

1982

Archetypes and the Large Organization: A Comparison of Family and Management Roles

Ann Lowry Goodell

Let us know how access to this document benefits you

Copyright ©1982 Ann Lowry Goodell

Follow this and additional works at: <https://scholarworks.uni.edu/etd>

ARCHETYPES AND THE LARGE ORGANIZATION:
A COMPARISON OF FAMILY AND MANAGEMENT ROLES

An Abstract of a Thesis
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Ann Lowry Goodell
University of Northern Iowa
July 1982

Copyright by

ANN LOWRY GOODELL

July 30, 1982

All Rights Reserved

ABSTRACT

Economic realities, divorce, and the feminist movement have forced or encouraged women to retain their ties with the labor force. Unfortunately, these ties have been strained by accusations of incompetence, negative attitudes concerning affirmative action policies and concern over role conflicts. The issue which emerges is an issue concerning the role performances of women: are women competent in the labor force? Are women more subject to and influenced by role conflict than men? Are women's performances being accurately perceived by their superiors, colleagues, and subordinates? Before any of the questions can be addressed, an in depth analysis of the roles women assume and are surrounded by needs to occur. This study attempted to explore and compare the roles of mother, father, and manager. The Coordinated Management of Meaning, a theory which hypothesizes that man's perception of reality affects and is affected by his enmeshment within different systems, was presented as the theoretical basis for this study. Interviews of a stratified sample of the entire group, engineers from a large midwestern manufacturer, were conducted to formulate a survey which included the most frequently mentioned episodes or tasks individuals involved in the specific role might encounter. The entire sample was then asked to group these episodes

on the basis of similarity. The results were analyzed both interpretively and numerically to discover similarities and consequently dissimilarities. The researcher was able to answer the research questions only descriptively and uncovered that: The cluster characteristics for the father archetype were more similar to the manager clusters' characteristics than were the mother archetype's clusters, and the number of episodes per cluster in the father archetype was more similar to the number of episodes per cluster in the manager archetype than was the number of episodes per cluster in the mother archetype. Overall, with this sample, the manager/father archetype linkage was stronger than the manager/mother archetype linkage. Finally, the implications of this study, and descriptive research in general were discussed, as were the advantages and disadvantages of the Coordinated Management of Meaning.

ARCHETYPES AND THE LARGE ORGANIZATION:
A COMPARISON OF FAMILY AND MANAGEMENT ROLES

A Thesis
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

Ann Lowry Goodell
University of Northern Iowa
July 1982

TABLE OF CONTENTS

	PAGE
List of Tables.....	v
List of Figures.....	vi
I. THE PROBLEM.....	1
Research Questions.....	2
Limitations.....	3
Definitions.....	4
The Importance of the Study.....	4
II. THE REVIEW OF THE RELATED LITERATURE.....	8
Women in the Work Force.....	8
Factors Affecting Female Labor Force Participation.....	9
Disparities in Earnings Among Working Individuals.....	11
The Working Mother: A Double Bind?.....	12
The Barriers to Working Mothers.....	13
Role Conflict in Working Mothers.....	17
Family Roles: An Analysis of Parenting....	20
The Double Bind.....	24
New Directions in Job Competence Research..	26
A Theoretical Perspective: The Coordinated Management of Meaning.....	27
The Coordinated Management of Meaning.....	28
Rules.....	32
The Organization of the Individual's Meaning.....	34
An Extension of Archetypes.....	38

III.	METHODOLOGY.....	43
	Subjects.....	43
	Data Gathering Devices.....	44
	Procedures.....	45
IV.	RESULTS.....	47
	How the Data Were Treated.....	49
	Treatment of Results.....	53
	Research Questions.....	57
V.	DISCUSSION.....	69
	Research Questions.....	69
	Support for Diversity in Roles.....	76
	Limiting Conditions of the Case Study.....	76
	Interviews.....	76
	Time.....	78
	Serendipitous Findings.....	79
	Implications.....	79
	Suggestions for Further Research.....	82
	REFERENCES.....	84
	APPENDICES.....	90
	Appendix A: Sample of Interview.....	90
	Appendix B: List of Interview Responses....	91
	Appendix C, A-HHH: Truth Tables of Responses.....	94

LIST OF TABLES

TABLE		PAGE
1	Type of Interrole Conflict and Choice of Coping.....	18
2	Role Construct Repertory Test Form.....	48
3	Number of Clusters for Respondents for Each Archetype.....	49
4	Example Manager Survey.....	50
5	Example Truth Table.....	51
6	(Table 00) Episode 1: Manager.....	52
7	Number of Episodes per Cluster for the Three Archetypes.....	52
8	Clusters: Father Archetype.....	58
9	Clusters: Mother Archetype.....	61
10	Clusters: Manager Archetype.....	64
11	Episodes Which Were Not Clustered.....	68

LIST OF FIGURES

FIGURE		PAGE
1	A Model of Communication Competence.....	41
2	Number of Episodes in a Cluster: Father.....	54
3	Number of Episodes in a Cluster: Mother.....	55
4	Number of Episodes in a Cluster: Manager.....	56

CHAPTER 1 THE PROBLEM

Research concerning women in the labor force is faced with more questions and contradictions than answers. The data indicated that women earn less than men in equal status jobs (Suter & Miller, 1973; Treiman & Terrell, 1975), that women are concentrated in middle status positions (Keyserling, 1976; U. S. Department of Labor, 1978), and that high status females may be adversely influenced by the fact that they have children (Mincer & Polachek, 1974).

While previous research has uncovered these contradictions, virtually no studies have been undertaken to discover why these conditions exist for the working woman and mother. Researchers all too conveniently have assumed that stereotypic attitudes toward women are responsible for the disparities (Bell & Mayer, 1974). Unfortunately, while stereotypes toward women may exist (Broverman, et al., 1972) the researcher cannot assume that stereotypes are the source of the problems faced by women in the labor force. -

Schein (1978) proposed that more research needs to be conducted to determine exactly what does influence employees in an organization, while Cushman and Whiting (1976) suggested that the rules of a particular organization need

to be explored to fully determine the influences the employee is exposed to.

Through the application of the Coordinated Management of Meaning (Pearce & Cronen, 1980), an examination of the individuals' rules and archetypes concerning the roles which may affect the individual in the organization and in the family can be explored to determine how "competent" and enmeshed in the systems these individuals are.

The human being is enmeshed in several different roles: that of spouse, employee, parent, and child, to mention only a few. While the coordination between these roles can be achieved, individuals frequently experience role conflicts, or a lack of coordination in the demands of each role.

The purpose of this study was to examine three roles and determine how similar, and consequently, how dissimilar, the roles of mother, father and engineering manager are, both through an examination of the type of episodes groupings together and the size of the episode groupings. A secondary purpose of this study was to validate a methodology using the Coordinated Management of Meaning as a theoretical basis.

Research Questions

An examination of role structures might be done through an analysis of how the parts, in this case the episodes, fit together--or how they cluster. Parallels between the types

of episodes grouped in each role and the average sizes of these clusters can indicate similarity between the systems. Expectations concerning these issues can be postulated through the following research questions:

- Q₁ What tasks were grouped on similarity in each archetype and can any conclusions be drawn from their similarity?
- Q₂ What is the complexity of each of the archetypes?
- Q₃ Is the complexity of the role archetype of manager more like that of the archetype of mother or father?

Limitations

This study was an analysis of only three roles, the roles of mother, father, and engineering manager. The study concerning manager dealt only with the episodes associated with the role of engineering manager and may not be applied to the role of any other type of manager.

The comparison between the roles was based solely upon similarity and dissimilarity which was determined through the grouping elicited from the surveys.

This study compared the roles as they were defined by these episodes only. Parallels could not be extended to roles which incorporated different episodes into their performance.

This study did not attempt to judge the quality of any one role or to determine that one role is more

desirable than any other one.

Definitions

A primary purpose of this study was to identify the episodes and tasks which are frequently performed by individuals assuming the role(s) of father, mother, and/or manager. These three terms were defined operationally in this thesis.

Archetype: The total accumulation of the shared experiences of individuals in a particular role, which has been influenced by and evolved through the enculturation of individuals involved in societies and the shared experiences of human existence.

Episode/Task: Used interchangeably. Describes an act or group of acts which have distinct beginnings and endings, are subject to their own rules, and may be characterized by a particular sequence of opening and closing "acts."

Cluster: A grouping of one or more episodes together on the basis of similarity. A cluster may consist of only one episode.

The Importance of the Study

This study offers practical assistance for working women. The data indicate (Bell & Mayer, 1974; Aetna, 1973) that the perceptions of women in the work force conflict with the actual performances of those women. In order for

women to deal with these misconceptions, they must first understand the basis of the attitudes. This study attempts to look at the specific parts of the roles, i.e., the episodes involved in the role performances, and provides an opportunity for women to discover what is incorporated into the development of these attitudes.

This study also offers practical assistance for the working mother. The data suggest (Oaxaca, 1973; Moore, 1977) that working mothers are paid less than childless women. The data also suggest that subgroups of particularly successful women are adversely affected by the fact that they have children. Some theorists have postulated that these problems facing working mothers can be attributed to the conflicts working mothers face because of the variety of role demands placed upon them. While the role of the working father has changed in the past few decades, women have been faced with even greater changes in their role expectations. If role conflict is an issue for working mothers, the only way that the working mother can begin to deal with the conflict is by understanding it, i.e., fully understanding the demands of each of her roles. This study attempts to look at the demands of the role of mother and compare it to the role of father.

This study also offers practical assistance for the father. As our society has experienced the transition in the women's roles, men's roles have changed also. An

analysis of the role perceptions concerning the father archetype can give the individual a more complete understanding of his role and how it enmeshes with the roles around him.

The large organization can benefit from a study such as this for several reasons. First, this study scrutinizes the role demands of the manager, and the individual's perceptions of that role. While the individuals in an organization develop the role demands (through their performances), upper-level management may not always be aware of, or in agreement with these role expectations. If upper-level management is not aware of what the perceptions are, they have no means by which they can evaluate the role. This study also gives employers and employees an idea of the role demands that individuals face outside of the working environment. With Affirmative Action Guidelines, employers are looking for competent women who will not only fit into their organization, but who also will be effective in company positions. This study offers a means by which an employer could analyze the perceptions toward female employees in the organization and consequently incorporate these women into the organization in an effective way.

Finally, this study offers the Coordinated Management of Meaning as a theoretical perspective. The naturalistic approach encouraged by the Coordinated Management of

Meaning, has advantages. Unfortunately, a complete evaluation of a new approach to research cannot be given when it is in its infancy. This study attempts to apply the Coordinated Management of Meaning through its use and recognition of its assets and shortcomings.

CHAPTER 2
THE REVIEW OF THE RELATED LITERATURE

Women in the Work Force

Although women now constitute 51% of the United States' population and hold 40% of the jobs in the United States, they hold a disproportionately small number of the responsible and better-paying jobs in business. Almost 42 million women work (Monthly Labor Review, 1981), but 75% are concentrated into five predominantly female professions: secretary-stenographer, household worker, bookkeeper, elementary school teacher and waitress (Keyserling, 1976). In 1973, women held less than 1% of all management and administrative positions (Spain, 1973). It was estimated that in 1981 still only 5.6% of all women workers occupied management positions or administrative positions (Monthly Labor Review, 1981).

The numbers of women working outside the home have increased in the past few years. In 1976, less than 39 million women worked outside the home (Monthly Labor Review, 1981), and at least one prediction (Waite, 1978) indicated an increase in future female labor force participation. Waite evaluated sex-role attitudes and employment statistics and predicted a 2-4% increase in female labor force participation by 1990. Since Waite's study primarily involved attitudes of the early 1970's, she assessed a further 19-22% increase in female labor force participation assuming the

trend to accept the woman in the work place continues.

Factors Affecting Female Labor Force Participation

While the working woman is not a new phenomenon (during World War II 57% of the work force was female), the reasons for the resurgence in the number of women in the labor force have changed dramatically over the past decades. In 1970, 10% of all American families were headed by a woman (Monthly Labor Review, 1981), compared to mid-1981 when nearly 17% of all American families were headed by women. The economic realities of divorce have forced women back to the work force as divorce has left the average white woman with 20% less capital income than before her divorce, and the average black woman with 13% less capital income than before her divorce. The same source estimated that one in three of these single parent families headed by a female lives in economic destitution, while only one in nine single-parent families headed by a man lives in a similar state of economic disparity. The economic condition of the traditional family is not much better as the economy has left three out of five traditional families in America with two household members working outside of the home (Monthly Labor Review, 1981).

A second determinant of female labor force participation is the influence of supply and demand upon the job market. Just as female labor force participation increased during World War II, demand controls participation today.

Oppenheimer (1970) argued that much of the increase in female labor force participation from 1940-1960 was precipitated by an increased demand for female workers. As female labor force participation increases, however, the traditionally-female occupations will reach their limits, and females will be forced either to enter traditionally male-oriented jobs or to remain out of the job market altogether. As the Monthly Labor Review points out:

with inflationary pressures and slow growth in productivity leading to sluggish gains and even occasional declines in real earnings, more families will depend on two wage earners just to make ends meet . . . these changes--unlike fads which come and go--will probably have some of the deepest and most lasting effects on the family institution and on American society. (1981, p. 28)

A third factor contributing to female labor force participation revolves around the sex-role attitudes applied to males and females in our society. Ferber (1977) hypothesized that expansions of jobs for women, declining birth rates, increased education, and increased technology in household chores have had relatively little effect on why women work compared to the change in **sex-role attitudes** (toward the acceptance of the working woman) of the past few years: In 1930, only 25% of all husbands interviewed approved of working wives (Oppenheimer, 1970).

A third factor which may affect female labor force participation is whether or not the woman has children and how many children she has. Several studies suggest that

the number of children in the family is an important factor in women's labor force participation (Bell, 1974; Sweet, 1973).

Disparities in Earnings Among Working Individuals

The 1970 Fact Sheet published by the Women's Bureau of the U. S. Dept. of Labor (Monthly Labor Review, 1981) pointed out the disparities between male and female earning. In 1970, full-time working women earned three dollars for every five dollars earned by men. The Fact Sheet also pointed out that in 1955 women's median wage or salary income was 64% of men's. In 1970, however, the percentage had fallen to 59%. Using status models, Suter and Miller (1973) and Treiman and Terrell (1975) found that females earn much less than males at the same status levels. On the other hand, McClendon (1976) determined that white male and white female status attainments and determinants for occupational status show little disparity, while Duncan's Socio-economic Index (1961) indicated that male and female means and distribution shapes for income were very similar. The important difference in male and female labor force involvement occurred in the high concentration of males at both ends of the status distribution table. In other words, while men held both high status and low status jobs, women were concentrated primarily in the middle status areas.

Education level is frequently cited as a reason for this distribution. Yet as Biles and Pryatel (1978) point out:

Despite the wide variety of educational backgrounds of all people presently in management, the most frequently cited reason for the scarcity of women in managerial positions is their education and experience. But as a matter of fact, statistics show that the average female worker is as well educated as the average male worker: women have completed 12.5 years of school, men 12.4 years. (p. 575)

Several issues are presented in this data. Why are women concentrated in this middle section of the status table? Does the data indicate it is because those predominantly "female" professions where 75% of all working women are concentrated are middle income professions? And if so, are women choosing these professions because they like them or because they are in some way being forced to accept them? And if women are being forced to accept jobs which offer less responsibilities, are they even competent to assume a higher level management position?

The Working Mother: A Double Bind?

An examination of the data presented earlier suggests that a woman's labor force participation is influenced by many factors; factors which may frequently be out of her control. Further data suggests that the working woman may be even more adversely influenced if she is also a working mother. -

In 1970, over 11 million women in the labor force were mothers of children under 18 years of age. By 1978, nearly 16 million were in that position: 75.2% with 6-11 year-olds, 47.9% with 3-5 year-olds, and 37% with children under the

age of three (Waldeman, 1979). The Urban Institute has estimated that by 1990, 50% of all females working in the labor force will have children under six years of age (Monthly Labor Review, 1981).

Oaxaca (1973) used the number of children a woman had as a factor for determining the number of years lost on the job and concluded that the number of children had a significantly negative effect on the wage rates for white women, but not for black women. Moore (1977) replicated these findings, and concluded that children reduce a woman's years of experience, her education level, and her available occupational choices. While Mincer and Polachek (1974) concluded that even after accounting for losses in experience and depreciation of human capital, the influence of children affected only the earnings of subgroups of highly educated and dedicated women.

The Barriers to Working Mothers

While sex-role attitudes are changing, some attitudes concerning the employment of females may be limiting the woman's success in the job market. One attitude, that women employees are not interested in certain aspects of business, may preclude women from achieving high levels of success in business (Biles & Pryatel, 1978).

