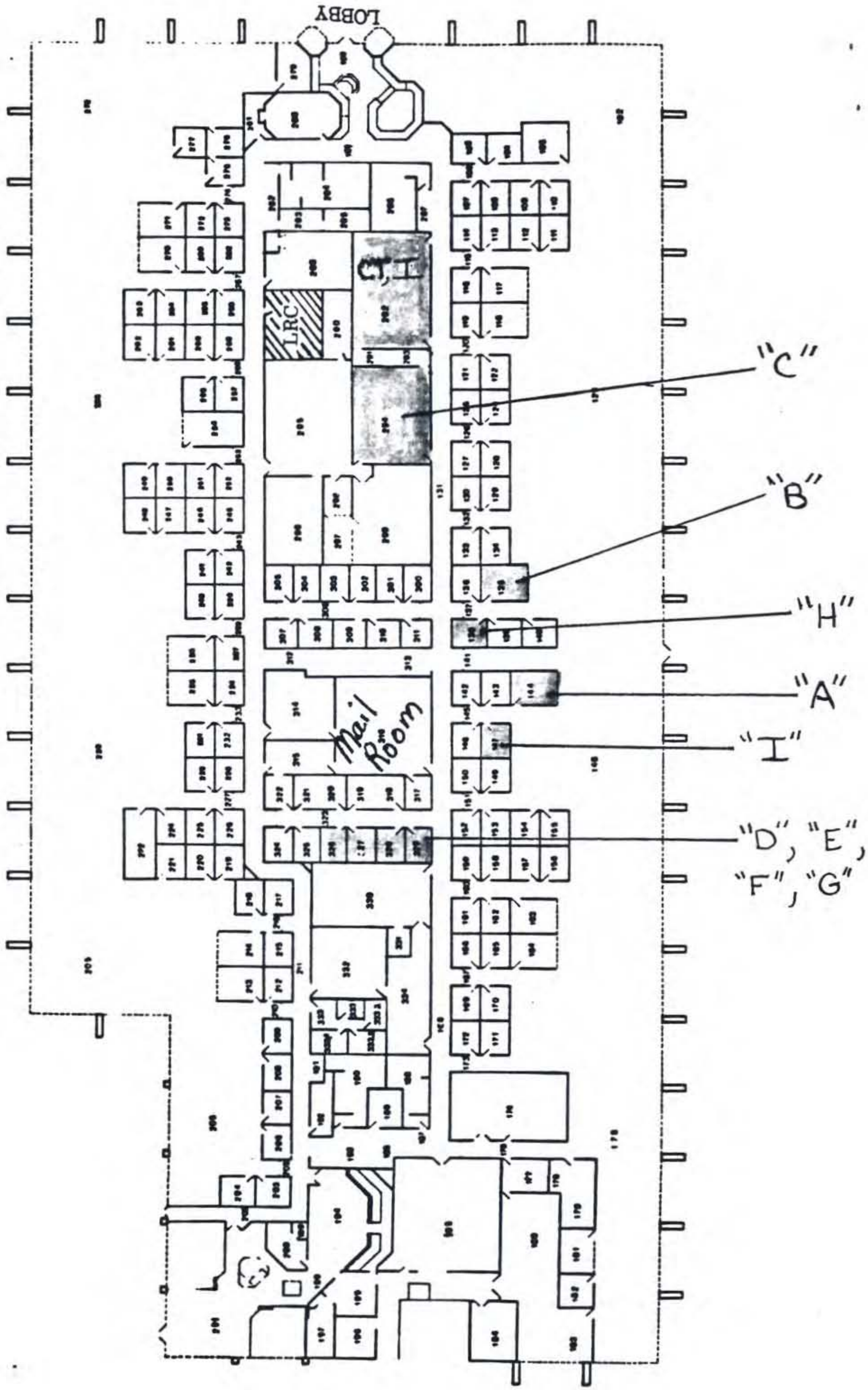
February 1982

February 1st	Rooms	Chairs #1	Chairs #2	(Break)
I-MAN "A"	Corporate Training Conference Room	6	3	
I-MAN "B"	Site Services Conference Room	6	3	
I-MAN "C"	Corporate Training Room II (p.m. only)	6	3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	

February 2nd	Rooms	Chairs #1	Chairs #2	(Break)
I-MAN "C"	Corporate Training Room II	6		
I-MAN "A"	Corporate Training Conference Room	6		
I-MAN "B"	Site Services Conference Room (10 a.m.--5 p.m.)	6		
I-MAN "H"	International Office		3	
I-MAN "I"	Corporate Training Manager Office		3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	
I-MAN "G"	Corporate MIS Office		3	

February 3rd	Rooms	Chairs #1	Chairs #2	(Break)
I-MAN "A"	Corporate Training Conference Room	5		
I-MAN "C"	Corporate Training Room II	5		
I-MAN "D"	Corporate MIS Office	5		
I-MAN "E"	Corporate MIS Office	5		

BUILDING 9



BREAKOUT ROOMS

INFLUENCE MANAGEMENT

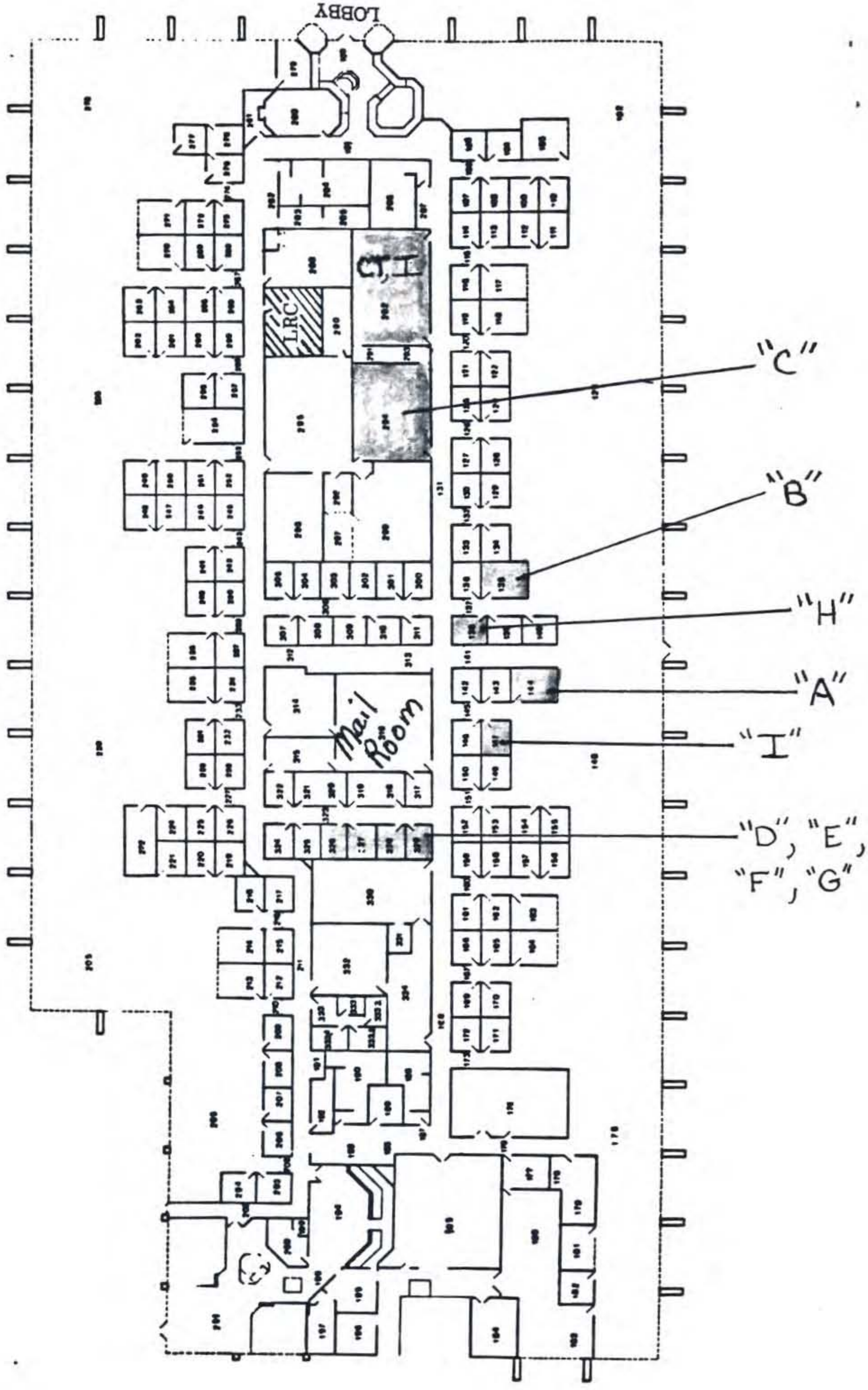
February 1982

February 1st	Rooms	Chairs #1	#2	(Break)
I-MAN "A"	Corporate Training Conference Room	6	3	
I-MAN "B"	Site Services Conference Room	6	3	
I-MAN "C"	Corporate Training Room II (p.m. only)	6	3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	

February 2nd				
I-MAN "C"	Corporate Training Room II	6		
I-MAN "A"	Corporate Training Conference Room	6		
I-MAN "B"	Site Services Conference Room (10 a.m.--5 p.m.)	6		
I-MAN "H"	International Office		3	
I-MAN "I"	Corporate Training Manager Office		3	
I-MAN "D"	Corporate MIS Office		3	
I-MAN "E"	Corporate MIS Office		3	
I-MAN "F"	Corporate MIS Office		3	
I-MAN "G"	Corporate MIS Office		3	

February 3rd				
I-MAN "A"	Corporate Training Conference Room	5		
I-MAN "C"	Corporate Training Room II	5		
I-MAN "D"	Corporate MIS Office	5		
I-MAN "E"	Corporate MIS Office	5		

BUILDING 9



DEBRIEFING

I. Observer gives overview on Stein. (2 minutes each Stein)

Identify 1 or 2 things Stein did particularly well in terms of support and 1 or 2 things that did not seem to create a supportive climate.

Others add comments regarding their interactions with Stein.

Give reaction forms to Stein.

II. After all Stein roles have been discussed, groups develop learning points and conclusions to report to entire class.

What practices were used most/least frequently? Effects?

When you cannot give people exactly what they want, what are some of the options (things) you can employ to generate support?

Are there aspects of ROLM's value system (philosophies and management attributes) that facilitate or inhibit the use of support practices?

TEAM & ROLE ASSIGNMENTS

EAM	BLUE	GREEN		OBSERVE BLUE	OBSERVE GREEN		MEET #2
1	Marshall	Marty					
2	Chrysa	John B.		Don	Jeff		
3	Orlando	Steve		John L.	Dick		
4	Jerry	Doug		Jim			
5	Basilio	Vickie					
6	Elaine	Bob					
EET #1	Training Rm. I	Training Rm. II					

TIMING

TIME:		MINUTES	ACTIVITY
FROM_____	TO_____	45	Meet in teams.
FROM_____	TO_____	30	Report here, scoring & break.
FROM_____	TO_____	30	Return to teams, debrief.
FROM_____	TO_____	30	Return here, group wrap-up.
FROM_____	TO_____		
FROM_____	TO_____		

SUB-ARCTIC SURVIVAL EXERCISE

Item and Rationale Listing

ITEM AND RANK	RATIONALE
1. 13 wood matches in a metal, screwtop, waterproof container	Considered by the experts to be the single most critical item. Protection from the cold and a source of fire is a key problem to be solved. While other means to start a fire exist, they are unreliable in the hands of non-experts. The fire at night could serve as a signal. Since the terrain in this area is high, aircraft in and out of Schefferville might spot it.
2. A hand axe	A continuous supply of wood is necessary to maintain the fire. It may be the most frequently used item in camp. Useful in clearing a sheltered campsite, cutting boughs for ground insulation, constructing a frame for the shelter, and butchering in the event a caribou, bear, or moose is located.
3. A 20' x 20' piece of heavy-duty canvas	Prevailing winds of 13-15 knots will make some protection necessary. The canvas can adequately serve as protection from the elements—rain, snow, and sleet. Spread on a frame and secured by rope, it could make a good tent as well as ground cover. Rigged as a wind screen, it could hold heat. Its area, contrasting with terrain, might also be more easily spotted in an air search.
4. A sleeping bag per person (arctic type, down-filled with liner)	A possible fourteen nights in the subarctic would render this type of sleeping bag (good to 20° below zero) a key factor in survival. Caution should be exercised to keep bag dry at all times.
5. A gallon can of maple syrup	This item has two possible survival factors. The maple syrup is a source of quick energy and some nourishment. The can itself, used for cooking and water collecting, might be quite critical. Since food will be a problem and will restrict travel, any source of food is to be valued. Since most plants in the arctic regions are edible (avoid water hemlock and mushrooms), especially after boiling, the can is important. Lichens and rock tripe may be boiled and eaten, as may various greens, such as arctic willow, dandelion, and evergreen inner bark. Since dehydration is a problem in the arctic, snow should not be eaten. It will cause dehydration rather than relieve thirst. Melt ice if possible. It takes fifty percent

ITEM AND RANK	RATIONALE
	more fuel to obtain a given amount of water from snow rather than from ice.
6. 250 ft. of 1/4 inch braided nylon rope, 50 lb. test	The nylon rope can be used to tie poles of wood together as supports for the shelter or to support the canvas between the trees. Threads of the rope could be used for a fishing line. Various traps could be constructed. Various snares and deadfalls could also be constructed using the rope. It could be used to string a bow or to hang any fresh meat away from predators (bears or arctic wolves). It could also be used to construct a willow net for fishing.
7. 3 pairs of snowshoes	The ability to travel in the arctic is related to over-the-snow traveling equipment since unfrozen rivers and lakes constitute a serious barrier. They would be useful initially in traveling around camp for hunting. There are not enough for the entire group, but makeshift showshoes could be constructed later out of rawhide or rope with branches, for travel after the freeze up (about December 1). Rivers are the highways of the north, both in summer and winter, but not in spring or fall. Snow should have a crust for any travel. Soft snow is exhausting for travel.
8. One aircraft inner tube for a 14 inch wheel (punctured)	Anyone in the group could construct a slingshot from the inner tube. Birds are plentiful during the long winter, even owls, ravens, and ptarmigans are available. Rock ptarmigans can be easily approached and killed with rocks or a slingshot. Black smoke could easily be produced from strips of rubber on the fire, for immediate and more effective signaling. Various bindings and spring mechanisms for traps could be made.
9. Safety razor shaving kit with mirror	The mirror is the most powerful tool you have for communicating your presence if the sun is out. In the sunlight, a simple mirror can generate 5 to 7 million candlepower of light. However, heavy clouds cover the sky three-quarters of the time, with only one day in ten

ITEM AND RANK	RATIONALE
	being fairly clear. Razor blades could be used along with the jacknife as a cutting edge.
10. An operating 4 battery flashlight	Because of the length of time that might have to be spent before help arrives, the flashlight will be needed as an emergency source of light in addition to the campfire. Otherwise, it can be held in reserve as a nighttime signaling device. The battery efficiency will drop with the temperature however.
11. A fifth of Bacardi rum (151 proof)	The rum could be used for medicinal purposes, as an anesthetic or disinfectant. The alcohol content could also be used in helping to start a fire. The bottle might be helpful as a water container. Probably its greatest value would be a morale boost—a shot each evening as the group reviews the day—and plans for tomorrow.
12. A wind-up alarm clock	Several uses for the alarm clock are possible, each counterindicating to other uses. If maintained as a time piece, then navigation is possible using the clock to find North. (At 2:50 p.m. line up small hand with sun and stick. North is centered between 7 and 8 position in North Temperate Zone.) Intact glass surface can be used as a signal. Use to set routine in camp, for signaling, and fire watch. If dismantled, internal workings can be used for fishing hooks and lures.
13. A magnetic compass	The compass in this area is unreliable. Proximity to the magnetic pole produces serious error. The iron ore deposits will produce wide variations in reading. One expert (very familiar with the territory) has indicated that it is impossible to walk 100 yards and return accurately with compass in this area.
14. A book entitled, Northern Star Navigation	Might be helpful for starting the fire, or as entertainment or toilet paper. But since the book's directions could only be used at night, it would be dangerous as a navigation aid. North star navigation in the arctic cannot be relied upon. The star is so high in the sky, direction is difficult to determine.

ITEM AND RANK	RATIONALE
15. A large bottle of water purification tablets	The water in this area is as fresh and pure as any in the world. The bottle, however, could be used for something. Generally speaking, pond water is likely to be slightly safer than river water.

SCHEDULES

THE FORUM CORPORATION

INFLUENCE MANAGEMENT

THE FORUM CORPORATION

The Forum specializes in management, sales, and organizational improvement education programs for business, industry, and government. The programs are pragmatic in content and application and advanced in design and knowledge. Forum's professionals have in-depth experience and are contemporary and responsive in their approach.

Forum's programs are intensive, participative, exciting, and most important, performance related. The advanced instructional techniques and designs create the desire and ability for the participant to apply his/her new skills.

Forum currently has offices in the following locations:

<ins>Corporate Headquarters</ins>

84 State Street
Boston, Massachusetts 02109
(617) 523-7300

<ins>Other Offices</ins>

105 West Adams Street
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237 Lancaster Avenue
Room 210
Devon, Pennsylvania 19333
(215) 687-3733

1750 Montgomery Street
San Francisco, California 94111
(415) 391-4997

441 Lexington Avenue
Room 1105
New York, New York 10017
(212) 687-4930

21031 Ventura Boulevard
Suite 403
Woodland Hills, California 91364
(213) 999-6565

3 Parkway Center
Room 111
Pittsburgh, Pennsylvania 15220
(412) 921-1113

INFLUENCE MANAGEMENT

Day One Schedule

8:30	Introduction and Problem Inventory
10:00	Coffee Break

Analyzing Influence Management

10:15	Case Preparation and Discussion: Eagle Aircraft, Inc. (A)
11:15	Group Discussion: Eagle Aircraft, Inc. (A) Addendum
11:45	Discussion and Integrator Exercise: Influence Practices Feedback, Part I
12:00	Lunch

Planning

1:00	Group Discussion and Integrator Exercise: Influence Practices Feedback, Part II
1:45	Case Preparation and Discussion: Magnum Hotels, Inc. (A)
2:30	Coffee Break
2:45	Group Discussion: Magnum Hotels (A) Addendum and Magnum Hotels, Inc. (B)
3:30	Individual Exercise: The Forum Role Guide
4:15	Integrator Exercise: Planning for Improvement
5:15	Day Ends

INFLUENCE MANAGEMENT

Day Two Schedule

Conflict

8:30	Group Discussion and Integrator Exercise: Influence Practices Feedback, Part III
9:15	Introduction to Small-Group Exercise: Eagle Aircraft, Inc. (B)
9:30	Coffee Break
9:45	Preparation for Small-Group Exercise: Eagle Aircraft, Inc. (B)
10:15	Small-Group Exercise: Eagle Aircraft, Inc. (B)
11:15	Group Discussion
11:45	Integrator Exercise: Planning for Improvement
12:00	Lunch

Support

1:00	Group Discussion and Integrator Exercise: Influence Practices Feedback, Part IV
1:45	Introduction to Role-Play Exercise: Eagle Aircraft, Inc. (C)
2:15	Coffee Break
2:30	Role-Play Exercise: Eagle Aircraft, Inc. (C)
4:30	Group Discussion of Role-Play Exercise
5:15	Integrator Exercise: Influence Practices Feedback, Part V and Planning for Improvement
5:30	Day Ends

INFLUENCE MANAGEMENT

Day Three Schedule

Systems

8:30	Presentation and Discussion: Magnum Hotels, Inc. (C)
9:15	Small-Group Exercise: Influence Systems
10:00	Coffee Break
10:15	Small-Group Presentations and Discussion

Application Planning

11:00	Group Discussion: The Influence Maze
12:15	Lunch
1:15	Individual Exercise: Final Planning for Improvement
2:15	Coffee Break
2:30	Trio-Group Exercise: Trying Out Your Plans for Improvement
4:00	Individual Exercise: Commitment to Plans for Improvement
4:15	Program Summary
4:30	Day Ends

Management Development Standard Seminars

THE FORUM CORPORATION

TITLE	WHO SHOULD ATTEND	LEARNING FOCUS	CONTENT	LENGTH	LICENSE
The Exceptional Manager	Managers who have had little or no recent management training: • new managers • experienced managers with no formal management training • experienced managers who need a refresher • recent graduates with no practical management training	Assessment of management skills and identification of areas for improvement; application of new knowledge and techniques; development of an individual plan for performance improvement.	Understanding the manager's job: planning, organizing, and taking action; establishing performance objectives; developing subordinates through coaching; decisions in management; application planning.	3 days	Yes
Exceptional Management Practices	Managers: • with at least three direct subordinates • who have previous training experience • who have been in their present position for at least 6 months	Assessment of effective management practices; receipt of feedback on current use of management practices; identification of strengths and weaknesses; skill building for on-the-job application of management practices; establishment of a plan to improve in selected areas.	Analyzing management practices; coaching and counselling; performance appraisal; goal and task definition; team building; application planning.	3 days	Yes
Influence Management	Managers who must perform all or part of their job through people over whom they have no direct control, including people in: • staff departments • project management teams • product manager groups • matrix organizations	Assessment of what influence management is; receipt of personalized feedback on critical influence practices; identification of strengths and weaknesses; development of influence management skills; establishment of a personal plan for improvement of influence management skills.	Analyzing influence management; planning; conflict; support; systems; the influence maze; application planning.	3 days	Yes

Management Development Executive Programs

THE FORUM CORPORATION

TITLE	WHO SHOULD ATTEND	LEARNING FOCUS	CONTENT	LENGTH	LICENSE
Organizational Climate Workshop	Top-level managers, executives-single or multifunction	Assessment of actual climate and management practices; identification of strengths and areas for improvement; establishment of a climate management strategy and plan for improvement.	Understanding organizational climate and how it affects performance; understanding the impact of management practices on climate; analysis of actual climate and management practices as perceived by subordinates; development of specific plans to improve climate and to involve work group in improvement efforts.	3 days	Yes
Organization And Management Audit	Top-level managers, executives-single or multifunction	Assessment of actual climate and management practices; identification of strengths and areas for improvement; establishment of a climate management strategy and plan for improvement.	Survey of organizational units, using interviews and questionnaires; feedback of survey results to top management and key executives; development of performance improvement plans.	Survey 30 days Feedback conferences 1 to 3 days	Yes
Practices Research—Custom Programs	All management levels	Creation of management practices and competency model; assessment of effective management practices; receipt of feedback on current use of management practices; identification of strengths and weaknesses; skill building for on-the-job application of management practices; establishment of a plan to improve in selected areas.	Content tailored specially to those practices which distinguish successful managers in client organization.	Research phase 90 days Development phase 120 days Program length 3 to 6 days	Yes

Sales and Marketing Improvement Standard Seminars

THE FORUM CORPORATION

TITLE	WHO SHOULD ATTEND	LEARNING FOCUS	CONTENT	LENGTH	LICENSE
Exceptional Sales Performance	Salespeople and sales managers with direct account responsibility and with or without training in face-to-face selling.	Development of professional selling skills; identification of skill areas for improvement through actual feedback from customers; application of new knowledge through a detailed plan for increased sales and improved personal performance. Performance analysis workbook helps participants continue to apply skills and use tools acquired during program.	Analysis of the salesperson's job; time management; assessment of sales skills; development of creative sales strategies; motivational selling; account and territory planning; goal setting; sales planning.	3 days	Yes
Managing Exceptional Sales Performance	Sales managers and sales executives who manage people who have attended or will attend the Exceptional Sales Performance seminar.	Understanding of the skills, strategies, and sales tools learned in the Exceptional Sales Performance program; identification of problems salespeople may encounter in implementing plans for performance improvement; development of specific coaching strategies to assist sales managers in reinforcing Exceptional Sales Performance and in motivating their salespeople.	Analysis of the sales job; time management; creative sales strategies; motivational management; territory and account planning; effective coaching strategies; goal setting and planning for performance improvement; reinforcing and coaching using the specific concepts and tools in Exceptional Sales Performance.	3 days	Yes

Sales and Marketing Improvement Standard Seminars

THE FORUM CORPORATION

TITLE	WHO SHOULD ATTEND	LEARNING FOCUS	CONTENT	LENGTH	LICENSE
Exceptional Sales Performance Reinforcement Workshop	Salespeople and sales managers with direct account responsibility who have attended the Exceptional Sales Performance seminar.	Reinforces concepts and tools acquired in the Exceptional Sales Performance seminar; develops information gathering, questioning, and probing skills; generates measurement of sales improvement progress to date, new sales plans, and active management involvement in the sales improvement effort.	Analysis of performance progress; problem solving through territory analysis; determining account potential; development of a self-improvement plan.	1 day	Yes
Managing Key Accounts	Salespeople with at least 1 year of direct account responsibility.	Development of key account management skills; improves participants' ability to cement, protect, and expand relationships and sales in important existing accounts. Feedback report provides a picture of the participants' knowledge of their own and their customers' business and of their effectiveness in influencing customers' decision-making processes and support resources within their own organizations.	Understanding the key account relationships; assessment of critical key account skills and knowledge; knowing the customer's business; influencing the customer's organization; orchestrating internal resources; developing creative strategies for account growth; servicing for account penetration.	3 days	Yes

SEMINAR CRITIQUE

I. How would you rate this seminar?

High Low

2. Which unit was the most valuable?

3. Which unit was the least valuable?

4. Would you advise others in jobs similar to yours to attend this seminar?

5. How would you rate the instructor(s)?

Name ______________ High Low

Name ______________ High Low

6. Other comments:

ANALYZING INFLUENCE MANAGEMENT

THE FORUM
CORPORATION

EAGLE AIRCRAFT, INC. (A)

Bill Hahn, business manager for the turbo-powered twin-engine aircraft at Eagle Aircraft, Inc., crossed the parking lot and glanced at his watch. He frowned as he realized it was after 8:30 in the morning. He normally tried to reach the office by 7:30 or 8:00 because that seemed to be the only time to organize his day before everyone started descending on his office. Arriving this late, he wouldn't have any quiet time before the day got hectic.

