

ROLE PERCEPTION OF NEIGHBORHOOD YOUTH CORPS
TRAINEES AND THEIR SUPERVISORS

by *DS*

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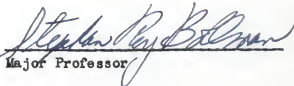
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CHAPTER I

INTRODUCTION

The purpose of this thesis is to study the relationship between the Neighborhood Youth Corps trainee and his supervisor, and how they perceive this relationship.

Neighborhood Youth Corps* is a federal program made possible through the Economic Opportunity Act (Department of Labor, Manpower Administration, 1967) and funded by the United States Labor Department. The intention of the program is to encourage adolescents from low income families to stay in or return to high school by increasing the schools holding power through part time work, counseling, remedial education, and vocational counseling (Department of Labor, Manpower Administration, 1967). The work experience in Neighborhood Youth Corps comes quite early in the work history of many of the potential youth for the program because of their age and economic surroundings. The regularly scheduled work assignment in this program is often the first job the youth has had where he works directly with an adult.

There seems, however, to be a paucity of research data concerning work training programs for the low income adolescent (Beilin, 1955). Some

*This research paper is based on findings taken from the Neighborhood Youth Corps Program in Manhattan, Kansas, which was under the sponsorship of the Manhattan Community Action Program Inc. (CAP). Funds for the program were provided through the United States Labor Department with matching funds from the local community. This particular program ran from September, 1967, to June, 1968.

work has been done in California with low income Negroes (Wellman, 1968). Also being studied is the relationship between the counselor and the unemployed in low income rehabilitation work (Jorgensen, 1967, 1968). These findings were recently published by the Regional Rehabilitation Research Institute at the University of Utah indicating the importance of having a good relationship between the employer and employee. A better understanding of the role expectations and perceptions by the supervisor and trainee will aid in developing an effective program. The benefit of this effectiveness will become apparent in helping the adolescent become a useful adult at a lower cost to the taxpayer.

Erikson (1963) discusses the importance of those needs which each of us has to maintain our feelings of self-worth. As discussed by many authors, including Erikson (1963), each of us has an important need to maintain feelings of self-worth. In the Neighborhood Youth Corps program both supervisors and trainees express this need in various possible behaviors. The trainee and his supervisor have needs for supporting their self image, which they express through behavior. The supervisor may believe he is not a good worker unless there is a tangible product to prove his efforts. It is important to other supervisors to assure themselves of their own worth through comparison with the lower income, inexperienced and less productive trainee. A need to be protective and nurturant toward the trainee is another possibility. The youth may desire the experience of a mature relationship with an adult here to for not possible with his peers or family or authority figures (Konopka, 1966).

Subjects

The source for the data are thirteen adolescents, 16-21 years, in

Neighborhood Youth Corps and their six adult supervisors. A poverty level income for the trainee as defined by the Economic Opportunity Act (Department of Labor, Manpower Administration, 1967) must be established for the family. The youngster may be high school age but not completed his high school education. At no time during the period of this research were all the positions filled for this particular project.

Each of the thirteen trainees and six supervisors were asked a series of questions during a tape recorded interview. Most of the questions were open-ended so the answers would be spontaneous and without an implied direction for the answer. The areas covered in the questions were factual and afforded the subjects an opportunity to tell something about themselves without being unnecessarily threatened. The same questions were asked of both the trainee and supervisors but rephrased to agree with the respective informant's job role in the Neighborhood Youth Corps program.

The purpose of this research is to look at how the trainee and his supervisor perceive their respective roles and their expectations of each other in this relationship. It is hypothesized there is a difference in perceptions and expectations of the trainee and supervisor roles and the interaction of these roles. The difference, as indicated by the previous discussion, will be that the trainees are concerned with attitudes and feeling, whereas the supervisors are concerned with objects and observable behavior.

CHAPTER II

REVIEW OF LITERATURE

The concept of developmental tasks will be used in this thesis to explain the differences in the perception the trainee and his supervisor have of their relationship. The developmental tasks are unique in the two role ages and so they have different concerns. Attention will be given to selected tasks and some of the implications they have toward youth in Neighborhood Youth Corps. The use of developmental tasks has a greater emphasis on the wholeness of an individual as he interacts with his environment than perception theory, and recognizes the importance of the subconscious in human behavior without placing undue emphasis on it. A major assumption of this thesis is that the developmental task is relevant for explaining the difference in the perception by its members of the trainee-supervisor relationship in Neighborhood Youth Corps. Schematically, these perceptions of relationships being explored in this paper are illustrated in Figure 1.

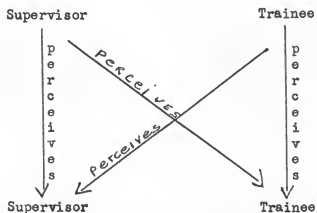


Figure 1. Perceptions of relationships

Developmental Tasks

Four developmental tasks which are thought to be recognizable in the Neighborhood Youth Corps trainees and important to the purpose of this research will be discussed here. Havighurst (1952) says,

"A developmental task is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks. (p. 2)"

This definition is consistent with the use of the concept of developmental task in this research. The four developmental tasks to be considered in this thesis are:

1. Establishing an emotional, but independent relationship with parents and other important adults.
2. Choosing and preparing for an occupation.
3. Achieving the assurance of establishing economic independence.
4. Determining a set of values and an ethical system to guide ones behavior.

Emotional independence

Striving for emotional independence in becoming an individual can be one of the most important tasks for the adolescent. This means replacing the dependence on parents and other important adults as a young child with a form of affection. Konopka (1966) emphasizes that one of the problems teens have in adjusting into maturity is that adults are seen as authority figures, whether or not they actually are. All his life, as a member of a family unit, the teen has been under the influence of his parents who have had the position of setting the direction and guidelines of the activities of the child. The teenager is at a time in his life when he becomes sensitive to society's pressures to de-emphasize his parents' influence on him

and his dependence on them for support and direction. Regardless of how much he desires to comply, he is as yet unable completely to do away with the child-parent relationship. The youth is faced with an ambivalence of losing the safety and protection the adults offer, while longing for the independence he would achieve by redefining the relationship. During this period his behavior is unpredictable and this is a reflection of the confusion within him. There are no clear rules or rituals to follow as in other cultures to help him work through this period. In essence, he is told to grow up, or to achieve an undefined state. He is not aided by instructions of how to grow up (Josselyn, 1952).

The adolescent who comes from a low income neighborhood must face additional considerations in his effort to grow up. He is limited in the degree of freedom available to him to select alternate ways of breaking away from the emotional dependence on his parents and still meet his emotional needs. The low income youth lives in what Irelan and Besner (1968) describe as being one of the least flexible cultural settings, with limited social roles and little social specialization. Seldom, these authors indicate, does this type of person go beyond his kin and neighborhood groups for social contact.

The adolescent is not secure enough within himself to forget the important adults and be autonomous, so he is caught in a quandary. There are instances where the adolescent must rebel directly toward the source of authority or indirectly through artificial antagonists created by the youth just for that purpose (Erikson, 1963). He does this to justify to himself his own worth and to maintain his self respect. The feelings of self doubt and his dependency on the adults close to him are then easier

to handle. Josselyn (1952) points out that whether or not a parent gives the needed support to the adolescent, in the mind of that adolescent the wrong thing was done. Adults outside the home can assist in meeting this task by serving as confidants and by supporting and encouraging the adolescent (Jersild, 1957). Or these tasks can be aggravated by the youth not being able to express independence through the structural limitations society places on him. He can not drink in a bar, own property in his own right, or be independent about his behavior, dress and grooming; yet he is intensely aware of these realities (Committee on Adolescence, 1968).

One possibility open to him for working within the limitations with which society surrounds him is a training program like Neighborhood Youth Corps where he can try to establish a relationship with his supervisor that will allow him to be an adult of equal stature and still provide him with a chance to hold onto the needed and helpful qualities of the authority adult. He can look upon the supervisor as a person who can help him define his own identity in a vocational sense, an area previously less accessible to development as well as an area less important to the youth's growth and personality development than nurturing the self within the confines of school and the home. He needs, therefore, people upon whom he can depend for support if he becomes frightened, but people who will not demand that he remain dependent when he feels more assured and adequate as an independent person.

Vocational choice

Havighurst (1960) cites the selection of a life time vocation as the major concern and developmental task of late adolescence. This society values that all able bodied men have a job, be a member of the working

force, and be productive. This has much appeal to the adolescent for here is his chance to be successful, something at which the low income youth has little experience. What this potential member of the labor force encounters is not encouraging when he tries to enter the working world without the necessary qualifications, useful skills, and experience or training which would make him valuable to an employer.

