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A Comparison of Perceptions of Selected Germanic Executives to Determine if Case-Study Analysis Education Affects Their Decision-Making Process

Richard L. Painchaud

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A COMPARISON OF PERCEPTIONS OF SELECTED GERMANIC EXECUTIVES
TO DETERMINE IF CASE-STUDY ANALYSIS EDUCATION AFFECTS
THEIR DECISION-MAKING PROCESS

by
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A Dissertation
Submitted to the Graduate Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

Grand Forks, North Dakota

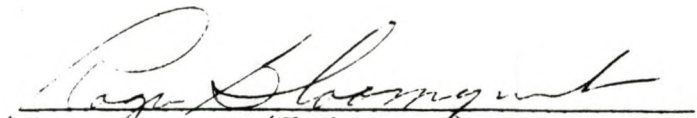
May
1984

o Donald K. Lenon a sincere and
affectionate "thank you" in appreciation for all the
hard guidance you have shown and given to me. You
truly a man who does his job properly and thoughtfully.
I really appreciate all that you have done.
Thank you


Paul Panchaud

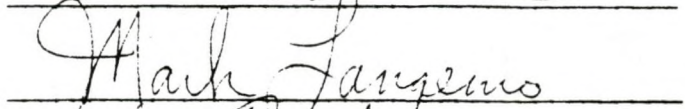
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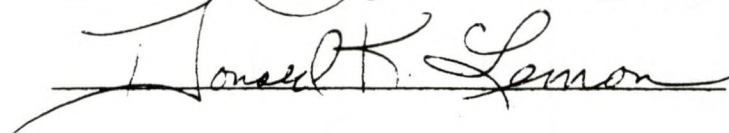


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Department Business and Vocational Education

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ABSTRACT

Problem

The problem of this study was to determine if case-study analysis education was perceived to affect top-level executives in making operating decisions without favoring any of the twenty-two selected influences.

The term selected influences was adopted to represent the twenty-two inputs or variables that were selected as modifiers in the managerial decision-making process. These inputs to decision-making represent many of the functional, social and cultural areas influencing daily life.

Procedures

The study was conducted between September 1983 and February 1984 in the Vienna, Austria (Europe) area.

Seventy-seven top-level executives holding the position of Generaldirektor, Vorstandes, Geschäftsführer, Minister, or Ambassador were interviewed. The interviewees were divided into four treatment groups representing the private and public sectors, those who had had and those who had not had case-study analysis education.

Analysis of data was computed using two subprograms from the Statistical Package for the Social Sciences entitled Frequencies and the Mann-Whitney U-Test. Frequencies was used to tabulate the number and the percentage of responses to each question in the Personal and

Organizational sections, as well as the section entitled Decisional Balance Education.

The Mann-Whitney U-Test program was used to test two different groups of executives on a single criterion to determine whether the two groups differed. All measurements were tested at the .05 level with two-tailed probability.

Conclusions

The following conclusions were based on the perceptions of the seventy-seven Germanic executives interviewed in this study:

1. Case-study analysis education has not been effective as a modifier to the decision-making process.
2. Case-study analysis education develops the same level of decisional balance for both private and public sector managers.
3. Individuals with post-graduate degrees in business have not been able to reach the top-level management positions in equal proportions with post-graduates from other disciplines.
4. A prediliction in favor of persons whose education has been in law has existed in choosing top-level management.
5. Current managers have indicated a need to learn the skills normally taught in business management.

CHAPTER I

INTRODUCTION

"Case-study analysis" first began in 1911 at the Harvard Business School (Christensen et al. 1982, p. xi) as a pioneering venture in the education of senior management. Case-study analysis is sometimes referred to as the "Harvard Method" or "Business Policy." It is the analysis of, or the presentation of an actual, or a hypothetical business situation. This analysis or presentation requires the simultaneous consideration of all the functions of business (e.g., accounting, finance, labor relations, marketing, management, production, personnel, and others), and the inter- as well as the intra-affect each has upon the other (Murdick et al. 1980, pp. 1-8).

During the ensuing seven decades, case-study analysis education has continually been improved and developed; additionally, its use has spread to most of the industrialized world. This educational tool is intended to assist the top-level manager/executive to become a more effective manager; to achieve both economic and social-ethical goals (Murdick et al. 1980, pp. 1-8). For the purpose of this study, top-level refers to the four most senior levels of management in the organizational structure.

Usually, to manage at the top-level, a manager should be able to think in generalized terms (not as a functional specialist) to be able to lead the overall organization. It is often stated that

executives are not effective managers when using the task management style of a specialist. The term task management refers to the management of a particular, structured, functional area within the overall operations of the organization (Stoner 1978, p. 444). Task managers frequently limit their responsibilities and thinking to a sub-department or functional area within the total organization. The task manager or specialist manager usually is a person who, through education, training, or assignment, has spent a major portion of his working experience managing in functional areas (Stoner 1978, p. 444).

For purposes of this study, the term selected influences has been adopted to represent twenty-two inputs or variables that have been selected as modifiers in the decision-making process and used by many top-level managers/executives. The selected influences include, but are not limited to, specialties of accounting, culture, economics, ethics, finance, human relations, labor relations, law, marketing, organizational structures, personnel, production, and the arts.

A search of the literature has produced no scientific study which has attempted to determine the effectiveness of case-study analysis, as an educational tool.

Problem

The problem of this study was to determine if case-study analysis education was perceived to affect top-level managers/executives in making operating decisions without favoring any of the twenty-two selected influences.

Purpose

The purpose of this study was to determine if top-level managers/executives perceived the selected influences equally, as modifiers in the decision-making process.

More specifically, this study attempted to determine:

1. If any significant difference existed between the perceptions of top-level managers/executives who had had case-study analysis education and those who had not had case-study analysis education.
2. If case-study analysis education was perceived by top-level private and public sector managers/executives to develop decisional balance.

The term decisional balance refers to the ability of a top-level manager/executive to make operating decisions without consciously or subconsciously favoring any of the selected influences. More specifically, his/her ability to clearly inter- and intra-relate the effect his/her decision will have on all the selected influences for the overall good of the organization. The term decisional balance was adopted for the purposes of this study.

Hypotheses

The following null hypotheses were tested for significance at the .05 level:

1. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have

not had such education in the extent of their actual authority.

2. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual responsibility.
3. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their personal proficiency in making decisions.
4. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of importance they place on each of the individual selected influences.
5. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of satisfaction or dissatisfaction they derive from working with each of the selected influences.
6. There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who

have not had such education in which of the selected influences operating managers/executives have an interest in securing additional professional development.

7. There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual authority.
8. There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual responsibility.
9. There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their personal proficiency in making decisions.
10. There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of importance they place on each of the individual selected influences.
11. There is no significant perceived difference between top-level public sector managers/executives who have

had case-study analysis education and those who have not had such education in the extent of satisfaction or dissatisfaction they derive from working with each of the selected influences.

12. There is no significant perceived difference between top-level public sector managers/executives who had had case-study analysis education and those who have not had such education in which of the selected influences operating managers/executives have an interest in securing additional professional development.

Need for the Study

Since it was first introduced to the world of academia, more than a half-century ago, by the faculty of the Harvard University Graduate School of Business Administration, case-study analysis has become the capstone course in many of the colleges and schools of business administration in the United States of America and throughout the world (Murdick et al. 1980, pp. 1-8). The wide acceptance of the case-study analysis approach, as a learning tool, seems to be a recognition of the complexity and sophistication demanded by business decision-making.

Paine and Naumes (1975, p. iii) expressed the belief that case-study analysis was a rather complex field and that ". . . it is easy for the student as well as the manager to be overwhelmed by the number of variables that need to be taken into account simultaneously (e.g., environmental, economic, structural, motivational, and others)." Because of the variables, the very teaching of "case-study analysis,"

"business policy," "the Harvard Method," has been under attack from both detractors and adherents for the past decade.

Stern (1976, p. 46) attacked the case-study analysis method as doing nothing more than turning out potential managers that operate on "common sense," "innate intelligence," and "intuition." Stern further felt that less emphasis should be placed on case-study analysis and more on theory and theoretical tests of theory. He also felt that the sub-disciplines of finance and micro-economics are basically all that a manager/executive needs to know to make clear and objective decisions.

Kiechel III (1979, p. 53) stated that even the Harvard faculty and administration are ". . . mulling over proposals to change" the way it teaches its "sacred case method." In case-study analysis "Students are frequently paired off to bargain with one another in games of negotiation. One-third of a student's grade . . . was determined by his or her success in squeezing the last nickel out of opponents. In a few of the games, it helped to lie. A student's grade depended upon achieving a result, a solution . . . no matter what the ethical cost."

Schendel and Hatten (1972, p. 4) felt that the case-study analysis method should be broadened and greatly expanded. They wrote, "Generally business policy is thought of as a course rather than a field of study or a broader discipline. This viewpoint is the result primarily of the role traditionally assigned to business policy, that of integrating knowledge gained in functional coursework through study of complex problems from a manager's (executive's) viewpoint."

Over the past seven decades, business policy education has evolved and grown into a sophisticated process. A process that is capable of turning out professionally trained generalists capable of making the critical decisions needed in today's organized society. This need for generalists, trained to use decisional balance, has been clearly delineated by Sir Eric Ashby (1964, p. x), when he stated:

The world needs generalists as well as specialists. Indeed, you have only to read your newspaper to know that the big decisions on which the fate of nations depends are in the hands of generalists. I do not think that universities, American or British, are satisfied with the education they give to the man who is to become a generalist. Some believe he should have a rigorously specialist training in some field which he then abandons for life. Others believe he should have a synoptic acquaintance with the ways of thinking of humanists, social scientists, and natural scientists. And I suppose there are still a few antique persons who cling to the view that generalists need no higher education at all. We can with some confidence prescribe the minutiae of curriculum for doctors, physicists, and lawyers. The unpalatable fact is that we have no such confidence in prescribing curricula for men who will become presidents of industry, newspaper editors, senior civil servants, or congressmen.

An extensive search by this investigator and others, both in the United States of America and Europe, did not uncover any dissertations, publications, or research on the effectiveness of the "Harvard Method" or "case-study analysis" in the development of individuals capable of using decisional balance.

In October 1982, this investigator contacted Dr. Abraham Zaleznik, Cahers-Rabb Professor of Social Psychology of Management, Harvard University Graduate School of Business Administration. Dr. Zaleznik is considered to be one of the more senior and leading authorities

on the "Harvard Method," or "case-study analysis." He stated that to the best of his knowledge and that of his colleagues at Harvard University, they did not believe that any literature existed on the effectiveness of case-study analysis education (Personal Communication).

It seems reasonable that before any action is taken to expand or contract this method of teaching overall business management decision-making, research should be done to determine the effectiveness of the case-study analysis method. It is felt that research should be conducted to determine which of the twenty-two selected influences top-level managers/executives perceived as modifying their decision-making process. A study of this nature seemed to be justified because there appeared to be a need for and a lack of in-depth research on case-study analysis education.

Definition of Terms

Authority--In the management context it constitutes a form of influence and a right to take action, to direct and coordinate the actions of others in the achievement of an organization's goals (Chruden and Sherman 1976, p. 58).

Business Policy Method--The most frequently used name in colleges and schools of business administration for the course is "Case-Study Analysis" or the "Harvard Method." It is the analysis of, or the presentation of an actual, or a hypothetical business situation (Murdick et al. 1980, pp. 1-8).

Case-Study Analysis Method--Sometimes referred to as the "Harvard Method" or "Business Policy." It is the analysis of or the presentation of an actual or a hypothetical business situation. This

analysis or presentation requires the simultaneous consideration of all the functions of business (e.g., accounting, finance, labor relations, management, marketing, personnel, production, and others) and the inter- as well as the intra-affect each has upon the other (Murdick et al. 1980, pp. 1-8).

Decisional Balance--The ability of a top-level manager/executive to make operating decisions without consciously or subconsciously favoring any of the selected influences. More specifically his/her ability to clearly inter- and intra-relate the effect his/her decision will have on all the selected influences for the overall good of the organization. The term decisional balance was adopted for the purposes of this study.

Generaldirektor--The Supreme Managing Director (Betteridge 1971, pp. 105 and 187). This definition will sometimes vary from organization to organization.

Geschäftsführer--The Business Leader, the Business Manager, or the Managing Director (Betteridge 1971, p. 191). These titles vary from organization to organization.

Grundschule--Means the same thing as Volksschule. The Austrians use the word Volksschule and the Germans use the word Grundschule. Primary or elementary school, this represents the first four years of a child's education (Schalk 1971, p. 10 and Betteridge 1971, p. 209).

Gymnasium--Gymnasium is the Germanic grammar school and secondary school combined, with a heavy classical emphasis. The Gymnasium is the equivalent of a United States of America high school plus junior college combined. Gymnasiums are not less than nine years

in length. Students must take all the courses offered and very few electives are allowed. A student must take a demanding entrance examination to enter a Gymnasium. Upon completion of a Gymnasium curriculum, a student must take an extremely difficult examination to graduate. This examination is called Maturaitatsexamen or Matura for short (in Germany this is sometimes called Arbitur). The minimum age to complete a Gymnasium is nineteen (Schalk 1971, p. 10 and Betteridge 1971, p. 211).

Harvard Method--The case-study analysis method which was first introduced before World War I at the Harvard University Graduate School of Business Administration. Refer to the definition of Case-Study Analysis Method.

Hochschule--An adult school or college, usually in a technical or nonclassical area such as music, agriculture, business, commerce, public administration, and others; not considered in the social structure to be the equivalent or at the class level of a Universitat (Betteridge 1971, p. 236). In the United States of America, its direct equivalent would be a state college or state university (e.g., North Dakota State University, Arizona State University, Mankato State University, and others). Within the past decade, a Hochschule has been elevated both academically and socially to the level of Universitat (e.g., Wirtschaftsuniversitat, Musikuniversitat, and others). The average length of time for a student to complete his studies at a Hochschule is seven years; when a student graduates from a Hochschule, he has completed an average of twenty years of study.

Influence--The power of an executive to affect the decisions of others (Guralnik 1976, p. 683).

Matura--The Austrian abbreviated word for the secondary school leaving examination (Maturaitatsexamen); in Germany it is sometimes called Abitur. This is an extremely difficult examination taken after spending at least nine years of study in secondary schooling. Frequently students prepare for this examination by entering a special tutoring school designed to assist them in successfully completing the tests. Upon passing the Matura, a student is qualified to enter a Hochschule or a Universitat. The minimum age to take the Matura is nineteen (Schalk 1971, p. 10).

Mitglied des Vorstandes--Member of the Board of Directors, Directorate, Managing, or Executive Committee, or the Governing Body (Betteridge 1971, p. 321).

Mittelschule--Intermediate or secondary school (in Germany this might be referred to as Realschule) (Betteridge 1971, p. 322; Schalk 1971, p. 10). The Mittelschule is designed to prepare the pupil for a trade or business profession. Mittelschule students will attend for six to nine years, depending upon the student and the school. Upon completion students receive a certificate called a Mittlere Reife which is roughly equivalent to an American high school diploma. Students who wish to qualify for university training attend a secondary school or Gymnasium (Schalk 1971, p. 10).

Polytechnikum--A technical or engineering college (Betteridge 1971, p. 360). Although a Polytechnikum takes a student an additional two to five years beyond a Gymnasium (i.e., grades fourteen through

nineteen), it is not equivalent to a Hochschule or a Universitat education. In the social structure it is always an inferior degree, as opposed to professional or academic degrees.

Private Sector--A privately owned, held, or managed organization. Included in this definition would be stock ownership companies (e.g., corporations, Aktiengesellschaft, Gesellschaft m.b.H., Limited, and others), family owned businesses, and individually owned entrepreneurs (Robinson 1978, p. 615).

Proficiency--One's degree of competency, skill, or adeptness in performing a task or function (Guralnik 1976, p. 1057).

Public Sector--A government owned, controlled, or managed organization (Guralnik 1976, p. 1069).

Responsibility--The obligation of a manager/executive to the Board of Directors, and/or stockholders (in a privately owned organization), or to the government, and/or the general public (in a publicly controlled organization) for the performance of duties, or decisions made (Chruden and Sherman 1976, p. 58; Mescon, Albert, and Khedouri 1981, p. 240).

Selected Influence--Represents one of the twenty-two inputs that have been selected as possible modifiers in the decision-making process, and used by many top-level managers/executives. The selected influences represent the generalized functional areas being taught in colleges, and schools of business plus four additional factors suggested as being worthy of investigation. The term selected influence was created for the purpose of this study.

Task Management--Refers to the administration of a particular, structured function, or a sub-discipline, within the overall operations

of the organization. A sub-discipline is meant to include, but is not limited to, such specialized areas as accounting, data processing, finance, labor relations, management, management information systems, marketing, personnel, production, and others (Stoner 1978, p. 444).

Task Manager or Specialist Manager--Refers to a person who through education, training, or assignment has spent a major portion of his/her working experience managing in functional areas (Stoner 1978, p. 444).

Top Level Private Sector Managers/Executives--For the purpose of this study, top level private sector managers/executives refers to the four most senior levels of management in the Germanic organizational structure. Some of the titles that might be used (but not restricted to) are: Chairman of the Board of Directors, Members of the Board of Directors, President, Senior Vice-President, Executive Vice-President, Vice-President of . . . , General Manager, Director General, Departmental Manager, and others. The term top level private sector managers/executives was adopted for the purpose of this study.

Top Level Public Sector Managers/Executives--For the purpose of this study, top level public sector managers/executives refers to the four most senior levels of management in the Germanic organizational structure. Some of the titles that might be used (but not restricted to) are: President, Chancellor, Vice-Chancellor, Minister of . . . , Deputy Minister, Departmental Director, Director General, Departmental Manager, and others. The term top level public sector managers/executives was adopted for the purpose of this study.

Universität--University (Betteridge 1971, p. 499). This is the highest form of academic unit in the Austro-Germanic educational system. It is classical in structure. The minimum starting age is twenty. All students must spend a minimum of fourteen semesters (seven years) for the equivalent of a baccalaureate degree. A Universität is technically open to any Gymnasium graduate who has successfully completed his/her Matura; however, restrictive admission policies are usually the rule while the average limitation is ten percent of the eligible school age population to university enrollment on a first-come, first-served basis. To obtain the revered "Doktor" title, a student will usually spend an additional eight years of work beyond their baccalaureate. Within the past decade, the time frame has been shortened in a few cases (Schalk 1971, pp. 268-70).

