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Black and white managers in helping : interaction effects of managers in responding to culturally varied subordinate vignettes.

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BLACK AND WHITE MANAGERS IN HELPING:

INTERACTION EFFECTS OF MANAGERS

IN RESPONDING TO CULTURALLY

VARIED SUBORDINATE VIGNETTES

A Dissertation Presented

By

William LeRoy Handy Roberts

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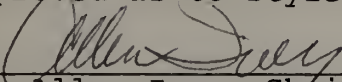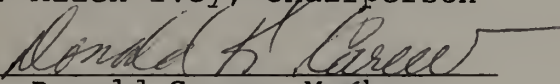
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To the Realization of the Oneness of Mankind

in every aspect of Human Endeavor

ACKNOWLEDGMENTS

Each dissertation contains a page on which the writer attempts to scribe some expression of grateful appreciation to those whom indebtedness must be acknowledged. It is a difficult task for this writer, since the depth of my feelings plunge like the levi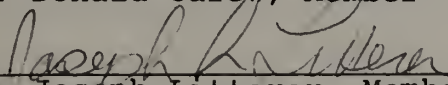athans of the ocean in the fathomless deeps of my soul. How then in a few words can one express such love, caring, and humility in the face of such tremendous gifts.

A feeble attempt must include Dr. Allen Ivey, who once called me a pleasure friend. Always supportive, demanding and inspirational, this self-sacrificing individual is a hero in my eyes and has made an indelible imprint on my heart and mind. Words can never completely express the relationship I share with this mentor and colleague.

My other committee members, Dr. Donald Carew and Dr. Joseph Litterer, represent the best any student could hope for. Both provided valuable and diverse kinds of support throughout the process. Dr. Jude Berman, who assisted with the scoring, was mostly a quiet friend, which for me is a valuable asset.

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Most prominent on this list must be my beloved helpmate and friend, my wife Bette and dear son Janra whose sacrificial efforts make this achievement theirs to own.

ABSTRACT

Black and White Managers in Helping:

Interaction Effects of Managers in

Responding to Culturally Varied

Subordinate Vignettes

(February, 1982)

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Directed by: Professor Allen E. Ivey, Ed.D.

The purpose of this study was to investigate the
type, focus, and quality of responses provided by Black
and White managers to subordinates.

Subjects for this investigation were Black and
White men who are defined by their industry as managers.
Subjects viewed a series of four short video-taped vig-
nettes portraying Black, White, male, and female subordin-
ates. Each subordinate presented a problem frequently
encountered in industry, for example, Material Delay or
Quality Control problems. Subjects responded in writing to
the questions--"What would you say next? I would say . . ."
and "Please complete this sentence (as you define this
problem): The central problem is . . ."

The data were rated according to three scoring systems. Scoring for the skills analysis was based on the Microcounseling Taxonomy (Ivey and Gluckstern 1976a; 1976b). Four categories were generated and utilized for the first question. For the second question, scoring was based on the Berman (1977) Matrix for Diagnostic Analysis. This continuum from Individual to Society assessed focus of the problem diagnosis. Scoring for quality level of response was based on the Carkhuff (1971) Empathic Quality Scale. Chi-square analyses were used to determing significance of effects on each of the areas investigated.

Results of the statistical analysis indicated a significant effect at the .0481 level in utilization of skill type and no significant effect in utilization of quality level or focus identified between subjects who are Black and White. Also, subordinates of varying sociocultural backgrounds received no statistically significant effect in response from these managers. Most managers used questions and self-disclosures as primary responses. All subjects tended to utilize fewer reflections in response to subordinates, perhaps a result of managers' high task orientation.

This study suggests a difference in professional expectations of communication style between counselors and therapists and managers in industry. Black professionals

moving into greater positions of leadership and responsi-
bility in industry appear to utilize means available to
them to most clearly demonstrate ability and effectiveness.
Managers, regardless of their socio-cultural background,
tend to adopt a communication style reflective of the
corporate culture in which they work.

Implications and suggestions for further research
were discussed.

"Consider the flowers of a garden, though differing in
kind, color, form, and shape, yet inasmuch as they are
refreshed by the waters of one spring, revived by the
breath of one wind, invigorated by the rays of one sun,
this diversity increaseth their charm, and addeth unto
their beauty. How unpleasing to the eye if all the flowers
and plants, the leaves and blossoms, the fruits, the
branches and the trees of that garden were all of the same
shape and color! Diversity of hues, form and shape,
enricheth and adorneth the garden, and heighteneth the
effect thereof. In like manner, when divers shades of
thought, temperment and character, are brought together
under the power and influence of one central agency, the
beauty and glory of human perfection will be revealed and
made manifest. Naught but the celestial potency of the
Word of God, which ruleth and transendeth the realities of
all things, is capable of harmonizing the divergent
thoughts, sentiments, ideas, and convictions of the
children of men."

"One of the important questions which affect the unity and
the solidarity of mankind is the fellowship and equality
of the White and Black races."

Shoghi Effendi, The Advent of Divine Justice,
p. 45

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INTRODUCTION

The broad objective of this study is to investigate patterns of communication skills that are manifested by helpers who are of different cultural backgrounds in response to helpers who are of varying cultural backgrounds.

More specifically, the following questions are designed to enhance our understanding of communication in a multi-cultural management context: "Do Black managers and White managers utilize different patterns of communication skills with Black and White subordinates?" and "Do subordinates of different cultures receive different responses from the same managers?"

In this presentation we will explore the nature and variation of responses to a video-taped set of vignettes provided by Black and White managers/helpers in industrial settings. The responses will be measured according to three separate instruments examining type, focus, and quality. The study was designed to lead to discover how communication is and is not effective and/or successful between peoples of varying socio-cultural backgrounds.

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Rationale and Need

Over time, the helping profession has defined itself through those Yette (1971) referred to as the educated elite who had access to its benefits--a result of economic circumstance. Members of this same sociocultural group represent an overwhelming majority of helping practitioners.

While a growing number of minorities are gaining admittance into training programs, the effect to date on the profession is minimal. Minority students find their training experience initiated with a questioning search for relevance since the middle-class orientation in programs may not be applicable to their experience of the world (Woods 1977).

In a similar fashion, minorities entering management find the same difficulties. America and Anderson (1978) address this concern directly.

> Black managers are moving slowly into middle management jobs that traditionally provide the training, experience, and competitive opportunities needed to advance to executive leadership. As pioneers in a career development process, they face some challenges and uncertainties unknown to most white managers. Many say they feel an extra responsibility to maintain high performance levels. Many also report a sense of competition that will tolerate only slight failure. At the same time, some find themselves excluded from certain white key peers by differences in socioeconomic background, attitudes, perceptions of the environment, and in some cases, by basic personal values. Furthermore, some may find that the need to conform to a value system sometimes alien to the experience of some Afro-Americans, but essential

for success in professional management, can generate
problems of identity, purpose and performance."
(pp. 5-6)

Much success in management is dependent on the
informal interaction that takes place often outside of
formal job responsibilities. Perception of the individual
plays a major role in determining whether one is worthy of
invitation into those historically closed circles of
influence.

Blacks entering management careers similarly
redefine and translate issues and demands of the work into
their own perspective/view. Here we see a beginning of
the difficulty in addressing this problem.

Further, helping has been understood and practiced
with its goals directed toward individual dynamics and the
resolution of internal conflict from the past and/or the
present experience leading to the objective which is
adjustment to the world as it is. This stance, not
completely acceptable within the field or profession, led
to developments in an effort to provide new perspectives
in treatment, has yielded an array of new models allowing
helpers and helpees a choice based on preference. Gestalt
technique, Transactional Analysis, Re-Evaluation Co-
Counseling, Primal Therapy, Transpersonal, and many others
represent some of these although their goals remain
essentially the same. None of these innovations has
incorporated notions of culture or environment.

Today as this society makes efforts and even
strides to minimize and move away from the antiquated
"Melting Pot" conceptualization of itself toward the
establishment of a truly "Multi-Cultural" society, it faces
traumatic upheaval in the face of complex and inun-
dating adjustments. Adjustments to some extent initiated
by and as a result of the Black and Feminist movements in
this country. It is not surprising that during the
process of change for a society some aspects will move
and adapt more readily than others. The helping profession
now behind must catch up.

Similarly in management the introduction of Blacks
to the workplace as authority figures is a very new idea.
While a change in the traditional formal and rigid boss/
subordinate relationship had somewhat dissipated in response
to new societal mores, there were lingering, until recently,
expectations that good Black managers operated in tradi-
tional and formal ways. Again, the Black and Feminist
movements have had great impact on issues in industry such
as compensation, equal employment opportunity and access,
as well as management style.

A manager's effectiveness, however, is still
viewed as and accredited to the individual regardless of
the circumstance. Each new event provides the manager
with an opportunity to retest his abilities. Few allowances
are made in consideration of cultural difference and/or

understanding. Working in management for minorities
presents a similar but somewhat different problem.

Recent research in the mental health field and
management has begun, however, to be focused on the impact
that social and environmental factors have on individuals,
and a growing realization is emerging leading it beyond
the seemingly limited traditional stances. Ivey (1977),
Pederson, Lonner, and Dragons (1976), Berman (1977), Katz,
Glass, Cohen (1973) and others have begun to impact the
mental health profession through their efforts at concep-
tualizing a new and effective model of helping incorporating
these cultural variables. These authors encourage a
conscious attempt on the part of the helper to identify
specific needs and desires with the helpee in an inten-
tional way, specifically, by continually clarifying
what is being said at each juncture prior to proceeding
with the interview. This, in turn, puts him/her more in
charge of his/her life. This perhaps somewhat awkward
approach is extremely demanding for the helper but assists
in limiting the amount of energy retracing the same
territory over and over and running the risk of losing
the confidence of the helpee. This approach provides an
excellent opportunity for the helper to begin learning what
is and is not appropriate.

In the management literature there are few
instances of investigations of difference in style based

on race. Managers are faced in helping with attempting to reappoint style and perspective--to translate traditional understanding and view into terms interpretable by those different from themselves. As the doors in management open, a mixing of perspectives and view begins. New Black managers--referred to as Pioneers by America and Anderson (1978), are faced with frustrations and diffi-culties (experiences) not yet fully defined.

Kraut (1975) of International Business Machines, a corporation well known for its pioneering efforts to incorporate Blacks and other minorities into its work force, reports White Managers' fears tend to be decreased after "the first" experience with Blacks. He cites the need for "appropriate remedies through specific actions to train and support the manager upon whom much of the burden of change falls." It would seem appropriate that Blacks themselves, from some arena, should have input on the adjustments and "specific actions" created to address this new phenomenon. Several groups of colleges have joined to create further opportunities for Blacks in management. These programs are designed to increase the number of minorities in the field.

The Consortium for Graduate Study in Business for Negroes was the Model Plan placing 20 students in 1967 into (MBA) Master Business Administration programs. Two other groups of universities followed with similar model

plans, Council for Opportunity in Graduate Management Education (COGME) and Accelerated Business Leadership Education (ABLE).

The fine art of Management is however largely learned through apprenticeship in addition to academic programs. Here the influence and expectation of tradition become conflictual since many Blacks are unable to be carbon copies of their mentors.

Specific Literature Leading to the Methods in the Study

Our intent here is to broaden the view of those who work as helpers in the direction of acknowledging the distinction in communication and the impact, however great or small, between peoples who are reared in diverse social and cultural contexts. Contexts allude to environment, family system, culture, economic condition and access, language and on (Ivey 1977, Pederson 1973, Hall 1964). Hopefully, this effort can serve as an additional catalyst to incorporate these verities into theory and practice in a more central way both in counseling and therapy and management.

This section summarizes the key literature, which lead to the method used in this study. The background issues in counseling and therapy and management have been presented and discussed. Important here is information in the interview drawn from Microcounseling (Ivey 1971) as it

applies to management.

Skills utilized in counseling and therapy as
defined by Ivey and his colleagues (1968) have been
correlated with the skills utilized by many other helping
professionals. Much research has been compiled demon-
strating the applicability and translatability of these
skills to helpers such as nurses, salesmen, teachers, and
many types of para professionals, as well as school
counselors, psychiatrists, employment counselors, and
others (Ivey and Authier 1978).

The microcounseling skills drawn from a close
examination of the interview have been understood as
attending skills and influencing skills. Ivey (1971)
outlined eleven specific and identifiable skills. The
attending skills are closed and open questions, minimal
encourages, paraphrase, reflection of feeling and summariza-
tion. All are designed toward effective listening and
hearing what the helpee is saying verbally and behavior-
ally. The influencing skills are directions, expression
of content, expression of feeling, influencing summariza-
tion, and interpretation. These are designed to effec-
tively move the helpee from a plane of frustration, con-
fusion, or helplessness to a level of clarity, control,
and positive movement.

For our purposes, we have merged them into four
categories excluding three skills--minimal encourages,

attending summarization, and influencing summarization which it appears are not necessarily utilized in any way unique to the socio-cultural groups examined here. The frequency of use of these skills is found to be more in relation to each individual helper and not necessarily to one group or another.

The skill categories and description of skills are as follows:

1. Questions:

   *Closed question: Leads the helpee to providing information of a factual nature; response is usually limited and does not generate other information leading to a depth of understanding of the issue.

   *Open question: Allows the helpee room to self-explore his/her experience of the issue discussed; helpee appears/feels more in charge of the response given and direction of interview.

2. Reflections:

   *Paraphrase: Provides the helpee with the essence of the content information he/she has verbalized.

   *Reflection of feeling: Provides the essence of of the affective or emotional aspects of the helpee's behavior and/or verbalizations.

3. Directions:

   *Directions: Telling the helpee what to do.

   *Expression of content: Giving advice or opinions or sharing other information by helper.

4. Self-Disclosures:

   *Expression of feeling: Sharing or exposing helper's personal and affective state to the helpee.