Bayes and Newton (1972) found another attitude concerning the working woman which might endanger her success in a field:

because of the fantasy and fear of women's power, both men and women are socialized to accept a strongly-held stereotype of women as possessing legitimate authority only to nurture, therefore a woman is likely to have difficulty exercising authority in those areas which are seen as inappropriate to her sex-role, and for which she receives little or no early training: maintenance of group's external boundary mobilization of aggression in the service of work, establishment of a no. 2 position with her as no. 1. She is also likely to stimulate and collude in the maintenance of dependency on her staff. (pp. 19-20)

Certainly a woman facing this attitudinal disposition in her superiors, colleagues, or subordinates is faced with a serious problem when she attempts to assert authority.

Another belief which affects female labor force participation is the fact that the characteristics frequently associated with women are contradictory to those which are said to be a requirement in business. Bell and Mayer (1974) found that men and women do indeed have stereotypic attitudes concerning each other's behaviors. Broverman, Vogel, Broverman, Clarkson, and Rozenkrantz (1972) found that men were judged as more independent, objective, competitive, logical, skilled in business, and able to make decisions than women. Women, in the same study, were viewed as more dependent, passive and illogical than the men. In another study, women were perceived as lacking in toughness, stability, creativity, and judgement (Rosen & Jerdee, 1974; Cecil, Paul, & Olins, 1973). Finally, Horner (1972) found that negative values are generally associated with successful women.

Several studies suggest that determinations of job competence might frequently be based upon perceptions of femininity and masculinity. One study showed that women with typically male interests were viewed as more competent than women with typically female interests (Spence & Heimreich, 1972). Shaffer and Wegley (1974) found that competence is associated with a lack of femininity. Yet, another study indicated that competent and feminine women were judged to be more attractive as a social or work partner than a "masculine" female (Peacente, et al., 1974). In a job interview situation, the masculine female was preferred by prospective employers (Shaffer & Wegley, 1974). Assuming accuracy in these results, the woman in business needs not only to be perceived as competent, but must also be aware of when to project herself as feminine and when to project herself as masculine.

Not only are general perceptions of competence based upon masculine characteristics, these characteristics are also prevalent in the perceptions of successful managers. When asked to give the characteristics of the successful manager, a survey of 300 managers labelled the successful manager as the one endowed with typically male temperament, characteristics and attitudes (Schein, 1973). Bartol (1976) discovered that what may be considered appropriate behavior for a male manager is often considered inappropriate behavior

in a female manager.

In a survey of Harvard Business Review readers, Bowman (1965) found that 51% of those surveyed considered females to be temperamentally unfit for management positions. Most of the respondents, the majority of them male, revealed, however, that their beliefs were based upon their own insecurities.

Other studies, however, show that perceptions of femininity or masculinity have little impact on the actual competence of the employee. Lynch (1973) conducted extensive surveys with upper level women managers and found that the view that women naturally have characteristics which make them unsuitable for management positions was false. Another study found that individual characteristics far outweigh sex differences concerning job competence (Tyler, 1968).

Finally, women are viewed as a high risk employee by many managers who still believe that women are temporary because family and other interests will eventually draw these women away from the labor force. Rosen and Jerdee (1974) discovered that women and men felt that female employees should put family responsibilities above career. Yet, the Aetna Life Insurance Company conducted a large scale survey to determine if the myths concerning females as temporary employees are accurate. This survey found that female employees in technical, supervisory, and

managerial positions had a turnover rate of 8.5% per year compared to a male turnover rate of 9%. Absence rates were found to be almost identical.

Role Conflict in Working Mothers

Role conflict may cause further problems for the working mother. As a Business Week (1977) interview pointed out:

However neatly they have arranged their lives, most corporate mothers believe that their dual role has slowed their progress up the corporate ladder. Having to dash home to relieve a babysitter does cut one off from the socializing which usually leads to promotions, they say. And concern about a child's grades or his fear of the bully next door can distract from the strategies of career building, they concede. (p. 158)

Harrison and Minor (1978) conducted an extensive analysis of role conflict in working black mothers between the roles of wife/worker, mother/worker, and mother/wife. Their intention was to analyze the type of coping strategies employed by the woman to deal with her conflict. The Type I conflict resolution technique dealt with the woman's attempt to change others' attitudes toward her roles. In Type II, the woman attempted to change her own attitude toward the role, while in Type III, the woman attempted to improve her own role performance. The chart indicates the type of conflict resolution techniques chosen by the women.

TABLE 1
TYPE OF INTERROLE CONFLICT AND CHOICE OF COPING

	Type I	Type II	Type III
Wife/Worker	64	15	21
Mother/Worker	27	46	27
Mother/Wife	44	41	15
			$\chi^2=22.752$
			p .001

(p. 803)

As can be seen on the chart, role conflict between mother/worker was resolved by women with more Type II and Type III behaviors than in the other two kinds of conflicts. Since Type II and III conflict resolutions are attempts to change the woman's own attitudes or behaviors, it is clear that the working mother's choice of resolution techniques places even more stress on her role performances.

Hock (1978) analyzed role-related beliefs about child care. One element of her study concluded that the working mother expressed less dependence on others for decision-making than did the nonworking mother. At least one other study confirmed this finding (Burke & Weir, 1976). While the ability to make decisions is certainly an advantage to any individual, the responsibility of doing so places an additional burden on the working mother.

Another finding of the Hock study showed that the infants of nonworking mothers exhibited more stranger-

resistance than did the infants of working mothers. Hock concluded that these infants may merely be responding to the subconscious desires of their mothers. Whatever the explanation, while this result may be seen as a relief to the working mother, we condition women in our society to believe that the best person to care for the child is the mother. Consequently, when the child of the working mother does not respond negatively to her departure, the mother might feel a certain amount of stress or jealousy for the childcare provider. A later section of this review will deal specifically with this issue.

The topic of role conflict is not one to be dismissed, as the statistics indicate that the working mothers' labor force participation will continue to increase. A Business Week reporter summarized the problem:

As a male personnel manager in a Midwestern manufacturing company pointed out: 'there's really no bias against mothers in management. The only restrictions they experience are ones they put on themselves.' (1977, p. 155)

The reporter continued by pointing out that when a working mother misses a meeting because it conflicts with the first day of nursery school, she may be reducing her chances of promotion:

While dilemmas such as this do pose unique problems for the working parent, the question arises then why the working father manager is unaffected by his conflicting role as a parent. Is it because fathers do not take as much responsibility at home?--possibly--but it is doubtful that the answer is so simple. (1977, p. 157)

Family Roles: An Analysis of Parenting

Very few, if any, researchers will commit themselves to an analysis of what the role of "mother" in the 1980's is. Perhaps in order to determine inductively what the 1980's mother is, we need first to examine where she has come from.

Zaretsky (1976) and Anderson (1971) did a historical analysis of the roles that individuals assumed in the family. Prior to industrialization, the typical family in England was primarily an independent self-sufficient unit producing its own economic resources. With industrialization, paid work was differentiated from unpaid work and a sex-related division of labor occurred (Ericksen, 1979). In this early industrial period, women either stayed home or were given lower-paying jobs. Now, however, we seem to be approaching a late industrial period in which women no longer desire non-paying or low-paying jobs.

In The Future of Motherhood (1974), Jessie Bernard pointed out that there are two imperatives facing women concerning mothering: the first imperative is that women must bear children, while the second imperative is that women must care for their children. Bernard is clear to point out that these imperatives exist for women in American culture.

The first imperative, that women must bear children, (Radl, 1973) is not as powerful as it once was in our

culture but is nonetheless still in existence today. The scene of the mother-in-law urging the young wife to "be prolific" is not only common but has become a stereotype. Society has socialized female children to be mothers while society does not offer dolls to boys. Even the mass media has had a great impact in the socialization toward motherhood through its programming and advertising, as Shirley L. Radl pointed out in her book Mother's Day is Over (1973).

Thomson (1980) examined the costs and rewards of employment upon the role of mother and found that employment had a negative correlation to fertility. In other words, the more time and effort a woman gave to outside employment, the fewer children she bore. Working, then, affects the fulfilling of the first imperative of womanhood.

The second imperative, to protect and socialize the children women have, does have some important consequences for the role of mother. Motherhood, as we know it in America today, is the result of an affluent, industrialized society where the able-bodied woman has been spared from the rigors of physical labor. A team of psychologists and anthropologists (Whiting, 1963) studied six cultures including our own, and found that only our culture followed this model.

A study conducted on a sample of families with 15 month-old infants indicated that the wife role may have a greater influence on fathering than the husband has on

mothering (Belsky, 1979). The data in this study indicated that the frequency with which fathers spoke of their babies was not positively or negatively correlated with any mothering pattern, while the frequency with which women spoke of their children was positively related to fathering patterns. The fact that the mother role in this study had more power over the father role than vice-versa might suggest that the mother role might be significantly different than the father role.

A second disadvantage for the working mother is that her employment takes away from household production time (Thomson, 1980). A French study in 1947 suggested that the first child added eighteen hours of household work per week to a typical household (Bernard, 1974). Since the working woman is already burdened with work, she faces even more household tasks when she has a baby, and this additional work could strain her ability to socialize the child.

Another disadvantage of maternal employment as cited by Thomson (1974) was that husbands of employed wives were less satisfied with their marriages than were husbands of unemployed wives. The added strain of marital dissatisfaction makes the working mother's jobs seem even more difficult.

A final disadvantage of maternal employment cited by Thomson (1980) was that the potential for role-strain (the attempt to avoid role conflict by performing all roles competently, i.e., becoming a 'Supermom') was great. Bedell

(1973) found that women who attempted to overcome role conflicts showed fatigue and irritability as a symptom of this role strain.

While attitudes concerning family roles do seem to be changing, men and women are not necessarily in agreement about these new roles. A 1972 Harris Poll reported that while women still disagree about their role, they all agree that the roles of women in society are changing (Bernard, 1974).

Mott and Shapiro (1979) found that the traditional pattern taken by women of post-school work, marriage, child-bearing, child rearing and a return to work when the children are school age is eroding and a large number of women, particularly black women, are choosing to retain their ties with the labor force during the child bearing/rearing years.

Albrecht, Bahr, and Chadwick (1979) found that the attitudes toward the division of family roles is changing. While 42% of the men aged 65 and older surveyed felt that the role of income provider should be exclusively male, only 25% of the under 30 age group felt the same. However, while only one percent of the 65+ males felt that child care should be exclusively female, 4% of the under 30 males felt it should be. A very important aspect of this study is the amount of disagreement between males and females. While women felt they should take the majority of responsibility for child-care and household chores, they also felt that they should

share in the income/provider role. In this survey, women felt that they should do more than their husbands.

The dilemma that the modern woman is facing is that she has been conditioned to be a perfect homemaker, mother, and wife, and now, either by choice or necessity, is taking on an additional role--that of worker.

The Double Bind

As Bernard pointed out, women are faced with two imperatives: to bear children and to care for children. Women today, however, as products of a late industrial society, are returning to the labor force. Yet the imperatives still exist and to some extent are encouraged, more often by women than by men (Albrecht, et al., 1979). Women need, or want to work outside of the home, yet see the hazard of doing so: work violates the imperatives.

Statistics indicate that the birthrates have declined because of women returning to the labor force (Bernard, 1974). Studies show the adverse effects of the working mother on her family--breaking imperative two. So while the woman's place in society is changing, the encultured attitudes of generations before her still dictate her actions.

Bateson, Jackson and Weakland (1956) proposed the Double Bind Theory of schizophrenia. While Bateson's theory did apply to schizophrenia certainly applicability can be found to the issue women are facing today. Swenson

(1973) summarized Bateson's theory:

To oversimplify, the double-bind hypothesis is that the schizophrenic grows up in a family in which the messages he receives from his parents are always telling him to do one thing on the overt, verbal level and another and contradictory thing at the second level. If he obeys the message at one level, then he will be disobeying the message at the second level. He is damned if he does and damned if he doesn't. (p. 58)

The working mother in American society is placed in a double-bind/no win situation: she sees the need to work, either for fulfillment or because of economic necessity, yet working prevents her from fulfilling to perfection the role which our society has prepared her for. While research into the dilemmas facing working mothers are superficial in the role expectations, some researchers believe that methodological considerations have also been superficial.

Schein suggested that experimental design of many previously done studies has further complicated the results:

While descriptive research of this nature is efficacious, full utilization of women in the work force will not be accomplished until more emphasis is placed on behavioral science-based research which will enable companies to obtain detailed, in-depth information about their employees. (1973, p. 332)

Schein suggested that the descriptive research which has been done is certainly helpful, but it does not explain the antecedent conditions upon which these results were based.

If stereotypes concerning the female employee do exist, it is absolutely essential to understand the bases of those generalizations. Many of the previously mentioned studies have been involved with analyses of discrete variables only. Consequently, these studies do nothing to help the employer understand why her employees have inaccurate perceptions; perceptions which other studies have proven to be false (Aetna, 1973; Lynch, 1968).

Cushman and Whiting (1976) suggested that a cogent discussion of communication in the large organization needs an analysis of more than discrete variables:

when face-to-face contact is replaced by the impersonality of a complex organization, a set of communication rules somewhat peculiar to that particular organization is typically discovered. Learning-the-ropes communication-wise in the organization involves, in large measure, learning the unique meanings attached to particular symbols or to particular situations and contexts by that organization. (p. 221)

The implication seems to be that the earlier research is limited to one type of examination of the problems facing women in the large organization.

New Directions in Job Competence Research

As Schein pointed out, new methods of research need to be explored to better understand societal attitudes toward women in the labor force. Pearce (1977) suggested that exact-science research makes two assumptions:

The standard of exact science depends on at least two assumptions: (1) that the phenomena studied are stable and independent of the process of being

known, and (2) that researchers are able to describe the phenomena using an observational language which permits test of and hence must be free from alternative theories. (Pearce, p. 52)

Pearce goes on to point out that the assumption can be made that a great deal of human behavior, including communication, falls out of the domain of this "exact science" research as it is neither independent of the action of the knower nor stable in the sense of being casually ordered. While this exact-science, discrete variable approach allows for little or no analysis of the antecedent conditions of an interaction, a natural systems, rules approach not only allows for, but is based upon such analyses. The Coordinated Management of Meaning (Pearce, 1977) is an open systems approach which offers these advantages.

A Theoretical Perspective:
The Coordinated Management of Meaning

Personal Construct Theory (Kelly, 1955) presented to behavioral scientists a new direction in the research of human behavior. Kelly's theory promoted the concept that people anticipate events by the responses they receive, or that a single event is interpreted differently, depending upon how an individual "constructs" the features of the event. The constructions, or the channels through which individuals' mental processes run, help individuals control and create their environments. Kelly believed that individuals can control their environments to the extent that they have developed construct systems and through

the ways in which individuals fit themselves into those systems. One implication of Personal Construct Theory was that man assigns meaning to events, not that events give meaning to man.

In 1964, Mischel built upon Personal Construct Theory by pointing out that Kelly's theory is not hypotheses oriented, as Kelly proposed, but rather rule oriented. While the term "hypothesis" suggests a law orientation, "rules" suggests an individualistic orientation, and by the very nature of Kelly's definition of personal construct (an individual's construal of an event), Personal Construct Theory could not be hypotheses oriented, and must be rule oriented. The Coordinated Management of Meaning (Pearce, 1978) is a rules-based, systems approach which increases the workability of Personal Construct Theory by extending Kelly's theory beyond intrapersonal impression formation to interactive analyses (Pearce, Cronen & Conklin, 1980).
The Coordinated Management of Meaning

The Coordinated Management of Meaning is an open systems model of communication which views the world as a system of hierarchically organized co-existing structures (Cronen & Harris, 1974). Rather than viewing the world as a "body" of unrelated bits of data, the systems approach views the world as a whole, believing that the sum is more than the combination of its parts. The Coordinated Management of Meaning model views human interaction as a system,

not to be analyzed through a scrutiny of discrete variables, but rather to be viewed as a combination of variables which form the system.

There are two components at interplay in the system of the Coordinated Management of Meaning: The individuals, whose interactions are represented as a hierarchical set of rules which structure the meanings (Pearce, Cronen, & Conklin, 1980), and the interpersonal system; and the interpenetration which occurs when these components act reciprocally. The "logic" of the system is formed by the juxtaposition of the individuals' rules (Pearce, 1976). Previous paradigms of human interaction have proposed that most behavior is a response to something. Through the hierarchical structure of the intrapersonal system, the Coordinated Management of Meaning presents a new paradigm of behavior: behavior as action which occurs through the use of rules.

The new paradigm presented in the Coordinated Management of Meaning views humans as plan-making, self-monitoring, aware of goals and the best ways of achieving these goals (Harre, 1974). This view contradicts the stimulus/response model in which the stimulus forces the individual to do something. The new paradigm views stimulus as having force over the individual while the individual ultimately decides which response to make.

