THE RELATIONSHIP BETWEEN SELECTED COMMUNICATION

VARIABLES AND PARTICIPANT SUCCESS OR

FAILURE IN A CETA PROGRAM

by

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B. A., University of Connecticut, 1972

Submitted to the Department of Speech and Drama
and the Faculty of the Graduate School of the University of Kansas
in partial fulfillment of the requirements for the degree of
Master of Arts

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Among the growing number of federally funded programs for the
disadvantaged, the Comprehensive Employment and Training Act (CETA) is
one of the more recent and most flexible. It is a highly decentralized
program, which represents a change from previous categorical approaches
to manpower development. Programs such as the Manpower Development
and Training Act (MDTA) provided a delivery system which might adequately
meet the needs of a city such as Baltimore, Maryland, but would often
be highly inappropriate for a more rural area like Pittsburg, Kansas.
Under CETA, local units of government now develop individualized de-
livery systems to suit the manpower needs of their locale. Labor
market researchers have studied the impact of employment and training
programs on the economy, but very few studies have focused on the
individual participant.

Context of the Study

The Public Service Employment component of CETA (Title VI) was
expanded in May of 1977 as a part of President Carter's Economic
Stimulus program, and over 450,000 long term unemployed, low income
persons were placed in public service projects during the following 10
months. CETA Prime Sponsors (units of government which administer the
program), quickly learned that filling jobs is easy, but keeping them
filled was a different problem. The dropout rate increased by 50% in

Kansas and many of the dropouts were being fired, collecting unemployment insurance again, or impossible to locate. Public employment programs such as Title VI have been based on the idea that all people do not have equal access to the labor market. The government has assumed the responsibility for correcting these inequities by creating jobs for poor people, youth, veterans, and minorities. Eli Ginzberg, Chairman of the National Commission on Manpower Policy, expects that public employment programs can "provide a way of ascertaining whether the pathology with respect to work which is ascribed to the disadvantaged reflects shortcomings in the labor market or in the individuals themselves." (1975, p. 181).

Ginsberg's statement poses a challenge to government officials who have been assigned the responsibility to implement public employment programs. Unfortunately, this challenge is not backed by "tried and true" methods for achieving the objective of full employment. Practitioners have been struggling with system design and program goals, rather than dealing with possible shortcomings of the individual.

Focus of the Study

The emphasis of this study is on a particular aspect of the individual. It represents a change from the traditional approach of blaming the system for an individual's lack of success in the program. This study represents an attempt to assess an individual's communication behavior as a possible determining factor of success or failure in the system. The purpose is to identify behavior which may lead to failure

in the program, which may be readily identified by an employment counselor, and which can be changed or modified without lengthy counseling or treatment.

Statement of the Problem

An individual who accepts a CETA Title VI job becomes a member of an organization. Within the unit of government, or non-profit organization, the CETA participant forms relationships with other group members. Communication anxiety and interpersonal relations orientation are two groups of communication factors which may indicate whether a person will remain in the organization. The questions which are addressed focus on studying the relationship between the communication variables and a participant's continuation in the program. Given the increased number of persons leaving the CETA program during the first two months of enrollment, what communication variables can be used as predictors of failure?

Hypothesis

Participants who drop-out of the CETA Title VI program will differ significantly from participants who remain enrolled, or become employed, as measured by factors which measure communication anxiety and interpersonal relations orientation.

Definition of Terms

CETA

The Comprehensive Employment and Training Act (CETA) was authorized through legislation in 1973, and represents the combination of the many categorical manpower programs into a comprehensive system of services to

the disadvantaged. Funds are allocated to Prime Sponsors (local units of government or combinations of governments with a population over 100,000), and the prime sponsor develops a program which can best serve the area.

Counselor

'This title designates the individual Kansas Job Service Interviewer responsible for intake, assessment, enrollment, counseling, job development and placement of CETA Title VI participants in the Kansas Balance-of-State.

FAC-7

The Communication Situation Inventory (FAC-7) is a 21 question Likert-type scale developed at the University of Kansas, designed to measure communication anxiety as it appears in seven contexts (public speaking, group communication, communication with someone important, communication with boss or supervisor, interracial communication, communication with parents or family, communication with friends). A copy of the FAC-7, its scoring and development information can be found in Appendix B.

Failure

For the purposes of this study, failure defines persons who leave the CETA Title VI program for reasons other than taking a permanent unsubsidized job (i.e. moved from area, quit, fired, illness) will be considered failures for the purpose of this study.

FIRO-B

The Fundamental Interpersonal Relations Orientation - Behavior Questionnaire (FIRO-B) is a Copyrighted 54 item questionnaire which

measures three dimensions of interpersonal relationships: inclusion, control, and affection. It was developed by William Schutz in 1958, and has been demonstrated to have high validity and reliability. Further details are included in Appendix A.

Kansas Balance-of-State-Prime Sponsor

CETA is administered by this organization, authorized by the governor to provide CETA services to 101 counties in Kansas (excluding Johnson, Leavenworth, Wyandotte, and Shawnee counties and the city of Wichita). It is a division of the Kansas Department of Human Resources.

PSE Job Readiness Assessment

This instrument is a 6 item questionnaire which requests responses regarding observable qualities of enrollees which the counselor believes to negatively affect the probability of program completion. This was developed by asking a random sample of counselors for their perception of factors which indicated that a person would not successfully complete their enrollment. A copy of the questionnaire may be found in Appendix C.

Success

For the purposes of this study, success defines persons who remain enrolled in the CETA Title VI program, who obtain permanent unsubsidized jobs or leave with other positive outcomes.

CHAPTER II

Related Theory

Communication in Organizations

The relationship between communication and employment is discussed throughout the literature of organizational communication. When a person accepts a CETA Title VI job, he becomes a part of a unit of government or a non-profit organization. The success of the individual is largely dependent on how he adapts to the "network of interdependent relationships" (Goldhaber, 1974) which are the organization. Organizations are complex communication systems which influence and are influenced by their environment. Organizational communication involves people and messages, in an open system of input, output, and feedback. Bavelas and Barrett view communication as "the essence of organized activity and is the basic process out of which all other functions derive" (p. 368). The ability of a person to communicate effectively with others is the basis upon which relationships form and continue.

Berlo (in Hanneman & McEwen, 1975) defines three classes of use for communication between interdependent users: production, innovation and maintenance. Production, communication which enables accomplishment, is the most frequently used in the work setting. Innovation is communication intended to encourage new ideas, to explore the potential of relationships, or to create change. Maintenance of one's self-concept or of an interpersonal relationship is the third class, and serves to socialize new members of the group.

Thayer (1968) also views organizational communication as a system, and has identified three communications systems within an organization which are similar to Berlo's three classes of use for communication. The first system is operational, and it handles task or operations-related information. The regulatory system provides instruction, rules, and orders. The last system is for maintenance and development, and produces advertising, training, employee relations and public relations. The operational and regulatory systems are used most often for production of the goods or service of the organization. The maintenance/developement system can be used to encourage innovation and interpersonal relationships.

A new employee begins his interaction with an organization by learning the special language, symbols and behavior patterns which are commonly used. These are necessary tools which must be acquired in order to understand communication of a regulatory or operational nature. The relationships which are formed with other workers through the maintenance system serve to integrate workers into the organization. The experiences, attitudes, feelings and needs of the individual will determine the effectiveness of any process of orientation into the organizational system.

Motivation to Work

It is the role of management to bring about an effective orientation and integration of new employees. Although the various schools of management have viewed the individual from different perspectives, all attempt to address the variables which motivate workers. McGregor (1966) described two basic theories of management: Theory X and Theory Y. Theory X management, a traditional approach, makes the

following assumptions about a person's attitude toward work: he has an inherent dislike for work, he must be coerced and threatened in order to stay in a job, he wishes to avoid responsibility and achieve security, and he is gullible and easy to manipulate. Theory Y management illustrates the human resources approach and expects that the individual acts in the following ways: he finds responsibility rewarding, he is committed to project goals and objectives, he doesn't need external control or threat of punishment, and he seeks to utilize his potential. Theory X creates a strict division between those who are in power and those who aren't and limits the ability of workers to achieve self-fulfillment. The assumptions of Theory Y are dynamic, stress the need for adaption, and create conditions which allow members of the organization to achieve their own goals through the success of the system as a whole.

Basic to Theory Y management is the desire to fulfill the needs of the individual in order to achieve organizational objectives. Based on Maslow's Theory of Motivation (1970), this approach assumes that an individual's needs are arranged hierarchically according to their strength: physiological, security, social, esteem, and self-actualization. When physiological needs are satisfied, then other needs become salient. Maslow postulates that all individuals strive to advance to the highest level, although he has found that the level of aspiration in certain people may be lowered or deadened due to past experience. A person who has experienced life at a very low level, such as the chronically unemployed, may continue to be satisfied for the rest of his life as long as he gets enough food. Most workers,

however, have met their physiological needs, and are motivated by factors other than a paycheck.

Interpersonal Communication and Work

"Work is, above everything else, a social activity," according to Ginzberg (1976, p. 9), "and however routine or enervating the specific tasks that command their time and attention, most workers derive considerable satisfaction from the social interactions that are integral to every setting." The utilization and impact of informal social contacts have been studied (Vaughn, 1977) for their effect on occupational achievement, and findings indicate that the use of personal relationships provides a social mechanism for persons to achieve an occupational status higher than otherwise expected.

It has been demonstrated that unemployment has an adverse effect on the ability to form interpersonal relationships. Cohen, (1977) found that unemployment lowers self-confidence and self-satisfaction, as well as leading to a decreased ability to accept and integrate feedback from others. Persons who are eligible to enroll in the CETA Title VI program have experienced a period of unemployment lasting at least 15 weeks. In order to become a part of the work group in the new organization, many attitudes must be changed. Kelman's Three Process Theory of Social Influence can be correlated with the process of orienting such a worker.