Volksschule--Primary or elementary school (Betteridge 1971, p. 540). This represents the first four years of a child's education. Usually children attend class for ten hours a day, five and one-half days a week, for ten full months. In Germany, this is sometimes referred to as Grundschule. A child must take and pass an entrance examination to progress to an intermediate school. Students who do not continue to an intermediate school remain in the Volksschule for ten years.

Vorstand--Board of Directors, Directorate, Managing, or Executive Committee, the Governing Body (Betteridge 1971, p. 548).

Vorsitzender des Vorstandes--Chairman of the Board of Directors, Directorate, Managing, or Executive Committee, or the Governing Body (Betteridge 1971, p. 76).

Wirtschaftsuniversitat--This is the proper name of the University of Vienna's School of Management, Economics, Administration, Industry, and International Commerce. This was formerly the Graduate University of Management for the University of Vienna. Refer to Hochschule and/or Universitat.

Delimitations

This study was delimited to:

1. selected top-level managers/executives of privately owned organizations in the Vienna, Austria, area;
2. selected top-level managers/executives of publicly controlled organizations in the Vienna, Austria, area;
3. twenty-two selected influences.

Limitations

This study was limited by:

1. the need to use translators in four cases;
2. the ability of the translators to convert the true meanings of the questions into the Austrian dialect of the German language;
3. the ability of the translators to convert the true thoughts of the interviewees from the Austrian dialect of the Germanic language into Americanisms of the English language;
4. the truthfulness of the interviewees in relating their perceptions.

Organization of Chapters

This dissertation is presented in five chapters entitled: I (Introduction), II (Literature Survey), III (Procedures), IV (Findings), and V (Summary, Conclusions, and Recommendations).

Chapter I is devoted to the introduction of the problem, the problem, the purpose of the study, the hypotheses tested, need for the study, definition of terms, delimitations, limitations, and organization of the chapters.

Chapter II consists of a review of the literature and the research studies related to case-study analysis education, and the decision-making process.

Chapter III gives a detailed explanation of the procedures which were utilized during the study.

Chapter IV is a report on the results of the study.

Chapter V includes the summary, conclusions, and recommendations based on the findings.

CHAPTER II

LITERATURE SURVEY

For ease in reading and for cohesiveness in presentation, the material in this chapter has been categorized as follows:

1. Decision-Making Perceptions
2. Influences
3. Case-Study Analysis

Decision-Making Perceptions

It is unknown when decision-making was first defined by textbook authors as a top-level managerial process. A review of current day literature reveals that decision-making has been discussed in print for at least 100 years (Hodgetts 1975, pp. 42-49).

After at least a century of discussion, we do not have a clear definition of the term decision-making process. Eight recent authors have defined the term decision-making process with different perspectives. To illustrate this lack of clarity, Shull, Delbecq, and Cummings (1970, p. 31) defined it as ". . . a conscious and human process, involving both individual and social phenomena, based upon factual and value premises, which includes a choice of one behavioral activity from among one or more alternatives with the intention of moving toward some desired state of affairs."

Simon (1960, p. 1) also believed it to be a process when he stated, ". . . decision-making comprises three principal phases:

finding occasions for making a decision; finding possible courses of action; and choosing among courses of action." Emory and Niland (1968, p. 12) believed that a decision is only one step in an intellectual process. They referred to it as a ". . . point of selection and commitment . . . the decision-maker chooses the preferred purpose, the most reasonable task statement, or the best course of action."

Harrison (1981, p. 3) defined it as ". . . a moment, in an on-going process of evaluating alternatives for meeting an objective, at which expectations about a particular course of action impel the decision-maker to select that course of action most likely to result in attaining the objective?"

Eilon (1969, p. B-172) stated that most definitions of a decision indicate that ". . . the decision-maker has several alternatives and that his choice involves a comparison between these alternatives and an evaluation of their outcome."

All of these definitions presupposed that decision-makers were rational. It appears that these authors did not consider the psychology of the decision-maker, if they had they would realize that current available evidence suggests that this assumption is not valid. Simon (1976, p. 76) theorized:

It is impossible for the behavior of a single, isolated individual to reach any high degree of rationality. The number of alternatives he must explore is so great, the information he would need to evaluate them so vast, that even an approximation to objective rationality is hard to conceive. Individual choice takes place in an environment of "givers"--premises that are accepted by the subject as basis for his choice; and behavior is adaptive only within the limits set by these "givers."

Byrd and Moore (1982, p. 10) claimed that the ". . . definition of rational behavior is a point of dispute among authors in the field of administrative science and behavioral psychology."

Various strategies about the decision-making process have been described by numerous theorists. Simon (1976) has used the term "satisficing" when he referred to individuals who seek to satisfy a minimum set of conditions. Miller and Starr (1967, p. 10) spoke of "incremental improvements" as a satisficing strategy which moves the decision-maker gradually toward an improved solution. Lindbloom (1959, pp. 79-99) described the decision-making process as "muddling through;" Etzioni (1967, pp. 385-392) proposed a process he referred to as "mixed scanning" to describe decision-making behavior. Byrd and Moore (1982, p. 10) defined Etzioni's "mixed scanning" as the ". . . process of suboptimizing being used to make the fundamental decision combined with incremental modifications of this process as minor decisions are required." It should be realized that none of these procedures is universally accepted.

Influences

Although the process a person goes through in making a decision is not well understood, there is some evidence revealing the psychological influences on an individual during decision-making. These influences are important and need to be recognized as affectors to the decision-making process. Some of these influences are:

Perceptions--Perceptions can influence data collection efforts when individuals exaggerate the importance of their immediate concern. Additionally, Byrd and Moore (1982, p. 11) felt that perceptions

tend to influence decision-making evaluations and the selection of alternatives.

Litterer (1965, pp. 62-63) described the perceptual process as consisting of three elements:

. . . selectivity, closure, and interpretation. The decision-maker selectively accepts information and tends to classify it for further use. This information is then compiled (the closure operation) into a meaningful whole. Finally, the decision-maker uses experience and intuitive processes to interpret the information then collected and filed away.

Self-concept--Self-concept is an influencer of perception. By self-concept we refer to the way a person perceives his inner self. Sadov (1982, p. 77) felt that it determined the level of self-competency and served as an ego defense mechanism. Chung (1977, p. 56) felt that if a person perceived himself to be capable, he tended to set and strive to achieve high performance goals, otherwise he may set and achieve lower performance goals.

Intuition--Intuition usually plays a major role in our decisional process. Drucker (1973, p. 513) theorized:

. . . insight, understanding, ranking of priorities, and a "feel" for the complexity of an area are as important as precise, beautifully elegant mathematical models--and in fact usually infinitely more useful and indeed even more "scientific." They reflect the reality of the manager's universe and of his tasks.

Intelligence--Byrd and Moore (1982, p. 14) stated that:

Intelligence has been found to be inversely related to risk taking. The more intelligent the decision-makers, the more likely they are to develop consistent low-risk alternatives which promise modest levels of success versus a minimal chance of failure. The less intelligent decision-makers appear more willing to take risks if there is some chance of a large reward.

Stress--Janis and Mann (1976, p. 657) referred to the psychological aspect of stress on decision-making ". . . as resulting from

fear of two consequences: material and social losses from a decision and loss in esteem as a decision-maker."

Creatures of Habit--Still many decision-makers are creatures who develop habits of predictability. Byrd and Moore (1982, p. 15) stated that "Adolph Hitler was a man bound by his own decisions, and who permanently stuck to his decisions even when logic showed them to be wrong." These same authors refer to Dwight D. Eisenhower as a decision-maker who consistently ". . . delegated authority and decisions."

Social Norms--One of the strongest influences that affect decisions made by individuals are the social norms. Ebert and Mitchell (1975, p. 211) defined a social norm to be ". . . an evaluative scale designating an acceptable latitude and an objectionable latitude for behavior, activity, events, beliefs, or any object of concern to members of a social unit. In other words, the social norm is the standard and accepted way of making judgments." Ebert and Mitchell (1975, p. 222) also described seven general principles which explain the role of social norms in decision-making:

1. The more ambiguous or uncertain the situation, the greater is the role played by norms and influence.
2. The more anonymous the information exchanged, the less influence is exerted.
3. The more confident and competent the decision-maker, the less he is likely to be influenced.
4. Increasing pressure by increasing the number of people exerting the pressure does not seem very effective past groups of five.
5. The more unanimous the pressure, the greater the influence.
6. The more cohesive and interdependent the group members, the greater the likelihood of conformity.
7. Certain persons can be identified who conform less than others (e.g., flexible, bright, independent individuals).

Ethics--Jones (1964, p. 125) felt that even more powerful influences in decision-making are the ethical considerations. Peter Drucker (1977) cited many cases where maximum profit was not the sole operating goal of management; ethical behavior was considered to be more important in the decision-making process.

Culture--Perhaps the strongest influence in the decision-making process is the cultural dimension. Harris and Moran (1979), Terpstra (1978), and Robinson (1978) cited innumerable cases where culture was the single strongest affector of decision-making. Hall (1977, pp. 16-17) has stated that:

. . . culture is man's medium; there is not one aspect of human life that is not touched and altered by culture. This means personalities, how people express themselves, the way they think, how they make decisions, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems function and are organized, as well as how economic and government systems are put together and function.

Hall's point also applied to organizations; culture is an organization's medium. Farmer and Richman (1965) have shown how all elements of the management process (including decision-making) are potentially constrained by variables in the cultural environment. Functions such as marketing, labor relations and public relations generally demand more interaction with the local culture than finance or production. Despite the foregoing rhetorical evidence, very little empirical study seems to have been done to evaluate the cultural aspect of decision-making.

Case-Study Analysis

An often heard statement in seminars for practicing educators of business policy courses is that "real world" managers usually

suffer from tunnel vision which may be caused by starting in a functional area, and progressing up through this one field. They finally reach a point where lack of breadth of knowledge and lack of experience in dealing with complex total business problems becomes a barrier to advancement. These managers need an overall review of the inter and intra effect of the problems caused by decision-making in all the functional areas. Most of these managers are poorly prepared for their present jobs and are unprepared to advance into higher management (Murdick et al. 1980, p. 1).

Gellerman (1976, p. VII) has written that:

Management is an art that has many practitioners but few virtuosos. This has very little to do with native ability. All managers learn their craft, largely by observing the way other managers do their jobs. The most capable managers are usually the beneficiaries of fortuitous encounters with particularly enlightening models.

If one measures management's decision-making incompetence by its write-offs, there is ample evidence that executives are, in fact, poorly prepared to handle the complex problems of today's business world. One need only to look at case-study analyses from the records of W. T. Grant, Studebaker-Packard, R.C.A., General Dynamics and Boise Cascade, to name only a few, to see where management was ill-prepared for today's complex decision-making world. Functional specialists were not able to shed their partisan bias to see the "Big Picture" and make creative contributions for the goal of the entire organization (Murdick et al. 1980, pp. 3-6).

Murdick et al. (1980, p. 6) described the problem more clearly when they stated:

The past poor performance record of business makes it obvious that our time-honored methods of training business managers leaves a great deal to be desired. Our performance record is not good. Hundreds of management seminars which are given each year are failing to develop managerial problem solvers. Management's time-honored and time-consuming method of on-the-job learning is only inbreeding inadequate thinking. The usual seminar and lecture methods simply do not teach people how to think. All the theory, wise advice, or stories of how successful managers operate do not transmit analytical skills into the repertoire of the listener.

The only way to learn analytical skills for application to unstructured problems is for you to exercise your mind on dozens of such problems subject to critique and coaching. Colleges of Business have therefore turned to the case method. The case method puts the student in the place of the decision-maker in an actual situation. He actually "experiences" in the classroom a variety of situations which might take years to experience in real business life.

The business policy or case method provides the means to integrate all the rules, principles, and theory one has learned. It calls upon the person to improvise, compromise, and optimize in realistic situations where neatly developed principles only provide guidelines. It requires a person to utilize that most complex quality of the mind-- judgment (Murdick et al. 1980, pp. 6-8).

In the "real world" of business, the pressure of the need to solve a particular problem immediately, or often just to get rid of the symptom, builds shallow problem-solving habits. An individual's work experience tends to be narrowly limited by the characteristics of the company for which he works. Under the rigorous discipline of working with many case studies a person gains broad and in-depth experience in problem solving (Murdick et al. 1980, pp. 7-8).

Terry (1977, p. 119) referred to case-analysis courses as having a major problem when it comes to problem identification--it requires deep and concentrated thought. He stated that:

A common criticism by the nonprofessional is that the case does not include all the facts. This is true; few case studies do include all the facts. But managers seldom have all the facts, a concept itself subject to wide interpretation by the case solver. So while not perfect, case studies do have a definite sense of reality. Attempting to determine a solution without full knowledge may be frustrating, but actually it is part of the essence of managerial problem solving.

Schellenberger and Boseman (1978, pp. 31-32) cited that the framework for case analysis included four major steps that should be kept in mind when analyzing problems. They were:

1. Know your environment.
2. Appraise and evaluate your environment.
3. Pinpoint the basic problem(s).
4. Make suggestions for improving your environment.

Terry (1977, pp. 119-120) did not agree with Schellenberger's and Boseman's approach; he felt that the fundamental functions of management (e.g., planning, organizing, staffing, directing, and controlling) plus the five approaches to management problem solving should be used in studying management cases (routine, scientific, decisional, creative and quantitative). He further suggested that an orderly analysis process should include the following steps:

1. Identify central issues.
2. Organize the pertinent facts.
3. Determine the alternatives.
4. Evaluate the alternatives.
5. Select the alternative recommended.

Hoy and Boulton (1983, pp. 15-21) concluded that no one best style of case analysis was appropriate; each style was appropriate

under different sets of circumstances. Ronstadt (1980, p. 2) stated that each individual must develop "a personal system" of case analysis in order to cope and grow intellectually.

The current specific core idea of case-study analysis was developed at the Harvard Business School under the leadership of Kenneth R. Andrews, C. Roland Christensen and Edmund P. Learned. Although members of this team have changed throughout the years, the team members have constantly worked to advance their technique (Christensen et al. 1982, pp. 2-3). This team is currently under the direction of Professor C. Roland Christensen. In their 1982 text entitled Business Policy they stated that Business Policy (case-study analysis) is ". . . the study of functions and responsibilities of senior management, the crucial problems affecting success in the total enterprise, and the decisions that determine the direction of the organization and shape its future."

In their text Christensen et al. (1982, pp. 3-4) stated:

In Business Policy, the problems considered and the point of view assumed in analyzing and dealing with them are those of the chief executive or general manager, whose primary responsibility is the enterprise as a whole. But while the study of Business Policy (under whatever name it may be called) is considered the capstone of professional business education, its usefulness goes far beyond the direct preparation of future general managers and chief executives for the responsibilities of office. In an age of increasing complexity and advancing specialization, and in companies where no person knows how to do what every other person does, it becomes important that the functional specialists--e.g., controller, computer scientists, financial analyst, market researcher, purchasing agent--acquire a unique nontechnical capacity. This essential qualification is the ability to recognize corporate purpose; to shape their own contribution, not by the canons of specializations but by their perception of what a cost effective purposeful organization requires of them. The special needs of individuals and technical

requirements of specialized groups and disciplines inevitably exhibit expensive points of view. They ultimately come into conflict with one another and with the central purposes of the organization they serve. The specialists who are able to exercise control over this tendency in organizations and keep their loyalty to the conventions of their own specialty subordinate to the needs of their company become free to make creative contributions to its progress and growth. To be thus effective in their organization, they must have a sense of its mission, of its character, and of its importance. If they do not know the purposes they serve, they can hardly serve them well.

The primary purpose of case-study analysis (the Harvard Method or Business Policy) is to help develop a detachment implicit in the impartial, functionally unbiased, results-oriented attitude so necessary in top-level management decision-making.

Summary

After reviewing management and educational research, as well as the literature related to decision-making and case-study analysis, the following generalizations have been made:

1. In case-study analysis it does not appear that a clear definition of the term decision-making exists.
2. Evidence indicated that decision-makers usually do not act with rational behavior.
3. The decision-making process is made up of many influences; some of the more prominent are: perceptions, self-concept, intuition, intelligence, stress, habits of predictability, social norms, ethics, and culture.
4. No evidence of empirical research on the effectiveness of case-study analysis (the Harvard Method) was found in the United States of America or Europe.

5. A variance on the teaching methods of case-study analysis seems to have developed.
6. The primary purpose of case-study analysis still seems to be to help develop a detachment from functional specialties, in order to be results-oriented for the overall good of the organization.

CHAPTER III

PROCEDURES

The procedures for conducting this study are presented in this chapter. This chapter is divided as follows: Background for the Research, Design of the Questionnaire, Field Test, Selection of the Test Groups, Interview and Collection of the Data, and Statistical Treatment of the Data.

Background for the Research

While working for more than two decades as an international management consultant, this investigator noticed a wide variance in the quality of performance of top-level executives' decision-making process. On the surface, many of the executives appeared to have similar educational backgrounds. Upon examining the financial statements of their organizations they seemed to have equal potential for financial success. Yet their decisional performance appeared to range from exemplary to catastrophic.

Since its inception in 1911 (Christensen et al. 1982, p. xi), many of the universities in the industrialized world seem to have adopted a case-study analysis course as a capstone to their degree programs of business. Case-study analysis education has been intended to give the student a chance to take all the dimensions of daily business situations into consideration while role playing in

the position of an executive (Murdick 1980, pp. 1-8). With case-study analysis training, the future executive should be gaining the expertise necessary to weigh equally all the functions involved in daily managerial life. If case study analysis education had been effective, then the potential executive should have gained the expertise necessary to weigh equally all the functions involved in daily decision-making.

In discussing this variance in decision-making with colleagues there seemed to be agreement with the reasoning and the results. Several colleagues put forth the challenge to the writer to do some empirical research into the reasons for this variance in decision-making. In further discussions, it was mutually agreed that other influences entered into the daily decision-making process than those encountered in case-study analysis courses. Religion, ethnic background, artistic inclinations, family, or social pressures were the major influences suggested as being worthy of investigation, at the same time that the normal specialized functional areas were being looked into.