The Coordinated Management of Meaning defines rules as

the representations of interpersonal cognitions, rather than interpersonal agreements (Pearce, Cronen, & Conklin, 1980). Cushman and Whiting (1972) define the function of rules as the guideposts which indicate shared patterns of experience. Rules differ from laws in the level of "absoluteness" about them: laws are absolute, rules are normative. A law is structurally represented as "if X then Y," while a rule is structurally represented as "in context X, Y is required or permissible." While rules as applied in the Coordinated Management of Meaning may guide and order interaction, the interactants' meanings need not coordinate--i.e., they need not agree to coorient (understand each other).

The interpersonal system has four characteristics which lend itself to openness. First, the logic varies (Pearce, 1976). As stated above, the logic of the system is formulated by the contrasts between the interactants' "rules." Because the system allows for inconsistencies between individuals' rules, the logic of the system varies as the individual, time, and circumstances vary. Earlier theorists have emphasized agreement and perceived agreement as an important variable in communication modeling (Chaffee & McLeod, 1968). The Coordinated Management of Meaning emphasizes that agreement is not a necessary requisite for coorientation.

Second, the "boundaries" of the interpersonal system are not necessarily parallel to the individual's rule sets

(Pearce, 1976). As Pearce emphasized, each individual develops her own set of rules. In certain interactions, the individuals' rules may not coorient to one another. Consequently, the logic of the system does not develop and interpenetration occurs to a lesser degree. In this instance, the boundaries of the system adjust to the amount of co-orientation in rule sets.

Third, the interpersonal system does not necessarily have specific and universal boundaries (Pearce, 1976). A criticism frequently made of positivistic research is that the experimenter sets the expectations and the limits of the results. Fisher (1974) suggested that the debate over Chomsky's theory of deep structure lies in the model which is applied to the definition of rules. The Coordinated Management of Meaning alleviates the ambiguity about the limits of the experiment, as the individual is the highest monitor. Consequently, individuals and their perceptions of one another are included in the system.

Fourth, the system is permeable to other components. Rarely is conversation limited to the dialogue between the two interactants. The participants are frequently reflecting on earlier conversations and interaction. The interpersonal system incorporates this aspect of communication into the interaction analysis through the hierarchical structures of the individuals' cognitions, or meanings. This hierarchical structure will be examined later in this

paper.

Rules

According to the Coordinated Management of Meaning, rules are descriptions of how individuals process information. This definition of rules can be differentiated from two other definitions: rules as laws or as social norms. A rule which is a weak empirical generalization has the event as its referent. A rule which is a social norm has the community as its referent. The Coordinated Management of Meaning has the individual as its referent.

"Regulative rules designate sequences of action, or, given X, what consequently should follow" (Pearce, 1978, p. 144). Pearce and Cronen (1980) proposed the following symbolic representation of a regulative rule:

$$RR = \overline{[A \supset (DO(ACTN_i)) \text{ 1-n}] C}$$

Where: RR = Regulative Rule

A = Antecedent Condition

DO = Deontic Operator (obligatory; legitimate;
irrelevant; prohibited)

⊃ = Read "If . . . Then"

ACTN_i = Read as "Action." A class term for
specific speech act(s)
or extended episodes.

C = Consequent Conditions (p. 143)

Pearce and Cronen (1980) explain the primitive form of the regulative rule by elaborating that:

in the context of certain social action, if given antecedent conditions obtain, then there exists some

degree of force for or against the performance of subsequent actions . . . that within a context of social action, if an antecedent condition is followed by a specific action(s), then some consequences ought or ought not follow. (pp. 141-144)

Using an episode which might face a working mother:

In the context of being a good mother, given an ill child, the mother should stay home to care for her child.

Pearce defines the constitutive rule as the rule which "designates the meanings of particular events, what 'X' counts as" (p. 145). Pearce and Cronen symbolically represent this rule as:

$$CR = \frac{MCk}{A \supset [MCi \rightarrow MCj]} \Bigg|$$

Where: A = Antecedent condition

MC = Meaningful construction

i, j, k, = Levels of abstraction

→ = Read as "counts as"

⌊ = Read as "in the context of"

⊃ = Read "if . . . then" (p. 142)

The constitutive rules identify the linkages between the act and the assignment of meaning to that act while also identifying the contextual nature of the antecedent condition. An example of a constitutive rule can be applied to the act of shaking hands. In the context (meaningful construction) of a fight, a handshake signifies the conclusion of a battle, and a truce signal. Given the context of "seeing an old friend," the handshake signifies a "greeting."

Returning to the example of the working mother: In the context of having an ill child, a mother who stays home from work to care for that child is a good mother.

The Organization of the Individual's Meaning

The meaning which the individual assigns to a message is based upon the application of the constitutive rules to the individual's hierarchy of meaning. The hierarchy is organized in the following way: (In ascending order)

(Pearce & Cronen, 1980)

Content: The basic way in which raw sensory data is interpreted by the individual. Content refers to the creative process by which individuals are able to understand data as representations of the environment.

Speech Acts: The action one person projects toward another person through the use of language. Speech acts focus on the pragmatics of communication rather than the syntactics or semantics of communication. The pragmatics of communication label the uses of communication as a tool rather than the structure of it as a system. Speech acts include such things as insults, threats, and compliments.

Contracts: The agreements that individuals make with each other on the terms of their relationship. Contracts are influenced by its boundaries (who is involved), repertoires (the array of events in the contract), valence (the comparisons made with other episodes) and enmeshment (extent to which the individual identifies himself with system).

Episodes: Communicative sequences which are viewed as distinct wholes, separate from other types of discourse. Each episode is subject to its own set of rules which control and regulate meaning and communication. Many episodes are characterized by a particular sequence of opening and closing "acts." Episodes also have a temporal significance in that the meaning of a particular episode is influenced by the episode preceding or following it.

Life Scripts: The repertoire of episodes which enable individuals to identify who they are. Pearce and Cronen used this level to explain how individuals perceive themselves based upon the episodes they engage in. While self-concept might seem to be an apt definition, Pearce and Cronen took exception to the term as it implies a static condition. The term life script is meant to represent an active state--a condition which has the potential for change and adjustment.

Archetypes: The fundamental logic which individuals use to interpret reality. Archetypes comprise the sum total of man's innate understanding of the universe. Three assumptions are subsumed in archetypes: 1) that man applies meaning to experience, rather than experience giving meaning to man; 2) that meanings must universally be shared if they are to be understood; 3) that history has demonstrated that meanings are indeed shared by individuals

across cultures and ages. The definition of archetypes thus becomes the interpretations that men universally make of human experiences.

The Coordinated Management of Meaning models interaction through the juxtapositioning of each individual's rules. Through the use of coorientation (understanding, not necessarily agreement), the interactive nature of a relationship can be analyzed.

As previously cited (p. 28), rules are construed from social experience (Kelly, 1955). Each individual then, having had different experiences than other individuals, constructs a different rules hierarchy. The hierarchy can differ in both the content and the complexity of that content. The success of an interaction between two people then is dependent upon each interactant's ability to hierarchically manage the information and the extent to which each individuals' hierarchies, or rules, coordinate. "Disagreement occurs when the content of the juxtaposed rules are incompatible" (Pearce, 1978).

In addition to disagreement, inflexibility is a second interpersonal constraint. Inflexibility occurs when an individual is unable to comprehend a message in the context of the next level of the hierarchical construction. For example, the superior of an employee who takes a sick day when the employee's child is ill demotes that employee for insubordination--the employee really is not ill. The

superior's construct did not allow the employee to consider the episodic contextualization of the event. Inflexibility inhibits communication because an interpenetration of rule sets is impossible.

Both disagreement and inflexibility can be overcome, however, and individuals can achieve coordination if each individual can accurately perceive the other's construction of the message. Using the same example as the employee is demoted, she or he realizes that staying home from work to care for an ill child does not lead to a promotion, so she or he does not repeat the act. The employee wanted to show the boss that she or he was a responsible individual, and caring for her or his child showed that responsibility. But the boss interpreted the episode as disregard for the job. The employee now adds new "rules" to her hierarchy. The episode of staying home to care for an ill child now has a new interpretation for the employee.

A combination of the two rules can be used to show the previously used example of the employee and her boss. The boss's "rule" for a person of high promotability is:

Promotability = (characteristics: trustworthy
responsibility
serious
dedicated to job)

promotability = (stay home with ill child: prohibition)

promotability \neq stay home with ill child

prohibition: undedicated
 irresponsible
 untrustworthy
 not serious

promotability = (prohibit (stay home with child))

Avoid being construed as undedicated, etc.

In this instance, the rule concerning promotability prohibits staying home with an ill child as that act suggests that the employee is either undedicated, irresponsible, untrustworthy or not serious, or a combination of the above concerning her attitude toward work.

The dilemma facing the working mother is that several systems, or role responsibilities, are demanding her attention. Each of the roles facing the working mother has its own set of rules which were to some extent developed without her input. What the working mother needs is a clear way of analyzing her roles and the often conflicting demands and a strategy with which she can determine her own position vis-a-vis--the systems in which she is enmeshed.

An Extension of Archetypes

Pearce and Cronen (1980) do not define archetypes, per se, but rather explain that the functioning of an archetype is that which helps an individual punctuate experiences. They point out that the common experiences of life, birth, maturation, and death help all individuals share in the framing of experiences. While the archetype may be difficult to define in specific terms, it is probably that an

operational definition can be explored.

Individuals in an organization share common experiences. Rules operate within an organization and each and every individual within the organization is affected by these rules whether or not the individual is cognizant of those rules.

While these rules may involve very little in the way of cognitive abilities, they may also be of a complex nature requiring high degrees of intellectual input and concentration. The rules are usually enacted with the performance of tasks which are also either simple or complex in the amount of intellectual input and concentration required. The performance of these tasks then determines how well the rules of the organization are adhered to. A simple example can be explored in an organization in terms of its rule toward attendance. The organization's rule might be: a good employee should not have excessive absences from work. An employee who wishes to be perceived as good, then, is absent as seldom as is possible.

In terms of the Coordinated Management of Meaning hierarchy, it can be seen that these tasks, which would be included in the level "episodes" of the hierarchy, are subsumed by the archetype: a good employee (archetype) is rarely absent (episode). At the same time, the episodes help to determine the archetype: a rarely absent employee is a good employee.

Pearce and Cronen (1980) elaborate on this concept in their discussion of communication competence:

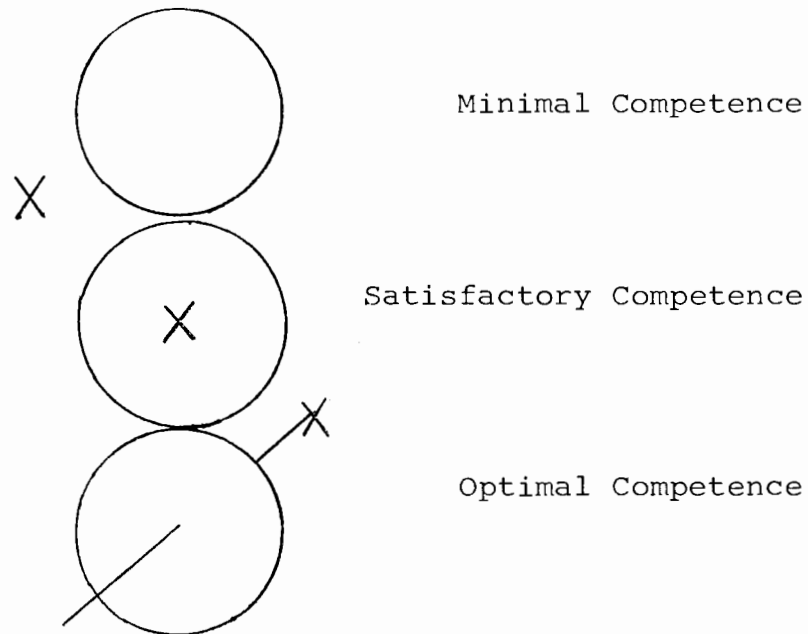
Competence is thought of as a relationship between the individual and a particular interpersonal system, both of which are considered holistic entities. This means that competence cannot be described as a set of traits possessed by the individual in isolation from the context of particular systems. Competence is relational, depending on both the characteristics of the person and the situation. Further, competence is multidimensional. (p. 187)

Based upon Pearce and Cronen's definition of communication competence, it is virtually impossible to be incompetent. The individual and the system are interdependent and relational.

Harris (1979) developed a model to explain why some individuals seem to be incompetent, when in actuality they may only be enmeshed in the system in a different way than other individuals are. Harris' model emphasizes three different levels of enmeshment. Minimally competent individuals may or may not produce coherent messages or coordinated episodes. They are unable to predict which behaviors will be coherent and are also unable to explain why they were or were not coherent. Satisfactorily competent individuals produce coherent messages and are able to function effectively within the system. Optimally competent individuals are able to control their own involvement, or enmeshment, in the system. These individuals are aware of the rules of the system and how their own actions relate to it. They may choose to be a part of the system or to remove themselves from it. (See Figure 1)

Figure 1

A Model of Communication Competence



(Harris, 1979, In Pearce & Cronen,
1980, p. 198)

Using the previous example of absenteeism in the organization, Harris' model of competence can be applied to individuals in the organization. The minimally competent individual would not necessarily be aware of the rule that a good employee is rarely absent, although employee absences are an integral part of the development of that rule. The satisfactorily competent individual would not necessarily be cognizant of the rule, but would more than likely adhere to it because it would be considered an appropriate behavior. The optimally competent individual would be aware of the rule and choose either to adhere to it or not to adhere to it based upon his or her evaluation

of it.

The problem facing the working mother is twofold. First, while her behaviors help develop the rules of the system, she has been a part of the system (of working mothers) for only a very short time, consequently, the rules are in a state of flux. The second problem facing the working mother is that since she has been a part of the system for a very short time, an awareness of the rules might not exist, i.e., she is only minimally competent in the system. On the other hand, she may be optimally competent and choosing not to enmesh with the system.

An example of this last option can be seen by returning to the previously mentioned example of absenteeism. While the optimally competent employee realizes that a good employee is rarely absent, an optimally competent mother realizes that she should stay home with an ill child. The issue may not be that women do not understand the system, i.e., are only minimally competent, but rather that their optimal competence leaves them with conflicts between their systems. Consequently, they must decide which system to enmesh with. Eventually, the system should adjust itself to deal with issues such as this.

CHAPTER 3 METHODOLOGY

Subjects

Sixty-four engineers were surveyed. All were employed by a midwestern agricultural and construction equipment company. Of these sixty-four, all were male and all were volunteers. An attempt was made to include females in the survey, but since attendance of females at this meeting was extremely low, less than five percent, none volunteered. Since the number of females in the engineering field is low, this was not viewed as a significant disadvantage.

The management levels of the engineers in this survey varied with the lowest level at "engineer", "lead engineer" following, "project engineer" following that and "project manager" having the most responsibilities. Of the sixty-four surveyed, thirty-nine were engineers; eleven were lead engineers; four were project engineers; nine were project managers; and one did not respond to this question.

The ages of the respondents varied from thirty-five in the 22-29 age bracket; ten in the 30-39 age bracket; ten in the 40-49 age bracket; seven in the 50-59 age bracket; to two over 60.

The number of years with the company also varied. Thirty-two had been with the company less than five years.

Eight respondents had been with the company for six-ten years, while five had been with the company for eleven to fifteen years. Seven had been with this firm for sixteen to twenty years while ten had been with this company more than twenty years. Two respondents did not answer this question.

Data Gathering Devices

The natural systems approach, in accordance with the theory of the Coordinated Management of Meaning, **encourages** subject elicitation in the formation of the survey since only the subjects being surveyed are able to attempt to explain what their own constructs of reality are. The theory contends that the experimenter cannot assume that he knows what the content of the survey should be.

Based upon this concept, a hypothesized stratified sampling of the engineers in the group from which volunteers would be solicited were interviewed over the telephone to discover what tasks or episodes determined their archetypes. Sixteen individuals, three women and thirteen men, were interviewed. Three managers, two lead engineers and eleven engineers were interviewed. Eight of the volunteers were thirty years old and under. Seven were between 30 and 50, and one was over 60. Since economic factors were a consideration, only local engineers were interviewed. It was necessary to make an educated guess on the stratifi-

cation of this sample as prior knowledge concerning who would volunteer the day of the survey was impossible to determine. All individuals who consented to be interviewed also consented to fill out the final survey on the day of the survey distribution. (See Appendix A, p. 90, for a sample of the interview format.)