Kelman (1961), identified three steps (compliance, identification, internalization) which are the means by which attitudes are changed. Compliance occurs "when an individual accepts influence from another person or from a group because he hopes to achieve a favorable reaction

from others" (p. 62). At the time a job is accepted, the person has
acceded to the societal pressure to become gainfully employed. This may
also be a result of direct pressure from another individual, and does
not indicate any attitude change. Identification occurs "when an
individual adopts behavior derived from another person or group because
this behavior is associated with a satisfying self-defining relationship
to this person or group" (p. 67). This step also includes identifying
oneself as a group member, and is the point where communication plays a
major role. Identification occurs only when the relationship is devel-
oped, and happens because of the value expected from the association.
If identification does not occur, turnover is likely. Internalization,
the third process, can be observed when the behavior itself helps solve
a problem or is demanded by the values of the individual. Once a person
sees the rewards of employment, and group membership, he is likely to
remain in the work force.

Need Fulfillment and Work

The satisfaction and reinforcement of man's social, security,
esteem and self-actualizing needs occurs through the decision to become
a member of a group. Schutz (1958) has identified three interpersonal
needs which must be satisfied through interpersonal relationships:
inclusion, control, and affection. Inclusion is the need to belong, to
establish and maintain effective interpersonal relationships. The need
for power is called control, and the need for love is affection.
Schutz said that each of these three needs is expressed as well as
wanted. Groups, through their continual interaction, problem solving,
and feedback provide individuals with opportunities to satisfy these

needs. Schutz has developed an instrument for measuring these needs, the FIRO-B, which was one of the instruments used in this study. His theory of interpersonal relations orientation defines five ways in which individuals express their resistance to each other in groups: communication problems, loss of motivation, indiscriminate opposition, operational problems, and task distortion.

The relative strength of the inclusion, control, and affection needs a person brings to a new job, and the difference between expressed and wanted needs, may serve to predict his tenure on the job. The inclusion dimension refers to a person's general social orientation and has the most direct ties to communication behavior. A low expressed inclusion means that a person is uncomfortable with others and tends to withdraw from people. A high expressed inclusion score suggests that the person seeks out opportunities to communicate with others. A low wanted inclusion score means that the person limits his association to a few people, while a high score means that there is a strong need to belong and be accepted. Control pertains to leadership behavior, decision-making and responsibility. Affection concerns itself with close, intimate relationships. The study of these aspects of interpersonal relationships, especially inclusion needs, may give a means of predicting the likelihood that the individual will have a successful experience in a CETA job. However, there are many factors involved, in addition to becoming a member of a group, when a person decides to stay in a job.

Communication and Job Satisfaction

Job satisfaction has been viewed as the result of fulfillment of individual needs. The major proponents of this approach have been Argyris

(1964), McGregor (1966), and Porter and Lawler (1968). Job satisfaction, as discussed by Herzberg (1966, 1976), is a combination of two major factors which motivate people to work. One factor (hygiene) results from the environment of the job, and the other factor (motivators) results from the work itself. Unsatisfactory experience with the ten hygiene factors (personal life, salary, working conditions, company policy and administration, supervision, status, security, relationship with subordinates, relationship with peers, and relationship with supervisors) tends to lead to dissatisfaction with the job. The motivators are recognition, advancement, and work itself. They operate independently from hygiene factors, and produce satisfaction. Herzberg postulates that the hygiene factors, if not satisfied, lead to turnover due to dissatisfaction with the job. However, a worker would not be motivated unless the motivators are satisfied, so the two factors operate independently.

The hygiene factors, with the possible exception of salary, are all influenced by communication. Communication requires interaction with other persons, and when persons are anxious, they tend to avoid this interaction. Therefore, a person who is anxious about communication with their boss or supervisor is likely to be dissatisfied with the hygiene factors of supervision and relationships with supervisors. An instrument designed to measure communication anxiety in seven contexts is the Communication Situation Inventory (FAC 7). Five of the seven contexts are directly related to the relationships and conditions defined by the hygiene factors:

FAC 7	Hygiene factors
Communication with Supervisor	Supervision Relationship with supervisor
Communication with someone important	Company policy & administration Status
Communication with parents or family	Security Personal life
Communication with friends	Relationship with peers Working conditions
Group communication	Relationship with subordinates

The utilization of the FAC 7 to measure communication anxiety was a part of this study. Since turnover is a result of dissatisfaction of the hygiene factors, persons who have high scores on the scales are expected to leave their jobs sooner than persons who have average or low anxiety.

Downs (1978) has developed a "Communication Satisfaction Survey" which identifies eight communication variables that correlate with job satisfaction. These variables are: horizontal informal communication, relationships with subordinates, communication climate, relationship with supervisor, personal feedback, organizational intergration, organizational perspective and media quality. A study of six organizations found that three variables correlated most strongly with job satisfaction: communication climate, personal feedback, and relationship with supervisor. Research by Avery (1977) in a federal agency identified communication climate, horizontal informal communication, and relationship with subordinates as those with the highest correlation to job satisfaction. The Communication Satisfaction Survey measures factors which are instrumental in determining worker

satisfaction, it was not appropriate for use in this study since it is designed for persons who are working. Further, it provides an organizational, rather than individual, profile.

CHAPTER III

METHODOLOGY

Pilot Study

A pilot study was undertaken in order to determine those items which counselors felt were major contributors to a participants' withdrawal from the program. In a random telephone survey, ten counselors were asked what they believed to be the primary reasons that program participants left the program before obtaining a job. The following general categories were mentioned:

	Number of responses
Employee didn't like their job	5
Bad attitude toward work	5
Poor communications with supervisor	4
Relocation	4
Poor performance	3
Poor attendance	3
Low salary	1

Items 1, and 3 and 7 are included in Herzberg's hygiene factors and have been correlated with job dissatisfaction. Item 2 reflects an overall attitude, which may have been present prior to entry on the job, or may have developed due to dissatisfiers that became salient at the worksite. Items 2, 4, 5 and 6 have been identified (Samuel, 1969) as indicators that an individual is withdrawing from work, and are likely

to be the result of working conditions rather than causes of dissatis-
faction. Six of the counselors also indicated that participants who
were experiencing problems were reluctant to contact them.

The results of the pilot study indicated that communication is per-
ceived as a problem area by counselors. It is not within the scope of
the CETA program to increase salaries or change job duties, but communi-
cation behavior and communication anxiety of participants are factors
which could be addressed.

A questionnaire (see Appendix C) was included in this study which
asked counselors to rate program enrollees on the six items which were
mentioned by more than one person (items 1 - 6 above). The items were
rephrased to request observations of behavior and attitudes which are
present prior to enrollment.

Design of the Study

The following instruments were used in this study: FIRO-B, (see
Appendix A), FAC-7 (Appendix B), and the PSE Job Readiness Assessment
(Appendix C). The FIRO-B and FAC-7 were completed by the CETA Title VI
enrollee when he/she filled out other forms required for entrance into
the program. The instruments were administered by counselors, who read
written instructions (see Appendix D). In addition, training in test
administration was given to all counselors by the researcher during the
week of May 8, 1978. These methods were employed to assure uniformity
in procedure. The counselors completed the PSE Job Readiness Assessment
after the close of the enrollment interview, and mailed all three docu-
ments to the CETA Administrative Office for scoring.

Counselors supervised the completion of the instruments for each new enrollee during the period from May 15, 1978, until July 15, 1978. Approximately 160 persons enroll in the CETA Title VI program each month, therefore producing an estimated 320 persons as subjects for the purposes of this study. Data from previous years did not indicate differences in turnover or participant characteristics occuring during any particular month. The greatest changes in enrollment occur due to changes in the federal regulations, and no changes were anticipated prior to October 1, 1978.

The enrollment status of all subjects was recorded on September 15, 1978, two months following the end of the testing period. During the first half of the current fiscal year (Oct. 1, 1977 to March 30, 1978), 823 individuals (84%) stayed in the program or became employed (Success), and 156 individuals (16%) left the program without finding employment (Failure). Of the failures, 63 (40%) left during the first month, and a total of 82 (53%) left during the first two months following enrollment. Using this experience as a predictor, expectations were for the success group to be comprised of approximately 269 subjects, and a failure group of 51.

The Kansas Balance-of-State Prime Sponsor has identified the following as target groups: Veterans, minorities, and welfare recipients. Age, sex and education level have also been identified as possibly correlating with success or failure in the program. The focus of this study was to determine which of the variables identified in the FIRO-B, FAC-7 and PSE Job Readiness Assessment might be related to the success

or failure of program participants. However, it was recognized that one
or many of the characteristics identified above (Age, Education, Sex,
Veteran, Minority or Welfare Recipient) might provide more significant
information regarding success or failure. Therefore, information on
these six characteristics was obtained for all participants, and was
utilized in the analysis.

Significance of the Study

Job counseling has traditionally focused on interests and aptitudes
for specific lines of work, and dealt with behavior and adjustment to
the work setting through intuition and coercion. This study is an
attempt to link theories of organizational and individual behavior with .
practical problems encountered in the implementation of a nationwide
jobs program. It was hoped that results of such research might enable
practitioners to intervene promptly and specifically in cases where
people might be predicted to leave such programs.

Limitations of the Study

The scope of this study was limited to the Kansas Balance-of-
State Prime Sponsor, and may not be generalizable to any other public
service employment programs. However, the procedure could be adapted
for the use of other program operators. Due to constraints imposed by
the time and attention of enrollees, only the FIRO-B, the FAC-7 and the
PSE Job Readiness Assessment measures were collected. Although a
longitudinal study is part of the overall research plan, for the pur-
poses of this study data were collected for only two months.