The adolescent goes through two stages in the process of vocational selection, including a time when the choices are made through fantasy, up to about age eleven, and a period of tentative choices, starting at about eleven and ending during the age of sixteen to seventeen (Overstreet, 1957). Working experience during these phases, either part time or full time, offers a chance to test out whether the vocation offers suitable intrinsic and extrinsic returns. Near the end of the tentative choice period interests begin to stabilize even though they remain generalized (Havighurst, 1960). Some variation between the sexes exists during this process. For girls the future as a mother and a housewife is more clearly defined by the cultural norms and is less likely to change drastically than the boys role, since the girl is provided with a role model by the mother working in the home. It would seem then, that girls would have less difficulty establishing realistic vocational aspirations. As high school seniors, girls tend to be more certain about their future than boys (Overstreet, 1957). However, boys start out following a sex role differentiation as girls do but then shift to a vocational orientation that is less clearly defined (Super, 1960). With added age comes increased sensitivity toward the pressure to get ones life in order and the need for having some occupational direction to it. There remains enough idealism to make the teen want to minimize his own

limitations. The need for feelings of self worth can lead to unrealistically high vocational choices, forcing a compromise between reality and desire (Ginzberg, 1951). Influences on vocational choice exist from early childhood when boys are directed into assuming male roles in their play, and girls into female roles. Experiences through school play a part, and it is suspected that the mass media does also.

How the adolescent feels about himself and his philosophy toward life are expressed in vocational selection (Ginzberg, 1951). Norton (1953a, 1953b), however, regards the family's influence as being the most important. Through the early identification with the parents the child begins to mold his genetic endowment and add shape to it by adapting to himself what he sees in the parent. With age he begins to develop a concept of self which is modified through failure and success in the roles played.

Many low income adolescents have a history of one failure after another, an inability to communicate, feelings of worthlessness, and many frustrations to overcome. These qualities are not ones with which an employer is eager to deal, or ones he is seeking in an employee. At best, such a person will only be tolerated and endured. The liabilities are there, and the young unemployed recognize they have them, yet they know of no way to better themselves when they realize the necessity of change, even though they have been told to do so over and over again. This situation leads to destruction of motivation.

Opportunity for work experience during adolescence as well as the opportunity of occupational mobility influence the youths vocational future, by allowing him to get away from jobs in which he can not grow and into jobs where he will continue to develop through experiential growth and

learning (Super, 1960). The low income adolescent may see himself as being handicapped in both areas. He has no bargaining power to help him get and/or keep a job. He does not have the skills that make him valuable or desirable to a number of employers. He may desire to get training and experience but not know how to go about getting it. Achievement hazards a greater risk of failure, a thing he lives with daily through association with adults who have not been able to succeed.

Much has been done socially and politically to point up this situation and there have been large sums of money invested to rectify it. One such effort (Wellman, 1968) was to help lower class youths find jobs by training them in filling out applications, taking tests, and how to perform during interviews. These youth were to become more acceptable to employers by being subjected to constant correction of their grammar and pronunciation, and told indirectly that their dress was unacceptable and that they should change it. Little effort was made in training them how to keep the job after they were hired. Wellman points out the youths' awareness of the inappropriateness of the program's goals and how they proceeded to undermine the program through playing games and with aggressive apathy.

Neighborhood Youth Corps is a federally funded program designed to increase the employability of the unemployed, low income youth through providing work experience and training that will result in improved motivation and work habits that will lead to further vocational training and permanent employment (Department of Labor, Manpower Administration, 1967).

Economic independence

One of the ways in which adolescents can help establish themselves as adults capable of meeting adult challenges is to earn money. In the United States this is particularly true for boys. It would seem to be even more important for boys from low income families. Youth frequently refer to the importance earnings have to them (Spoon, 1968). Money is important to purchase clothes for self expression and to impress friends with manliness and success as an adult. This expression of self doubt is a way of denying the desperateness of the insecurity in the low income youth's life. He has learned that the unskilled worker is expendable and laid off first. With few resources at his command it is necessary for him to enjoy what he has while he still can.

The fluidity of our society indicates the ability to earn money may become a task of greater importance to girls as their role becomes less well defined and less static. While in school this goal of feeling independent through gainful employment is achieved in part time jobs after school and on weekends. For those adolescents no longer in school, it is met through full time work, which is usually manual labor, and very limited in advancement possibilities (Department of Labor, Manpower Administration, 1967). Neighborhood Youth Corps places low income adolescents on supervised jobs where they can easily achieve successful performance without previous experience or training for the job. For the time they devote to this meaningful work they are paid no less than minimum wage.

Values and ethics

Values are those objects, materials and conditions which are desired (Havighurst, 1952). Increased age and the coming of new developmental

tasks brings with them other values to influence the self concept. Values first begin to take shape during the early years when the family has its strongest and most lasting influence. What is important to the parents is usually important to the child. Not until the teen years are the parents' values questioned by the youth in an effort to make them the youths own. This period of questioning has much uncertainty to it as some values are cast aside for others that seem more suited to the youth in his attempt to form a completely whole, well-rounded self image. The youth going through the value selection and value rejection sorting process will over-identify with some of the values to help offer some stability and structure to a troublesome time in his life (Erikson, 1963).

Adults who have similar ideals to those of the youth will become exceptionally influential people, whether they are aware of it or not. As a child the parents are most frequently the objects of identification, but with increased age the youth finds other adults who have characteristics the youth feels are important. While the youth is new to the working world the things that are important to the supervisor become important to the neophyte adolescent worker as well.

Youth who come from a deprived background exhibit younger behavior for their teen years than might normally be expected and lack self confidence, but at times they show a conscientiousness toward performing well on the job (Spoon, 1968). Their good intentions seem, however, not to be matched with the values necessary to achieve the chosen end product. The adolescent's urge to establish a relationship with the supervisor who can offer some dependency gratification, may result in a relationship that has many values. The youth is looking for someone who will completely

accept him and the feelings he has toward the new situation so that he will feel capable of accepting his thrashing about for values that will be helpful to him. Much as a little child, he uses the adult as a role model and builds his self concept around the concept he has through his perception of the supervisor in their relationship (Josselyn, 1952). Havighurst (1960) regards identification with significant adults in the adolescent's life as having a profound effect on the developing set of values and self concept.

In some cases, vocational selection is an extension, or expression of the youth's value of his self and his abilities, and help him show what kind of relationship he wants with the society in which he lives (Erikson, 1968). This philosophy of life to the adolescent, as with nearly every other age thereafter, comes from within and can be enhanced when the vocational choice is in agreement with his abilities and the world in which he lives. In order to reach an ethical compromise between all factors, several vocational choices may have to be replaced or forgotten. The whole task of sifting out values (and vocational choices) is influenced by, and in a real sense, is an extension of the ideal self concept (Jersild, 1957). Center (1949) suggests five possible types of values work might represent: (1) independence, (2) self expression, (3) security, (4) opportunity to serve others and (5) an interesting experience. Indirect satisfactions were found to be far more important than the direct satisfactions among male high school seniors (Beilin, 1952), with economic factors being the most frequently listed indirect satisfaction. Pleasure of actually doing a job would represent the area of direct satisfaction. Ginzberg (1951) delineates three value areas associated with work of which one usually comes to the surface as the one considered most important. The areas he con-

siders are: (1) job activity, or those things done as part of the job; (2) job associated values such as co-workers and supervisor relationships; and (3) job return including money and the life style it provides. However, a study by Seidman and Watson (1960) with unemployed male adolescents indicates these young men derived somewhat different values from their most appealing jobs. These authors list them in the order of importance as follows:

1. Vocational aspiration
2. Congenial working conditions and social contacts
3. Initiative
4. Responsibility and prestige
5. Variety of tasks
6. Opportunity for promotion
7. Short working hours
8. Salary

Adolescence, then, is a period when young people are experiencing a good deal of turmoil in their lives as they try to become adults. Several developmental tasks have been stated by various theorists to help explain what is happening. Four of these tasks have been briefly presented as a representation of the struggles with which teens deal. They are:

1. Establishing an emotional, but independent relationship with parents and other important adults
2. Choosing and preparing for an occupation
3. Achieving the assurance of establishing economic independence
4. Determining a set of values and an ethical system to guide behavior.

Assumption

It is thought these four tasks can be related to the experiences of

of adolescents working in a training program such as Neighborhood Youth Corps by (1) identifying their relevant concerns and (2) their expected goals from the experience.

Adult Role

Adults are faced with developmental tasks other than those with which adolescents are dealing. No attempt will be made here to discuss them in any detail other than to the point of distinguishing some of the more obvious differences in the preoccupations of the two ages.

Havighurst (1952) states that adults are faced with developmental tasks which are somewhat different than those of adolescents. Two of these tasks may be mentioned here as being specially appropriate to this thesis.

In his middle years the adult is concerned with maintaining the standard of living that much of his adult life has been devoted to establishing. This means much of the available energy he has will be directed toward meeting the family needs by producing in the working world. Other energy must be channeled into managing that money as effectively as he can to enable the family's enjoying, as much as possible, a style of life society holds important. Thoughts also begin to turn to the future and planning for a secure retirement.