The responses to the interview questions were recorded on paper by the experimenter (See Appendix B) and sorted on the basis of redundancy. To avoid idiosyncratic responses, a repetition of an episode was required for it to be used in the final survey. The experimenter had predetermined that twenty episodes would be included in each of the surveys. In order to elicit twenty repeated episodes, the experimenter interviewed five individuals for the mother archetype, six individuals for the father archetype and five individuals for the manager archetype.

Procedures

The survey was distributed to the subjects at a professional organization's quarterly meeting after a technical session and prior to cocktail hour (See Limiting Conditions, p. 76).

The experimenter or assistant read the following introduction to each group prior to the survey distribution:

A graduate student from the University of Northern Iowa is here today to conduct a survey in the area of organizational communication. Your participation is strictly voluntary but would be deeply appreciated. The survey should take between 15 and 20 minutes although you may take as long as you wish. Please remain seated if you are interested.
Thank you.

Volunteers were given the survey and asked to sign and tear off the informed consent form and turn it in separately so as to insure anonymity. The respondents were told to read all instructions carefully and to raise their hands if they had any questions. The instructions read as follows:

You are asked to compare different tasks with each other, and after careful consideration place them into categories on the basis of their similarity. You have been given an envelope with labels in it, each of them describing a typical role task. Look at each label and try to imagine an episode it describes. Then sort the labels into distinct groups on the table on the basis of their similarity. You may consider any aspect of the tasks in deciding whether they are similar or not. You may create as many groups as you like. If you have any tasks left which you feel you cannot assign to an existing group, you may create a miscellaneous group. When you have finished, go through the groups again to make sure that each task has been assigned to the group that you desire. When you are finished, please record your responses on the sheet provided by putting down the numbers of the tasks in each group in separate columns. The role you will examine is written on the outside of the envelope. When you have completed the survey, please return all materials to the envelope and it will be collected.

CHAPTER 4 RESULTS

While exploring alternative methods by which to analyze the data, the experimenter must be consistent with the theoretical basis of the study. Since the Coordinated Management of Meaning advocates a "man as a creator" approach to research, the data analysis is limited to that which is descriptive.

Bannister and Mair (1968) reviewed Personal Construct Theory (Kelly, 1955) and answered some of the methodological dilemmas surrounding an analysis of personal constructs. Bannister and Mair pointed out that Kelly's dichotomy corollary states that "A person's constructions system is composed of a finite number of dichotomous constructs" (p. 16). In an attempt to determine these dichotomous constructs, Kelly designed the Rep test (1955) to determine "the subjects' relations to particular people" (p. 222). In the Rep test, the examiner formulates a list of significant role titles in that individual's life, such as mother, girl friend, and teacher, to name only a few. The examiner then selects three titles and asks the individual to give an important way in which two role titles were alike and consequently unlike the third role. The examiner then attempts to elicit from the subject the way in which these two individuals are alike. From this

response, the examiner attempts to determine the construct the individual used in assigning meaning to the other individuals. Next, the examiner codes these roles and construct responses onto a grid (See Table 2).

Table 2
Role Construct Reperatory Test Form

The circles in this grid represent the triads which were compared and an "x" would represent the two roles which were seen as alike.

Self	Mother	Father	Brother	Sister	Spouse	Ex-Flame	Best Friend	Ex-Friend	Rejecting Person	Pitied Person	Threatening Person	Attractive Person	Accepting Teacher	Rejecting Teacher	Boss	Successful Person	Happy Person	Ethical Person	Neighbor
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
					0	0	0									0	0	0	
0					0		0												
	0				0	0													

(Bannister & Mair, 1968, p. 54)

This type of grid analysis can be applied to various other data analyses also. As Bannister and Mair pointed out:

The reperatory grid is not a test (though any particular grid could be made into a test) but a methodology which, for practical purposes, is extremely variable. It allows for the use of many different types of elements, constructs, and scoring systems. (1968, p. 52)

This grid method was used as a basis for the analysis of data in this study.

How the Data Were Treated

An initial examination of the survey was used to determine how many clusters each respondent formulated with the twenty episodes. As Table 3 indicates, the most frequent number of clusters per manager survey was six as three respondents grouped the twenty episodes into six different clusters. The most frequent number of clusters per father survey was three and five as eight respondents grouped the twenty episodes into five clusters and eight additional respondents grouped the twenty episodes into three clusters. The most frequent number of clusters to emerge in the mother survey was four as eleven respondents grouped the twenty episodes into four clusters.

Table 3
Number of Clusters for Respondents
for Each Archetype

<u>Manager</u>		<u>Father</u>		<u>Mother</u>	
Number of episodes	f	Number of episodes	f	Number of episodes	f
9	1	9	1	9	0
8	0	8	0	8	1
7	1	7	0	7	2
6	3	6	6	6	3
5	2	5	8	5	7
4	1	4	5	4	11
3	2	3	8	3	7
2	0	2	0	2	1
1	0	1	0	1	0

The first step employed to determine what the most frequently mentioned clusters were was to code the raw data from the surveys onto tables. To simplify this explanation, an actual manager survey will be used as an example.

Table 4
Example Manager Survey

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>
1	3	8
2	4	9
5	6	13
10	7	15
11	12	19
14	17	
16		
18		
20		

The individual in this survey grouped the twenty episodes into three different clusters. Since the coding was of the first respondent, only the first line of the matrix was attended to as the vertical lines deal with the respondents, and the horizontal lines deal with the episodes that episode 1 was grouped with. While Kelly entered "X" into the similar roles, 1's are entered here as representation of a cluster. As can be seen by the survey and the table, this individual grouped episodes 1, 2, 5, 10, 11, 14, 16, 18, and 20 with episode 1. Each time this procedure is repeated, the examiner must search out the episode to be examined and code those other episodes which the individual clustered with it onto the table. For example, if the examiner were to code episode 3,

he or she would first have to find the cluster containing 3 on the survey form and then enter the 1's under the column representing episodes 3, 4, 6, 7, 12, and 17. This process of data coding continued through each episode in all three of the archetypes, totaling 60 tables. The first step coded the data onto Table 5.

Table 5
Example Truth Table

For Episode 1:

	<u>Episodes</u>																			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
1	1	1			1					1	1			1		1		1		1
2																				
3																				
4																				
5																				

A visual analysis of the tables will indicate which episodes clustered with which other episodes to form a cluster. Using the example survey given earlier in this discussion, and referring to Appendix C, (Table 00), Table 6, the responses of this individual can be noted. Looking both horizontally at the episodes and vertically at the other respondents' groupings, it can be noted that the sample survey, which is represented by line number eight on the table, is consistent with several other individuals concerning episode numbers 2, 14, 16, 18, 20. An analysis of clusters continues with this visual examination through the remaining tables.

Table 6
(Table 00)

Episode 1: Manager																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1												1							1
1								1											
1	1																		1
1												1							1
1	1														1				1
1	1											1		1			1		1
1												1					1		1
1	1			1					1	1		1		1		1		1	1
1	1	1	1				1	1						1	1		1		
1	1	1					1		1					1	1	1	1	1	1
10	6	2	1	1	0	1	2	1	2	1	0	1	4	1	5	1	5	1	8

The second part of the analysis determined the structure of each archetype based upon how the subjects clustered these episodes. A simple frequency analysis was conducted on each survey to determine the average number of episodes subjects clustered together (See Table 7).

Table 7
Number of Episodes per Cluster
for the Three Archetypes

Archetype:	Father	Mother	Manager
# of episodes in a cluster	n=	n=	n=
1	20	20	11
2	24	11	10
3	19	36	9
4	18	23	8
5	11	11	5
6	8	11	5
7	7	5	2
8	8	10	0
9	8	6	3
10	2	0	1
11	0	0	0
12	0	1	0
13	1	1	0
14	2	2	0
15	0	1	0
16	0	0	0
17	1	2	0

Treatment of Results

Question #1: What tasks were grouped on similarity in each archetype and can any conclusions be drawn from their similarity?

To determine groupings, the tables were examined to uncover the clusters. While all responses deserve analyses, a few primary clusters emerged. The primary father groupings included thirteen doubles and one triple cluster, with representation from fourteen different episodes. The primary mother clusters included eleven pairs and one triple, representing fifteen different episodes. The primary manager clusters included representation from fourteen different episodes grouped into twelve pairs and one triple. After the clusters were determined, an interpretive analysis was conducted by the researcher.

Question #2: What is the complexity of each of the archetypes?

To determine the complexity of the structure of the archetypes a frequency analysis was done on all surveys to determine how many clusters of what size were developed by the aggregated sample. Table 7 shows the frequency and Figures 2, 3, and 4 demonstrate pictorally how the archetypes differ.

Figure 2

Number of Episodes in a Cluster: Father

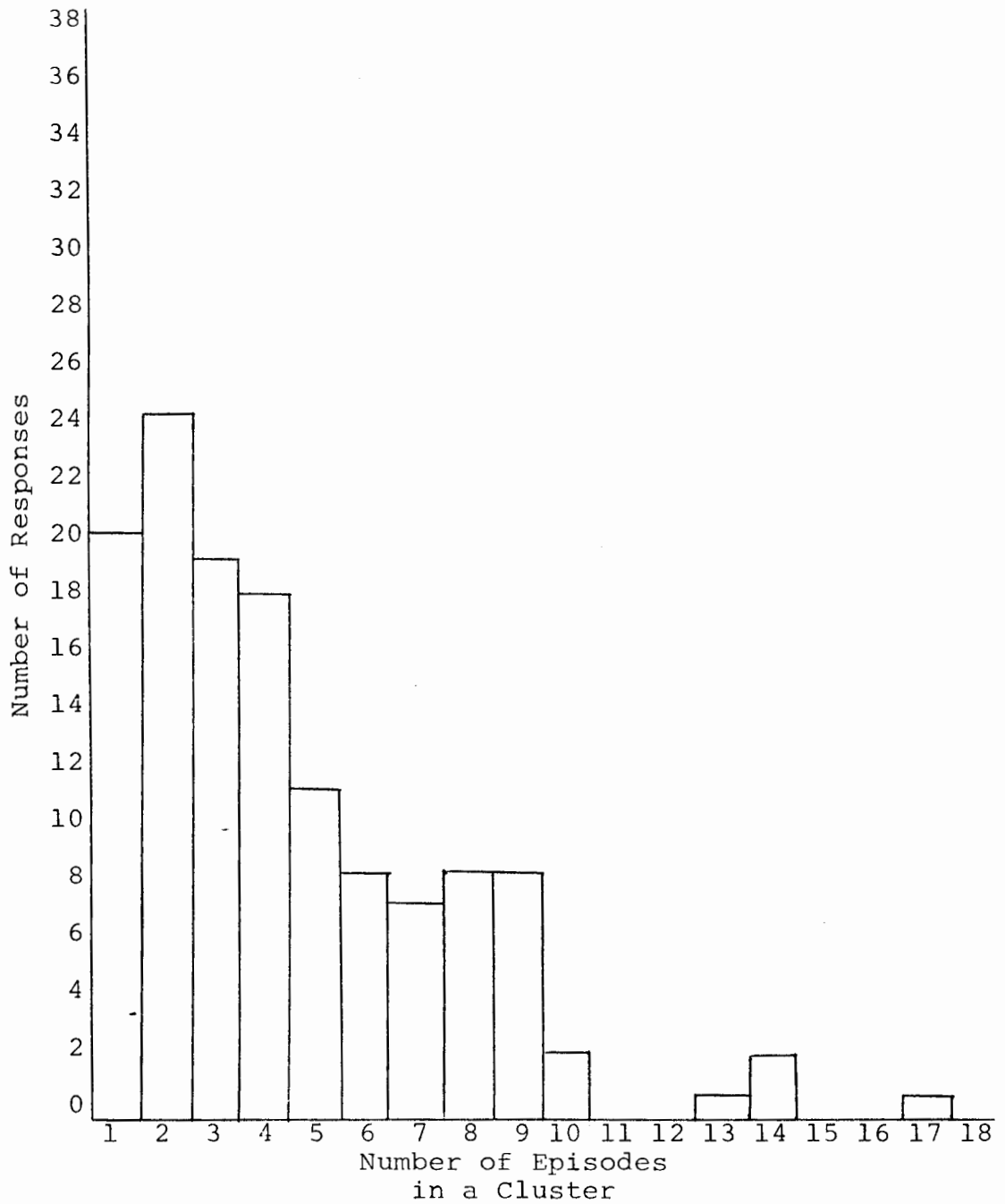


Figure 3

Number of Episodes in a Cluster: Mother

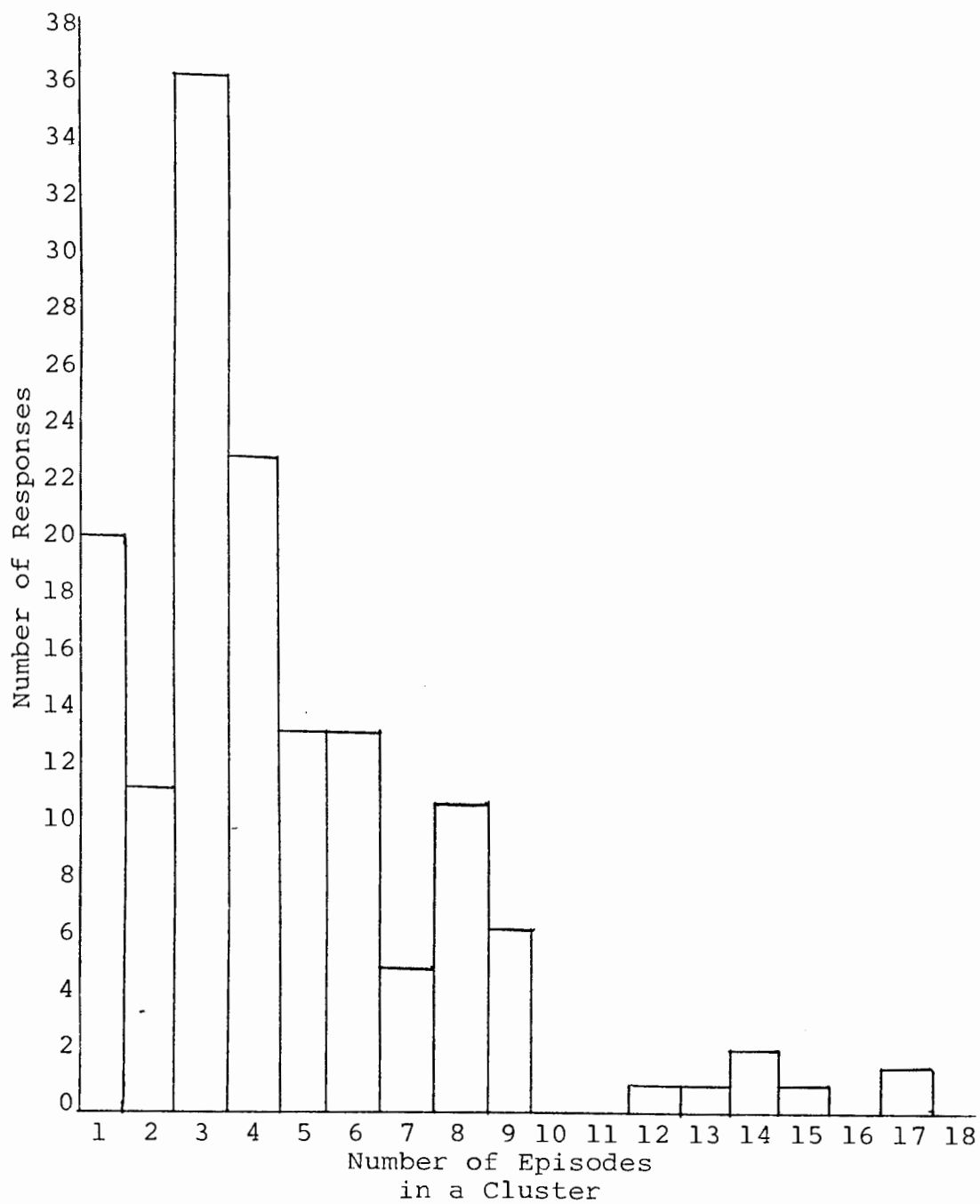
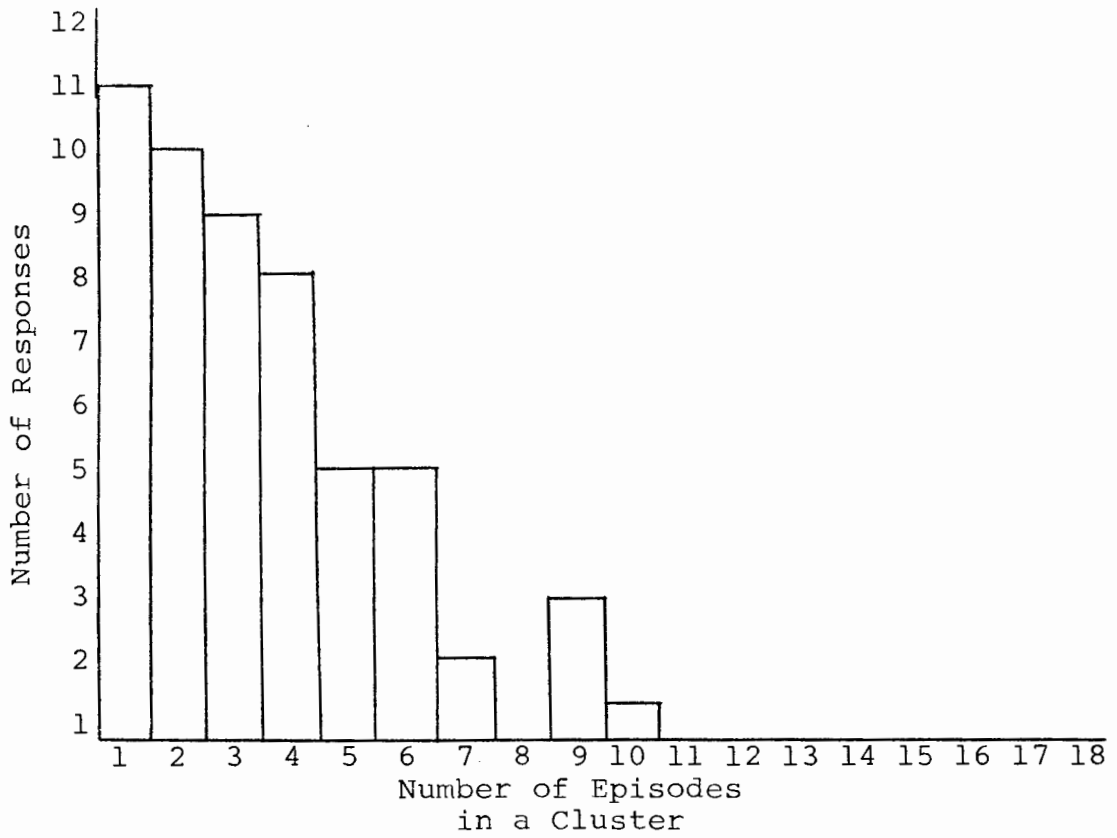


Figure 4

Number of Episodes in a Cluster: Manager



Question #3: Is the complexity of the role archetype of manager more like that of the archetype of mother or father?