CHAPTER IV

RESULTS

This chapter presents the results obtained from testing individuals enrolling in the CETA Title VI program operated by the Kansas Balance-of-State Prime Sponsor. Discussion of the results, and the predictive capabilities of the measures, follows.

Data

The FIRO-B, FAC-7 and PSE Job Readiness Assessment were administered to enrollees during the testing period of May 15 to July 15, 1978. Of a total of 311 subjects available, five did not wish to participate, thirty-four made errors in completing the tests, and three had been previously enrolled in the program. This resulted in the exclusion of 13.5% of the subjects, leaving a total of 269 subjects involved in the analysis.

Two months following the end of the testing period, the status of the subjects was ascertained:

Failure -- 43 (16%)

Success -- 226 (84%)

Table I presents the mean scores obtained on the test instruments for all subjects. The results of the FIRO-B indicate that the subjects of the study, on the average, exhibit "social flexibility" in the area of Inclusion (Ryan, 1977). The mean score on Expressed and Wanted Inclusion indicates a moderate level of social interaction, with flexibility to adapt to particular situations. The Control dimension scores are low, and this typifies the "Rebel" who Ryan has described (p. 17)

TABLE I

COMMUNICATION FACTORS

FIRO-B (Range 0-6)

Variable	Abbreviation	Mean Score	Standard Deviation
Inclusion, expressed	Inc, ex	4.6877	2.0731
Inclusion, wanted	Inc, wa	3.5688	3.3267
Control, expressed	Con, ex	2.2491	2.2413
Control, wanted	Con, wa	2.9963	2.0305
Affection, expressed	Aff, ex	4.1041	2.5016
Affection, wanted	Aff, wa	4.7584	2.5578

FAC-7 (3 to 15)

Public Speaking	Pub,anx	8.8736	2.7574
Group Communication	Grp,anx	6.8439	2.1867
Communication with someone important	Imp,anx	6.0483	2.1634
Communication with boss or supervisor	Bos,anx	6.7323	2.0559
Interracial Communication	Int,anx	6.4201	2.0144
Communication with parents or family	Fam,anx	7.3123	2.7138
Communication with friends	Fnd,anx	5.1561	1.6611

PSE Job Readiness Assessment
(1 = yes)
(2 = no)

Considering Relocation	PSEASS1	0.2305	0.4219
Ready to Begin Work	PSEASS2	0.9888	0.1052
Likes Job	PSEASS3	0.9554	0.2068
Effective Communicator	PSEASS4	0.9480	0.2225
Capable of Performing Work	PSEASS5	1.0000	0.
Prompt	PSEASS6	0.9517	0.2149

as a person who avoids making decisions and taking responsibility, and prefers it when others do not attempt to control them. They have doubts about their ability to handle new areas of responsibility. The participants in this study exhibited moderate scores in the Affection dimension, which depicts a tendency to be "realistic and practical in the amount of affection desired and the numbers of persons from whom affection is sought" (Ryan, p. 27). Thus, the scores on the FIRO-B profile a socially flexible, warm individual with doubts about his/her ability to handle new responsibilities. These doubts would appear natural in a situation where a person has been out of work for a least fifteen weeks, is from a low-income family, and is preparing to start a new job.

It should be noted that the standard deviation is rather high on all factors. This indicates a wide range of responses, such that a mean score may not accurately reflect the responses of individual group members.

The Communication Situation Inventory (FAC-7) results depict a group of individuals which, overall, experience low to moderate anxiety in a variety of communication situation. A score of nine on this scale is considered neutral, and the standard deviation is two (Quiggins, 1976). With the exception of Public Speaking and Communication with Family, the mean scores indicate a relatively low tendency to experience communication anxiety.

The PSE Job Readiness Assessment results reflect the perceptions of Job Service Interviewers about the individual enrollee. All were judged capable of performing the job in which they were placed (perhaps this

item actually measured the interviewer's perception about whether
he/she was doing his/her job). The majority were perceived as ready to
begin work, effective communicators, prompt, and pleased with their new
job. A substantial number were considering relocation, although the
majority were not.

Table II provides a descriptive frequency table of the partici-
pants, by the characteristics of age, sex, education, race, veteran
status, and welfare status. These six characteristics were chosen due
to the significance placed by the CETA program on providing service to
persons who are minorities, females, veterans, welfare recipients, older
workers, youth and high school dropouts. These target groups are given
priority by the Kansas Balance-of-State Prime Sponsor, although their
actual hiring into CETA jobs is decided by the employer.

Success and Failure Groups

A step-wise method of discriminant analysis was utilized to deter-
mine the value of each of the thirteen communication variables, the six
job readiness variables, and the six participant characteristics, in
predicting the success or failure of the participants. Descriptions of
the results of a number of different analyses follows. Both Rao and
Wilks methods of discriminant analysis were used, but the results were
identical.

Two step-wise discriminant analyses which assumed equal probability
of membership in the success or failure group are presented in Table
III. The first analysis(A.) included only the nineteen tested vari-
ables, and utilized five of these measures to correctly predict 60.6% of
the cases. The second analysis(B.) included participant character
istics, and utilized nine variables in the prediction which correctly
classified 66.2% of the cases. Both analyses included the following
variables, although the order of the step-wise entry varied:

TABLE II

SUMMARY OF PARTICIPANT CHARACTERISTICS

	Total	Success	Failure
EDUCATION			
0 to 8 years of school	9	8	1
9 to 11 years of school	30	16	14
12 to 15 years of school	175	152	23
16 or more years of school	55	50	5
AGE			
16 to 22 years old	119	100	19
23 to 44 years old	128	105	23
45 years or older	22	21	1
ETHNIC GROUP			
White	211	177	34
Black	33	27	6
Hispanic	13	11	2
American Indian	12	11	1
SEX			
Female	117	101	16
Male	152	125	27
VETERAN STATUS			
Veteran	65	53	12
Non-veteran	204	173	31
WELFARE STATUS			
Welfare Recipient	36	28	8
Non-welfare	233	198	35

TABLE III

SUMMARY OF DISCRIMINANT ANALYSIS (RAO)

A. Variables Considered: Inclusion, expressed to PSEASS6

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	59.7% (135)	40.3% (91)	60.6%
Failure (N=43)	34.9% (N-15)	65.1% (N=28)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Rao's V	Change in V	Significance
1	Aff, wa	3.25247	3.25247	3.25247	.071
2	Fnd, anx	1.90804	5.19101	1.93854	.164
3	Inc, ex	1.19277	6.41614	1.22513	.268
4	Aff, ex	2.46679	8.97090	2.55476	.110
5	Con, wa	1.28257	10.31567	1.34477	.246

TABLE III

SUMMARY OF DISCRIMINANT ANALYSIS (RAO)

B. Variables Considered: Inclusion, expressed to Welfare

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	65.5% (N=148)	34.5% (N=78)	66.2%
Failure (N=43)	30.2% (N=13)	69.8% (N=30)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Rao's V	Change in V	Significance
1	Educa	7.30037	7.30037	7.30037	.007
2	Age	3.38318	10.78912	3.48875	.062
3	Aff, wa	1.93354	12.81597	2.02685	.155
4	Aff, ex	3.04875	16.04736	3.23139	.072
5	Inc, ex	2.61284	18.85936	2.81200	.094
6	Con, wa	1.64963	20.65921	1.79985	.180
7	Fnd, anx	1.98144	22.84305	2.18384	.139
8	PSEASS3	1.45972	24.47032	1.62727	.202
9	PSEASS]	1.00779	25.60446	1.13413	.287

> Inclusion, Expressed
> Control, Wanted
> Affection, Expressed
> Affection, Wanted
> Communication with Friends

The results of this analysis (B.) indicate that there was considerable overlap between the success and failure groups, although discrimination was possible. This discriminant analysis assumed that a person was equally likely to succeed or fail. However, since past experience has proved the probability of group membership to be other than equal, the probability of group membership was adjusted for all other analyses to take advantage of this a priori knowledge.

The discriminant analysis presented in Table IV includes the nineteen test variables, six characteristics, and three new variables. AFFDIFF, INCDIFF, and CONDIFF were computed for each subject by substracting the score received on the "wanted" item of the FIRO-B from the "expressed" item which measures the same interpersonal relations orientation. Thus, AFFDIFF represents the difference between Affection, Wanted and Affection, Expressed. These three variables were created based on the observation (Ryan, p. 9) that a person has a greater probability of experiencing conflict and/or frustration when there is a great discrepancy between scores.

One can readily see that the prediction results were drastically changed by utilizing known probabilities of group membership (84% success, 16% failure). Although overall 84.76% of the cases were correctly classified, only 7% of the failures were classified as such. These results indicate that the variables included in the analysis were not able to discriminate between success and failure.

TABLE IV

SUMMARY OF DISCRIMINANT ANALYSIS (WILK'S)
(AFFDIFF to Welfare)

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	99.6% (225)	0.4% (1)	84.76%
Failure (N=43)	93.0% (40)	7.0% (3)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	F to Enter	Wilk's Lambda	Significance
1	Educa	9.29718	.96635	.003
2	Affdiff	4.73064	.94947	.001
3	Age	3.60462	.93672	.001
4	Inc, exp	2.82790	.92680	.001
5	PSEASS3	2.08326	.91951	.001

Table V presents the results of three analyses which included differing sets of variables in the computations. Education and age variables were recoded into four and three discrete groups, respectively. The analyses utilizing A. (the nine FIRO-B scores, and B.) the FIRO-B, FAC-7, and PSE variables (total of twenty-two) produced identical results. Neither was able to predict any failures. The analysis which included participant characteristics was 82.9% correct, but it correctly classified only 23% of the failure group.