Another task that adults face during the middle years is that of helping young people launch into adulthood and a mature way of being. Much the same as the adolescent, the adult is helped by understanding his feelings which enables him to better understand what the youth is experiencing. This is complicated, however, by a rapidly changing society. What was helpful to the adult during his process of leaving adolescence may

be quite different from what he can do to help today's adolescent become an adult.

With a developmental task involving the active participation of two different generations, there are going to be two distinct perspectives of the same objective. The parents continually remind the adolescent that he is growing up and must take more responsibility for himself, think for himself, and be less dependent on them. When he strives to be more independent this awakens within the adult, and parents in particular, an awareness of inadequacies that had long been forgotten, for the youth is seen as an extension of themselves (Josselyn, 1952). The possibility of the youth failing would reveal failure, which the adult fears will happen, and thus be a reflection on that adult. The greater the personal investment by the adult in helping the adolescent mature, the more difficult it is for the adult to relinquish his responsibility of the youth to the youth and letting the latter become increasingly more autonomous. Josselyn (1952) believes most parents want their child to grow up to be a happy adult, but are frightened by their role in that process. Some adults would find that a competitive situation with the adolescent would be too threatening to the adults sense of worth. It is difficult to help someone else achieve a degree of maturity not reached by the helper. Regardless of the reasons for the conflict between adults as they try to help adolescents become adults, both age groups are confused with this developmental task, adding to the confusion of the other.

CHAPTER III

METHOD

Development of the Instrument

An interview schedule was developed to cover those aspects of the supervisor-trainee relationship important to this research and which added a better understanding of that relationship. The questions were open ended to allow individuality in the responses and to help establish an over all impression of what the trainees were feeling about their experience. The trainees were asked questions about other trainees, and the answers were interpreted as if the trainee were talking as much about himself as his peers. Each question was stated so that it could be asked of both the supervisor and the trainee without altering the meaning of the question. This allowed each question to get at the four areas of emphasis of this research, namely, how each of the two participants perceived the same aspects of their relationship, and themselves. Tables 1A, 1B, 1C, and 1D show how the questions were divided in the four areas. Several of the questions were asked for factual information while the remainder were concerned with personal impressions and feelings. Those questions asking for some personal expression were interspersed with the factual questions. This was done to help minimize the subjects' anxiety over being asked to talk about something of themselves that was not readily observable, yet an important part of any relationship.

TABLE 1A
QUESTIONS ASKING HOW THE TRAINEE SAW THE TRAINEE

3. What did you think the trainees would be like before you met any of them?
 4. How would you describe the trainees after the contact you have had with them?
 5. In what ways do you feel you have gained the most from this program?
In what ways do you feel you have gained the least?
 7. How do you feel about your experience with Neighborhood Youth Corps?
 8. What changes in your attitudes, behavior, personal relations have you experienced since joining Neighborhood Youth Corps?
 9. Do you feel your work in Neighborhood Youth Corps will make it easier or harder to get a job in private business? Explain.
 12. If you had to attribute the success or failure of your work with this program to one thing, what would it be?
 13. Looking back, would you participate in a program like this again?
-
-

TABLE 1B

QUESTIONS ASKING HOW THE TRAINEE SAW THE SUPERVISOR

-
-
1. What had you heard about Neighborhood Youth Corps before you had any contact with the program?
 2. When you were a new trainee, what did you expect of the supervisor?
Has this changed?
 6. How has your supervisor changed since you first knew him through the Neighborhood Youth Corps program?
 10. Do you feel the supervisor spent enough, or too much time working with you? Explain.
 11. How well do you feel you have gotten to know the supervisor? In what way?
-
-

TABLE 1C

QUESTIONS ASKING HOW THE SUPERVISOR SAW THE SUPERVISOR

-
-
4. When you were a new supervisor, what did you think the trainees expected of a supervisor? Has this changed?
 6. Do you feel you spent enough time working with the trainees? Explain.
 7. How much difference, if any, do you feel this program has had toward making the trainee more employable? Explain.
 9. As a supervisor, how have you changed since your contact with the Neighborhood Youth Corps program?
 11. If you had to attribute the success or failure of your work with this program to one thing, what would it be?
-
-

TABLE 1D
QUESTIONS ASKING HOW THE SUPERVISOR SAW THE TRAINEE

-
1. What had you heard about Neighborhood Youth Corps before you had any contact with this program?
 2. What had you thought the enrollees would be like before you had met any of them?
 3. How would you describe the trainee after the contact you have had with them?
 5. In what ways do you as a supervisor feel the trainees have gained the most and the least?
 8. What changes in attitudes, behavior, and personal relations have you seen in the trainee since you have been working with him?
 10. How do you think the trainee feels about his experience with Neighborhood Youth Corps?
 12. How well do you feel you have gotten to know the trainee? In what way?
 13. Looking back, would you participate in a program like this again? Explain.
-

Administration of the Instrument

Some difficulty was observed in using the interview schedule with some of the trainees. It was found that the language level was not appropriate to their education level and experience. Through explanation some indication could have been given of the interviewer's bias. Consistency in the interview could not be maintained because of the necessity for

interviewing the subjects at their work. Effort was made to establish rapport and to explore unclear responses.

Each of the nineteen subjects were interviewed by the researcher, with each session being tape recorded. The length of the interviews ranged from about fifteen minutes to over one hour. The recordings were transcribed and coded. The answers to each question were studied for similarities and trends from which summaries were made. The supervisors' interviews were studied for similarities and contradictions to the data from the trainees.

Subjects

The adolescents interviewed for this research were all members of the same Neighborhood Youth Corps project in May, 1968. There were seven males, four of whom were in school, the others having dropped out. Six girls were interviewed and all but one of them were in school. Those trainees who are subjects total thirteen, or all who were enrolled in the program. It was not possible to understand one trainee's speech in the tape recording and his information was not used. One girl was Mexican and one boy was Negro. Five girls and four boys were in school and one girl and three boys were out of school. The time each trainee had been in the program varied from six weeks to nine months. Table 2 explains in some detail the financial eligibility of the youth for this program.

Six adult supervisors were also interviewed. They were all married, had families and each had been employed in his current job for several years. One supervisor worked with three trainees, three supervisors each worked with two trainees, and two supervisors worked with one trainee each. One additional supervisor could not be contacted to be interviewed.

TABLE 2

POVERTY INDEX FOR DETERMINING FAMILY INCOME BELOW THE POVERTY LINE

Family Size	Income (Non-Farm)	Income (Farm)
1	\$1,600	\$1,100
2	2,000	1,400
3	2,500	1,700
4	3,200	2,200
5	3,800	2,600
6	4,200	3,000
7	4,700	3,300
8	5,300	3,700
9	5,800	4,000
10	6,300	4,400
11	6,800	4,700
12	7,300	5,000
13*	7,800	5,500

*For persons from families with more than 13 members, sponsors may add \$500 for each additional member of a non-farm family. Farm families income criteria will remain 70 percent of the corresponding non-farm families.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this research has been stated as determining how the trainee perceives the relationship he has with his supervisor and to contrast that to the supervisors perception of the relationship. The results of this research will point out some fundamental differences between the perceptions of each role by the trainees and supervisors. The emphasis has been placed on adolescents role and so there will follow a detailed demographic description of them. The remainder of this chapter will consist of two major parts. In the first part the descriptive findings for each of the four areas will be presented. This includes: (1) how the trainee perceives himself, (2) how the trainee perceives the supervisor, (3) how the supervisor perceives himself, and (4) how the supervisor perceives the trainee. In order to reduce repetition a discussion of the descriptive findings will be placed immediately following the descriptive data. In the second part an analysis of the data using the four developmental tasks as a framework will be presented.

Demographic Profile

Thirteen, or all the youngsters currently in the Neighborhood Youth Corps (NYC) program were subjects. One subject was not used because the recording of his interview was not comprehensible. Six were female, seven were male and all were single even though one girl was a mother. The average number in the household was seven, ranging from four members

in the house to fourteen members. Ten of the families were broken, in which case the trainee lived with the one remaining parent, a guardian, or a close relative. None of the subjects were from the same immediate family. The total household incomes were as low as \$1,600 and ranged upward to between five and six thousand dollars. Five of the families were on welfare.

Personal data taken from the applications showed the ages of the trainees as ranging from 16.5 years to 20 years. Nine were seventeen years old. Five girls and four boys were still in school while one girl and three boys had dropped out of school. Previous work experience was nonexistent for five of the trainees, while three had been employed but were not working when interviewed for Neighborhood Youth Corps positions. Five others had just finished working on a summer Neighborhood Youth Corps project. The life time occupational goals mentioned by the trainees included five who wanted to go to college, two who wanted to just finish high school, two who wanted to be a secretary, and three who stated they had no life time occupational goals toward which they were striving. The trainees had been with the program six weeks (one) to nine months (six). Further data on the trainees can be found in the following tables.