It should be noted that the writer has spent more than twenty-five years as an international management consultant. His own experience has led him to believe that religion, ethnic background, artistic inclinations, family, or social pressures frequently enter into top-level managers' thought processes. When academic colleagues came to the same conclusions, the suggestion of an investigation into these areas seemed reasonable.

To isolate the functional areas and the perceptual questions for the questionnaire, a search of the literature, research, and

university catalogues was performed. The material perused included the following:

Literature--Albers (1974), Chruden and Sherman (1976), Chung (1977), Dale (1973), Drucker (1977), Fayol (1949), Glueck (1977), Harrison (1981), Hodgetts (1975), Koontz and O'Donnell (1976), Mescon, Albert and Kredouri (1981), Sisk (1973), Stoner (1978), and Terry (1977).

Research--Dawis, Lofquist and Weiss (1968), Hofmann (1975), Kohns (1975), and Senger (1971).

University catalogues--American Graduate School of International Management (1982), Arizona State University (1982), California State Polytechnic University (1980), Harvard University (1982), Mankato State University (1982), University of California at Los Angeles (1982), University of Linz, Austria (1980), University of Minnesota (1982), University of North Dakota (1982), Webster University, Vienna, Austria (1982), Wirtschaftsuniversitat Wien, Austria (1982), and Stanford University (1982).

An analysis of the perused material found that it could be generalized that the business specializations being taught in colleges and schools of business, in the United States of America and Europe, seemed to cover only eighteen functional areas (selected influences). Added to these were the four factors (selected influences) suggested by colleagues as also being worthy of investigation. From the same sources and discussions with advisors the six perceptual questions to be investigated were developed (authority, responsibility, proficiency, importance, satisfaction and dissatisfaction and interest in securing additional professional schooling).

Design of the Questionnaire

Initially a questionnaire was developed and field tested in the Grand Forks, North Dakota area. As a result of the field testing, words, phrases, questions, and sequencing were changed, and a four-part perceptions questionnaire was developed for use in the actual study. Please refer to the category titled field test following the category titled design of the questionnaire.

Section I, as amended, comprised the Personal Demographics of the interviewee. Please refer to Appendix A, p. 103.

Section II comprised the Organizational Demographics of the interviewee. Please refer to Appendix A, p. 103.

Section III comprised the Personal Perceptions of the interviewee. This section attempted to measure the interviewee's perceptions of their Authority, Responsibility, Proficiency, Importance, Satisfaction or Dissatisfaction, and Interest in Securing Additional Schooling in Your Profession when relating to twenty-two preselected influences. These influences were rated on a Likert Scale of none to absolute, none to very high, and strong dissatisfaction to strong satisfaction. Please refer to Appendix A, p. 103.

Section IV comprised the Decisional Balance Education of the interviewees. This section was designed to determine the ability of the top-level manager/executive to make operating decisions within consciously or subconsciously favoring any of the twenty-two selected influences. More specifically their ability to clearly inter- and intra-relate the effect their decisions had on all of the selected influences for the overall good of the organization. The process used

was to determine the educational training background the interviewees had in relation to specific questions pertaining to case-study analysis education and to see if any discernible patterns of educational training had taken place. Lastly, to see if a sizeable percentage of executives perceived their thinking process to have a proclivity in favor of one or more of the selected influences, when making management decisions. Refer to Appendix A, p. 103.

Field Test

The first draft of the research questionnaire was completed after a review of the literature, research, university catalogues, discussions with colleagues at several universities and the advice of the research advisors acting as a panel of judges at the University of North Dakota. The first draft of the questionnaire contained several words, phrases, and questions that later were changed due to the belief that they were unclear and sometimes confusing. In Section I, Personal Demographics, no changes were made from the original draft to the final copy of the questionnaire.

In Section II, Organizational Demographics, the first draft of the questionnaire contained the following questions:

1. How do you perceive your span of managerial control?
 - a. Although effective, I manage too few personnel to be fully efficient.
 - b. I manage a sufficient number of personnel to be both fully efficient and effective.
 - c. Although efficient, I manage too many personnel to be fully effective.

Initially, Section III, Personal Perceptions, of the questionnaire requested that the respondents rate on a one to five Likert Scale seven aspects relating to the twenty-two selected influences. These seven aspects were drawn from prior work done by Fayol (1949), Dawis, Lofquist and Weiss (1968), Hofmann (1975), and Kohns (1976).

These seven aspects were:

1. What degree of actual authority do you have over each of the subfunctions? (The word subfunctions was later changed to selected influences.)
2. What degree of actual authority do you have for each of these subfunctions?
3. What degree of influence do you actually have over the decisions made by the personnel you directly supervise for each of these subfunctions?
4. How do you perceive your personal proficiency in making decisions that involve each of the subfunctions?
5. Please indicate via a check mark (✓) those subfunctions in which you have an interest in securing additional professional development.
6. What degree of importance do you place on each of these subfunctions in your daily managerial decision-making?
7. Please indicate the degree of satisfaction or dissatisfaction you derive from working with each of these subfunctions.

On the Field Test Questionnaire, Section IV, Decisional Balance Education, had only two subjective questions (essay type). They were:

1. After you completed your basic core courses of study, did you have or participate in any type of case-study analysis courses? If yes, please explain how the course was taught.
2. Did that course require or involve the simultaneous considerations of all or several of the twenty-two subfunctions, previously mentioned, and the inter-effects each has upon the others? If yes, please explain.

A field test was conducted in the Grand Forks, North Dakota, area with fifteen top-level managers/executives. All interviewees were in either of the top two levels of their organizational structure. An even distribution of public and private sector executives, as well as those who had had and those who had not had case-study analysis education, were interviewed. Reactions to the test instrument were duly noted during the direct interview. The most frequently mentioned reactions were:

1. Section III required too much time.
2. The wording in the five element rating scale was sometimes confusing. Difficulty existed in remembering the particular element that they were rating at the time they were rating the individual personal perception.
3. The wording of some of the personal perception questions was sometimes confusing.

It was further observed that analysis of the data in Section IV became difficult and at times impossible because of the subjective manner in which the answers were written.

Due to an interest in shortening the time required for interviewees to complete the instrument and to reduce confusion in the

various sections of the questionnaire, the following changes were made.

1. The last question in Section II, "Span of Managerial Control," was eliminated.
2. The perceptual question in Section III, pertaining to "Degree of Influence," was eliminated.
3. The phrase "subfunctions" was changed to selected influences.
4. The remaining six perception questions were reworded and resequenced.
5. The Likert scale rating of one to five was replaced with none to absolute, none to very high and strong dissatisfaction to strong satisfaction.
6. The two questions in Section IV were changed from subjective to objective in structure. With this change the interviewee no longer was forced to take the time to compose paragraphs and write.
7. Ten additional objective questions were added to Section IV. Please refer to Appendix A, p. 103, for the English translation of the data gathering instrument.

Since the overall length of the instrument was a concern of the investigator, the reactions and recommendations of the field test interviewees were very helpful in terms of reducing questionnaire requirements and still obtaining basically the same type of empirical information. The average length of time to complete the first draft of the questionnaire of almost two hours was reduced to about one hour for the second draft of the questionnaire. This resultant time

decrease was desirable, it was believed by the investigator, to obtain a more valid response from the total population in the study.

Many of the changes in the second draft of the questionnaire were recommended by the investigator's advisors. Subsequent interviews in Vienna have shown that the changes in the second draft allowed the average interviewee to complete the questionnaire in less than one hour.

The English copy of the questionnaire was translated into German and this translation was verified by a second translator. The German copy of the questionnaire was then printed to be used as the actual data gathering instrument. Please refer to Appendix B, p. 118. Appendix C, p. 133, is a copy of the letter from the translator attesting to the accuracy of the translation.

Selection of the Test Groups

This study was designed to be performed in a geographic location where a large number of top-level executives, in both the private and public sectors, could be contacted. This investigator is and has been a legal resident of Austria for ten years. For the past nine years, the investigator has been affiliated with the national graduate university of business management for Austria, the Wirtschaftsuniversitat Wien. With this status, it was possible to establish contact with the top-level managers/executives, in both the private and public sectors. The investigator believed that it would not be possible for him to obtain the necessary interviews at the required level, anywhere in the United States.

An additional advantage that Vienna, Austria offered was a location with a large number of executives, who seemed to be influenced by strong religious, ethnic, family, and artistic backgrounds. In order to examine the suggested influences, the strong social mores backgrounds were felt to be advantageous.

The country of Austria is a socialized republic. As such, the government has a very strong influence over the daily operations of all businesses. Every business and governmental organization in the country is required, by statute, to be a member of the Bundeskammer. The word Bundeskammer means the Federal Economic Chambers in Austria. Nearly all natural and legal persons who are entitled to run an enterprise are members of the Economic Chambers. Included among them are enterprises under public ownership and control.

This investigator contacted the Director of the Bundeskammer der Gewerblichen Wirtschaft Sektion Industrie (Industrial or Professional Administrative Section for Industry). After gaining his support for the research project, the investigator requested that the Director select the individuals and organizations he felt would give a cross section of the population. The Director issued a directive to the selected individuals "to make themselves available" to the investigator. Such a directive was binding and could only be avoided by leaving the country or death; in the interviewing process, one of each happened.

The selected individuals comprised the two or three leading organizations in each of the major industries. Such industries as petrochemical, rock quarry, lumber, foundry, metal work, vehicle

manufacture, electrical manufacture, electronic, leather working, textile, saw mill, construction, construction material, steel production, paper and box manufacture, machine shop, non-ferrous metal, mining, pharmaceutical, banking, hostelry, education, import and export, rubber and tire, communication, computer, and central heating manufacture were represented in the interviews.

Interview and Collection of the Data

The investigator met with all seventy-seven interviewees at the appointed times, dates and locations. The number of interviewees in each position level were:

Private Sector

1. Fourteen--Generaldirektor (Supreme Managing Director--no U.S. equivalent organizational position exists).
2. Fourteen--Vorstandes (both Vorsitzender and Mitglied--Chairman and Member of the Board of Directors).
3. Sixteen--Geschäftsführer (Business Leader, General Manager, President or Owner).
4. Four--Other (within the top three management positions in the private sector organizations).

(Twenty-five represented multinational organizations.)

Public Sector

1. Eight--Generaldirektor (four were of Ministry or Cabinet level and two were Ambassadors).
2. Three--Vorstandes (both Vorsitzender and Mitglied).
3. Thirteen--Geschäftsführer (Business Leader or General Manager--No President or Owner positions in the public sector).

4. Five--Other (within the top three management positions in the public sector organizations).

The initial time of the interview was spent conducting a direct and personal conversation with the interviewee to explain the purpose of the interview and to determine if the interviewee qualified to be in one of the interview groups. Also discussed were the types of questions to be asked, assurance of anonymity for both the respondent and organization, and an effort was made, by the interviewer, to put the top-level executive at ease. After the executive became relaxed, the investigator then permitted the interviewee to see the questionnaire for the first time and the data gathering process began.

The more highly educated the executive, the more difficulty he seemed to have with the questionnaire. The reason for the difficulty became apparent when it was explained to the investigator that in the European educational system only subjective or essay type questions are ever used. The objective questions on this instrument tended to put many of the executives on the defensive. Because of the seeming uneasiness, the investigator was put in the position of having to repeatedly reassure the executives of their anonymity.

Appendix D, p. 135, is a copy of the letter from o. Univ. Prof. Dr. Michael von Hofmann, Direktor Interdisziplinare Abteilung Fur Wirtschafts-und Verwaltungsfuhrung, Wirtschaftsuniversitat Wien, certifying that the interviews were personally conducted by the investigator and in the scientific manner prescribed in the original proposal. Dr. Hofmann acted in the capacity of the European advisor for the University of North Dakota Advisory Committee. Additionally,

he provided facilities to be used and supplied the initial contacts with the appropriate Austrian officials.

After completion of the questionnaire, this researcher reduced all the responses to numerical digits and placed these numbers on IBM coding sheets to be returned to the United States of America. After returning to this country, the data on these sheets were placed on IBM cards. The IBM cards were subsequently inserted into a previously tested deck of control cards.

All interviews were followed up with a letter of thanks and a promise to be given an abstract copy of the results of the research. Please refer to Appendix E, p. 137.

Statistical Treatment of the Data

The data for this study were analyzed using the Mann-Whitney U-Test and Frequency Distributions that were incorporated in the Statistical Package for the Social Sciences (SPSS). These computer programs permitted simple and convenient processing of the data. For more specific information about the two sources, consult the Statistical Package for the Social Sciences (Nie et al. 1975), Fundamental Research Statistics for Behavioral Sciences (Roscoe 1975) and Research in Education (Best 1981).

Analyses of data were computed using two subprograms from the Statistical Package for the Social Sciences. In order to classify the executives into the four desired groups (private sector who had had case-study analysis education, private sector who had not had case-study analysis education, public sector who had had case-study analysis education and public sector who had not had case-study

analysis education) and to tabulate the number, as well as the percentage, of answers in the Demographics and Decisional Balance Education within each group, the subprogram Frequencies was used.

The Mann-Whitney U-Test program was used to test two different groups of executives on a single criterion to determine whether the two groups differ. The dependent variable was on the ordinal scale so the t-test was not appropriate. Additionally, the Mann-Whitney U-Test was "especially appropriate for use with the small samples where there is the greatest danger of violating the assumptions underlying the equivalent t-test" (Roscoe 1975, p. 236). All of the Mann-Whitney U-Tests were performed at the .05 level with the two-tailed probability.

CHAPTER IV

FINDINGS

The purpose of this study was to determine if top-level managers/executives perceived the selected influences equally as modifiers in the decision-making process.

More specifically the study attempted to determine:

1. if any significant difference existed between the perceptions of top-level managers/executives who had had case-study analysis education and those who had not had such education.
2. if case-study analysis education was perceived by top-level private and public sector managers/executives to develop decisional balance.

Seventy-seven top-level managers/executives were interviewed and separated into four treatment groups. In the private sector twenty-six had had case study analysis education and twenty-two had not had case study analysis education; and in the public sector twelve had had case-study analysis education and seventeen had not had case-study analysis education.

Personal Demographics

An analysis of the personal demographic data indicated that:

1. Seventy-two interviewees were male, and five were female.
2. Twenty-eight (36%) were in age group four (50-59 years); 21 (27%) were in age group three (40-49 years); thirteen (17%) were in

age group two (30-39 years); eleven (14%) were in age group five (60-69 years); three (4%) were in age group six (70-79 years), and one (1%) was in age group one (20-29 years).

3. Forty (52%) attended the Universitat; twenty (26%) attended a Hochschule; three (4%) attended a Polytechnikum; thirteen (17%) stopped after completing Matura, and one (1%) had only completed Gymnasium.

4. Sixty-one (79%) of the interviewees had earned a university level degree. Eighteen (30%) of the interviewees earned their last degree between 1944 and 1954; twenty (33%) between 1955 and 1964; seventeen (28%) between 1965 and 1974; while six (10%) attained their degrees between 1975 and 1984.

5. Twenty-one (27%) held Doctorate degrees; five (7%) held M.B.A. degrees; twenty-four (31%) held Juris Doctorates or Master of Arts degrees; eleven (14%) held Diplom Kaufman or Baccalaureate degrees; and sixteen (21%) held no post-secondary degrees.

6. Of the sixteen interviewees who did not hold university level degrees, only eleven (69%) responded to the question, "how many years as a full-time student were you enrolled in formal education?" These responses ranged from twelve years to eighteen years, with the mean at fourteen point six years (14.6).

7. Although sixty-one of the interviewees earned a university level degree, only eighteen (30%) reported having had post university degree studies, while two (3%) declined to state.

8. Fifty-six (73%) of all respondents reported having attended some form of government or industry sponsored seminars or training, while one (1%) declined to state.

9. The total number of years the respondents had been employed in a managerial position were:

- (a) The private sector managers had a mean score of 17.7 years (one declined to state), three stated one year, and one at 41 years; the median was at 18 years and because it was relatively evenly distributed, no mode could be identified.
- (b) The public sector managers had a mean of 18.8 years, one stated two years and one at 54 years; the median was 14.5 years, and because it was relatively evenly distributed, no mode could be identified.

10. The total number of years the respondents had had in a managerial position in privately owned organizations were:

- (a) Current private sector managers had a mean of 17.7 years (four less than a year), two stated one year and two stated 37 years; the median was at 17.5 years and the modes were at 25 and 30 years, respectively.
- (b) Current public sector managers had a mean of 17.1 years (three less than a year), two stated at two years and one stated at 54 years; the median was at 12 years and the mode was at eight years.

11. The total number of years the respondents had had in a managerial position in a governmental controlled organization were:

- (a) Current private sector managers had a mean of 5.8 years (42 had had no governmental experience), one stated one year and one stated nine years; the median and mode were at six years.

(b) Current public sector managers had a mean of 14.3 years (21 declined to state), two stated three years and one stated 33 years; the median was at 12.5 years and the mode was at three years.

12. The total number of years the respondents had had in a managerial position in the military were:

(a) Current private sector managers had a mean of three years (43 had not had), two stated two years and two stated four years; the median was at three years and the modes were at two and four years.

(b) Only two current public sector managers claimed to have had any military management experience; one stated one year and the other stated four years.

13. The total number of years the respondents had had in a managerial position in the category of "other" were:

(a) Forty-eight out of forty-eight current private sector managers did not respond to this category.

(b) Current public sector managers had a mean of 11.2 years, one stated two years and one stated 38 years; the median was at seven years and, because it was relatively evenly distributed, no mode could be identified. Twenty public sector managers did not respond to this category.

14. In response to the question about the number of years the interviewees had spent as a full-time manager with their current organization:

(a) Ten (21%) of the private sector managers reported that they had spent 1-4 years, five (10%) reported that they

had spent 5-8 years, eight (17%) reported that they had spent 9-12 years, seven (15%) reported that they had spent 13-16 years, four (8%) reported that they had spent 17-20 years, and 14 (29%) reported that they had spent over 20 years.

- (b) Eleven (38%) of the public sector managers reported that they had spent 1-4 years, four (14%) reported that they had spent 5-8 years, four (14%) reported that they had spent 9-12 years, three (10%) reported that they had spent 13-16 years, none reported 17-20 years, and seven (24%) reported that they had spent over 20 years.