The summary presented in Table VI includes the same two sets of variables in the analysis, but allows for the inclusion of a greater number of items by reducing the minimum F to enter from 1.5 to 1.0. This change did not produce improved prediction results.

New groupings were developed by combining the success or failure outcome with sex (Table VII) and race (Table VIII) of the participant. Although these new categories produced prediction results in which the correct group received a greater number of cases than did the incorrect groups, there was no clear separation.

Further discriminant analyses were computed for the various subgroups of the population. The results for females and males (Table IX), and four racial groups (Table XI) failed to provide a greater ability to accurately predict group membership. It can be noted that three analyses predicted group membership with 100% accuracy: EDUCATION, 8 years or less (S.A.), HISPANIC (XI.C.) and AMERICAN INDIAN (XI.D.). These results are not meaningful for generalization to the universe as a whole, since the failure group consisted of only one or two persons in each case.

TABLE V

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

A. Variables Considered: FIRO-B ONLY
B. Variables Considered: Affdiff to PSEASS6

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (=226)	100% (226)	0%	84%
Failure (N=43)	100% (43)	0%	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	F to Enter	Wilk's Lambda	Significance
1	Affdiff	3.74733	.98616	.051
2	Inc, ex	3.60219	.97298	.026

C. Variables Considered: Affdiff to Welfare

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	98.2% (222)	1.8% (4)	82.9%
Failure (N=43)	97.7% (42)	2.3% (1)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	F to Enter	Wilk's Lambda	Significance
1	Educa	9.29718	.96635	.003
2	Affdiff	4.73064	.94947	.001
3	Inc, ex	2.81259	.93949	.001
4	Fnd, anx	1.92598	.93269	.001

TABLE VI

SUMMARY OF DISCRIMINANT ANALYSIS (WILK'S)

Minimum F to Enter = 1.0
A. Variables Considered: Affdiff to PSEASS6

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	100% (226)	0%	84%
Failure (N=43)	100% (43)	0%	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	F to Enter	Wilk's Lambda	Significance
1	Affdiff	3.74733	.98616	.051
2	Inc, ex	3.60219	.97298	.026
3	Fnd, anx	1.41183	.96783	.033
4	Con, wa	1.28925	.96312	.041

B. Variables Considered: AFFDIFF to Welfare

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=226)	97.8% (221)	2.2% (5)	82.9%
Failure (N=43)	95.3% (41)	4.7% (2)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	F to Enter	Wilk's Lambda	Significance
1	Educa	9.29718	.96635	.003
2	Affdiff	4.73064	.94947	.001
3	Inc. ex	2.81259	.93949	.001
4	Fnd, anx	1.92598	.93269	.001
5	Con, wa	1.45102	.92757	.001
6	PSEASS3	1.25922	.92314	.002
7	PSEASS1	1.35657	.91836	.002

TABLE VII

SUMMARY OF DISCRIMINANT ANALYSIS (RAO)

(Index to Welfare)
STATSEX

Prediction Results

Actual	1	2	3	4
Group 1 (F.S.) N = 101	65.3% (66)	6.9% (7)	20.8% (21)	6.9% (7)
Group 2 (M.S.) N = 125	19.2% (24)	42.4% (53)	12.0% (15)	26.4% (33)
Group 3 (F.F.) N = 16	31.3% (5)	6.3% (1)	56.3% (9)	6.3% (1)
Group 4 (M.F.) N = 27	3.7% (1)	29.6% (8)	18.5% (5)	48.1% (13)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Rao's V	Change in Rao's V	Significance
1	Veteran	19.53410	58.60231	58.60231	.000
2	Educa.	5.78941	78.03080	19.42849	.000
3	Pub, anx	4.52905	95.16156	17.13076	.000
4	Inc, wa	4.12190	110.78584	15.62428	.001
5	Welfare	4.42237	128.19142	17.40558	.001
6	Con, ex	3.32140	142.66024	14.46881	.002
7	Fnd, anx	3.06923	155.29244	12.63221	.006
8	Age	2.21525	163.80141	8.50897	.037
9	Aff, ex	1.45755	196.65376	5.85235	.119
10	Aff, wa	2.80328	181.54574	11.89198	.008
11	Inc, ex	2.78600	193.79334	12.24761	.007
12	Boss, anx	1.16490	198.24778	4.45444	.216
13	Fam, anx	1.75.89	205.69948	7.45170	.059

(Priors 25 25 25 25)

(Educa = 1-4) (STATUS = 1 & Sex = 1, STATSEX = 1/STATUS = 1 & Sex = 2, STATSEX = 2/
STATUS = 2 & SEX = 1, STATSEX = 3/ STATUS = 2 & SEX = 2, STATSEX = 4/)

TABLE VIII

SUMMARY OF DISCRIMINANT ANALYSIS (RAO)
(Index to Welfare)
ETHSTAT

Prediction Results (34.94% Grouped Correctly)

Actual Group	1	2	3	4	5	6	7	8
Group 1 (SW) (N=177)	30.5% (54)	16.9% (30)	13.0% (23)	11.9% (21)	13.6% (24)	9.6% (17)	2.3% (4)	2.3% (4)
Group 2 (SB) (N-27)	14.8% (4)	44.4% (12)	11.1% (3)	3.7% (1)	11.1% (3)	7.4% (2)	0. %	7.4% (2)
Group 3 (SH) (N=11)	9.1% (1)	36.4% (4)	36.4% (4)	0.	0.	0.	18.2% (2)	0.
Group 4 (SI) (N-11)	18.2% (2)	9.1% (1)	0.	45.5% (5)	18.2% (2)	0.	9.1% (1)	0.
Group 5 (FW) (N=34	14.7% (5)	8.8% (3)	14.7% (5)	11.8% (4)	38.2% (13)	11.8% (4)	0.	0.
Group 6 (FB) (N=6)	33.3% (2)	0.	0.	0.	16.7% (1)	50.% (3)	0.	0.
Group 7 (FH) (N=2)	0.	0.	0.	0.	0.	0.	100.0% (2)	0
Group 8 (FI) (N=1)	0.	0.	0.	0.	0.	0.	0.	100.0% (1)

Variables included in discriminant analysis

Step #	Variable	F to Enter	Rao's V	Change in Rao's V	Significance
1	PSEASS3	3.83991	26.87934	26.87934	.000
2	PSEASS4	2.48276	44.72625	17.84692	.013
3	Imp, anx	2.22008	61.09883	16.37258	.022
4	Welfare	2.23315	77.05789	15.95905	.025
5	PSEASS2	1.61077	89.69231	12.63443	.082
6	Educa	1.75599	102.41496	12.72265	.079
7	PSEASS1	1.27096	112.24587	9.83091	.198
8	Boss, anx	1.36447	122.63739	10.39152	.167
9	PSEASS6	1.47505	133.92961	11.29222	.126
10	Aff, wa	1.62038	146.02217	12.09256	.098
11	Inc, ex	1.44568	157.46815	11.44598	.120
12	Age	1.21907	167.02364	9.55549	.215
13	Int, anx	1.50849	179.12468	12.10104	.097
14	Fam, anx	1.01302	187.62715	8.50247	.290
15	Aff, ex	1.17142	197.14161	9.51446	.218

TABLE IX

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

A. FEMALES

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (101)	97.0% (98)	3.0% (3)	86.32%
Failure (16)	81.3% (13)	18.8% (3)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	Removed	F to Enter or Remove	Wilks Lambda	Significance
1	Inc, dif		3.67804	.96901	.055
2	Aff, wa		3.68263	.93869	.027
3	PSEASS3		1.44071	.92687	.034
4	PSEASS4		2.07084	.91004	.031
5	PSEASS6		1.45215	.89829	.034
6	Fam, anx		1.31871	.88765	.038
7	Bos, anx		1.98721	.87176	.032
8		PSEASS6	0.77001	.87791	.024

TABLE IX

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

B. MALES

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=125)	100.0% (125)	0	82.89%
Failure (N-27)	96.3% (26)	3.7% (1)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Inc, wa	2.27175	.98508	.130
2	Fnd, anx	1.68179	.97409	.139
3	PSEASS1	1.55927	.96393	.140
4	PSEASS6	1.51441	.95410	.137
5	Aff, ex	1.39438	.94508	.138
6	Aff, wa	1.19864	.93733	.146
7	PSEASS2	1.07562	.93038	.158

TABLE X

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

A. EDUCATION: 8 YEARS OR LESS

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=8)	100.0% (8)	0	100%
Failure (N=1)	0	100% (1)	

VARIABLES IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Inc,diff	7.0	.50	.032
2	Int,anx	10.07671	.18661	.007
3	Inc, wa	4.32288	.10008	.007
4	PSEASS4	5.21959	.04342	.008
5	Condiff	2.66843	.02298	.016
6	Imp,anx	3.04263	.00911	.039
7	PSEASS1	17.61781	.00049	.090

TABLE X (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

B.   EDUCATION: 9-11 YEARS

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=16)	100% (16)	0	66.67%
Failure (N=14)	71.4% (10)	28.6% (4)	

VARIABLES IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Inc, ex	4.26904	.86770	.046
2	Fam,anx	5.03640	.73129	.014
3	PSEASS6	2.27885	.67236	.015

TABLE X (Cont.d)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

C. EDUCATION: 12 to 15 YEARS

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=152)	100.0% (152)	0	87.43%
Failure (N=23)	95.7% (22)	4.3% (1)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Affdiff	2.75249	.98434	.095
2	Incdiff	2.51777	.97014	.072
3	PSEASS1	2.24909	.95754	.058
4	PSEASS3	2.07659	.94599	.049
5	Bos,anx	1.66903	.93674	.048