*Interpretation: Renaming or relabeling helpee
statements and behavior with helper terms.
*(Ivey 1971, Ivey and Gluckstern 1974, 1976,
Ivey and Authier 1978)

The skills approach microtraining offers has been researched in many diverse professions. It has been demonstrated as a clear succinct process by which the basic components of human interaction can be taught and examined. These basic components also allow us to examine the trends members of different socio-cultural groups utilize in relation to others who are of varying socio-cultural groups.

In management, much time is spent interacting with others. Subordinates, peers, direct superiors, functional superiors, peers from other facilities, and on all demand continuous interaction. The same process that occurs with counselors and therapists also occurs in all helping human interaction. Expectations are the same regardless of the setting although goals may be very different. A manager may encounter a subordinate struggling with charting a career development plan or with a frustrating technical problem in rapid succession. The manager becomes a helper and can be successful if the skills used in communication are utilized in a cognizant way.

Ivey and Litterer (1979) developed a program for managers in industry which teaches these same skills. They note a primary role and responsibility of the manager

as a helper to his/her subordinates. In their program they describe the skills as necessary for "effective face to face relations." The same tools with a new format and an appropriate set of buzz words teaches the same process to the management population. Here we see how the Mental Health profession can have tremendously positive impact on management.

Two recent studies have been important in the development of this effort. In 1977, Berman studied Black and White male and female helpers examining the impact and variation of responses. Her findings were very significant. Using the skills approach she found that Black helpers tended to be more directive, especially toward other Blacks. Also, she found White helpers to be more attending, especially toward other whites. Her motive was to demonstrate the importance of cultural differentiation in helping. In 1980, Kikoski replicated the Berman work but with Armenian Arabs and United States helpers. Her findings were not as striking though some difference especially in focus was apparent.

Each of these authors have participated in expanding the state of the art in Cross-Cultural Counseling and therapy. In this study we will borrow from the Berman (1977) model adding to it to further expand and develop notions useful to a complex and changing world. Socio-Cultural differences in helping do exist and are

manifested in communication. We will look at another pro-
fession which faces similar changes in its complexion and
attempt to discover if similar socio-cultural differences
exist in management.

The helping and management interview is
increasingly important, especially in a quick-paced envi-
ronment and ever-changing world. It provides a necessary
anchor or buoy to which one may hitch his/her boat while
taking time to sort out where he/she is in relation to
those around him/her. It provides time to take account of
those things which soar past during everyday occurrences.
Most importantly, it helps us re-assess or re-examine where
we are and if we need to rechart our course. Traditional
rules of interaction and communication and the implied
assumptions have become obsolete. Kuhn (1971) suggests a
wide range of adjustments are in order to complete the
transition to a more complex world.

The struggle, then, is to assess and redefine the
ways in which we communicate. The standards, acceptable
and appropriate for decades, are no longer fully acceptable.
Even the qualities Tyler (1969) in her acclaimed text
describes as essential in helping--acceptance, under-
standing, sincerity, could become liabilities when faced
with someone who is socio-culturally different. The
helping interview in management or elsewhere is one scene
where we will find a place to provide more culturally

relevant experience.

Hypotheses

In the previous pages we have described the central objective and briefly outlined a rationale for this study. The achievement of these ends has led to four specific hypotheses through which we will generate data which will allow us to respond to the primary concern--Do Blacks and Whites use different patterns of communication skills?

The specific hypotheses are as follows:

1. Black and White managers will manifest different patterns of helping skills as measured by the Microcounseling Taxonomy. (Ivey 1976)

2. Black and White managers will manifest different patterns of focus as measured by the Berman (1977) Individual/Societal Matrix for Diagnostic Analysis.

3. Subordinates of varying socio-cultural backgrounds will receive different patterns of helping response from Black and White managers.

4. Black and White managers will manifest different levels in their quality of responses as measured by the Carkhuff (1971) scale.

Our assumption is that Blacks and Whites will respond differently to example videotaped problems. In addition, they will diagnose problems in ways consistent with their world view that is socio-culturally determined; namely, Blacks will ascribe fault or blame more often to Society or the Corporation; and Whites will ascribe fault

or blame more often to the individual.

Dissertation Overview

CHAPTER   I   Overview and Introduction:
                Incorporates a general description of the
                goals to be achieved and gives other
                pertinent information which will enhance
                an understanding of the study.

CHAPTER   II   Literature Review:
                Provides a brief review of the relevant
                literature.

CHAPTER III   Method:
                Offers a description of the procedures
                utilized. In addition, it provides a
                description of each of the instruments.

CHAPTER   IV   Results and Discussion:
                Includes results and discussion presented
                in a graphic form with accompanying
                analysis.

CHAPTER   V   Summary:
                A discussion and an overview of the study
                along with its applications.

CHAPTER II

REVIEW OF THE LITERATURE

In the following pages we will review the signifi-
cant studies focused toward Black/White communication and
leadership styles. It is our intent to examine the skills
utilized in Mental Health by counselors and psychothera-
pists and the skills utilized in Industry by managers.

What Is Helping?

What is helping? How can we begin to define and
understand it in relation to peoples of varying cultures?

In her widely used basic text, Tyler (1969) sums
it up well when she states the basic expectation of effec-
tive helping is the ability of the helper to communicate
to the helpee positive regard and understanding, and
sincerity and acceptance. A closer examination, though,
reveals that each of these concepts clearly hinges on an
awareness and depth of understanding of the other's cul-
ture, language, values, perspective of the world, non-
verbal or meta-language, and a host of other variables.
It is obvious that such a simplistic and yet so valued
summation can be easily misinterpreted and misapplied
leading to abuse of the helpee. Tyler (1969) has set the

tone and influenced a generation of counselor training.
However, if we look at her work, she doesn't address
culture as a factor.

Brammer (1973) begins to move us toward an under-
standing of this issue. In distinguishing "people-helpers"
he suggests those with various backgrounds as able to be
of great service to helpees like themselves principally
because of an innate understanding based on similar life
experience.

Many issues confronting helpees can be addressed
directly and perhaps more easily accepted when the helpee
is faced with a helper who is like him/herself. He cites
a study judging students' ability to be effective helpers
with other students during transition to college life, with
autonomy issues and handling dependency (Pyle and Snyder
1971). He continues with "those students from ethnic
minority backgrounds were helped especially by those who
understood their background and problems of adjustment"
(Brammer 1973, p. 14). Help can be received and
heightened especially when helpers understand the background
of the helpee. The significance and impact of the help
given is re-doubled and a beginning of the realization of
Tyler's basic tenets for the socio-culturally different
is created. An understanding of a Black client's back-
ground, for example, might indicate the manifestation of
positive regard by the helper in ways congruent with the

clients' frame of reference. Typically, the helper might manifest this expression in ways based on his/her frame. Incongruety is heightened and becomes destructive in helping when helpers assume that helpees operate from the same frame or view of the world as they do (Grinder and Bandler 1976). The old adage about assumptions applies vigorously.

Ivey with Simek-Downing (1980) has expanded these themes and incorporated them into a text which when dis-covered will establish a new pace and influence the next generation of helpers. They provide useful constructs for helpers operating in the midst of a rapidly changing world. A step by step analysis of the basic skills util-ized in helping communication with possible application to various theoretical and cultural orientations provides the individual new to helping with an ability to concep-tualize a broad range of possible uses. Communication, however, is much more than the sum of its basic skills, especially within the cultural context. Methods to grasp these constructs in a cultural context must be investi-gated and further refined.

Mental Health Services as They Relate to Minorities

Over two decades ago, Hollingshead and Redlich (1958) began to investigate the relationship between

social status and mental health services. They found a
clear differentiation of understanding of mental illness
between members of the "lower class" and "middle class"
for example. More surprisingly, however, was the vast
disparity between the attitudes of psychiatrists toward
members of these different classes. The psychiatrists
interviewed were prone to "liking" members of the upper
classes and "disliking" members of the lower classes.
Much of the dislike described was focused on environmental
and socio-economically generated behavior that is con-
nected with conditions poor people exist in. These
helpers acknowledged the differences in life experience as
a minus in their ability to make contact and to be helpful.
"Modern psychotherapy is most likely to succeed when com-
munication is relatively easy between therapist and
patient. Optimal conditions prevail when the therapist
and patient belong to the same social class" (Hollingshead
1958). It seems that patients who see the world differ-
ently and who use a different process in relating to it
puzzled and even irritated these helpers.

Therapists, in turn, lowered expectations of
themselves and of the patients' ability to grow and
develop while in treatment. Since that time there have
been sporadic reportings in this area. Reisman, Cohen,
and Pearl (1964) present a strategy to look beyond what is
normally acceptable and hint at the need for mental health

professionals to redress their "institutional bias."
Little real progress has been made in that regard, although
several individuals have attempted to reinforce this posi-
tion with some attempts to look further. Meyers and Bean
(1968), in their follow-up of the Hollingshead study,
clearly substantiated the differentiation and correlation
of expectation and investment and treatment outcome. In
short, they also found that those individuals who had
higher socio-economic standing received more support than
did others.

Socio-economic status has been generally trans-
lated or transposed into class and racial status. Myrdal
(1944), Szasz (1961), Fanon (1967), Vontress (1967 and
1969), Grier and Cobbs (1969), Ryan (1971), Friere (1973)
and others have greatly assisted our acknowledgement and
understanding of the furious response from races of people
so greviously wounded over time. There is no question that
historically Black people are most often identified with
the lower socio-economic status and it is the lower socio-
economic status people who are treated differently by
mental health professionals.

It is interesting to note that some professionals
have begun to legitimize cultural difference through their
comment in the literature. Pederson et al. (1976), Sue et
al. (1974), Ivey (1977), and Sue (1977) all provide useful
overviews and an invitation to step into virtually unknown

territory with the intent to begin the immense task of redefining helping in the context of a multi-cultural society. Each in turn offers a conceptual notion of what could be a possible approach but are careful not to define or dictate. Their presentations are in a sense a kind of honorable groping in the dark.

Let us turn now to several areas in Mental Health which can continue to assist in developing a clearer view of helping in multi-cultural contexts.

Counselor Effectiveness with Those Culturally Different

An area which may serve to provide some experience for helpers faced with new roles is counselor effectiveness. Milliken (1965) and Millikin and Paterson (1967) studied the relationship between counselor prejudice, dogmatism, and effectiveness. White helpers were the subjects of the study while working with Black clients. They found that those white helpers who rated high on effectiveness were also rated low on prejudice. Prejudice therefore has an opposite relationship to a counselor's effectiveness. Recommendations from these studies suggest that counselors become more aware and increase the amount of contact with clients of different racial and cultural backgrounds during professional training. In this way, issues of racism could be detected and ways to begin their elimination are incorporated and central to one's orientation.

These studies, however, seem to place the counselor in an omnipotent position. Total responsibility for success in this effort rests on the ability of the counselor to overcome these difficulties within his personal frame and in his theoretical orientation without assistance. Training should include a representation of the needs and ways of interacting with peoples of many different socio-cultural origins.

Wakefield and Snell (1975) viewed the attitudes of counseling trainees who had worked with clients from different cultural and status backgrounds. They found a correlation between occupations and social background of clients and treatment received. Clients with perceived lower socio-economic status were also perceived as having a lowered potential for growth in treatment.

Block (in Marsella and Pederson 1981) speaks in a clear and direct manner to members of the profession. A delineation of the history of Blacks and the Mental Health system, treatment process variables, and assessment and diagnostic techniques provides apparent justification for the helping profession which is predominantly mainstream culture. Her perceptions inspire and demand investigations of a new ilk designed to enlighten a profession weighted by oppressive inbred standards and values. Never devaluing the importance of helping for peoples of all socio-cultural backgrounds, Block identifies a need for

remedies to "clinical inattentiveness and misinterpreta-
tions of (socio-cultural) differences" (Block 1981, p.
191). In another statement, she adds "the research
literature strongly suggests that the physiological,
sociological, and cultural differences which exist in
transracial (cross-cultural) counseling and psychotherapy
present significant obstacles to expectancies, self-
disclosure, levels of trust, and degree of empathy
necessary for successful treatment outcomes" (Block 1981,
p. 191).

Counselor effectiveness is dependent on a realiza-
tion and deep understanding of the variables affecting
their clients. Successful understanding and treatment of
Black Americans can be learned and managed by interested
non-Black therapists. Ivey (in Marsella and Pederson 1981)
in an assessment of the potential impact of the acknowledge-
ment of cultural constructs within the field devised a
schematic representation which enhances the idea of
counselor effectiveness with those culturally different.
A person-environment focus he suggests moves us beyond a
too-limited approach to this complex concern. The person-
environment approach is an attempt to incorporate the
individual and his or her needs in addition to the dimen-
sions of community, social and economic condition, family
parameters, status, race, and others for consideration
during the treatment process. This notion, paradoxical to

traditional approaches which isolate the individual from thse essential variables of life, enhances successful comprehension of the client as a complete social being. He further suggests cross-cultural helping implies relationships beyond those with members of cultural groups existing within United States culture.

Policy statements to be researched and acted upon in the future serve as signposts directing helpers onto new paths of awareness. One notion Ivey advances is appropriate here. "Counseling and psychotherapy must be recognized as cultural phenomena. Methods of helping another person vary from culture to culture and from setting to setting. An increasing awareness that culture in its broadest definition pervades and undergrids the helping process is imperative" (Ivey 1981, p. 303). Culture is basic to people and their actions, hence, must be a central part of any helping interaction. Next we will review studies focused on client preference.

Client Preference

Stranges and Riccio (1970), Riccio and Barnes (1973), Pinchot, Riccio, and Peters (1975), in their investigations of client preference of counselors, all found clients moving toward and choosing helpers most like themselves. Most especially Blacks chose members of their own race as helpers.

A recent study viewed preferences of delinquent girls within an institutional setting. Gamboa, Tosi, and Riccio (1976) found in vocational and educational counseling, clients chose someone similar to themselves. However, in the personal-social realm, Black counselors were most frequently selected. A question about controls for personality traits suggests further research, however, other studies, Gibbons (1973), Banks, Berenson, and Carkhuff (1967) support the importance of similarity of background in client preference.