He barely had time to get in the door and sit down at his desk before Jeb McGill, the marketing representative for Hahn's product line, stuck his head in.

"Morning, Bill," McGill smiled. "Hate to start you off this way—do you want the good news or the bad news first?" Without waiting for a reply, McGill settled himself into the other chair in the office. Hahn sat back in his chair and waited. In his 8 years at Eagle, he had become accustomed to hearing both kinds of news, usually the bad.

"Well," McGill launched in. "We've got a problem. Manufacturing has bumped the January production run of our turbo twins into mid-February to help Single Engines out on a big order."

Hahn leaned forward and slammed the file he was holding down on the desk. "Here we go again. I know other people get in a bind, but I'm tired of paying for their mistakes."

Eagle Aircraft, Inc.

Eagle Aircraft was formed to make light aircraft soon after the end of World War II. Jack Eagle, an ex-Army Air Force pilot, believed that civil aviation would grow rapidly in the postwar period, and he wanted to get involved from the beginning. He founded Eagle Aircraft with Charles Yost, a brilliant design engineer, and introduced the Model 80, a four-seater, single-engine, high-wing monoplane.

Eagle Aircraft struggled through the late 1940s and early 1950s in a market that did not grow as fast as expected. Competition was strong, and only well-managed companies with a solid product, such as the Model 80, were able to survive.

During the 1960s, Eagle Aircraft expanded its line of light aircraft to include twin-engine business models. In the late 1960s, the company introduced a turbine-powered, light twin-engine business plane that proved to be highly successful.

By the late 1970s, Eagle's product line included four piston-powered, single-engine aircraft; three piston-powered twin-engine aircraft; and two turbo-powered medium twin-engine aircraft used both for business and for commuter airline operations.

Since the early 1950s, the company had been organized into two divisions. The Standard Aircraft division handled the actual manufacturing and marketing of the aircraft that the company made, while the Special Operations division developed the prototypes for new models and worked with Engineering until the new aircraft was certified by the Federal Aviation Administration. Once the plane was certified, the drawings were released to the Standard Aircraft division, which then took charge of volume production of the model. In recent years, the Special Operations division had taken on a number of nonaircraft projects to employ unused resources as slacks occurred in the division.

The Reorganization

Until approximately 1 year before, both divisions of the company were organized functionally. (See Exhibit 1 for a partial organization chart of the Standard Aircraft division prior to the reorganization.) Then, Eagle Aircraft switched to a business group manager system, in which one individual—the business manager—was responsible for each "business," which in the case of the Standard Aircraft division was a product line.

The division had three business managers, responsible for the single-engine aircraft, the twin-engine prop aircraft, and the turbo-powered twin-engine aircraft product groups, respectively. At the same time, the company had retained functional groups for Manufacturing, Engineering, and Marketing, which were headed up by functional managers. The business manager had no direct authority over the functional departments; he or she called on them for the resources needed to run the product line successfully. Each of the three functional groups, in addition to a number of functional people in a traditional pyramid, included a representative to each of the three product lines. The three functional representatives, together with the business manager for a particular product line, constituted an informal business team. (See Exhibit 2 for the current organization of the Standard Aircraft division.)

Since new product development was not handled by the division, the business manager's main concerns were special applications, product modifications, and market acceptance of the product line. Each business manager had direct profit responsibility for his or her products and was charged by each functional group for the use of its resources.

Hahn had been with Eagle Aircraft for 8 years. With an MBA from the University of Illinois and 2 years in the Army behind him, he had picked Eagle because he thought the company was in a growing market—and, to some extent, because he himself was a frustrated student pilot who had never quite gotten his own license. He had done well as a sales representative and then as manager of Distributor Sales. When the company was reorganized, he had been appointed business manager of the Turbo Twins group.

The Bad News

Hahn brought his thoughts back to the present, as McGill explained the situation with Manufacturing. "Well, I'm sure you've got a memo on this yourself, but I had one this morning from George Lister. We have once again been had. As I started to say, they've shifted our January production run into mid-February to make room for an unexpected increase in a big order of singles. I marched right down to Lister's office, but he assures me that there is no other way to handle this run. I beat on the proverbial floor and said we would miss a couple of very important orders, but I had to admit that our sure misses weren't with clients as big as the one buying the singles."

"Well, I certainly hope that's the bad news," Hahn replied, restraining himself from going into Lister's office himself.

"Right. Well, the good news is that they will combine the mid-February run with our March one so that we'll have the March production early."

"Big deal," Hahn replied. As he and McGill went down to the coffee machine, Hahn felt himself overcome by a kind of fatigue that didn't make sense, given the hour. If what McGill said was true, he was bound to miss his January revenue target, and top management wouldn't be interested in hearing about Lister's "shenanigans." Hahn was pretty sure that was what they were. He suspected that Lister was trying to make up for slippage somewhere else. Hahn was pretty sure that Lister wouldn't hesitate to pick him as a candidate for any hardships that had to come out of a rescheduling.

He and Lister had never said more than hello until the reorganization, and then they had gradually drifted into a kind of guerrilla warfare. Hahn suspected the reason: as the manager of the most luxurious line of airplanes, he made the most demands in terms of responsiveness to the marketplace. Lister just wasn't used to taking orders from anyone.

Just after the reorganization, they had had a battle about how many colors of interior carpeting would be inventoried for his luxury models.

At the time, Lister had said, "Listen, inventory costs are skyrocketing—we can't go stockpiling the rainbow just for a couple of customers."

Hahn retorted, "Hey, anyone who pays over half a million dollars for a plane ought to have the color he wants without waiting 3 months for it."

In the end they had taken the dispute all the way to Rob Whittaker, vice president of the division. Since then, most of their disputes had gone the same way. With other functional managers, Hahn had tried to take a more aggressive stand, to avoid that kind of escalation. He didn't have much trouble with Mark Stein and his people in Marketing, since he had come out of the sales function himself. With Engineering, he just said to Andy Evans that if he was responsible for bottom-line profits and if he was the one absorbing Engineering's costs, then he would be the one to decide what tradeoffs were made. He had to admit that that stance seemed to be paying off with Engineering. He wished he could have done the same with Lister in Manufacturing.

What really made Hahn mad about this latest incident was that Frank Kirby, the manufacturing representative to the Turbo Twins line, hadn't said a word about it. Kirby was supposed to be a liaison, but in fact he was clearly in Lister's camp. Hahn made a note to talk to Kirby about what had happened.

The Landing Gear Meeting

Hahn barely had time for a little paperwork before his 9:30 meeting with McGill and Engineering to discuss the wing carry-through bulkhead in the cabin of the Model 120. At the meeting were Hahn, Susan Ronson, engineering representative for Turbo Twins, McGill, and several engineers familiar with the bulkhead design.

McGill started the meeting off by explaining that the bulkhead now protruded into the cabin area and restricted passenger movement and cabin layout. Several customers had complained about it, so Eagle needed to find a way to reduce the protrusion.

Pete Orsi, one of the engineers, instantly replied, "Well, this is an airplane, not the Queen Mary." Hahn knew the conversation would take its usual course. They were off and running.

"It's also a $750,000 machine," Hahn shot right back to Orsi, "and people like to stretch their legs out for that kind of money!" Orsi was fond of delivering one-liners. Hahn wasn't in the mood for them that morning.

"Look," Hahn said, turning his attention to Ronson. "Why is Engineering so negative about fixing this problem? We've brought it up before, and you'd think we were asking you to double the weight. We pay for your services. Aren't you looking for work these days?"

Ronson explained that the main objection to reducing the protrusion was, in fact, that it would add a certain amount of weight, since the wing carry-through would have to be built up underneath. It could easily cost Eagle its claim as the company with the fastest turbo twin on the market.

"But our market reputation is not your concern," Hahn replied. "Let me and Jeb take care of that."

"It may be your responsibility, but it's my problem when Jack Eagle wants to know why his engineering people can't be in the lead, the way they used to," Ronson said angrily.

Hahn realized that the meeting was getting out of hand, so he moved to close, saying, "Look, Susan, you know what we want. Why don't you come up with some possible changes and let me review them. I can get together with Jeb and then get back to you."

Ronson agreed, and the meeting broke up.

On his way back to his office, Hahn stopped by to see Kirby to find out what had happened on the shift of production priorities for January.

"Listen, Bill," Kirby said, after Hahn asked why Kirby hadn't told him about the scheduling shift. "I'm really in the middle here. I knew you needed that time, and I told Lister. But there wasn't much more I could do. You know as well as I do that where I live is here in Manufacturing. Lister's the one who does my performance appraisal—not you—and besides, he said he would tell you himself."

"Frank, you knew what your job involved when you joined the business team," Hahn replied. "I don't care what Lister says, your job is to keep me informed. If I'd known what he had in mind, I could have complained further. You know how much harder it is to change things after the fact."

Kirby insisted that he'd only followed orders from Lister, and Hahn finally dropped the matter. Maybe Kirby just wasn't the person for the manufacturing representative's job.

The Business Manager's Job

Leaving the manufacturing area, Hahn thought back to the day that he had accepted the business manager's job. He had met with Whittaker, the division's vice president, to make his acceptance official, and he had taken advantage of the opportunity to ask Whittaker what he saw as the relationship between the business managers, the functional managers, and the functional representatives who were assigned to each product line.

"Frankly, Bill," Whittaker had started out, "this is a new kind of thing for us, and I think we want to feel our way carefully. In 2 weeks, you'll know more about working in this kind of organization than I do, so I'm pretty much going to let you operate the way you think best. But my suggestion would be not to set any hard and fast rules—let people pretty much feel out their roles."

Looking back, Hahn had to smile. The "feeling out" period seemed unending—nobody knew what role to play, and there was a lot of confusion.

Airborne Systems, Inc.

Hahn spent most of the rest of the afternoon reviewing a proposal for navigation equipment that he had received from Airborne Systems, Inc. A few weeks before he had heard about their new, smaller radio/navigation package, which nevertheless offered all of the features that a fast turbo twin needed. He had written directly to the manufacturer and asked for information. Airborne shot back an engineering proposal to install their new units in his product line, and the proposal looked pretty good. Airborne's installation would also probably be cheaper than one done in-house, since Airborne would, of course, absorb part of the installation costs as a marketing expense.

He knew that Evans, the manager of Engineering, would protest loudly when he found out. "But what am I supposed to do—turn down a good offer that would improve the line and save me money, just to please some in-house people?" Hahn said to himself. His philosophy in these situations was to go ahead and then deal with the problems later.

Performance Review

On the way home, Hahn's thoughts turned to his performance review, which was coming up with Whittaker in less than a month. His numbers were all right—they weren't great, but they would do. What he was counting on was that other business managers' numbers were less satisfactory. Hahn thought his strong suit was singleness of purpose. Whittaker had once told Hahn that he should focus on the product's well-being and not worry about anything else. Hahn thought he was doing just that. He knew the market, and he knew his product. On the other hand, he knew he would never be the most popular person. He felt that he spent a lot of his time handing down judgments. "Well, that was true when I was a sales manager, too. Maybe it is just a part of being a manager," he thought. He was curious to see how the review would go.

Exhibit 1

PARTIAL ORGANIZATION CHART—EAGLE AIRCRAFT, INC.
PRIOR TO REORGANIZATION

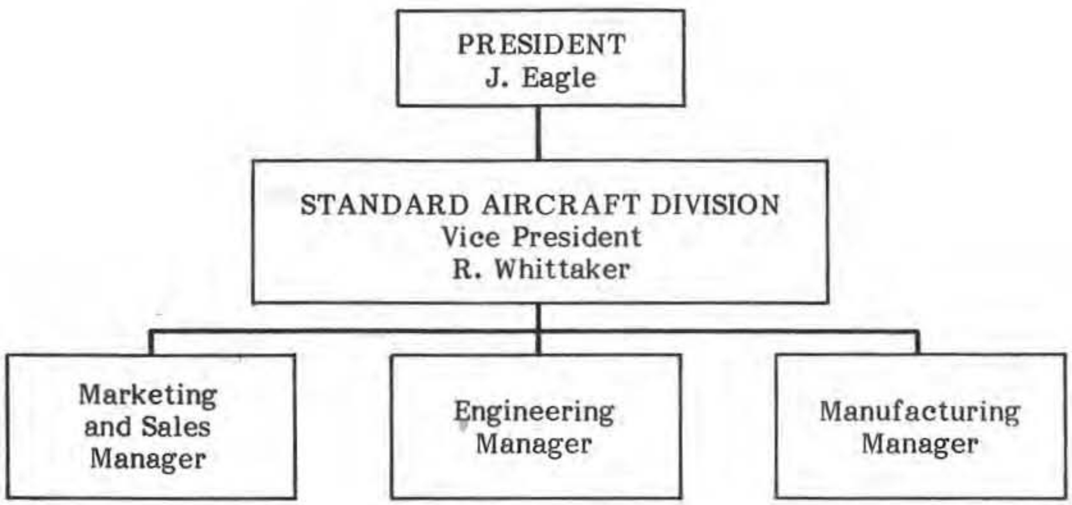
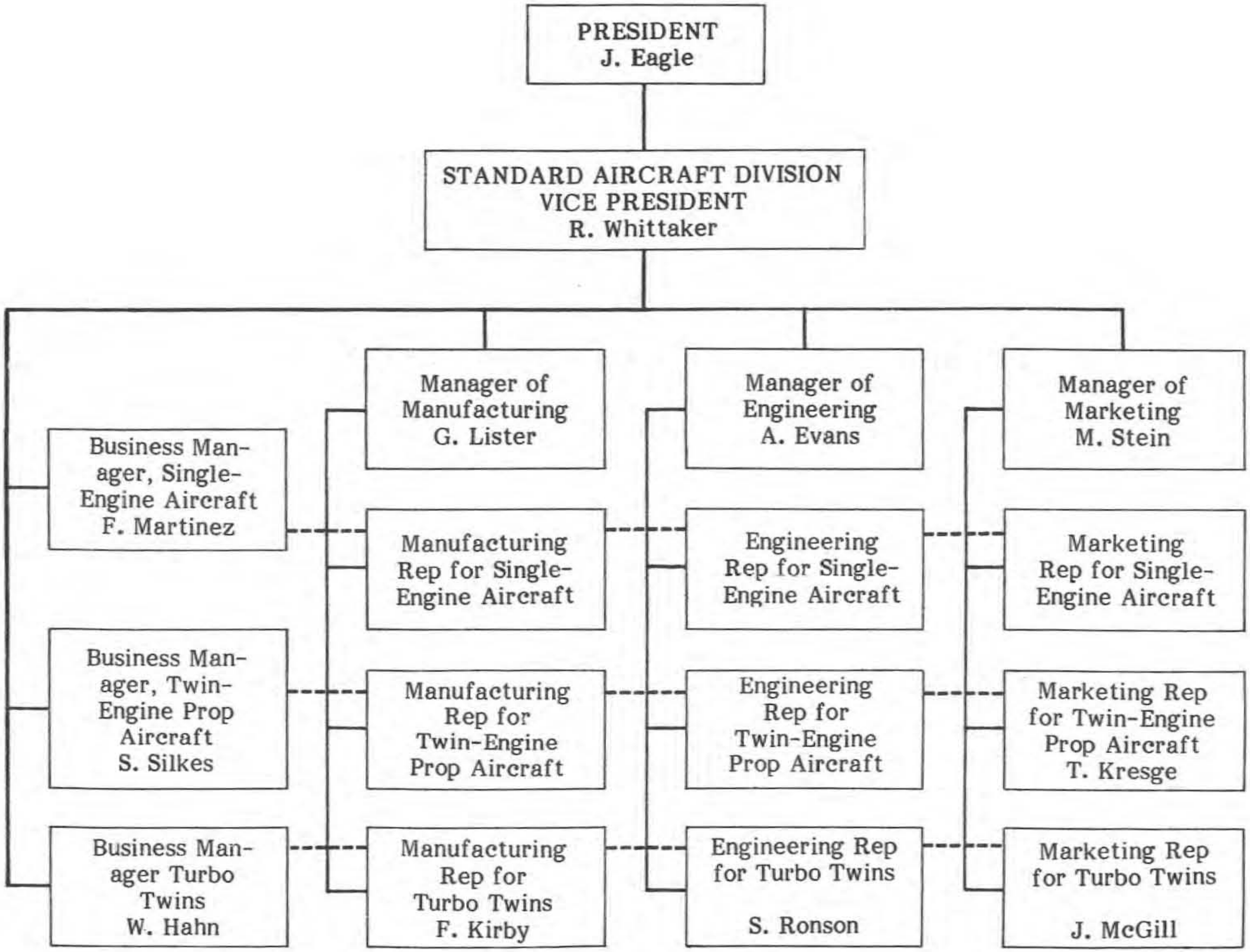


Exhibit 2

PARTIAL ORGANIZATION CHART AFTER REORGANIZATION—EAGLE AIRCRAFT, INC.



② Situation – players in his product line are not working to common goals.

why – no goals set by upper management.
Mgmt Style – no direction, narrow, . . .

③ What should he do

- establish relationships – use as opportunity to avoid in future
- make goals known
-

④ As Consultants.
Involve upper mgmt
Set goals
style.

PLEASE DO NOT PROCEED BEYOND THIS PAGE
UNTIL REQUESTED TO DO SO
BY THE SEMINAR LEADER.

① Strengths
Knows what he wants
personally involved
Customer orientation
Knows product.

Weakness
- Singular view, not best for company
  engineering, inventory
- Brute force approach
- not sympathetic to others concerns
- makes matters we/they
- takes action, offends, solve problems later.
- Destructive competition
- assumes worst motives.
-

EAGLE AIRCRAFT, INC. (A)

Addendum

About a month after the problem with Lister over the rescheduling of the January production run, Hahn had his scheduled performance review with Whittaker. Whittaker did not seem too disappointed with Hahn's numbers, although he indicated that he hoped the second year in the new structure would bring the business managers closer to their goals.

Then he turned the subject to the "people" aspects of Hahn's performance. He indicated that, while he understood that the job was new, he had the feeling that Hahn was not approaching it in quite the way Whittaker had hoped. The two talked for several hours. Whittaker mentioned several incidents involving conflicts that he felt were symptoms of a failure in Hahn, as well as the other business managers, to create the kind of unified team that Whittaker had hoped to see. He then announced that he had enrolled Hahn, the other two product managers, and a number of the people with whom they worked in a seminar. The seminar would, among other things, provide them with feedback about how well they were using certain management practices important in their jobs.

Hahn wasn't quite sure what the seminar would involve. A few weeks later he received a packet of questionnaires, which he was instructed to pass out to a group of his peers and superiors, as well as to subordinates.

Hahn was a little dubious about going into the seminar, which took place in early November. When he returned, he felt more positive about the training. He described his reactions to the feedback to his wife.

"I tell you, Karen, it was quite an experience, really seeing what people had to say about you. But I have to admit it was helpful to me in two ways. First, I wasn't even aware that some of these practices were important in my job. So the seminar gave me a better idea of what I was supposed to be doing and why. Then the feedback report actually pinpointed for me which of the practices I was strong in and which needed a lot of work. With that information, I felt I could concentrate my efforts where I knew they were most needed.

"Don't get me wrong," he continued, showing her the report. "I don't think all these practices are equally important. But by thinking about each practice, I was able to decide how important I felt it was in my own job. Then, by looking at my score for that practice and these importance ratings, I could decide how bad things were. Combining all the data, I could decide which practices to make my priorities. There sure were plenty of weak ones to choose from. But I also came away with an idea of my strengths and a lot of new ideas for how to go about improving things." (See Exhibit 1 for a copy of Hahn's report.)

His wife smiled as she leafed through the report. "I could have told you some of these things," she said. "I guess you can't separate the person from the manager."

"Well, I'll tell you one thing," Hahn replied. "This is more feedback than I've gotten in my 8 years in business. Now I've got to get down to doing something about it."

Exhibit 1

INFLUENCE PRACTICES FEEDBACK REPORT

INFLUENCE PRACTICES FEEDBACK REPORT

PREPARED BY

THE FORUM CORPORATION, BOSTON, MASSACHUSETTS

William Hahn
Standard Aircraft Division
Eagle Aircraft, Inc.
Kansas City, MO

This Influence Practices Feedback report is a key tool for you to use in trying to improve the way in which you work with others. The process of using feedback as a basis for learning and changing is critical to professional growth. This report is designed to help you develop both an understanding of your current way of interacting with others and a specific action plan for improvement.

The report reflects the collective views of people with whom you work, drawn from the questionnaires that they completed about you, as well as your own responses to the questionnaire you completed on yourself. Some parts of the feedback will probably please you and give you a great deal of satisfaction; other parts will be less satisfying and may even surprise you. While there is a natural tendency to reject the negative data, doing so can eliminate some of the most useful feedback. Therefore, before disregarding any feedback, listen carefully to what it has to say.

The Influence Practices Feedback report provides you with a considerable amount of information. However, your final priorities for improvement will depend not only on this report but also on your own evaluation of the needs of your work group and of the areas that can realistically be improved.

The report is organized into five parts. Part I provides you with your average application level for each of the following three clusters: Planning, Conflict, and Support. Parts II through IV provide specific application levels for practices in each of the three clusters together with data concerning the importance your associates assigned to each practice. Part V summarizes your and your associates' perceptions of the eight influence management practices most important on the job.

To help you use this feedback most effectively, The Forum Corporation has grouped the influence management practices into subclusters as well as clusters. The Planning cluster contains two subclusters: Establishing Direction and Reinforcing Commitment. Conflict contains three subclusters: Ensuring Information Sharing, Utilizing Status, and Making Decisions. Support contains two subclusters: Building Confidence and Demonstrating Open-mindedness.