15. In response to the question of the number of years the interviewees had spent as a full-time nonmanager with their current organization:

- (a) Twelve (25%) of the private sector managers reported that they had spent 1-4 years, one (2%) reported that he had spent 5-8 years, four (8%) reported that they had spent 9-12 years, one (2%) reported that he had spent 13-16 years, one (2%) reported that he had spent 17-20 years, one (2%) reported that he had spent over 20 years, and twenty-eight (58%) did not respond to the question.
- (b) Three (10%) of the public sector managers reported that they had spent 1-4 years, two (7%) reported that they had spent 5-8 years, one (3%) reported that he had spent 9-12 years, none reported 13-16 years, two (7%) reported that they had spent 17-20 years, one (3%) reported that he had spent over 20 years, and twenty (69%) did not respond to the question.

16. Only one interviewee reported having spent any time as a part-time manager with his current organization; this person is currently in the public sector and reported over 20 years experience in this group.

17. No interviewee reported having spent any time as a part-time non-manager with his current organization.

18. In response to the question on religious preference:

(a) The private sector managers reported thirty-one (65%) were Roman Catholic, one (2%) was Eastern (Russian) Orthodox Catholic, eight (17%) were Evangelical, one (2%) was other Protestant, two (4%) were Judaism, three (6%) reported no religious preference, and two (4%) declined to state.

(b) The public sector managers reported twenty-two (76%) were Roman Catholic, one (3%) was Eastern (Russian) Orthodox Catholic, one (3%) was Evangelica, two (7%) were other Protestant and three (10%) reported no religious preference.

19. In response to the question on ethnic background:

(a) The private sector managers reported thirty-two (67%) were Germanic, two (4%) were Anglo-Saxon, eleven (23%) were Slavic, one (2%) was Latin and two (4%) declined to state.

(b) The public sector managers reported twenty-six (90%) were Germanic, one (3%) was Anglo-Saxon, and two (7%) were Slavic.

20. In response to the question on nationality:

(a) The private sector managers reported forty-three (90%) were Austrian, one (2%) was German, one (2%) was Netherlander and three (7%) were American (United States of America).

(b) The public sector managers reported twenty-seven (93%) were Austrian, and two (7%) were American (U.S.A.).

Organizational Demographics

An analysis of the organizational demographic data revealed:

1. Forty-eight interviewees (62%) were from the private sector and twenty-nine (38%) were from the public sector.

2. In response to the question on "major products produced, supplied or rendered by your organization?":

(a) The private sector managers reported twenty-four (50%) that they were in manufacturing, eighteen (38%) reported that they were a service, three (6%) reported that they were in mining/construction/lumbering, and three (6%) reported that they were other.

(b) The public sector managers reported three (10%) that they were in manufacturing, fifteen (52%) reported that they were a service, three (10%) reported that they were in administration, three (10%) reported that they were in education, three (10%) reported that they were in mining/construction/lumbering, and two (7%) reported that they were other.

3. In response to the question "How many levels of management exist above your position?":

(a) Thirty-seven (77%) of the private sector managers reported zero (none), nine (19%) reported one level and two (4%) reported two levels.

(b) Thirteen (45%) of the public sector managers reported zero (none), ten (34%) reported one level, four (14%) reported two levels and two reported three levels.

4. In response to the question "How many levels of management exist below your position?":

(a) Thirty (63%) of the private sector managers reported three or less, sixteen (33%) reported four to six and two (4%) reported seven to nine.

(b) Seventeen (59%) of the public sector managers reported three or less, nine (31%) reported four to six, one (3%) reported seven to nine, and two (7%) reported ten or more.

5. In response to the question on the "approximate number of full-time personnel employed in this organization?":

(a) Fifteen (31%) of the private sector managers reported less than 99, twenty-four (50%) reported 100 to 1,000, four (8%) reported 1,001 to 5,000, none reported 5,001 to 10,000, three (6%) reported over 10,000 and two (4%) declined to state.

(b) Seventeen (59%) of the public sector managers reported less than 99, five (17%) reported 100 to 1,000, three (10%) reported 1,001 to 5,000, and four (14%) reported 5,001 to 10,000.

6. In response to the question, "What is the approximate average age of the personnel that you personally supervise?":

(a) Eight (17%) of the private sector managers reported under 30, eighteen (37%) reported 31 to 40, twenty (42%) reported 41 to 50, one (2%) reported over 50, and one (2%) declined to state.

(b) Three (10%) of the public sector managers reported under 30, eighteen (62%) reported 31 to 40, seven (24%) reported 41 to 50, and one (3%) reported over 50.

7. In response to the question, "How many personnel report directly to you or do you personally supervise?":

(a) Thirty-nine (81%) of the private sector managers reported less than ten, seven (15%) reported 11 to 20, and two (4%) reported over 20.

(b) Sixteen (55%) of the public sector managers reported less than ten, seven (24%) reported 11 to 20, five (17%) reported over 20, and one (4%) declined to state.

8. In response to the question, "Please indicate the number of male":

(a) Forty (83%) of the private sector managers reported less than ten, four (8%) reported 11 to 20, one (2%) reported over 20, and three (6%) declined to state.

(b) Twenty (69%) of the public sector managers reported less than ten, three (10%) reported 11 to 20, four (14%) reported over 20, and two (7%) declined to state.

9. In response to the question, "Please indicate the number of female":

(a) Forty-four (92%) of the private sector managers reported less than ten, none reported 11 to 20, none reported over 20, and four (8%) declined to state.

(b) Twenty-four (83%) of the public sector managers reported less than ten, four (14%) reported 11 to 20, and one (3%) reported over 20.

10. In response to the question, "How many personnel report indirectly to you?":

- (a) Thirty-six (75%) of the private sector managers reported less than 100, six (13%) reported 101 to 500, one (2%) reported 501 to 1,000, one (2%) reported 1,001 to 10,000, one (2%) reported over 10,000, and three (6%) declined to state.
- (b) Nineteen (65%) of the public sector managers reported less than 100, two (7%) reported 101 to 500, two (7%) reported 501 to 1,000, two (7%) reported 1,001 to 10,000, none reported over 10,000, and four (14%) declined to state.

11. In response to the question, "Are the personnel you personally supervise unionized?":

- (a) The private sector managers reported fifteen (31%) yes, twenty-six (54%) no, one (2%) unknown, and six (13%) declined to state.
- (b) The public sector managers reported seven (24%) yes, nineteen (66%) no, and three (10%) declined to state.

12. In response to the question, "Are the personnel that you indirectly supervise unionized?":

- (a) The private sector managers reported twenty-eight (58%) yes, eleven (23%) no, one (2%) unknown, and eight (17%) declined to state.
- (b) The public sector managers reported eight (28%) yes, eighteen (62%) no, and three (10%) declined to state.

Comparison of Personal Perceptions

Analysis of the comparison of personal perceptions revealed:

Of the seventy-seven top-level managers/executives interviewed, forty-eight were in the private sector and twenty-nine were in the

public sector. A further breakdown within each sector showed that twenty-six had had case-study analysis education, and twenty-two had not had case-study analysis education in the private sector; and twelve had had case-study analysis education and seventeen had not had case-study analysis education in the public sector.

In order to compare the two subpopulations within each sector group, where the test populations were of different sizes, the "Mann-Whitney U-Test" was used. This method compared the had had case-study analysis education population with the had not had case-study analysis education population within each sector group on a single "selected influence" to determine whether the two populations differed. All tests were at the .05 level with two-tailed probability.

Hypothesis 1: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual authority.

Table 1 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the private sector populations as they perceived their authority. Table 2 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the private sector populations as they perceived modifiers to their authority.

All the probability values for perceived authority exceeded the .05 level on Table 1. On Table 2, Perceived Modifiers to Authority, only the "Ethnic Background" probability value fell within the

TABLE 1

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED AUTHORITY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	22.69	26.64	-1.37	.1694
Organizational Structures	24.98	23.93	-0.30	.7680
Staffing and Lines of Authority	25.71	23.07	-0.77	.4420
Directing Subordinates	24.38	24.64	-0.07	.9463
Controlling Work Output	25.38	23.45	-0.51	.6097
Marketing Details and Procedures	25.92	22.82	-0.79	.4293
Productivity Considerations	26.65	21.95	-1.31	.1909
Accounting and Financial Details	26.38	22.27	-1.07	.2849
Taxation Aspects or Details	25.79	22.98	-0.74	.4603
Obtaining at Least Some Minimum of Profit From Most Decisions	25.40	23.43	-0.53	.5972
Obtaining Maximum Profit From Most Decisions	26.30	21.39	-1.29	.1968
Risk Reduction and Insurance	21.92	27.55	-1.49	.1372
Legal Implications	24.67	24.30	-0.10	.9233
Other Governmental Influences and Regulations	27.29	21.20	-1.55	.1216
Internal Bureaucratic Policies	26.94	21.61	-1.36	.1730
Union Influences	26.29	22.39	-1.00	.3190
Personnel Policies and Procedures	24.75	24.20	-0.16	.8764

TABLE 2

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED AUTHORITY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Employees' Desires	24.12	24.95	-0.23	.8196
Social Influences (Family and/or Friends)	22.56	26.80	-1.09	.2752
Artistic Influences (Music, Art, Theater, etc.)	24.08	23.90	-0.05	.9634
Religious Background	21.38	28.18	-1.91	.0567
Ethnic Background	21.10	28.52	-2.15	.0314

significance level of .05. Therefore, with only one selected influence within the significance range, Hypothesis 1, which predicted no perceived significant difference between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual authority, was retained.

Since there was no significant difference in perceived authority between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 2: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual responsibility.

Table 3 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for private sector populations as they perceived their responsibility. Table 4 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the private sector populations as they perceived modifiers to their responsibility.

All the probability values for perceived responsibility exceeded the .05 level on Tables 3 and 4. Therefore, Hypothesis 2, which predicted no perceived significant difference between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual responsibility, was retained.

TABLE 3

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED RESPONSIBILITY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	23.81	25.32	-0.45	.6563
Organizational Structures	26.23	22.45	-1.10	.2694
Staffing and Lines of Authority	25.15	23.73	-0.38	.7021
Directing Subordinates	23.87	25.25	-0.37	.7103
Controlling Work Output	25.50	23.32	-0.58	.5610
Marketing Details and Procedures	25.56	23.25	-0.59	.5562
Productivity Considerations	26.35	22.32	-1.12	.2636
Accounting and Financial Details	23.62	24.48	-0.22	.8239
Taxation Aspects or Details	23.50	25.68	-0.55	.5790
Obtaining at Least Some Minimum of Profit From Most Decisions	24.58	24.41	-0.05	.9621
Obtaining Maximum Profit From Most Decisions	26.25	22.43	-0.99	.3231
Risk Reduction and Insurance	22.73	26.59	-1.02	.3076
Legal Implications	25.46	23.36	-0.54	.5923
Other Governmental Influences and Regulations	27.92	20.45	-1.90	.0578
Internal Bureaucratic Policies	26.00	22.73	-0.83	.0449
Union Influences	25.33	23.52	-0.46	.6453
Personnel Policies and Procedures	26.13	22.57	-0.94	.3493

TABLE 4

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED RESPONSIBILITY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Employees' Desires	27.23	21.27	-1.52	.1288
Social Influences (Family and/or Friends)	27.02	21.52	-1.41	.1598
Artistic Influences (Music, Art, Theater, etc.)	25.94	21.60	-1.31	.1897
Religious Background	21.96	26.32	-1.35	.1780
Ethnic Background	24.75	24.20	-0.18	.8588

Since there was no significant difference in perceived responsibility between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 3: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their personal proficiency in making decisions.

Table 5 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for private sector populations as they perceived their personal proficiency. Table 6 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the private sector populations as they perceived modifiers to their personal proficiency.

Fifteen out of the seventeen probability values for the perceived proficiency exceeded the .05 level on Table 5. On Table 6, Perceived Modifiers to Proficiency, all the probability values exceeded the .05 level. Therefore, Hypothesis 3, which predicted no perceived significant difference between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual proficiency, was retained.

Since there was no significant difference in perceived proficiency between the had had case-study analysis education group and the had not had case-study analysis education group, no further analysis was performed.

TABLE 5

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED PROFICIENCY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	28.58	19.68	-2.50	.0124
Organizational Structures	27.96	20.41	-2.00	.0454
Staffing and Lines of Authority	25.40	23.43	-0.56	.5732
Directing Subordinates	22.60	26.75	-1.25	.2107
Controlling Work Output	22.69	26.64	-1.05	.2950
Marketing Details and Procedures	24.40	24.61	-0.05	.9570
Productivity Considerations	25.73	23.05	-0.75	.4538
Accounting and Financial Details	26.90	21.66	-1.33	.1831
Taxation Aspects or Details	25.31	23.55	-0.45	.6541
Obtaining at Least Some Minimum of Profit From Most Decisions	26.33	22.34	-1.09	.2742
Obtaining Maximum Profit From Most Decisions	26.20	21.50	-1.26	.0287
Risk Reduction and Insurance	25.02	23.89	-0.30	.7662
Legal Implications	24.25	24.80	-0.14	.8882
Other Governmental Influences and Regulations	26.27	21.19	-1.30	.1943
Internal Bureaucratic Policies	25.56	22.07	-0.91	.3649
Union Influences	24.90	22.88	-0.52	.6063
Personnel Policies and Procedures	24.98	22.79	-0.60	.5466

TABLE 6

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED PROFICIENCY

	Had Had (N=26)	Had Not Had (N=22)	z	p
Employees' Desires	24.73	24.23	-0.13	.8970
Social Influences (Family and/or Friends)	25.06	23.84	-0.31	.7567
Artistic Influences (Music, Art, Theater, etc.)	24.42	24.59	-0.05	.9645
Religious Background	24.02	25.07	-0.29	.7685
Ethnic Background	24.12	24.95	-0.25	.7999

Hypothesis 4: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of importance they place on each of the individual selected influences.

Tables 7 and 8 present the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for private sector populations as they perceived the importance of each of the selected influences.

All the probability values for perceived importance exceeded the .05 level on Tables 7 and 8. Therefore, Hypothesis 4, which predicted no perceived significant differences between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent to which they placed importance on the selected influences, was retained.

Since there was no significant difference in perceived importance between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 5: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of satisfaction or dissatisfaction they derive from working with each of the selected influences.

Table 9 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study

TABLE 7

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED IMPORTANCE

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	24.58	24.41	-0.06	.9548
Organizational Structures	21.94	27.52	-1.50	.1337
Staffing and Lines of Authority	24.92	24.00	-0.25	.7994
Directing Subordinates	23.73	25.41	-0.46	.6429
Controlling Work Output	23.81	25.32	-0.40	.6923
Marketing Details and Procedures	23.94	25.16	-0.31	.7554
Productivity Considerations	26.17	22.52	-0.97	.3303
Accounting and Financial Details	21.90	27.57	-1.44	.1487
Taxation Aspects or Details	23.48	25.70	-0.56	.5730
Obtaining at Least Some Minimum of Profit From Most Decisions	25.65	23.14	-0.68	.4973
Obtaining Maximum Profit From Most Decisions	25.54	22.25	-0.87	.3871
Risk Reduction and Insurance	24.27	24.77	-0.13	.8963
Legal Implications	25.73	23.05	-0.69	.4917
Other Governmental Influences and Regulations	26.72	21.86	-1.25	.2123
Internal Bureaucratic Policies	23.35	25.86	-0.65	.5180
Union Influences	26.56	22.07	-1.15	.2512
Personnel Policies and Procedures	25.29	23.57	-0.45	.6503

TABLE 8

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED IMPORTANCE

	Had Had (N=26)	Had Not Had (N=22)	z	p
Employees' Desires	24.15	24.91	-0.20	.8394
Social Influences (Family and/or Friends)	27.46	21.00	-1.64	.1013
Artistic Influences (Music, Art, Theater, etc.)	26.33	22.34	-1.05	.2951
Religious Background	23.12	26.14	-0.85	.3960
Ethnic Background	23.27	25.95	-0.85	.3950

analysis education for private sector populations as they perceived satisfaction or dissatisfaction derived from the selected influences. Table 10 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for private sector populations as they perceived satisfaction or dissatisfaction derived from the daily integration of the selected influences.

All the probability values for satisfaction or dissatisfaction exceeded the .05 level on Tables 9 and 10. Therefore, Hypothesis 5, which predicted no perceived significant difference between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent to which they actually derive satisfaction or dissatisfaction with each of the selected influences, was retained.

Since there was no significant difference in perceived satisfaction or dissatisfaction between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 6: There is no significant perceived difference between top-level private sector managers/executives who have had case-study analysis education and those who have not had such education in which of the selected influences operating managers/executives have an interest in securing additional professional development.