Cimbolic (1972) in an attempt to replicate the Banks et al. (1967) work, improved the design used in the earlier study. He found different conclusions. Preferences were focused on counselor experience and the facilitative conditions as more relevant.

Wolkon, Moriwakit, and Williams (1973) attempted to more deeply understand reasons for preference. Using four scales to answer questions surrounding (a) perceived need for help; (b) stigma associated with help; (c) level of self-disclosure; and (d) confidence in effectiveness of psychological help.

Blacks were found to disclose less about themselves, were dissatisfied with the treatment received and preferred Black helpers. Wolkon et al. (1973) conclude that race alone is not a significant factor but that paired with social class, it is important.

Ewing (1974) and Peoples and Dell (1975) further complicate our understanding of client preference. Each of their studies concluded that the individual personality of a helper, beyond racial background, represents the most important variable affecting choice of helper. With this statement we seem to have come full circle to a traditional view of the helper as seen by clients.

The literature is complex and confusing in this area. Contradictions abound. The data do not address our original concern about preference of helpers by clients of different backgrounds.

Black and White Interaction

Questions motivating the present study are most directly understood within the context of the literature highlighting interaction between people of varying backgrounds.

The elusive aspects of communication make it difficult to generate sweeping conclusions about feelings, meaning, and intention between individuals. Racial, cultural, class, economic, and social concerns are dimensions which also are interactive within the counseling interview. We will attempt to review a few studies which can address some of the complexities of counselor/client interaction.

Vontress (1969) describes what he calls cultural

barriers to helping as those manifested by White counselors alongside those manifested by Black clients.

These barriers can be imposed by a counselor's attitudes and ignorance especially if they are indicative of racism. Misunderstandings and distortions which may surface when faced with a client not fitting a traditional profile can further complicate the problem. Language and its usage can also fit this category. He suggests the notion that Blacks are poor self-disclosers as an example of barriers to participation in therapy.

Banks (1970), in an exchange with Vontress, takes the position that Black militant counselors can impact the field making mental health relevant to Blacks in both theory and practice. Vontress warns against this implying limitations of a militant position on counselor effective-ness. Banks appears to be proactive in relation to the barriers Vontress has identified.

In a review of the literature addressing Black and White interaction in the context of therapy, Banks (1971) concludes that counseling is necessary to "provide the Black man with better educational experiences and more opportunities" (p. 137). Black and White differences ignored can serve to hinder the accomplishments achieved thus far. We sense that while the Banks' (1971) conclusion is a positive one, it is developed on a foundation of data that does not incorporate in a central way Black

self-determination.

Two studies attempt to measure Black/White interviews. Wright (1975) investigating empathy conditions which affect the perceptions and expectations of trusting and distrusting among clients, both Black and White, makes a truer interactional assessment. Trust, he suggests, is expressed more in a two-way dynamic than perhaps self-disclosure. His conclusions indicate both Blacks and Whites value and expect trust in their relationships. He cautions against general statements which categorize counselors and clients and do not reflect individual conditions surrounding their relationships. These findings are representative of the complex technique utilized but he does not rule out racial and cultural influences.

Bryson and Cody (1975) explored the level of understanding between counselors and clients of different racial groups. Significant conclusions were not found. However, the notion that race is related to understanding allows some direction for future investigation. "Generalizations concerning race and the ability of counselor and client to understand each other should be made with caution. Attempts to attribute special skills or weaknesses to race in the counseling process were contradictory to the data reported in this study" (p. 498).

More recently, Berman (1979) looked at the specific communication differences between Black and White,

male and female helpers. One of her major concerns was to investigate the pervasiveness of White middle class values among professionals in the counseling field. As she describes it, "current training programs are designed largely for White male and female counselors to work with middle class clients. As such, the skills learned and practiced by most counselors are inherently limited in a social and cultural sense." Berman discovered White helpers used more passive attending skills, while Black helpers used more expressive and active skills.

This distinct variation in skill usage between Blacks and Whites who are both trained in professional programs suggests there may be some difference in how managers of differing socio-cultural backgrounds are in relation to subordinates. Traditional training, she suggests, in some circumstances must be unlearned in order to be helpful with some culturally different clients. Socio-cultural factors cannot be considered outside the domain of counseling or therapy.

Similarly, the same concerns should be consistent within industry. Fry, et al. (1980) duplicated the Berman study and similarly found a difference in the skill usage of Black and White helpers. When Blacks were helping Blacks or when Whites were helping Whites, there seemed to be appropriate response styles; "However Blacks tended to become disproportionately attending toward

White clients." Another indication of the awkwardness
and effectiveness of training in relation to those
different from traditional models.

Both of these studies have led us to look more
closely at the import of generating new alternatives to
the training programs that seemingly to date are not
generally inclusive of components which familiarize
students with the needs of those clients who do not fit
the profile of the traditional client. A look at other
helping interactions might assist in articulating these
themes in a different context.

Next, we will review some of the relevant
studies in the management literature.

Black and White Communication and Leadership Style

Management styles, attitudes, and expectations
have been based on a standard not necessarily appropriate
for today's world. Stogdill (1974), in his Handbook of
Leadership, attempts to outline basic competency areas
needed for fully effective management. Many of these
areas, however, must be more fully researched prior to
their application in multi-cultural settings.

Efforts aimed at the creation of a consistent
model to evaluate managers in their role as manager have
been slowed when faced with a stern and tradition-laden

industry whose emphasis is most often placed on bottom-line goals. Koontz (1972) described a model in which he shares a need to move away from traditional subjective appraisal. "For many years, and even commonly today, managers have been evaluated against the standards of personal traits and work-oriented characteristics. A typical system might list ten to fifteen personal charac-teristics such as leadership, ability to get along with people, industry, judgment, initiative, and others" (p. 48). Each of these standards today are understood and defined through the eyes of the dominant culture. It is not possible then for anyone other than a member of that culture to be able to survive such scrutiny without loss.

Koontz (1972) goes on later saying "a few companies have recognized the importance of evaluating the quality of managing. Some have asked for appraisal in such areas as planning, organizing, coordinating, leading, motivating, and controlling. Others have broken down these areas into broad sub-categories such as in the case of organizing: job assignments, clarity of responsibili-ties and authorities, and delegation effectiveness . . . However, the standards thus far used for appraising mana-gers as managers have been too broad and too susceptible to general and subjective judgment" (p. 52). He suggests, "by use of a standard reference text for interpretation of concepts and terms, much of the semantic and communication

difficultures so commonly encountered are removed" (p. 54).

With this idea in mind, let us move on to some
examples in the literature that may help us understand
the Koontz thesis in relation to managers of varying
cultures.

Introduction of Blacks to the Workplace
as Supervisors and Managers

"The spotlight in the arena of social change is
continually shifting. The struggle of Blacks in America
to get equal job opportunities, so novel in the 1960's,
has receded somewhat from public attention. There is now
more concern about promotions for blacks and equal employ-
ment opportunities for Woman" (Kraut 1975, pp. 610 and
611).

Blacks now gaining entrance to higher levels of
responsibility are presenting a traditional management with
yet another set of circumstances. Blacks, who have broken
the color line, are impacting, while at the same time are
a part of, a "new management" which in response to its
diversification, must alter the ways it assesses and
supports these new styled professionals.

Kraut (1975) provides some insight for managers
in dealing with these recently placed individuals. In his
study of Blacks moving into jobs traditionally held almost
exclusively by Whites, he generated data of interest to
us: (1) Blacks tended to be rated at least as high in job

performance as Whites, although he found some instances where heightened sensitivity by Whites to "undesirable behavior or minor deviation" when viewed in relation to mainstream expectations lessened ratings marginally. In his follow-up on job performance three years after the initial survey, he found no statistically significant differences except perhaps that Blacks tended to remain with the company longer. This point illustrates some of the difficulties Blacks may face as they enter fields new to them; (2) Problems of social change presented the greater number of unanswerable dilemnas. These concerns were ones not necessarily controlled by the company but rather were assigned to those outside of it. Kraut indicates some of the fears generated represent a kind of smoke-screen projection on the part of the mainstream employee; (3) Remedies must be developed to assist and support managers on whom fall the heaviest responsibility of change; to review his attitudes and perceptions and to act differently in relation to those with whom he has no experience.

Kraut summarizes by saying "the findings of this study reveal that the entrance of Black employees into traditionally white jobs had unanticipated impact in several areas and created situations for which there were no clear cut precedents. In this way he encouraged corporate leaders to develop supports beyond policy

guidelines to better incorporate these new employees into the workplace successfully.

Bhagat (1979) is helpful in establishing Black/ White ethnic differences in identification with the work ethic. He suggests childrearing practices, socioeconomic condition and rewards for working as examples are different for Blacks than for White middle class Americans. As a result, when Blacks appear in the workplace, their motivation and goals are different from the mainstream worker. He suggests a culture assimilator program for White supervisors to enable them to understand and as a result interact accurately with this new population of workers.

While Bhagat (1979) presents an interesting view of difference, he unfortunately sees the solution as an ultimate integration and assimilation of Blacks and their values into mainstream values. "I advocate cognitive training schemes, such as the culture assimilator, designed to bring about integration of the socioeconomically disadvantaged into the organization. This would be an important step in the long run process whereby the prevailing work ethic will find its way into the mainstream of the culture of the socioeconomically disadvantaged members of contemporary American society" (p. 391). This view relies heavily on the economic factors as major determinates of behavior and ignores completely any cultural factors. He calls on other research which a bit

skewed fits his thesis of Blacks becoming more and more White in cultural orientation and perspective. Further, Bhagat's thesis advances the notion of White cultural supremacy which in our view is unacceptable.

An invaluable study was done by Beatty (1973) in which he examines training, job performance, and employers' expectations in relation to Blacks as supervisors. His intent was to provide some impetus for organizations to further open their doors to minorities in supervision. Speaking to traditionally awkward areas several suggestions were provided as ways to assist in this effort. One important example of a needed mechanism is around apprai- sal of job performance. Beatty demonstrated in his examina- tion that "job performance variables (for Blacks) were loaded heaviest on the social behavior factor which indi- cated that an employer's perception of a Black's social behavior tended to be the most important influence in evaluating Black supervisors (p. 202). The three alterna- tives identified which might assist organizations in the diversification of its supervisory/managerial staff while maintaining an organizational commitment to high quality personnel are: (a) continuation of training of minorities for supervisory positions through training in traditional managerial skills; (b) training minority supervisors in the interpersonal skills necessary to determine the evaluator's subjective demands; and (c) most importantly,

a mutual adaptation of both organizations and minority supervisors.

Beatty highlights a major difficulty Blacks experience as they achieve new levels of authority in industry. Namely, the method of determining factors used to judge a manager's performance. He speaks to this point directly when he says, "there appears to be a very large subjective component in the evaluation of supervisors especially if they are Black . . . Organizations (should) concentrate upon clearly defining the actual performance expectations necessary for successful organizational func-tioning, communicating these expectations explicitly to minority supervisors, and holding these supervisors accountable for performance on these criteria. At the same time, organizations must recognize that the social dynamics of the superior-subordinate evaluation has a high probability of subjectivity, particularly if the superior and subordinate are from different cultures" (p. 205).

Ford (1976) and Fromkin and Sherwood (1974) support his notion in their efforts to highlight the needs of changing organizations. Cultural differentiation is a factor that is essential when considering Blacks beginning in management.

Holsendolph (1972) in Fortune magazine and Jones (1973) balance our understanding of this new venture for

Blacks in industry. Interviewing several Blacks who have achieved executive status, they provide a glimpse into the dues paying world they have entered. Many have left their corporate careers while others continue to strive. None, however, deny the importance of balancing cultural expressions of self with those expressions acceptable and expected by the corporations in which they work. Holsendolph suggests a heightened awareness is needed on the part of corporate leaders and a warning to those Blacks who would venture near this uncleared path. Black involvement at this time implies a commitment to a pioneering effort and a presence through which will occur a change. In that process, some surely will pay a huge price.

Attitudes and Values of Blacks and White Managers

Three recent studies conclude very little difference in values and attitudes orientation between Black and White managers. Watson and Barone (1976), Watson and Williams (1977), and Watson and Simpson (1978), studying different populations, found a great deal of similarity between Black and White managers. Their analysis examining values about business related topics demonstrated "that the primary value orientation of both Black and White managers was pragmatic. A secondary value orientation for

both groups in the sample was <u>moralistic</u>" (Watson and Williams 1977, p. 207). They suggest a possibility that the use of personal values can be a determinate in the selection and placement process for managers.

Similarly, Hill and Ruhe (1974), in their laboratory study with simulated work groups, found comparison of the behaviors and attitudes of Black and White leaders revealed no significant differences.

Three other studies yielded slightly different views. Shull and Anthony (1976), examining attitudes toward role conflict and disciplinary action between Black and White supervisors, were essentially the same. They found two differences between the responses of the two groups. "Blacks were less willing than Whites to accept harsh punishment as a way to discipline and Blacks showed a greater responsiveness than Whites to supervisory demands in resolving role conflict." Shull and Anthony conclude "that suspected subcultural differences between Black and White supervisors probably do not exist" (p. 148).

Parker (1976) and Adams (1978), viewing this question from the subordinate perspective, found Black managers were perceived as exhibiting more consideration than White managers. Adams (1978) explains this by suggesting consideration behavior as an example could be "instrumental and effective" for them as managers in a largely foreign environment or perhaps the industry accepts

only those individuals who manifest expected behavior of a traditional manager for training and promotion.

This research, while significant, needs to be broadened and explored in a more comprehensive way. At this point, it could lead us in the direction of ignoring culture in lieu of values as a major factor in career development and mobility for minorities. Questions, however, still remain concerning numbers of years in industry, the extent to which organizations act as a leveling agent over time, and the essential manifestation of these values by members of different socio-cultural groups.