The Forum Corporation is committed to the confidentiality of individual questionnaire responses and feedback reports. The integrity of this system as an individualized learning tool depends on the confidentiality of the data collection and feedback process. This is your personal report; except for the instructor, you alone will see it.

PART I. SUMMARY PROFILE

The three clusters into which the practices have been divided are listed in the left-hand column below. In the middle column is your average application level, expressed as a percentile from 0 to 100, for all of the practices in that cluster, as indicated by the questionnaires others filled out on you. (The application level is the level at which others perceive that you apply a particular practice or group of practices.) The right-hand column shows the average application level that you gave yourself for the practices in that cluster. The data on this page are meant to provide you with an overview of your relative strength or weakness in each cluster. Application levels for individual practices in each cluster are provided in the following parts of this report; they will allow you to analyze the data in more detail.

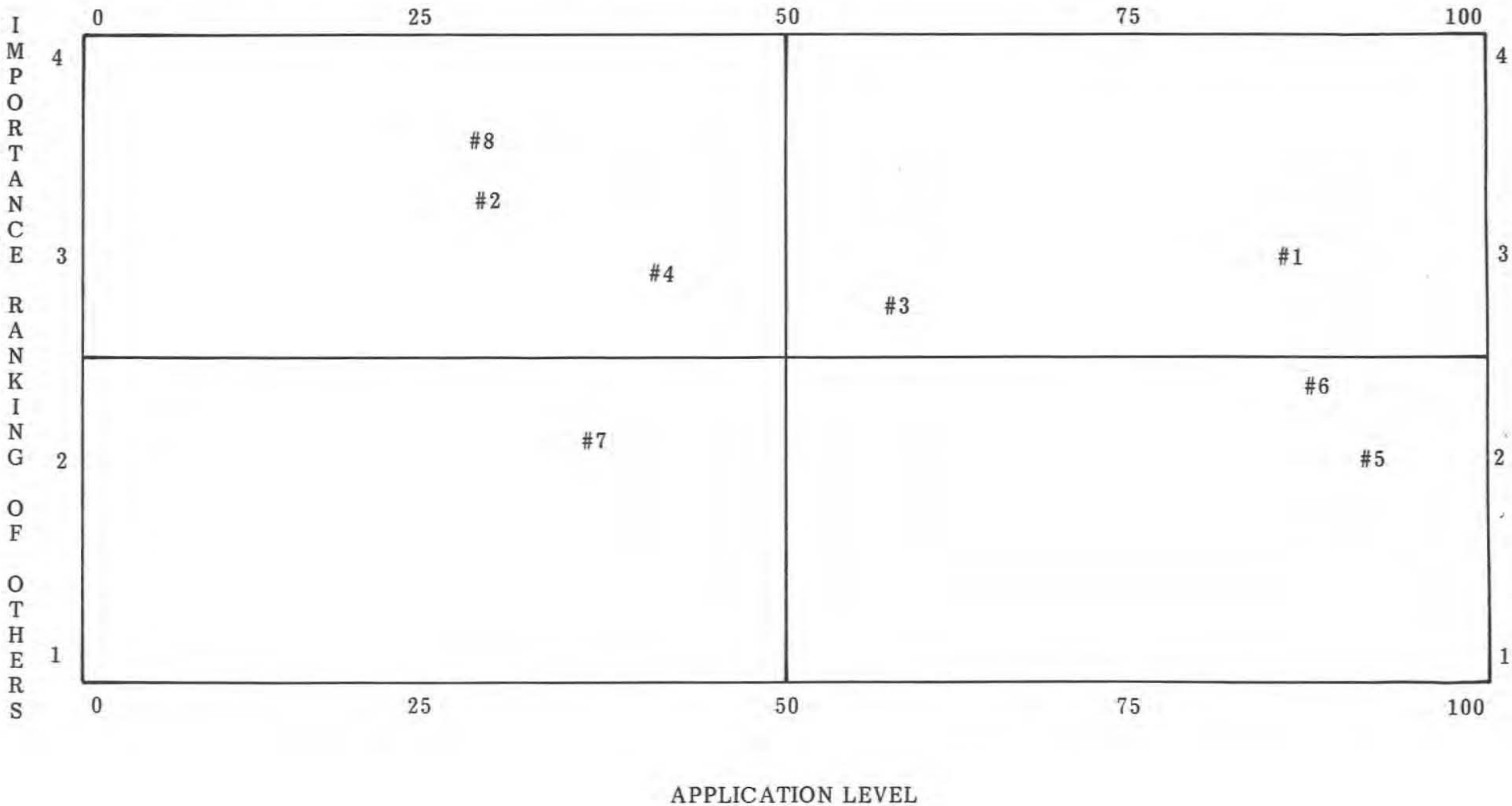
	Application Level	
Cluster	Average Response of Others	Your Own Response
Planning	58	72
Conflict	25	46
Support	33	36

The data here and on the following pages are based on the responses from your own questionnaire and on the responses from five questionnaires completed by others.

The eight practices in the Planning cluster are grouped into two subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

Practice	Application Level
Establishing Direction	
1. Making sure the role each person will play in accomplishing a task is clear.	86
2. Understanding which decisions can be made alone and which decisions need to involve others.	32
3. Striving to set team or group goals as well as individual goals.	58
4. Recognizing the value of bringing together people with different opinions.	36
Reinforcing Commitment	
5. Personally emphasizing and demonstrating goal commitment and persistence in achieving goals.	89
6. Being consistent in communicating priorities.	88
7. Insisting that group members make every effort to solve joint problems among themselves before taking them to higher management.	42
8. Treating with an open mind requests to change plans and goals when circumstances seem to warrant change.	31

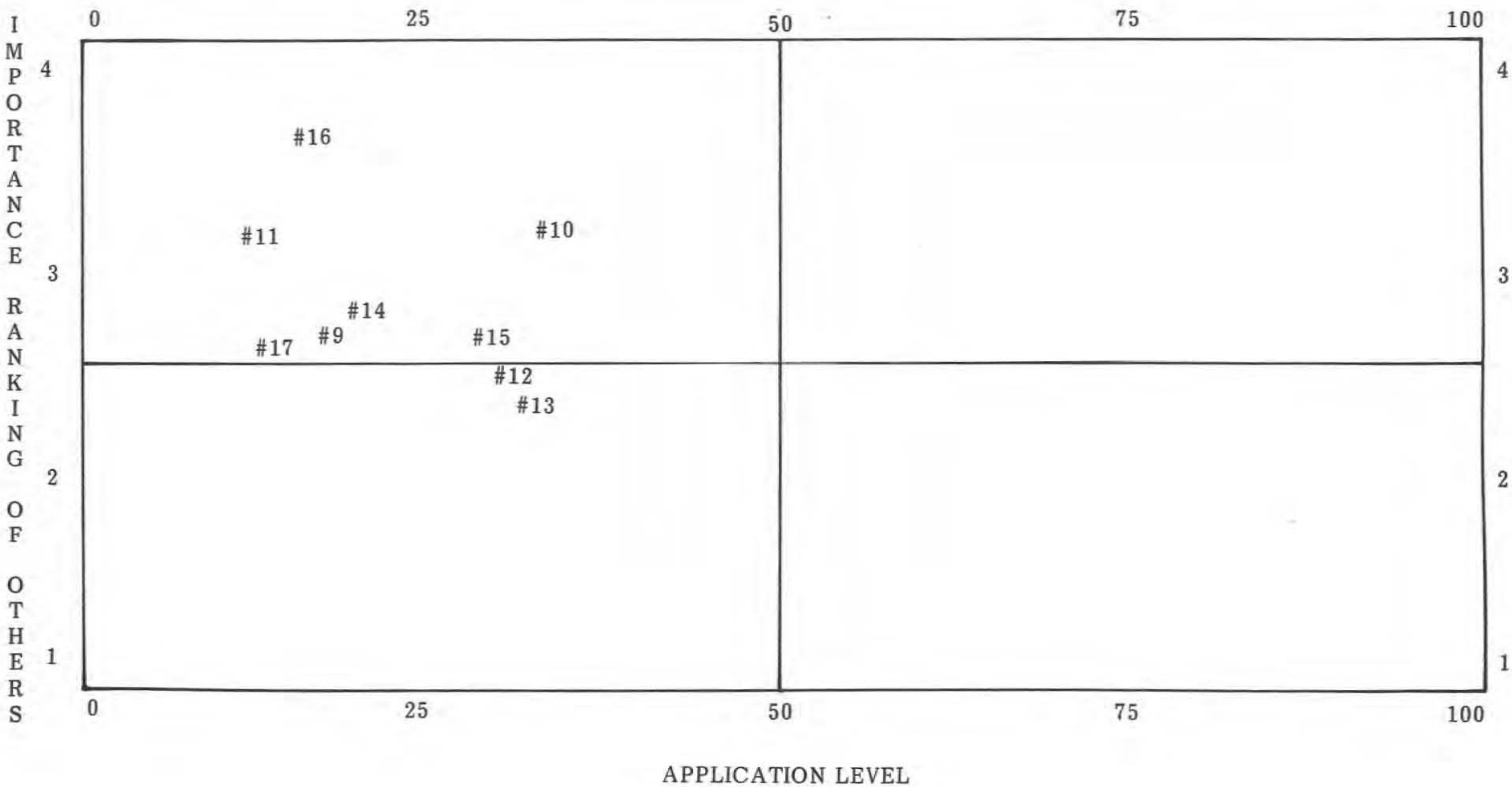
This page contains a graphic display of your scores for practices in the Planning cluster, plotted on both a horizontal and a vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you determine improvement priorities based on both the application level and the relative importance of the practice.



The nine practices in the Conflict cluster are grouped into three subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

Practice	Application Level
Ensuring Information Sharing	
9. Encouraging others who are reluctant to express or defend their opinions to do so.	22
10. Encouraging the open airing of problems and differences of opinion.	31
11. Responding in a nondefensive manner when others disagree with one's views.	18
Utilizing Status	
12. Trying to influence others through knowledge and competence rather than through official status.	28
13. Being willing to share one's power in the interest of the overall organizational goal.	36
Making Decisions	
14. In conflict situations, looking for points of reconciliation of views rather than differences.	23
15. Encouraging decisions based on logic and the weight of evidence rather than other considerations.	30
16. Encouraging the reaching of decisions through a blending of ideas rather than through force.	21
17. Seeking creative ways to resolve conflicts.	20

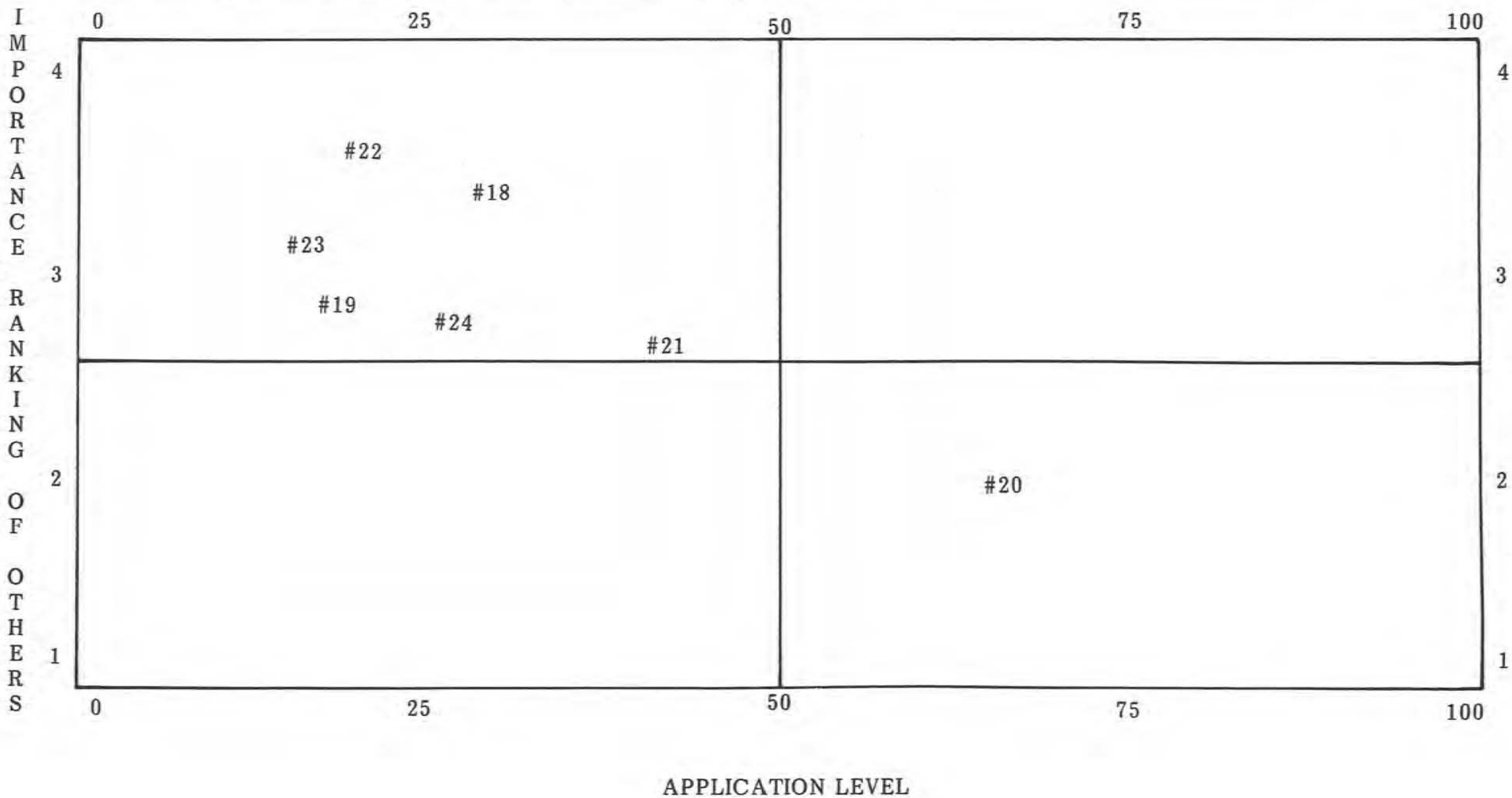
This page contains a graphic display of your scores for practices in the Conflict cluster, plotted on both a horizontal and a vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you determine improvement priorities based on both the application level and the relative importance of the practice.



The seven practices in the Support cluster are grouped into two subclusters below. The application level for each practice is a percentile score based on the average of the responses of the people who completed questionnaires on you.

Practice	Application Level
Building Confidence	
18. Behaving in a way that leads others to trust one.	30
19. Being supportive and helpful to others as they perform their jobs.	22
20. Expecting others to find and correct their own errors rather than correcting errors and solving problems for them.	68
21. Encouraging innovation and calculated risk taking in others.	43
Demonstrating Open-mindedness	
22. Considering the views of others according to the logic of those views, rather than according to personal preferences.	21
23. Considering the opinions of others open-mindedly before evaluating the opinions.	19
24. Evaluating the views of others according to their knowledge and competence, rather than according to their position in the organization.	27

This page contains a graphic display of your scores for practices in the Support cluster, plotted on both a horizontal and a vertical axis. The horizontal axis represents the application level for that practice; the vertical axis represents the importance ranking your associates assigned each practice. Your associates were asked to rank each practice according to its relative importance to them in working with you, on a scale from 1 to 4, with 1 representing neutral and 4 representing critical. This graph places each practice in a specific quadrant, to help you determine improvement priorities based on both the application level and relative importance of the practice.



This section lists the eight influence management practices your associates considered most important in working with you; the importance ranking is derived from averaging your associates' responses for each practice, based on a scale from 1 to 4, with 4 representing critical and 1 representing neutral. This section also includes your own importance ranking, based on the same scale, together with a restatement of the application level for each practice. The following eight practices were culled from the list of 24 practices and rank-ordered; the most important practice appears first. (The rank order is expressed as a number in parentheses following each practice.) The specific practice number and the cluster the practice is grouped under are also included.

			Importance Ranking	
Practice (Rank-Order)	Practice Number and Cluster	Application Level	Average of Others	Yours
Encouraging the reaching of decisions through a blending of ideas rather than through force (1)	#16, Conflict	21	3.8	3
Considering the views of others according to the logic of those views, rather than according to personal preferences (2)	#22, Support	21	3.6	3
Treating with an open mind requests to change plans and goals when circumstances seem to warrant change (3)	#8, Planning	31	3.6	2
Understanding which decisions can be made alone and which decisions need to involve others (4)	#2, Planning	32	3.4	4
Behaving in a way that leads others to trust one (5)	#18, Support	30	3.4	2
Considering the opinions of others open-mindedly before evaluating the opinions (6)	#23, Support	19	3.2	3

			Importance Ranking	
Practice (Rank-Order)	Practice Number and Cluster	Application Level	Average of Others	Yours
Responding in a nondefensive manner when others disagree with one's views (7)	#11, Conflict	18	3.2	3
Encouraging the open airing of problems and differences of opinion (8)	#10, Conflict	31	3.0	2

A024

PLANNING

THE FORUM
CORPORATION

MAGNUM HOTELS, INC. (A)

"Ever since we became part of the Magnum chain, my job has been total confusion," said Mark Washburn to his wife one Monday evening. Washburn was director of Sales for the St. George Hotel in New Orleans. "It used to be that my boss Claude and I knew where we were going and how to get there; but now with this crazy dual-authority system where those headquarters guys in New York are trying to call the shots, I'm not sure who's in charge."

"Well, you said that working for two bosses sounded really confusing when you first heard about it," said his wife.

"And it sure is," replied Washburn.

"You ought to let me have a shot at it, Dad," said Washburn's oldest son. "After all, I've been living with two bosses all my life, and I get along fine with both of you."

The Merger

The St. George had been taken over by the Magnum Hotel chain 6 months earlier through an amicable merger initiated by the stockholders and management of the St. George. The survival of the large independent hotel had become more and more precarious, and the St. George stockholders and management wisely realized that merging with a strong, established chain was the only way to protect their investment. The Magnum chain appeared to be the most attractive partner, primarily because one of its basic operating philosophies was to allow each of its many properties to maintain its individuality. Thus, it was hoped that the St. George would be able to retain its traditional character and clientele while benefiting from the strength and worldwide appeal of a large, centralized chain.

As soon as the merger had been completed, Magnum's corporate management in New York began the process of absorbing the St. George management into the structure of the corporation and supplanting or supplementing the existing management systems with those of the Magnum chain. For example, the quarterly profit and loss statement was still prepared by the Accounting staff at the St. George, but the Accounting department at corporate headquarters kept track of the St. George's contribution to the Magnum chain and prepared reports on overall profitability.

The Organization of Magnum Hotels

Magnum Hotels began as a loose confederation of independent hotels, tied together only by name and reservation referrals. At first, corporate headquarters in New York maintained a laissez faire management policy. In 1953, Jules Magnum, the Chairman of the Board and founder of the chain, retired, and his son Howard took over. Unlike his father, Howard exercised strong central control. During the intervening years, Magnum's structure evolved from a loose confederation into a strongly centralized one. It now used strong dotted-line organization to coordinate corporate headquarters and hotel branch management, though formal recognition of this pattern had only recently begun to emerge in top management's thinking. (See Exhibit 1 for a partial organization chart of Magnum Hotels.)

The dual-authority organization of Magnum was very effective in dealing with two essential and yet seemingly disparate facets of the hospitality market. On one hand, many elements of the market were unique to the specific location of the property. Available tourist attractions and the city's convention facilities, local competition, local business clientele, and so on required a unique response by each hotel.

On the other hand, the power and efficiency inherent in centralized operation could provide significant benefits, such as chainwide advertising, a national computerized reservation system, consolidated purchasing, national tour booking, and servicing of national accounts.

The St. George Hotel

The St. George was situated on the outskirts of the French Quarter in New Orleans. Built in 1947, it was considered a showpiece of New Orleans and a landmark in postwar hotel design. Over the years, it had acquired a reputation and clientele that reflected quality and excellence of service. In 1974 the hotel was completely renovated and its rooms and meeting facilities totally modernized.

In the center of the hotel was the four-story Garden Court lobby, from which radiated many of the hotel's facilities. Both of the hotel's restaurants were accessible from this lobby, as were the florist shop, the boutique, the newsstand, airlines reservation desks, and two popular cocktail lounges. In addition, the first floor contained two ballrooms, the larger of which could seat 1,500.

During the remodeling, both ballrooms had been rewired to accommodate trade shows and displays of almost any type, and complete audiovisual and closed-circuit TV systems had been built in.

On the second and third floors, 16 conference and meeting rooms were flexibly arranged to provide facilities for groups from 20 to 350. Guest rooms were located on the fourth through sixteenth floors and numbered more than 800. The seventeenth floor housed several luxury suites and the hotel's nationally famous restaurant, the Riverboat Room.

Organization of the St. George: The St. George followed relatively traditional organizational lines. It was headed up by the general manager, Claude Jardine, who had been with the hotel for 20 years, and who had been general manager for the past 8 years. Reporting to him were the functional managers responsible for Sales, Food and Beverage, Rooms and Facilities, and Administration. (See Exhibit 2 for a partial organization chart of the St. George.) A very important function was Sales, which was responsible for filling the rooms, as well as selling the banquet and meeting facilities.

In turn, each of the major functional managers at the St. George operated under a strong dotted-line relationship back to the functional vice president at Magnum headquarters. Thus, Washburn reported directly to Jardine, but he also had a strong dotted-line relationship to Larry Klein, the vice president of Sales.

Clientele: The St. George's business typically came from a variety of sources. Conventions and travel package plans were the major source of large groups of guests, while business travelers were the biggest category of individual guests. Tourists were a steady and significant source of business, and at Mardi Gras they filled the hotel. The Superdome provided a major attraction as a convention site, and a major sporting event such as the Super Bowl drew thousands of people to New Orleans and the St. George.

Conventions: Conventions ranged in size from small local functions occupying a portion of the hotel to national meetings such as the one held by a major political party, which required the facilities of almost the entire city. Major conventions such as the American Medical Association or the American Legion were booked 5 to 6 years in advance and drew fierce competition nationwide. Local conventions such as the New Orleans Police Benevolent Association required different marketing techniques—the lead time was less, and they were easier to coordinate. Attractiveness and adequacy of facilities as well as price were major factors in the convention business.

Tours: Tours comprised groups of travelers who had some special interest and sought the benefits of group travel, such as price reductions in accommodations, food, and travel as well as complete itinerary planning and packaging. Tours were arranged by travel agents at both the local and national level and focused on a single site as well as on themes that included several sites. For example, a women's club from Cincinnati staying 3 days at the St. George was interested in Civil War history and visited not only New Orleans but also Atlanta, Savannah, and several battlefields, while the Super Bowl brought a group of 200 from Dallas for the weekend. As was true with the convention business, selling to these buyers involved contact with national tour operators as well as multitudes of individual travel agents across the country.

Individual Travelers: Business travelers represented a large portion of the St. George's clientele. Many booked reservations through the Magnum central reservation system, while others used travel agents or called the hotel directly. Where business people left the decision up to the company travel department, company personnel normally preferred to use a central system, dealing with a minimum number of hotels. Pleasure travelers booked individually as well as through travel agents.

The Current Situation

Washburn's frustration Monday evening had resulted from his experiences of the day. It seemed that all of the misunderstanding, frustration, and lack of direction that could be expected from an organizational change had come to a head in one day. He recalled the start of his morning meeting with the general manager, Claude Jardine.

"What do you mean, you are booking 300 rooms for the Garden Club of Ohio in the first week of June?" shouted Jardine in a burst of temper. "Do you know what the 20 percent tour discount will do to our average room rate? Don't you know that both Louisiana State and Tulane have graduations that week? We could fill the hotel with celebrating parents willing to spend far more than the Garden Club from Ohio!"

"Claude, I know, I know," soothed Washburn, only partially masking his own frustration. "One of the so-called benefits of being the only Magnum hotel in town is that we receive all Magnum tours that stop in New Orleans. Magnum policy states that all Magnum hotels must accept tours booked by New York into their cities. Overall," continued Washburn, "it makes my job easier, but that discount sure does hurt the profit picture. However, I know for a fact that New York couldn't book a single tour without at least 20 percent off."