D. EDUCATION: 16 YEARS OR MORE

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=50)	94.0% (47)	6.0% (3)	89.09%
Failure (N=5)	60.0% (3)	40.0% (2)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variables	F to Enter	Wilks Lambda	Significance
1	Con, wa	6.82908	.88586	.011
2	Affdiff	4.09846	.82114	.006

TABLE XI

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

A. WHITE

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=177)	98.3% (174)	1.7% (3)	82.94%
Failure (N=34)	97.1% (33)	2.9% (1)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Aff, wa	2.12117	.98995	.143
2	PSEASS3	2.31281	.97907	.108
3	Int,anx	1.95117	.96992	.095
4	Bos,anx	1.77768	.96163	.087
5	PSEASS6	1.85325	.95301	.076
6	Aff, ex	1.66156	.94531	.071
7	Inc, ex	1.76229	.93717	.064
8	Fnd,anx	1.10548	.93207	.071

TABLE XI (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

B. BLACK

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=27)	92.6% (25)	7.4% (2)	81.82%
Failure (N=6)	66.7% (4)	33.3% (2)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered	/ Removed	F to Enter / Removed	Wilks Lambda	Significance
1	Int,anx		2.14520	.93528	.149
2	Fnd,anx		2.40743	.86580	.113
3	Con, ex		2.04067	.80888	.099
4	~Fam,anx		2.47350	.74322	.071
5	PSEASS3		1.24054	.71058	.083
6	Inc,ex		1.87637	.66275	.075
7	Inc,dif		1.35234	.62874	.080
8		Fnd,anx	0.82179	.64940	.061
9	Bos,anx		1.06279	.62292	.073

TABLE XI (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

C. HISPANIC

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=11)	100.0% (11)	0	100.0%
Failure (N=2)	0	100.0% (2)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable Entered / Removed		F to Enter / Remove	Wilks Lambda	Significance
1	Bos,anx		11.30114	.49325	.006
2	Fnd,anx		3.08223	.37704	.008
3	Aff, wa		5.61911	.23212	.003
4	PSEASS1		1.95160	.13660	.006
5	Con, wa		2.28677	.14065	.007
6	Affdiff		10.78620	.05027	.002
7	Pub,anx		7.71217	.01977	.001
8	Grp,anx		3.62304	.01038	.002
9		Fnd,anx	0.51516	.01171	.001
10	Condiff		5.32175	.00503	.001
11	PSEASS4		5.82584	.00171	.003
12	Inc. wa		30.15398	.00011	.008
13	Int,anx		17.58887	.00001	.059

TABLE XI (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

D. AMERICAN INDIAN

Prediction Results

Actual Group	Predicted Group Success	Failure	Overall Correct Classification
Success (N=11)	100.0% (11)	0	100.0%
Failure (N=1)	0	100.0% (1)	

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	PSEASS1	3.75000	.72727	.079
2	Affdiff	4.56081	.48267	.037
3	Inc,dif	4.91389	.29901	.017
4	Con,dif	5.78812	.16367	.008
5	Int,anx	1.34877	.13363	.014
6	Imp,anx	2.04117	.09489	.021
7	Fnd,anx	2.61608	.05737	.026
8	Grp,anx	15.02988	.00955	.010
9	PSEASS6	10.42207	.00154	.018
10	Con, wa	50.47229	.00003	.065

The great amount of overlap between groups indicated that there might have been persons who were classified in one group, for the purposes of this study, but actually belonged to a totally different group. A reclassification of subjects was undertaken which produced three groups: a) persons still enrolled in a subsidized CETA program, b) persons who left the program to take a job, and c) persons who left for other reasons (drop outs, health problems, students). These new groups were then analyzed using the twenty-two test variables (Table XII). There was no improvement in prediction results. The analysis was then performed for each of the four educational levels (Table XIII). There was an improvement in the prediction results for persons with less than a high school education (XIII.A. and B.), but high school graduates continued to appear primarily in the group which was predicted to be still enrolled.

The final set of tables utilize four different resultant groups, corresponding to the categories which the Kansas Balance-of-State Prime Sponsor utilizes in its reports to the federal government. The groups are: 1-Still Enrolled in Title VI, 2-Failure, 3-Other Positive outcome, not resulting in unsubsidized employment, and 4-Placed. The prior probability of group membership was computed as the size of the group in this study. Tables XIV and XV present overall analyses utilizing the twenty-two test variables, and all items (XV). In both cases, a greater number of individuals were predicted to be members of group 1 (Still Enrolled) than any other group. A discriminant analysis was then performed for each of the three age groups (Table XVI). The prediction

TABLE XII

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

Prediction Results 62.08%

Actual Group	Predicted Group Membership		
	Still Enrolled	Left, not Placed	Left, Placed
Still Enrolled in CETA (N=165)	99.4% (164)	0.6% (1)	0
Left Program, not placed (N=55)	98.2% (54)	0	1.8% (1)
Left Program, placed in job (N=49)	93.9% (46)	0	6.1% (3)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Aff,wa	4.71361	.96577	.010
2	Fnd,anx	2.10161	.95069	.010
3	Aff,dif	1.67939	.93875	.010
4	Inc,dif	1.50499	.92813	.012
5	Con,dif	1.28907	.91908	.014

TABLE XIII

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

A. EDUCATION: 8 YEARS OR LESS

Prediction Results 100% Correct

	Predicted Group Membership		
Actual Group	Still Enrolled	Left, not Placed	Left, Placed
Still Enrolled (N=3)	100.0% (3)	0	0
Left, no job (N=3)	0	100.0% (3)	0
Left, job (N=3)	0	0	100.0% (3)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Bos,anx	4.0	.42847	.079
2	Aff,dif	5.10403	.14090	.031
3	PSEASS1	9.95115	.02358	.007
4	Pub,anx	5.59974	.00498	.007
5	Aff, ex	34.17206	.00014	.004
6	Condiff	1.78456	.00003	.044

TABLE XII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

B. EDUCATION: 9-11 YEARS

Prediction Results 76.67% Correct

Actual Group	Predicted Group Membership		
	Still Enrolled	Left, no Job	Left, has Job
Still Enrolled (N=11)	72.7% (8)	27.3% (3)	0
Left, no Job (N=14)	14.3% (2)	78.6% (11)	7.1% (1)
Left, has Job (N=5)	0	20.0% (1)	80.0% (4)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Fam,anx	3.47127	.79546	.045
2	Inc, ex	3.90252	.61180	.011
3	Inc,dif	2.45990	.51120	.008
4	PSEASS1	2.18399	.43249	.006
5	PSEASS6	1.27301	.38939	.009

TABLE XIII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

C. EDUCATION: 12 to 15 YEARS

Prediction Results
68% Correct

Actual Group	Predicted Group Membership		
	Still Enrolled	Left, no job	Left, has job
Still Enrolled (N=114)	97.4% (111)	1.8% (2)	0.9% (1)
Left, no Job (N=28)	83.1% (23)	7.1% (2)	10.7% (3)
Left, has Job (N=33)	81.8% (27)	0	18.2% (6)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Affdiff	7.65162	.91830	.001
2	Bos,anx	1.98538	.89746	.001
3	Fnd,anx	1.82543	.87859	.001
4	Aff, wa	2.54790	.85287	.001
5	PSEASS1	1.58573	.83707	.001

TABLE XIII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

D. EDUCATION: 16 YEARS OR MORE

Prediction Results

69.09% correct

Actual Group	Predicted Group Membership		
	Still Enrolled	Left, no job	Left, has job
Still Enrolled (N=37)	89.2% (33)	8.1% (3)	2.7% (1)
Left, no job (N=10)	80.0% (18)	20.0% (2)	0
Left, has job (N=8)	50.0% (4)	12.5% (1)	37.5% (3)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Condiff	3.09127	.89374	.053
2	Int,anx	3.16819	.79497	.019
3	Inc, wa	2.06562	.73430	.015
4	Aff, wa	2.05203	.67755	.012
5	Affdiff	1.43884	.63923	.013

TABLE XIV

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Inclex to PSEASS6

4 Groups

Prediction Results
54.38% correct

	Predicted Group Membership			
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=145)	96.6% (140)	0	2.8% (4)	0.7% (1)
2. Failure (N=43)	88.4% (38)	4.7% (2)	2.3% (1)	4.7% (2)
3. Other Positive (N=32)	93.8% (30)	0	3.1% (1)	3.1% (1)
4. Placed in Job (N=49)	93.9% (46)	0	0	6.1% (3)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Aff, wa	3.79730	.95878	.011
2	Fnd,anx	4.89142	.90830	.000
3	Inc. ex	1.16435	.89639	.001
4	Aff, ex	1.20886	.88415	.001
5	Con, wa	1.06597	.87345	.002
6	Inc. wa	1.19875	.86153	.003
7	PSEASS1	1.18604	.84986	.003

TABLE XV

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to Welfare

4 Groups

Prediction Results

58.74% correct

	Predicted Group Membership			
Actual Group	Still Enrolled	Failure	Other Positive	Placed in job
1. Still Enrolled (N=145)	91.7% (133)	2.8% (4)	2.8% (4)	2.8% (4)
2. Failure (N=43)	76.7% (33)	16.3% (7)	2.3% (1)	4.7% (2)
3. Other Positive (N=32)	59.4% (19)	3.1% (1)	21.9% (7)	15.6% (5)
4. Placed in Job (N=49)	71.4% (35)	6.1% (3)	0	22.4% (11)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Educa	4.05963	.95606	.008
2	Age	3.90674	.91542	.001
3	Fnd,anx	3.88423	.87658	.000
4	Aff, wa	5.02185	.82892	.000
5	Sex	2.76024	.80343	.000
6	Inc,dif	1.96920	.78558	.000
7	Aff,dif	1.25425	.77433	.000
8	PSEASS1	1.04393	.76504	.000
9	PSEASS2	1.08566	.75547	.000