TABLE 3

PERSONAL DATA OBTAINED AT THE TIME THE YOUTH STARTED
WITH NEIGHBORHOOD YOUTH CORPS

Sex	Lifetime Goal	Previous Job Hours	Previous Job Earnings	Work History
F	College	32	1.25	Jobless 7 wks.
M	None	20	1.25	Farm labor-- jobless 17 wks
M	Finish school and farm	32	1.25	Summer NYC, jobless 5 wks.
F	College	32	1.25	Summer NYC, jobless 6 wks.
M	Art school	--	--	None
M	College	40	1.25	Unskilled serv- ice, jobless 4 wks.
F	College	--	--	None
F	Finish school	--	--	None
F	Business school	--	--	None
F	Secretary	20	1.00	Waitress, jobless 12 wks
M	None	32	1.25	Summer NYC, jobless 8 wks.
M	None	32	1.25	Summer NYC
M	College	--	--	None

TABLE 4

FINANCIAL DATA OBTAINED AT THE TIME YOUTH STARTED
WITH NEIGHBORHOOD YOUTH CORPS

Estimated Income for Household in Thousands of Dollars	Household on Welfare	Parents' Occupation	Parents' Marital Status
4 to 5	no	Farm laborer	Together
1 to 2	yes	None	Deceased
3 to 4	no	Truckdriver	Widower
5 to 6	no	Salesman	Together
Less than 1	yes	Kitchen helper	Separated*
1 to 2	no	Housewife	Separated
1 to 2	no	Housewife	Widow
4 to 5	no**	Farmer	Together
4 to 5	no	Bricklayer	Widower
2 to 3	yes	Waitress	Separated
2 to 3	yes	Housekeeper	Separated
1 to 2	yes	Housewife	Separated
5 to 6	no	Coalminer (Unemployed)	Widower

*Separated is used here to cover all forms of legally terminated relationships and otherwise.

**Went on welfare after father died while youth was working on the program.

TABLE 5
 PERSONAL DATA OBTAINED AT TIME THE YOUTH STARTED
 WITH NEIGHBORHOOD YOUTH CORPS

Age at Interview	Sex	Marital Status	Highest Grade Completed	In School
19-2	F	Single	9	Yes
17-2	M	Single	9	Yes
20+	M	Single	11	Yes
17-11	F	Single	10	Yes
18-1	M	Single	10	Yes
18-5	M	Single	10	Yes
16-9	F	Single	9	Yes
18-3	F	Single	11	Yes
17-8	F	Single	10	Yes
20-4	F	Single	11	No ^a
18-4	M	Single	9	No ^b
17-1	M	Single	9	No ^c
18-4	M	Single	10	No ^d

^aOut of school two and one-half years at the time of joining NYC

^bOut of school eleven months

^cOut of school fourteen months

^dOut of school four months

TABLE 6
 FAMILY DATA OF THE YOUTH OBTAINED AT THE TIME YOUTH
 STARTED WITH NEIGHBORHOOD YOUTH CORPS

Head of Household	Persons in Household	Number of Family Living in Household	Trainees Own Children at Home	Lives with
Father	14	13	0	Both parents
Male guardian	8	1	0	Guardian family ^a
Father	6	10	0	Father ^b
Father	10	10	0	Both parents
Mother	5	6	0	Mother
Mother	4	4	0	Mother
Mother	4	5	0	Mother
Father	9	9	0	Both parents
Father	9	9	0	Both parents ^c
Mother	6	6	1	Mother
Mother	6	9	0	Mother
Mother	5	6	0	Mother ^d
Uncle	7	3	0	Uncle ^e

^aWard of state

^bMother dead

^cFather died during youth's work on program

^dLong court record

^eFather in same household, but unemployed

Descriptive Data

How the Trainee Sees Himself

Question No. 3.

What did you think the trainees would be like before you met any of them?

The trainees did not have a clear understanding of what they were like upon first joining the program. Five of them simply stated they had no idea, when asked to describe what they thought the trainees would be like before meeting them. The other seven trainees gave vague generalized responses. The trainees described themselves saying they would "try to do a good job," and "learn a lot." Others said they "need(ed) money," needed to "help support the family," and needed to be "active."

The answers seem to indicate the trainees had not thought about themselves or their peers in a way they could use to answer this question. It could be that they have not reached the point in their development where they can verbalize some of the strengths and weaknesses they feel they have. A sense of responsibility does seem to be appearing though, along with a desire to be productive adults.

Question No. 4.

How would you describe the trainees after the contact you have had with them?

The general impression the trainees had of each other after working for a while became more positive. Six trainees thought their fellow trainees were "good guys" who "work pretty hard most of the time." One girl said autobiographically they were good wholesome kids who had been in trouble but had worked it out. Another said they were nice to be around

and talk to while still another trainee felt they had gained from "working with different types of people." One dropout described himself as "lazy, but working more . . . never knew what to do . . . scared to make mistakes." One girl was noncommittal while one boy passively indicated they "used to pester me, now they don't."

The trainees seem more comfortable in their situations the longer they worked on the program. A part of this may be their finding the tasks they were given to perform were within their ability and they had been experiencing success. The youth describing himself as scared to make mistakes indicates how unsure teens can be in new situations and their need for guidance and support.

Question No. 5.

In what ways do you feel you have gained the most from this program? In what ways do you feel you have gained the least?

The trainees identify two main areas in which they have gained from being in the program. Six trainees listed the specific skills associated with their jobs as the thing they had gained. In one case, working habits were mentioned. The remaining seven youth referred to their improved understanding of people, specifically the adult supervisors and themselves. Greater ease in meeting people, being more outgoing and learning to accept authority were characteristic of the examples the trainees used to explain their positions. One female regarded the added independence she felt through having her own income as an important improvement for her.

In response to being asked what they would like to have gotten from the program but did not, three males said they would like to have had more money. Two females and one male said they wanted to learn more

specific skills relevant to their job. One male school dropout^a stated he wanted stricter limits set for his behavior by having a better defined job. Five trainees gave no response or did not know what else they wanted from working in Neighborhood Youth Corps besides the experience and money they had already acquired. One female lamented about her growing further away from her family, but was unable to decide whether this was something she wanted to happen.

The trainees answers to this question seem to indicate an awareness of their developmental needs. Those youths mentioning specific skills associated with the job have placed some importance on these. It is possible that a connection had been made between having certain skills and the ability to take home a fat pay envelope. There is a value "goodness" implied about being able to earn money which is in accordance with Havighurst (1952). One female was straightforward about the positive effect earning money had on her.

Being a more mature and socially capable person is also emphasized as being important. Seven subjects mentioned characteristics associated with the viewpoint, that emotional independence is an important task for them. Learning to accept authority by a teen can indicate that the teen is secure and in control of himself. The ambivalence that is a part of achieving this emancipation from parental authority is revealed by the girl who was uncertain if she really wanted to become less dependent on her family. One young man indicated he was not ready to give up the external control adults provided for him.

^aThe use of school dropout in this research is a designation of grouping used by the programs Handbook and is not used as a reflection of of the researcher's bias.

Question No. 7.

How do you feel about your experience with Neighborhood Youth Corps?

This question was asked with the intention of exploring the emotional attitudes of the trainees toward the program as a whole. It was thought that this could serve as a base line, or basic position upon which all other answers could be built or compared. Nine trainees had positive feelings toward the program and of these, three wanted to share their experience by saying the program should be enlarged: "A very unique organization and I think more youth should be involved." A male dropout on parole said, "I think it's a pretty good deal . . . it would be better if you could get more people in it . . . like from being on parole, young guys you were going to help get another start in life." The six others offered the following ideas: feeling more relaxed around others, being able to work around others without "getting jumpy inside" and getting helpful encouragement when it was needed. One female gave an intellectual, though emotionally noncommittal endorsement, and one male answered with a subtly hostile "I don't have anything to say."

The trainees point out an added degree of emotional independence by wanting to generously share their work experience. There is also the possibility the supportiveness teens need to achieve emotional independence is indicated by the parolee who feels he is getting another start in life. Others mention being more relaxed as a result of the helpful encouragement from the supervisors.

Question No. 8.

What changes in your attitudes, behavior, personal relations have you experienced since joining Neighborhood Youth Corps?

This was a particularly difficult question for the trainees to answer because it was not well constructed, causing some confusion and misunderstanding. In some cases, it was necessary to ask the question as three different questions. After subdividing the question, unlike the answers to the other vague abstract questions, the answers to this particular inquiry were unified and dealt with the trainees themselves and their feelings.