"At those discounts, maybe it would be better if they didn't book any tours," muttered Jardine. "After all, I'm the one responsible for meeting the profit goals for this hotel."

Washburn left Jardine's office still rankled that the hotel would have to turn away lucrative business in June to satisfy the New York Sales office. Hoping to brighten his day, he dropped into the office of Hopkins, a bright, aggressive young assistant Convention Sales manager with a strong sales record.

"How are things, Frank?" asked Washburn.

"I don't know, Mark," responded Hopkins. "I'm still trying to find out what happened with the National Association of Manufacturers Southern Region Convention."

"What's the story?" asked Washburn.

"Well, I just found out that the New Orleans Sheraton picked up the NAM Southern Region Convention scheduled for this time next year, and New York is asking me why we didn't get it. I know why we didn't—it's because we didn't bid—but instead I said that I didn't know but would look into it."

"You've got to help me out," continued Hopkins. "My understanding of the Magnum procedures is that New York is responsible for soliciting the business of all national associations. I would have liked to try for the NAM business, but with the Southern Region headquarters in Miami, I figured my expense account for the trip would raise red flags in New York when it came up for approval—'trespassing on corporate territory,' you know. I dismissed the idea, and now New York is telling me it was my responsibility after all because the NAM operates with autonomous regions that make their own arrangements."

"I sympathize with you, Frank," Washburn replied. "It seems that around here you're wrong no matter what you do. Let me see if I can talk to Larry Klein in New York and straighten this out. We've lost this one piece of business. I'd hate to lose more like it."

Washburn talked to Klein in New York, with little success. Evidently, it was clear to Klein that the responsibility belonged to the St. George, and he even went so far as to express concern over Frank's competence.

With this conversation weighing on his mind, Washburn was relieved to receive an invitation to lunch from Jardine, who had evidently forgotten his anger of the morning. Lunch was a pleasant affair, and over dessert Jardine opened up the subject of possible promotions.

"You know that Ralph Bradley, your Convention Sales manager, is retiring soon," began Jardine, "and I think Frank Hopkins would be just the man to take over. I know you think highly of Frank; in fact, I recall that you recommended him yourself at one time. You know, with a person of Frank's ability and potential as your number-two person, you'll be even more ready to take over my job when I retire. I've been grooming you a long time, and I know you've been working hard at equipping yourself for general manager responsibilities."

Washburn was flattered by his boss's continuing confidence in his ability—the general managership of the St. George had always been a long-term goal. Of more immediate concern, however, was Hopkins. Washburn said, "I agree with your assessment, and the mix-up I mentioned this morning about the NAM contract has done nothing to diminish my high regard for Frank. Normally, I'd go ahead and make that promotion decision. But I know that corporate Sales in New York likes to become involved in all personnel decisions in the sales organization throughout the company—I've heard that business about how they feel with the large number of properties in the chain, that opportunities for advancement and growth should be considered from a total company viewpoint. But I still hate to leave Frank's future in their hands."

"I know, Mark," Jardine said. "I felt the same way when they took Bill Evans away from Landscaping and moved him to Denver."

Washburn wondered how corporate would view Hopkins after this morning, and he further wondered how corporate's decisions would affect not only Hopkins's career but also his own. He thought he knew where he wanted to go, but lately he was not so sure.

Returning to his office after lunch, Washburn resumed work on one of his most frustrating problems. For more than 4 months, both he and Jardine had been pursuing a special project to remodel a portion of the sixteenth floor. The luxury suites on the seventeenth floor were tightly booked the entire year, and the hotel had to turn down numerous additional requests for such accommodations. Both he and Jardine had proposed that half of the sixteenth floor be converted to luxury suites, which would also enjoy 85 to 90 percent occupancy and lucrative rates.

Magnum's top management had received the proposal and apparently had taken no action. Inquiries from Jardine and Washburn elicited such responses as "We're looking at it," "Facilities is reviewing the cost estimates," and the final blow, "Could you send us data for the past 5 years on the bookings of this type of suite as well as historical data concerning inquiries and lost business?"

"This kind of paperwork and approval hassle never occurred before," mused Washburn. "Claude and I did all the analysis we needed to justify this project, and now New York gets in the act and wants the figures their way. Claude is responsible for budgets, profits, and the like. Why shouldn't he make the final decision?"

Washburn continued gathering data to send to New York, hoping this time they would give the go-ahead. At 4 p.m., his secretary came in with the late afternoon mail, which included two letters from corporate Sales in New York. Washburn picked up the first one—Klein was forwarding a copy of a letter to the director of In-Flight Personnel at Trans American Airlines. The letter very persuasively described the advantages to TAA of a contract for a small but significant block of rooms at the St. George for a layover of TAA flight crews. The rates and conditions seemed favorable, and Washburn was pleased.

"At last, New York has done something for us," he thought.

On this high note, he picked up the second letter and began to read. It was a memo (see Exhibit 3).

Attached to this cover sheet was a complex system of categories of business such as Conventions (three types), Tours (four types), and so on, with specific target percentages for each.

Washburn carefully laid the memo on the top right-hand corner of his desk, picked up his briefcase, and left the office. Driving home across the Lake Pontchartrain Causeway, Washburn said to himself, "We have a problem."

Exhibit 1

MAGNUM HOTELS, INC., PARTIAL ORGANIZATION CHART

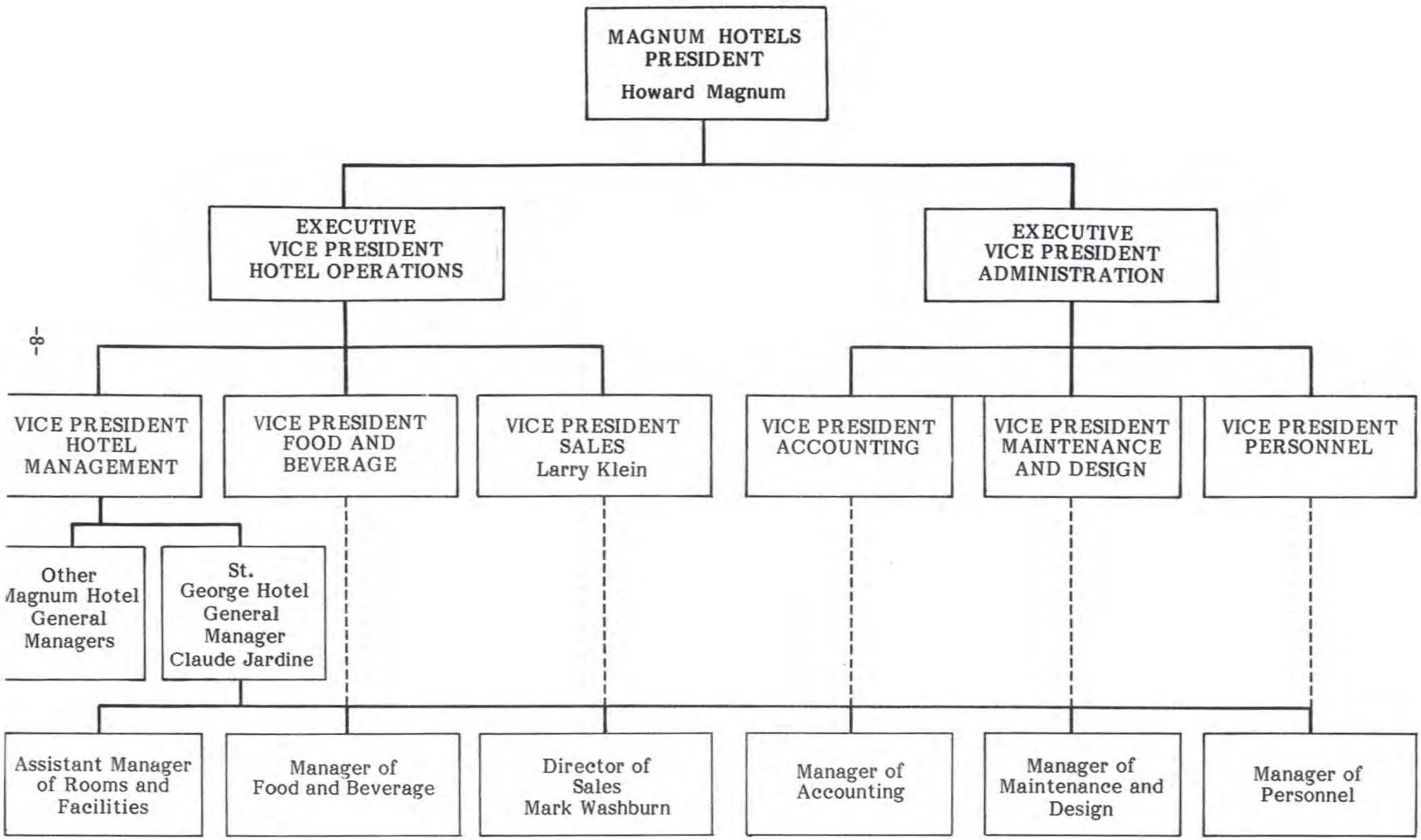


Exhibit 2

MAGNUM HOTELS, INC.

THE ST. GEORGE HOTEL

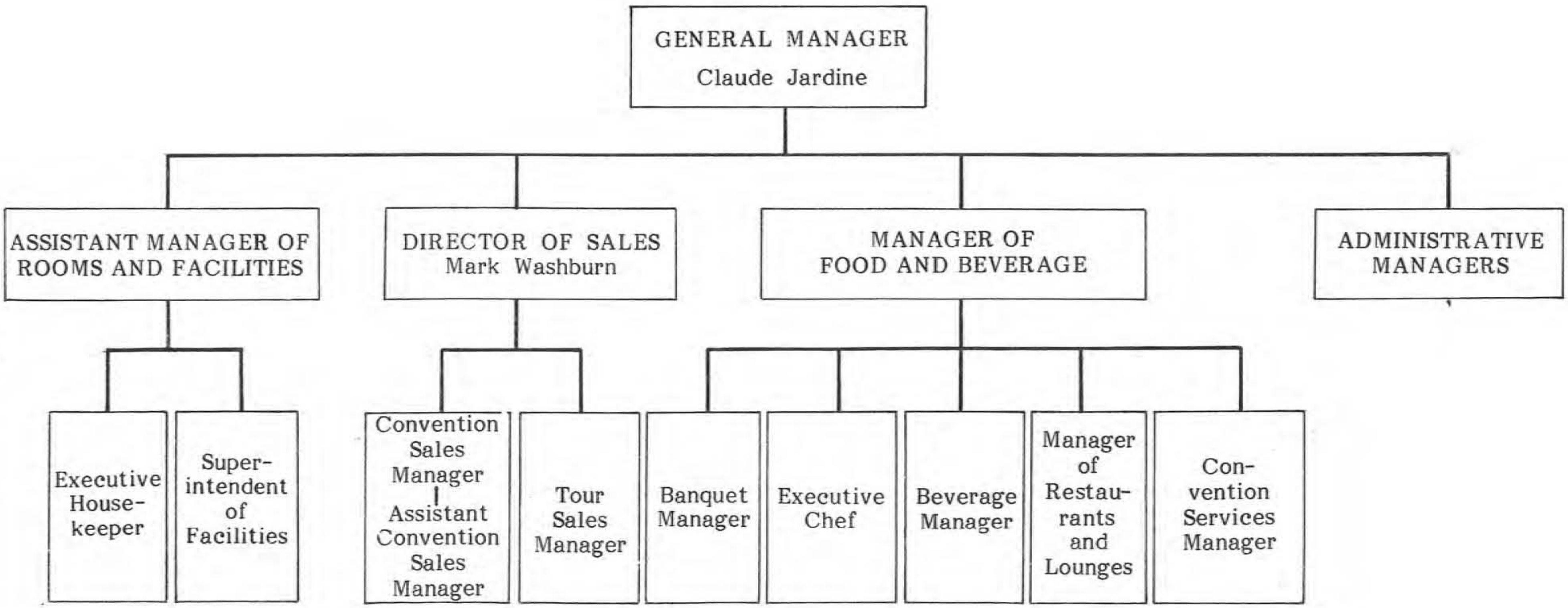


Exhibit 3

M E M O R A N D U M

To: The St. George, New Orleans

Attn: Mark Washburn, Director of Sales

From: Larry Klein, Vice President—Sales

Subject: Sales Goals by Category

The following guidelines will be used by the director of Sales of the St. George in developing the annual sales plan and sales goals. Deviations from these category targets by more than $\pm$ 5 percent should be justified in writing to this office.

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MAGNUM HOTELS, INC. (A)

Addendum

Since his graduation 7 years before from the Cornell School of Hotel Administration, Washburn had kept up contact with several faculty members. Dr. Friedkin, his professor of organizational behavior, had become a particularly valuable source of guidance, and Washburn decided to ask him about ways to overcome the confusion and frustration he was experiencing with Magnum's organization.

After a somewhat lengthy conversation, Friedkin pointed out that there seemed to be considerable misunderstanding about each manager's role, as well as a possible disparity between the goals of the St. George personnel and those of the Magnum Hotel organization.

When Washburn explained the dotted-line relationship between the St. George and corporate organization, Friedkin chuckled. "Mark," he said, "one of the most critical tasks in this kind of dual management is planning. Since lines of command are less clear than they are in a traditional organization, the need for clarity of goals and responsibility is far greater.

"Without a strong effort in planning when the dual-authority structure is established," continued Friedkin, "and without constant modification, managers can go in one of several directions. Some managers will take over the grey unassigned areas and tip the organization toward their point of view. Other times, neither manager grabs the ball, and the organization misses opportunities, simply because everyone thinks it's someone else's bailiwick."

"How do you keep that from happening?" asked Washburn.

"Well, I think you ought to take a good look at defining everyone's role very carefully," replied Friedkin.

The Role Guide

Friedkin then elaborated on the idea by explaining a simple process: development of the "Role Guide." "First, you choose an aspect of your work—say, a specific project or a goal you're working toward," he said, "one that you want to get more clarity on. On the left-hand side of a page, you list the important elements of work to be accomplished. Across the top of the page, you list all the people who will be involved in the project, whatever their relationship might be to each other. In the body of the chart, different notations are made describing the types of responsibility and authority, if any, that exist at each intersection."

Washburn sketched out a quick chart to satisfy himself that he understood the principle. (See Exhibit 1.) Next, he decided to see how the guide might help avoid the misunderstanding about conventions. He listed some of the tasks involved, then the managers he worked with most closely. After that, he attempted to assign primary and supportive responsibilities.

Washburn soon realized that the chart could be completed many ways and that the task was not at all simple. He was sure that Jardine and Klein would fill the chart out differently from the way he would. He also knew that his responsibility and authority codes were incomplete and that this task would be controversial. On the other hand, he could clearly see that such charts would be an invaluable tool in clarifying roles and functions in the Magnum/St. George organization.

After considerable study of the technique, Mark concluded that he had to do three things before he could come up with a fully developed chart for any area he chose to work on:

- list the individual tasks required in this area
- list the people he worked with in accomplishing these tasks
- determine the types of responsibility and authority each person had in relation to the task

After some effort, Washburn had made a very extensive and specific breakdown of the tasks involved in the convention sales effort on the left-hand side of the chart. He had to start over several times and it took him quite a while, but he felt he had succeeded in describing the tasks well.

His next step was to fill in the names of those people involved with task accomplishment. He listed them all in descending organizational hierarchy in the top row of the chart, from left to right. Then, from his own point of view, Washburn began to examine the responsibility that each person had with regard to each task. Friedkin had suggested that Washburn decide who had the primary responsibility for a task—that is, who was actually supposed to carry out the task. By definition, he knew that there could only be one person with primary responsibility. In the square under that person's name, opposite the task, he placed a circle. He next considered the people who were responsible for supporting the person actually doing the task. These were people who might be called on to help the person who had primary responsibility, or to do some part of the task for him or her. In the appropriate square he placed a triangle. In some cases, several individuals had supporting responsibility.

Now Washburn was ready to look at the question of authority—that is, who needed to approve decisions and when.

Washburn decided he could assign four kinds of authority to each task:

- V= Veto Authority: The person with the power to say no to a decision, even after it was made
- F= Final Authority: The person who actually makes the decision and whose decision would be final, unless affected by a veto
- R= Review Authority: The person(s) who would need to review the facts and provide input before the actual decision was made
- I= Information Authority: The person(s) who would only need to be informed of the decision after the fact

After 30 minutes of hard work, Washburn had completely assigned the responsibilities and authorities for the handling of conventions. Exhibit 2 shows the portion of the Role Guide that he completed.

Exhibit 1

EXAMPLE OF ROLE GUIDE

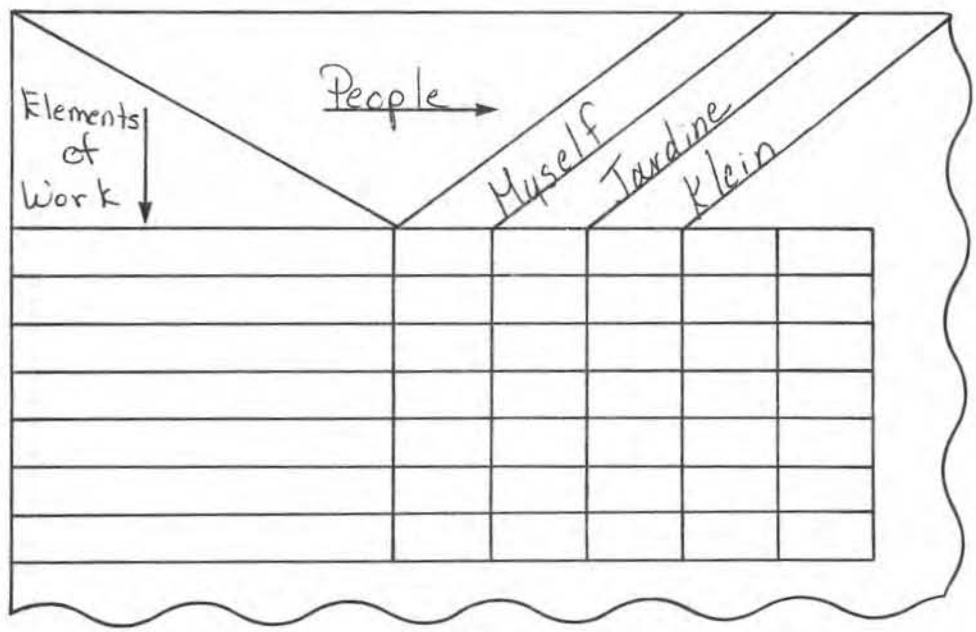

Exhibit 2

PARTIALLY COMPLETED ROLE GUIDE

	Larry Klein	Claude Jardine	Mark Washburn	Ralph Bradley	Frank Hopkins	Ass't. Mgr. Rooms & Fac	Food & Beverage Mgr.
Promoting Convention Business	Δ I	Δ R	F	Δ I	Δ I		
Contacting Convention Accounts							
a National Accounts	F		R	Δ R	Δ I		
b Local Accounts	I		Δ R	F	Δ I		
Drawing up Schedules/ Room Requirements							
Getting Schedule Approval/Confirmation							
Pricing Conventions							
a. National Accounts	R	V	Δ I	F	Δ I	Δ I	Δ I
b. Local Accounts	I	V	Δ I	F	Δ I	Δ I	Δ I
Soliciting Follow-up Business							

Responsibility Code

O = Primary responsibility
Δ = Supporting responsibility

Authority Code

V = Veto authority
F = Final authority
R = Review authority
I = Information authority

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MAGNUM HOTELS, INC. (B)

Once he had completed his Role Guide for selling conventions, Mark Washburn couldn't wait until he had a chance to show it to the others involved, especially Jardine and Klein. Since Klein was due to visit New Orleans in a couple of weeks, Washburn decided not to show the Role Guide to Jardine until everyone concerned could be assembled in one place—he hoped during Klein's visit. He was sure they would welcome the clarity the Role Guide was helping to establish as much as he did.

So, 2 weeks later, he and the individuals involved in convention selling gathered in a suite at the St. George, and Washburn gave them each a copy of the Role Guide he had completed. He explained briefly how it worked, then gave them a few minutes to review the guide.

"Say, this is terrific, Mark," said Ralph Bradley, the Convention Sales manager, as soon as he had looked over the Role Guide. "Wish I'd had this over the past 6 months. It would have saved a lot of misunderstandings."

Klein shifted in his chair and leaned back. "Yes, it certainly is interesting," he said. "But if I understand what you're saying here, I think it raises some serious issues."

Washburn was not encouraged by Klein's tone, but he asked eagerly, "What exactly are you referring to, Larry?"

"Well," Klein continued, "I certainly agree that these kinds of things should be clearly spelled out, and I applaud your effort. However, if I understand these symbols correctly, you're saying that I should simply 'review' the way you price convention accounts. It's pretty clear in my mind that pricing national accounts is a corporate concern. We have very specific guidelines for it, and you know what those are, so you can pretty well know what we'll do. It seems to me that you—or Ralph—should be the ones with the 'I', as you call it, and the people in my office, the ones with the 'F'."

"But that's the point," Washburn jumped in. "Since the guidelines are so clear, we ought to be able to do it ourselves. That way we will have a better idea of what is coming down the pike and what kinds of obligations have been made in our names."

"You know, I have to agree with that, Larry," Jardine said. "It makes sense to let us do it. But if I can just change the subject for a minute, I'm even more concerned by this circle under Mark's name for promotion of convention business. I presume that refers to advertising and speeches. Well, on local speeches and whatnot, I agree, Mark, that you're probably the one to handle them. But one of our big advantages in merging with Magnum was the opportunity to use its corporate resources—and funds—for advertising and national promotion."

Washburn was taken a little aback by all the different questions that were arising at once. He explained to Jardine that he had really been thinking of local advertising and speeches. He agreed that perhaps he should have included national promotion under a separate heading.

The conversation continued for another hour, focusing for some time on the question of who was in charge of pricing, then on the issue of the St. George being forced to accept low-profit business without any say about who received discounts or what the effect would be on overall profitability. At that point, Washburn said that he felt as though he had opened Pandora's box. There was silence in the room for several minutes.

Finally, Jardine spoke. "You're probably right, Mark. But I think having this discussion is a good move. These are problems, Larry, that have been on our minds for some time now, and they probably had to come out. If we can come to some agreement about these circles and triangles and so on, we may not all like the results, but at least we'll understand the rules."

Klein smiled. "Well, I'll certainly vote for something that makes operations run more smoothly between New York and New Orleans, but I feel very strongly about some things Mark seems to be saying in this guide."

Several others echoed Klein's concern with the way authority and responsibility had been assigned by Washburn. The group decided to reconvene that afternoon to talk about each task Washburn had listed, plus a few others Jardine suggested.

The afternoon session was a grueling one, with as much as an hour each being spent on a few key assignments of primary responsibility. In one instance, Klein insisted on retaining veto authority, despite the protests of almost everyone else present. By the end of the meeting, the group had reached agreement on all but a few issues and had agreed to negotiate further on these.

Washburn put Klein in a taxi, then walked back into the hotel with Jardine. He told Jardine that he was very surprised at the way people had attacked the Role Guide.

Jardine smiled. "I could see you were getting a little green around the edges at some points. But, believe me, from my point of view, those responses were the best part of the meeting. It seems to me that if everyone agreed with the way you filled the guide out in the first place, you probably wouldn't need to use the form at all."

"You may be right," Washburn replied. "I do feel that a lot was accomplished. But I still want to give some thought to ways in which I can improve the process I used to present the guide. It seems to me that I might be able to present it without being sniped at like that."

As Washburn went into his own office, he made a note on his calendar to work on and review the process and see what he could do differently.

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INDIVIDUAL EXERCISE

The Forum Role Guide

Overview

This exercise is designed to allow you to step back and look at a single project on which you are working or at one aspect of your job and to break it down into individual tasks. You are then asked to determine the role that you and each person with whom you work should play in accomplishing that task, from the viewpoint of both responsibility for doing the work and authority over decisions concerning the task.