Once again the analysis of Table 4 and Figures 2, 3, and 4 were used. A comparison of the most frequently mentioned cluster size as well as a comparison of the means and standard deviations between the three archetypes were used to perform the analysis.

Research Questions

Question #1: What tasks were grouped on similarity in each archetype and can any conclusions be drawn from their similarity?

Father Archetype

The primarily clustered episode was that episode relating to the teaching of values to the child (See Table 8). Of twenty-eight respondents, twenty-two individuals grouped the teaching of values with the teaching of responsibilities. Eighteen respondents felt it should be grouped with teaching the child the facts of life, while sixteen each felt that the teaching of values should be grouped with teaching the child specific activities, teaching the child specific skills and being a good role model for the child.

Table 8
Clusters: Father Archetype

<u>n=28</u>	<u>n=17</u>
Dress Child Feed Child	Be Involved in Child's Organizations Be Supportive of Child's Activities
<u>n=27</u>	<u>n=16</u>
Change diapers Feed Child	Teach Child Values Be a Good Role Model For Child
<u>n=26</u>	<u>n=16</u>
Change Diapers Dress Child	Teach Child Values Teach Child Specific Activities
<u>n=25</u>	<u>n=16</u>
Change Diapers Feed Child Dress Child	Discipline Child Teach Child Responsibili- ties
<u>n=22</u>	<u>n=16</u>
Teach Child Values Teach Child Responsibilities	Be Sensitive to Child's Needs Be a Good Role Model for Child
<u>n=19</u>	<u>n=16</u>
Teach Child Specific Skills Teach Child Specific Activities	Be Sensitive to Child's Needs Be Consistent With Child
<u>n=18</u>	<u>n=16</u>
Teach Child Values Teach Child Facts of Life	Teach Child Values Teach Child Specific Skills

While teaching the child responsibilities was grouped with teaching values, sixteen individuals saw the teaching of responsibilities and disciplining the child as similar. Fifteen viewed teaching values and discipline as similar, and only thirteen responded that all three were similar.

The teaching of specific skills and specific activities was grouped together by nineteen individuals. Fourteen individuals felt that the teaching of values should also be grouped with these two episodes.

Being sensitive to the needs of the child was grouped with being consistent with the child sixteen times. Being sensitive to the child's needs was also grouped with being a good role model sixteen times. Ten individuals grouped all three together.

Seventeen individuals felt that being supportive of a child's activities was similar to being involved in a child's activities.

Finally, the triple grouping of feeding, dressing and changing diapers was grouped together by twenty-five of the respondents.

In summary, the father archetype primarily clustered around the areas of values and discipline and responsibility; the teaching of skills and activities; being sensitive and consistent and a good role model, and the performing of maintenance duties.

Mother Archetype

No one particular episode was frequently grouped with any other episode in the mother archetype (See Table 9). Changing diapers, feeding, and dressing the child--all maintenance episodes--was the one triple cluster which was grouped by twenty-nine of the thirty-two respondents.

Table 9
Clusters: Mother Archetype

<u>n=33</u>	<u>n=26</u>
Feed Child	Teach Child Responsibilities
Dress Child	Assign Chores to Child
<u>n=31</u>	<u>n=25</u>
Change Diapers	Play With Child
Dress Child	Show Physical Affection to Child
<u>n=29</u>	<u>n=25</u>
Change Diapers	Play with Child
Feed Child	Spend Time with Child
<u>n=29</u>	<u>n=24</u>
Change Diapers	Teach Values, Morals, Ethics
Feed Child	Provide for Child's Religious Training
Dress Child	<u>n=24</u>
<u>n=27</u>	Encourage Child's Independence
Help Child Broaden His/Her Interests	Help Child Learn to Think for Him/Herself
Help Child Gain Self Confidence	<u>n=21</u>
<u>n=27</u>	Give Encouragement to the Child
Help Child Gain Self Confidence	Help Child Broaden Her/His Interests
Help Child Learn to Think for Him/Herself	

Playing with the child was grouped with both spending time with the child and showing physical affection toward the child. While twenty-five of the respondents saw similarities between play and time and play and physical affection, only nineteen clustered all three together.

Giving encouragement to the child was seen as similar to helping the child broaden his/her interests. Twenty-one respondents grouped these two episodes while twenty-seven grouped helping the child broaden his/her interests with helping the child gain self confidence. Only fourteen respondents grouped all three episodes together.

The teaching of values, moral, and ethics was grouped by twenty-four respondents as similar to providing for the child's religious training. Sixteen respondents grouped the teaching of values, providing for religious training and disciplining the child together.

Twenty-four respondents grouped helping the child learn to think-for his/herself with encouraging the child's independence. Twenty-two respondents grouped helping the child learn to think for his/herself with helping the child gain self confidence. Eighteen individuals grouped all three together.

Teaching the child responsibilities was often highly grouped with the assigning of chores to the child as twenty-six respondents grouped these two episodes together.

The mother archetype primarily included clusters associated with play and physical affection; maintenance chores; interests, encouragement and the development of confidence; and responsibilities and chores.

Manager Archetype

Mediating subordinates disagreements and attempting to be objective toward subordinates were the most frequently grouped episodes in the manager archetype (See Table 10). These two episodes were grouped by seven of ten respondents as being similar. A third episode, watching over subordinates' moods and attitudes was clustered with the first two to form a triple cluster which was mentioned by six respondents. Communicating effectively and frequently with subordinates was clustered with attempting to be objective with subordinates and communicating effectively and frequently with subordinates was also clustered by six individuals with mediating subordinate disagreements. The entire cluster of mediating subordinates disagreements, being objective toward subordinates, watching over subordinates' mood and attitudes and communicating effectively and frequently with subordinates was only grouped together by four individuals.

Table 10
Clusters: Manager Archetype

<u>n=8</u>	<u>n=6</u>
Write Project Objectives Do Long-range Planning for the Department or Group	Watch Over Subordinates' Moods; Attitudes Attempt to be Objective Toward Subordinates Mediate Subordinate Disagreements
<u>n=8</u>	<u>n=6</u>
Write Reports Prepare Oral Presentations	
<u>n=7</u>	<u>n=6</u>
Watch Over Subordinates' Moods; Attitudes Attempt to be Objective Toward Subordinates	Evaluate Subordinates Make Sure That Human Potential is Being Ef- fectively Utilized at the Technological Level
<u>n=7</u>	<u>n=6</u>
Watch Over Subordinates' Moods; Attitudes Mediate Subordinate Disagreements	Attempt to be Objective Toward Subordinates Mediate Subordinate Disagreements
<u>n=7</u>	<u>n=6</u>
Attempt to be Objective Toward Subordinates Mediate Subordinate Disagreements	Communicate Effectively and Frequently with Subordinates Mediate Subordinate Disagreements
<u>n=7</u>	<u>n=6</u>
Make Sure That Human Potential is Being Effectively Utilized at the Technological Level Make Sure That Human Potential is Being Effectively Utilized at the Economic Level	Assign Duties to Sub- ordinates Evaluate Subordinates
<u>n=6</u>	<u>n=6</u>
Sell Report to Superiors on Progress	Evaluate Subordinates Make Sure That Human Potential is Being Ef- fectively Utilized at the Technological Level

Assigning duties to subordinates and evaluating subordinates was grouped together by six individuals. Evaluating subordinates and making sure that human potential is being effectively utilized at the technological level was also grouped by six respondents. The entire cluster of assigning duties, evaluating, and making sure that human potential is being effectively utilized at the technological level was grouped by only two respondents.

Attempting to be objective with subordinates and communicating effectively and frequently with subordinates was mentioned as a cluster by six respondents.

A distinct cluster of making sure that human potential is being utilized at an economic level and at the technological level was expressed by seven respondents.

The maintenance oriented tasks of writing reports and preparing oral presentations emerged in eight surveys as similar.

The cluster of selling projects, etc. and reporting on progress to superiors emerged in six different surveys.

Finally, doing long-range planning for the group and writing project objectives were grouped as similar by eight of the ten respondents. Six respondents grouped the writing of objectives and the overseeing of objectives as similar while only five respondents clustered all three episodes together.

The clustering in the archetype of manager primarily focused around dealing at the interpersonal level with subordinates; selling and promoting self and project to superiors; assigning duties to and evaluating subordinates; and doing and overseeing long-range objectives for the group.

Question #2: What is the complexity of each of the archetypes?

Based upon an analysis of the number of episodes per cluster per archetype, the complexity of the three different archetypes can be recorded. The father archetype (See Table 8, p. 58, and Figure 2, p. 54) had the majority of its clusters consisting of pairs, with twenty-four total pairs. The average number per cluster for the father archetype is 4.36. The standard deviation for the father archetype was 3.09. The mode was 2.

The mother archetype (See Table 9, p. 61, and Figure 3, p. 55) had the majority of its clusters in triples, with 36 total different triple clusters. The mean score for the mother archetype clusters was 4.53. The standard deviation for that group was 3.20. The mode was 3.

The manager archetype had most of its clusters as single episodes (See Table 10, p. 64, and Figure 4, p. 56). While the mean score for the manager archetype was 3.63 episodes per cluster, the modal score was 1. The standard

deviation for the manager archetype was 2.34.

Question #3: Is the complexity of the role archetype of manager more like that of the archetype of mother or father?

Once again the average scores and standard deviations were considered in the analysis of this question. While the mean of a group of scores can yield some information, the most applicable average analysis in this particular data would be in an analysis of the modes.

Episodes Which Were Not Grouped

Some mention should be given to those episodes which were not grouped with any other episode. Table 11 lists the "unclustered" episodes.

Table 11
Episodes Which Were Not Clustered

<u>Father</u>	<u>Mother</u>
1) Attempt to give quality time to the child	8) Discipline child
2) Play with child	11) Read to child
6) Give allowance to child	13) Provide stimulating environment for child
11) Give child career guidance	14) Help child with learning
12) Help child with homework	15) Put limitations on child/do not spoil child
16) Give child guidance on relations with other people	

Manager

- 5) Lead group meetings
- 8) Fill out time cards
- 12) Challenge subordinates
- 13) Organize own activities and tasks
- 14) Attempt to meet company objectives

CHAPTER 5 DISCUSSION

While all three research questions can be addressed, qualified answers are the best that can be provided from this study for several reasons. First, relative to research question one, while the clustered tasks were uncovered, any similarities and dissimilarities examined were done interpretively through the eyes of the researcher (See also "Limiting Conditions", p. 76). A comparison of complexity in structures, research questions two and three, depends upon a comparison of not only a complete description of the roles but also of a similarity categorized description of the roles. While the interviews were helpful in eliciting the tasks or episodes which comprise the roles, episodes which demonstrated similar characteristics did not emerge. A question of whether or not all possible episodes were listed also emerges. Finally, consistent with the Coordinated Management of Meaning, any results must be considered as merely descriptive of that particular sample at that particular time.

Research Questions

Question #1: What tasks were grouped on similarity in each archetype and can any conclusions be drawn from their similarity?

One similarity between the three archetypes was that

each one exhibited vast diversity in the clusters. In the mother archetype, for instance, while only fourteen of thirty-two grouped giving the child encouragement, helping the child broaden his/her interests, and helping the child gain self-confidence together, twenty-seven grouped the subset of helping the child broaden his/her interests with helping the child gain self-confidence and twenty-one grouped the subset of giving the child encouragement with helping the child broaden his/her interests. In the father archetype, while twenty-two individuals saw similarities in teaching the child responsibilities and teaching the child values, eighteen felt values and teaching the facts of life were similar, and sixteen each felt that values and teaching specific skills and activities were similar. Only four felt that all were similar. While six respondents felt that the evaluation of subordinates and making sure that human potential was being effectively utilized at the technological level were similar and seven felt that making sure that human potential was being effectively utilized at the technological and economic level were similar, only three respondents grouped all three episodes together.

Another similarity can be seen through a comparison of clusters in the three archetypes. The maintenance episodes of feeding, changing diapers and dressing the child were clustered together in both the mother and father arche-

type. The manager archetype clustered together two maintenance-type tasks with the grouping of writing reports and preparing oral presentations. If these tasks of writing reports and preparing oral presentations in the manager archetype can be considered maintenance-type tasks, all three maintenance-type clusters were the strongest (i.e., the most frequently mentioned groupings, See Tables 8, 9, and 10) in the three archetypes. It might be possible to conclude that the individuals' constructs of the more "tedious" tasks in their archetype offer the least diversity in constructs between the individuals in this survey.

The teaching of skills and activities was a mutual cluster between the mother and father archetype with the mother archetype adding to the cluster broadening the interests of the child and giving encouragement to the child, and relating confidence and independence to the child. Perhaps once again, the fact that the teaching of skills and the teaching of activities seem to be closely related might have limited responses to this episode.

Another similarity which emerged between the three archetypes concerned the episodes which did not cluster primarily with any other episodes (See Table 8). The father archetype had six episodes which did not cluster. The mother and manager both had five non-clustering episodes. Assuming parallels can be drawn between these

episodes, it is interesting to note that the father and mother episodes dealt primarily with learning--giving career guidance, helping the child with homework, and giving the child guidance on relations with other people in the father archetype and reading to the child, providing a stimulating environment for the child, and helping the child with learning in the mother archetype. One might speculate that since all of the survey respondents were engineers, i.e., highly technical individuals, their perceptions concerning teaching children are vague. Another speculation could be that their opinions, perceptions, constructs concerning these activities are highly diverse.

The non-clustering episodes in the manager archetype seem to be episodes of idiosyncratic tendencies. They ranged from filling out time cards to attempting to meet company objectives. It is interesting to note that challenging subordinates did not significantly cluster with any other episodes, particularly those relating to subordinates. One might again speculate that since the surveyed were all engineers and highly technical, their perceptions concerning motivation are either vague or very diverse.

Several contrasts in the archetype clusters also emerged. The primary contrasts focused around the

perceptions of the individuals concerning the groupings. The episode which grouped with teaching the child responsibility in the mother archetype was the episode involving the assigning of chores to the child. The episodes which grouped with the teaching of responsibility to the child in the father archetype were those of teaching values and disciplining the child.