The trainees indicated their attitudes had changed positively, particularly toward themselves. One female referred to the conflict she sensed in breaking away from her dependency on the family and seeking out her peers, yet remembered the comfortableness of that dependency. "I think being around adults most of the time while I'm working has kind of led me on to leading an adult life. I want to get out more and be with very young people. But I was content to stay home and read a book or something like this. But now I want to get out and be with people my age and have fun and all this. Sometimes it is kind of hard to come home from a game or something like this. I want to stay out longer but it is always kind of good to come home too. At least you know that you're safe."

Both a male and a female school dropout remarked they were more aware of facing up to and accepting responsibility than ever before. The young lady indicated how relieved she was to learn that others were willing to accept her for what she was and not what she had been or done. Another girl remarked that others can encourage, but ultimately each one of us must do for himself. Six trainees responded with statements indicating the increased confidence they had in themselves which was reflected in a greater ease in meeting people and being less bashful, talking more and,

as one trainee said, "Getting along with other people just a little bit better." In addition they "trust people more." One young school dropout's need to rebel against authority was not as strong, he believed, for now he and the boss were "friends." Some of the trainees social awareness had changed. One female said she "run around less" now and was "more interested in community projects." Another commented she thought less now of being a mother and more about helping others. She went on to say, "I want to get to know others and have them get to know me." A reticent dropout did not offer enough of an answer to be useful and others failed to answer parts of the question but supplied sufficient data to indicate their feelings as they have just been presented.

The trainees show a greater awareness of what is going on around them now that they have struggled to know themselves better. Authority is more greatly accepted, civic affairs are becoming important, and a sense of mature responsibility is appearing. Sharing of ones self is becoming important.

Question No. 9.

Do you feel your work in Neighborhood Youth Corps will make it easier or harder to get a job in private business? Explain.

There was high agreement among the trainees that their experience in Neighborhood Youth Corps would be helpful in their getting future jobs, even though there was little agreement as to why it would help. Two females thought it would be useful to give as a reference, while four males and two females thought the work experience and training would be useful. Two males and one female felt that getting to know more people and getting to know them well would be helpful in finding another job. One female could not be

certain whether her contact with Neighborhood Youth Corps would be helpful in getting further employment, yet she could think of no way it might interfere.

Experience on the job and developing more sophisticated social skills are emphasized as being important.

Question No. 12.

If you had to attribute the success or failure of your work with this program to one thing, what would it be?

The trainees were asked specifically why they thought the program was a success or not a success for them. This was done to serve as a check for their answers to question number eight and the other questions dealing with feelings. With a question of this type, it was anticipated that the trainee who strongly needed feelings of success would answer positively regardless of the true situation, although with some variation in the justification for their answers. The answers given seemed to be realistic, with one exception, and generally in agreement with question number eight.

Nine trainees stated emphatically they felt their work in the program was successful. Two others did not know, or were unable to say they were successful or not successful as Neighborhood Youth Corps trainees. One trainee was unable to understand the question and gave an inappropriate answer. Two females reported they were successful as trainees because of a better understanding of their job and the kind of work done in the offices. Two males, one a dropout and the other trainee who was still in school, attributed the feeling of success they had to a greater respect they had for older people and a new respect for the fact that life in the working

world has its good and bad side, of which both must be dealt. Two females though they were successful because of the supervision they had been given, while a third referred to people with whom she had worked and of their interest in her. One male listed the personal characteristics, "my abilities and alertness," which the writer lists as the one exception to being realistic, and one other male listed the gaining of new work skills. The following is a table explaining the trainees answers to this question.

TABLE 7
BREAKDOWN OF TRAINEES' EVALUATION OF EXPERIENCE IN PROGRAM

Subjects	Success of Experience	Why
1	Successful	Respect for elders learned new skills
2	Successful	
3	Successful	Help from supervisors, abilities and alertness
4	Successful	
5	Don't know	Good and bad of working world
6	Successful	Better relationship through understanding
7	Successful	
8	Don't know	
9	Successful	Supervisor's interest and encouragement
10	Successful	Supervisor's helpfulness
11a		
12	Successful	Better understanding of job

^aThis trainee did not understand the question and gave an irrelevant answer.

The feelings of successful accomplishment through this program fall

into general categories: (1) improved interpersonal relationships through better self understanding, and (2) a better understanding of the working world including learning how to make money.

Question No. 13.

Looking back, would you participate in a program like this again?

All of the trainees interviewed said they would work in a program like this again with financial and work experience being the most frequently mentioned reasons for considering it. It is interesting to note that there is no mention of the personal gains and changes that the trainees have experienced during their work on the program and expressed on other questions.

How the Trainee Sees the Supervisor

Question No. 1.

What had you heard about Neighborhood Youth Corps before you had any contact with the program?

The program was not widely known among those eligible to be in it. The State Employment Service seemed to be the first place they heard of Neighborhood Youth Corps. Nine trainees stated they had not heard anything about the program until they were referred by the State Employment Service. One learned of the program from his grandmother, one knew about the program in another city, one read about the program in the local paper and one learned about it from a friend who was working in the program.

There are several possibilities for explaining this situation. One obvious cause could be that the program was not promoted in a way that would get the information to the youths themselves. Another explanation

could be that the youths do not have a very large diverse sphere of social interaction which would increase their chances of learning about Neighborhood Youth Corps. It seems important that the youths knew of the State Employment Service and utilized it.

Question No. 2.

When you were a new trainee, what did you expect of the supervisor? Has this changed?

The first feelings the trainees reported they had about their supervisors fell into two groups. Three trainees, thinking retrospectively of how they saw the supervisor at the beginning, said they thought he would be "strict" and a "demanding perfectionist," "real decisive" and "mean." Four others said they foresaw their supervisor much the same as he had actually been. Three could not articulate any expectations they had toward their supervisor, while two more were simply confused on the matter.

Three of the trainees indicated fear of the unknown supervisor and thought of him in a nontolerant demanding way, not the characteristics they would like to have in a supervisor, nor the qualities that would be most helpful. Others indicate they were unwilling to share their feelings about the supervisor or unable to think about the situation at the beginning. All of the above suggestions seem possible when it is remembered that the trainees for the most part had limited previous experience with employers on which to dispel fears of the unknown situation.

Question No. 6.

How has your supervisor changed since you first knew him through the Neighborhood Youth Corps program?

It was thought that as the trainee and his supervisor worked together, their impressions would change and the way they answered this question would reflect the change in the relationship. When asked how the supervisor had changed, four said their supervisor was no different at the time of the interview than when they first met. Two females indicated they thought their supervisor had not changed, but the relationship with them had greatly improved through better understanding of each other. The remaining seven trainees said the supervisor had changed by being friendlier, busier, nicer, and as a trainee put it, "she's like a mother to me now."

The answers to this question are strikingly similar to question number two in that about the same proportion felt there was no change in the supervisor as those who had not expected their supervisor to be a certain way. These same young people do seem to recognize a change in relationship which they valued. One trainee regarded the improved relations she had highly enough to compare it to the experience with her parents. The answers suggest that the trainees think a good working relationship is very important for them to have regardless of whether their expectations of the other person hold true.

Question No. 10.

Do you feel the supervisor spent enough, or too much time working with you?

Explain.

The trainees gave mixed reactions when asked if their supervisor spent enough time with them. Nine trainees said they had enough supervision, and of those nine, three referred to their sense of losing some responsibility, or a sense of responsibility, if they had been supervised more closely. One male and one female stated they did not get enough

supervision and gave as a reason, that they did not want to make mistakes or do something wrong. One male said that he had too much supervision and did not know what to do because of the supervisor's helpfulness.

In answering this question the trainees strongly suggest how important it is for them to have a feeling of being responsible for themselves and what they are to do on the job. There is an implied feeling of responsibility being associated with maturity and adulthood, while working in a situation without responsibility commensurate with the task connotes immaturity.

Question No. 11.

How well do you feel you have gotten to know the supervisor? In what way?

An indication of the relationship that developed is reflected in the answers given by the trainees when asked how well they got to know their supervisor. Five were sure enough of their relationship to say they knew the supervisor "pretty well" and gave descriptions like "a second mother," "as a friend," and "he is more of a friend than a boss you know. When I have something personal he'll listen to me and give me good advice." Two trainees gave conditionally positive answers reflecting their understanding of the supervisor well enough to know when to keep busy and when they could slack off. Two females described their relationships with their supervisors as having much respect for them without being particularly close to them. Two males said they did not know their supervisors very well at all.

The five youths who describe their supervisor as a friend, a second mother, etc., speak of them in a much different tone than what they expected the supervisor to be. In order to develop such a relationship

it is necessary that an effort be made to develop such a relationship. It would seem possible for the youth to take advantage of the opportunity where they had contact with an influential adult in order to help them deal with the desire to develop emotional autonomy within the family.

Summary

It is felt that the importance of this research lies not so much in facts and figures or the way any particular question was answered, but in the trends indicated through the sum of the results. For this reason it will be helpful to draw a composite picture of the Neighborhood Youth Corps trainee based on these trends.