Instructions

Following these instructions you will find a blank form, called the Forum Role Guide. Complete the form using the following six steps.

Step 1: Decide on the project or aspect of your job that you would like to analyze. On a separate sheet of paper, list the specific tasks that must be done to fulfill that area. For example, under making sales quotas, you might list the separate tasks as contacting clients, writing follow-up correspondence, and preparing estimates. Try to be as detailed as possible, but do not include routine clerical tasks. Remember to list only those tasks in which you will play some role, either by doing the work or making decisions about the task. Now, transfer your list to the Role Guide. This step may be a long and time-consuming process, but it will be invaluable to you in uncovering uncertainties or areas of possible conflict before they become problems.

Step 2: Across the top of the form, list all of the people who may be involved in tasks you have listed. If possible, list the people in approximate hierarchical order, starting with the highest-ranking people on the left. This will later help you to get an overview of the responsibilities and authorities in terms of hierarchy. Make this list of people as complete as possible. If you are not sure whether a person will be involved, include him or her. You can always remove the name if you decide the person is not involved. And in the meantime, you will not have forgotten to consider the role he or she plays or should play.

Step 3: Now, think carefully about the role each person should play in accomplishing a specific task. In assigning both responsibility and authority roles, assignments should be made:

- from your point of view, not as you think others might record them
- as you think that responsibility or authority should be assigned, not necessarily as it is assigned at this time

In assigning responsibilities, you will use two steps. First, determine which person actually has the primary responsibility for carrying out the task—that is, the person who is actually supposed to take action. In the square across from the task in question and under the person you have decided has primary responsibility, place a circle. There can only be one circle assigned to each task.

After you have assigned primary responsibility, think again about the task and decide which person(s) is responsible for supporting the person actually doing the task. This person might be called on to help the person with primary responsibility or to do some part of the task for him or her. In the appropriate square, place a triangle. There may be several individuals with supporting responsibility.

Step 4: You will now follow a similar process to assign codes to indicate the authority different people exercise over decisions involving particular tasks. Using the four letter codes that follow, fill in the appropriate letters for the different people involved with each task. You do not need to use all of the codes for any one task. However, you must assign an F for each task.

- V= Veto Authority: assign this symbol to the person with the power to say no to a decision, even after it is made. You can only assign this code to one person for any one task.
- F= Final Authority: assign this symbol to the person who actually makes the decision and whose decision will be final, unless affected by a veto. You can only assign this code to one person for any one task.
- R= Review Authority: assign this symbol to the person(s) who need to review the facts and provide input before the actual decision is made. You may assign this code to several people for the same task.
- I= Information Authority: assign this code to the person(s) who only need to be informed of the decision after the fact. You may assign this code to several people for the same task.

Step 5: Once you have filled in responsibility and authority codes for each task, review the results according to the guidelines in Exhibit 1. At this point, you may decide to make some changes—because some people are overloaded, patterns are emerging that will block decision making, or other patterns and trends are becoming apparent as you review the Role Guide. You may also make further changes as you study the guide at a later time. The Role Guide is meant to be a flexible, changing instrument, and the way in which you complete it should be open to change and evolution.

Step 6: In class, you will receive a packet of materials that will enable you to meet back on the job with the members of your work group and have them fill out similar Role Guides from their point of view. Once everyone in your work group has completed his or her Role Guide, you will be in a position to compare the perspectives of each member of the work group and to uncover differences and possible conflicts before they surface in a particular work situation. Detailed instructions for that process are included in the packet of materials. In working with the Role Guide, it is extremely important to carry out this final step. While your own analysis of how you work with others is invaluable, it will not achieve the desired objective unless you then use it to test your perceptions against those of others and unless you come away with a set of role definitions that all members of your work group have agreed on, which can then serve as a day-to-day guide in your interactions with others.

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Responsibility Code

○ = Primary responsibility
△ = Supporting responsibility

Authority Code

V = Veto authority
F = Final authority
R = Review authority
I = Information authority

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Exhibit 1

GUIDELINES FOR THE ROLE GUIDE

1. Each task must have a circle. No circle would indicate that, although many individuals are contributing, no one is really seeing that the work is done. Find out who should have the circle.

2. There must be only one circle for a task. If there is more than one circle, then two or more people think that they are responsible for the task, and there may be duplication of effort and resentment. Decide who should have the circle designation and make the rest into triangles.

3. An F must be assigned for each task. If no F were assigned, then everyone would be expecting to react to a decision made by someone else—and no one would actually make the decision.

4. The F should be in the circle. If the F is not inside the circle, it means that someone is responsible for doing the work but does not have the authority to make decisions concerning that task. It may mean that a manager who has kept the F is reluctant to delegate.

5. When someone is given a triangle for a task, that person should find out the exact nature and extent of the support that he or she is to give.

6. A triangle should normally contain a letter. That letter is usually an R and can be an I. It should not be an F, since the F should appear in the circle.

7. V's should be used very sparingly. A V means that a person specifically reserves the right to veto that particular decision. A V is not used to describe the ordinary right that any manager has to override his or her subordinates' decisions. You should try to include as few V's as possible on your Role Guide.

8. If one person has many circles, particularly for time-consuming tasks, see if you can trade some of them for triangles.

9. If one person has the circle and there are many triangles, the group may be in a situation where "too many cooks spoil the soup." You may want to decide whether some of the triangles shouldn't really just be authority codes of one kind or another.

10. If there is more than one V for a task, find out whether all of the V's are really necessary. Too many V's can be demoralizing and paralyzing to the person with the F authority. The reason there are so many V's may be because one of the V's should really be the F or because some of the V's should be R's or I's.

11. If there are too many R's for any one task, progress may be slowed down to a snail's pace while everyone reviews. Determine whether some of the R's can be changed to I's.

12. If there are many I's for most tasks, it may indicate that the organization is suffering from "memo-itis" and that people in the organization feel a need to track everything that happens. Try to cut down the number of I's.

A025

CONFLICT

THE FORUM
CORPORATION

EAGLE AIRCRAFT, INC. (B)

Small-Group Exercise

Introduction

This exercise is designed to provide you with an opportunity to:

- examine the management of conflict as it occurs in nontraditional structures

- practice the practices that are most applicable in conflict situations

- give and receive feedback on the behavior of each person in the conflict situation, and on the way in which different behavior might, in some cases, have been more effective

- look at how the way in which meetings are held influences the outcome of those meetings

Each person in the class will be assigned the role of one of three peer managers in the Special Operations division of Eagle Aircraft. In groups of three, the managers will conduct simulations of a meeting to determine how division resources are to be used. Each participant should make observations regarding the process of the meeting, to be discussed after the simulation. Participants should consider how each person's behavior contributes to or detracts from the process of finding a solution to the conflict and how the meeting could best have been conducted to ensure an optimum solution.

Instructions

Step 1: Read the Case (15 minutes)

Step 2: Pose General Questions (5 minutes)

Step 3: Receive Role Assignment

The seminar leader will assign each participant one of the three roles for the meeting simulation. Once you have received your specific role assignment, you will be asked to read material describing the situation of the manager you represent. The material to be read for each role assignment will be found on the following pages:

Carl Becker, manager of Prototype Programs	page 15
Jack Murphy, manager of Repair Programs	page 21
Brenda Haslam, manager of Precision Products	page 27

Step 4: Seminar Leader Briefs Role-Players (20 minutes)

Participants study their role assignments. The seminar leader will brief participants, who have been divided into three groups by role.

Step 5: Conduct the Meeting Simulation (45 minutes)

After the three groups have been briefed, you will report to the assigned meeting locations to complete the assignment with your group.

Step 6: Evaluate and Discuss Meeting (15 minutes)

When the meeting has ended, participants should remain in their small groups to discuss what happened, using the following guidelines:

- What happened that helped the group move toward a solution to the problem?
- What influence practices were used? What effect did they have?
- Was the group's problem-solving process enhanced or hindered by the behavior of each individual?
- Did certain managers emerge as "winners" or "losers," or did the solution meet the needs of all three managers?
- Did you feel that you took risks? If so, how did you feel personally about taking the risk?
- How did the individuals feel at the conclusion of the meeting? Why?

Step 7: Decide on Learning Points

Return to the classroom prepared to share with the class three major learning points that emerged from the exercise for your group. If you cannot mutually agree on three, one or more persons may add a minority opinion.

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EAGLE AIRCRAFT, INC. (B)

Vern Matson, vice president of the Special Operations division of Eagle Aircraft, sat in his office and pondered the wisdom of the assignment he had just made.

"I wonder if they can work it out successfully," he mused, "or are all three too hardheaded? Should I have thrown the ball entirely to them? Perhaps a solution from me would have been better.

"But then, if I handled it, I'd be expected to resolve all problems—both major and minor."

Matson was reviewing the problem that had been the subject of the morning's meeting. As part of the semiannual planning process of the division, Matson had requested a resource requirements projection from his managers of the three business areas within the division—Prototype Programs, Repair Programs, and Precision Products. (See Exhibit 1 for a partial organization chart of the division.) These projections were vital in the scheduling of resources and workload of the three functional departments—Tooling, Fabrication, and Assembly.

The requirements that had emerged from these projections, when added together, significantly exceeded the capabilities of the three functional departments during most of the 6-month planning period; in the remainder of the 6-month period, capabilities were underutilized. The three managers had presented strong business plans and back-up documentation for their requirements, based on demands from both internal and external clients. Since it was already the first of June, much of this demand would not be met and potential new business would be lost, unless some equitable solution could be developed.

Eagle was in a tight financial position, and Matson knew that he could not expand his personnel or equipment allocations without Board approval. He definitely wanted to do all that he could internally before approaching higher management. This was why Matson had called a meeting of the three managers and had laid the problem squarely on their shoulders. Matson requested that they conduct a meeting to develop specific recommendations to solve the problem. He hoped they could handle it.

Special Operations

Matson, an ex-Air Force captain who had run maintenance and repair operations during the war, had been with the company since 1950 as manager of Special Operations, or Model Shops, as it was first called. A few years later, he hired Carl Becker as a riveter; Becker quickly rose to shop superintendent, supervising the Tooling, Fabrication, and Assembly departments. Last year, both divisions of Eagle Aircraft were reorganized into business groups that drew from the resources of the functional groups in the division.

The Special Operations division then had three product or business groups. As new aircraft development was a highly cyclical business, widely fluctuating demands were placed on the resources of the division. During times of low production, the workers and the equipment were underutilized. To fill this gap, Matson had gradually developed two additional areas of activity that employed the unused capacity of the shops and that had brought in over $6 million the previous year: the aircraft repair business and the precision sheet metal products business. Eagle's top management saw both new businesses as essential to Eagle's more efficient use of resources and, therefore, to its overall profitability.

The Resources

All three business groups drew on the resources of the three functional groups—Tooling, Fabrication, and Assembly.

The Tooling department was responsible for manufacturing and supplying all of the special tools and equipment necessary to make the product. The products usually involved specially designed tools.

The Fabrication department, using the special tools and equipment provided by Tooling, was charged with actually converting raw material into parts of the final product, or into the entire product, if assembly was not required.

The Assembly department was in charge of assembling subassemblies and final assemblies, using the parts produced by the Fabrication department, to make up completed products.

Aircraft Repair

Jack Murphy, Assembly supervisor in the early sixties, developed the original idea for the repair business. He suggested to Matson that Eagle buy damaged or wrecked aircraft from insurance companies and rebuild them. If damaged aircraft were stockpiled in an unused hangar, repair work could be scheduled when manpower and equipment time were available. Matson accepted Murphy's proposal and assigned him the task of building this segment of the business.

Murphy was extremely successful in finding major repair business, and he integrated the resource needs of the repair section with those of prototype development. Aircraft repair drew the bulk of its required manpower from the Assembly section, plus some from Fabrication for replacement parts. The repair sector required little support from Tooling. Murphy discovered that, if necessary, he could draw parts from the Standard Aircraft division, depending on the availability of stock.

During the conflict in Southeast Asia, Eagle sold to the Air Force more than 200 of its Model 120, a single-engine aircraft, to be used for observation missions. As these aircraft sustained battle damage or required major overhaul, they were disassembled and returned to Eagle for repair. Murphy effectively responded to this increased demand and successfully scheduled his resource needs to coordinate with the new aircraft prototype and modification programs.

Murphy's present position in Special Operations was manager, Repair Programs. He supervised a staff of 11 administrators and program coordinators.

Precision Sheet Metal Products

Murphy's repair business utilized much of the Assembly manpower idled between new aircraft programs, but it required only a small portion of available Fabrication time and very little time from Tooling. These highly skilled toolmakers and equipment operators represented valuable resources that were underutilized.

Nearly 2 years ago, Matson decided that this resource utilization problem would be an excellent project for Brenda Haslam, a bright and aggressive management trainee who had been assigned to Special Operations for the last phase of a 6-month training rotation. Haslam had joined Eagle the previous year, after receiving her MBA in marketing from the University of Chicago. She had demonstrated great potential in previous assignments, and Matson felt she could handle the problem.

Matson had been correct in his judgment; Haslam handled the project extremely well. She quickly established Special Operations in the precision sheet metal fabrication business. Haslam aggressively solicited business from both local and regional computer and electronics manufacturers and contracted for the fabrication of their cabinets, racks, and chassis. Precision custom work and quick delivery were Eagle's selling points, and Haslam soon had a loyal clientele that turned to her for their precision sheet metal requirements.

Because Haslam was on the last of her rotational assignments, Matson was able to retain her permanently as manager of Precision Products. At present, she supervised a staff of four salespeople and eight administrative and clerical workers. Haslam drew predominantly on the resources of Tooling and Fabrication; her requirements integrated well with aircraft repair, so that there was full usage of the functional departments during times of low prototype activity.

Prototype Programs

Although both the Standard and the Special Operations divisions manufactured aircraft, the process was totally dissimilar, since Special Operations manufactured only the prototype for each model and Standard Aircraft produced hundreds of each model annually. When a new model or variation was designed, the prototype was hand-built by the Special Operations division, using skilled sheet metal workers with general-purpose tools and equipment. After certification, the product was released to the Standard Aircraft division, which was responsible for volume production of the model.

Carl Becker had personally supervised the construction of every new Eagle model since the first twin was developed. As the product line filled out and prototype programs became less frequent, Becker watched the mission of Eagle Aircraft change. For most of its organizational life, the company had been devoted solely to the design and production of airplanes. Now Murphy and Haslam were managing a business almost as large in annual volume as Becker's prototype and modification programs.

When Special Operations was reorganized into its present configuration (see Exhibit 1), Becker had resented losing direct control of the work force. Matson had spent considerable time explaining to Becker the concept of area or program managers and functional managers. He discussed the diversified mission of Special Operations. But Becker still preferred the old methods of direct control. At present, he supervised 14 manufacturing, engineering, and production control people. He now had to request resources from the Tooling, Fabrication, and Assembly departments. Becker would have found this new status hard to swallow, but because of his long-standing relationships with the functional managers, he knew they would take care of him.

Review of the Morning Meeting

Although the individual personalities and the company's history would complicate the solution, the issues were clear.

- Each manager had presented a sound business plan for the next 6 months, July to December. Together, the plans required far more resources in many of the monthly periods than were available.

- The activity projected by each manager during the next 6 months was not only profitable on its own, but was the basis for considerable new long-term business. Scheduling and completion dates were critical to all three managers.

- Additional investment in capital equipment or new manpower had been prohibited by higher management because of severe cash flow problems and an uncertain outlook for aircraft sales. Matson merely hoped for the approval of minimal justifiable overtime.

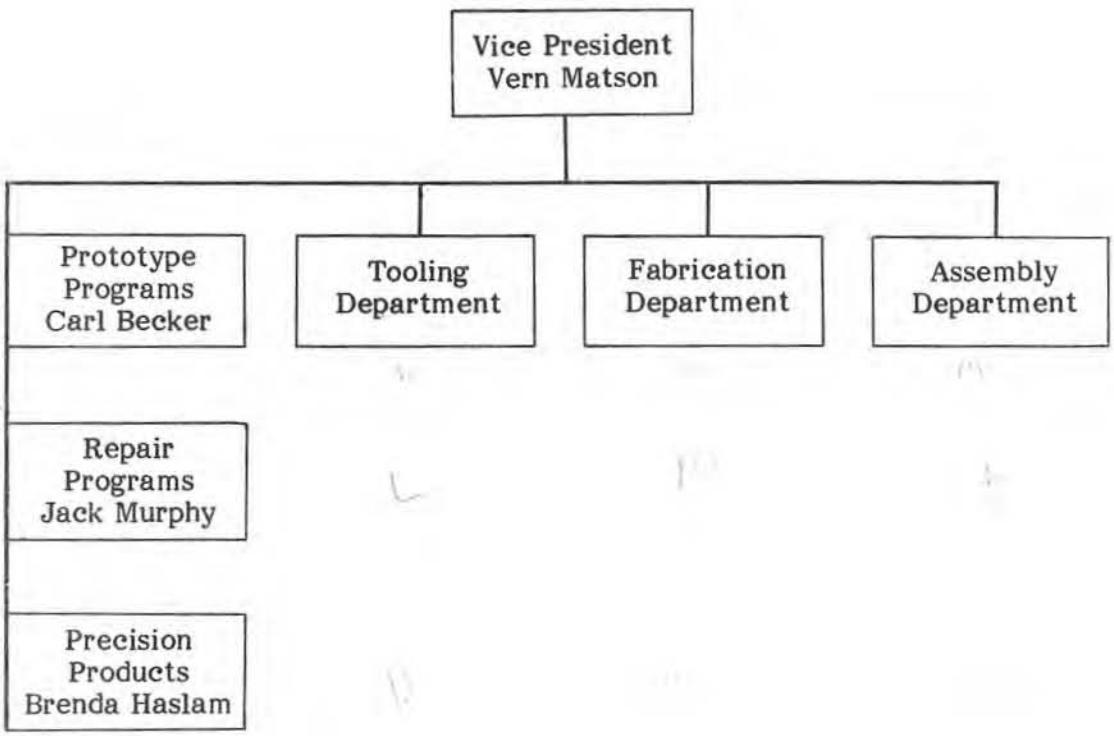
Matson had told the three managers, "I realize that each of you has valid reasons for your resource requests, and that each feels that his or her area is critical to the profitability of Eagle Aircraft.

"As your manager," he continued, "I could work out a compromise solution to your scheduling and requirements conflict, or I could ask you to work together to resolve the problem. I have chosen the latter course.

"Accordingly," he concluded, "I would like you to review your individual statements and then meet together without me to develop a composite schedule for each of the functional sections. To help you, I have translated your individual requirements into monthly percentages of available resources for each department. I hope this common focus will help you arrive at a solution."

Exhibit 1

SPECIAL OPERATIONS DIVISION
PARTIAL ORGANIZATION CHART



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EAGLE AIRCRAFT, INC. (1)

Carl Becker, Manager, Prototype Programs

You left the meeting with Matson feeling very disturbed. After 27 years with Eagle, you have to fight to get resources for the new aircraft area—the heart of the business.

Prototype's Requirements

You have based your requirements largely on a top-priority project coming from Marketing and Engineering. Since general aircraft sales have been down, Marketing has been studying special applications markets. After 6 months of analysis, the department has identified a significant group of applications with a similar requirement—a large cutout and trap door in the belly of the aircraft. If Eagle could modify one of its turboprop twins to such a configuration, the company would meet significant demand from aerial photography and survey corporations, as well as from a variety of companies needing air-drop capability. As you understand it, the Alaska pipeline operation would buy a number of the modified aircraft for infrared pipeline patrol and emergency resupply of isolated stations. However, those aircraft would have to enter production by early January in order to meet the customer's deadline. The pipeline alone represents a $4 million sale, plus another $1 million in spare parts. In addition, as the result of these modifications, the company could open up an entirely new market in survey, aerial photography, and resupply operations.

Engineering has received the go-ahead from the executive committee, and the new design is well underway. Engineering has promised some of the drawings by the first of July, with all drawings to be completed by September.

You know that considerable tooling would be required in the early stages of the program. New sheet metal frames, stiffeners, and related parts would require tools, such as form blocks, prior to fabrication. Assembly would require new jigs and fixtures from Tooling to create the new belly section.

As soon as tooling is available, Fabrication could make the required parts. Items such as machined fittings do not require tooling, and you have scheduled them directly through Fabrication in the first 3 months.

Assembly has always been a last-minute hassle, and rework of parts and tooling is inevitable. Delivery of a standard aircraft has been promised by the end of October, and you have scheduled Assembly to tear down the center belly section in early November. Assembly of the modified belly could then be completed in December.

You submitted your requirements in detail to Matson after considerable effort. Matson's rework of the submission (see Exhibit 1) made it obvious that your requirements took up a major portion of each functional area's resources. You see no problem with that, since aircraft manufacture is, after all, the main activity of the company. The other projects are fillers and, as such, have to be flexible in their scheduling.

After reviewing your requirements, you know that you cannot change the total amounts of time that you have requested. Grudgingly, you admit that you might slide some of your tooling requirements into later months. Engineering has always been slow in releasing drawings. But, you feel you have put a lot of analysis into your estimates of when you'll need to use Fabrication time, and you think those schedules are firm. You know that you might be pressured some to try to get a standard aircraft earlier, so that you could schedule the tearing apart of the standard model for an earlier date. However, that tactic would risk your losing your scheduled Fabrication time if the promised plane didn't arrive from the Manufacturing department of the Standard Aircraft division. With all the rescheduling done in Manufacturing, you aren't going to depend on any early delivery promises.

You did hear of one possibility when you talked the other day to George Lister, the Manufacturing manager in the Standard Aircraft division. You and Lister have been with the company a long time, and Lister mentioned that he thought some of the tooling that would be needed for the belly modification might exist in his shop if you wanted to take a look. The offer was tempting, but after some thought, you decided to forget the conversation. It was bad enough that you had to fight for resources from your own division. You certainly didn't feel like having to rummage through leftovers from someone else's shop. Besides, if you gave up any Tooling time now, and then couldn't use Lister's tooling, you'd never get the time back when you needed it.

You just don't want to risk the success of this project by playing games with your schedule. You know that the two cofounders, Eagle and Yost, are counting on you to deliver, just as they had when they built the first twin. In those days, you could call the shots in the shop. You wonder how you have allowed this situation to develop, where you have to compete with others for shop resources, especially when one of the managers isn't even in the aircraft business.

You aren't at all looking forward to the upcoming meeting with Haslam and Murphy.

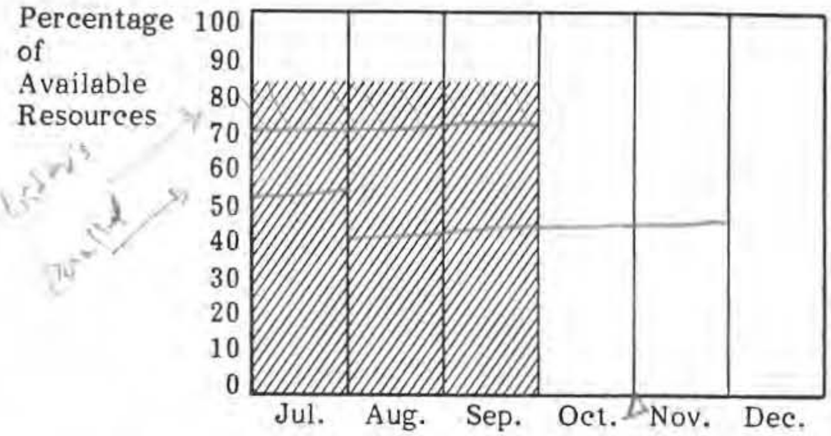
Important Note: Role-playing is not acting. In these instructions, we have attributed to the people in this case certain opinions and feelings that they might have in this particular situation. However, if these do not agree with the feelings and opinions you think you would have, you should respond as you would normally act, given the circumstances described.