Other Areas of Concern

A fair amount of research done recently has been focused on the Black hard core unemployed. Feldman (1973), Goodale (1973), Triandis and Malpass (1971), and Triandis, Feldman, Weldon, and Harvey (1974) ahve provided strategies to open traditional organizational systems to those disenfranchised by society. In addition, they have encouraged training programs for this population as a way to ensure some level of success as they enter the market- place. These perspectives were initially designed to assist in efforts to break the barrier barring massses of Black people from attaining adequate employment. The effect was a positive one making it possible for some to

enter the industrial world armed with an idea of what might be encountered. However, as we move from that phase and numbers of Blacks are moving into greater positions of responsibility, we find few instances of research considering Blacks in positions of organizational leadership. Fromkin and Sherwood (1974) and Ford (1976) are but two examples of attempts made to examine this area. Porter (in Fromkin and Sherwood 1974) presents some notions useful to an industry unsure of eventualities growing out of the entrance of those culturally different into new realms of power and influence. He speaks to the essential vehicle, communication, and moves us from an expectation of conflict to an understanding and appreciation of communication process enabling a wider acceptance between those whose cultures differ. King and Bass (in Fromkin and Sherwood 1974) found that Black supervisors were less likely to initiate interactions than their White counterparts. Depending on the subordinate group configuration or composition, they suggest Black and White supervisors can appear similarly. Blacks tended to be less directive with Black subordinates and Whites tended to be more directive. It is reasonable to expect the inverse is also true. When subordinate groups were mixed with both Blacks and Whites, they found both Black and White supervisors equally directive.

A comparative review of the literature on Black and

White leader styles was done by Bartol, Evans, and Stith (1977). It is probably the most comprehensive review produced recently. Generally, they found most studies were insufficient and therefore not conclusive. They recommend an "expanded design providing each leader exposure to equivalent treatments (i.e., the same and different ethnic group subordinates)" (p. 302).

America and Anderson (1978, 1979 A,B) provide a context through which we can understand many of the frustrations and dilemnas Blacks moving into positions of leadership experience. Their survey and interviews of 100 Black men and women who work as middle managers in large corporations provide a view from the source much needed in the literature. These managers, while not dismissing their beginning experiences in industry, now acknowledge the greater need to be perceived as certified professional managers. They indicate the greatest difficulty is in battling theperceptions held of them by others. Expecta-tions that Blacks will be unable to joing the ranks of the corporate world and share in its philosophy because of socio-cultural manifestations that may or may not vary from those of the mainstream represent the critical block. This elite group of top Black managers in the United States generally agrees that "Race is not a fatal liability in the drive for success" (American and Anderson 1979 A, p. 44).

Supports like networking (Moses 1980) and honesty with self are proving increasingly valuable as Blacks move further up the corporate ladder. Maintaining a unique socio-cultural identity and perspective serves to enhance these new and vibrant professionals.

Conclusion

The comparison of studies from the mental health literature and the management literature provides some interesting findings. We have attempted to survey issues affecting Black and White helping interaction in these professions. A preponderance of data in themental health literature indicates the need for a heightened sensitivity to the needs of Blacks by a predominantly White profession. This need is described in terms of client preference, counselor awareness, and sensitivity, as well as in theory and practice. We find a continued imbalance of productive Black participation as clients and as helpers within the field although a new consciousness is pervading the ranks of this heretofore closed community.

The management literature, however, points to a kind of "leveling" process on the part of its helpers. Beyond those recently involved managers, the literature suggests Blacks interact and successfully produce much in the same way that their White counterparts do. Subordinates tended to equally value both Black and White

supervisors given comparable settings. Although Blacks, especially when entering new fields of management, can be inappropriately appraised in job performance based on divergent social behavior, they generally were found to, for whatever reasons, adjust to corporate norms. At the same time, the literature suggests that their presence affects these norms to some degree.

In the succeeding chapters we will discuss the methods and results of our investigation of managers in pursuit of answers to this conflicting dynamic. The question is still open. Do Black managers and White managers interact differently?

C H A P T E R   I I I

METHODOLOGY

This study is designed to investigate the responses provided by managers who are Black and White in industry.

This section includes the various steps taken in the development of this project. We will describe (a) the the subjects who comprised the sample viewed, (b) the sequence of events leading to the testing, (c) the testing procedure, (d) a discussion of the instruments utilized, and (e) the statistical design including the hypotheses.

Subjects

Eighty individuals defined as managers by their industry from four facilities of a major computer corporation were contacted by telephone and invited to participate in this project. These facilities are committed to maintaining a majority of Third World people in the workforce and their activities are directed through one central administration from whom permission was obtained. It should also be noted that the larger corporation is continually involved in the development of its personnel and has policies which articulate clear expectations of managers in their interactions with others. This heightens

a notion of the specifically defined corporate culture which has some impact on our investigation. The managers, 38 Black and 42 White, were told the study would involve a minimum amount of time, would not be used in any evaluation of their work, and would require them to fill out a simple questionnaire. The group was then divided according to race and then each of these groups were divided in half at random. Two groups were formed approximately half Black and half White and each assigned a testing time and date through a notice sent a week before (see Appendix I).

On the testing date, 51 managers appeared and participated in the study. Black managers represented 45.1 percent (N=23) and White managers represented 54.9 percent (N=28) of the sample. The group had achieved approximate balance.

An investigation of age yielded 13.7 percent (N=7) in the 20-30 year age range, 47.1 percent (N=28) were in the 30-40 year age range, and 39.2 percent (N=20) were in the 40-50 year age range. The small number of managers in the 20-30 year age bracket is not surprising, however, we might have expected a larger percentage in the 40-50 year age range.

A crosstabulation of race of manager by age provided that Blacks in the 20-30 year range participating were 4.3 percent (N=1) of all Blacks and 2 percent of the total sample. Whites in the 20-30 year age range were 21.4

percent (N=6) of all Whites and 11.8 percent of the total sample. Blacks who were ages 30-40 years represented 60.9 percent (N=14) of all Blacks and 27.5 percent of the total sample. Whites age 30-40 years were 35.7 percent (N=10) of all Whites and 19.6 percent of the total sample. In the 40-50 year age range, Blacks were 34.8 percent (N=8) of all Blacks and 15.7 percent of the total sample. Whites in the 40-50 year age range were 42.9 percent (N=12) of all Whites and 23.5 percent of the total sample.

Sequence of Events--Procedure

A room was arranged in the central facility in its training area with the necessary video-tape equipment. It was estimated that the testing time would be about 25 minutes. Five minutes was provided for late arrivals after which the door was closed to late comers.

The testing questionnaire (see Appendix III and IV) was circulated. Instructions, including the Human Subjects clause, were read aloud with participants after which they were asked to sign their names. Each vignette was then shown once with 5 minutes allotted for responses to be written before the next was shown. The protocol included two questions to be responded to in writing. They were: (1) What would you say next? "I would say . . ." and (2) Please complete this sentence (as you define this problem): "The central problem is . . ." Participants were reminded

when only 30 seconds remained in the response time for each vignette. All four vignettes were shown in succession. After the series was complete, the participants were asked to complete the demographic data on the last page and return the form to the researcher.

The same process was repeated during the second session. Each of the two sessions were planned with a minimum amount of time between to control for disclosure of the method and/or content of the material to not yet tested participants.

Development of the Video-Taped Vignette

A random sample of 12 individuals subordinate to the manager level to be studied were asked during interviews what was the most common problem you experience in your job. From these responses, seven short scripts were developed with efforts to utilize the specific phrasing expressed. Each was written and shared with 5 other individuals also subordinate to the manager level to be studied who were asked to choose the four scripts that seemed most realistic. The four scripts chosen most often were then selected as the scripts to be presented (see Appendix II).

Four individuals outside of the industry, a White male, a Black female, a White female, and a Black male, were asked to role play subordinates in an industrial environment. They were given two scripts and asked to

familiarize themselves with the material.

Each script was posted on cue cards from which it could be read during taping. Several tapings were made of each one, after which in discussion one was selected for usage.

Each of the vignettes had a running time of 45-60 seconds. The segments completed were then transposed onto a master cassette video-tape in the designed order. The first series included:

1) Quality Control problem roleplayed by a Black male
2) Personnel problem roleplayed by a White female
3) Moving problem roleplayed by a White male
4) Material delay problem roleplayed by a Black female

The second series included:

1) Quality Control problem roleplayed by a White female
2) Personnel problem roleplayed by a Black male
3) Moving problem roleplayed by a Black female
4) Material delay problem roleplayed by a White male

The vignettes were systematically arranged in this way so that each participant in the study would respond to the same series of problems but presented by people of different socio-cultural backgrounds. This was done in an effort to control for responses to only race or sex.

Instruments

Three instruments were utilized in the scoring of the responses provided by these managers. The Micro-

counseling Taxonomy (Ivey 1971) will examine the type of skills utilized and will be drawn from Question #1--What would you say next? The Carkhuff Scale for Empathic Understanding (Carkhuff 1971) will be utilized to examine the quality of responses. This data will also be drawn from Question #1. The Berman Matrix for Diagnostic Analysis (Berman 1978) will be utilized to examine focus of the responses. This data will be drawn from Question #2--What is the central problem? Next we will briefly describe each of these instruments.

Microcounseling Taxonomy

The Microcounseling model has enjoyed a wide recognition and utilization in the teaching and understanding of the basic component skills underlying every helping interaction. This method has been used in countless research projects and provides valuable data in the exploration of communication and interaction between people. For our purposes we have incorporated these skills into four categories. These categories allow us to examine the type of helping skills utilized by Black and White managers. Below is a list of the categories and the assigned skills with brief descriptions.

1. Questions:
   *Closed question: Leads the helpee to pro-
   viding information of a factual nature;
   response is usually limited and does not
   generate other information leading to a
   depth of understanding of the issue.

   *Open question: Allows the helpee room to
   self-explore his/her experience of the issue
   discussed; helpee appears/feels more in
   charge of the response given and direction
   of interview.

2. Reflections:
   *Paraphrase: Provides the helpee with the
   essence of the content information he/she
   has verbalized.

   *Reflection of feeling: Provides the essence
   of the affective or emotional aspects of the
   helpee's behavior and/or verbalizations.

3. Directions:
   *Directions: Telling the helpee what to do.

   *Expression of content: Giving advice or
   opinions or sharing other information by
   helper.

4. Self-Disclosures:
   *Expression of feeling: Sharing or exposing
   helper's personal and affective state to
   the helpee.

   *Interpretation: Renaming or relabeling helpee
   statements and behavior with helper terms.

   *(Ivey 1971, Ivey and Gluckstern 1974, 1976,
   Ivey and Authier 1978)

Carkhuff Scale

This instrument was chosen because of its wide
ranged use in the study of helpers and the insight it
allows in a clear manner devoid of questions. It has been
used in countless pieces of outcome research and has

demonstrated its effectiveness.

Carkhuff and his associates have evolved a method by which the quality of a response can be examined in relation to the helpee statement and judged or determined on target or not.

Each of the five levels assists in the identification of the extent to which a response is in tune or not. Below is a description of the scale.

Level one is a statement that takes away from the helpee statement--unhelpful.

Level two is a statement that subtracts but not significantly--somewhat unhelpful.

Level three neither adds nor subtracts.

Level four adds a little to the helpee statement--somewhat helpful.

Level five adds a lot to the quality of the interaction--very helpful.

Through use of this instrument, we can determine if the helper is truly in touch with the needs and desires of the helpee and as such can be helpful in sorting out the difficulties being experienced.

Berman Matrix

This instrument was chosen because of our interest in examining possible impact that culture and environment might have on managers' statements. The question, "What do you think the central problem is?" allows us to go beyond the direct response of the manager to the subordinate. It

allows us to gain an understanding of what focus the
manager perceives the problem to have. This can give us
some indication of the mindset of the manager or to gain
a glimpse of what he is thinking.

The Berman Matrix allows us to examine a differen-
tiation of focus by managers. Her scoring system incor-
porates a continuum defining the problem from a purely
individual focus at one end of the spectrum to a societal
or corporate focus on the other end. The focus of the
response provides a determination for the placement of
"Blame" for the problem. Below is an explanation of this
instrument.

I-s   Focus of the helper statement in defining
      central problem is placed on the helpee
      alone.

I-o   Focus of the helper statement in defining
      central problem is placed on the helpee and
      on others (e.g., family members, co-workers,
      supervisor, etc.).

IS   Focus of the helper statement in defining
      central problem is placed equally on the
      helpee and on the Corporation or Society at
      large.

S   Focus of the helper statement in defining
      central problem is placed entirely on the
      Society or Corporation.

This instrument might assist us in understanding differing
perspectives of managers of varying socio-cultural back-
grounds.

Scoring the Data

The raters were asked to score each of the responses according to the instruments previously outlined. A scoring manual was provided including written scripts of the vignettes, for use during this process. Each of the protocols was numbered and shuffled. The demographic information was detached and isolated. Each of the raters, familiar with these scoring systems, were provided with 6 x 8 cards where they were asked to note the appropriate skill, quality level, and focus of the responses. These were done independently. The scoring card appeared as below.

	SKILLS	QUALITY	FOCUS
Vignette 1 (Quality Control)			
Vignette 2 (Personnel)			
Vignette 3 (Moving)			
Vignette 4 (Material Delay)			

This task completed, the raters met and through discussion agreed upon any responses scored in different ways. All discrepancies were resolved in this way. Final scored were

were then charted on 3 x 5 cards representing the computed
data generated by the raters.

Percentage of inter-rater reliability is charted
for each instrument on succeeding pages (see Tables 1, 2,
and 3). Overall, percentage of agreement was computed at
94 percent.

Hypotheses

The hypotheses prompting this investigation are of
two types--Main effects and Interactional effects. They
are as follows:

Main effects: (1) Black and White managers will
manifest different patterns of
helping skills as measured by
the Ivey (1976) Microcounsel-
ing Taxonomy.