TABLE 8

AN ESTIMATE OF HOW THE TRAINEES SAW THEMSELVES AT THE BEGINNING OF THE PROGRAM, RETROSPECTIVELY AND AT THE TIME OF THE INTERVIEW

Trainee	Self Evaluation at first of Program	Self Evaluation at Time of Interview	Difference
1	0	1	1
2	0	0	0
3	1	3	2
4	3	2	-1
5	2	0	-2
6	2	2	0
7	0	0	0
8	0	0	0
9	2	3	1
10	0	1	1
11	1	2	1
12	0	1	1
Average ^a	.9	1.3	

^aEven though slight, the trainees indicate a more positive feeling toward themselves.

The youth in this program are all dealing with the same developmental tasks, but in different ways. There is the teen who is looking for an adult who he can seek for help to establish emotional independence from the family. In some cases he puts this person into the antagonist, authority figure role. Havighurst (1960) and Erikson (1968) discuss this as a necessary part of the development of self. The youth at this point in his psychological growth uses his self appointed antagonist as one whom he can challenge, and by so doing, establish within himself a sense of autonomy. He adds uniqueness to his individuality through the issues he picks for conflict. This type of trainee anticipates his supervisor to be very strict, demanding, and unwilling to tolerate mistakes, indicating the insecurity and inexperience the youth possesses upon entering a new situation like the first regular job.

Some of the trainees thought the most help for them came from the supervisor who was a friend, a substitute parent figure or generally someone who would offer his support and encouragement along with guidance in decision making. There was a difference in the stages of involvement with this task from the rebellion characterized with the early period to an acceptance of self to the degree that adult authority and the youth's sense of responsibility to self were compatible.

Vocational selection did not seem to have the emphasis by the trainees as might be expected of youth in their mid to late teens. The vocational experience they had at their command to help them make a decision was described as limited. The trainees valued their experience on the program as something that would help them in future work, but could not be specific about how it would help. The development of working habits and

finding out how others behave on the job were the examples given. Their vocational future seemed nebulous and uncertain. The trainees give the impression they are not dealing with this task to the same degree of maturity as trying to establish emotional independence.

A third area in which the trainees show concern is their expression of being an adult through earning money. Some of the youth were direct and emphatic about how differently they felt with self earned money to spend. It is interesting to note that on all but one question (No. 13) the youth emphasized the improvement in their relations with the supervisor as being the important thing they had gained from the Neighborhood Youth Corps program. Yet, when asked why they would work on a program like this again, financial gain was most frequently mentioned, with no reference at all made to improved relationships, or the establishment of the relationships.

Values and their development never seem to come out in the open during the interviews, but were implied through out. Good interpersonal relations between the youth and their adult working associates seem to be valued highly by the youth, considering the extent to which it enters into the interviews. The trainees expressed an increasing willingness to share themselves and to make an effort to meet new people. There is an indication that important things to these youth are decreasingly self centered and becoming more altruistic in nature. There was emphasis on being independent emotionally and having personal security through making money. Responsibility for self seemed to be more important to the youth in this study than those cited in the framework chapter.

How the Supervisor Sees Himself

Question No. 4.

When you were a new supervisor, what did you think the trainees expected of a supervisor? Has this changed?

The supervisor's answer to this question indicates an emphasis on being busy and keeping the trainees busy. The male supervisor, however, mentioned acting like "a father or a big brother," while the women either did not know what the trainees expected of the supervisor or they reported, "I have been supervisor for girls for something like 20-25 years." "They expect to be given instructions to do a job in a specific way. And they know that they must produce acceptable work. And I didn't think these girls would be any different." Or they said, "She expected to be told to do things. She liked her own personal responsibilities." "She had to be guided more."

It is possible the supervisors were not adequately prepared for their task as supervisor and resorted to keeping the trainee busy. Or, this could have been the emphasis regardless of preparation. Change in the trainees' expectations seemed minimal as seen by the supervisor.

Question No. 6.

Do you feel you spent enough time working with the trainee? Explain.

The supervisors were more willing to spend time with the trainee at the first, but expressed an impatience with the trainee if they had to continue directing as much time toward working with the trainee. There was agreement that there was a need at the beginning, as there is with any new employee, but they wanted to start cutting down after several weeks. "No, I think the time I spent with (the trainee) was adequate,

it should have been adequate, but as you know the girl who was here the longest had very limited capabilities. And I think if I had spent an hour a day of the two hours she was working here I don't think it would have made any difference." Some recognized the need to continue and felt frustrated when they could not give the time because of other demands. "No, I don't. I don't feel like I had the time like I should have had. I think they would have done better if I had more time to spend with them."

Question No. 7.

How much difference, if any, do you feel this program has had toward making the trainee more employable? Explain.

One supervisor was uncertain whether the trainees were more employable while one supervisor was certain that it would not make a difference. "Not in this line of work, certainly not in office work." The remainder of the adults answered favorably, but with qualifications attached to their comments. "I think it has improved at least fifty per cent (of the trainees)." "I think they understand that they have got a place here and they aren't going to be dumped and that we just can't have free-riders."

Question No. 9.

As a supervisor, how have you changed since your contact with the Neighborhood Youth Corps program?

Of all the questions asked of the supervisors, this question got the shortest answers. Three felt they probably had changed but were unable to verbalize how. The male supervisor said, "We know what their problems are now," while another adult said, "I've learned a lot for sure." One supervisor frustrated by her experience with the trainees said, "Well, I'm still

just as hard-hearted as I was." One supervisor wanted very much to change but felt handicapped by her office and the other supervisor said, "I have tried to be more friendly and not as abrupt as you know with our own children and not to be so directive and give answers. I take my time; take time out for them. I think this is the biggest thing. And of course it is easier to work with other children than your own. You don't tend to be as sharp."

Question No. 11.

If you had to attribute the success or failure of your work with this program to one thing, what would it be?

The supervisors seemed reluctant to admit failure, but could give qualified examples of where the program could be improved. The male supervisor said, "Teach them routines and working habits." "I don't know if there is any failure (with the trainees in this program)." Another said, "The success of the program would lie in the supervisor or the office where they work. If we had failed in this program I would have said that it had been our failure and not the trainees." Support for the idea of the program being a success was expressed with many of the same comments already cited in the other questions.

How the Supervisor Sees the Trainee

Question No. 1.

What had you heard about Neighborhood Youth Corps before you had any contact with this program?

The supervisors reported they were just as ill-informed of the program before direct contact as the trainees. This lack of awareness of

such a program maybe an important influence on its effectiveness. The lack of preparation affords both the trainee and the supervisor many unknowns about the other party on which to speculate.

Question No. 2.

What had you thought the enrollees would be like before you had met any of them?

The expectations about the trainees were vague and nondescript. One woman put it this way. "Well just the average teenager. Someone who has not really learned to settle down to a job yet, but who would be willing to learn that we could maybe help him to shape his attitudes a little bit, learn to settle down and integrate into office routine." Another woman relied on the experiences she had had with her trainees to describe the "average boy and girl" who "needed help to build self confidence." The other four supervisors had no predisposed opinion about the trainees which they could express.

Question No. 3.

How would you describe the trainee after the contact you have had with them?

The supervisors showed an awareness of the trainees shortcomings and thought of them in terms of holding a job. A lack of responsibility and eagerness to work to please the supervisor, and a need for guidance are emphasized in the supervisors' descriptions of the trainees. One woman said they "needed a mother's advice more than anything else. He just didn't know and didn't argue. He wanted to do everything to please . . . but did what we told him to do." Another said her "contact was limited," but the trainee lacked responsibility and had "limited capacities." She

added, "They have to change their attitudes." There seems implicit in these descriptions a value to have responsibility in order to hold a job. Both the supervisor and trainee hold responsibility as important, with one saying it is part of being an adult and the other saying it is part of behaving as an adult.

Question No. 5.

In what ways do you as a supervisor feel the trainees have gained the most and the least?

With one exception ("I'm sorry to say I don't think these two girls gained a thing") each of the supervisors felt the trainees had gained from the program. Some of the things listed which the supervisors felt were: "being at work on time," and being a part of "an organization after they was here," learning "to talk on the telephone," "gain (ing) self-confidence," "gain (ing) more responsibility." One supervisor elaborated on building a sense of responsibility by saying, "They do have to work and there is a certain responsibility they have to carry out when they work for some one. I think they learn responsibility if nothing else." Another stressed "Coming to work regularly, learning a working routine." The supervisors stressed learning responsibility along with working habits the most and personal grooming was given the third most emphasis.

Question No. 8.

What changes in attitudes, behavior, and personal relations have you seen in the trainee since you have been working with him?