Exhibit 1

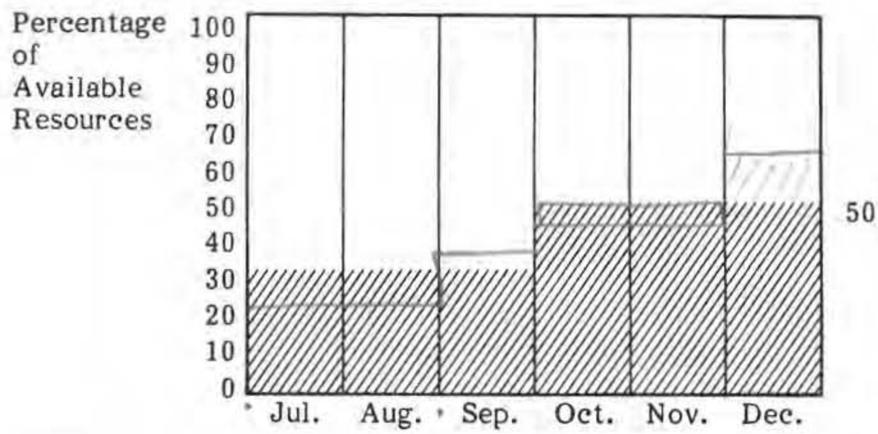
RESOURCE REQUIREMENTS OF PROTOTYPE PROGRAMS

(Expressed As a Percentage of Total Available Resources)

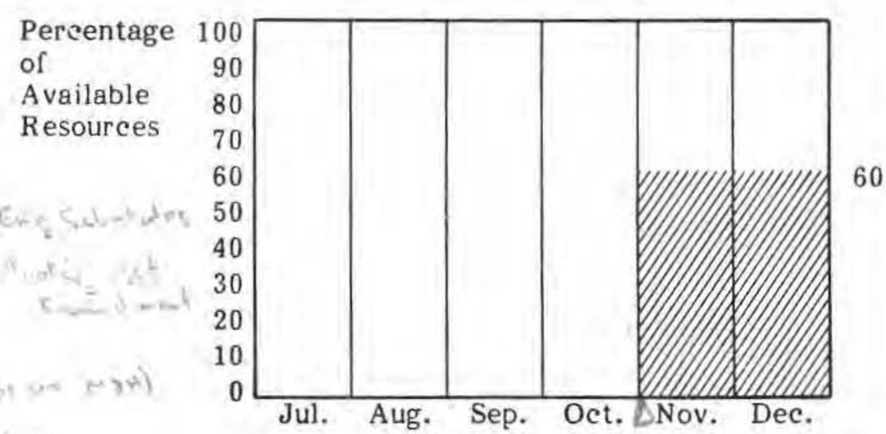
Tooling Department



Fabrication Department



Assembly Department



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EAGLE AIRCRAFT, INC. (2)

Jack Murphy, Manager of Repair Programs

When you left the meeting with Matson, you were feeling nervous. You have spent the past 12 years building a reputation with the Air Force for quality repair work at reasonable cost with on-time delivery. Now the biggest plum of your career is in jeopardy because resources are tight, and other managers have demands that conflict with yours.

Repair Requirements

You have based your requirements largely on an Air Force repair contract that you recently negotiated. The customer had requested the overhaul and refurbishing of 100 Model 120 aircraft that had been stockpiled for use by Civil Air Patrol and ROTC units. New aircraft procurement funds are not available through Congress, and these aircraft are scheduled to be an integral part of an upcoming training and recruiting drive planned for January.

The contract was for \$3.5 million with spares. You know that if you do a good job on this contract, there would certainly be follow-up work, and the Air Force would become more closely tied to Eagle's line of aircraft. Good performance could not help influencing the customer in Eagle's favor when new procurement funds become available through Congress.

You based your requirements on the completion of 17 aircraft a month from July through November and 15 aircraft in December. Since the configuration of the aircraft is standard, no new tooling is required. Tooling that would be required to fabricate replacement parts is kept in storage and could be set up quickly.

Matson took your figures and translated them into percentages of total available resources (see Exhibit 1). This presentation gave you a different perspective, since it showed the percentage of total resources requested by your one department.

You have scheduled Fabrication and Assembly time on a constant basis to even the workload. You have also found from experience that if you let your project requirements in a department drop completely, there is a danger that the people would get involved with another project and not pick yours up on time. You are pretty sure Brenda Haslam isn't aware of that fact—it pays to have experience. Nevertheless, you can see that your requirements, when integrated with the requirements of the other two managers, may be creating an overload in certain months.

You have given some thought to what you could do to even the load, without jeopardizing your resources when you need them. Since the aircraft are readily available from the Air Force, you might be able to schedule the disassembly and inspection work by Assembly for an earlier time. This would also give you a quick inventory of the replacement parts you'll need to get from Fabrication, and you could begin production on them right away. But working on many more aircraft in the early months would require more hangar space, and Eagle's space is all tightly scheduled. You have thought of getting the Air Force to rent you some hangar space at an underutilized air base about 11 miles from the city. However, the Air Force had early on expressed concern that repair was "only a sideline" for Eagle, and you're afraid that going begging for hangar space would only make Eagle's repair capacity, and you, look like a poor cousin. That is no way to start off an important contract, so you haven't mentioned the idea to anyone.

After reviewing your requirements, you realize some flexibility is possible in the scheduling, but that you have to obtain the total amount of resources you have requested.

You wonder whether the others will be flexible. Becker used to be your boss and might resent your rise to equal status. On the other hand, you really believe Repair has as much potential as Prototype in the long run.

Haslam, on the other hand, is a newcomer and isn't even in the aircraft business. Maybe she'll give in easily and modify her requirements. You are uncertain about how to approach the upcoming meeting with Becker and Haslam.

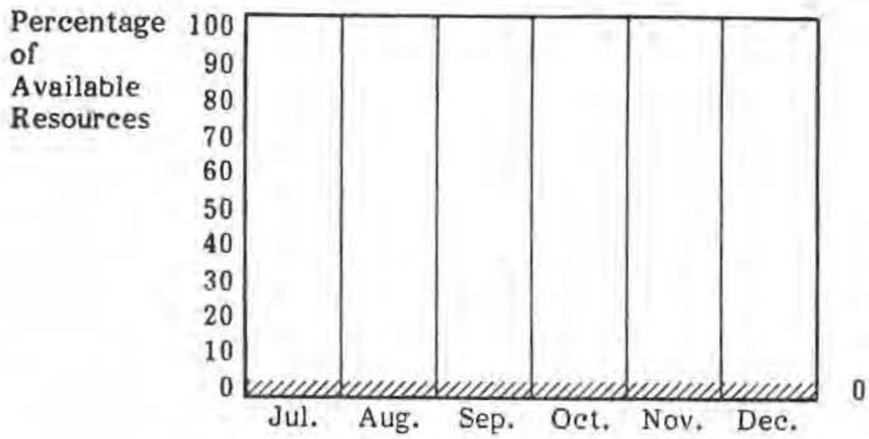
Important Note: Role-playing is not acting. In these instructions, we have attributed to the people in this case certain opinions and feelings that they might have in this particular situation. However, if these do not agree with the feelings and opinions you think you would have, you should <u>respond as you would normally act</u>, given the circumstances described.

Exhibit 1

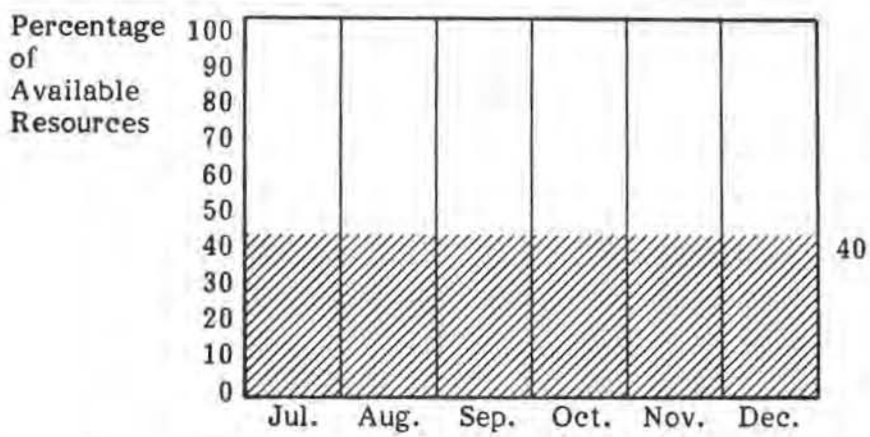
RESOURCE REQUIREMENTS OF REPAIR PROGRAMS

(Expressed As a Percentage of Total Available Resources)

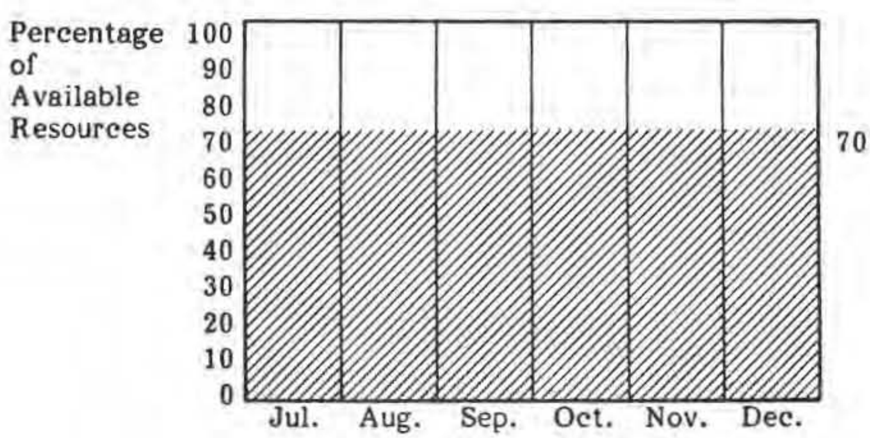
Tooling Department



Fabrication Department



Assembly Department



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EAGLE AIRCRAFT, INC. (3)

Brenda Haslam, Manager of Precision Products

"I guess the three of us have a problem," you thought to yourself as you left the meeting with Matson. You began reviewing your own resource requirements, wondering how to approach the meeting with the other two managers so that you could come away with all the resources you need.

Precision Products Requirements

During the past 2 years, you have been gradually expanding your client base and now do business with more than 65 companies. The majority of these customers are electronics and computer specialty houses that do not have, or want, the capability to produce their own cabinets, racks, and assorted hardware. Your annual volume has risen to $2 million, and your business had a higher gross margin of sales profits than the aircraft side of the business.

Your reputation for quality and on-time delivery has evidently spread throughout the region. About 2 months ago, Computronics, a large multimillion dollar electronics firm, invited you to bid on a $4.2 million order for cabinets and racks for a new line of minicomputers. Subcontracting this amount of work has become the practice of Computronics and other companies, as they concentrate their own resources and capital in the manufacture of electronic components and semiconductors.

Eagle won the bid, based primarily on its reputation for on-time delivery. Computronics has heavy commitments to demonstrate the new line at trade shows and distributors in January, and a stoppage in production at Eagle would not be tolerated. Success with this order would certainly lead to follow-up business, with both Computronics and similar customers.

Production scheduling of this order appears to be a relatively simple task. You have Computronic's drawings in hand, and you have scheduled some extensive tooling activity immediately. Following completion of tooling, you have scheduled fabrication of parts and, finally, the assembly of the finished products.

Matson has recast your original submission to show the percentage you are requesting of each department's total available resources (see Exhibit 1), and this new presentation highlighted an interesting fact.

You had scheduled a serial effort, finishing work in one department before going on to the next. Normally, you could make a concession by scheduling some of the work simultaneously—for example, starting fabrication or some subassembly prior to completion of segments of the work. It seemed logical to keep tooling requirements high in the early months, since you have the drawing specifications and tools needed to begin production anyway. But you are reluctant to do so because you understand from competitors that Computronics has been known to change its specs in midstream. That would cause enough trouble if some of the tooling were done, but if fabrication were started, the problem would be much worse. You have, of course, presented the specifications to others as being firm. Otherwise, they would question all your scheduling. If the specifications did change, you could ask for an extension, but the trade show dates rarely change. You don't want to query the client contact too many times about how firm these dates are.

One thing is certain—you do need the total amount of resources you have requested.

The meeting with Matson and the conflict over resources have caused you considerable concern. As an "outsider" to the aircraft fraternity, you are sensitive to the feelings of the old line managers. But you feel very strongly that diversification is key to Eagle's growth. You are aware of many companies that have set a precedent for similar diversification; Grumman Aircraft Corporation has, for example, been very successful in the aluminum canoe business. If the "outsider's" project were pushed aside now, it would set a dangerous pattern for future planning.

You realize that you cannot jeopardize your hard-won status in Special Operations or the contract with Computronics. You anticipate that Becker will consider your needs secondary and that Murphy will be likely to defend his own successful operation. You feel you have to represent your cause with equal vigor, as anything less would damage your position and the new business your area would bring in.

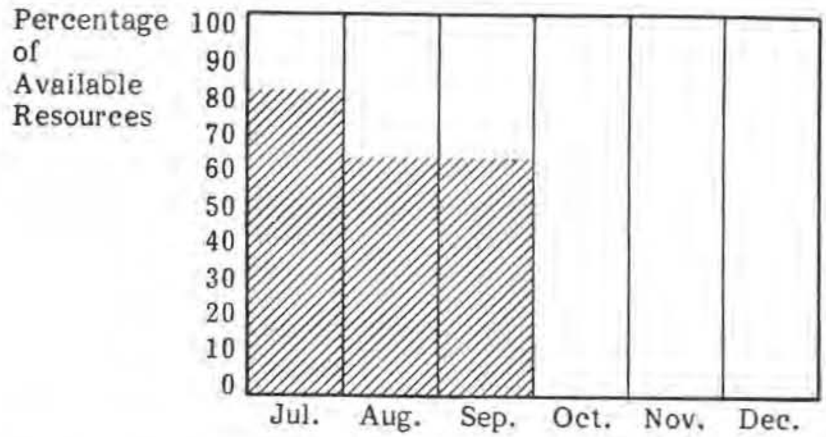
Important Note: Role-playing is not acting. In these instructions, we have attributed to the people in this case certain opinions and feelings that they might have in this particular situation. However, if these do not agree with the feelings and opinions you think you would have, you should respond as you would normally act, given the circumstances described.

Exhibit 1

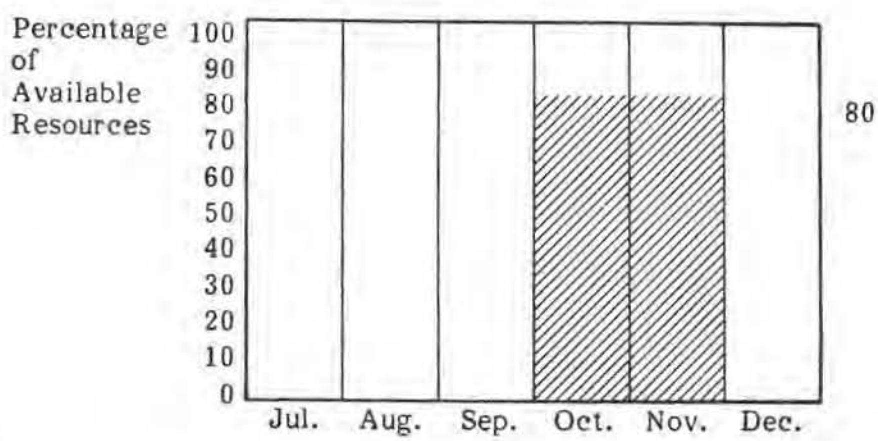
RESOURCE REQUIREMENTS OF PRECISION PRODUCTS

(Expressed As a Percentage of Total Available Resources)

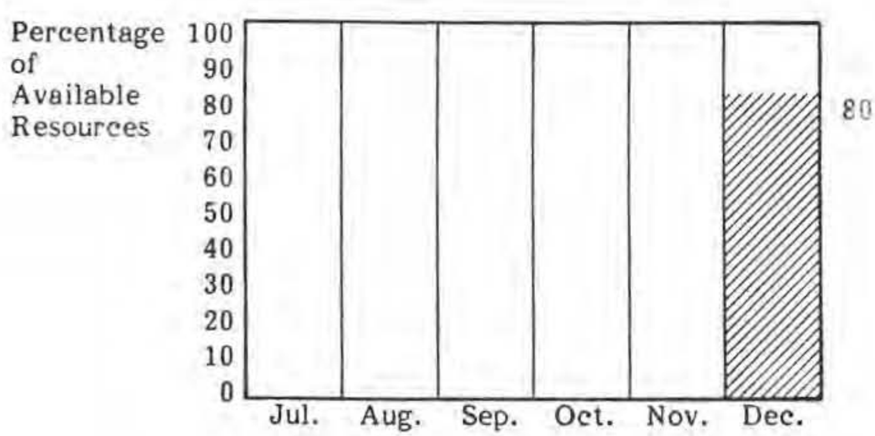
Tooling Department



Fabrication Department



Assembly Department



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SUPPORT

THE FORUM
CORPORATION

EAGLE AIRCRAFT, INC. (C)

Role-Play Instructions

Introduction

During this exercise, you and the other members of your team will be engaged in a series of role-plays designed to simulate the type of daily interaction you have with your coworkers, be they peers, subordinates, or your own manager(s). You and your team members will take the roles of a manager in an influence management setting and of coworkers who need to talk to him. Instructions for each role are provided on the following pages.

Directions

This exercise has been designed to accommodate 4-, 5-, or 6-person teams. Each team member will have the opportunity to play the role of the Marketing manager of Eagle Aircraft's Standard Aircraft division and one of his coworkers. Except in the 4-person team, each person will also play the role of observer. (The role of observer has been eliminated in the 4-person team because of the small size of the team.) The seminar instructor will establish the size and membership of your team.

The following directions apply regardless of the size of your team.

To prepare for the role-play:

- Read the "Eagle Aircraft, Inc. (C)" case, beginning on page 5.
- Turn to the appropriate assignment page for your team size.

4-person team	page 9
5-person team	page 10
6-person team	page 11

- List the participants' names alphabetically in the blanks on the left-hand side of the assignment page. Opposite your name you will find your role assignment for each round of role-plays. Note that you will always play the same coworker role when you are not playing Stein (the manager) or the observer. Example: Consider a 5-person team consisting of hypothetical role-players Andrews, Baker, Connelly, Davis, and Erickson. In the first round, Andrews will play Stein, Baker will play Kresge, Connelly will play Silkes, Davis will play Hahn, and Erickson will play the observer.

- Note the time allowed for each step of the role-play.

- Study your role briefly.

- When the person playing Stein has left the group, decide with your team members the order and the time at which you will each enter Stein's office; i.e., who will enter when. In doing so, be careful not to reveal to your coworkers any information about your role.

- Synchronize your watches.

To conduct the role-play:

- Make sure you are wearing your name tag, provided by the instructor, before you enter Stein's office.

- Meet with Stein.

- After you have met with him, complete a Reaction Form (located at the back of this book). Give it to the observer when the round is completed.

- At the end of each round, prepare for your next role assignment. Then, begin the next round.

To evaluate the role-play:

- After all rounds have been completed, reassemble as a team for a feedback discussion. At this time, you will receive the Reaction Forms that were filled out on you when you were Stein.

- Discuss your reactions to the behavior of your team members during the meetings, using examples where possible. For example, instead of saying, "I felt good (or badly)," expand the statement by explaining, "I felt this way when you said (did) such-and-such."

- Try to develop at least three insights from the role-play on the concept of "support" and the use of the Support practices.

Note: Role-playing is not acting. Although you should adopt the situational constraints of the role you are playing, you should try to be yourself. Since you will be receiving your team members' reactions to your actions during the role-play, "acting" or "pretending" would not give you a realistic assessment of your use of the Support practices.

Please be sure not to reveal the contents of your role instructions to the other team members. While you are playing the manager or observer, you will acquire information on other roles which may affect your behavior as you play the coworker role assigned to you. While playing a coworker, please try to ignore what you have discovered while playing Stein or the observer.

You may assume that Stein only has the information concerning your role that he would normally have as your coworker.

Introduction

Eagle Aircraft's Standard Aircraft division is organized both by functional departments and product lines; representatives from each functional department serve as members of a product manager's "business team." (See Exhibit 1 for a partial organization chart of the division.) In addition, the division is adding "regional consultants" to each sales region to serve as liaison between their regions and the corporate office. Their job is to integrate sales and delivery.

The position of regional consultant is new at Eagle; it was created during the reorganization of the Standard Aircraft division. Upper management considers the new position to be an important, exciting innovation. In fact, Eagle's president took an active interest in designing a program to train and integrate the consultants into the division—the program is one of his pet projects. Final evaluation of the program will not take place until several consultants have finished training and entered their sales regions, but informal appraisals show that the program is going well.

According to the program's design, the consultant's responsibilities are divided into three major areas: sales support (including joint calls, research, participation in presentations, development of proposals); marketing (including new products training, pricing counsel, applications); and delivery (including needs analysis, client research, delivery management). The consultant has a dual reporting relationship to the Marketing manager and to the Sales manager for his or her region (see Exhibit 2 for the reporting relationships of the regional consultant).

Before a consultant is assigned to a sales region, he or she goes through an intensive training program. During this time, the trainee spends 3 months as a sales assistant within the sales region, 3 months with each of the product (or business) managers, and 3 months with the Marketing manager. This time table is strictly followed.

Although the trainee reports to the manager of the section in which he or she is working, both the Marketing manager and the regional Sales manager closely monitor the trainee's performance. One or both are present at the trainee's progress review at the end of each rotation, when the trainee's progress toward his or her training objectives is evaluated. There is no guarantee that the trainee will actually be accepted as a regional consultant at the end of the 15-month training period.

In practice, the company has found that because of physical proximity, the Marketing manager is more active during the consultant's training period than the regional Sales manager, although they share the training responsibility. This practice has not been considered detrimental, because the trainee's main objective during training is to learn the delivery side of Eagle's business.

Setting

It is now 9:00 a.m. Mark Stein, the Marketing manager, has been in a closed-door meeting since 8:30, and he will have to attend another meeting at 9:15. A number of people have come to his office to talk with him, including:

Robert Whittaker: Standard Aircraft division vice president, with Eagle for 7 years.

William Hahn: Turbo Twins business manager, with Eagle for 9½ years.

Sam Silkes: business manager for Twin-Engine Prop Aircraft, with Eagle for 15 years.

Janet Rand: regional consultant trainee, nearing the end of her rotation in Turbo Twins under Hahn. She will then move to marketing for 3 months, and from there into her sales region.

Tom Kresge: Marketing representative reporting to Stein; a member of Silkes's business team since he joined Eagle a year ago.

