

SUPERVISORY/ MANAGEMENT THEORIES

1. Establishes the climate of human relationships at the departmental level of the organization.
2. Shapes the attitudes that motivate employees toward better performance on their jobs.
3. Interprets and applies company policies, work specifications, and job orders.
4. Trains new employees and instructs older employees to work effectively and safely.
5. Counsels and disciplines employees.
6. Initiates or recommends personnel actions such as promotions, transfers, pay increases, and discharges.
7. Plans and maintains time and work schedules.
8. Adjusts and improves work procedures, using his knowledge of machine and equipment capacities.
9. Takes necessary steps to secure good quality of products and services for which he is responsible.
10. Coordinates the activities of his department in such a way as to meet its goals economically.

Recognition—and acceptance—of the supervisor or foreman by top management has helped him to emerge finally as an essential and integrated member of the management group and to assume all the responsibilities of a full-fledged manager. The way hasn't been easy. Too often it has been painfully slow. Even today, there are companies where the supervisor's status is shaky and insecure. But on the whole, no single group of men and women has achieved, and deserved, such stature and attention in so short a time after so long a wait as has the American supervisor.

How good a manager must a supervisor be?

Just as good a manager as anybody else in the management organization. Make no mistake: The only difference in managerial requirements between the company president and the first-line supervisor is one of degree.

In the intensive supervisory development courses conducted by the American Management Association, much emphasis is placed upon the concept of the **management cycle**. This cycle is described as a continuous function performed by all managers. It contains three main elements:

PLANNING. The role of looking ahead and formalizing a course of action both for the immediate problems and for those on the horizon.

ACTION. The decision-making process, especially the man-to-man contact and direction that gets things done—the products produced, the goods shipped, the letters typed.

CONTROL. The process of observing when things are out of line and taking the necessary action to bring them back under control. Control involves measuring, restraining, or changing.

Now it's a fact that the president's job calls for more planning than the supervisor's does. And in many instances, the president spends more of his effort in controlling. But plan and control the supervisor must, although by all odds his biggest contribution is in the action phase of the management cycle. So see your job as truly a manager's job. And be sure to devote time and thought in appropriate proportion to each of its many demands.

Where do the supervisor's responsibilities lie?

Few jobs encompass so many responsibilities. It's not difficult to list over a hundred specific duties and responsibilities—as you can see in the answers to the next three questions. But the supervisor's main responsibilities lie in five directions (Figure 1-1) and force him to fill effectively five different roles:

1. Leader and trainer of his employees. Development of employee skills and the motivation for employees to use them well require that a supervisor be persuasive and vigorous in setting directions. In a nutshell, this is his primary responsibility.
2. Implementer of ideas. The supervisor is literally the cutting edge for methods, techniques, and improvements generated by himself, by other members of management, or by staff

- specialists.
3. Coworker with other supervisors. A supervisor is a member of a peer group, and many of his successes or failures depend upon the way in which he can influence or is influenced by his associates.
 4. Subordinate to his own boss. Not only must a supervisor be able to lead, he must know how to follow the directions of those who have a position superior to his in the organization.
 5. Mediator of employee needs. The supervisor negotiates, at the grievance level, for his employees with management—and for management with his employees' union representatives.

It takes consummate skill, dedication, and energy for the supervisor to carry out these various roles in dealing with his many separate functions.

Supervisory word power

Employee. A person who works for a company or organization for wages or salary and who (for purposes of this text) does not hold supervisory or management status and responsibility. Employees are also called "workers," "laborers," "craftsmen," "technicians," "clerks," "engineers," "nurses," and the like.

Supervisor. A person in charge of, and coordinator of, the activities of a group of employees engaged in one type of operation. In the ranks of management, the supervisor's position is at, or just above, the entry level. Supervisors determine work procedures, issue written and oral orders and instructions, assign duties to workers, examine work for quality and neatness, maintain harmony among workers, and adjust errors and complaints. Supervisors are also called "foremen," "group leaders," "section chiefs," "section heads," and, occasionally, "department managers."

Manager. A person who directs supervisory personnel to attain the operational goals of a company or organization. In the ranks of management, a manager's position may range from the entry level to the uppermost echelon, but it usually is in the middle level. Managers plan, initiate, and execute programs; interpret and apply policies; establish goals and standards of operational activities; and motivate, direct, and control supervisors. Managers are also called "general foremen," "superintendents," "directors," and "general managers."

Executive. A person in charge of, and responsible for, the performance of a group of managers. In the ranks of management, the executive is in the upper echelons. An executive establishes broad plans, objectives, and general policies and motivates, directs, and controls the managers subordinate to him.

Management. Planning, direction, and control of the process by which the resources of an enterprise (materials, machinery, men, and money) are utilized effectively in the pursuit of an objective.

Scientific Management. A systematic organization and application of the management process with emphasis on the use of factual data, precise measurement techniques, and scientific information about the behavior of individuals in a work organization.

Isn't human relations just applied psychology?