Table 11 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for private sector populations as they perceived an

TABLE 9

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN DIMENSIONS OF PERCEIVED SATISFACTION OR DISSATISFACTION

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	25.46	23.36	-0.60	.5522
Organizational Structures	23.38	25.82	-0.66	.5106
Staffing and Lines of Authority	25.65	23.14	-0.66	.5090
Directing Subordinates	24.46	24.55	-0.02	.9821
Controlling Work Output	21.96	27.50	-1.44	.1492
Marketing Details and Procedures	24.37	24.66	-0.08	.9386
Productivity Considerations	21.13	28.48	-1.93	.0537
Accounting and Financial Details	23.54	25.64	-0.55	.5812
Taxation Aspects or Details	24.83	24.11	-0.19	.8525
Obtaining at Least Some Minimum of Profit From Most Decisions	24.71	24.25	-0.12	.9010
Obtaining Maximum Profit From Most Decisions	22.29	27.11	-1.30	.1921
Risk Reduction and Insurance	22.58	26.77	-1.11	.2654
Legal Implications	22.12	27.32	-1.37	.1713
Other Governmental Influences and Regulations	22.54	26.82	-1.11	.2683
Internal Bureaucratic Policies	23.04	26.23	-0.83	.4084
Union Influences	23.85	25.27	-0.37	.7101
Personnel Policies and Procedures	24.65	24.32	-0.09	.9303

TABLE 10

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PRIVATE SECTOR ON THE FIVE DIMENSIONS OF
MODIFIERS TO PERCEIVED SATISFACTION OR DISSATISFACTION

	Had Had (N=26)	Had Not Had (N=22)	z	p
Employees' Desires	24.92	24.00	-0.24	.8099
Social Influences (Family and/or Friends)	24.58	24.41	-0.04	.9656
Artistic Influences (Music, Art, Theater, etc.)	23.27	25.95	-0.70	.4861
Religious Background	22.62	26.73	-1.15	.2494
Ethnic Background	24.23	24.82	-0.17	.8668

TABLE 11

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS EDUCATION IN THE PRIVATE SECTOR ON THE SEVENTEEN DIMENSIONS OF PERCEIVED INTEREST IN SECURING ADDITIONAL PROFESSIONAL SCHOOLING

	Had Had (N=26)	Had Not Had (N=22)	z	p
Planning	26.77	21.82	-1.41	.1584
Organizational Structures	27.69	20.73	-1.98	.0472
Staffing and Lines of Authority	25.96	22.77	-1.00	.3180
Directing Subordinates	23.50	25.68	-0.62	.5331
Controlling Work Output	22.92	26.36	-1.00	.3167
Marketing Details and Procedures	24.54	24.45	-0.03	.9786
Productivity Considerations	24.92	24.00	-0.26	.7926
Accounting and Financial Details	24.73	24.23	-0.22	.8285
Taxation Aspects or Details	26.38	22.27	-1.32	.1879
Obtaining at Least Some Minimum of Profit From Most Decisions	24.12	24.95	-0.26	.7927
Obtaining Maximum Profit From Most Decisions	23.85	25.27	-0.42	.6780
Risk Reduction and Insurance	25.38	23.45	-0.65	.5134
Legal Implications	25.58	23.23	-1.21	.2263
Other Governmental Influences and Regulations	24.15	24.91	-0.44	.6570
Internal Bureaucratic Policies	24.08	25.00	-0.92	.3576
Union Influences	24.73	24.23	-0.22	.8285
Personnel Policies and Procedures	25.46	23.36	-0.67	.5016

interest in securing additional professional schooling in the selected influences.

Sixteen out of seventeen probability values for the interest in securing additional professional schooling exceeded the .05 level on Table 11. Therefore, Hypothesis 6, which predicted no perceived significant difference between top-level private sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their interest to secure additional professional schooling, was retained.

Since there was not significant difference in their interest to secure additional professional schooling between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 7: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual authority.

Table 12 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the public sector populations as they perceived their authority. Table 13 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the public sector populations as they perceived modifiers to their authority.

All the probability values for perceived authority exceeded the .05 level on Tables 12 and 13. Therefore, Hypothesis 7, which

TABLE 12

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED AUTHORITY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	13.50	16.06	-0.98	.3293
Organizational Structures	12.92	16.47	-1.19	.2355
Staffing and Lines of Authority	12.46	16.79	-1.52	.1283
Directing Subordinates	16.17	14.18	-0.66	.5102
Controlling Work Output	14.63	15.26	-0.21	.8307
Marketing Details and Procedures	14.25	13.85	-0.13	.8956
Productivity Considerations	14.79	15.15	-0.12	.9069
Accounting and Financial Details	14.67	15.24	-0.19	.8525
Taxation Aspects or Details	14.83	15.12	-0.09	.9251
Obtaining at Least Some Minimum of Profit From Most Decisions	12.94	13.79	-0.28	.7761
Obtaining Maximum Profit From Most Decisions	15.06	12.68	-0.78	.4336
Risk Reduction and Insurance	17.50	11.94	-1.83	.0678
Legal Implications	14.50	15.35	-0.28	.7807
Other Governmental Influences and Regulations	13.55	15.12	-0.51	.6093
Internal Bureaucratic Policies	17.67	13.12	-1.52	.1292
Union Influences	15.05	14.15	-0.30	.7609
Personnel Policies and Procedures	16.00	14.29	-0.57	.5690

TABLE 1.3

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED AUTHORITY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Employees' Desires	14.63	15.26	-0.21	.8304
Social Influences (Family and/or Friends)	17.17	13.47	-1.21	.2265
Artistic Influences (Music, Art, Theater, etc.)	16.58	13.88	-0.89	.3715
Religious Background	16.29	14.09	-0.81	.4171
Ethnic Background	15.17	14.88	-0.13	.8928

predicted no perceived significant difference between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual authority, was retained.

Since there was no significant difference in perceived authority between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 8: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of their actual responsibility.

Table 14 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for public sector populations as they perceived their responsibility. Table 15 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education, for the public sector populations as they perceived modifiers to their responsibility.

Fourteen out of seventeen probability values for the perceived responsibility exceeded the .05 level on Table 14. On Table 15, Perceived Modifiers to Responsibility, all the probability values exceeded the .05 level. Therefore, Hypothesis 8, which predicted no perceived significant difference between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual responsibility, was retained.

TABLE 14

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED RESPONSIBILITY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	13.63	15.97	-0.98	.3283
Organizational Structures	10.58	18.12	-2.55	.0107
Staffing and Lines of Authority	11.63	17.38	-1.98	.0477
Directing Subordinates	14.00	15.71	-0.59	.5542
Controlling Work Output	14.17	15.59	-0.53	.5997
Marketing Details and Procedures	16.35	12.62	-1.22	.2233
Productivity Considerations	11.64	16.35	-1.53	.1256
Accounting and Financial Details	14.35	13.79	-0.18	.8540
Taxation Aspects or Details	14.70	13.59	-0.38	.7056
Obtaining at Least Some Minimum of Profit From Most Decisions	13.89	13.29	-0.20	.8432
Obtaining Maximum Profit From Most Decisions	13.22	13.65	-0.14	.8887
Risk Reduction and Insurance	14.80	13.53	-0.42	.6731
Legal Implications	10.33	18.29	-2.56	.0104
Other Governmental Influences and Regulations	11.82	16.24	-1.43	.1537
Internal Bureaucratic Policies	15.63	14.56	-0.35	.7292
Union Influences	15.23	14.03	-0.42	.6753
Personnel Policies and Procedures	15.79	14.44	-0.44	.6629

TABLE 15

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED RESPONSIBILITY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Employees' Desires	15.96	14.32	-0.53	.5977
Social Influences (Family and/or Friends)	14.08	15.65	-0.51	.6076
Artistic Influences (Music, Art, Theater, etc.)	15.13	14.03	-0.41	.6812
Religious Background	16.04	14.26	-0.84	.4000
Ethnic Background	15.29	14.79	-0.26	.7960

Since there was no significant difference in perceived responsibility between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 9: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who had not have such education in the extent of their personal proficiency in making decisions.

Table 16 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for public sector populations as they perceived their personal proficiency. Table 17 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for the public sector populations as they perceived modifiers to their personal proficiency.

All the probability values for personal proficiency exceeded the .05 level on Tables 16 and 17. Therefore, Hypothesis 9, which predicted no perceived significant difference between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their actual proficiency, was retained.

Since there was no significant difference in perceived proficiency between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

TABLE 16

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED PROFICIENCY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	14.83	15.12	-0.12	.9054
Organizational Structures	14.08	15.65	-0.55	.5840
Staffing and Lines of Authority	14.13	15.62	-0.50	.6155
Directing Subordinates	12.83	16.53	-1.28	.2025
Controlling Work Output	13.96	15.74	-0.59	.5527
Marketing Details and Procedures	15.80	12.06	-1.25	.2104
Productivity Considerations	14.82	14.29	-0.18	.8559
Accounting and Financial Details	13.39	13.56	-0.06	.9551
Taxation Aspects or Details	17.30	12.06	-1.77	.0767
Obtaining at Least Some Minimum of Profit From Most Decisions	13.78	13.35	-0.14	.8884
Obtaining Maximum Profit From Most Decisions	14.22	13.12	-0.36	.7167
Risk Reduction and Insurance	17.15	12.15	-1.66	.0975
Legal Implications	14.36	14.59	-0.08	.9393
Other Governmental Influences and Regulations	14.64	14.41	-0.07	.9416
Internal Bureaucratic Policies	15.58	14.59	-0.33	.7452
Union Influences	15.09	14.12	-0.33	.7445
Personnel Policies and Procedures	14.79	15.15	-0.11	.9092

TABLE 17

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED PROFICIENCY

	Had Had (N=12)	Had Not Had (N=17)	z	p
Employees' Desires	17.63	13.15	-1.54	.1237
Social Influences (Family and/or Friends)	14.25	15.53	-0.42	.6748
Artistic Influences (Music, Art, Theater, etc.)	13.58	16.00	-0.82	.4124
Religious Background	15.42	14.71	-0.27	.7867
Ethnic Background	14.92	15.06	-0.06	.9529

Hypothesis 10: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of importance they place on each of the individual selected influences.

Tables 18 and 19 present the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for public sector populations as they perceived the importance of each of the selected influences.

Fifteen out of seventeen probability values for the perceived importance exceeded the .05 level on Table 18. On Table 19, Modifiers to Perceived Importance, only the "Employees' Desires" probability value fell within the significance level of .05. Therefore, Hypothesis 10, which predicted no perceived significant differences between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent to which they placed importance on the selected influences, was retained.

Since there was no significant difference in perceived importance between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 11: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in the extent of satisfaction or dissatisfaction they derive from working with each of the selected influences.

TABLE 18

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN
DIMENSIONS OF PERCEIVED IMPORTANCE

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	19.04	12.15	-2.33	.0201
Organizational Structures	18.08	12.82	-1.74	.0819
Staffing and Lines of Authority	17.58	13.18	-1.45	.1477
Directing Subordinates	15.88	14.38	-0.50	.6157
Controlling Work Output	17.33	13.35	-1.32	.1887
Marketing Details and Procedures	19.13	12.09	-2.26	.0237
Productivity Considerations	17.75	13.06	-1.54	.1238
Accounting and Financial Details	18.05	12.21	-1.88	.0604
Taxation Aspects or Details	17.27	12.71	-1.51	.1320
Obtaining at Least Some Minimum of Profit From Most Decisions	16.35	12.62	-1.23	.2187
Obtaining Maximum Profit From Most Decisions	17.00	12.24	-1.56	.1196
Risk Reduction and Insurance	17.18	12.76	-1.43	.1515
Legal Implications	14.71	15.21	-0.16	.8724
Other Governmental Influences and Regulations	14.63	15.26	-0.21	.8370
Internal Bureaucratic Policies	17.75	13.06	-1.51	.1299
Union Influences	15.58	14.59	-0.33	.7406
Personnel Policies and Procedures	17.75	13.06	-1.52	.1278

TABLE 19

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY
ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS
EDUCATION IN THE PUBLIC SECTOR ON THE FIVE DIMENSIONS
OF MODIFIERS TO PERCEIVED IMPORTANCE

	Had Had (N=12)	Had Not Had (N=17)	z	p
Employees' Desires	19.04	12.15	-2.24	.0252
Social Influences (Family and/or Friends)	16.71	13.79	-0.97	.3321
Artistic Influences (Music, Art, Theater, etc.)	14.00	15.71	-0.57	.5677
Religious Background	16.38	14.03	-0.90	.3711
Ethnic Background	15.29	14.79	-0.22	.8266

Table 20 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for public sector populations as they perceived satisfaction or dissatisfaction derived from the selected influences. Table 21 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for public sector populations as they perceived modifiers to their satisfaction or dissatisfaction derived from the daily integration of the selected influences.

Sixteen out of seventeen probability values for satisfaction or dissatisfaction exceeded the .05 level on Table 20. All the probability values for satisfaction or dissatisfaction exceeded the .05 level on Table 21. Therefore, Hypothesis 11, which predicted no perceived significant difference between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent to which they actually derived satisfaction or dissatisfaction with each of the selected influences, was retained.

Since there was no significant difference in perceived satisfaction or dissatisfaction between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Hypothesis 12: There is no significant perceived difference between top-level public sector managers/executives who have had case-study analysis education and those who have not had such education in which of the selected influences operating managers/executives have an interest in securing additional professional development.

TABLE 20

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY ANALYSIS EDUCATION AND THE HAD NOT HAD CASE STUDY ANALYSIS EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN DIMENSIONS OF PERCEIVED SATISFACTION OR DISSATISFACTION

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	17.13	13.50	-1.32	.1868
Organizational Structures	15.46	14.68	-0.27	.7872
Staffing and Lines of Authority	15.75	14.47	-0.43	.6646
Directing Subordinates	15.63	14.56	-0.35	.7234
Controlling Work Output	16.25	14.12	-0.71	.4782
Marketing Details and Procedures	19.13	12.09	-2.26	.0241
Productivity Considerations	16.88	13.68	-1.05	.2954
Accounting and Financial Details	15.45	13.88	-0.53	.5991
Taxation Aspects or Details	15.73	13.71	-0.67	.5040
Obtaining at Least Some Minimum of Profit From Most Decisions	15.10	13.35	-0.57	.5665
Obtaining Maximum Profit From Most Decisions	16.55	12.50	-1.32	.1857
Risk Reduction and Insurance	15.09	14.12	-0.33	.7446
Legal Implications	13.13	16.32	-1.03	.3034
Other Governmental Influences and Regulations	12.67	16.65	-1.28	.2017
Internal Bureaucratic Policies	15.25	13.94	-0.43	.6654
Union Influences	11.25	16.94	-1.88	.0596
Personnel Policies and Procedures	15.38	13.84	-0.52	.6066

TABLE 21

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS EDUCATION IN THE PUBLIC SECTOR ON THE FIVE DIMENSIONS OF MODIFIERS TO PERCEIVED SATISFACTION OR DISSATISFACTION

	Had Had (N=12)	Had Not Had (N=17)	z	p
Employees' Desires	14.50	14.50	0.0	1.000
Social Influences (Family and/or Friends)	14.13	15.62	-0.50	.6170
Artistic Influences (Music, Art, Theater, etc.)	13.54	15.22	-0.59	.5580
Religious Background	14.96	14.16	-0.28	.7760
Ethnic Background	14.25	14.69	-0.16	.8700

Table 22 presents the results of the analysis to compare the had had case-study analysis education and the had not had case-study analysis education for public sector populations as they perceived an interest in securing additional professional schooling in the selected influences.

All the probability values for interest in securing additional professional schooling exceeded the .05 level on Table 22. Therefore, Hypothesis 12, which predicted no perceived significant difference between top-level public sector managers/executives who had had case-study analysis education and those who had not had such education in the extent of their interest to secure additional professional schooling, was retained.

Since there was no significant difference in their interest to secure additional professional schooling between the had had case-study analysis education and the had not had case-study analysis education groups, no further analysis was performed.

Analysis of Decisional Balance Education

An analysis of the decisional balance education revealed:

1. The total number of interviewees were seventy-seven; forty-eight were in the private sector and twenty-nine were in the public sector. Of the forty-eight private sector interviewees, twenty-six (54%) had had case-study analysis education. Of the twenty-nine public sector interviewees, twelve (41%) had had case-study analysis education.

2. In response to the question, "Did you solve your case studies by working in teams with other students?":

- (a) Twenty-six (100%) of the private sector managers reported yes.

TABLE 22

THE MANN-WHITNEY U-TEST COMPARISONS OF THE HAD HAD CASE-STUDY ANALYSIS EDUCATION AND THE HAD NOT HAD CASE-STUDY ANALYSIS EDUCATION IN THE PUBLIC SECTOR ON THE SEVENTEEN DIMENSIONS OF PERCEIVED INTEREST IN SECURING ADDITIONAL PROFESSIONAL SCHOOLING

	Had Had (N=12)	Had Not Had (N=17)	z	p
Planning	13.83	15.82	-0.73	.4677
Organizational Structures	12.96	16.44	-1.40	.1613
Staffing and Lines of Authority	13.17	16.29	-1.39	.1652
Directing Subordinates	12.04	17.09	-1.87	.0616
Controlling Work Output	13.25	16.24	-1.11	.2688
Marketing Details and Procedures	14.38	15.44	-0.47	.6362
Productivity Considerations	12.04	17.09	-1.87	.0616
Accounting and Financial Details	16.08	14.24	-0.78	.4376
Taxation Aspects or Details	15.50	14.65	-0.84	.4008
Obtaining at Least Some Minimum of Profit From Most Decisions	15.79	14.44	-0.70	.4815
Obtaining Maximum Profit From Most Decisions	12.75	16.59	-1.45	.1467
Risk Reduction and Insurance	16.79	13.74	-1.36	.1751
Legal Implications	16.00	14.29	-1.21	.2263
Other Governmental Influences Regulations	14.79	15.15	-0.25	.8010
Internal Bureaucratic Policies	15.50	14.65	-0.84	.4008
Union Influences	14.29	15.50	-1.19	.2340
Personnel Policies and Procedures	12.75	16.59	-1.45	.1467

- (b) Eleven (91.7%) of the public sector managers reported yes, one (8.3%) reported no.

3. In response to the question, "Did each student solve a specific functional area problem or did each student work to solve problems in all of the functional areas?":

(a) Eight (30.8%) of the private sector managers reported that they solved "a specific functional area problem" and eighteen (69.2%) reported that they solved "problems in all of the functional areas."

(b) Five (41.7%) of the public sector managers reported that they solved "a specific functional area problem" and seven (58.3%) reported that they solved "problems in all of the functional areas."

4. In response to the question, "Did you work as an individual (not in teams) to solve the complete case?":

(a) Ten (38.5%) of the private sector managers reported yes and sixteen (61.5%) reported no.

(b) Two (16.7%) of the public sector managers reported yes and ten (83.3%) reported no.

5. In response to the question, "Were you required to compete with other students for the best solution to the case?":

(a) Fourteen (53.8%) of the private sector managers reported yes, eleven (42.3%) reported no, and one (3.8%) did not respond.

(b) Seven (58.3%) of the public sector managers reported yes and five (41.7%) reported no.

6. In response to the question, "If you worked in teams, did your team have to compete with the other team or teams?":

- (a) Twenty-three (88.5%) of the private sector managers reported yes and three (11.5%) reported no.
- (b) Nine (75.0%) of the public sector managers reported yes and three (25.0%) reported no.