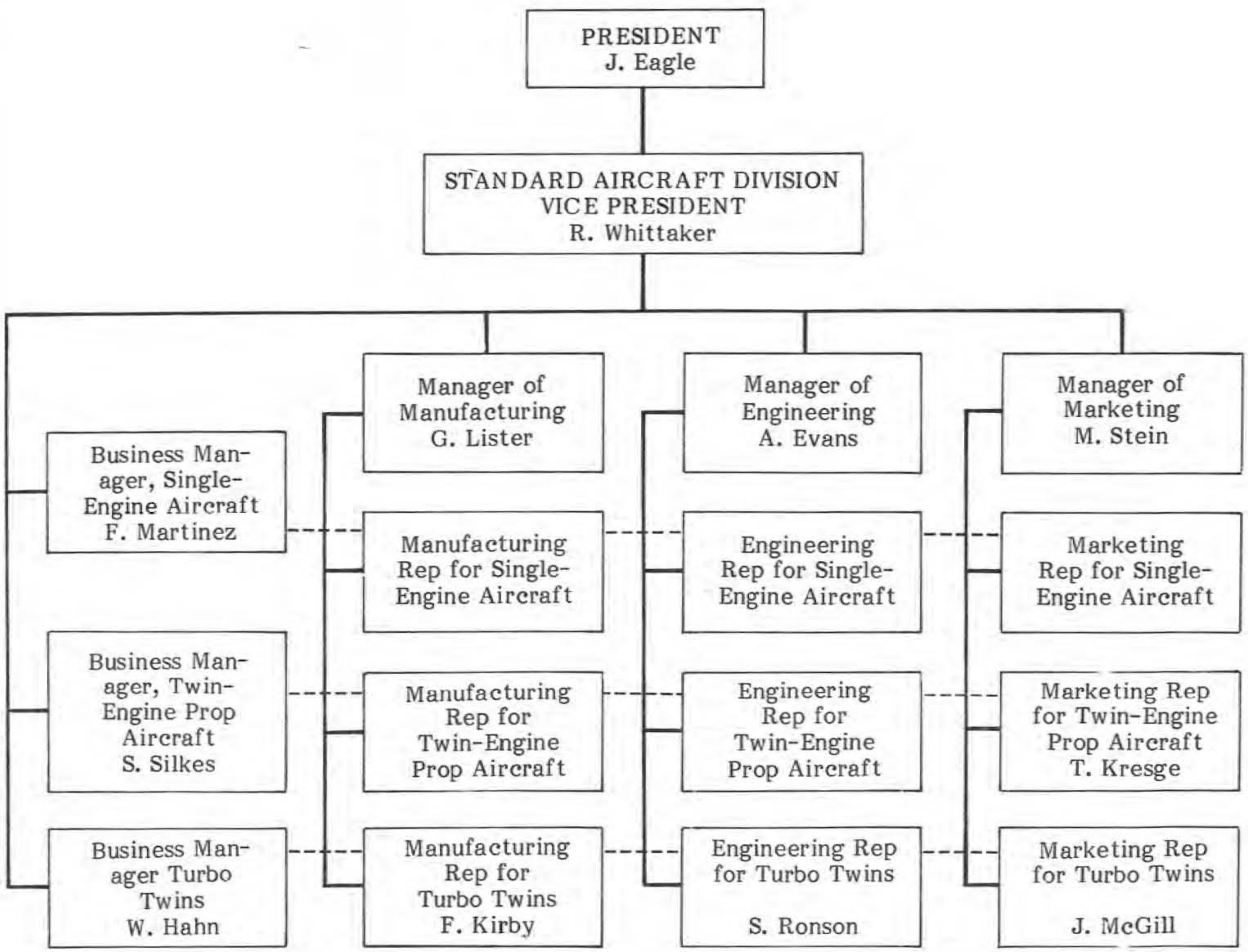
Andrew Evans: manager of Engineering, with Eagle for 5 years.

Stein himself has been with Eagle for 8 years and is known for his marketing expertise and his concern for people. Stein usually tries to allow an hour each day to talk with his coworkers about their concerns; today, however, he has only 15 minutes until an all-day meeting. Tonight he is leaving for 2 weeks' vacation.

Stein's door is about to open.

Exhibit 1

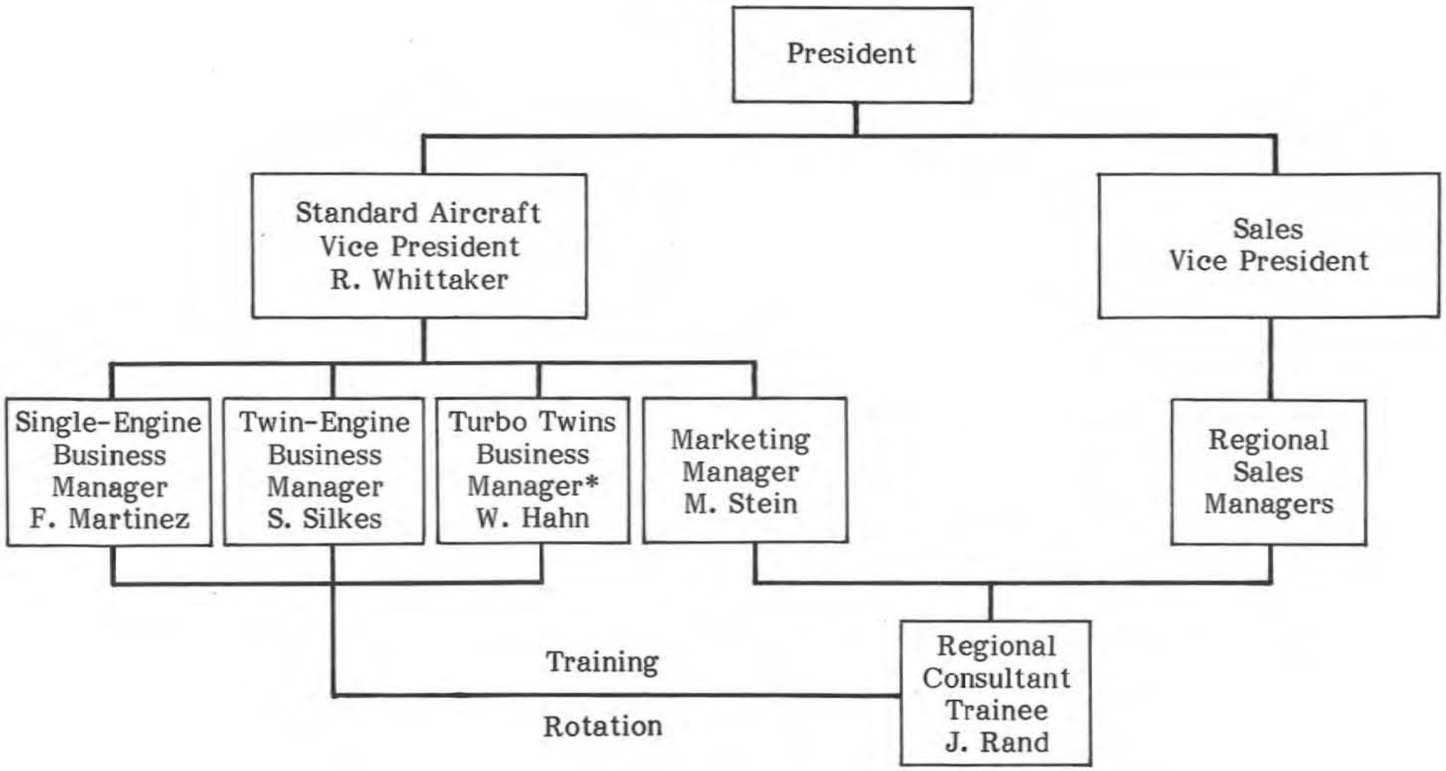
PARTIAL ORGANIZATION CHART AFTER REORGANIZATION—EAGLE AIRCRAFT, INC. *



*For additional information on the organization of the Standard Aircraft division, see "Eagle Aircraft, Inc. (A)" in Analyzing Influence Management.

Exhibit 2

REGIONAL CONSULTANT REPORTING RELATIONSHIP



*Rand's current assignment

4-PERSON TEAM ASSIGNMENTS

Team Members (List names alphabetically)	Round 1	Round 2	Round 3	Round 4
DICK	STEIN	Whittaker	Whittaker	Whittaker
DON	Evans	Evans	Evans	STEIN
JEFF	Rand	Rand	STEIN	Rand
JIM	Hahn	STEIN	Hahn	Hahn

Timing Per Round

Preparing your role and deciding the order in which you will enter Stein's office: 5 minutes

Individual meetings: up to 15 minutes total

Completing Reaction Forms and rotating to next role: 5 minutes

Role-Play Instructions

Stein	page 15
Rand	page 19
Hahn	page 35
Whittaker	page 39
Evans	page 47

NOTE: The order in which the role-play names are listed on this chart is arbitrary. You need not enter Stein's office to talk with him in that order. Team members will decide the order in which they will meet with Stein, without Stein's knowledge or consent.

5-PERSON TEAM ASSIGNMENT

Team Members (List names alphabetically)	Round 1	Round 2	Round 3	Round 4	Round 5
____________	STEIN	Observer	Whittaker	Whittaker	Whittaker
____________	Kresge	STEIN	Observer	Kresge	Kresge
____________	Silkes	Silkes	STEIN	Observer	Silkes
____________	Hahn	Hahn	Hahn	STEIN	Observer
____________	Observer	Rand	Rand	Rand	STEIN

Timing Per Round

Preparing your role and deciding the order in which you will enter Stein's office: 5 minutes

Individual meetings: up to 15 minutes total

Completing Reaction Forms and rotating to next role: 5 minutes

Role-Play Instructions

Stein	page 15
Rand	page 19
Silkes	page 23
Observer	page 27
Hahn	page 35
Whittaker	page 39
Kresge	page 43

NOTE: The order in which the role-play names are listed on this chart is arbitrary. You need not enter Stein's office to talk with him in that order. Team members will decide the order in which they meet with Stein, without Stein's knowledge or consent.

6-PERSON TEAM ASSIGNMENTS

Team Members (List names alphabetically)	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6
DICK	STEIN	Observer	Evans	Evans	Evans	Evans
DON	Whittaker	STEIN	Observer	Whittaker	Whittaker	Whittaker
JEFF	Silkes	Silkes	STEIN	Observer	Silkes	Silkes
JIM	Kresge	Kresge	Kresge	STEIN	Observer	Kresge
JUDY	Rand	Rand	Rand	Rand	STEIN	Observer
STEVE	Observer	Hahn	Hahn	Hahn	Hahn	STEIN

Timing Per Round

Preparing your role and deciding the order in which you will enter Stein's office: 5 minutes

Individual meetings: up to 15 minutes total

Completing Reaction Forms and rotating to next role: 5 minutes

Role-Play Instructions

Stein	page 15
Rand	page 19
Silkes	page 23
Observer	page 27
Hahn	page 35
Whittaker	page 39
Kresge	page 43
Evans	page 47

NOTE: The order in which the names are listed on this chart is arbitrary. You need not enter Stein's office to talk with him in that order. Team members will decide the order in which they will meet with Stein, without Stein's knowledge or consent.

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Role-Play Assignment: Mark Stein

You are Mark Stein, Marketing manager. It is now 9:00 a.m., and you have an all-day meeting scheduled to begin at 9:15. During the next 15 minutes, you will be visited by a number of your coworkers, all of whom need to talk to you before your meeting and before you go away for 2 weeks' vacation tonight.

Your coworkers include the following:

Sam Silkes (peer): Sam Silkes is business manager for Twin-Engine Prop Aircraft. Silkes currently has Marketing representative Tom Kresge on his team, whom he depends on as a research assistant. Silkes, a highly successful manager, is known for his tendency to "go by the book," particularly in personnel matters.

Tom Kresge (direct subordinate): Tom Kresge has been with Eagle for a year and has served as your representative to Silkes's team throughout this time. Kresge has always been an excellent employee, but you passed over him 3 months ago for a promotion, and you believe he may have been more upset by this than he has revealed. Kresge had actively sought the promotion; when you decided to give it to one of his peers, you told Kresge he had not gotten the job because he lacked exposure to the different product lines.

William Hahn (peer): Bill Hahn is manager of Turbo Twins. You and Hahn are currently involved in a massive market research study on corporate use of twin turboprops. When the two of you began managing the project 2 weeks ago, Hahn requested that you assign another Marketing representative to his team for at least 3 months. At the time, you asked Hahn if he could wait a few weeks, without specifying your reasons, and Hahn agreed. You tentatively intend to assign Kresge to Hahn's team 3 weeks from now; however, you do not want to discuss this either with Hahn or Kresge until you have talked to Kresge's current manager, Sam Silkes. Because you have not yet firmly established a replacement for Kresge on Silkes's team, you do not intend to talk to Silkes until after your vacation.

Janet Rand (indirect subordinate): Janet Rand is a regional consultant trainee currently assigned to Hahn's group. You think Rand's performance to date has been exceptional. However, in the $2\frac{1}{2}$ months she has been assigned to Hahn, her enthusiasm seems to have diminished. You suspect that she may be unhappy with the kind of training she has received from Hahn, which, as far as you know, has involved assignments to special projects.

Continued on next page

Andrew Evans (peer): Andy Evans, Engineering manager, was a childhood friend with whom you lost contact during your college years. When Evans came to Eagle 5 years ago, both of you were delighted at the coincidence, and you picked up the friendship easily. Lately, Evans has seemed depressed and has not been feeling very well.

Robert Whittaker (superior): Robert Whittaker is your division vice president. This afternoon, you intend to submit to Whittaker and other members of Eagle's upper management (e.g., the vice presidents of Sales and of Advertising/Public Relations) your proposal for a direct mail promotion campaign. You propose to invite private pilots to a demonstration of Eagle's single-engine two-seater at the Pilots' Association national convention in Michigan, 4 months from now. Because Eagle has never undertaken such a campaign, it does involve some risk. Its success, however, could have a tremendous impact on your career, as you and Whittaker have privately discussed. You are anxious to submit the proposal today; although the convention is still months away, you know that upper management will take weeks to make a decision. You want the decision to be made by the time you return from vacation; otherwise, you fear you will not have time to make a reservation—and a substantial deposit—for a convention room of the size you will need. You know that you have not only Whittaker's support but also the support of the vice president of Advertising/Public Relations.

You try to schedule time each day to meet with as many of your coworkers as possible. Lately, the division does not seem to be functioning smoothly, and, as a result, standards are slipping. It is up to you to be a strong leader, and you feel you must be available for consultation as much as possible. At the same time, you are an "influence manager," which means, among other things, that you must be extremely careful about making promises before checking with other people who are involved in the promise. You have, on occasion, been less discreet in this regard than you should be, and you now have to be very careful not to step on any toes.

Your door is about to open; during the next 15 minutes, you must consult with your coworkers about their concerns. You have only 15 minutes; the timing begins when the first coworker enters your office. Use the time until then to familiarize yourself with the information you have on your coworkers.

Note: In playing Stein, you will learn many of the private concerns of your coworkers. As a result, while you are playing a coworker in following rounds, you will know things that your character isn't supposed to know. Please try your best to ignore what you learn in this round and play your coworker role as if you knew only what your role instructions told you.

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Role-Play Assignment: Janet Rand

You are Janet Rand, regional consultant trainee for Eagle Aircraft, Inc. You are now $2\frac{1}{2}$ months into your assignment with the Turbo Twins business group, working for William Hahn. You know that Hahn has not been satisfied with your performance. He is a perfectionist, wholly immersed in his own product line, and you believe he lacks the overview necessary to give you the general training you need. He tends to pull you in on "crisis" projects for which you have little background; he is then disappointed if you miss a deadline. You believe he has used you to help himself out of trouble on projects he hadn't planned well enough. You don't feel he is helping you reach your training objectives; in fact, you are becoming convinced that he doesn't have much interest in the training program at all.

You know that your training rotation with him will be ending soon. You suspect that his performance appraisal of you will be very poor, and you feel strongly that such an appraisal would be unfair. You are also unhappy because you have only learned bits and pieces of the twin turbo business. You feel you should stay with this group for at least another month, rather than move to your next rotation, so that you can gain the information you need. You are not sure, however, that you can get this information from Hahn.

You have tried to talk to Hahn about your feelings, but he has always been "too busy" for the two of you to talk things over. You have decided to talk to Mark Stein instead—as the Marketing manager, he has general responsibility for your training. You want to reach him before Hahn does; Hahn's appraisal would, you think, tarnish Stein's opinion of you. In addition, you want Stein to help you determine how you can get the training you need in Hahn's business line.

Primary Concerns

1. You want to make sure Stein understands that Hahn's probable poor appraisal of you is the result of the way he has trained you, rather than a reflection of the quality of your performance.

2. You want Stein to agree to have a serious talk with Hahn about Hahn's attitude toward the training program.

Continued on next page

Major Objective

Stein is going on vacation tomorrow, and by the time he returns, your assignment with Hahn will be finished. Your major objective is to get Stein to authorize at least 6 more weeks training for you with Hahn, provided that Stein agrees to convince Hahn to change his training methods.

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Role-Play Assignment: Sam Silkes

You are Sam Silkes, business manager for the Twin-Engine Prop department of Eagle Aircraft's Standard Aircraft division. In general, you have been comfortable with the business team concept, although you have occasionally seen the expected difficulties over priorities and allocation of resources. Usually, these problems come up with Manufacturing and Engineering, rather than Marketing; for example, Engineering owes you some specifications in a few weeks, and you're willing to bet that this deadline will be missed. The Marketing department, on the other hand, because it focuses less on schedules and deadlines, usually meets your requirements and expectations.

Recently, however, things have changed. During the past month, your Marketing representative, Tom Kresge, has all but ignored your requests. In the past, you used your Marketing representative as a research assistant to compile market information for you. Kresge, who has been working with you for a year, was always of tremendous help in this regard. But now, he is 2 weeks late in giving you the statistics you asked for on twin-engine charter business in the Northeast. You know that sorting out this kind of information takes time, but you also know that Kresge is more than capable of meeting this deadline. When you asked him to start the report 6 weeks ago, you checked the deadline with him to make sure it was feasible. He assured you that it was—but you have yet to see the report.

Although you do not have an urgent need for this information right now, you are concerned about Kresge's performance. You know from Mark Stein, Kresge's manager, that Kresge was passed over for a promotion 3 months ago, and you suspect that his disappointment is affecting his attitude toward his work. You would like to deal with the problem before it worsens. However, because Kresge's relationship to you is only a dotted-line one, you feel that his manager should talk to him. Accordingly, you have not discussed your feelings with Kresge at all. In reporting the problem to Stein, you don't want to downgrade Kresge's performance, although you are upset by it. Rather, you would like to express your general concern to Stein and see whether you can get Stein to talk to Kresge.

Primary Concerns

1. You want to convey to Stein that you are quite concerned about Kresge.

2. You want Stein to agree to have a serious talk with Kresge about his performance.

Continued on next page

Major Objective

This is the only opportunity you will have to meet with Stein before he goes on vacation for 2 weeks. You are worried that Kresge's performance may deteriorate further in Stein's absence. Stein will, most probably, suggest that you talk to Kresge; however, your objective is to get Stein, as Kresge's manager, to agree to talk to Kresge—before Stein goes on vacation.

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Role-Play Instructions: Observer

As the observer for this round of role-plays, you will have two functions. The first is to make objective observations on the interaction between Stein and all of his coworkers. Because you will be the only one to see all of Stein's actions and the only one able to report impartially on his use of the Support practices, the data you provide for the feedback discussion at the end of the role-plays will be invaluable.

Your second function is to act as an assistant instructor, managing the role-play process. You will monitor the round to see that it runs smoothly.

To carry out these functions, you should take the following actions:

- Watch carefully everything that happens between Stein and the coworkers. Pay attention to nonverbal as well as verbal expressions of their feelings, and pay special attention to the manner in which each conference starts and ends.

- Make notes of your observations on the forms following this page. Whenever possible, cite specific examples illustrating your observations. Examples will be very helpful in the feedback discussion.

- Cut off the conference precisely 15 minutes after the first coworker enters Stein's "office." You shouldn't give Stein any warning that the cutoff point is approaching; it is his responsibility to manage his own time.

- At the end of the round, collect the Reaction Forms that the coworkers have filled out on Stein. After all the rounds have been played, give these forms to the person who played Stein.

While observing the role-plays, you will learn many of the concerns of the coworkers in this case. As a result, while playing one of the Eagle staff members in following rounds, you may know things that your character isn't supposed to know. Please try your best to ignore what you have learned as observer and play your role as if you knew only what your role instructions told you.

Observer Notes	
Stein Did or Said	Coworker Did or Said

Observer Notes	
Stein Did or Said	Coworker Did or Said

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Role-Play Assignment: William Hahn

You are William Hahn, business manager for Eagle Aircraft's Turbo Twins line. At first, you experienced difficulty adjusting to Eagle's business team concept. Now that you have seen it implemented, you have become reasonably comfortable with the system and have learned to recognize its benefits.

At the moment, however, its disadvantages are more obvious. You are currently concerned about a market study on corporate use of twin turboprops that you implemented in conjunction with Mark Stein, the Marketing manager, 2 weeks ago. Although you have one Marketing representative on your team already, you feel you will need an additional representative for at least 3 months to help compile the data needed to complete the study. The problem is that you have already asked Stein for an additional representative and he has asked you to wait for "a few weeks." At first, you accepted the delay, but as your work load continues to grow, you have become increasingly irate and urgently need more help.

You have considered, and decided against, assigning Janet Rand, a regional consultant trainee currently working with you, to the project. Rand is due to rotate to another area in 2 weeks, and, frankly, you have doubts about her ability to help you out. Although you have assigned her to as many special projects as possible to give her a perspective on the twin turbo business, you are not satisfied that she has acquired the knowledge she should have. Many of these projects have had stringent deadlines that she has sometimes missed; in addition, her work has at times been incomplete.

Although Rand has mentioned the issue of her performance to you and has indicated that she wants to talk to you about it, you never seem to have the chance to do so. You know that her shortcomings are not entirely her fault; the training program itself has made you somewhat uneasy. It simply doesn't allow enough time for each rotation; the 3-month rotation period isn't enough to give anyone more than a "hit or miss" view of the business.

With the pressure on you to complete the market study, you can't afford to risk putting Rand on the project. The Marketing representative you really want is Tom Kresge, who is currently on Sam Silkes's team. Kresge is known to be an excellent research assistant, and you also know from casual conversation with him that he would like to move into another business area. Kresge, who has been with Silkes since he started with Eagle a year ago, was recently passed over for a promotion to assistant Marketing manager. You think that exposure to a different product line would be good for him, and you hope that Stein will think the same way.

Continued on next page

When Stein asked you to wait a few weeks before getting another representative, he did not tell you why, possibly because his reasons were confidential. He has still not explained his reasons. Now, you don't care what his reasons are—you just want more help. Although you don't want to go over Stein's head, you will take the issue—with Stein's knowledge—to your mutual vice president, Robert Whittaker, if you can't reach an agreement with Stein.

Primary Concerns

1. You want Stein to appreciate your anger over this situation.
2. You do not want to threaten to take the issue to Whittaker. However, you will do so if Stein shows no concern for your problem.
3. You do not want to get sidetracked into a discussion about Rand's performance.

Major Objective

Because Stein is about to leave for 2 weeks' vacation, you want to obtain his commitment today to assigning Kresge to your team.

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Role-Play Assignment: Robert Whittaker

You are Robert Whittaker, vice president for the Standard Aircraft division of Eagle Aircraft and Mark Stein's immediate superior. Currently, you are extremely concerned about a marketing proposal you know Stein is ready to present to you and other members of Eagle's upper management, including the vice presidents of Sales and of Advertising/Public Relations. This project involves a direct mailing to members of various private pilot organizations across the country, offering demonstration flights in Eagle's single-engine, two-seater at the upcoming private pilots' national convention in Ann Arbor. The project would be a new departure for Eagle. Though it involves some risks, you can also see significant payoffs.

You know that Stein and his staff have spent long hours researching both the feasibility and potential payoffs of this strategy; you also know that Stein is thoroughly committed to the project and has strong feelings of ownership in its design. In fact, you and Stein have discussed informally the impact of the project's success on his career at Eagle.

However, there is a problem: you know that upper management has some reservations about this kind of project. You also know, through a confidential conversation with your own boss, that the Advertising/Public Relations department is about to undergo a major upheaval in personnel; specifically, the vice president of that division is about to be terminated, and an outsider is going to be brought in to replace him. The vice president has been a strong proponent of Stein's plan; you are concerned that his strong support at this point might tarnish the project, rather than advance it. You are afraid that the whole project will be shelved.

You believe that the proposed project will have a high payoff, but you do not believe that the timing is right for submitting the proposal. You know that Stein intends to submit the results of his study, along with his recommendations, to upper management today, with the request that a decision be made by the time he returns from vacation. The vice president of Advertising/Public Relations will be terminated while Stein is away.

You want to ask Stein to delay making his proposal for at least a month, so that the situation has a chance to stabilize. Such a delay would have no impact on the delivery of the direct mailing, since the convention is still 4 months away. However, you are not free to tell Stein about the upcoming turnover in Advertising. You must ask Stein to put his pet project on hold on your say-so only. You are sure he will want to know why.