(2) Black and White managers will
manifest different patterns of
focus as measured by the
Berman (1977) Matrix for Diag-
nostic Analysis.

Interactional (3) Subordinates of varying socio-
effects: cultural backgrounds will re-
ceive different patterns of
helping responses from Black
and White managers.

(4) Black and White managers will
manifest different levels in
their quality of responses as
measured by the Carkhuff
(1971) scale.

Other hypotheses may be self-generating and will be ad-
dressed in the next chapter.

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TABLE 1

PERCENT OF INTER-RATER AGREEMENT FOR SKILLS SCORING

SKILLS	NUMBER OF RESPONSES SCORED	PERCENTAGE OF AGREEMENT
QUESTIONS	66	100.0%
REFLECTIONS	13	92.3%
DIRECTIONS	50	88.0%
SELF-DISCLOSURES	75	93.3%
TOTALS	204	94.1%

TABLE 2

PERCENT OF INTER-RATER AGREEMENT FOR QUALITY SCALE

QUALITY LEVEL	NUMBER OF RESPONSES SCORED	PERCENTAGE OF AGREEMENT
LEVEL 1	10	100.0%
LEVEL 2	15	86.7%
LEVEL 3	99	92.9%
LEVEL 4	78	96.2%
LEVEL 5	2	100.0%
TOTALS	204	94.1%

TABLE 3

PERCENT OF INTER-RATER AGREEMENT FOR FOCUS MATRIX

FOCUS	NUMBER OF RESPONSES SCORED	PERCENTAGE OF AGREEMENT
INDIVIDUAL - SELF	78	92.3%
INDIVIDUAL - OTHER	26	96.2%
INDIVIDUAL - SOCIETY	43	88.4%
SOCIETY	57	96.5%
TOTALS	204	93.1%

C H A P T E R I V
RESULTS AND DISCUSSION

Introduction

The objective of this study is to investigate patterns of communications skills that are manifested by managers who are of different cultural backgrounds in response to subordinates who are of varying cultural backgrounds.

Several hypotheses were developed to address the questions--"Do Black managers and White managers utilize different patterns of communication skills with Black and White subordinates?" and "Do subordinates of different cultures receive different responses from the same managers?"

In the following pages we will report the results of the investigation into the communication styles of Black and White managers. We will proceed with each hypothesis, one at a time, followed by the data generated. The Statistical Package for the Social Sciences (SPSS) was employed in the assessment of analysis of variance. A Chi-square using Yates' correction for cells too small for computation was utilized to identify degree of significant difference. We will end with a discussion of the results and draw some

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conclusions.

Results

Hypothesis 1--Black and White managers will manifest
different patterns of helping skills as
measured by the Microcounseling Taxonomy.

The responses provided by our subjects were tabulated and charted to begin an analysis of variance. A crosstabulation of skill response by race of manager (see Table 4) allowed us to develop the percentage of skill usage by Black managers and White managers (see Table 5).

Blacks represented 45.1 percent and Whites represented 54.9 percent of the managers sampled. The communication skill questions accounted for 32.4 percent of all responses by managers. Viewing Blacks' skill use, questions represented 33.7 percent of their responses. For Whites' skill use, questions represented 31.3 percent of their responses. Both Black and White managers utilized questions about the same frequency.

Reflections, the category of skills utilized least, accounted for 6.4 percent of responses provided. Both Black and White managers responded with fewer reflections. Blacks' use of reflections was 10.9 percent of their responses. Whites' use of reflections was 2.7 percent of their responses. This seems consistent with the high task orientation of managers, however, Blacks utilized reflections more than Whites.

TABLE 4

CROSSTABULATION OF SKILL RESPONSE BY RACE OF
MANAGER SUBJECT RESPONSES

SKILLS	BLACK (n=23)	WHITE (n=28)	ROW TOTALS
QUESTIONS	31	35	66
REFLECTIONS	10	3	13
DIRECTIONS	17	33	50
SELF-DISCLOSURES	34	41	75
COLUMN TOTALS	92	112	204

TABLE 5

PERCENT OF SKILL USAGE BY BLACK AND WHITE MANAGERS

SKILLS	BLACK	WHITE
QUESTIONS	33.7%	31.3%
REFLECTIONS	10.9%	2.7%
DIRECTIONS	18.5%	29.5%
SELF-DISCLOSURES	37.0%	36.6%
TOTALS	100.0%	100.0%

Directions, the second least used category, represented 24.5 percent of responses provided. Blacks' use of directions represented 18.5 percent of their responses. Whites' use represented 29.5 percent of their responses. Managers, it appears, have moved slightly away from an autocratic style of leadership. Instead, they seem to exert their influence through use of self-disclosures.

Self-disclosures was utilized 36.8 percent of all responses provided. It represents the category utilized most. Blacks' use of self-disclosures represented 37 percent of their responses. Whites' use of self-disclosures represented 36.6 percent of their responses. This points to increased use of opinions and experiences by managers in their leadership style.

A Chi-square was performed to test for level of significance. With three degrees of freedom, the Chi-square equals 7.90 allowing for a marginally significant level at .0481. This data has been expressed in Bar graph form to show results more clearly (see Figure 1). Self-disclosures and questions represented the categories most utilized by Blacks and Whites in their responses to subordinates. Directions was utilized more, about one and a half times, by Whites than Blacks. This indicates a more autocratic or directive style of leadership on the part of White managers.

The use of the skill reflections demonstrated the

greatest different in response by Blacks and Whites.

Blacks utilized reflections four times more than Whites.

Here we see some variation of skill response based on

socio-cultural difference, however, the data indicates a

marginal effect.

> Hypothesis 2--Black and White managers will manifest
> different patterns of focus as measured
> by the Berman Matrix for Diagnostic
> Analysis.

The responses provided were crosstabulated with

focus by race of manager (see Table 6). Percentage of

foci utilized by Black and White managers were developed

(see Table 7). Thirty-eight and two tenths percent of

responses provided focused the definition of problems

strictly on the individual. Black responses focused on

the individual represented 39.1 percent. White responses

focused in this way represented 37.5 percent. This category

is the one most often used in defining the focus of pro-

blems presented. This is some indication that managers,

Black and White, seem to place responsibility for problems

more often on the individual subordinate.

The focus of problems identified as belonging to

both the individual and others represents 12.8 percent of

our sample's responses. Black responses represented 16.3

percent in this category. White responses represented

9.8 percent of foci they identified. Perhaps the nature of

the problems presented led our sample to focus on the

25—

20—

15—

10—

5—

0—

15.2

4.9

8.3

16.7

Q R D S/D

BLACK MANAGERS

17.2

1.5

16.2

20.1

Q R D S/D

WHITE MANAGERS
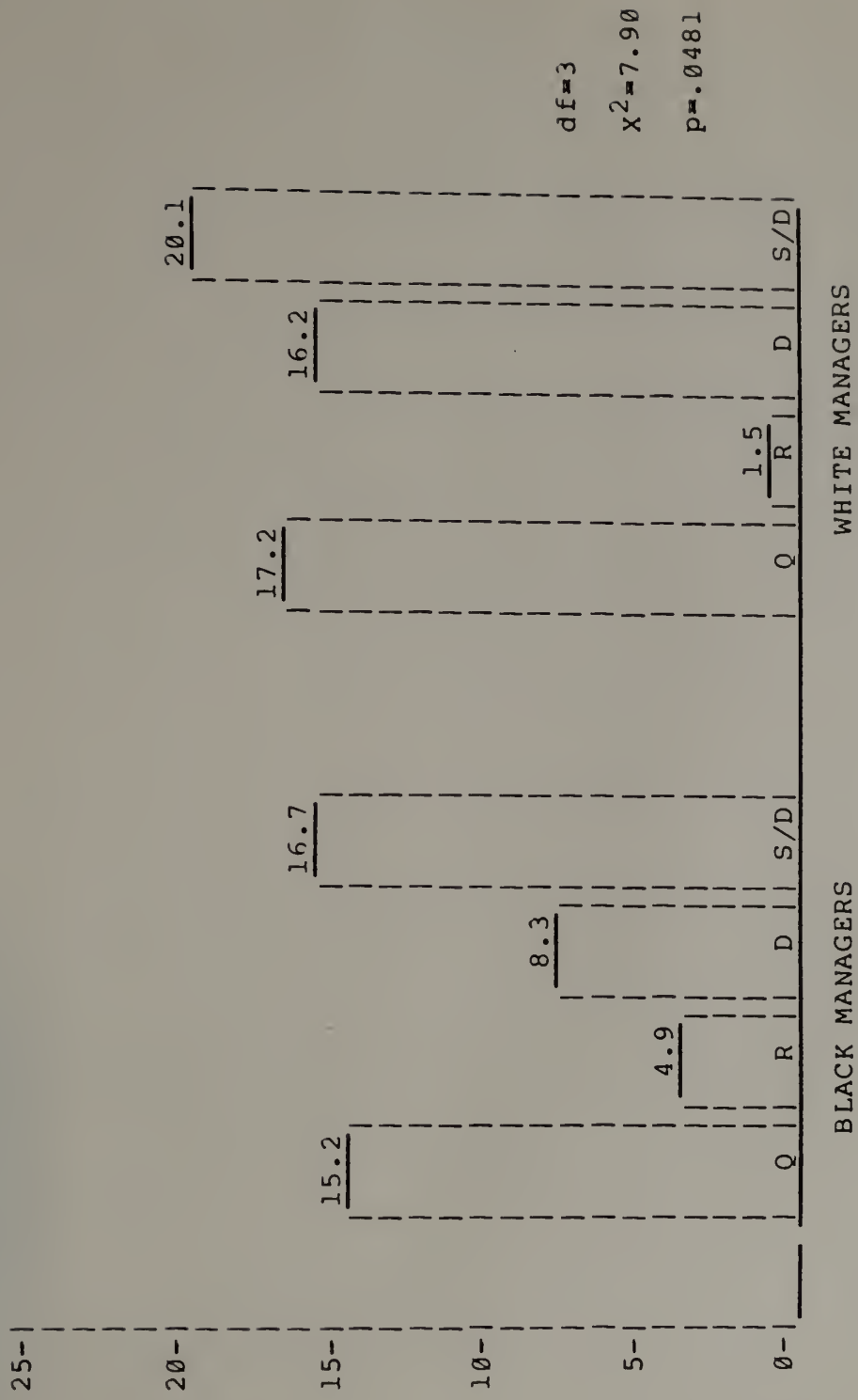
df=3

x^2=7.90

p=.0481

Figure 1. Percent of skills utilized by black and white managers.

individual directly involved and away from others who may have been implied as a part of the problem.

In the category individual and society/corporation, our sample utilized 21.1 percent of their focus responses. Blacks focused 20.7 percent of their responses in this category. Whites focused 21.4 percent in this category. Few managers, Black or White, felt problem definition should be focused on both the individual and society/corporation. Similarly, responses in the category society/corporation represented a nominal 28 percent of responses defined by the sample. Blacks responded with 23.9 percent of their responses and Whites with 31.3 percent of their responses in this category. Again, both Black and White managers marginally defined the problem presented as belonging to the larger corporation or society.

The analysis of variance led us to no significant effect. The Chi-square was 2.68 with 3 degrees of freedom. The significance was .4422. No reliable difference exists between race of manager and focus described. A Bar graph is provided to demonstrate the results (see figure 2). The foci described by Black managers parallels the foci described by White managers.

It appears our sample tended to respond similarly in their identification of problem focus. This implies that managers are using similar criteria in their identification and socio-cultural background plays a less important part

TABLE 6

CROSSTABULATION OF FOCUS MATRIX BY RACE OF
MANAGER SUBJECT RESPONSES

MATRIX	BLACK	WHITE	ROW TOTALS
INDIVIDUAL-- SELF	36	42	78
INDIVIDUAL-- OTHER	15	11	26
INDIVIDUAL-- SOCIETY	19	24	43
SOCIETY	22	35	57
COLUMN TOTALS	92	112	204

TABLE 7

PERCENT OF FOCI IDENTIFIED BY BLACK AND WHITE MANAGERS

MATRIX	BLACK	WHITE
INDIVIDUAL-- SELF	39.1%	37.5%
INDIVIDUAL-- OTHERS	16.3%	9.8%
INDIVIDUAL-- SOCIETY	20.7%	21.4%
SOCIETY	23.9%	31.3%
TOTALS	100.0%	100.0%