TABLE XVI

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Groups x 3 Age

A. AGE: 16 to 22 YEARS

Prediction Results

54.62% Correct

| | Predicted Group Membership | | | |
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=51)	80.4% (41)	7.8% (4)	5.9% (3)	5.9% (3)
2. Failure (N=19)	47.4% (9)	31.6% (6)	5.3% (1)	15.8% (3)
3. Other Positive (N=23)	39.1% (9)	4.3% (1)	39.1% (9)	17.4% (4)
4. Placed in Job (N=26)	38.5% (10)	15.4% (4)	11.5% (3)	34.6% (9)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Inc,dif	4.41240	.89678	.006
2	Aff, wa	3.66823	.81783	.001
3	Fnd,anx	3.42526	.74966	.000
4	Bos,anx	3.26372	.68939	.000
5	PSEASS4	1.89476	.65581	.000
6	Pub,anx	1.65193	.62753	.000
7	Fam,anx	1.28552	.60609	.000
8	Inc, wa	1.06285	.58871	.000
9	PSEASS2	1.02288	.57230	.000

TABLE XVI (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Groups x 3 Age

B. AGE: 23 to 44 YEARS

Prediction Results

63.28% Correct

		Predicted Group Membership		
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=80)	92.5% (74)	3.8% (3)	2.5% (2)	1.3% (1)
2. Failure (N=23)	82.6% (19)	17.4% (4)	0	0
3. Other Positive (N=6)	83.3% (5)	0	16.7% (1)	0
4. Placed in Job (N=19)	89.5% (17)	0	0	10.5% (2)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Fnd,anx	2.80479	.93645	.042
2	Inc,dif	2.47278	.88319	.017
3	PSEASS3	1.56265	.85051	.018
4	PSEASS6	1.52749	.81967	.018
5	Aff,dif	1.38289	.79228	.019
6	PSEASS1	1.06186	.77162	.024
7	Con, wa	1.00518	.75239	.032

TABLE XVI (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Groups x 3 Age

C. AGE: 45 and OLDER

Prediction Results

100% Correct

| | Predicted Group Membership | | | |
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=14)	100.0% (14)	0	0	0
2. Failure (N=1)	0	100.0% (1)	0	0
3. Other Positive (N=3)	0	0	100.0% (3)	0
4. Placed in Job (N=4)	0	0	0	100.0% (4)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Con, ex	8.31750	.41907	.001
2	Aff, ex	4.15327	.24183	.000
3	Fnd,anx	5.08085	.12384	.000
4	Inc,dif	2.98063	.07759	.000
5	Int,anx	2.53124	.05030	.000
6	Imp,anx	1.91957	.03486	.000
7	Grp,anx	1.84602	.02385	.000
8	PSEASS1	2.07201	.01524	.000
9	Inc, wa	3.06343	.00794	.000

TABLE XVII

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Education x 4 Groups

A. EDUCATION: 8 YEARS OR LESS

Prediction Results

100% Correct

	Predicted Group Membership			
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=3)	100.0%	0	0	0
2. Failure (N=1)	0	100.0%	0	0
3. Other Positive (N=3)	0	0	100.0%	0
4. Placed in Job (N=3)	0	0	0	100.0%

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Aff, ex	2.33333	.41667	.191
2	Inc, ex	4.05337	.10313	.089
3	PSEASS4	63.78566	.00159	.003
4	Con, wa	5.46639	.00017	.004
5	Con, dif	47.36660	.00000	.014

TABLE XVII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Education x 4 Groups

B.   EDUCATION: 9 to 11 YEARS

Prediction Results

76.67% Correct

	Actual Group	Predicted Group Membership			
		Still Enrolled	Failure	Other Positive	Placed in Job
1.	Still Enrolled (N=11)	72.7% (8)	27.3% (3)	0	0
2.	Failure (N=14)	14.3% (2)	78.6% (11)	0	7.1% (1)
3.	Other Positive	0	0	0	0
4.	Placed in Job (N=5)	0	20.0% (1)	0	80.0% (4)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Fam,anx	3.47127	.79546	.045
2	Inc. ex	3.90252	.61180	.011
3	Inc,dif	2.45990	.51120	.008
4	PSEASS1	2.18399	.43249	.006
5	PSEASS6	1.27301	.38939	.009

TABLE XVII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Education x 4 Groups

C. EDUCATION: 12 TO 15 YEARS

Prediction Results

58.29% Correct

		Predicted Group Membership		
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=97)	91.8% (89)	1.0% (1)	2.1% (2)	5.2% (5)
2. Failure (N=23)	78.3% (18)	8.7% (2)	8.7% (2)	4.3% (1)
3. Other Positive (N=22)	68.2% (15)	0	18.2% (4)	13.6% (3)
4. Placed in Job (N=33)	72.7% (24)	3.0% (1)	3.0% (1)	21.2% (7)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Aff,dif	5.82447	.90729	.001
2	Fnd,anx	3.74756	.85101	.000
3	Con,dif	1.83154	.82421	.000
4	Inc,dif	2.50933	.78886	.000
5	Aff, wa	1.69524	.76555	.000
6	PSEASS1	1.53124	.74494	.000

TABLE XVII (Cont.)

SUMMARY OF DISCRIMINANT ANALYSIS (WILKS)

Variables Considered: Affdiff to PSEASS6

4 Education x 4 Groups

D. EDUCATION: 16 YEARS OR OVER

Prediction Results

69.09% Correct

	Predicted Group Membership			
Actual Group	Still Enrolled	Failure	Other Positive	Placed in Job
1. Still Enrolled (N=34)	94.1% (32)	2.9% (1)	0	2.9% (1)
2. Failure (N=5)	60.0% (3)	40.0% (2)	0	0
3. Other Positive (N=8)	87.5% (7)	0	12.5% (1)	0
4. Placed in Job (N=8)	50.0% (4)	12.5% (1)	0	37.5% (3)

VARIABLES INCLUDED IN DISCRIMINANT ANALYSIS

Step #	Variable	F to Enter	Wilks Lambda	Significance
1	Inc,dif	3.42918	.83214	.024
2	Aff,dif	2.65883	.71766	.010
3	Con,dif	2.25169	.63071	.006
4	PSEASS6	1.84706	.56543	.005
5	Int,anx	1.12786	.52746	.007

results for the youth (XVI.A.) were only 54.62% correct, but were improved for the other groups: 23 to 44 – 63.28% correct, 45 and older – 100% correct.

The final analyses were performed for each of the four education levels, as had been previously done for the two group (Table X) and three group (Table XIII) categories of outcomes. Although the results for persons with less than a high school education were acceptable, as was the case in Table XIII, the greatest number of persons were classified as still enrolled.

Summary of Results

A series of discriminant analyses of the test scores and participant characteristics did not produce a set of variables which could be used to predict the outcome of an individual's enrollment in the CETA Title VI program. Profiles of mean scores on the test items and tests for significance are provided in Appendix E. There were slight differences in scores on the FIRO-B and FAC-7, but variation from person to person resulted in a lack of ability to discriminate between groups, in most cases. Discriminant analyses which utilized smaller subgroups of the population, most notably high school dropouts, persons 45 years of age and older, Hispanics, and American Indians, were able to improve prediction considerably. As a greater number of groups were created, a lesser percentage of the cases were classified into the success or still enrolled group.

CHAPTER V

CONCLUSIONS

Summary

This study attempted to identify communication variables which bear a relationship to a persons' success or failure in a major, federally funded, public service employment program. It represents a change from past studies, which have focused on labor market conditions, deprived backgrounds, or earning power. It looks, instead, at variables which affect a persons interpersonal relations, communication, and readiness to go to work. The variables utilized were the Fundamental Interpersonal Relations Orientation - Behavior questionnaire, the Communication Situation Anxiety Scale, and a PSE Job Readiness Assessment. In addition, selected participant characteristics were utilized in order to identify specific population subgroups which might have inherent differences which would be obscured by combining them.

Conclusions

A discriminant analysis of the communication variables did not identify items which could be used to correctly predict the success or failure of program participants. Therefore, no clear-cut conclusions can be drawn regarding the role of communication in the success or failure of CETA Title VI participants. It is possible that there is

a difference between the communication behavior of the two groups, but the variables which were selected for analysis in this study were not able to show a statistically significant difference.

Suggestions for Future Research

Congress reauthorized the CETA program for an additional four years in October of 1978. In addition, a "Full Employment" bill was passed, which sets national goals for the reduction in the unemployment rate. It is apparent that the question of why some individuals are able to remain or become active participants in the labor market will continue to be important for public officials and policy makers. Thus, this study provides a starting point for eliminating variables which do not identify potential program failures, and opens the door for other studies of the same nature.

It is possible that the particular type of job (i.e.: clerical, manual labor, child care, mechanical) into which the CETA participant is placed has an effect on the success or failure of the participant. Future researchers may wish to include a measure of the level of difficulty of the position or the similarity between an applicant's prior training and CETA job placement in the analysis of successful versus failing particpants.

The relationship which an employee develops with his/her supervisor has long been considered to be an important determinant of job satisfaction, and can be a strong disincentive to remain at work (Herzberg, 1966). Another study might ask the worksite supervisor to also participate in the research by completing the FIRO-B and/or the FAC-7.