Continued on next page

Primary Concerns

1. You want Stein to delay submitting his proposal to Eagle's upper management.

2. You do not want to reveal your confidential information regarding the vice president of Advertising/Public Relations.

Main Objective

You know that Stein intends to submit his proposal today, before he goes on vacation for 2 weeks. Without revealing your reasons for the request, you want to obtain Stein's commitment to delaying submission of the proposal.

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Role-Play Assignment: Tom Kresge

You are Tom Kresge, Marketing representative in the Standard Aircraft division of Eagle Aircraft, Inc. Under the division's structure, you have formal reporting authority to Mark Stein, Marketing manager; at the same time, you are part of the business team for Twin-Engine Prop Aircraft, and you report to Sam Silkes. Your responsibilities as a member of this team include doing market research and assisting Silkes in formulating market strategies, in conjunction with Stein's marketing plans.

You have been in this position since you joined Eagle a year ago. Approximately 3 months ago, the position of assistant Marketing manager became available, and you applied for it. You felt fairly confident that you would get the promotion, since you know your work record has been quite good. Instead, one of your peers, a member of a different business team, was given the job. Stein told you that he felt you lacked exposure to different aspects of the business.

Since then, you have found it difficult to sustain your motivation on the job. How, you would like to know, can you obtain exposure when you've never been rotated off Silkes's team? You do not believe that exposure was the real issue in the promotion decision. You have always worked well for Silkes, and you have established a good working relationship with him. You believe that he refused to give you a recommendation in order to keep you on his team.

At first, you were extremely angry with both Silkes and Stein, and you even considered leaving Eagle. You cooled off somewhat when you realized that joining a different company would mean starting all over again. At Eagle, you have at least begun to build up a reputation—even if your chances for promotion do seem slim.

However, you are finding it increasingly difficult to work for Silkes; you are almost 2 weeks late submitting to Silkes some data that he requested from you on charter business. You assured Silkes 6 weeks ago that you could meet the deadline, but the deadline is past. Furthermore, you don't really care. In the past, you would have felt free to talk to Silkes about your feelings; now that you have lost faith in him, you would rather talk to Stein. He is, after all, your real manager, no matter how much influence Silkes may have.

Continued on next page

Primary Concerns

1. You want Stein to understand your deep unhappiness at being passed over for the promotion.

2. You do not want to tell Stein about your motivational problems.

3. You do not want to mention to Stein that the data for Silkes is overdue, unless you are sure he won't hold the information against you.

Major Objective

Stein will be leaving today for 2 weeks' vacation, and you want to obtain his commitment to transferring you to another business area before he leaves. You do, of course, intend to meet your existing commitments to Silkes before any reassignment; however, you want Stein to take action today to preclude your getting involved in any new projects for Silkes.

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Role-Play Assignment: Andrew Evans

You are Andrew Evans, functional manager of Engineering for Eagle Aircraft's Standard Aircraft division. You and Mark Stein have been friends since childhood, although you lost touch with each other after high school. When you came to Eagle 5 years ago, you were pleasantly surprised to find Stein there, and you re-established your friendship easily.

You have come to consult with Stein about a problem that is more personal than professional. Although you know you could talk to him on your off-hours, you are too upset right now to wait. You have just been on the phone with your doctor, who has informed you that the x rays he took of your arm have come back. The films reveal the presence of a tumor in your left forearm. Although the doctor has assured you that the tumor is almost certainly not malignant, he would like you to enter the hospital as quickly as possible to have a biopsy performed. He informed you that he has scheduled a room for you a week from today and that you will need 3 weeks away from the job to recuperate.

Although you trust your physician's judgment, you are naturally concerned about the implications of this tumor. Compounding your anxiety is a crisis you have in your department—specifications for a new component for an automatic pilot device are due to Sam Silkes in 4 weeks, and your Engineering staff has run into an unexpected problem. You know that Silkes is counting on you to deliver the specifications; you also know that to meet the deadline, your staff will need your assistance during the next 4 weeks. Normally, this kind of situation would present no difficulty; like all the functional managers in the Standard Aircraft division, you are a "working" manager and could provide the extra staffing required.

Now, however, you must make a choice: either delay the surgery or miss Silkes's deadline by as much as 3 weeks. Although delaying the surgery seems to be the easiest answer, you know that a postponement would be dangerous, and you would like to be done with the surgery as quickly as possible. You also suspect that you won't be able to concentrate on your work until you know for sure that the tumor is benign.

The only alternative you can think of is to ask Stein to cover for you by making sure your staff members get the resources they need and by providing guidance on questions of priorities. Although he is going on vacation tonight, he will be returning a week after you enter the hospital and will be available for 2 of the 3 weeks you will be gone. You want to appeal to him as a friend to help you out of your predicament. At the same time, you are not sure you can discuss with him the possibility that you have cancer. His sympathy might be more than you could bear.

Continued on next page

Primary Concern

1. You need to talk to Stein, but you do not want to be specific about the nature of your physical problem.

2. You do want Stein's advice and help, as a friend who knows only that you have a personal and business conflict.

Major Objective

Stein will be leaving today for 2 weeks' vacation and will not return until after you are scheduled to enter the hospital. You want to obtain Stein's commitment to covering for you on Silkes's project in your absence, if you decide to enter the hospital.

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THE FORUM CORPORATION

INFLUENCE MANAGEMENT

PLANNING GUIDE

Robinson

Introduction

This integrator is designed to guide you in interpreting the data in your Influence Practices Feedback (IPF) report, selecting specific areas for your personal practice improvement, and preparing practical and detailed plans in the areas chosen.

Although it will not demand a great deal of your time, completing this integrator is your single most important activity during the program. To profit most from this document, record in it all observations and insights you think could be helpful in the future. Since the integrator and the data it contains are confidential, only you will see its contents.

This integrator is divided into the following six sections:

- Section One: Influence Map and Summary Report
- Section Two: Planning
- Section Three: Conflict
- Section Four: Support
- Section Five: Systems
- Section Six: Planning for Influence Practice Improvement

Using Feedback Data

A person must be able to collect and interpret data that will allow him or her to evaluate relative strengths and weaknesses on the job and to develop sound plans to utilize the strengths and overcome the weaknesses.

The Influence Practices Feedback that you will receive in this program represents a unique opportunity to receive honest feedback from the people who are most responsible for the success or failure of your work unit—your coworkers. Their perception of how you work with them, regardless of how it may differ from your own perception, determines their level of motivation in tasks that concern you and their capacity to work effectively with you.

Since it is often difficult for people to receive this type of feedback in a systematic way that allows for meaningful interpretation and planning, Forum has made the receipt and analysis of the Influence Practices Feedback the cornerstone of this program.

Your work in this integrator is potentially your most important resource for improving your performance on the job. Careful consideration and detailed planning will have a high payoff.

INFLUENCE PRACTICE CLUSTERS

Planning. This cluster includes practices critical to establishing and maintaining direction in an influence work group. No matter what other influence behaviors are used in the interaction of the group, the group's effectiveness will be seriously impaired if clear rules and procedures have not been logically established, taking into account the needs and constraints of the organization, of the work group, and of the group's individual members. The practices in the cluster are grouped in two subclusters.

Establishing Direction

1. Making sure the role each person will play in accomplishing a task is clear.
2. Understanding which decisions can be made alone and which decisions need to involve others.
3. Striving to set team or group goals as well as individual goals.
4. Recognizing the value of bringing together people with different opinions.

Reinforcing Commitment

5. Personally emphasizing and demonstrating goal commitment and persistence in achieving goals.
6. Being consistent in communicating priorities.
7. Insisting that group members make every effort to solve joint problems among themselves before taking them to higher management.
8. Treating with an open mind requests to change plans and goals when circumstances seem to warrant change.

Conflict. This cluster includes practices that allow people not only to view conflict positively and to deal openly with it but also to resolve conflict through a sharing of information, creative blending of ideas, and the participation of everyone involved. The practices are grouped in three subclusters:

Ensuring Information Sharing

9. Encouraging others who are reluctant to express or defend their opinions to do so.
10. Encouraging the open airing of problems and differences of opinion.
11. Responding in a nondefensive manner when others disagree with one's views.

Conflict (continued)

Utilizing Status

12. Trying to influence others through knowledge and competence rather than through official status.

13. Being willing to share one's power in the interest of the overall organizational goal.

Making Decisions

14. In conflict situations, looking for points of reconciliation of views rather than differences.

15. Encouraging decisions based on logic and the weight of evidence rather than other considerations.

16. Encouraging the reaching of decisions through a blending of ideas rather than through force.

17. Seeking creative ways to resolve conflicts.

Support. This cluster includes practices that allow the work group to maintain an open, supportive environment by fairly examining all members' views, supporting the growth and development of others, and avoiding hostile, defensive behavior. The practices are grouped in two subclusters:

Building Confidence

18. Behaving in a way that leads others to trust one.

19. Being supportive and helpful to others as they perform their jobs.

20. Expecting others to find and correct their own errors rather than correcting errors and solving problems for them.

21. Encouraging innovation and calculated risk taking in others.

Demonstrating Open-mindedness

22. Considering the views of others according to the logic of those views, rather than according to personal preferences.

23. Considering the opinions of others open-mindedly before evaluating the opinions.

24. Evaluating the views of others according to their knowledge and competence, rather than according to their position in the organization.

SECTION ONE

INFLUENCE MAP AND SUMMARY REPORT

This section deals with Part I of your Influence Practices Feedback and will help you to analyze your influence environment and to note your reactions to the summary scores in your feedback report. It will also give you an opportunity to familiarize yourself with your relative strength or weakness in each of the three clusters.

INTERACTION IN YOUR ORGANIZATION

In the spaces on the facing page, indicate the major people with whom you interact regularly, either in an official capacity or informally. The center space symbolizes yourself. Use the boxes directly above and below the center space to indicate the names of your manager(s) and your subordinates, respectively. In the four spaces diagonally above your space, indicate those people with whom you interact who are at a higher level in the organization, but who are not your manager. In the four boxes diagonally below your space, place the names of people with whom you interact who are at a lower organizational level, but who are not your subordinates. Finally, in the four boxes to the right and left of the center space, indicate those peers with whom you interact regularly.

This page can now help you to consider your relationship with each person and to examine the way in which you interact with others on the job, either individually or as a group. To help you analyze your current interaction patterns, you may want to use the codes below. Note the appropriate codes after each person's name. Then consider the chart as a whole. What patterns do you see?

<u>Frequency of Interaction</u>

A	Interaction daily or more than once a day
B	Interaction several times a week
C	Interaction about once a week
D	Interaction rare—once a month or only under specific rare circumstances

<u>Quality of Interaction</u>

+	Interactions generally positive and constructive
O	Interactions mixed—sometimes positive and constructive, sometimes negative and unproductive
-	Interactions generally negative and unproductive

These notes may be helpful when you begin your final plan for improvement.

	Individuals on Higher Levels		Manager(s)	Individuals on Higher Levels		
	Bob M. D + Ken O D +		Jim K B +	Wayne M. D O Steve C. D ~~O~~		
Peers	Janice C. B + Terry D B O	Don B. B + John E. A +	Yourself	Mat B. C +	Jim Light D +	Peers
	Roger S. B + Dave T. B O	Walt B. B O Mike C. B + Jack F B O	Dave L. A. + Julie H. A. + Gary M. A. +	Erich K. C + Carol W C O	Jim Turner D O	
	Individuals on Lower Levels		Subordinates	Individuals on Lower Levels		

SUMMARY REPORT

Refer to Part I of your Influence Practices Feedback, as you fill in the chart below. Under the heading "Average Response of Others," note your overall average application level for each of the three clusters, as indicated by others. Then, in the middle column, under the heading "Your Own Average Response," note your average application level, as you saw it. In the right-hand column, for each of the three clusters, note your initial reactions both to the application levels indicated by others and to the difference between those application levels and the way you viewed your application of the practices.

Cluster	Average Response of Others	Your Own Average Response	Initial Reactions
Planning 49 64	36	76	• Simply does not set team goals or work with teams
Conflict 57 60	78	64	
Support 53 68	61	76	

[illegible]

SECTION TWO

PLANNING

You are about to receive feedback on your application levels for the eight practices in the Planning cluster. This section of the integrator will guide you in analyzing how the data relate to your job situation and in beginning to plan for improvement in the Planning practices.

PLANNING PRACTICES FEEDBACK

Once you have received your feedback on the Planning practices, enter in the chart on the facing page the application level for each practice. In the "Quadrant" column, indicate in which quadrant the practice is found (refer to the graph that is part of the feedback report). Finally, under "Ideas for Improvement," fill in any ideas that come to mind as to how you might improve your application of that practice. You will have an opportunity to add to this list later in this unit. When you are completing the "Ideas for Improvement" column, think carefully about current work situations that represent opportunities for you to use these practices. Make sure that you have noted all relevant ideas, so that you can return to this column as a source of action ideas before completing your final plans for improvement.

As you look for improvement ideas, you may encounter areas requiring more information or thought. Your planning can and should include action to obtain more information or help from other sources.

Planning Practice	Application Level	Quadrant	Ideas for Improvement
Establishing Direction			
1. Making sure the role each person will play in accomplishing a task is clear.	4	IV	No feedback to people on their role aggressive feedback/
2. Understanding which decisions can be made alone and which decisions need to involve others.	11	IV	but stand back approach
3. Striving to set team or group goals as well as individual goals.	19	IV	Simple: make individual goals known
4. Recognizing the value of bringing together people with different opinions.	36	IV	
Reinforcing Commitment			
5. Personally emphasizing and demonstrating goal commitment and persistence in achieving goals.	50	I	
6. Being consistent in communicating priorities.	50	I	
7. Insisting that group members make every effort to solve joint problems among themselves before taking them to higher management.	11^3	III	
8. Treating with an open mind requests to change plans and goals when circumstances seem to warrant change.	77	I	

SECTION THREE

CONFLICT

You are about to receive feedback on your application levels for the nine practices in the Conflict cluster. This section of the integrator will guide you in analyzing how the data relate to your job situation and in beginning to plan for improvement in the Conflict practices.

Complete the chart in this section, using the same procedure that you used for the Planning cluster. After you receive your feedback, you will fill in the "Application Level" and "Quadrant" columns for each practice. You will then complete the right-hand column, "Ideas for Improvement." The detailed instructions are repeated on the next page for your convenience.

CONFLICT PRACTICES FEEDBACK

Once you have received your feedback on the Conflict practices, enter in the chart on the facing page the application level for each practice. In the "Quadrant" column, indicate in which quadrant the practice is found (refer to the graph that is part of the feedback report). Finally, under "Ideas for Improvement," fill in any ideas that come to mind as to how you might improve your application of that practice. You will have an opportunity to add to this list later in this unit. When you are completing the "Ideas for Improvement" column, think carefully about current work situations that represent opportunities for you to use these practices. Make sure that you have noted all relevant ideas, so that you can return to this column as a source of action ideas before completing your final plans for improvement.

As you look for improvement ideas, you may encounter areas requiring more information or thought. Your planning can and should include action to obtain more information or help from other sources.

Conflict Practice	Application Level	Quadrant	Ideas for Improvement
Ensuring Information Sharing			
9. Encouraging others who are reluctant to express or defend their opinions to do so.	27	III	Person Interaction
10. Encouraging the open airing of problems and differences of opinion.	59	I	
11. Responding in a nondefensive manner when others disagree with one's views.	97	I	
Utilizing Status			
12. Trying to influence others through knowledge and competence rather than through official status.	99	I	
13. Being willing to share one's power in the interest of the overall organizational goal.	61	II	– 2
Making Decisions			
14. In conflict situations, looking for points of reconciliation of views rather than differences.	90	I	
15. Encouraging decisions based on logic and the weight of evidence rather than other considerations.	85	I	
16. Encouraging the reaching of decisions through a blending of ideas rather than through force.	95	I	
17. Seeking creative ways to resolve conflicts.	91	I	

SECTION FOUR

SUPPORT

You are about to receive feedback on your application levels for the seven practices in the Support cluster. This section of the integrator will guide you in analyzing how the data relate to your job situation and in beginning to plan for improvement in the Support practices.

You will begin by completing the chart in this section, using the same procedure as you did for the previous clusters. After you receive your feedback, you will fill in the "Application Level" and the "Quadrant" columns for each practice. You will then complete the right-hand column, "Ideas for Improvement." The detailed instructions are repeated on the next page for your convenience.

SUPPORT PRACTICES FEEDBACK

Once you have received your feedback on the Support practices, enter in the chart on the facing page the application level for each practice. In the "Quadrant" column, indicate in which quadrant the practice is found (refer to the graph that is part of the feedback report). Finally, under "Ideas for Improvement," fill in any ideas that come to mind as to how you might improve your application of that practice. You will have an opportunity to add to this list later in this unit. When you are completing the "Ideas for Improvement" column, think carefully about current work situations that represent opportunities for you to use these practices. Make sure that you have noted all relevant ideas, so that you can return to this column as a source of action ideas before completing your final plans for improvement.

As you look for improvement ideas, you may encounter areas requiring more information or thought. Your planning can and should include action to obtain more information or help from other sources.

[illegible]

do not set goals, [illegible] others [illegible]

Support Practice	Application Level	Quadrant	Ideas for Improvement
Building Confidence			
18. Behaving in a way that leads others to trust one.	46	IV	[illegible]
19. Being supportive and helpful to others as they perform their jobs.	43	IV	
20. Expecting others to find and correct their own errors rather than correcting errors and solving problems for them.	95		
21. Encouraging innovation and calculated risk taking in others.	57		
Demonstrating Open-mindedness			
22. Considering the views of others according to the logic of those views, rather than according to personal preferences.	81		
23. Considering the opinions of others open-mindedly before evaluating the opinions.	47	IV	
24. Evaluating the views of others according to their knowledge and competence, rather than according to their position in the organization.	56		

SECTION FIVE

SYSTEMS

This section of the integrator will help you to apply the class discussion concerning management systems to your own situation. By examining the systems with which you work in your own job, you should be able to identify ways in which these systems either help or hinder you in your job. Then, you can identify ways in which you as a manager can either work to change those systems or alter the way in which you use them on the job.

SYSTEMS

Based on the presentations made in class, list the three systems discussed, using the three boxes provided in the left-hand column on the facing page. Now, consider the first system carefully. List in the second column your comments about that system as it exists in your organization. You may want to comment on strengths, weaknesses, unique qualities, recent changes, and so on. In the next column, "Impact of System on Practices," describe what impact you feel that system is having on the use of influence practices in your organization. Be as specific as possible about how the system is inhibiting or encouraging the use of influence practices. In the right-hand column, note ideas--both ideas from the presentation and your personal ideas--about how you can creatively use the system as it exists to better support the influence management structure.

System	Comments on System	Impact of System on Practices	Opportunities to Use System

SECTION SIX

PLANNING FOR INFLUENCE PRACTICE IMPROVEMENT

This portion of your integrator will guide you through the final planning process of the program. First, you will select three final areas for influence practice improvement planning. Then, you will formulate a detailed plan for improvement in those three areas. Detailed instructions for each planning step are included in the following pages. This is the most critical part of your integrator. Plan carefully: the potential payoff in improved performance is tremendous!

SELECTING FINAL IMPROVEMENT AREAS

The first step in formulating your final plan for influence practice improvement is to select three final areas needing improvement. To make this selection, first review very carefully the information you have already gathered in this integrator, including data taken from your IPF, your analysis of that data, and your preliminary planning ideas for improvement in each practice. Also review your feedback from exercises and class discussion. When you have reconsidered all of this information, select three areas you believe would most benefit from increased and systematic attention. These areas will comprise the targets for your improvement planning.

An "area" in this case may consist of a single influence practice, an entire cluster of practices, or some other grouping of practices—for example, a pair, trio, and so on. What is most important is that each area should be defined in a way that is meaningful to you. If you should select an entire cluster as one of your areas, you may want to put special emphasis on certain practices within that cluster. Attempting to work on too many practices at one time can lead to unrealistic planning and ultimately to frustration and poor results.

Selected Improvement Areas
Area One:
Area Two:
Area Three:

E1 Clarify role   Assures Role is Clear

Slowly

PLAN FOR AREA ONE

Program Steps: List the program steps required to improve performance in Area One. Include the deadlines for performing each step.

Steps	Deadlines
1. Experiment [illegible] — find useful categories trying out ideas, informal signup/interview	3/15
2. Practices — formal signup-[illegible]	6/1
3. [illegible] & [illegible] Check occurrence, verify reports, plans, reviews	9/1
4. Habit of [illegible] clarifying roles	

Obstacles to Performance Improvement: List below the principal obstacles that can keep you from improving and how you plan to overcome these obstacles.

Obstacle	Plan To Overcome Obstacle
1.	
2.	
3.	

Failure vs. Achievement: List below what you believe would be the consequences of failing to improve your performance. What would be your personal reaction to such a failure? Then, list what you believe will be the rewards, personal and business, of achieving your improvement objective. What would be your personal reaction?

Consequences of Failure	Importance of Achievement

Collaboration: List those people with whom you will need to collaborate in achieving your performance improvement objective; what help you need; when you need this help; and the difficulty you might have in obtaining it.

People	Relationship (for example, peer)	Specific Help Needed	Deadline for Help
1.			
2.			
3.			

Review and Reassessment: Indicate when and by whom review and reassessment will take place. How will you know you've been successful?

When	By Whom	Measure of Success

Set goals Drivers to set team goals & individual goals

PLAN FOR AREA TWO

Program Steps: List the program steps required to improve performance in Area Two. Include the deadlines for performing each step.

Steps	Deadlines
1. Experiment & Test - what kind, how firm, how high, (problems w/ too high)	3/15
2. Practice - personal, formal sign up [illegible]	6/1
3. Document & Publish check occurrence, verify	9/1
4. Clearly [illegible] team & individual goals	

Obstacles to Performance Improvement: List below the principal obstacles that can keep you from improving and how you plan to overcome these obstacles.

Obstacle	Plan To Overcome Obstacle
1.	
2.	
3.	

Failure vs. Achievement: List below what you believe would be the consequences of failing to improve your performance. What would be your personal reaction to such a failure? Then, list what you believe will be the rewards, personal and business, of achieving your improvement objective. What would be your personal reaction?

Consequences of Failure	Importance of Achievement

Collaboration: List those people with whom you will need to collaborate in achieving your performance improvement objective; what help you need; when you need this help; and the difficulty you might have in obtaining it.

People	Relationship (for example, peer)	Specific Help Needed	Deadline for Help
1.			
2.			
3.			

Review and Reassessment: Indicate when and by whom review and reassessment will take place. How will you know you've been successful?

When	By Whom	Measure of Success

Set priorities for everything

Be consistent   is consistent in communicating, Priorities

PLAN FOR AREA THREE

Program Steps: List the program steps required to improve performance in Area Three. Include the deadlines for performing each step.

Steps	Deadlines
1.	
2.	
3.	
4.	

Obstacles to Performance Improvement: List below the principal obstacles that can keep you from improving and how you plan to overcome these obstacles.

Obstacle	Plan To Overcome Obstacle
1.	
2.	
3.	

Failure vs. Achievement: List below what you believe would be the consequences of failing to improve your performance. What would be your personal reaction to such a failure? Then, list what you believe will be the rewards, personal and business, of achieving your improvement objective. What would be your personal reaction?

Consequences of Failure	Importance of Achievement

Collaboration: List those people with whom you will need to collaborate in achieving your performance improvement objective; what help you need; when you need this help; and the difficulty you might have in obtaining it.

People	Relationship (for example, peer)	Specific Help Needed	Deadline for Help
1.			
2.			
3.			

Review and Reassessment: Indicate when and by whom review and reassessment will take place. How will you know you've been successful?

When	By Whom	Measure of Success

Commitment

Review your improvement objectives and the specific plan you made to attain them. In your own words, relate how much your personal commitment means to the successful implementation of your plans.