The clusters relating to interpersonal relationships between the archetype and the others he or she enacts with also contrasted between the three roles. While the episode of showing physical affection was grouped with playing with the child--an activity at which the parent assumes an "equalitarian" role with the child--the father archetype clustered being sensitive to the child's needs with being a good role model and being consistent with the child both actions in which the parent assumes an "authoritarian" role. The interpersonal clusters of the manager, watching over subordinates, attempting to be objective with subordinates, evaluating human potential, mediating subordinates' disagreements, all require the manager to assume an "evaluator" role. The other two episodes in the manager archetype which dealt with the interpersonal relationships between the archetype and superiors was selling projects and reporting on progress, both episodes in which the individual assumes an "inferior", needing to prove herself,

role.

Another contrast between the archetype of mother and father relates to where the individual gives guidance to the child. The mother clusters focused a great deal on depending upon others or the child his/herself to get such guidance; as with the clusters of teaching the child values and providing for his/her religious training, and teaching the child responsibilities and assigning chores to the child. The father clusters, however, focused on the father himself to provide such guidance as with the clusters of teaching the child values and being a good role model, and teaching the child responsibilities and disciplining the child.

A final contrast can be seen between the mother and father archetype concerning the unclustered episodes. While the episode of playing with the child was clustered in the mother role, it was not primarily clustered in the father role, and while the episode of disciplining the child was clustered in the father role, it was not clustered in the mother role. Several explanations might give insight into this phenomenon. One explanation might be that the unclustered episode in each is seen as an episode which is vague--i.e., the respondents do not know how to do it. More possibly, the episodes are subject to a great diversity in how individuals perform it. A final explanation

is that there is no explanation, but merely a coincidental response.

Question #2: What is the complexity of each of the archetypes?

While interviews were conducted to secure the episodes which were included in the surveys, a question arises as to whether a list of twenty episodes totally comprises the episodes in an archetype. Consequently, the research question cannot be answered with an absolute yes or no. A qualified answer can be provided, however. For the episodes used in this survey, and based upon the perceptions of the individuals used in this survey, the archetype of manager demonstrated the greatest complexity, having a mode of one episode per cluster, a mean of 3.63, and a standard deviation of 2.34 (See Table 7). The father archetype followed in complexity with a mode of two, a mean of 4.36 and a standard deviation of 3.09. The mother archetype showed the greatest similarity in episode clusters with a mode of three and a mean of 4.53 and a standard deviation of 3.2 number of episodes per cluster. In other words, the manager episodes showed the least amount of overall similarity because the most frequently mentioned cluster size was one. The father followed and the mother archetype demonstrated the most perceived similarity in episodes.

Question #3: Is the complexity of the role archetype of

manager more like that of the archetype of mother or father?

Again, an unqualified answer cannot be given, but considering the qualifications placed upon question #2, it appears that the father archetype is more similar in complexity to the manager archetype than is the mother archetype.

Support for Diversity in Roles

An unqualified support for diversity in complexity cannot be given. Under the conditions of the survey, however, it can be stated that the complexity of the three archetypes is diverse. The complexity of father seems to be more similar to the complexity of the role of manager than is the complexity of the role of mother. Returning to the concept of coalescence it might be speculated that the manager and father archetype coalesce at least structurally more than the mother and father archetype. The issue really seems to be not an issue of role conflict as much as an issue of role diversity and desired enmeshment.

Limiting Conditions of the Case Study

Interviews

The first major condition which needs to be addressed concerns the instrument itself. While using interviews to formulate the survey has distinct advantages over experimenter formulation of the survey, it has some dis-

advantages. The first problem encountered in this survey was with using the language of the interviewee. An example of this problem can be seen by examining the episodes of the mother and father. The respondents grouped together several episodes which included the word "teach", i.e., teach the child responsibilities, skills, etc. The researcher can assume either that the episodes were grouped together on the basis of the word teach or on the basis of similarity with what was being taught. Two conditions suggest that this issue is not a significant problem, however. First, respondents in the manager survey were frequently exposed to the word "subordinate" and while some of these episodes were grouped together, several others were not. Second, the issue itself is not that important since the primary concern of the researcher is what was grouped together, not why they were grouped together. The limitation is not in the reporting of the data, but at the level of interpretation of the data. The researcher must consider this limitation.

Another limitation of the study was that the comparisons made between the three archetypes' clusters were done so on an interpretive basis. While no other alternative existed for this study, limitations of interpretation by the experimenter do exist and that interpretation is inconsistent with the philosophical basis of the Coordinated

Management of Meaning.

A third limitation concerns the length of interviews, or how inclusive the interviews need to be. For this study, a list of twenty episodes was formulated. By the end of these interviews, the interviewees were searching for "not previously mentioned and repeated episodes", so twenty seemed to be adequate. However, consideration needs to be given to whether or not the interviews produced an adequate repertoire of episodes which accurately reflect the archetype.

A final limitation, which was previously mentioned, was that there was not an equal number of respondents in each of the three archetypes.

Time

The distribution of surveys took place at a technical engineering meeting where the entire group was divided into three groups. Two of the three groups completed the surveys in an adequate amount of time to remain on schedule. A third group, however, was behind schedule and overlapped into the cocktail hour. Consequently, time may have been an issue in their surveys. It has been estimated, however, that only ten percent of the entire sample came from this group as fewer individuals volunteered to fill out the survey because of the time issue. It can be also speculated that the individuals who did stay would not have stayed had they been pressured for time.

Serendipitous Findings

In setting up the study, it was initially assumed that the primary mode of data handling would emerge through the use of the computer. As the survey progressed, however, the amount of computer time and money became an increasing concern as all possible combinations of all episodes would need to be analyzed. Consequently, the use of truth tables was implemented and effectively used. While the process of coding the clusters onto the table is tedious, the final result--a workable and relatively easy to use matrix--is worthwhile. The primary advantage of this type of analysis is that the data remains "untouched", while a computer "clustering" procedure would cluster the clusters.

Implications

The use of episodes as a means through which to set up a method of analysis for roles seems to be an applicable approach. In this respect, the Coordinated Management of Meaning was an effective theoretical perspective by which an analysis of those roles could emerge.

The use of episodes as an analytical tool also had the additional advantage of looking deeper to determine why working mothers seem to have more conflicts than working fathers. The use of episodes got at the rules which individuals use to determine how he or she will behave in a particular role. Until rules of the roles are determined, the problems cannot be discovered, and a thorough analysis

of the system cannot occur. Again, the Coordinated Management of Meaning provided a workable framework for study.

There were also several reasons why the Coordinated Management of Meaning presented significant disadvantages to this study. One concern in using the Coordinated Management of Meaning as a theoretical basis for the study is that while subject elicitation in the formation of the survey is advantageous in that the experimenter does not impose his or her constructs on the survey, the experimenter is left at the mercy of the sample in both a logistical and data handling way. In this particular study, the statistical analyses could not be predetermined because the interview results would influence how the data was handled, just to mention one problem.

A second concern of using the Coordinated Management of Meaning is that while naturalistic research has advantages, in order to do any type of empirical study in which conclusions of any kind are drawn, the experimenter must, at some point, step in and place boundaries on the research. The issue then becomes, at what point does the experimenter have the right to set a limit. An example pertaining to this study relates to the number of episodes to be used in the final survey. The researcher in this study used two mentions of an episode in the interviews as the point of inclusion. Being consistent with the theoret-

ical basis, however, any boundary should be challenged.

An implication evolving from this previously mentioned problem is that a point of significance is also difficult to determine. While the truth tables pointed out the clusters, the researcher is not being consistent with the theory if he or she says that a cluster mentioned by six people is significant, while a cluster mentioned by five people is not. What the researcher must then do is find significance in all clusters. Again, philosophically this is advantageous, but practically, it poses disadvantages to the researcher trying to explain what he or she has uncovered.

A final problem which emerges deals with the concept discussed by Pearce and Cronen which states that man is proactive and not reactive. One implication of this concept is that research can never be predictive, but must always be descriptive. The value of descriptive research can be challenged.

A final implication of this study deals with the topic rather than the theory. If working mothers do have a greater problem in management than working fathers, perhaps it is not because they are only minimally competent in their management role demands, but because they are optimally competent in the demands of their management roles and their motherly roles.

The individuals in this survey were representative of the system that they were involved in. These men saw differences in the clustering of episodes and to some degree in the structuring of the archetypes. The conflict which exists for the working mother will probably continue to present problems for working mothers until the system has a chance to catch up. If only minimal competence, or even satisfactory competence exists in the working mothers who are a part of the system, the system is not likely to change rapidly as the individuals involved in the system will not encourage the change. If working mothers gain optimal competence, however, the necessary changes can be rapidly made.

Suggestions for Further Research

Certainly the area concerning women in the work force has unlimited possibilities for further research, particularly if it examines why women may be having problems. One study might employ the use of the same three archetypes as used in this study, but survey only working mothers on that archetype, only working fathers on that archetype and only managers on that archetype. The disadvantage of this type of research would be that the "entire system" perspective would be ruled out unless all of the subjects were employed in the same place, and finding the quantities of working mothers is difficult.

A second possible research option would be to survey groups of individuals who were aspiring to the same position but who all came from different backgrounds, i.e., explore the mechanical, electrical, and civil engineers' perception of an engineering manager.

A third possible option for research would be to examine several different subgroups using the same episodes, i.e., the working mothers' view of a competent mother compared to the non-working mothers' view of a competent mother. This technique assumes, of course, that the two groups could agree on the episodes encompassing the archetype of "mother".

While there is no question that the advantages of naturalistic research do exist, any research which attempts to deal with the issues addressed in this study need realize the disadvantages which also exist for the naturalistic approach.

Finally, there is no question that more research needs to be conducted on the working mother. Unfortunately, issues which affect her, affect the very fabric of our society. The issues should never be disregarded or taken lightly.

REFERENCES

- Aetna Life Insurance Company. Career, 1973.
- Albrecht, S. L., Bahr, H. M., & Chadwick, B. A. Public stereotyping of sex roles, personality characteristics, and occupations. Sociological and Social Research, 1977, 61, pp. 223-240.
- Anderson, M. Family structure in nineteenth century Lancashire. London: Cambridge University Press, 1971.
- Bannister, D. & Mair, J. M. M. The evaluation of personal constructs. London: Academic Press, 1968.
- Bartol, K. M. Male versus female leaders: the effects of leader need for dominance on follower satisfaction. Academy of Management Journal, 1974, 17, pp. 225-233.
- Bateson, B., Jackson, D. D., Haley, J., & Weakland, J. Toward a theory of schizophrenia. Behavioral Science, 1956, 1, pp. 251-264.
- Bayes, M. & Newton, P. M. Women in authority: a sociopsychological analysis. Journal of Applied Behavioral Sciences, 1978, 14, pp. 7-20.
- Bedell, M. Supermom. In J. English (Ed.), Sex equality. Englewood Cliffs, New Jersey: Prentice Hall, 1977.
- Belesky, J. Family interaction in toddlerhood: a naturalistic observational study. Unpublished doctoral dissertation, Cornell University, 1978.
- Bell, A. I. & Mayer, S. E. Sexism in ratings of personality traits. Personnel Psychology, 1975, 28, pp. 239-249.
- Bell, D. Why participation rates of black and white wives differ. Journal of Human Resources, 1974, 9, pp. 465-479.
- Bernard, J. The future of motherhood. New York: Dial Press, 1974.
- Biles, G. E. & Pryatel, H. A. Myths, management and women. Personnel Journal, Oct. 1978, pp. 573-577.

- Bowman, G. W., Worthy, N., & Greyser, S. Are women executives people? Harvard Business Review, 1965, 43, pp. 14-16.
- Broverman, I. K., Vogel, S. T., Broverman, D. M., Clarkson, F. E., & Rosenkrantz, P. S. Sex stereotypes: a current appraisal. Journal of Social Issues, 1972, 28, pp. 59-78.
- Burke, R. J. & Weir, T. Relationship of wives' employment status to husband, wife and pair satisfaction and performance. Journal of Marriage and the Family, 1976, 38, pp. 229-287.
- Cecil, E. A., Paul, R. J., & Olins, R. A. Perceived importance of selected variables used to evaluate male and female job applicants. Personnel Psychology, 1973, 26, pp. 397-404.
- Chaffee, S. & McLeod, J. Sensitization in panel design: A coorientational experiment. Journalism Quarterly, 1968, 45, pp. 661-669.
- Cronen, V. E. & Harris, L. What is a statistical association that a scholar may know it?: the meaning of empirical findings and theoretical speculations in two "cultures" of communications research. Unpublished paper presented at the Eastern Communication Association Convention, Philadelphia, PA, 1979.
- Cushman, D. P. & Whiting, G. C. An approach to communication theory: toward consensus on rules. Journal of Communication, 1972, 22, pp. 217-231.
- Duncan, O. D. A socioeconomic index for all occupations. In A. Reiss, Jr., O. D. Duncan, P. Hatt, & C. C. North (Eds.), Occupations and social status. Glencoe: Free Press. 1961.
- Erickson, J. M., Pugh, W. M., & Gunderson, E. K. E. Status congruency as a predictor of job satisfaction and life stress. Journal of Applied Psychology, 1972, 56, p. 523.
- Ferber, M. A. Labor market participation of young married women: causes and effects. Unpublished paper, University of Illinois, 1977.

- Fisher, J. Knowledge of rules. Review of Metaphysics, Dec. 1974, pp. 237-260.
- Forgus, J. P. The perception of social episodes. Journal of Personality and Social Psychology, 1976, 34, pp. 199-209.
- Harré, R. & Secord, P. F. The explanation of social behavior. Totowa, New Jersey: Littlefield, Adams, 1973.
- Harris, L. M. Communication competence: empirical tests of a systemic model. Unpublished dissertation, University of Massachusetts, 1979.
- Harrison, A. O. & Minor, J. H. Interrole conflict, coping strategies, and satisfaction among black working wives. Journal of Marriage and the Family, Nov. 1978, pp. 799-805.
- Hock, E. Working and non-working mothers with infants: perceptions of their careers, their infants needs and satisfaction with mothering. Developmental Psychology, 1978, 14, pp. 37-43.
- Horner, M. S. Is there a motive to avoid success and changing aspirations of women? In J. Bardwick, (Ed.), Reading on the psychology of women. New York: Harper & Row, 1972.
- Kelly, G. A. The psychology of personal constructs. New York: Norton, 1955.
- Keyserling, M. D. The economic status of women in the United States. American Economic Review, May 1976, pp. 205-212.
- Lynch, E. M. The executive suite--feminine style. New York: Amacom, 1973.
- McClendon, M. J. The occupational status attainment process of males and females. American Sociological Review, 1976, 41, pp. 52-64.
- Mincer, J. & Polachek, S. Family investments in human capital: earnings of women. Journal of Political Economy, 1974, 82, pp. 576-608.

- Mischel, T. Personal constructs, rules, and the logic of clinical activity. Psychological Review, May 1964, pp. 180-192.
- Monthly Labor Review, September, 1981.
- Moore, W. The impact of children and discrimination on the hourly wage rates of black and white wives. Quarterly Review of Economics and Business, 1977, 17, pp. 43-64.
- Mott, F. L., Sandell, S. H., Shapiro, D., Brite, P. K., Carr, T. J., Honnson, R. C., Jusenius, C. L., Koenig, P. J., & Morre, S. F. Years for Decision, 1977, 4, Columbus: Center for Human Resource Research.
- Oaxaca, R. Sex discrimination in wages. In O. C. Ashenfelter & A. E. Rees (Eds.) Discrimination in labor markets, Princeton: Princeton University Press, 1973.
- Oppenheimer, V. K. The female labor force in the United States: demographic and economic factors governing its growth and changing composition. University of California, Berkeley Institute of International Studies, 1970.
- Pearce, W. B. The coordinated management of meaning: a rules-based theory of interpersonal communication. In G. Miller (Ed.), Explorations in interpersonal communication. Beverly Hills, CA: Sage, 1976.
- Pearce, W. B. Naturalistic study of communication: its function and form. Communication Quarterly, 1977, 25, pp. 51-56.
- Pearce, W. B. & Cronen, V. E. Communication, action, and meaning. New York: Praeger, 1980.
- Pearce, W. B., Cronen, V. E. & Conklin, R. F. On what to look at when analyzing communication: a hierarchical model of actors' meanings. Unpublished paper presented at the International Communication Association Convention, Berlin, W. Germany, 1977.