25—
20—
15—
10—
5—
0—

BLACK MANAGERS

Is 17.6
Io 7.4
IS 9.3
S 10.8

WHITE MANAGERS

Is 20.6
Io 5.4
IS 11.8
S 17.2

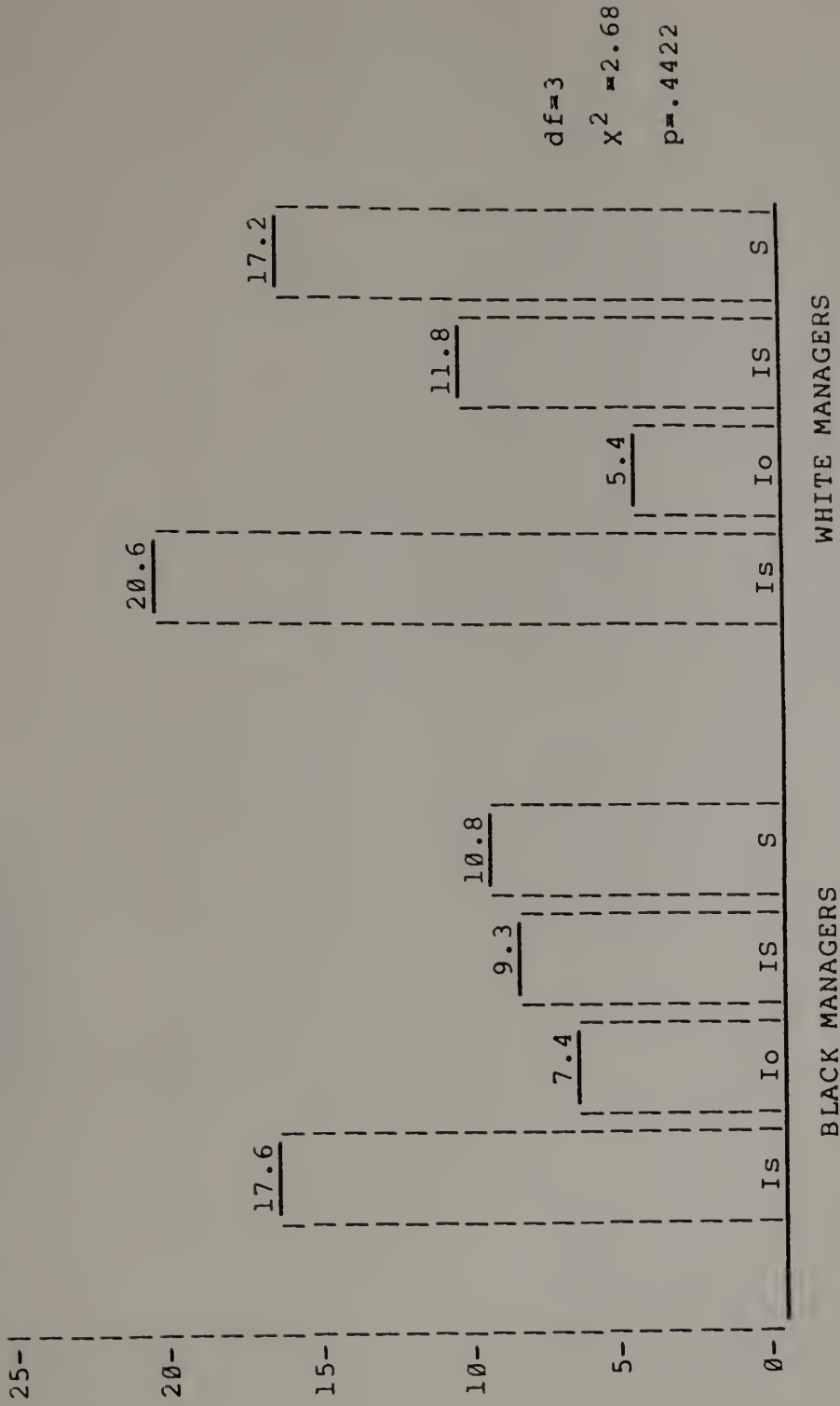$df=3$
$x^2 = 2.68$
$p=.4422$

Figure 2. Percent of foci identified by black and white managers.

in assignment of responsibility within the corporate context.

     Hypothesis 3--Subordinates of varying socio-cultural backgrounds will receive difference patterns of helping skill responses from Black and White managers.

     Skill responses to subordinates by race and sex were charted in percentage form for managers who are Black (see Table 8), and managers who are White (see Table 9). Our intent was to discover if subordinates of specific race and/or sex would receive a significantly different response from managers who are Black and White. A Chi-square test was used in this effort. The analysis led to no reliable difference in the responses received. The Chi-square for Black manager responses was 9.18 with 9 degrees of freedom. The significance was .4207. The Chi-square for White managers was 9.80 with 9 degrees of freedom. The significance was .3662. A Bar graph for responses from Black managers (see Figure 3) and from White managers (see Figure 4) demonstrate in another form the similarity of response.

     No detectable patterns of skill responses were found for subordinates of varying socio-cultural backgrounds. Managers seem to have responded to subordinates in no definitive ways regardless of race or sex. Perhaps our sample has as a result of working in a diversified environment achieved some level of competence in their

TABLE 8

PERCENT OF BLACK MANAGER RESPONSES TO SOCIO-CULTURALLY
VARIED SUBORDINATE VIGNETTES

SKILLS	BLACK MALE	WHITE FEMALE	WHITE MALE	BLACK FEMALE	ROW TOTALS
QUESTIONS	4.3	7.6	9.8	12.0	33.7
REFLECTIONS	2.2	4.3	2.2	2.2	10.9
DIRECTIONS	6.5	2.2	4.3	5.4	18.5
SELF-DISCLOSURES	12.0	10.9	8.7	5.4	37.0
COLUMN TOTALS	25.0	25.0	25.0	25.0	100.0

TABLE 9

PERCENT OF WHITE MANAGER RESPONSES TO SOCIO-CULTURALLY
VARIED SUBORDINATE VIGNETTES

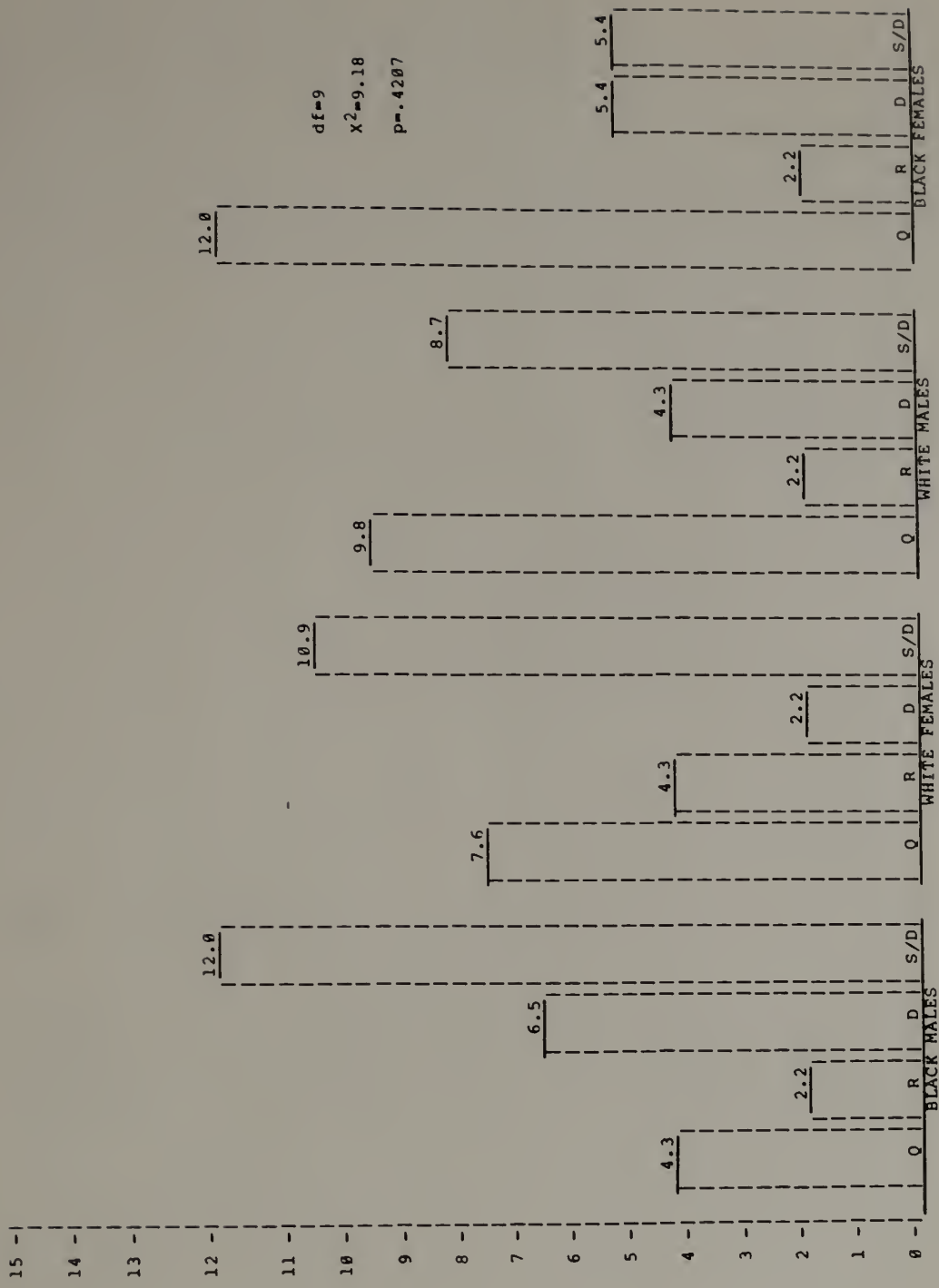| SKILLS	BLACK MALE	WHITE FEMALE	WHITE MALE	BLACK FEMALE	ROW TOTALS
QUESTIONS	8.9	4.5	9.8	8.0	31.3
REFLECTIONS	0.0	0.0	1.8	.9	2.7
DIRECTIONS	7.1	7.1	6.3	8.9	29.5
SELF-DISCLOSURES	8.9	13.4	7.1	7.1	36.6
COLUMN TOTALS	25.0	25.0	25.0	25.0	100.0

Figure 3. Responses provided by black managers to socio-culturally varied vignettes.
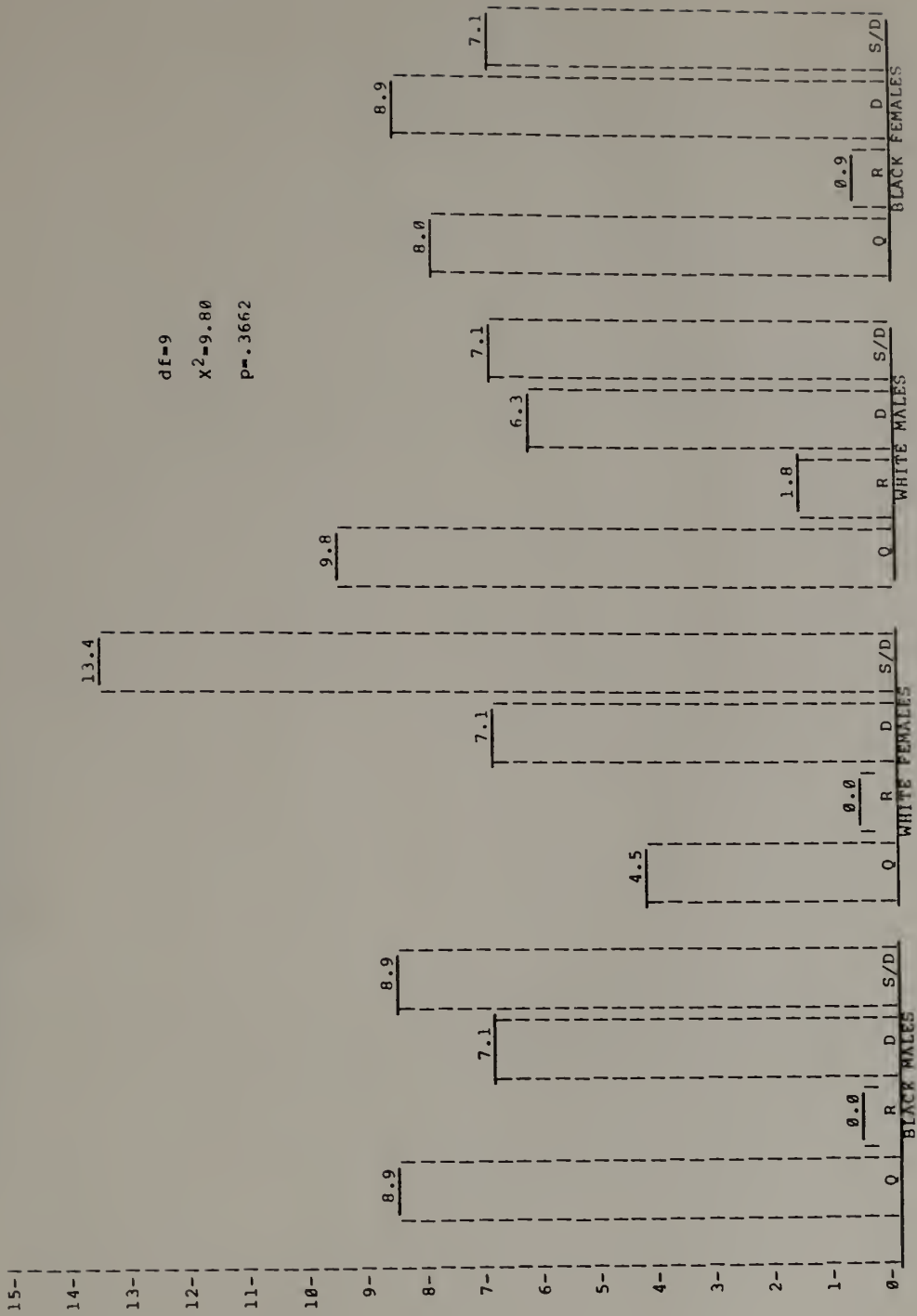
Figure 4. Responses provided by white managers to socio-culturally varied vignettes.

response to others. Racism and sexism are issues it seems which they are cognizant of and striving to eliminate. The possibility exists that fairness and equity in the workplace with time and awareness can be a reality.

> Hypothesis 4--Black and White managers will manifest
> different levels in their quality of
> responses as measured by the Carkhuff
> scale.

Quality level responses (see Table 10) were charted by race of manager. This data was then translated into percentage form for Black and White managers (see Table 11). Four and nine tenths percent of the responses of the sample were identified as level 1 on the quality scale. Black responses identified as level 1 quality represented 2.2 percent of their responses. White responses on this level represented 7.1 percent of their responses.

Level 2 yielded 7.3 percent of the total sample. Blacks were identified as having 6.5 percent of their responses on this level. Whites were identified as having 8.0 percent of their responses on this level.

Level 3 quality responses represent the largest category identified. The total sample was identified as having 48.5 percent in Level 3. Over half, 51.1 percent, of Black responses were identified as Level 3. White responses on this level were identified as 46.4 percent of their responses.