No. Human relations in industry is neither psychology, sociology, nor anthropology. Most of all, it is not psychiatry. While these four sciences aid in our understanding of what happens to people when they come to work, labels such as these are more misleading than enlightening.

When a job applicant fills out an interview form, the science of psychology is being applied. When a manager asks a supervisor what the boys in the shop think about the new rates, the manager is acknowledging the presence of sociological forces. When a plant in Michigan shuts down on the first day of the hunting season because it knows from past experience that most of the men will take off anyway, anthropologists may identify this action as a concession to group cultures. And when an office manager listens to a near-hysterical secretary without interrupting, he may be borrowing a technique from the psychiatrist.

All the above actions involve the behavior of people at work. It has become common—and convenient—practice to call this behavior human relations. The operative words are "people," "behavior," and "work."

Where do you find the important action in human relations?

Human relations is something that takes place between people. It takes place between a man and his boss, between one worker and another, between a staff specialist and a line supervisor.

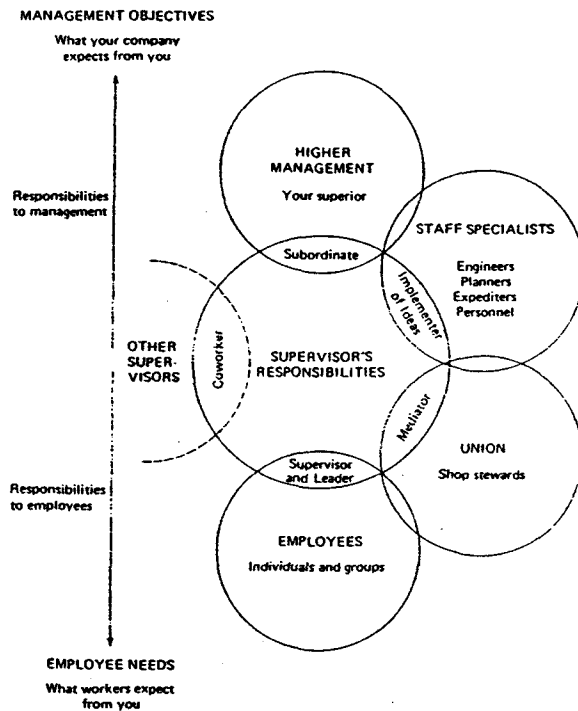


Figure 1-1 Supervisor's major responsibilities. (Adapted from Robert Saltonstall, *Human Relations in Administration: Text and Cases*, McGraw-Hill Book Company, New York, 1959, with permission from the publisher.)

1. Job knowledge. Despite the fact that later on this won't be nearly as important as it is at the beginning, it gives you confidence in what you're talking to others about. You feel that at least you're on strong ground when making technical decisions.
2. Assistance from others. You need help at this stage of development. If your boss and your associates give you their support and advice, you'll be able to weather mistakes and adverse employee reactions.
3. Good education. Because so much of your work involves communications, paper work, and arithmetic, you'll feel much more comfortable if you've got a solid education behind you. Emphasis, however, is placed upon the quality of what you got from your schooling rather than the number of years you spent at it.
4. Desire to succeed. In sports, the man with enough desire can overcome whatever shortcomings he may have in the way of size, experience, or speed. In business, it's the same way. If you've been chosen to become a supervisor, there's no reason why you shouldn't succeed, if you try hard enough.

Why do supervisors fail?

When a man (or woman) doesn't pan out as a supervisor, only an examination of the particular situation will pinpoint the real reason. And sometimes the man himself isn't at fault: his boss may never have given him the right kind of training and supervision. But if you'd avoid failure, check yourself against these six supervisory pitfalls, as revealed by the National Management Association after a study of eighty-six companies:

Poor personal relations with workers or with other management people. This rated highest on the list!

Individual shortcomings, such as lack of initiative, emotional instability.

Lack of understanding of the management point of view.

Unwillingness to spend the necessary time and effort to improve.

Lack of skill in planning and organizing work.

Inability to adjust to new and changing conditions.

So if you'd make success your target, look ahead to the pages of this book that follow. And fit the advice to your own job.

26 About People at Work

you must know first **why** people do things before you can predict **what** they will do. If you know that Bill dislikes his job because it requires concentration, you can make a good guess that Bill will make it hard for you to change the job by increasing its complexity. If Mary works at your plant because of the conversation she has with her associates, you can predict that Mary will be hard to get along with if she's assigned to a spot on an isolated bench.

The important tool in dealing with people is the recognition that although what they do is likely to differ, the underlying reasons for their doing anything are very similar. These reasons, incidentally, are called **motives**, or **needs**.

What is it that employees want from life—and their work?

Employees, like most of us, seek satisfaction from life for what a very famous psychologist, Dr. A. H. Maslow, called the "five basic needs."* And we seek a good part of these satisfactions at our work. Dr. Maslow outlined the basic needs this way and conceived of them as a sort of hierarchy with the most compelling at the top and the more sophisticated ones at the bottom.