The supervisor's scores could then be studied as predictors of success or failure of program participants. It is also very likely that there would be a relationship between the FIRO-B scores of the supervisor and the employee. If a method was developed for identifying worksite supervisors, who experience high participant failure rates, training or technical assistance could be provided for them by the counselor prior to the placement of the program participant.

There are additional instruments which can be utilized to measure communication through observation and self-report, and these could be utilized in a study with a design very similar to the one reported here.

There is no question that the CETA program can provide an excellent opportunity for the research to leave the laboratory and venture into the real world, and the problems which this program is charged with solving are thorny and complex. Any study which struggles with the problem of identifying the barriers to employment for an individual is needed and challenging.

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APPENDIX A

FIRO-B

The FIRO-B

1977 Edition

is available from: Consulting Psychologists Press
                    577 College Avenue
               Palo Alto, California   94306

APPENDIX B

FAC-7

Scoring Sheet for the FAC-7

Public Speaking

    Item 8 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 15 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 19 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Total   _____

Group Communication

    Item 1 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 2 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 20 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Total   _____

Communication with Someone Important

    Item 3 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 4 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 12 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Total   _____

Communication with Boss or Supervisor

    Item 13 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 18 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 21 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Total   _____

Interracial Communication

    Item 9 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 10 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 14 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Total   _____

Communication with Parents or Family

    Item 6 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 7 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Item 17 (SA = 5, A = 4, U = 3, D = 2, SD = 1)   _____
    Total   _____

Communication with Friends

    Item 5 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 11 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Item 16 (SA = 1, A = 2, U = 3, D = 4, SD = 5)   _____
    Total   _____

*SA - Strongly Agree, A - Agree, U - Undecided, D - Disagree,
  SD - Strongly Disagree

Communication Situation Inventory (FAC 7)
Jim Quiggins, University of Kansas

INSTRUCTIONS: For each of the following statements, circle the response which best applies to you (SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly disagree).

1. When I am in a small group I usually keep quiet and let others do the talking.

   SA   A   U   D   SD

2. I am afraid to express myself in a group.

   SA   A   U   D   SD

3. My mouth gets very dry when I'm introduced to someone of the opposite sex for the first time.

   SA   A   U   D   SD

4. My head seems to wobble when I try to talk with someone important.

   SA   A   U   D   SD

5. When I talk with a friend I feel very natural.

   SA   A   U   D   SD

6. I feel at ease discussing personal things about me with my family.

   SA   A   U   D   SD

7. I avoid frank discussions of my life or activities with my folks.

   SA   A   U   D   SD

8. I look forward to an opportunity to speak in public.

   SA   A   U   D   SD

9. I find the prospect of an interracial friendship pleasant and enjoyable.

   SA   A   U   D   SD

10. I generally prefer to talk with people of my own race.

    SA   A   U   D   SD

11. I talk fluently with friends.

    SA   A   U   D   SD

12. I usually fidget when I talk with someone of the opposite sex.

    SA   A   U   D   SD

13. I feel tense when my supervisor asks to speak with me.

     SA   A   U   D   SD

14. I am fearful and tense all the while I am with a person of another race.

     SA   A   U   D   SD

15. Although I am nervous just befor getting up to speak, I soon forget my fears and enjoy the experience.

     SA   A   U   D   SD

16. When several of my friends and I get together, I feel free to be myself and say what I please.

     SA   A   U   D   SD

17. I seldom sit down and talk with my family about personal problems.

     SA   A   U   D   SD

18. I feel comfortable during conversation with my employer.

     SA   A   U   D   SD

19. I would enjoy presenting a speech on a local television show.

     SA   A   U   D   SD

20. I feel afraid to speak up at group meetings.

     SA   A   U   D   SD

21. I dread the times I have to talk with my supervisor or boss.

     SA   A   U   D   SD

APPENDIX C

PSE JOB READINESS ASSESSMENT

Social Security No.

PSE Job Readiness Assessment
Kansas Balance-of-State CETA Title VI

INSTRUCTIONS TO INTERVIEWER: Answer the following questions immediately after the enrollment interview. Try to answer them objectively, based on your experience with the enrollee.

	YES	NO
1. Is the enrollee considering relocation?	☐	☐
2. Is the enrollee ready to begin work?	☐	☐
3. Does the enrollee like the job for which he/she has been selected?	☐	☐
4. Does the enrollee communicate effectively with you?	☐	☐
5. Is the enrollee capable of performing the job duties?	☐	☐
6. Has the enrollee been prompt for interviews?	☐	☐

APPENDIX D

INSTRUCTIONS TO TEST ADMINISTRATORS

Instructions to Test Administrators

The FIRO-B and FAC-7 will be administered to all Title VI enrollees from May 15, 1978 to July 15, 1978. The tests should be given in a quiet, private location in your office, where there will be few distractions. They should be administered immediately following the completion of the CETA-12, EDP, and any other enrollment documents. If more than one person is being tested at the same time, you should remain in the room to be sure that directions are clear and group members do not discuss the questions. If questions arise, they are to be answered by repeating appropriate parts of the instructions on this sheet or on the test itself.

Instructions (read aloud):

"We are trying to understand how we can better help CETA trainees in the future. We would like to have your help in this, and have two brief forms for you to complete. You should be able to finish this part of the enrollment process in 20 to 30 minutes. These forms explore the typical ways you interact with people. There are no right or wrong answers. Begin now by reading the instructions, and if you have any questions, please raise your hand."

When the participant has finished work, collect the forms and complete the PSE Job Readiness Assessment. Then put all three documents in the pre-addressed envelope, and mail to the Kansas Balance-of-State CETA administrative office.