- Piacente, B. S., Penner, L. A., Hawkins, H. L. & Cohen, S. L. Evaluation of the performance of experimenters as a function of their sex and competence. Journal of Applied Social Psychology, 1974, 4, pp. 321-329.
- Radl, S. Mothers's day is over. New York: Charterhouse, 1973.
- Rosen, B. & Jerdee, T. H. Sex stereotyping in the executive suite. Harvard Business Review, 1974, 52, pp. 45-48.
- Schein, V. E. The relationship between sex role stereotypes and requisite management characteristics. Journal of Applied Psychology, 1973, 57, pp. 95-100.
- Shaffer, D. R. & Wegley, C. Success orientation and sex-role congruence as determinants of the attractiveness of competent women. Journal of Personality, 1974, 42, pp. 586-600.
- Spain, J. B. Job stereotyping. Vital Speeches, July 1, 1973, p. 550.
- Spence, J. T. & Heimreich, R. Who likes competent women? Journal of Applied Psychology, 1972, 2, pp. 197-213.
- Suter, L. E. & Miller, H. P. Income differences between men and women. American Journal of Sociology, 1973, 78, pp. 962-974.
- Sweet, J. Women in the labor force. New York: Seminar Press, 1973.
- Swenson, C. H. An introduction to interpersonal relations. Glenview, Illinois: Scott, Foresman and Company, 1973.
- Treiman, D. & Terrell, K. Sex and the process of status attainment: a comparison of working women and men. American Sociological Review, 1975, 39, pp. 174-200.
- Waite, L.-J. Projecting female labor force participation from sex-role attitudes. Social Science Research, 1978, 7, pp. 299-318.

- Waldeman, E., Sherman Grossman, A., Hayghe, H., & Johnson, B. L. Working mothers in the 1970's: a look at the statistics. Monthly Labor Review, Oct. 1979, pp. 39-48.
- When mothers are also managers. Business Week, April 18, 1977, pp. 155-158.
- Whiting, B. (Ed.). Six Cultures, Studies of Child rearing. New York: Wiley, 1963.
- Zaretsky, E. Capitalism, the family and personal life. New York: Harper & Row, 1976.

APPENDICES

Appendix A: Sample of Interview

Hello, this is Ann Goodell calling. I am a graduate student at the University of Northern Iowa. I am doing research in the area of organizational communication and am conducting a survey in a few weeks at your _____ meeting in _____ . In order for me to formulate an accurate survey, I am calling a sampling of the group's members and asking them each one question. I got your name from the _____ roster of members. Would you be willing to answer one quick question?

Response

Is now a good time or can we set up an appointment?

Response

Fine. Before I ask the question, I want you to think of and imagine an ideal (mother, father, engineering manager). After you have done that, please tell me what kinds of tasks/activities/episodes that person would perform to be consistent with that particular role.

Response

Thank you so much for your time.

Appendix B: List of Interview Responses

MANAGER

1. Write project objectives
2. Oversee and attempt to meet project objectives
3. Assign duties to subordinates
4. Evaluate subordinates
5. Lead group meetings
6. Watch over subordinates' moods; attitudes
7. Attempt to be objective toward subordinates
8. Fill out time cards
9. Write reports
10. Make sure human potential is being effectively utilized at the economic level.
11. Make sure human potential is being effectively utilized at the technological level.
12. Challenge subordinates
13. Organize own activities and tasks
14. Attempt to meet company objectives
15. Communicate effectively and frequently with subordinates
16. Sell (projects, etc.)
17. Mediate subordinate disagreements
18. Report to superiors on progress
19. Prepare oral presentations
20. Do long-range planning for the department or group

FATHER

1. Attempt to give quality time to child
2. Play with child
3. Teach child values
4. Teach child specific skills
5. Teach child specific activities
6. Give allowance to child
7. Discipline child
8. Be sensitive to child's needs
9. Be consistent with child
10. Teach child facts of life
11. Give child career guidance
12. Help child with homework
13. Be a good role model for child
14. Be involved in child's organizations
15. Be supportive of child's activities
16. Give child guidance on relations with other people
17. Change diapers
18. Feed child
19. Dress child
20. Teach child responsibilities

MOTHER

1. Play with child
2. Spend time with child
3. Change diapers
4. Feed child
5. Dress child
6. Give encouragement to the child
7. Help child broaden her/his interests
8. Discipline child
9. Teach values, morals, ethics
10. Provide for child's religious training
11. Read to child
12. Help child gain self confidence
13. Provide stimulating environment for child
14. Help child with learning
15. Put limitations on child/do not spoil child
16. Encourage child's independence
17. Help child learn to think for her/himself
18. Teach child responsibilities
19. Assign chores to child
20. Show physical affection to child

Appendix C: Truth Tables of
Responses

Use of the truth tables: Each table is labeled as to which episode in which archetype is being examined. The vertical columns represent each of the twenty episodes. Each of the horizontal columns represents an individual survey. A "1" signifies that in that survey, the respondent grouped that episode with the one being examined. The bottom horizontal line of numbers represents the total number of respondents who grouped that episode with the episode being examined. For a further explanation, refer back to page 49.

Table A

Episode 1: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1																			
1	1																		
1															1				
1	1																		
1			1					1											1
1	1		1	1															
1					1												1	1	1
1	1				1							1	1						
1		1	1	1				1											
1		1						1	1			1							
1	1							1				1	1	1					
1		1					1	1	1			1							1
1		1					1	1	1			1							1
1	1				1							1	1				1	1	
1	1	1	1	1							1	1			1				1
1	1	1	1	1							1	1			1				1
1	1	1	1	1	1	1	1	1	1		1	1		1					1
1	1	1	1	1			1								1				
26	14	13	13	11	3	5	12	8	7	4	6	11	7	8	6	4	4	3	9

Table C

Episode 3: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1	1															1
		1	1	1					1										1
		1			1	1				1									1
		1							1	1		1			1				
1		1	1	1			1												
1		1					1	1				1							
		1				1			1			1							1
		1	1	1	1	1						1							1
1		1				1	1	1				1							1
		1	1	1	1	1			1		1				1				1
1	1	1	1	1						1		1							1
1	1	1	1	1							1	1			1				1
	1	1	1	1	1	1					1		1	1					1
1		1	1	1		1	1	1				1			1				1
		1	1	1		1	1	1	1			1			1				1
1	1	1	1	1					1	1			1						1
		1	1	1			1			1	1	1			1				1
1		1	1	1		1	1		1	1	1				1				1
1	1	1	1	1		1	1	1	1		1	1	1	1					1
1	1	1					1		1						1	1	1	1	1
1	1	1	1	1						1	1			1	1	1	1	1	1
1	1	1	1	1			1								1				
14	9	28	19	17	8	15	11	9	13	9	9	15	3	6	12	2	2	2	21

Table D

Episode 4: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
			1	1															
			1					1		1	1								
			1			1				1	1								
		1	1	1															1
	1		1			1							1						
		1	1	1					1										1
			1						1	1	1							1	
1			1					1											1
1		1	1	1			1												
	1		1	1						1					1				
			1		1				1	1	1		1		1				
		1	1	1	1	1						1							1
1			1	1			1	1			1		1						
1			1				1		1			1	1	1					
1	1	1	1	1							1	1			1				
		1	1	1	1	1			1	1					1				
1	1	1	1	1						1		1							1
		1	1	1	1	1		1	1	1	1			1	1	1	1	1	1
1	1	1	1	1		1	1	1	1		1	1	1	1					1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	10	16	28	19	7	11	6	7	14	12	15	10	8	7	9	2	2	3	15

Table E

Episode 5: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
				1															
	1			1															
			1	1															
	1			1													1		
				1					1	1				1					
		1	1	1															1
1	1			1									1						
	1			1													1	1	1
1		1	1	1			1												
		1	1	1						1									1
	1		1	1						1			1		1				
1	1			1									1	1		1	1		
1			1	1			1	1			1		1						
		1	1	1	1	1						1							1
1	1	1	1	1						1	1			1					1
1	1	1	1	1						1		1							1
		1	1	1		1		1		1		1			1				1
		1	1	1		1		1		1	1	1			1				1
1	1	1	1	1						1	1			1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1		1	1		1				
1	1	1	1	1		1	1	1	1	1		1	1	1	1	1	1	1	1
12	14	16	20	28	4	9	7	6	10	10	10	8	8	7	9	5	4	3	13

Table F

Episode 6: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
					1														
					1														
					1														
					1						1								
					1	1													
					1						1								
					1			1	1										
		1			1				1										1
					1											1	1	1	
					1						1				1				1
					1						1		1	1					
1	1				1								1	1					
					1		1										1	1	1
	1				1											1	1	1	
		1			1	1				1									1
					1	1	1	1		1		1							
					1	1				1	1	1		1					
					1	1		1	1		1	1		1					
		1	1	1	1	1				1	1	1		1					1
	1		1	1	1	1				1		1	1	1					1
		1	1		1	1			1		1		1	1	1				1
					1		1	1			1	1		1	1		1	1	
1		1	1		1	1			1		1	1							1
1	1	1	1	1	1	1	1	1	1	1	1	1		1					1
3	4	8	7	4	28	13	5	6	8	5	12	9	5	8	7	4	4	4	8

Table G

Episode 7: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
						1													
					1	1													
						1		1											
			1			1				1	1								
	1		1			1							1						
						1		1	1							1	1	1	
		1				1			1			1							1
		1			1	1				1									1
						1			1	1			1			1			
						1	1	1	1		1	1			1				1
					1	1				1	1	1		1					
1		1				1	1	1				1							1
		1	1	1	1	1						1							1
		1	1	1		1		1		1					1				1
						1	1	1				1	1	1	1				1
1		1				1	1	1				1		1					1
		1	1	1	1	1			1		1				1				
						1	1		1	1		1		1	1				
		1				1	1	1	1						1				1
		1	1	1		1			1	1	1	1							1
	1		1	1	1	1					1		1	1					1
		1	1			1	1		1		1	1		1	1				1
1	1	1	1	1	1	1	1	1	1	1		1	1		1				1
1	1	1	1	1		1	1	1	1		1	1	1	1					1
6	4	15	12	9	11	28	8	13	12	9	10	14	6	7	9	3	1	1	16

Table H

Episode 8: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1											
							1	1											
	1						1												
							1	1											
							1	1											
1	1						1												
							1								1		1	1	
						1	1	1								1	1	1	
1		1	1	1			1												
1		1					1	1				1							
							1	1		1			1	1	1				
1	1						1					1	1	1					
						1	1	1		1		1							
		1					1		1	1		1			1				
1			1				1		1			1	1	1					
1		1					1	1	1			1							1
1			1	1			1	1			1		1						
1	1						1	1	1	1		1							
1							1	1	1			1	1	1	1				1
1		1		1			1	1		1		1		1	1				1
						1	1	1			1	1		1	1		1	1	
		1	1	1			1		1		1	1			1		1	1	1
1	1	1	1	1	1	1	1	1	1		1	1		1					1
1	1	1	1	1			1	1	1	1		1	1	1	1	1	1	1	1
14	7	13	7	7	5	8	28	16	9	5	6	16	7	10	10	3	6	9	5

Table I

Episode 9: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
						1		1											
								1				1							1
							1	1											
							1	1											
							1	1											
							1	1											
					1			1	1										
			1					1		1	1								
1			1					1											1
1		1						1	1				1						1
							1	1								1	1	1	
						1	1	1	1		1			1	1	1			
1			1	1				1	1			1		1					
1		1					1	1	1				1						1
							1	1	1				1	1	1	1			1
1		1				1	1	1	1				1		1				1
1		1				1	1	1	1	1			1		1				1
		1	1	1			1		1	1					1				1
		1	1	1			1		1	1	1				1				1
1	1	1	1	1	1	1	1	1	1	1		1	1		1				
1	1	1	1	1		1	1	1	1	1		1	1	1	1				1
8	2	10	8	6	6	13	16	27	7	7	7	11	5	6	8	2	2	2	10

Table J

Episode 10: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
					1			1	1										
		1			1				1										1
	1								1		1			1					
				1					1	1				1					
									1	1		1			1				
						1			1	1			1		1				
			1						1	1		1							1
		1				1			1			1							1
		1					1		1	1		1			1				
		1	1	1					1										1
1			1			1			1			1	1	1					
			1		1				1	1	1		1		1				
					1	1		1	1		1		1		1	1	1		
1		1					1	1	1	1		1			1				
		1	1	1	1	1			1		1				1				
		1	1	1	1			1	1	1	1								1
		1	1	1		1		1	1	1					1				1
1		1	1		1	1			1		1	1							1
1		1		1		1	1		1			1			1	1			1
		1	1		1	1			1			1		1	1				1
1	1	1	1	1					1	1			1						1
		1	1	1			1		1	1	1	1			1				1
1	1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1		1	1						1
1	1	1	1	1		1	1	1	1		1	1	1	1					1
9	6	17	14	11	9	11	8	7	26	12	10	13	7	7	13	3	2	3	13

Table K

Episode 11: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
										1										
										1					1					
										1	1									
										1				1	1					
										1			1		1				1	
			1				1			1	1									
			1						1	1	1									
										1	1		1		1					
				1						1	1				1					
			1							1	1	1							1	
							1			1	1									
								1		1	1			1		1				
		1				1	1			1									1	
1								1	1					1	1	1				
						1	1			1	1	1			1					
		1								1	1	1		1			1			
	1		1	1						1			1		1					
							1			1	1	1			1				1	
						1	1	1	1			1								
			1		1					1	1	1		1		1				
1		1						1	1	1	1		1		1					
1	1	1	1	1						1		1							1	
		1	1	1			1		1		1				1				1	
1	1	1	1	1						1	1			1					1	
		1	1	1			1		1	1	1	1			1				1	
		1	1	1				1		1	1	1	1		1				1	
1	1		1	1						1	1			1	1	1	1	1	1	
1	1	1	1	1			1			1	1	1	1	1	1	1	1	1	1	
6	5	10	13	10		4	9	5	7	11	28	12	8	8	6	14	4	2	3	11

Table L

Episode 12: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
											1								
					1						1								
					1						1								
										1	1								
	1								1		1			1					
					1						1		1	1					
					1						1				1				1
			1					1		1	1								
			1				1			1	1								
							1			1	1	1			1				1
					1	1				1	1	1		1	1				
1			1	1			1	1			1		1						
					1	1		1	1		1		1		1	1			
	1	1	1	1	1						1				1				
		1	1	1	1	1			1		1				1				
		1	1	1		1		1	1	1	1								1
	1		1	1	1	1					1		1	1					1
	1		1	1		1	1			1	1	1	1						1
					1	1	1			1	1		1	1		1	1	1	1
		1	1	1			1			1	1	1			1				1
1	1		1	1						1	1				1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1		1		1					
1	1	1	1	1			1	1	1	1		1	1	1					1
1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1	1
5	8	7	15	11	12	10	7	7	9	12	26	8	8	9	10	3	3	4	9

Table M

Episode 13: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
												1							
												1							
												1							
								1				1							
												1	1	1					
									1	1		1			1				
		1				1			1			1							1
1		1					1	1				1							
						1	1				1	1	1		1				
							1				1	1	1			1			1
		1					1		1	1		1			1				
1	1						1					1	1	1					
1			1				1		1			1	1	1					
1		1				1	1	1				1							1
						1	1	1				1	1	1	1				1
1		1					1	1	1	1		1			1				
						1	1	1	1		1	1			1				
1	1	1	1	1							1	1							1
1		1		1		1	1	1			1			1					1
		1	1	1		1	1		1		1			1	1				1
		1	1	1			1		1	1	1	1			1				1
1	1	1	1	1	1	1	1	1	1	1		1	1		1				1
1	1	1	1	1			1	1	1	1		1	1	1	1				1
1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1	1
12	5	15	8	7	7	13	16	11	12	9	8	28	6	11	11	1	2	2	13

Table N

Episode 14: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
													1	1					
													1	1					
													1	1					
													1	1					
													1	1					
	1												1	1					
	1												1	1					
												1	1	1					
										1			1		1				1
1	1			1									1						
				1								1	1	1					
													1			1	1	1	
	1		1				1						1						
1	1				1								1	1					
							1		1	1			1			1			
							1	1		1			1	1	1				
	1		1	1									1		1				
1	1						1						1	1	1				
1	1			1									1	1		1	1		
			1		1					1	1	1			1				1
						1	1		1	1			1	1	1	1			1
	1		1	1	1	1							1	1	1				1
1	1	1	1	1					1	1			1						1
1	1	1	1	1			1	1	1	1		1	1	1	1	1	1	1	1
9	12	3	9	9	4	6	7	5	7	7	7	7	28	17	8	5	2	2	6

Table O

Episode 15: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
														1	1				
													1	1					
													1	1					
													1	1					
													1	1					
										1				1	1				
											1	1	1						
	1												1	1					
	1												1	1					
							1							1		1	1		
	1							1	1					1					
				1					1	1				1	1				
	1	1			1									1	1				
1	1						1					1	1	1					
					1	1				1	1	1		1		1			
1		1				1	1					1	1	1					
1	1			1				1	1				1	1		1	1		
	1		1	1	1	1					1	1	1	1					1
1	1	1	1	1		1	1	1	1		1	1	1	1		1	1	1	1
1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1	1
8	11	6	7	7	7	6	9	5	7	6	9	10	17	28	7	3	5	5	4