7. In response to the question, "Were you required to give an oral presentation of your solution; a written solution; or both an oral and written solution?":

- (a) Six (23.1%) of the private sector managers reported oral, one (3.8%) reported written, and nineteen (73.1%) reported both oral and written.
- (b) Five (41.7%) of the public sector managers reported oral, one (8.3%) reported written, and six (50.0%) reported both oral and written.

8. In response to the question, "What was the approximate date of your last case-study analysis course?":

- (a) Nine (34.6%) of the private sector managers reported that they had had their last case-study analysis course between 1962 and 1974, and seventeen (65.4%) reported between 1977 and 1983, the mode was 1983.
- (b) Five (41.7%) of the public sector managers reported that they had had their last case-study analysis course between 1960 and 1974, and seven (58.3%) reported between 1976 and 1983, the modes were 1980 and 1981.

9. In response to the question, "How has the time that elapsed since you last took a case-study analysis course affected your ability to treat all of the selected influences equally in your decision-making?"

(1) has tended to diminish by ability.

(2) has tended to increase my ability.

(3) has had very little effect on my ability.":

(a) One (3.8%) of the private sector managers reported that it "has tended to diminish my ability," fifteen (57.7%) reported that it "has tended to increase my ability," and ten (38.5%) reported that it "has had very little effect on my ability."

(b) Seven (58.3%) of the public sector managers reported that it "has tended to increase my ability," and five (41.7%) reported that it has had very little effect on my ability."

10. In response to the question, "How has the practical experience you have gained since you last took a case-study analysis course affected your ability to treat all of the selected influences equally in your decision-making?"

(1) has tended to bias my decision-making in favor of one or more of the selected influences.

(2) has caused me to become more impartial toward the individual selected influences in my decision-making.

(3) has had very little effect on my decision-making.":

(a) Seven (26.9%) of the private sector managers reported that it "has tended to bias my decision-making," fifteen (57.7%) reported that it "has caused me to become more impartial," and four (15.4%) reported that it "has had very little effect on my decision-making."

(b) Four (33.3%) of the public sector managers reported that it "has tended to bias my decision-making" and eight (66.7%) reported that it "has caused me to become more impartial."

11. In response to the question, "Was your case-study analysis course taught as part of a computerized game?":

(a) Nine (34.6%) of the private sector managers reported yes and seventeen (65.4%) reported no.

(b) One (8.3%) of the public sector managers reported yes and eleven (91.7%) reported no.

12. In response to the question, "Did your case-study analysis course require or involve the simultaneous consideration of all or several of the twenty-two selected influences and the inter-affects each has upon the other?":

(a) Sixteen (61.5%) of the private sector managers reported yes and ten (38.5%) reported no.

(b) Five (41.7%) of the public sector managers reported yes and seven (58.3%) reported no.

No discernible pattern can be derived from a visual analysis of the Decisional Balance of Education responses. Taken collectively, since no perceived significant difference between the two sector groups existed, no further analysis was performed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine if top-level managers/executives perceived the selected influences equally as modifiers in the decision-making process.

More specifically, the study attempted to determine:

1. if any significant difference existed between the perceptions of top-level managers/executives who had had case-study analysis education and those who had not had case study analysis education.
2. if case-study analysis education was perceived by top-level private and public sector managers/executives to develop decisional balance.

Seventy-seven top-level managers/executives were interviewed in the Vienna, Austria area. The managers/executives were separated into four treatment groups representing the private and public sectors, those who had had case-study analysis education and those who had not had case-study analysis education.

Seventy-two interviewees were male and five were female. Of the forty-eight in the private sector, twenty-six had had case-study analysis education. Of the twenty-nine in the public sector, twelve had had case-study analysis education.

Twenty-one of the interviewees held doctorates (nine in law, four in medicine, two in engineering, two in economics, two in the arts, one in finance and one in geology); five held M.B.A.'s; twenty-four held Juris Doctorates, eleven held Diplom Kaufman; and sixteen did not hold any university degrees.

Twenty-two interviewees held the position of Generaldirektor; seventeen were Vorstandes; and twenty-nine were Geschäftsführer. Four interviewees held Ministry (Cabinet) level positions while two others were Ambassadors. Twenty-five of the organizations were considered to be multinationals.

Direct interviews were conducted between September 1983 and February 1984. In the course of each interview, a four-part questionnaire was completed by the manager/executive. The questionnaire comprised sections on (1) Personal Demographics, (2) Organizational Demographics, (3) Personal Perceptions, and (4) Decisional Balance Education.

The results of the questionnaires were reduced to numerical digits and placed on IBM coding sheets to be returned to the United States of America. The data from these sheets were punched on IBM cards and subsequently inserted into a previously tested deck of control cards.

The data were analyzed using the Mann-Whitney U-Test and Frequency Distributions that were incorporated in the Statistical Package for the Social Sciences (SPSS). The perceptions of the interviewee were analyzed using the Mann-Whitney U-Test at the .05 level with two-tailed probability. The Decisional Balance Education data was tabulated using the subprogram called Frequencies.

In the private sector, only "Ethnic Background" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Authority. Therefore, Hypothesis 1, which predicted no perceived significant difference, was retained.

In the private sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Responsibility. Therefore, Hypothesis 2, which predicted no perceived significant difference, was retained.

In the private sector, only "Planning" and "Organizational Structures" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Proficiency. Therefore, Hypothesis 3, which predicted no perceived significant difference, was retained.

In the private sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent to which they perceived the Importance of each of the selected influences. Therefore, Hypothesis 4, which predicted no perceived significant difference, was retained.

In the private sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent to which they actually derived Satisfaction or

Dissatisfaction with each of the selected influences. Therefore, Hypothesis 5, which predicted no perceived significant difference, was retained.

In the private sector, only "Organizational Structures" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their interest to secure additional Professional Schooling. Therefore, Hypothesis 6, which predicted no perceived difference, was retained.

In the public sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Authority. Therefore, Hypothesis 6, which predicted no perceived significant difference, was retained.

In the public sector, only "Organizational Structures," "Staffing and Lines of Authority," and "Legal Implications" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Responsibility. Therefore, Hypothesis 8, which predicted no perceived significant difference, was retained.

In the public sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their actual Proficiency. Therefore, Hypothesis 9, which predicted no perceived significant difference, was retained.

In the public sector, only "Planning," "Marketing Details and Procedures," and "Employees' Desires" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent to which they perceived the Importance of each of the selected influences. Therefore, Hypothesis 10, which predicted no perceived significant difference, was retained.

In the public sector, only "Marketing Details and Procedures" fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent to which they actually derived Satisfaction or Dissatisfaction with each of the selected influences. Therefore, Hypothesis 11, which predicted no perceived significant difference, was retained.

In the public sector, none of the probability values fell within the significant range when comparing the top-level managers/executives who had had and who had not had case-study analysis education in the extent of their interest to secure additional Professional Schooling. Therefore, Hypothesis 21, which predicted no perceived significant difference, was retained.

A visual analysis of the frequency tabulations found no discernible pattern from the Decisional Balance Education responses. No perceived significant difference could be detected between the two sector groups.

Conclusions

The following conclusions are based on the statistical analysis of the perceptions of the seventy-seven Germanic managers/executives who were interviewed in this study:

1. Of the seventy-seven top-level managers/executives, in both the private and public sectors, who had had case-study analysis education and those who had not had case-study analysis education, no perceived significant difference existed in their decision-making process. It can be concluded that case-study analysis education, as it has been taught to this group, has not been effective as a modifier to the decision-making process when compared with the decision-making process of individuals who had not had case-study analysis education.
2. Of the thirty-eight top-level managers/executives in both the private and public sectors who had had case-study analysis education, no perceived difference in the decisional balance could be determined between the two sectors. It can be concluded that case-study analysis education developed the same level of decisional balance for both private and public sector managers/executives.
3. Of the seventy-seven top-level managers/executives interviewed in both the private and public sectors, a majority (54.6%) held post-graduate level degrees in fields other than business, while only a small minority (10.4%) held degrees in the field of business. With these percentages,

it can be concluded that the individuals in this study with post-graduate degrees in business have not been able to reach the top-level management positions in equal proportions with post-graduates from other disciplines.

4. Of the seventy-seven top-level managers/executives interviewed in both the private and public sectors, 42.8 percent held post-graduate degrees in law. It can be concluded that a prediliction in favor of persons whose education was in law existed when appointments were made to top-level management positions.
5. Of the sixty-one managers/executives who had earned university level degrees, only eighteen (30%) had taken post-university degree studies, while fifty-six (92%) had taken industry or government sponsored seminars or training. All eighteen and fifty-six, respectively, had taken studies, seminars and/or training in case-study analysis, which is usually taught in the management area. It can be concluded that even though the post-graduate business degree educated managers/executives investigated in this study were having difficulty working their way to top-level management positions, the individuals currently in the top-level management positions realized a need to learn the overall skills normally taught in business management. It can be further concluded that they are having to deal with problems and areas foreign to their specialized or functional backgrounds.

6. With such a high percentage of the current top-level managers/executives having received their university education in fields other than business, and the fact that one hundred percent of those managers/executives who had taken post-university degree studies and/or industry or government sponsored seminars or training, did so in business management case-study analysis. It could be concluded that many of the top-level managers participating in this study felt that their prior educational training was not bias-free and they are aware of the possible limitations resulting from their training.
7. All of the thirty-eight top-level managers in both the private and public sectors who had had case-study analysis education did so between 1960 and 1983. Sixty-three percent of these managers did so within the past seven years and fifty percent did so within the past three years. It might be concluded that increasing numbers of these top-level managers have been seeking case-study analysis education in recent years.
8. Of the twenty-six top-level private sector managers who had had case-study analysis education sixty-two percent reported that their education did "require the simultaneous consideration of all or several of the twenty-two selected influences and the inter-affects each had upon the other." Of the twelve top-level public sector managers who had had case-study analysis education fifty-eight percent reported that their education did not "require the simultaneous

consideration of all or several of the twenty-two selected influences and the inter-affects each had upon the other." It could be concluded that the case-study analysis education received by the public sector top-level managers might have been taught with a different emphasis than that taught to the private sector top-level managers.

Recommendations

Based on the findings of this study, the following recommendations for further research are presented:

1. The research should be repeated with a concerted effort to include a larger number of public sector managers/executives.
2. Research should be conducted to determine exactly how case-study analysis education is being taught and if a bias-free emphasis is being placed on the specialized disciplines.
3. Research should be conducted to determine exactly why high percentages of top-level managers/executives of organizations had their university degrees in the field of law and not in business management.
4. The research should be repeated with a concerted effort to interview only individuals with business degrees who had had case-study analysis and those with university degrees who had not had case-study analysis education.
5. The research should be repeated in the United States of America and at the same level in both the private and public sectors.

6. Research should be conducted to determine the actual quality of the teaching standards and requirements for a degree in business. Approximately fifteen top-level managers/executives (all either Generaldirektor or Vorstandes) reported, orally during the interview, a great concern for the quality of the education received by persons currently graduating from many universities. They all complained that this inadequacy is so pernicious they are now sending "high potential" managers to INSEAD at Fontainebleau (France), Harvard Graduate Business School, or the Wharton School of Business, at the University of Pennsylvania, to obtain M.B.A. degrees, before considering them for advancement into upper level management.
7. It appears to the researcher that future investigators should be aware of the following:
 - (a) Converting the meanings of the English language thoughts into the Germanic language may cause misunderstandings on the part of the interviewee. The English language is an extremely precise language due to the volume and variety of descriptive words. This interviewer discovered that the more highly educated and sophisticated the interviewee, the greater the problem of interpretation of the questions existed. The Germanic translation of the test instrument was a verbatim translation. The psyche of the Germanic mind (probably caused by their culture) is one of a conceptual thought process

and not one of a direct word interpretation. The verbatim word translation of the American thought process did not lend itself to the conceptual thought process of the more educated Germanic mind. Therefore, the American ideas may have been misinterpreted as a result of the direct verbatim translation.

- (b) It is this researcher's belief that the twenty-two selected influences are important and have a probable affect on the decision-maker's thought process. Still other influences, not yet identified or explored, might also be affectors of the decision-making process. Despite the acceptance of the null hypotheses, the researcher believes that the results might have been caused by yet to be identified and investigated influences.
- (d) When interviewing respondents from another culture, it is imperative that the investigator clearly explain the objectives and the ultimate use of the study. Failure to do so may result in the respondents providing less than true and objective responses.

APPENDICES

APPENDIX A

QUESTIONNAIRE--ENGLISH TRANSLATION

SECTION I

PERSONAL DEMOGRAPHICS

Name _____ Job Title _____

Sex: Male _____ (1) Female _____ (2) (5)

Age Group: 20-29; 30-39; 40-49; 50-59; 60-69; 70-79; 80 or over. (6)
 (1) (2) (3) (4) (5) (6) (7)

City, Town or Village of birth: _____ Country of birth: _____

Please indicate the name and location where you received the following levels of education: (7)

- (1) Volksschule _____
 (2) Mittelschule _____
 (3) Gymnasium _____
 (4) Matura _____
 (5) Polytechnikum _____
 (6) Hochschule _____
 (7) Universität _____

Do you have a universität degree? Yes ___ (1) No ___ (2) (8) Date of degree? _____ (9-10)

If yes, what is the title of your highest degree? _____ (11)

What is the name of the universität granting your degree? _____

If no, how many years as a fulltime student were you enrolled in formal education? _____ (12-13)

Have you completed any post-universität degree studies? Yes ___ (1) No ___ (2) (14)

If yes, in what subject area(s)? _____

Have you completed any government or industry sponsored seminars, training, etc.? _____ (15)

If yes, please list the subject or content of such seminars, training, etc.

How many years have you been employed in a managerial position (on a fulltime basis)? _____ (16-17)

- (1) In privately owned organizations? _____ (18-19)
 (2) In a governmental controlled position? _____ (20-21)
 (3) In a military position? _____ (22-23)
 (4) Other? _____ (24-25) Please identify _____

How many years have you completed with this organization, as a fulltime employee?

	(26)	(27)
	<u>In a managerial position</u>	<u>In a non-managerial position</u>
(1) 1-4 Years _____	_____	_____
(2) 5-8 Years _____	_____	_____
(3) 9-12 Years _____	_____	_____
(4) 13-16 Years _____	_____	_____
(5) 17-20 Years _____	_____	_____
(6) Over 20 Years _____	_____	_____

If applicable, how many years as a parttime employee have you completed with this organization?

	(28)	(29)
	<u>In a managerial position</u>	<u>In a non-managerial position</u>
(1) 1-4 Years _____	_____	_____
(2) 5-8 Years _____	_____	_____
(3) 9-12 Years _____	_____	_____
(4) 13-16 Years _____	_____	_____
(5) 17-20 Years _____	_____	_____
(6) Over 20 Years _____	_____	_____

Would you please answer the following questions?

- (1) Religious preference _____ (30-31)
- (2) Ethnic background _____ (32-33)
- (3) Nationality _____ (34-35)

SECTION II

ORGANIZATIONAL DEMOGRAPHICS

Name of organization _____

Address of organization _____

Telephone number of organization _____

Is this a privately owned or governmental agency? _____ (36)

What are the major products produced, supplied or services rendered by your organization? (37)

(1) _____

(2) _____

(3) _____

(4) _____

In this organization, how many levels of management exist above your position? _____ (38)

How many levels of management exist below your position? _____ (39-40)

What is the approximate number of fulltime personnel employed in this organization? _____ (41-44)

What is the approximate average age of the personnel that you personally supervise? _____ (45-46)

How many personnel report directly to you or do you personally supervise? _____ (47-48)

Please indicate the number of Male _____ (49-50) and the number of Female _____ (51-52)

How many personnel report indirectly to you? (i.e. the personnel under the personnel you directly supervise) _____ (53-56)

Are the personnel you personally supervise unionized? _____ (57)

If yes, what is the name of the union (s)? _____

Are the personnel that you indirectly supervise unionized? _____ (58)

If yes, what is the name of their union(s)? _____

SECTION III

PERSONAL PERCEPTIONS

Whenever managerial decisions are made, many variables enter into the process. For the purpose of this study, twenty-two variables have been selected for analysis. For identification purposes, we will refer to these variables as selected influences.

In your perception, what is your authority over each of these selected influences?

<u>SELECTED INFLUENCES AFFECTING DECISION MAKING</u>		NONE SMALL MODERATE HIGH ABSOLUTE				
(1)	PLANNING (204)					
(2)	ORGANIZATIONAL STRUCTURES (205)					
(3)	STAFFING AND LINES OF AUTHORITY (206)					
(4)	DIRECTING SUBORDINATES (207)					
(5)	CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) (208)					
(6)	MARKETING DETAILS AND PROCEDURES (209)					
(7)	PRODUCTIVITY CONSIDERATIONS (210)					
(8)	ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES (211)					
(9)	TAXATION ASPECTS OR DETAILS (212)					
(10)	OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS (213)					
(11)	OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS (214)					
(12)	RISK REDUCTION AND INSURANCE (215)					
(13)	LEGAL IMPLICATIONS (216)					
(14)	OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS (217)					
(15)	INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS (218)					
(16)	UNION INFLUENCES (219)					
(17)	PERSONNEL POLICIES AND PROCEDURES (220)					

In your perception, to what extent do the following selected influences modify your use of authority?

(18)	YOUR EMPLOYEES DESIRES (221)				
(19)	SOCIAL INFLUENCES (FAMILY AND/OR FRIENDS) (222)				
(20)	ARTISTIC INFLUENCES (MUSIC, ART, THEATER, LITERATURE, ETC.) (223)				
(21)	YOUR RELIGIOUS BACKGROUND (224)				
(22)	YOUR ETHNIC BACKGROUND (225)				

In your perception, what is your responsibility over each of these selected influences?

<u>SELECTED INFLUENCES AFFECTING DECISION MAKING</u>						
		NONE	SMALL	MODERATE	HIGH	ABSOLUTE
(1)	PLANNING (226)					
(2)	ORGANIZATIONAL STRUCTURES (227)					
(3)	STAFFING AND LINES OF AUTHORITY (228)					
(4)	DIRECTING SUBORDINATES (229)					
(5)	CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) (230)					
(6)	MARKETING DETAILS AND PROCEDURES (231)					
(7)	PRODUCTIVITY CONSIDERATIONS (232)					
(8)	ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES (233)					
(9)	TAXATION ASPECTS OR DETAILS (234)					
(10)	OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS					
(11)	OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS (236)					
(12)	RISK REDUCTION AND INSURANCE (237)					
(13)	LEGAL IMPLICATIONS (238)					
(14)	OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS (239)					
(15)	INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS (240)					
(16)	UNION INFLUENCES (241)					
(17)	PERSONNEL POLICIES AND PROCEDURES (242)					

In your perception, to what extent do the following selected influences modify your responsibility?