APPENDIX E

Charts of Differences

between

SUCCESS AND FAILURE GROUPS

for: FIRO-B

and

FAC-7

CHART I

FIRO-B
MEAN
SCORES

10

9

8

7

6

5

4

3

2

1

Inclusion, Expressed

Inclusion, Wanted

Control, Expressed

Control Wanted
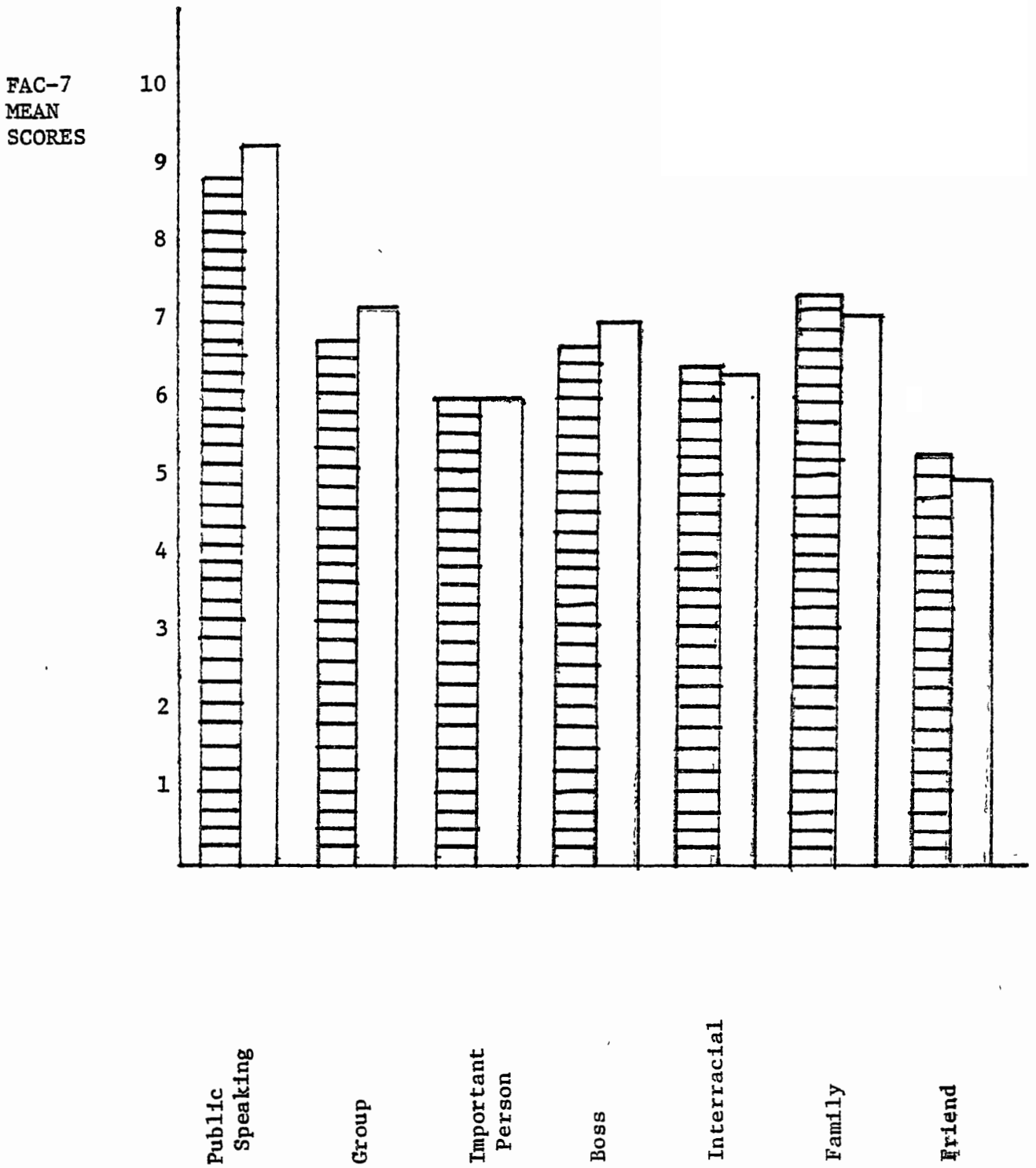
Affection, Expressed

Affection, Wanted
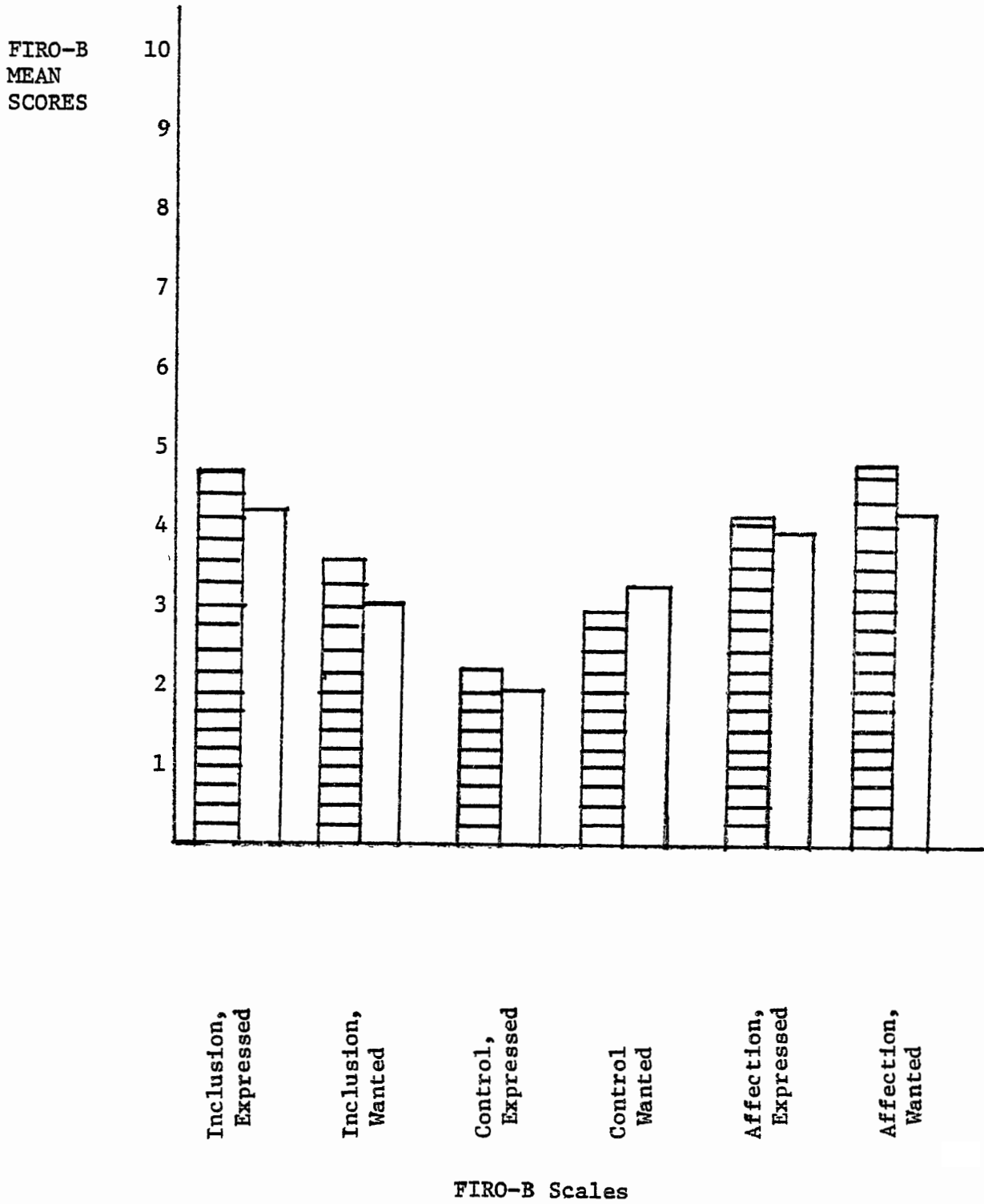
FIRO-B Scales

SUCCESS GROUP

FAILURE GROUP

CHART II

Communication Anxiety Scales

SUCCESS
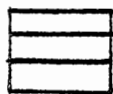
FAILURE

CHART III

FIRO-B

	Group Means		T	2 - Tail
	Success	Failure	Value	Probability
Inclusion, expressed	4.7841	4.2444	1.61	.109
Inclusion, wanted	3.6608	3.1111	1.01	.311
Control, expressed	2.2819	2.0889	.52	.601
Control, wanted	2.9604	3.2889	-.99	.324
Affection, expressed	4.1145	4.0000	.28	.779
Affection, wanted	4.8987	4.1556	1.79	.075
Aff,dif	-0.7841	-.1556	-1.84	.067
Inc,dif	1.1233	1.1333	-0.02	.982
Con,dif	-0.6784	-1.2000	1.05	.294

COMMUNICATION ANXIETY

Public Speaking	8.8062	9.1778	-0.82	.412
Group	6.67797	7.0667	-0.80	.422
Important Person	6.022	6.0444	-0.06	.950
Boss	6.6784	6.8889	-0.63	.531
Interracial	6.4141	6.2889	0.38	.705
Family	7.3172	7.1778	0.32	.753
Friend	5.1806	4.9556	0.83	.408

CHART IV

Differences in Means of Success and Failure Groups by Education

	8 Years or less			9 - 11 Years			12 - 15 Years			16 Years or more		
	Group Means**		2-Tail	Group Means**		2-Tail	Group Means**		2-Tail	Group Means**		2-Tail
	Success	Failure	Prob.	Success	Failure	Prob.	Success	Failure	Prob.	Success	Failure	Prob.
	N=8	N=1		N=16	N=14		N=152	N=23		N=50	N=5	
FIRO-B												
Inclusion, ex	5.00	6.00	.421	4.56	3.36	.048*	4.71	4.30	.388	5.04	5.40	.725
Inclusion, wa	3.33	1.33	.321	2.19	2.14	.968	3.80	4.13	.657	3.78	2.20	.320
Inc,dif	1.67	4.67	.093	2.38	1.21	.321	0.92	0.17	.209	1.26	3.20	.064
Control, ex	2.11	0.33	.267	1.31	2.00	.393	2.27	2.13	.785	2.66	3.20	.605
Control, wa	3.56	4.33	.629	2.75	2.57	.820	2.99	3.26	.564	2.84	4.80	.012*
Condiff	-1.44	-4.00	.295	-1.44	-0.57	.433	-0.72	-1.13	.566	-0.18	-1.60	.197
Affection, ex	3.78	3.00	.588	3.13	2.86	.738	4.03	4.57	.310	4.76	5.20	.752
Affection, wa	5.00	3.33	.512	4.13	3.64	.589	4.89	4.65	.673	5.16	3.80	.309
Aff,dif	-1.22	-0.33	.706	-1.00	-0.78	.781	-0.86	-0.09	.099	-0.40	1.40	.030*
FAC-7												
Public Speaking	8.22	10.00	.372	9.56	10.07	.598	8.93	9.13	.759	8.28	6.40	.105
Group	7.44	6.00	.316	8.00	7.57	.644	6.90	7.09	.703	5.92	6.20	.689
Important Person	6.33	4.67	.349	6.56	6.57	.993	6.14	6.09	.917	5.44	5.20	.750
Bos	6.33	5.33	.177	7.88	6.86	.245	6.78	7.22	.365	6.04	6.40	.625
Interracial	6.56	5.00	.293	6.94	6.86	.921	6.43	6.17	.574	6.16	6.00	.853
Family	7.22	6.33	.531	8.38	6.86	.190	7.51	7.70	.768	6.40	6.20	.851
Friend	5.56	5.00	.501	5.44	4.93	.281	5.18	5.04	.728	5.04	4.60	.604

*Significant at .05 level
**Rounded to the nearest hundreth

CHART V

Differences in means of success and failure groups by age

	22 Years or Younger Group Means**		2-Tail Prob.	23 - 44 Years Group Means**		2-Tail Prob.	45 Years or Older Group Means**		2-Tail Prob.
	Success N=100	Failure N=19		Success N=105	Failure N=23		Success N=21	Failure N=1	
FIRO-B									
Inclusion, ex	5.19	4.14	.026*	4.31	4.48	.725	5.24	1.00	.034*
Inclusion, wa	4.34	4.00	.678	2.97	2.26	.325	3.86	4.00	.969
Inc,dif	0.85	0.14	.283	1.33	2.22	.122	1.38	-3.00	.132
Control ex	2.10	2.19	.862	2.36	2.04	.551	2.76	1.00	.483
Control, wa	2.80	3.19	.419	2.98	3.30	.498	3.62	5.00	.525
Condiff	-0.70	-1.00	.696	-0.62	-1.26	.353	-0.86	-4.00	.294
Affection, ex	4.29	4.05	.680	3.80	4.09	.629	4.86	1.00	.125
Affection, wa	5.21	4.29	.125	4.51	4.00	.406	5.38	5.00	.873
Aff,diff	-0.92	-0.24	.198	-0.71	0.09	.078	-0.52	-4.00	.158
FAC-7									
Public Speaking	9.18	9.29	.872	8.56	8.87	.624	8.24	14.00	.069
Group	6.81	7.05	.651	6.74	6.87	.795	6.81	12.00	.067
Important Person	6.20	6.52	.553	5.83	5.65	.695	6.14	5.00	.688
Boss	6.71	7.62	.052*	6.75	6.26	.332	6.14	6.00	.939
Interracial	6.16	5.76	.404	6.60	6.61	.985	6.71	10.00	.111
Family	7.38	7.24	.832	7.33	7.22	.858	6.95	5.00	.382
Friend	5.02	4.48	.144	5.27	5.35	.844	5.52	6.00	.760

*Significant at .05 level
**Rounded to nearest hundredth