TABLE 10

CROSSTABULATION OF QUALITY BY RACE OF MANAGER
SUBJECT RESPONSES

QUALITY LEVEL	BLACK	WHITE	ROW TOTAL
LEVEL 1 subtracting alot	2	8	10
LEVEL 2 subtracting	6	9	15
LEVEL 3 interchangeable	47	52	99
LEVEL 4 adding	35	43	78
LEVEL 5 adding alot	2	0	2
COLUMN TOTALS	92	112	204

TABLE 11

PERCENT OF QUALITY LEVEL IDENTIFIED BY BLACK
AND WHITE MANAGERS

QUALITY SCALE	BLACK	WHITE
LEVEL 1 subtracting alot	2.2%	7.1%
LEVEL 2 subtracting	6.5%	8.0%
LEVEL 3 interchangeable	51.1%	46.4%
LEVEL 4 adding	38.0%	38.4%
LEVEL 5 adding alot	2.2%	0%
TOTALS	100.0%	100.0%

Level 4 responses represented 38.3 percent of our sample. Black responses identified as level 4 represented 38.0 percent of their responses. Whites responses identified as level 4 represented 38.4 percent of their responses. Level 4 responses also represented a high overall percentage. Level 5 responses represented only 1.0 percent of the total sample. Black responses identified as level 5 represented 2.2 percent of their responses and Whites were identified as having none.

Analysis of variance was performed to find if there was significance in quality level between Black and White manager responses. The Chi-square was 5.35 with 4 degrees of freedom. The significance was .2520. No effect of race on quality of responses was found. We do note level 3 and level 4 yielded somewhat higher percentages than did the others. Manager responses were seen as higher quality overall than not. A Bar graph demonstrates the similarity of quality level of responses for Black and White managers (see figure 5). We suspect the industry requires its leaders to develop a high quality of response to subordinates. Also, within the context of this investigation, it is reasonable to expect some caution on the part of participants. Black and White managers' responses are about the same quality level. Industry can expect managers to reach similar levels of excellence as they relate.
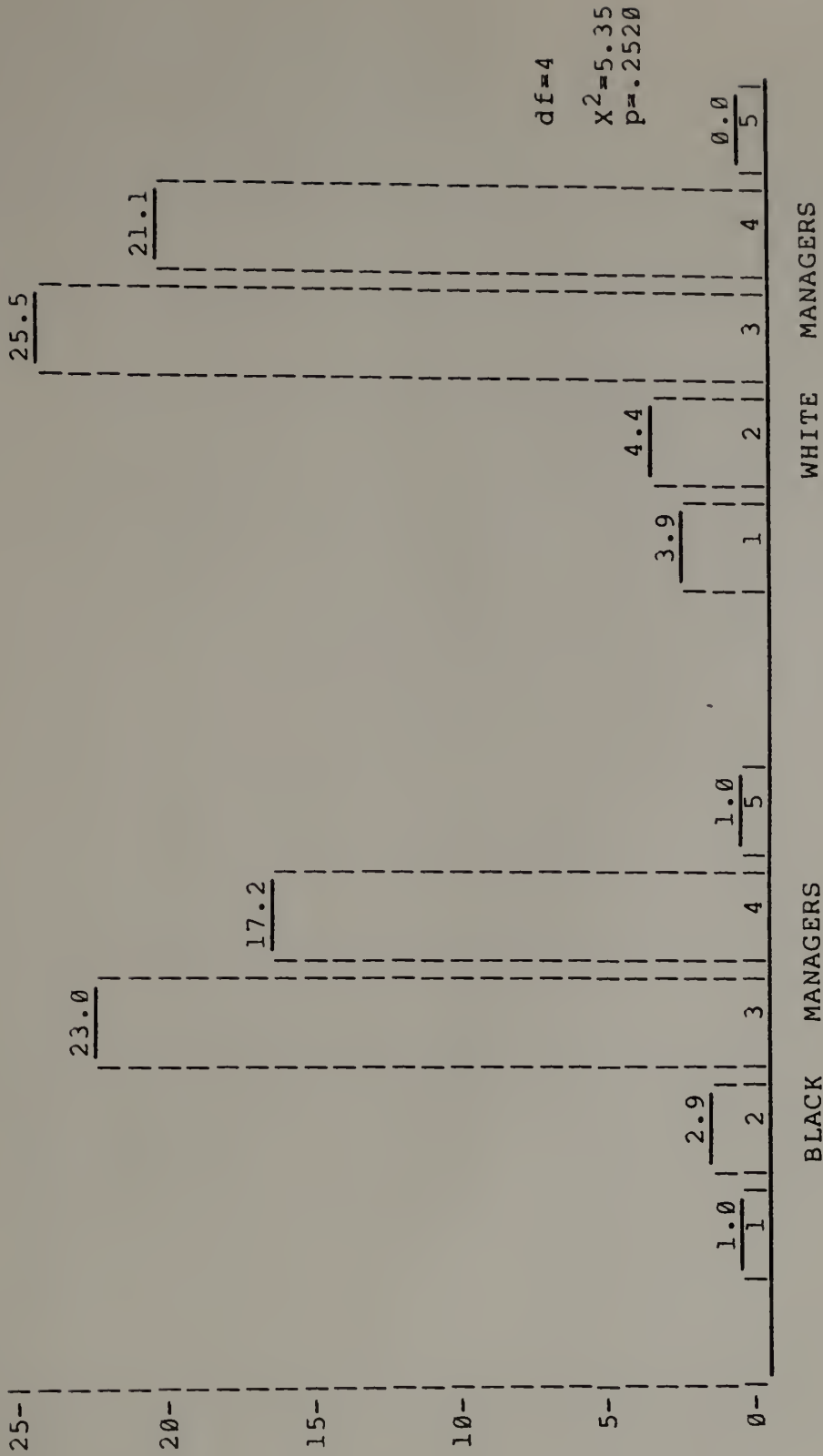
Figure 5. Percent of quality level identified by black and
white managers.

Discussion of Findings

Each of the scales used to score our data in this study found Black and White managers responding about the same. A review of the focus scale and the quality scale reveals no statistically significant difference, however, a marginally significant effect was found in the skills scale. Both Black and White managers utilized about the same percentage of questions and self-disclosures. Whites, however, utilized one and a half times as many directions as Blacks. Managers generally it seems are moving away from an autocratic or directive style of leadership. Our study shows there is some difference in its application by Blacks and Whites.

Also we found that Blacks utilized four times as many reflections as Whites. This skill seems to not be as central in the repertoire of responses made by managers generally. Blacks, however, did utilize this skill significantly more than Whites even within the limited number of responses. This points to some variation in communication and leadership styles of Blacks and Whites. Blacks perhaps have retained a sensitivity to environmental circumstances as a result of their own socio-cultural background and continue to apply it. The use of reflections allows the subordinate and the manager a clearer understanding of the problem prior to deciding a course of action. The life history these individuals have

experienced seems to have imprinted itself and continues even if marginally to affect the response type of Black managers. Blacks have not become as acculturated as the melting pot conceptualization would suggest.

The question of responses received by subordinates who are of different socio-cultural backgrounds provided no statistically significant effect.

We began our investigation with the notion that culture and response style of helpers are related. Berman (1977), Fry, et al. (1980), and Kikoski (1980) utilized similar designs in their studies of counselors and counseling students. They found significant differences in communication style and skill usage by helpers in different cultures. Our effort is aimed at translating this understanding to helpers of different cultures in industry.

The mental health literature is beginning to acknowledge socio-cultural difference and its effect on the helping interview. Sue (1977), Ivey (1977), Pederson et al. (1976), Sue et al. (1974), Marsella and Pederson (1981) and others are moving the profession toward a new notion of counseling and psychotherapy which incorporates cultural differentiation into its training. We note counselors and psychotherapists as a result of training programs are encouraged, beyond learning basic skills and theory, to develop their own unique helping

style. Many, in fact, are employed in clinical settings
specifically because of their uniqueness. This allows a
clinic, for example, to broaden the spectrum it services.
It seems appropriate then that we find a heightened sense
of culture among these professionals.

In the management literature, we find an acknow-
ledgement of socio-cultural difference especially as
managers who are Black gain entrance to new levels of
responsibility. Kraut (1975), Beatty (1973), Ford
(1976), and Fromkin and Sherwood (1974) support this
notion in their efforts to highlight the needs of changing
organizations. These differences, however, quickly
become veiled by a larger corporate culture and identity
as new professionals move into greater positions of
corporate responsibility and leadership (Holsendolph
1972, Jones 1973). Watson and Barone (1976), Watson and
Williams (1977), and Watson and Simpson (1978) all found
a great deal of similarity between Black and White mana-
gers. The results of our study seem to coincide with
the views presented in the management literature.
Differences that exist between Black and White managers
tend to become veiled by the corporate culture, however,
Blacks have tended to not become completely acculturated.
Some differences remain in the skills use of these mana-
gers. Blacks were found to be more reflective in their
responses and Whites were found to be more directive.

These differences, while only marginally significant, point to added difficulty Blacks may experience as they move up in organizations. The use of definition of focus and quality level of response for Blacks and Whites tended to be about the same.

The Watson and Williams (1977) notion of manager values seems to be applicable here. Managers studies placed primary importance on being pragmatic and secondary importance on being moralistic. We conceive of involvement in the corporate world as comparable to involvement in a game of "Hard Ball." If this game is to be played successfully, one must abide by its established rules. Subjects in the present study have achieved a level of success in the corporate world.

It appears, therefore, that they have adjusted the manifestation of their values, ways of interacting, etc., to the norms of the closed system in which they work.

The responses received by subordinates were also similar. No statistically significant effect was demonstrated. Black, White, male, and female subordinates tended to receive the same skill responses from Black managers and from White managers. King and Bass (1974) suggest that this might vary if subordinate groups were all Black, or all White, or mixed racially.

Conclusion

This chapter includes the results and discussion
of our investigation. We have provided the specific hypo-
theses and the tests utilized to generate data needed to
confirm or deny our suppositions. Each hypothesis is listed
with applicable data presented in graphic form and dis-
cussion.

Our study of managers demonstrated a marginally
significant effect statistically in communication style
based on type of skill utilized. Blacks tended to use
more reflections and Whites tended to use more directions.
Other areas investigated, quality of response and focus
defined, found Black and White managers' responses corro-
lated with no statistically significant difference. Re-
sults of this study and others like it may serve to
encourage and support apprehensive and conservative
industries, heretofore closed to Blacks, to open their
doors to professionals who are socio-culturally different.

It was discovered that managers generally utilized
fewer reflections in their skill responses. We attribute
this to a high task orientation of managers. Programs
that assist this population in understanding the value of
this skill in their work may be a useful future endeavor.

We cannot overlook the possibility that managers
responding generally in similar ways is a result of the
employment of individuals already manifesting preferred

behavior and leadership style. This could be tested per-
haps by measuring the number of managers who have been
promoted from within a specific industry as compared to
those who have come from outside of it.

The results of this study support those notions
presented in the management literature. Organizations act
as levelers and affect both Black and White managers. This
leveling process, however, may have unexpected impact on
those who are of varying socio-cultural backgrounds. A
diversity in style and approach could provide a more valued
and less painful work experience for professionals in
organizations. We suggest this as a useful design for
future studies.

The levels of responsibility sought by Black
managers demand less and less concern with specific
operational issues and focus more on policy issues (America
and Anderson 1978). At these levels of leadership, ability
to achieve is commensurate with the ability to communicate
one's effectiveness. This can best be done, given the
rapid pace of organizations, in the language and/or style
of the corporation. The results of our study suggest
managers Black and White respond in ways learned as a re-
sult of involvement in the corporate environment. Some
differences do remain allowing for diversity in communica-
tion style. We view this as a healthy aspect as organiza-
tions become more multi-cultural in complexion.

C H A P T E R   V

SUMMARY

Overview

The changing complexion of influential profession-
als in United States society demands a re-examination of
the expectations traditionally made of its participants.
In government, education, mental health, and industry,
Blacks and other minorities are moving into positions of
leadership. The melting pot conceptualization of this
society is a dying notion. A newer theory of a multi-
cultural society is emerging and becoming a reality.

The mental health literature has been a forum for
debate focused on the impact of race and, more recently,
sex on the helping interview. Pederson et al. (1976),
Sue (1977), Sue et al. (1974), Ivey (1977), Marsella and
Pederson (1981) are but a few of the recent contributions
which suggest socio-cultural differences must be addressed
in the context of theory and practice in helping. Berman
(1979) and Fry (1980) support this direction and have
provided data to further enlighten a profession grappling
with issues of cultural differentiation. They report clear
differences in use of communication skills by Blacks and
Whites in response to the same stimuli.

Our purpose was to investigate the difference in helping response styles of White and Black managers in industry to find if helpers in industry held similar response styles as helpers in mental health. The management literature acknowledges the same or similar socio-cultural differentiation of Blacks as they enter jobs traditionally held by Whites (Kraut 1975, Ford 1976, Fromkin and Sherwood 1974). This, however, seems to change as they interact within the corporation and move into higher positions of responsibility and leadership (Jones 1973, Holsendolph 1972, America and Anderson 1978). The organization seems to act as a "leveler" and moves managers to adopt a larger "corporate culture" as a result (Beatty 1973, Watson and Williams 1977, Watson and Simpson 1978). Success, it seems, is partially dependent on the individual's ability to communicate his effectiveness and ability. The expedient way to do so is in the language and style of the corporation.

The testing of four hypotheses guided our investigation: (1) Black and White managers will manifest different patterns of helping skills as measured by the Microcounseling Taxonomy. (2) Black and White managers will manifest different patterns of focus as measured by the Berman Matrix for Diagnostic Analysis. (3) Subordinates of varying socio-cultural backgrounds will receive different patterns of helping responses from Black and

White managers. (4) Black and White managers will manifest
different levels in their quality of responses as measured
by the Carkhuff Empathic Quality scale.

Method

Participants. A total of 51 subjects participated. This
group consisted of 23 Black managers and 28 White managers.
All of the participants were designated as managers by
their industry and worked in one of four facilities of a
major computer corporation. The managers were divided
into two groups, both half Black and half White.