Table P

Episode 16: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
															1				
															1				
										1					1				
1															1				
															1	1			
										1					1	1			
										1			1		1				1
					1						1				1				1
									1	1		1			1				1
								1	1		1			1	1	1			
		1						1	1	1		1			1				
	1		1	1						1			1		1				
						1				1	1	1			1				1
1	1	1	1	1							1				1				
1	1		1	1						1	1				1	1	1	1	1
1		1					1	1	1	1		1			1				1
		1	1	1			1		1				1		1				1
					1	1		1	1		1			1	1	1			
		1	1	1	1	1			1		1				1				1
		1	1		1	1			1			1			1	1			1
					1		1	1			1	1			1	1		1	1
	1	1	1	1		1		1	1	1					1				1
		1	1	1				1	1	1	1	1			1				1
1	1	1						1	1						1	1	1	1	1
1	1	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1
7	5	12	10	9	7	8	9	7	12	15	10	10	6	7	28	4	4	4	12

Table T

Episode 20: Father

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
								1											1
1			1					1											1
																1	1	1	1
					1						1				1				1
		1	1	1															1
										1			1		1				1
		1	1	1					1										1
		1					1		1			1							1
							1			1	1	1			1				1
		1	1	1	1	1						1							1
1		1					1	1	1			1							1
		1					1	1	1			1			1				1
		1	1	1			1	1		1					1				1
1		1					1	1	1			1		1					1
1	1	1	1	1						1	1								1
		1	1	1			1			1	1				1				1
1	1	1	1	1						1	1		1						1
		1		1	1	1						1	1	1					1
1		1	1				1	1	1			1		1	1				1
1	1	1					1		1						1	1	1	1	1
		1	1	1				1	1	1	1	1			1				1
1	1	1	1	1			1	1	1	1		1	1	1					1
1	1	1	1	1			1		1	1	1	1	1	1	1	1	1	1	1
10	6	19	15	13	5	15	9	9	12	9	8	13	6	6	12	4	3	3	27

Table Z

Episode 6: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
					1							1							
					1					1									1
					1	1	1												
		1		1	1														
					1		1							1					1
1	1				1														1
			1	1	1	1													
1					1	1													1
					1		1				1	1	1						
1	1				1					1			1						
		1			1	1					1			1			1		
					1	1					1	1	1					1	
1	1				1		1			1									1
					1	1					1	1		1				1	1
					1	1		1	1		1	1			1	1			
1	1				1									1	1	1	1		1
					1	1	1	1	1	1			1	1					
	1				1	1					1	1	1		1	1			
					1	1		1	1	1		1	1						
					1	1					1	1	1	1	1	1			
					1	1	1	1	1		1	1	1	1	1	1	1	1	1
					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	7	2	1	2	32	21	13	13	12	11	19	17	18	13	15	18	12	10	10

Table AA

Episode 7: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
						1		1	1										
						1								1	1				
						1				1			1						
					1	1	1												
1	1					1													1
						1					1				1				
1					1	1													1
			1	1	1	1													
						1					1		1			1			
					1	1					1	1	1				1		
		1			1	1					1	1				1			
					1	1					1	1		1	1	1			
					1	1		1	1	1	1	1	1						
					1	1		1			1	1			1	1			
	1				1	1					1	1	1		1	1			
					1	1	1	1	1	1			1	1					
					1	1		1	1		1		1		1	1			
					1	1		1	1		1	1	1	1	1	1	1		
					1	1		1	1	1	1	1	1	1	1	1	1	1	
					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	4	1	1	1	21	30	9	16	13	9	22	16	17	11	17	18	10	10	7

Table EE

Episode 11: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
										1									
					1					1									1
1										1									1
1	1									1									
							1			1			1						
1	1									1									1
		1	1	1						1									
1	1									1									1
1	1									1									1
								1	1	1	1						1		
1	1					1				1			1						
1	1									1									1
1	1									1								1	1
1	1					1		1		1									1
									1	1		1	1		1	1			
1	1	1	1	1						1									1
							1		1	1	1	1	1						
						1				1	1	1	1	1	1				
1	1	1	1	1						1									1
						1	1		1	1	1		1	1			1		
						1	1	1	1	1	1		1	1					
		1		1	1					1	1		1					1	1
						1		1		1	1	1	1	1		1	1		
						1	1	1	1	1									1
						1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	12	4	4	4	13	12	10	12	13	28	8	10	13	6	8	9	7	8	11

Table GG

Episode 13: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
												1							
												1		1					
					1							1							
1												1							1
		1	1	1								1							
1												1		1	1				1
									1			1		1					
					1		1					1	1	1					
							1		1			1				1	1		
1	1											1							1
							1					1	1		1	1			
							1					1	1		1	1	1		
									1	1		1	1		1	1			
					1	1						1	1	1				1	
					1	1						1	1		1			1	1
					1	1		1				1	1		1	1	1		
					1	1		1	1	1		1	1	1					
	1				1	1						1	1	1		1	1		
								1	1			1	1	1			1	1	1
												1	1	1	1	1	1		
												1	1	1	1	1	1	1	
												1	1	1	1	1	1	1	
												1	1	1	1	1	1	1	
												1	1	1	1	1	1	1	
												1	1	1	1	1	1	1	
												1	1	1	1	1	1	1	
1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	3	1	1	1	16	18	9	15	12	9	20	32	16	15	18	18	11	11	7

Table HH

Episode 14: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
											1		1				1	1	
									1			1	1	1					
							1				1		1		1	1			
					1		1				1	1	1						
1	1												1						1
1	1				1					1			1						
1	1											1	1		1	1			1
									1	1		1	1						
					1	1					1	1	1					1	
							1		1				1	1			1	1	
							1	1	1	1	1	1	1						
							1	1	1				1		1	1	1		
	1		1	1					1	1			1				1	1	
1	1		1									1	1			1	1	1	
	1				1	1						1	1	1		1	1		
							1	1		1	1	1	1			1	1	1	
					1						1	1	1	1	1	1			
					1	1					1	1	1		1	1	1		
					1	1	1				1	1	1	1	1	1	1	1	
					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	8	0	2	1	15	14	10	12	15	12	18	18	28	9	14	17	15	13	5

Table JJ

Episode 16: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
						1								1	1				
						1					1				1				
											1			1	1				
1												1			1				1
															1	1	1	1	
								1			1				1	1			
															1	1	1	1	
						1	1				1				1	1			
	1					1					1		1		1	1			
									1	1		1	1		1	1			
						1	1				1	1		1	1	1			1
						1	1	1			1	1		1	1				1
	1					1	1				1	1	1		1	1			
1	1					1								1	1	1	1		1
						1					1	1	1	1	1	1	1		
		1				1	1	1	1		1	1	1		1	1			1
						1	1				1	1	1		1	1	1	1	
						1	1				1	1	1		1	1	1	1	
						1	1	1	1	1	1	1	1		1	1	1	1	1
1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	5	1	0	2	15	19	10	14	10	8	21	18	14	14	29	24	15	13	8

Table KK

Episode 17: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
															1	1	1	1	
								1			1				1	1			
															1	1	1	1	
						1					1		1		1	1			
								1	1						1	1	1	1	1
								1	1	1	1								1
								1			1	1		1	1	1			
		1			1	1					1			1		1			
					1	1		1			1	1			1	1			
							1	1	1					1	1	1	1		
	1	1		1							1		1			1	1	1	
						1		1	1	1	1	1	1		1	1			
								1	1	1					1	1	1	1	
	1	1			1						1	1	1	1	1	1	1	1	1
		1			1	1					1	1	1		1	1			
							1	1		1	1	1			1	1	1	1	
						1	1	1	1	1	1	1	1		1	1	1	1	1
						1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	4	4	0	1	16	19	8	17	13	10	21	18	18	11	25	30	18	15	5

Table MM

Episode 19: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
																	1	1	
																	1	1	
															1	1	1	1	
															1	1	1	1	
											1		1				1	1	
							1	1							1		1	1	
															1	1	1	1	1
1	1		1	1			1	1	1								1	1	
							1	1			1			1			1	1	
	1		1	1					1	1			1				1	1	
					1	1		1			1	1			1	1		1	
							1	1	1				1		1	1	1	1	1
1	1		1								1		1			1	1	1	
1	1									1						1	1	1	
					1	1	1	1	1							1		1	
							1	1	1								1	1	
	1	1	1				1	1	1								1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
							1	1	1				1				1	1	
1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	7	1	4	4	11	11	16	17	14	8	15	11	14	9	15	19	26	30	5

Table NN

Episode 20: Mother

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
																			1
																			1
1																			1
1	1																		1
1										1									1
1										1									1
					1					1									1
1												1							1
1	1																		1
1	1																		1
1	1													1					1
1	1									1									1
1	1									1									1
1	1					1													1
1	1					1				1									1
1	1					1	1												1
1						1	1						1		1				1
1	1									1									1
1	1									1			1	1					1
						1	1						1	1		1			1
1	1									1							1	1	1
1	1					1	1			1						1	1	1	1
1	1					1	1			1						1	1	1	1
1	1	1	1	1						1								1	1
						1	1					1	1		1			1	1
		1		1		1	1	1	1						1		1	1	1
1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	17	2	1	2	10	8	7	5	4	13	5	8	5	6	7	5	6	7	32

Table OO

Episode 1: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1												1							1
1								1											
1	1																		1
1												1							1
1	1														1				1
1	1											1	1	1					1
1	1											1					1		1
1	1			1					1	1			1		1		1		1
1	1	1	1				1	1						1	1		1		
1	1	1					1		1						1	1	1	1	1
10	6	2	1	1	0	1	2	1	2	1	0	1	4	1	5	1	5	1	8

Table PP

Episode 2: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
1	1	1	1			1	1							1	1		1		
	1	1	1						1	1									
	1	1		1		1					1			1		1			
1	1	1					1		1						1	1	1	1	1
1	1																		1
1	1														1				1
1	1												1	1		1			1
	1								1	1			1						
	1												1						
6	10	4	2	2	0	2	2	0	4	3	1	0	4	2	5	2	4	1	5

Table QQ

Episode 3: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
1	1	1	1			1	1							1	1		1		
		1	1	1					1	1									
		1	1		1		1				1			1		1			
1	1	1					1		1						1	1	1	1	1
		1	1	1			1			1									
		1		1							1			1		1			
		1	1		1	1					1			1		1			
		1	1									1							1
		1									1								
2	4	10	6	3	2	4	3	0	2	2	5	1	0	4	2	5	2	1	2

Table RR

Episode 4: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
1	1	1	1			1	1							1	1		1		
		1	1	1					1	1									
			1		1				1	1									
			1			1				1	1								
		1	1	1			1				1			1		1			
		1	1									1							1
		1							1	1									
1	2	6	10	1	4	5	3	0	4	6	3	1	0	2	1	2	1	0	1

Table SS

Episode 5: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
				1	1					1			1			1			1
				1	1	1					1			1		1			1
	1	1		1		1					1			1		1			1
				1															
		1	1	1			1				1								
		1		1							1			1		1			1
				1				1											1
				1															
				1				1											
1	2	3	1	10	2	2	2	1	1	3	3	0	2	3	1	4	1	1	2

Table TT

Episode 6: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
				1	1					1			1			1			1
				1	1	1					1			1		1			1
			1		1				1	1									
				1									1	1	1		1		1
			1	1		1	1		1	1									
				1	1						1			1		1			
				1	1														1
				1	1									1		1			
0	0	2	4	2	10	7	1	1	3	3	3	1	2	4	0	7	0	1	1

Table UU

Episode 7: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
1	1	1	1			1	1							1	1		1		
				1	1	1					1			1		1			
	1	1		1		1					1			1		1			
			1			1				1	1								
					1	1		1	1			1	1	1		1			1
			1		1	1	1		1	1									
		1	1		1	1					1			1		1			
					1	1													1
					1	1								1		1			
1	2	4	5	2	7	10	2	1	2	2	5	1	1	6	1	7	1	1	0

Table VV

Episode 8: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1				1		1					1
1	1	1	1			1	1							1	1		1		
							1	1				1					1	1	
							1												
1	1	1					1		1						1	1	1	1	1
		1	1	1			1	1		1									
			1		1	1	1		1	1									
							1					1							
							1												
				1			1												
2	2	3	3	2	1	2	10	3	2	2	0	3	0	2	2	1	3	3	1

Table WW

Episode 9: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1				1		1					1
								1				1							1
							1	1				1					1	1	
								1							1		1	1	
								1				1							
					1	1		1	1			1	1	1		1			1
								1											1
				1				1											1
1								1											1
								1							1		1	1	
1	0	0	0	1	1	1	2	10	1	0	0	5	1	2	2	1	3	8	0

Table XX

Episode 10: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
									1										
	1	1	1						1	1									
			1		1				1	1									
1	1	1						1	1						1	1	1	1	1
					1	1		1	1			1	1	1		1			1
			1		1	1	1		1	1									
									1	1									
	1								1	1			1						
			1						1	1									
2	4	2	4	1	3	2	2	1	10	7	0	1	3	1	2	2	2	2	2

Table YY

Episode 11: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
				1	1					1			1			1			1
	1	1	1						1	1									
			1		1				1	1									
			1			1				1	1								
		1	1	1			1			1									
			1		1	1	1		1	1									
									1	1									
	1								1	1			1						
			1						1	1									
1	3	2	6	3	3	2	2	0	7	10	1	0	3	0	1	1	1	0	2

Table ZZ

Episode 12: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
											1								
				1	1	1					1			1		1			
	1	1		1		1					1			1		1			
			1			1				1	1								
											1			1		1			
			1	1		1	1				1			1		1			
											1								
			1								1								
0	1	5	3	3	3	5	0	0	0	1	9	0	0	4	0	5	0	0	0

Table AAA

Episode 13: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1				1		1					1
								1				1							1
							1	1				1					1	1	
												1							
								1				1							
					1	1		1	1			1	1	1		1			1
												1							
							1					1							
		1	1									1							1
1												1							1
1	0	1	1	0	1	1	3	5	1	0	0	10	1	2	0	1	1	4	2

Table BBB

Episode 14: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
				1	1					1			1			1			1
1													1						1
1													1						1
													1	1					
					1	1		1	1			1	1	1		1		1	
1	1												1		1		1		1
	1								1	1			1						
	1												1						
4	4	0	0	2	2	1	0	1	3	3	0	1	10	2	2	2	3	1	5

Table CCC

Episode 15: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1				1		1					1
1	1	1	1				1	1						1	1		1		
				1	1	1					1			1		1			
	1	1		1		1					1			1		1			
													1	1					
					1	1		1	1			1	1	1		1		1	
		1		1							1			1		1			
		1	1		1	1					1			1		1			
														1	1				1
					1	1								1		1			
1	2	4	2	3	4	6	2	2	1	0	4	2	2	10	2	6	1	3	0

Table DDD

Episode 16: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
1	1	1	1				1	1						1	1		1		
									1						1		1	1	
1	1	1					1		1						1	1	1	1	1
1	1											1	1		1				1
1	1										1	1		1					1
														1	1		1	1	
5	5	2	1	1	0	1	2	1	2	1	1	0	2	2	8	1	5	4	4

Table EEE

Episode 17: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		1	1		1	1					1					1			
				1	1					1			1			1			1
				1	1	1					1			1		1			
	1	1		1		1					1			1		1			
1	1	1					1		1						1	1	1	1	1
					1	1		1	1			1	1	1		1			1
		1		1							1			1		1			
		1	1		1	1					1			1		1			
					1	1										1			1
					1	1									1	1			
1	2	5	2	4	7	7	1	1	2	1	5	1	2	6	1	10	1	2	2

Table FFF

Episode 18: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
1	1	1	1			1	1							1	1		1		
							1	1				1					1	1	
								1							1		1	1	
1	1	1					1		1						1	1	1	1	1
														1			1		
1	1												1		1		1		1
																	1		
								1							1		1	1	
4	4	2	1	1	0	1	3	3	2	1	0	1	3	1	6	1	9	4	3

Table GGG

Episode 19: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
							1	1				1		1					1
								1				1							1
							1	1				1					1	1	
								1							1		1	1	
1	1	1					1		1						1	1	1	1	1
					1	1		1	1			1	1	1		1			1
								1											1
				1				1											1
									1					1	1				1
									1						1		1	1	
1	1	1	0	1	1	1	3	8	2	0	0	4	1	3	4	2	4	10	1

Table HHH

Episode 20: Manager

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	1			1					1	1			1		1		1		1
				1	1					1			1			1			1
1													1						1
1													1						1
1	1	1					1		1						1	1	1	1	1
1	1																		1
1	1													1					1
1	1												1		1		1		1
		1	1									1							1
1												1							1
8	5	2	1	2	1	0	1	0	2	2	0	2	5	1	3	2	3	1	10