There appear to be two extremes expressed in answering this question. One is the negative, with those supervisors having negative feelings

represented by comments which emphasize a minimal relationship and production orientation. Those supervisors who were positive in their feelings toward the changes in the trainees indicate a greater involvement with the trainees and honestly were concerned for them as people. "There is one I have really seen change. The first time he came in he was with this group that frightened me to death. He had the most bitter look on his face. And now to see him come in and smiling and he even danced the last time he came through the office. He more or less twisted and twirled his little eyes at us and that makes us feel good. I mean you would have at least accomplished that much in that child; when they put that boy in here he wouldn't talk and had the most sarcastic look on his face and then to see him months later come in and smile at you and talk to you. I think in this way we have done a lot for a lot, especially for these low-income minority groups. It's really not a black or white group, it's a minority group that's what it is. And this makes a person feel good." The negative attitude of the supervisor is shown by saying there was "very little" change, "her attitudes sure didn't change."

Question No. 10.

How do you think the trainee feels about his experience with Neighborhood Youth Corps?

This question drew very short responses. The answers indicate that the supervisors wanted the trainees to feel they had profited from the experience, but the gains could not be specified. The supervisors had never discussed this in any way with the trainees.

Question No. 12.

How well do you feel you have gotten to know the trainee? In what way?

The male supervisor wanted to maintain a "working relationship rather than a friend basis," yet when answering an earlier question he felt it important to be a father or big brother to the trainee. The women, with one exception, felt they were friends with the trainee, but were not sure how close this friendship was. "I have always joked and kidded with them when they come in, and this kind of breaks the ice with a lot of them."

Question No. 13.

Looking back, would you participate in a program like this again? Explain.

The responses to this question ranged from having extra, inexpensive help in the office to get the work done, to wanting to help the youth. "Definitely, definitely we hope we can (participate again). Right now we do not have enough people hired to do the necessary little tasks that need to be done." "Oh, yes, I think so. It is challenging. I like working with children. I like to help children, I like to teach them and all. So I would (participate again)."

Summary

The supervisors apparently did not report any preconceived ideas about the type of people the trainees would be. However, it was evident through the interviews that ideas associated with developmental tasks entered into the supervisors' expectations for the trainee. Specifically, they are (1) responsibility for self and the job, (2) good working habits, and (3) a desire to succeed.

The supervisors stressed productivity while on the job. Even for those adults who were interested in helping the trainee, the assistance was directed toward helping him hold on to a job and do better work. For this the trainee needed self confidence, assertiveness, a sense of responsibility, good working habits, and good grooming. These seem somewhat different from those things the trainees stressed in their interviews.

The supervisors seemed to want to do what they thought was right for the trainee and wanted to feel they had succeeded even if the trainee would not admit to his improved condition. The adults seemed to recognize the fact that they did not feel particularly close to the youth. This was especially clear when the supervisors were showing some doubt about how successful they had been with the youth. They had not talked with the trainee to determine what he wanted from the mutual experience. As a result the youth seemed to make little recognizable attempt to support the adults needs.

The adults appeared less interested in talking about themselves than they were in talking about the youth or having the youth talk about themselves. The supervisors showed a resistance toward investing themselves in working with and getting to know the trainee. Some of the adults recognized the need but for one reason or another they did not go as far as they could have. The trainees, however, perceived the adults as being friendly and more personable than the supervisors thought they ought to be.

The supervisors admitted to a lack of flexibility in not being able to answer the question asking how they had changed. In a similar way, they were unable to specifically say how the trainee had changed.

The trainees on the other hand felt they themselves had changed greatly and could also find ways in which the supervisor had changed.

The youth showed a certain eagerness to share themselves with others including the supervisor. The establishment of a sound relationship was valued highly by the trainee while the supervisor was hesitant in doing it. It is possible the adults were experiencing a comfortableness in their social relations through having other meaningful relationships. This is something the teens admittedly did not have as a part of their life since they were trying to redefine their relationships with meaningful people. The adults did not show any awareness of the importance they had to the youth as influences on the youths' development of personal identity and the clarifying of their values.

Both the trainees and the supervisors were concerned with developing a sense of responsibility, but for rather different reasons. It seems the adults were saying that responsibility is necessary for making it in the business world. The demands of employment require that the person be responsible. The teens seemed to be saying that for them to feel like an individual separate from all other individuals, they needed to be responsible for themselves. They needed to be free to make their own decisions on things that concerned them, which may include how and whether or not they worked.

The trainees preoccupations and concerns are rather obvious in their interviews. Indeed, they are concerned with emotional emancipation from the home, vocational selection, earning money as an expression of self worth and establishing a set of values. On the other hand the supervisors concerns can only be speculated upon, based on the interviews.

Additional Analysis

A further analysis of the results will be presented in the following tables to illustrate the trainees' responses to questions concerning the four developmental tasks and how they relate to the trainees perception of the trainee-supervisor relationship. This will be followed by an analysis of how the trainee and the supervisors individually evaluate their relationship.

TABLE 9
EMOTIONAL INDEPENDENCE

Emotional Independence	4			1	11
	3			1	11
	2			111	1
	1				
	0	1		1	
Quality of the relationship as seen by the trainee	0	1	2	3	4

The trainees indicate they felt they had not changed much overall, as a result of working on Neighborhood Youth Corps, as shown in Table 9. They also describe themselves in low value terms. However, when the trainees were talking about specific ways in which they were different, change from approximately nine months earlier became more apparent.

Their growth toward greater emotional independence is reported by the trainees as having the greatest changes. Relating the emotional growth to their perception of the trainee-supervisor relationship seems to indicate that the trainees who felt they became more emotionally independent

also felt they had the best relationships with their supervisors.

Consideration should be given to encouraging the supervisors to be more supportive and less superficial in working with the trainees. A kind word of praise may be having a greater impact on the trainee than the supervisor could imagine.

TABLE 10
ECONOMIC INDEPENDENCE

Economic Independence	4				1	1
	3					1
	2			1	1	
	1					1
	0	1		1	111	1
Quality of the relationship as seen by the trainee	0	1	2	3	4	

TABLE 11
VOCATIONAL CHOICE

Vocational Choice	4					
	3				1	111
	2			1	1	1
	1			1	111	
	0	1				
Quality of the relationship as seen by the trainee	0	1	2	3	4	

Feelings of more economic independence as a result of this program does not seem to have changed much with the trainees. Six of the trainees

either thought money was not an important gain from the program or did not mention it at all during the interviews.

Even though it is not strongly supported it is possible that there is no relationship between the trainees perception of the trainee-supervisor relationship and the trainees achieving greater certainty in his vocational selection. This developmental task along with economic independence was the two lowest tasks as rated by the trainees.

TABLE 12
VALUES AND ETHICS

Values and Ethics	4			1	11
	3			1	1
	2		1	1	
	1				
	0	1		1	11
Quality of the relationship as seen by the trainee	0	1	2	3	4

Coming closer to establishing ones adult values showed the second greatest change. The relationship this developmental task has with the trainees perception of the working relationship seems to be positive. The trainees who felt they had begun to develop their adult set of values also rated their relationship with the supervisor as higher. However, five trainees did not think setting up a value system for themselves was important for them at that time, or did not comment on it during the interview.

If the meeting of any of the four developmental tasks used in this research satisfy the objectives of the Neighborhood Youth Corps program then it would seem that the effort was worthwhile. The program's handbook

stresses staying in school and improvement in motivation and working habits through counseling and vocational training as the objectives of the program. The trainees in this study seem to indicate that a personally meaningful relationship with the supervisor is important to them. This does not seem directly related to the program's objectives.

To strengthen the effectiveness of this program, it would seem important to orient the supervisors to the kinds of things that are going to be important by the trainees. This could be particularly helpful in establishing a meaningful relationship with the trainee. They have defined a good relationship as one that includes support, encouragement and the feeling the adult is someone to whom troubles can be taken.

TABLE 13

TRAINEES ESTIMATE OF HIS GROWTH TOWARD BEING A MATURE ADULT AS
A RESULT OF THE FOUR DEVELOPMENTAL TASKS

Trainee	Emotional	Vocational	Economic	Values Ethics
1	4	1	3	3
2	0	1	2	0
3	2	2	4	0
4	2	1	2	2
5	3	2	1	4
6	3	1	0	3
7	4	3	0	4
8	0	0	0	0
9	4	2	0	4
10	2	2	0	2
11	2	1	0	0
12	3	2	4	0
Average	2.4	1.4	1.3	1.9

It is not the intention to imply that all the adolescents in this study are at the same maturational level, thus dealing with the same developmental tasks. It does seem that the four tasks discussed are tasks that play an important part in their development during the mid to late teens. Tables 9, 10, 11, and 12 indicate the degree of change the trainees feel they have experienced in each of the four developmental areas while working on the program. The tables do not deal with the degree of maturity each trainee has achieved, therefore, a low rating on emotional independence,

for example, could be due to the fact that this task has already been greatly achieved. On the other hand, it may indicate the lack of growth even though the trainee is immature in that area. It is not possible from the data available to distinguish between the two.

