

# Abstracts

## **Crumpton, John**

*A Needs Analysis Instrument for Focusing Training Activities in Complex Organizations.*

ED 094 104 MF .75; HC \$1.50, April 1974.

Intended for employers concerned about problem solving and communication within their organization, this document outlines a strategy for developing an instrument that would provide objective data rather than impressionistic data. A questionnaire was designed to explore the relationship between the central constructs of problem solving and communication, and the organizational climate. Data from the questionnaire were used to identify the obstructive factors and seek solutions to them. The reliability and validity of the questionnaire are discussed in detail. An appendix to the document listing the six possible obstructive factors found in the questionnaire follows a list of references.

## **Steers, Richard M.; Porter, Lyman W.**

*The Role of Task Goal Attributes in Employee Performance.*

California University, Irvine, Graduate School of Administration. ED 094 116; MF .75; HC \$3.15; 60 pp., April 1974.

While many studies have demonstrated the relatively successful performance implications of formalized goal-setting programs in organizations, these findings typically do not identify the specific factors behind such techniques which are largely responsible for their success. Toward this end, research relating to six factor-analytically derived attributes of employees task goals is reviewed to ascertain which attributes are more consistently related to performance. The six "task goal attributes" are: goal specificity, participation in goal-setting, feedback, peer competition, goal difficulty, and goal acceptance. While goal specificity and goal acceptance were found to be most consistently related to performance, several intervening variables emerged which tended to affect significantly the impact of certain attributes on performance. The findings are discussed within a motivational framework and it is argued, based on the data, that performance under goal-setting conditions is a function of at least three important variables: the nature of the task goals, additional situational-environmental factors and individual differences.

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