(18)	YOUR EMPLOYEES DESIRES (243)					
(19)	SOCIAL INFLUENCES (FAMILY AND/OR FRIENDS) (244)					
(20)	ARTISTIC INFLUENCES (MUSIC, ART, THEATER, LITERATURE, ETC.) (245)					
(21)	YOUR RELIGIOUS BACKGROUND (246)					
(22)	YOUR ETHNIC BACKGROUND (247)					

In your perception, how would you measure your personal proficiency in making decisions that involve each of these selected influences?

<u>SELECTED INFLUENCES AFFECTING DECISION MAKING</u>						
		NONE	SOME	MODERATE	CONSIDERABLE	VERY HIGH
(1)	PLANNING (304)					
(2)	ORGANIZATIONAL STRUCTURES (305)					
(3)	STAFFING AND LINES OF AUTHORITY (306)					
(4)	DIRECTING SUBORDINATES (307)					
(5)	CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) (308)					
(6)	MARKETING DETAILS AND PROCEDURES (309)					
(7)	PRODUCTIVITY CONSIDERATIONS (310)					
(8)	ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES (311)					
(9)	TAXATION ASPECTS OR DETAILS (312)					
(10)	OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS (313)					
(11)	OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS (314)					
(12)	RISK REDUCTION AND INSURANCE (315)					
(13)	LEGAL IMPLICATIONS (316)					
(14)	OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS (317)					
(15)	INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS (318)					
(16)	UNION INFLUENCES (319)					
(17)	PERSONNEL POLICIES AND PROCEDURES (320)					

In your perception, to what extent do the following selected influences modify your personal proficiency in making decisions?

(18)	YOUR EMPLOYEES DESIRES (321)					
(19)	SOCIAL INFLUENCES (FAMILY AND/OR FRIENDS) (322)					
(20)	ARTISTIC INFLUENCES (MUSIC, ART, THEATER, LITERATURE, ETC.) (323)					
(21)	YOUR RELIGIOUS BACKGROUND (324)					
(22)	YOUR ETHNIC BACKGROUND (325)					

In your perception, how much importance do you place on each of these selected influences in your daily managerial decision making?

<u>SELECTED INFLUENCES AFFECTING DECISION MAKING</u>						
		NONE	SOME	MODERATE	CONSIDERABLE	VERY HIGH
(1)	PLANNING (326)					
(2)	ORGANIZATIONAL STRUCTURES (327)					
(3)	STAFFING AND LINES OF AUTHORITY (328)					
(4)	DIRECTING SUBORDINATES (329)					
(5)	CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) (330)					
(6)	MARKETING DETAILS AND PROCEDURES (331)					
(7)	PRODUCTIVITY CONSIDERATIONS (332)					
(8)	ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES (333)					
(9)	TAXATION ASPECTS OR DETAILS (334)					
(10)	OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS					
(11)	OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS (336)					
(12)	RISK REDUCTION AND INSURANCE (337)					
(13)	LEGAL IMPLICATIONS (338)					
(14)	OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS (339)					
(15)	INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS (340)					
(16)	UNION INFLUENCES (341)					
(17)	PERSONNEL POLICIES AND PROCEDURES (342)					

In your perception, how much importance do you place on each of the following selected influences in your daily managerial decision making?

(18)	YOUR EMPLOYEES DESIRES (343)					
(19)	SOCIAL INFLUENCES (FAMILY AND/OR FRIENDS) (344)					
(20)	ARTISTIC INFLUENCES (MUSIC, ART, THEATER, LITERATURE, ETC.)					
(21)	YOUR RELIGIOUS BACKGROUND (346)					
(22)	YOUR ETHNIC BACKGROUND (347)					

In your perception, please indicate the extent of satisfaction or dissatisfaction you derive from working with each of these selected influences?

<u>SELECTED INFLUENCES AFFECTING DECISION MAKING</u>		STRONG DISSATISFACTION	SOME DISSATISFACTION	NEUTRAL—INDIFFERENT	SOME SATISFACTION	STRONG SATISFACTION
(1)	PLANNING (348)					
(2)	ORGANIZATIONAL STRUCTURES (349)					
(3)	STAFFING AND LINES OF AUTHORITY (350)					
(4)	DIRECTING SUBORDINATES (351)					
(5)	CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) (352)					
(6)	MARKETING DETAILS AND PROCEDURES (353)					
(7)	PRODUCTIVITY CONSIDERATIONS (354)					
(8)	ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES (355)					
(9)	TAXATION ASPECTS OR DETAILS (356)					
(10)	OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS					
(11)	OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS (358)					
(12)	RISK REDUCTION AND INSURANCE (359)					
(13)	LEGAL IMPLICATIONS (360)					
(14)	OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS (361)					
(15)	INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS (362)					
(16)	UNION INFLUENCES (363)					
(17)	PERSONNEL POLICIES AND PROCEDURES (364)					

In your perception, what extent do the following selected influences satisfy or dissatisfy you when having to integrate them into your daily managerial decision making?

(18)	YOUR EMPLOYEES DESIRES (365)					
(19)	SOCIAL INFLUENCES (FAMILY AND/OR FRIENDS) (366)					
(20)	ARTISTIC INFLUENCES (MUSIC, ART, THEATER, LITERATURE, ETC.)					
(21)	YOUR RELIGIOUS BACKGROUND (368)					
(22)	YOUR ETHNIC BACKGROUND (369)					

Please indicate via a checkmark (✓) those selected influences which you have an interest in securing additional schooling in your profession.

SELECTED INFLUENCES AFFECTING DECISION MAKING

- (1) PLANNING _____ () (404)
- (2) ORGANIZATIONAL STRUCTURES _____ () (405)
- (3) STAFFING AND LINES OF AUTHORITY _____ () (406)
- (4) DIRECTING SUBORDINATES _____ () (407)
- (5) CONTROLLING WORK OUTPUT (QUALITY AND QUANTITY) _____ () (408)
- (6) MARKETING DETAILS AND PROCEDURES _____ () (409)
- (7) PRODUCTIVITY CONSIDERATIONS _____ () (410)
- (8) ACCOUNTING AND FINANCIAL DETAILS OR PROCEDURES _____ () (411)
- (9) TAXATION ASPECTS OR DETAILS _____ () (412)
- (10) OBTAINING AT LEAST SOME MINIMUM OF PROFIT FROM MOST DECISIONS _____ () (413)
- (11) OBTAINING MAXIMUM PROFIT FROM MOST DECISIONS _____ () (414)
- (12) RISK REDUCTION AND INSURANCE _____ () (415)
- (13) LEGAL IMPLICATIONS _____ () (416)
- (14) OTHER GOVERNMENTAL INFLUENCES AND REGULATIONS _____ () (417)
- (15) INTERNAL BUREAUCRATIC POLICIES AND INTERPRETATIONS _____ () (418)
- (16) UNION INFLUENCES _____ () (419)
- (17) PERSONNEL POLICIES AND PROCEDURES _____ () (420)

SECTION IV

DECISIONAL BALANCE EDUCATION

The ability of a top-level manager/executive to make operating decisions without consciously or subconsciously favoring any of the selected influences or other variables. More specifically his/her ability to clearly inter and intra-relate the affect his/her decision will have on all of the selected influences for the overall good of the organization.

IF YOU GRADUATED FROM EITHER A HOCHSCHULE OR A UNIVERSITAT, THEN PLEASE ANSWER THE FOLLOWING.

After completing the basic courses in your major field of study, did you have or participate in any type of case-study analysis course? Yes (1) No (2) (426)

IF NO, THANK YOU FOR YOUR VALUABLE ASSISTANCE. PLEASE STOP HERE.

IF YES, PLEASE ANSWER THE FOLLOWING QUESTIONS:

Did you solve your case studies by working in teams with other students? Yes (1) No (2) (427)

IF YES, did each student solve a specific functional area problem (1) OR did each student work to solve problems in all of the functional areas? (2) (428)

IF YES, did you work as an individual (not in teams) to solve the complete case? Yes (1) No (2) (429)

IF YES, were you required to compete with other students for the best solutions to the case?
Yes (1) No (2) (430)

IF YES, and if you worked in teams, did your team have to compete with the other team or teams?
Yes (1) No (2) (431)

IF YES, were you required to give an oral presentation of your solution (1); a written solution (2); or both an oral and written solution? (3) (432)

IF YES, what was the approximate date of your last case-study analysis course? _____ (433-436)

IF YES, how has the time that elapsed since you last took a case-study analysis course affected your ability to treat all of the selected influences equally in your decision making?
(Please check only ONE answer) (437)

- (a) has tended to diminish my ability. (1)
- (b) has tended to increase my ability. (2)
- (c) has had very little effect on my ability. (3)

IF YES, how has the practical experience you have gained since you last took a case-study analysis course affected your ability to treat all of the selected influences equally in your decision making? (Please check only ONE answer) (438)

- (a) has tended to bias my decision making in favor of one or more of the selected influences. (1)
- (b) has caused me to become more impartial toward the individual selected influences in my decision making. (2)
- (c) has had very little effect on my decision making. (3)

IF YES, was your case-study analysis course taught as part of a computerized game? Yes (1) No (2) (439)

IF YES, did your case-study analysis course require or involve the simultaneous considerations of all or several of the twenty-two selected influences and the inter-affects each has upon the other? Yes (1) No (2) (440)

In your own words, please explain how the course was taught. _____

THANK YOU VERY MUCH FOR THIS INFORMATION: IT WILL BE KEPT IN THE STRICTEST CONFIDENCE.

APPENDIX B

QUESTIONNAIRE--GERMAN TRANSLATION

I. TEIL

PERSONALDEMOGRAPHIE

Name _____ Tätigkeit _____

Geschlecht: männlich ___ (1) weiblich ___ (2) (5)

Altersgruppe: 20-29; 30-39; 40-49; 50-59; 60-69; 70-79; 80 oder älter. (6)
 (1) (2) (3) (4) (5) (6) (7)

Geburtsort: _____ Geburtsland: _____

Bitte, geben Sie den Namen und Ort der folgenden Stufen Ihrer Ausbildung an: (7)

- (1) Volksschule _____
 (2) Mittelschule _____
 (3) Gymnasium _____
 (4) Matura _____
 (5) Polytechnikum _____
 (6) Hochschule _____
 (7) Universität _____

Haben Sie einen akademischen Grad? Ja ___ (1) Nein ___ (2) (8) Datum _____ (9-10)

Falls ja, Titel des akademischen Grades _____ (11)

Name der Universität, an der Sie einen akademischen Grad erhalten haben? _____

Falls nein, für wie viele Jahre waren Sie in voller Stundenzahl eingeschrieben? ___ (12-13)

Haben Sie nach dem Universitätsabschluss Forschungsstudien betrieben? Ja ___ (a) No ___ (2) (14)

Falls ja, in welchem Fach (in welchen Fächern)? _____

Haben Sie irgendwelche Seminare, Schulungen, usw. unter der Schirmherrschaft der Regierung oder eines Industriebetriebes vollendet? _____ (15)

Falls ja, geben Sie bitte das Thema oder den Inhalt solcher Seminare, Schulungen, usw. an:

Seit wie vielen Jahren sind Sie (in voller Stundenzahl) in einer Leitungsstellung beschäftigt? _____ (16-17)

- (1) In Privatunternehmen? ___ (18-19)
 (2) In einer Regierungsstellung? ___ (20-21)
 (3) In einem Militärposten? ___ (22-23)
 (4) Sonstige ___ (24-25) Welche? _____

Wie viele Jahre haben Sie in voller Stundenzahl in dieser Organisation abgeschlossen?

		(26) <u>In leitender Stellung</u>	(27) <u>In nichtleitender Stellung</u>
(1)	1-4 Jahre-----	_____	_____
(2)	5-8 Jahre-----	_____	_____
(3)	9-12 Jahre-----	_____	_____
(4)	13-16 Jahre-----	_____	_____
(5)	17-20 Jahre-----	_____	_____
(6)	über 20 Jahre-----	_____	_____

Falls zutreffend, wie viele Jahre haben Sie in verkürzter Stundenzahl in dieser Organisation abgeschlossen?

		(28) <u>In leitender Stellung</u>	(29) <u>In nichtleitender Stellung</u>
(1)	1-4 Jahre-----	_____	_____
(2)	5-8 Jahre-----	_____	_____
(3)	9-12 Jahre-----	_____	_____
(4)	13-16 Jahre-----	_____	_____
(5)	17-20 Jahre-----	_____	_____
(6)	über 20 Jahre-----	_____	_____

Würden Sie bitte die folgenden Fragen beantworten?

- (1) Bevorzugtes religiöses Bekenntnis _____ (30-31)
- (2) Ethnische Abstammung _____ (32-33)
- (3) Nationalität _____ (34-35)

II. TEIL

ORGANISATIONSDEMOGRAPHIE

Name der Organisation _____

Adresse der Organisation _____

Rufnummer der Organisation _____

Ist diese Organisation eine Privat- oder Regierungsagentur? _____ (36)

Was sind die Hauptprodukte, die Ihre Organisation erzeugt oder liefert, oder Dienste, die sie leistet? (37)

(1) _____

(2) _____

(3) _____

(4) _____

Wie viele Stufen in leitenden Stellungen gibt es in dieser Organisation, die höher sind als die Ihrige? _____ (38)

Wie viele Stufen in leitenden Stellungen gibt es, die niedriger sind als die Ihrige? _____ (39-40)

Wie hoch ist die ungefähre Anzahl der Angestellten mit voller Stundenzahl in dieser Organisation? _____ (41-44)

Wie hoch ist das ungefähre Durchschnittsalter der Angestellten, die Ihnen persönlich untergestellt sind? _____ (45-46)

Wie viele Angestellten melden sich direkt bei Ihnen oder wie viele leiten Sie persönlich? _____ (47-48)

Bitte, geben Sie die Anzahl der männlichen _____ (49-50) und weiblichen _____ (51-52) Angestellten an.

Wie viele Angestellten melden sich indirekt bei Ihnen (d.h. Angestellte, die unter dem Personal stehen, das Sie persönlich leiten) _____ (53-56)

Gehören die Angestellten, die Sie persönlich leiten, einer Gewerkschaft an? _____ (57)

Falls ja, wie heisst (heissen) die Gewerkschaft(en)? _____

Gehören die Angestellten, die Sie indirekt leiten, einer Gewerkschaft an? _____ (58)

Falls ja, wie heisst (heissen) die Gewerkschaft(en)? _____

III. TEIL

PERSONLICHE AUFFASSUNGEN

Wenn Entscheidungen von Leitern getroffen werden, treten dabei viele Varianten auf. In Bezug auf diese Forschungsarbeit wurden zweiundzwanzig Varianten zur Untersuchung auserwählt. Zur Identifikation nennen wir diese Varianten auserwählte Einflüsse.

Nach Ihrer Auffassung, wie ist Ihre Machtbefugnis in Bezug auf diese auserwählten Einflüsse?

AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN						
		KEINE	GERING	MÄSSIG	HOCII	ABSOLUT
(1)	PLANEN-----	(204)				
(2)	ORGANISATORISCHER AUFBAU-----	(205)				
(3)	PERSONAL UND STUFEN DER AUTORITÄT-----	(206)				
(4)	LEITEN VON UNTERGEBENEN-----	(207)				
(5)	KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND QUANTITÄT)-----	(208)				
(6)	ABSATZEINZELHEITEN UND -VERFAHREN-----	(209)				
(7)	ERWAGUNGEN IN BEZUG AUF LEISTUNGSFÄHIGKEIT-----	(210)				
(8)	BUCHFÜHRUNG UND FINANZIELLE EINZELHEITEN ODER VERFAHREN-----	(211)				
(9)	STEUERFRAGEN ODER EINZELHEITEN-----	(212)				
(10)	DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN VON DEN MEISTEN ENTSCHEIDUNGEN-----	(213)				
(11)	DAS ERLANGEN MAXIMALEN GEWINNS VON DEN MEISTEN ENTSCHEIDUNGEN-----	(214)				
(12)	REDUZIERUNG VON RISIKO UND VERSICHERUNG-----	(215)				
(13)	GESETZLICHE FOLGERUNGEN-----	(216)				
(14)	SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG---	(217)				
(15)	INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN---	(218)				
(16)	EINFLÜSSE DER GEWERKSCHAFT-----	(219)				
(17)	PERSONALGRUNDSÄTZE ODER -VERFAHREN-----	(220)				

Nach Ihrer Auffassung, in welchem Mass wird Ihre Machtbefugnis durch die folgenden auserwählten Einflüsse eingeschränkt?

(18)	WÜNSCHE IHRER ANGESTELLTEN-----	(221)				
(19)	SOZIALE EINFLÜSSE (FAMILIE UND/ODER BEKANNTE)-----	(222)				
(20)	KÜNSTLERISCHE EINFLÜSSE (MUSIK, KUNST, THEATER, LITERATUR, ETC.)-----	(223)				
(21)	IHR RELIGIÖSES BEKENNTNIS-----	(224)				
(22)	IHRE ETHNISCHE ABSTAMMUNG-----	(225)				

Nach Ihrer Auffassung, wie ist Ihre Verantwortung in Bezug auf diese auserwählten Einflüsse?

AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN		<div style="display: flex; justify-content: space-around; border: none;"> KEINE GERING MASSIG HOCH ABSOLUT </div>				
(1)	PLANEN----- (226)-----					
(2)	ORGANISATORISCHER AUFBAU----- (227)-----					
(3)	PERSONAL UND STUFEN DER AUTORITÄT----- (228)-----					
(4)	LEITEN VON UNTERGEHEBENEN----- (229)-----					
(5)	KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND QUANTITÄT)----- (230)-----					
(6)	ABSATZEINZELHEITEN UND -VERFAHREN----- (231)-----					
(7)	ERWÄGUNGEN IN BEZUG AUF LEISTUNGSFAHIGKEIT----- (232)-----					
(8)	BUCHFÜHRUNG UND FINANZIELLE EINZELHEITEN ODER VERFAHREN----- (233)-----					
(9)	STEUERFRAGEN ODER EINZELHEITEN----- (234)-----					
(10)	DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN VON DEN MEISTEN ENTSCHEIDUNGEN----- (235)-----					
(11)	DAS ERLANGEN MAXIMALEN GEWINNS VON DEN MEISTEN ENTSCHEIDUNGEN----- (236)-----					
(12)	REDUZIERUNG VON RISIKO UND VERSICHERUNG----- (237)-----					
(13)	GESETZLICHE FOLGERUNGEN----- (238)-----					
(14)	SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG--- (239)-----					
(15)	INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN--- (240)-----					
(16)	EINFLÜSSE DER GEWERKSCHAFT----- (241)-----					
(17)	PERSONALGRUNDSÄTZE ODER -VERFAHREN----- (242)-----					

Nach Ihrer Auffassung, in welchem Mass wird Ihre Verantwortung durch die folgenden auserwählten Einflüsse eingeschränkt?

(18)	WÜNSCHE IHRER ANGESTELLTEN----- (243)-----				
(19)	SOZIALE EINFLÜSSE (FAMILIE UND/ODER BEKANNTE)----- (244)-----				
(20)	KONSTLERISCHE EINFLÜSSE (MUSIK, KUNST, THEATER, LITERATUR, ETC.)----- (245)-----				
(21)	IHR RELIGIÖSES BEKENNTNIS----- (246)-----				
(22)	IHRE ETHNISCHE ABSTAMMUNG----- (247)-----				

Nach Ihrer Auffassung, wie würden Sie Ihre persönliche Leistung beim Treffen von Entscheidungen in Bezug auf diese auserwählten Einflüsse bewerten?

		KEINE	GERING	MASSIG	BEACHTLICH	SEHR HOCH
<u>AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN</u>						
(1)	PLANEN-----	(304)				
(2)	ORGANISATORISCHER AUFBAU-----	(305)				
(3)	PERSONAL UND STUFEN DER AUTORITÄT-----	(306)				
(4)	LEITEN VON UNTERGEBENEN-----	(307)				
(5)	KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND QUANTITÄT)-----	(308)				
(6)	ABSATZEINZELHEITEN UND -VERFAHREN-----	(309)				
(7)	ERWÄGUNGEN IN BEZUG AUF LEISTUNGSFÄHIGKEIT-----	(310)				
(8)	BUCHFÜHRUNG UND FINANZIELLE EINZELHEITEN ODER VERFAHREN-----	(311)				
(9)	STEUERFRAGEN ODER EINZELHEITEN-----	(312)				
(10)	DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN VON DEN MEISTEN ENTSCHEIDUNGEN-----	(313)				
(11)	DAS ERLANGEN MAXIMALEN GEWINNS VON DEN MEISTEN ENTSCHEIDUNGEN-----	(314)				
(12)	REDUZIERUNG VON RISIKO UND VERSICHERUNG-----	(315)				
(13)	GESETZLICHE FOLGERUNGEN-----	(316)				
(14)	SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG---	(317)				
(15)	INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN---	(318)				
(16)	EINFLÜSSE DER GEMEINSCHAFT-----	(319)				
(17)	PERSONALGRUNDSÄTZE ODER -VERFAHREN-----	(320)				

Nach Ihrer Auffassung, in welchem Mass wird Ihre persönliche Leistung beim Treffen von Entscheidungen in Bezug auf diese auserwählten Einflüsse eingeschränkt?

(18)	WÜNSCHE IHRER ANGESTELLTEN-----	(321)				
(19)	SOZIALE EINFLÜSSE (FAMILIE UND/ODER BEKANNTE)-----	(322)				
(20)	KÜNSTLERISCHE EINFLÜSSE (MUSIK, KUNST, THEATER, LITERATUR, ETC.)-----	(323)				
(21)	IHR RELIGIÖSES BEKENNTNIS-----	(324)				
(22)	IHRE ETHNISCHE ABSTAMMUNG-----	(325)				

Nach Ihrer Auffassung, für wie wichtig halten Sie diese
 auserwählten Einflüsse bei Ihren täglichen Entscheidungen als Leiter?

AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN		WICHTIGKEIT			
		NICHT WICHTIG	ETWAS WICHTIG	MASSIG	SEHR WICHTIG
(1)	PLANEN----- (326)				
(2)	ORGANISATORISCHER AUFBAU----- (327)				
(3)	PERSONAL UND STUFEN DER AUTORITÄT----- (328)				
(4)	LEITEN VON UNTERGEBENEN----- (329)				
(5)	KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND QUANTITÄT)----- (330)				
(6)	ABSATZEINZELHEITEN UND -VERFAHREN----- (331)				
(7)	ERWÄGUNGEN IN BEZUG AUF LEISTUNGSFÄHIGKEIT----- (332)				
(8)	BUCHFÜHRUNG UND FINANZIELLE EINZELHEITEN ODER VERFAHREN----- (333)				
(9)	STEUERFRAGEN ODER EINZELHEITEN----- (334)				
(10)	DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN VON DEN MEISTEN ENTSCHEIDUNGEN----- (335)				
(11)	DAS ERLANGEN MAXIMALER GEWINNS VON DEN MEISTEN ENTSCHEIDUNGEN----- (336)				
(12)	REDUZIERUNG VON RISIKO UND VERSICHERUNG----- (337)				
(13)	GESETZLICHE FOLGERUNGEN----- (338)				
(14)	SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG--- (339)				
(15)	INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN--- (340)				
(16)	EINFLÜSSE DER GEWERKSCHAFT----- (341)				
(17)	PERSONALGRUNDSÄTZE ODER -VERFAHREN----- (342)				

Nach Ihrer Auffassung, für wie wichtig halten Sie die folgenden auserwählten
 Einflüsse bei Ihren täglichen Entscheidungen als Leiter?

(18)	WÜNSCHE IHRER ANGESTELLTEN----- (343)				
(19)	SOZIALE EINFLÜSSE (FAMILIE UND/ODER BEKANNTE)----- (344)				
(20)	KÜNSTLERISCHE EINFLÜSSE (MUSIK, KUNST, THEATER, LITERATUR, ETC.)----- (345)				
(21)	IHR RELIGIÖSES BEKENNTNIS----- (346)				
(22)	IHRE ETHNISCHE ABSTAMMUNG----- (347)				

Nach Ihrer Auffassung, geben Sie bitte an, in welchem Mass Sie Genugtuung oder Unzufriedenheit bei diesen folgenden auserwählten Einflüsse empfinden?

AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN		GROSSE GENUGTUUNG EINIGE GENUGTUUNG NEUTRAL-GLEICHGÜLTIG EINIGE UNZUFRIEDENHEIT GROSSE UNZUFRIEDENHEIT				
(1)	PLANEN-----(348)-----					
(2)	ORGANISATORISCHER AUFBAU-----(349)-----					
(3)	PERSONAL UND STUFEN DER AUTORITÄT-----(350)-----					
(4)	LEITEN VON UNTEREBENEN-----(351)-----					
(5)	KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND QUANTITÄT)-----(352)-----					
(6)	ABSATZEINZELHEITEN UND -VERFAHREN-----(353)-----					
(7)	ERWÄGUNGEN IN BEZUG AUF LEISTUNGSFAHIGKEIT-----(354)-----					
(8)	BUCHFÜHRUNG UND FINANZIELLE EINZELHEITEN ODER VERFAHREN-----(355)-----					
(9)	STEUERFRAGEN ODER EINZELHEITEN-----(356)-----					
(10)	DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN VON DEN MEISTEN ENTSCHEIDUNGEN-----(357)-----					
(11)	DAS ERLANGEN MAXIMALEN GEWINNS VON DEN MEISTEN ENTSCHEIDUNGEN-----(358)-----					
(12)	REDUZIERUNG VON RISIKO UND VERSICHERUNG-----(359)-----					
(13)	GESETZLICHE FOLGERUNGEN-----(360)-----					
(14)	SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG-----(361)-----					
(15)	INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN-----(362)-----					
(16)	EINFLÜSSE DER GEMEINSCHAFT-----(363)-----					
(17)	PERSONALGRUNDSÄTZE ODER -VERFAHREN-----(364)-----					

Nach Ihrer Auffassung, in welchem Mass machen die folgenden auserwählten Einflüsse Sie zufrieden oder unzufrieden, wenn Sie sie bei Ihren täglichen Entscheidungen als Leiter berücksichtigen?

(18)	WÜNSCHE IHRER ANGESTELLTEN-----(365)-----				
(19)	SOZIALE EINFLÜSSE (FAMILIE UND/ODER BEKANNTE)-----(366)-----				
(20)	KONSTLERISCHE EINFLÜSSE (MUSIK, KUNST, THEATER, LITERATUR, ETC.)-----(367)-----				
(21)	IHR RELIGIÖSES BEKENNTNIS-----(368)-----				
(22)	IHRE ETHNISCHE ABSTAMMUNG-----(369)-----				

Bitte, geben Sie mit einem Zeichen (✓) die
 auserwählten Einflüsse an, bei denen Sie **zusätzliche**
 Schulung auf Ihrem Gebiet wünschen.

AUSERWÄHLTE EINFLÜSSE, DIE ENTSCHEIDUNGSFRAGEN BEEINFLUSSEN

- (1) PLANEN----- () (404)
- (2) ORGANISATORISCHER AUFBAU----- () (405)
- (3) PERSONAL UND STUFEN DER AUTORITÄT----- () (406)
- (4) LEITEN VON UNTERGEBENEN----- () (407)
- (5) KONTROLLE ÜBER ARBEITSLEISTUNG (QUALITÄT UND
 QUANTITÄT)----- () (408)
- (6) ABSATZEINZELHEITEN UND -VERFAHREN----- () (409)
- (7) ERWÄGUNGEN IN BEZUG AUF LEISTUNGSFAHIGKEIT----- () (410)
- (8) BUCHFUHRUNG UND FINANZIELLE EINZELHEITEN ODER
 VERFAHREN----- () (411)
- (9) STEUERFRAGEN ODER EINZELHEITEN----- () (412)
- (10) DAS ERLANGEN VON WENIGSTENS EINEM MINIMALEN GEWINN
 VON DEN MEISTEN ENTSCHEIDUNGEN----- () (413)
- (11) DAS ERLANGEN MAXIMALEN GEWINNS VON DEN MEISTEN
 ENTSCHEIDUNGEN----- () (414)
- (12) REDUZIERUNG VON RISIKO UND VERSICHERUNG----- () (415)
- (13) GESETZLICHE FOLGERUNGEN----- () (416)
- (14) SONSTIGE EINFLÜSSE ODER VORSCHRIFTEN DER REGIERUNG--- () (417)
- (15) INTERNE BÜROKRATISCHE GRUNDSÄTZE ODER ERKLÄRUNGEN--- () (418)
- (16) EINFLÜSSE DER GEWERKSCHAFT----- () (419)
- (17) PERSONALGRUNDSÄTZE ODER -VERFAHREN----- () (420)

IV. TEIL

"DECISIONAL BALANCE" SCHULUNG

"Decisional Balance" ist die Fähigkeit eines Leiters (einer Leiterin) in höchster Stellung, Entscheidungen zu treffen, ohne bewusst oder unbewusst irgendwelche der auserwählten Einflüsse oder andere Varianten zu begünstigen; präziser gesagt, seine/ihre Fähigkeit zu erkennen, welchen Einfluss seine/ihre Entscheidung auf alle auserwählten Einflüsse für das gesamte Wohlergehen der Organisation haben wird.

FALLS SIE EINEN AKADEMISCHEN GRAD VON EINER HOCHSCHULE ODER UNIVERSITÄT HABEN, BEANTWORTEN SIE BITTE DIE FOLGENDEN FRAGEN.

Nach Vollendung der Grundkurse in Ihrem Pflichtfach, haben Sie an irgendeinem Fallstudien-seminar teilgenommen? Ja(1) Nein(2) (426)

FALLS NEIN, DANKE FÜR IHRE WERTVOLLE MITWIRKUNG. BITTE HOREN SIE HIER AUF.

FALLS JA, BEANTWORTEN SIE BITTE DIE FOLGENDEN FRAGEN:

Haben Sie Ihre Fallstudien in Zusammenarbeit mit anderen Studenten durchgeführt?

Ja(1) Nein(2) (427)

FALLS JA, hat jeder Student ein Problem innerhalb eines spezifischen, repräsentativen Bereichs gelöst(1) ODER hat jeder Student an Problemen in allen repräsentativen Bereichen gearbeitet? (2) (428)

FALLS JA, Haben Sie allein (nicht in Zusammenarbeit mit anderen) gearbeitet, um die gesamte Aufgabe zu lösen? Ja(1) Nein(2) (429)

FALLS JA, wurde von Ihnen verlangt, mit anderen Studenten im Leistungswettbewerb zu arbeiten, um zu den besten Lösungen zu gelangen? Ja(1) Nein(2) (430)

FALLS JA und falls Sie in Teams gearbeitet haben, musste Ihr Team mit einem anderen Team oder anderen Teams wetteifern? Ja(1) Nein(2) (431)

FALLS JA, mussten Sie einen mündlichen Bericht über die Lösung geben, (1) einen schriftlichen (2) oder einen mündlichen und schriftlichen (3)? (432)

FALLS JA, wann ungefähr haben Sie zuletzt an einem Fallstudienseminar teilgenommen? _____ (433-436)

FALLS JA, wie hat der Zeitraum seit Ihrem letzten Fallstudienseminar Ihre Fähigkeit beeinflusst, alle auserwählten Einflüsse bei Ihren Entscheidungen gleichwertig zu behandeln? (Bitte, wählen Sie nur EINE Antwort.) (437)

(a) scheint meine Fähigkeit zu vermindern. (1)

(b) scheint meine Fähigkeit zu erhöhen. (2)

(c) hat keinen Einfluss auf meine Fähigkeit. (3)

FALLS JA, wie hat die praktische Erfahrung, die Sie seit Ihrem letzten Fallstudienseminar gesammelt haben, Ihre Fähigkeit, alle auserwählten Einflüsse bei Ihren Entscheidungen gleichwertig zu behandeln, beeinflusst? (Bitte, wählen Sie nur EINE Antwort.) (438)

(a) scheint meine Entscheidungen in einem Punkt oder in mehreren Punkten der auserwählten Einflüsse zu beeinflussen. (1)

(b) verursacht grössere Unvoreingenommenheit in Bezug auf die auserwählten Einflüsse bei meinen Entscheidungen. (2)

(c) hat sehr wenig Einfluss auf meine Entscheidungen. (3)

FALLS JA, wurde Ihr Fallstudienseminar in einem Computerspiel unterrichtet?

Ja(1) Nein(2) (439)

FALLS JA, verlangte man in Ihrem Fallstudienseminar gleichzeitige Erwägungen aller oder mehrerer der zweiundzwanzig auserwählten Einflüsse und Zwischeneinflüsse, die jeder auf den anderen ausübt oder schloss er sie ein? Ja (1) Nein (2) (440)

Mit Ihren eigenen Worten, erklären Sie bitte, wie jenes Seminar unterrichtet wurde. _____

VIELEN DANK FÜR DIESE AUSKUNFT: SIE WIRD STRENG VERTRAULICH GEHALTEN.

APPENDIX C

TRANSLATOR'S CERTIFICATION OF ACCURACY LETTER

25 May 1983

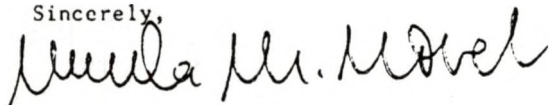
Professor Roger Bloomquist
Business and Vocational Education
University of North Dakota
Grand Forks, ND 58202

Dear Professor Bloomquist,

I am a native of Germany, have German as one of my majors and have taught the subject for three years at Mayville State College.

This will inform you that the German translation of Richard Painchaud's dissertation is, to the best of my knowledge, an accurate one, all the details of the original rendered into modern German.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ursula M. Hovet".

Ursula Meyknecht Hovet

APPENDIX D

ATTESTATION LETTER FROM THE CHAIRMAN
OF THE INTERDISZIPLINARE ABTEILUNG FUR WIRTSCHAFTS-UND
VERWALTUNGSFUHRUNG WIRTSCHAFTSUNIVERSITAT WIEN,
TO THE SCIENTIFIC RESEARCH MANNER
OF THE DATA GATHERING INTERVIEWS

WIRTSCHAFTSUNIVERSITÄT WIEN
INTERDISZIPLINÄRE ABTEILUNG FÜR
WIRTSCHAFTS- UND VERWALTUNGSFÜHRUNG
O. UNIV. PROF. DR. M. HOFMANN

Herrn Dr. Roger Bloomquist

Senior Professor of Business Education
Department of Business and Education
University of North Dakota
Grand Forks, North Dakota
58202 U. S. A.

Wien 20 January 1984

Many greetings dear colleague.

For the past four months I have had the pleasure of working closely with Professor Richard Painchaud. During this period of time Prof. Painchaud has been gathering data for his empirical research into the top-level of management's "decision making process."

I would like to attest to the fact that Prof. Richard Painchaud has personally interviewed all the top-level managers in a scientific research manner, while having them complete his questionnaire form.

Should you or any of your colleagues desire any further clarification of this matter, please feel free to contact me at your convenience.

Perhaps at sometime in the future I might have the pleasure of meeting you, either here in Vienna or on one of my frequent visits to the U. S. A.

With cordial greetings,


o. Univ. Prof. Dr. Michael Hofmann

APPENDIX E

TYPICAL FOLLOW-UP "THANK YOU" LETTER

Feldgasse 94
Neuhaus/Triesting
N.O.-2565

Dear _____:

Thank you very much for meeting with me recently and completing the "Decision-Making Process" questionnaire. Your interview was both interesting and greatly appreciated.

Since that time I have been quite busy interviewing other Viennese leading managers, like yourself.

You may look forward to an abstract copy of the results of this decision-making process analysis by late spring or early summer, 1984.

Thank you again for your time and courtesy.

Sincerely yours,

Richard L. Painchaud

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