The following is an illustration of the numerical values used in the tables in Chapter IV.

EMOTIONAL GROWTH

0. No response; no change indicated.
1. "Friendly, hard working, well dressed for work."
2. "Nice to be around," "To talk to."
3. "Gave me a feeling of responsibility."
4. "Learn to work with people without getting jumpy inside."
"Improved relationship through better understanding." "I feel more like an adult."

VOCATIONAL GROWTH

0. No response; "I know what I can get by with."
1. Trying to do a good job.
2. Learning some specific skills not easily transferable to other jobs.
3. Learning important working habits.
4. Knowing what the future, vocationally, holds for me.

This scale indicates coming closer to making a vocational choice; selection and employability versus non-choice and unemployability.

ECONOMIC INDEPENDENCE

Developing feelings of self worth by earning money.

0. No mention of money.
1. Money is not considered as important.
2. Like to have more money, but not readily willing to work for it.
3. Like to have more money; learning the necessity to work for it.
4. Willing to work; spend it appropriately and recognize that "I feel more independent when I buy my own things."

VALUES AND ETHICS

Thinking about what is important.

0. No mention of values.
1. Not important; recognize others importance, but not behaving accordingly.
2. Recognition of other's importance in the current situation, but not always behaving accordingly.
3. Recognizing others and wanting to help out, but ineffective in doing so.
4. Regard for others as a principle for action. "I needed a job to help with the family expenses."

RELATIONSHIP EVALUATION

The numbers indicate a degree of closeness in the relationship.

0. No relationship; "I don't know him at all."
1. "Everything is strictly business."
2. Know what to expect of the other person; "I know what to expect of him from the good and bad times."
3. "We are friends."
4. Parent-child relationship; "She is like a mother to me."

TABLE 14
 EVALUATION OF THE RELATIONSHIP BETWEEN THE TRAINEE AND HIS
 SUPERVISOR BY EACH ROLE MEMBER

Trainee	Trainee's Evaluation	Supervisor's Evaluation
1	4	--*
2	2	--
3	3	2
4	3	2
5	4	4
6	3	1
7	3	0
8	0	--
9	4	4
10	2	--
11	3	4
12	4	2
	--**	1
Average	2.9	2.2

*This supervisor could not be contacted for an interview. This accounts for the lack of ratings in this column.

**This trainee's interview was not used because his speech could not be understood.

TABLE 15
PERCEPTION OF THE RELATIONSHIP BY EACH ROLE MEMBER

Quality of relationship as seen by supervisor	4				1	11
	3					
	2				11	1
	1	1			1	
	0				1	
	- ^b	1			11	1
Quality of relationship as seen by the trainee	- ^a	0	1	2	3	4

^aInformation not available concerning trainee's perception of relationship.

^bInformation not available concerning supervisor's perception of relationship.

The trainees indicate they see the relationship with the supervisor as a more meaningful one than the supervisors do. All of the trainees rated the relationship in the upper half of the scale, while only three out of seven adults saw their association with the teens as being meaningful. What may be implicated here is the relationship quality the two role members have in their experience. The teen may be lacking the experience of having a worthwhile association with an important adult, while the supervisor has had other meaningful relationships, and thus, does not value this particular one as highly. As a result, he would not work to build it as eagerly as the trainee.

CHAPTER V

LIMITATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

Limitations

Attention needs to be directed toward pointing out some of the limitations of this research. The research methodology is weak in the following ways:

1. The way in which the topic was investigated lacked the subtlety, tactfulness and sophistication needed to insure optimum study. This is particularly noticeable in the interview schedule.
2. The interview schedule wording created some interpretation problems for the academic and experience level of the trainees. A schedule that could be coded more accurately would be helpful to the interpretation of the results.
3. The schedule could have been designed to get more information from the supervisors about themselves and how they saw their part of the relationship.
4. The sample size was a limitation for using statistical analysis.
5. The researcher's bias could be minimized by using independent judges to do the coding.

Suggestions for Further Research

Further research needs to be done with action programs like Neighborhood Youth Corps. Better understanding of what happens in this type of program could increase its effectiveness through modification. This re-

search was hampered by the above mentioned limitations, yet the results seem to indicate that the relationship has some importance. The supervisor's role needs to be better understood. The trainees' role needs a clearer definition. These roles could be investigated more comprehensively with an instrument that looks at the aspects indicated as important in this research. It is suggested that the researcher not have a direct, active involvement with the role members before doing the interviewing. A larger population sample, possibly one that cuts across several projects, would offer additional insight. Further research with Neighborhood Youth Corps could look at how the project staff could promote a better relationship between the supervisor and the trainee. Follow up studies may be helpful to appreciate the impact of such a program.

Implications

The writer's perspective determined by having been a project director and a researcher of the same group of people indicates to him that Neighborhood Youth Corps is a useful program. It is worthy of continuation and can be additionally beneficial to society through placing greater emphasis on working with people as individuals. Structural hierarchies are useful but unduly burdensome to the point of negating helping an individual grow. The important individual in this program is the trainee and he can be helped by giving him an opportunity to develop a meaningful relationship with his supervisor. He will gain by meeting the four developmental tasks studied and develop a positive self concept. The added security the adolescent builds will help him be a better individual and citizen.

APPENDIX A

QUESTION SCHEDULE FOR THE TRAINEES

1. What had you heard about Neighborhood Youth Corps before you had any contact with the program?
2. When you were a new trainee, what did you expect of the supervisor? Has this changed?
3. What did you think the trainees would be like before you met any of them?
4. How would you describe the trainees after the contact you have had with them?
5. In what ways do you feel you have gained the most from this program? In what ways do you feel you have gained the least?
6. How has your supervisor changed since you first knew him through the Neighborhood Youth Corps Program?
7. How do you feel about your experience with Neighborhood Youth Corps?
8. What changes in your attitudes, behavior, personal relations have you experienced since joining Neighborhood Youth Corps?
9. Do you feel your work in Neighborhood Youth Corps will make it easier or harder to get a job in private businesses? Explain.
10. Do you feel the supervisor spent enough, or too much time working with you? Explain.
11. How well do you feel you have gotten to know the supervisor? In what way?
12. If you had to attribute the success or failure of your work with this program to one thing, what would it be?
13. Looking back, would you participate in a program like this again?

APPENDIX B

QUESTION SCHEDULE FOR THE SUPERVISORS

1. What had you heard about the Neighborhood Youth Corps before you had any contact with this program?
2. What had you thought the trainees would be like before you had met any of them?
3. How would you describe the trainees after the contact you have had with them?
4. When you were a new supervisor, what did you think the trainees expected of a supervisor? Has this changed?
5. In what ways do you as a supervisor feel the trainees have gained the most and the least?
6. Do you feel you spent enough time working with the trainee. Explain.
7. How much difference, if any, do you feel this program has had toward making the trainee more employable? Explain.
8. What changes in attitudes, behavior, personal relations, have you seen in the trainee since you have been working with him?
9. As a supervisor, how have you changed since your contact with the Neighborhood Youth Corps?
10. How do you think the trainee feels about his experience with the Neighborhood Youth Corps?
11. If you had to attribute the success or failure of your work with this program to one thing, what would it be?
12. How well do you feel you have gotten to know the trainee? In what way?
13. Looking back, would you participate in a program like this again? Explain.

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ROLE PERCEPTION OF NEIGHBORHOOD YOUTH CORPS
TRAINEES AND THEIR SUPERVISORS

by

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B. A., University of Iowa, 1966

AN ABSTRACT OF A MASTER'S THESIS

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The purpose of this research is to look at how the trainee and his supervisor in a Neighborhood Youth Corps project perceive their respective roles and their expectations of each other in this relationship. The general proposition study was that there would be a difference in their perceptions and expectations. The difference would be that the trainees were concerned with attitudes and feelings, whereas the supervisors would be concerned with objects and observable behavior.

A major assumption of this research was that the developmental task was a relevant way of distinguishing the differences in the perceptions of the relationship. Four developmental tasks were used to focus on the trainees' preoccupations. They are:

1. Establishing an emotional, but independent relationship with parents and other important adults;
2. Choosing and preparing for an occupation;
3. Achieving the assurance of establishing economic independence;
4. Determining a set of values and an ethical system to guide ones behavior.

An interview schedule was devised to ask factual questions of the trainees and supervisors that would also allow them to reveal some of their feelings about the relationship without being unduly threatened. The interviews were tape recorded and transcribed. The transcriptions were coded and analyzed. The results are inconclusive but give an indication of support for the general proposition.

The trainees rated the relationship as being more meaningful than the supervisors did. The developmental task of establishing greater emotional independence seemed to be more closely related to perceiving the

relationship as good, than the other three tasks investigated. Emotional independence was followed by establishing an adult value system in degree of relationship to the trainee-supervisor association.

The limitations of this study include a small sample and a limited interview schedule.