Instrument. A series of four short roleplayed vignettes
portraying Black and White, male and female subordinates
was generated for stimulus presentation. Each of the
problems presented were common to the industry. Problems
were systematically scrambled so that each participant
in the study would respond to the same series of problems
but presented by people of different socio-cultural back-
grounds. This was done in an effort to control for response
to only race or sex.

Procedure. Each group of participants viewed the tapes
at the same time in a central facility. Instructions given
by the researchers were designed to encourage spontaneous
responses to the tapes. Participants were given answer
sheets in advance of viewing the tapes and were told to

write their responses to the questions: (1) What would you say to this person? "I would say . . ." and (2) Please complete this sentence (as you define this problem) "The central problem is . . ." Following the viewing of each vignette they were given 5 minutes in which to respond. After completing the entire series, participants were asked to report some demographic data. Each of the two sessions were planned with a minimum amount of time between to control for disclosure of the method and/or content of the material.

Analysis. Three scoring systems were utilized. A comprehensive scoring system based on the Microcounseling Taxonomy (Ivey and Gluckstern 1976A, 1976B) was developed. Four categories of skills were selected: Questions (e.g., open questions, closed questions); Reflections (e.g., reflection of feelings, paraphrase); Directions (e.g., directions, expression of content); and Self-Disclosures (e.g., expression of feeling, interpretation). This system was utilized in response to question #1.

The next scoring system was based on the Berman (1977) Matrix for Diagnostic Analysis. Four categories of focus were selected. Individual-Self (problem defined as belonging strictly to the individual); Individual-Other (problem defined as belonging to the individual and others such as co-workers or family members); Individual-

Society (problem defined as belonging equally to the indi-
vidual and to the larger society or corporation); Society
(problem defined as belonging strictly to the society or
corporation). This system was utilized in response to
question #2.

The third scoring system was based on the Carkhuff
(1971) Empathic Quality scale. Five levels of quality of
response were identified. Level 1 (subtracting a lot);
Level 2 (subtracting); Level 3 (interchangeable terms);
Level 4 (adding); Level 5 (adding a lot). This system was
utilized in the quality assessment of responses to ques-
tion #1.

Scoring units consisted of the participants'
responses to each subordinate.

Rating of the randomized protocols was conducted
by two raters familiar with these systems. The raters
scored all responses independently and assigned discrepant
scores through discussion. Interrater reliability was
calculated at an overall agreement of 94 percent.

Since the data was nominal, a Chi-square analysis
was employed using Yates' correction when necessary.

Results

Marginally significant effects of race and type of
response was found. Managers, both Black and White,
utilized a lower percentage of reflections, however, Blacks

used them four times as many as Whites. Whites used
directions one and a half times as many as Blacks. Sig-
nificant effects of race and focus of response and quality
of response were not found.

In addition, Black and White, male and female
subordinates did not receive responses that were statistic-
ally significant from Black managers and White managers.

Discussion

The major implication of this study is the extent
to which organizations act as cultural levelers as
managers move into higher levels of responsibility and
leadership. The conceptualization that working in industry
is comparable to playing in a "Hard Ball" game seems to
fit. Participants, regardless of culture, must accept a
set of expectations and rules if success is to be realized.
Beatty (1973), Holsendolph (1972), America and Anderson
(1978), Watson and Williams (1977) indicate great potential
for these new styled managers given their ability to adapt
to corporate norms. Our study shows Blacks working in
management positions while retaining some difference in
their communication style. This, perhaps, allows for the
possibility of diversification in fulfillment of corporate
expectations. We suggest that as greater numbers of Black
and other minorities move into the upper reaches of corpor-
ate leadership, the corporate norms will be impacted and

begin to provide for greater diversification in its ranks.

Limitations

We recommend further investigation of this population, however, with an expanded design. Our study was limited in that we are unsure of the possible differences that may occur given the cultural environment of the facility. A view of Black managers with Black subordinates and White managers with White subordinates and Black and White managers with Black and White subordinates could provide data to further test the impact of organizations. In addition, the video taped stimuli could be expanded so that each of the four problems could be presented by each of the four subordinates. This would lend to a tighter design.

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APPENDIX I

Letter to the Subjects

8 May 1981

Thank you very much for consenting to participate in this project. Below find a time assigned to you when you will fill out the questionnaire. It would be helpful for you to bring a pencil or pen with you to the interview and especially important that you arrive on time.

As mentioned the interview will take no more than 1/2 hour however everyone participating must begin together.

YOUR TIME IS CIRCLED

11:30 am	time	1:00 pm
Friday May 15	date	Friday May 15
Training Classroom Bld 103 1st floor	place	Training Classroom Bld 103 1st floor

I will be happy to respond to any questions that I can.

Once again my thanks.

BILLY ROBERTS

APPENDIX II

Written Transcripts of Video-Taped Vignettes

They follow the same order as then they were presented.

QUALITY CONTROL   Tape One

They did it to us again! Quality Control says we've got
to go back and document all the units before we can ship.
At the last minute as usual they made some tiny engineering
change and now they expect us to go back through all of
the completed work to make the adjustment.

Even they know the change is really insignificant. The
only thing it will serve to do is stop us from making our
goal. Plus it will put all kinds of pressure on people.
We've got to look at all those units we thought we had
finished--the units we did finish--again and still work
to make our goal for next month. I am sick and tired of
it.

You've got to change my word area assignment. I don't feel
challenged anymore. It's been some time since I have
gotten any additional training and besides I'm sick of the
people I work with. The gossip and back biting are
distracting and I hate to face it everyday. The work
coordinator is a real pain and I don't even like this area
anymore. I guess everybody needs a change once in a
while. Everytime I get up somebody has got something
smart to say and besides the job I'm in is dead end. I
want to be challenged and to grow and I know I can't do
it where I am. I've always been a conscientious worker
but now I can see myself slipping in the quality and even
in my attendance. It's not good for me and I don't want
to blow my good record.

MOVING

I've been here for eleven months and really like the place. The people I work with and for are terrific. Everyone's been great to me. I've got no complaints about the job, in fact, I get very excited when I think about all the possibilities for me here. Even though I've had two different bosses with opposite styles, they haven't demanded more of me than I can give and I've been able to get along well.

It's may family--they can't take the weather in this part of the country. They really need a drier and warmer climate to control their allergic reactions. My wife/ husband and daughters are miserable all the time. I hoped they would adjust but they haven't. The only option I have is to move someplace more compatible with their health needs.

MATERIAL DELAY   Tape Four

I've got a problem I can't seem to fix. We asked for
these parts three weeks ago and they still haven't come
through. There is no reason in the world they aren't
here unless the requisition was just plain ignored. The
only answers I can get are "we're trying." I've already
been all over working this but without satisfaction. I
don't know what to do next. We're all sitting and
twiddling our thumbs with nothing to do or doing abvious
busy work. And next week or whenever the parts do come
in we are still going to be expected to produce to meet
the same projected goals.

It's just not right! No excuse is good enough for this
kind of blunder.

APPENDIX III

Instructions for Participants

Dear Participant

You have been selected to participate in this special pro-
ject as a result of your demonstrated ability in the super-
vision of numbers of people. During the next half hour
you will be shown a series of short vignettes to which you
are asked to respond in writing to two questions. Each of
the vignettes will be shown once and you will have five
minutes to respond before the next vignette is shown. Long
and involved answers are not necessary since time is an
issue. The vignettes may or may not seem appropriate to
your present job function, however, we ask that you respond
as best as you can.

After you have finished the series you will also be asked
to share some demographic data on the back page. The
information you provide will in no way be connected to you
as an individual nor will it be used in any assessment of
your work.

If at any point you wish to withdraw from this project, you
may do so by inquiring to me. In addition, if you would
like a copy of the compiled results, I would be happy to
furnish them to you. Thank you in advance for your willing-
ness to participate in this unique project.

                              Sincerely,

                              William Roberts

Please sign below signifying your understanding of your
participation in this project. _____

APPENDIX IV

Written Questionnaire

AFTER VIEWING THE VIDEOTAPE, PLEASE ANSWER THE TWO QUESTIONS
FOR THAT SECTION:

<u>TAPE ONE</u>

1)   What would you say next?

     I WOULD SAY . . .

2)   Please complete this sentence (as you define the
     problem)

     THE CENTRAL PROBLEM IS . . .

<u>TAPE TWO</u>

1)   What would you say next?

     I WOULD SAY . . .

2)   Please complete this sentence (as you define the
     problem)

     THE CENTRAL PROBLEM IS . . .

AFTER VIEWING THE VIDEOTAPE, PLEASE ANSWER THE TWO QUESTIONS FOR THAT SECTION:

TAPE THREE

1) What would you say next?

    I WOULD SAY . . .

2) Please complete this sentence (as you define this problem)

    THE CENTRAL PROBLEM IS . . .

TAPE FOUR

1) What would you say next?

    I WOULD SAY . . .

2) Please complete this sentence (as you define the problem)

    THE CENTRAL PROBLEM IS . . .

PLEASE ANSWER THE FOLLOWING

1.   ____ MALE

     ____ FEMALE

2.   ____ ASIAN

     ____ BLACK

     ____ HISPANIC

     ____ WHITE

     ____ OTHER (specify)

3.   AGE

     ____ under 20

     ____ 20-30

     ____ 30-40

     ____ 40-50

     ____ over 50

4.   WHAT IS YOUR CURRENT JOB TITLE?

5.   HOW LONG HAVE YOU BEEN A MANAGER? (in years)

6.   HOW LONG HAVE YOU BEEN WITH THIS CORPORATION? (in years)

7.   APPROXIMATELY HOW MANY PEOPLE DO YOU OVERSEE DIRECTLY?

8.   DO YOU HAVE ANY COMMENTS OR SUGGESTIONS?

I AM INDEED INDEBTED TO YOU FOR YOUR PARTICIPATION.
                    MY DEEPEST APPRECIATION. THANK YOU.

APPENDIX V

Scoring Manual

Scoring Manual

The sample population investigated is composed of Black and White males who are defined as managers in a major computer corporation. We are utilizing three different methods to score their responses to our questions. Each of the participants have viewed four different video-taped vignettes comprising problems frequently encountered in their industry. Each of the vignettes are presented by subordinates with different problems. Typescripts are provided for your use (see Appendix II). After viewing each vignette the participants were asked to respond to two questions, (1) What would you say next? "I would say . . ." and (2) Please complete this sentence (as you define the problem), "The central problem is . . ."

A 6 x 8 scoring card has been provided for each participant. Please note the number assigned to each protocol in the upper right hand corner of the card. An example of the scoring card is below.

	SKILLS	QUALITY	FOCUS
Vignette 1 (Quality Control)			
Vignette 2 (Personnel)			
Vignette 3 (Moving)			
Vignette 4 (Material Delay)			

The first question will be scored utilizing the Microcounseling Taxonomy. The skills have for our purposes been placed into four categories. Below find a brief description of the skills and their appropriate category. A full description can be found in Ivey and Gluckstern (1974a, b, and 1976a, b).

A. Questions [Q]

1. Closed question: Leads the helpee to providing information of a factual nature; response is usually limited and does not generate other information leading to a depth of understanding of the issue.

2. Open question: Allows the helpee room to self-explore his/her experience of the issue discussed; helpee appears/feels more in charge of the response given and direction of interview.

B. Reflections [R]

1. Paraphrase: Provides the helpee with the essence of the content information he/she has verbalized.

2. Reflection of feeling: Provides the essence of the affective or emotional aspects of the helpee's behavior and/or verbalizations.

C. Directions [D]

1. Directions: Telling the helpee what to do.

2.   Expression of content: Giving advice or opinions
     or sharing other information by helper.

D.   Self Disclosures [SD]

1.   Expression of feeling: Sharing or exposing
     helper's personal and affective state to the
     helpee.

2.   Interpretation: Renaming or relabeling helpee
     statements and behavior with helper terms.

On the 6 x 8 card provided please note the category you
assigned using the initials in brackets in the skills
column. Please choose only one skill category.

The first question will also be scored according
to the Carkhuff Scale for Empathic Understanding. You
must assign a value to the manager's written response
based on your understanding of the subordinate's problem.
Each of the five levels assists in the identification of
the extent to which a response is in tune or not. Use of
this instrument will assist us in determining whether or
not the manager is truly in touch with the needs and desires
of his subordinate. Below is a description of the scale.
A more detailed explanation, if needed, can be found in
Carkhuff (1971)

Level one is a statement that takes away from the
helpee statement--unhelpful.

Level two is a statement that subtracts but not significantly--somewhat unhelpful.

Level three neither adds nor subtracts.

Level four adds a little to the helpee statement-- somewhat helpful.

Level five adds a lot to the quality of the interaction--very helpful.

Please note only one number representing the level assigned to a response in the quality column for each vignette on the 6 x 8 scoring card.

The second question will be scored utilizing the Berman Matrix for Diagnostic Analysis. This instrument allows us to go beyond the direct response of the manager to the subordinate. It allows us to gain an understanding of what focus the manager perceives the problem to have. Viewed as a continuum, the Berman Matrix defines the problem from a purely individual focus at one end of the spectrum to a societal or corporate focus on the other end. The focus of the response provides a determination of the placement of "Blame" for the problem. Below is an explanation of the focus categories. Berman (1977) provides added explanation if needed.

Individual-self [I-s] Focus of the helper statement in defining central problem is placed on the helpee alone.

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Individual-other [I-o] Focus of the helper statement
in defining central problem is placed on the helpee and
on others (e.g., family members, co-workers, super-
visor, etc.).

Individual-Society [IS] Focus of the helper statement
in defining central problem is placed equally on the
helpee and on the Corporation or Society at large.

Society [S] Focus of the helper statement in defining
central problem is placed entirely on the Society or
Corporation.

Please note only one category for each response using the
designation in brackets in the focus column on the 6 x 8
scoring card.

Your scoring will be done in isolation from the
other rater and when completed we will coordinate and dis-
cuss responses. Those that we cannot agree upon through
discussion we will determine with a toss of a coin.

Thank you for providing this invaluable service.