WE WANT TO BE ALIVE AND TO STAY ALIVE. We need to breathe, eat, sleep, reproduce, see, hear, and feel. But in America, these needs rarely dominate us. Real hunger, for example, is rare. True, according to Kinsey, most of us men don't get all the sex we need. But all in all, our No. 1 needs are satisfied. Only an occasional experience—a couple of days without sleep, a day on a diet without food, a frantic 30 seconds under water—reminds us that these basic needs are still with us.

WE WANT TO FEEL SAFE. We like to feel that we are safe from accident or pain, from competitors or criminals, from an uncertain future or a changing today. None of us ever feels completely safe. Yet most of us feel reasonably safe. After all, we have laws, police, insurance, social security, union contracts, and the like to protect us.

WE WANT TO BE SOCIAL. From the beginning of time, we have lived together in tribes and family groups. Today, these group

*Psychological research is far from completed. Opinions frequently change. But the concept of the five basic needs has stood the test of time very well, although you should be cautioned that few things are more difficult to understand and to apply than human relations.

ties are stronger than ever. We marry, join lodges, and even do our praying in groups. Social need varies widely from person to person—just as other needs do. Few of us want to be hermits. Not too many people are capable of frank and deep relationships—even with their wives or husbands and close friends. But, to a greater or lesser degree, this social need operates in all of us.

WE NEED TO FEEL WORTHY AND RESPECTED. When we talk about our self-respect or our dignity, this is the need we are expressing. When a person isn't completely adjusted to life, this need may show itself as undue pride in his achievements, self-importance, boastfulness—a swelled head.

But so many of our other needs are so easily satisfied in America that this need often becomes one of the most demanding. Look what we go through to maintain the need to think well of ourselves—and have others do likewise. When your wife insists you wear a tie to a party, she's expressing this need. When we buy a new car even though the old one is in good shape, we're giving way to our desire to show ourselves off.

We even modify our personalities to get the esteem of others. No doubt you've put on your company manners when out visiting. It's natural, we say, to act more refined in public than at home—or to cover up our less acceptable traits.

WE NEED TO DO THE WORK WE LIKE. This is why many people who don't like their jobs turn to hobbies for expression. And why so many other people can get wrapped up in their work. We all know the men who enjoy the hard burden of laboring work—or the machinist who hurries home from work to run his own lathe. This need rarely is the be-all and end-all of our lives. But there are very few of us who aren't influenced by it.

Dr. Frederick Herzberg of Western Reserve University emphasizes that the character of "the work itself" is one of the most compelling motivating forces we know of.

What are some of the rewards an employee looks for that aren't in his paycheck (or in his fringe benefits)?

It's an old saw that a man gets two kinds of wages from his job—the pay in his paycheck and the pay that isn't in his paycheck. As discussed earlier, an employee is likely to take the pay he gets in his paycheck for granted. He'll judge the worth of his job by how well his company, and his supervisor in particular, pay him off in other ways. Here are just a few:

RECOGNITION FOR A JOB WELL DONE. "Ben, that lot of shafts you turned out today was top-notch. I didn't think you could do so well with the subpar material in that batch."

FAIR AND IMPARTIAL TREATMENT. "Last week I let Ted work on that ring job. Ben, your turn comes up next week, and I'll be sure you get the assignment."

RESPECT FOR A PERSON'S FEELINGS. "Will you come outside and have a smoke with me, Ben? I'd like to talk over that difficulty you had with the No. 6 lathe today. Maybe we can work out a way that will prevent its happening again."

FREEDOM OF SPEECH. "I'm interested in your opinion, Ben. And in your criticisms, too. Be sure to speak up if you feel there's something you don't understand, or if you feel you're not getting a fair shake."

CHANCE TO GET AHEAD. "You won't have to stay on this job forever, Ben. There are better jobs available once you've gained a little seniority and shown you can handle something more difficult. In the meantime, I'll try to help you learn all you can about this one."

TO BE IN THE KNOW. "You may see a lot of activity in the shop next week, Ben. Don't get worried about it. It's just an engineering survey to prepare for some new power lines. Should make for a lot fewer interruptions in the future. In the meantime, I'll try to keep you posted."

What happens when a worker doesn't get satisfaction from his job?

His morale will be down, his attitudes not "right." But most important to you, the dissatisfied workman doesn't produce as much or as well as one who finds his work rewarding.

Isn't job satisfaction primarily the company's responsibility—not the supervisor's?

The company's stake in good human relationships is just as big as the supervisor's. And when a company helps the supervisor to establish the right climate for good human relations, the supervisor's job with people is much easier. But your relationship with your employees is a very personal one. And no amount of policies and procedures, fancy cafeterias, generous fringe benefits, or sparkling toilets can take the place of a supervisor who is interested in his people and treats them wisely and well. From your point of view, responsibility for employees' job satisfaction is one you share jointly with the company.

Supervisory word power

Behavior. Describes the actions people take, or the things they say, while coping with other people, with problems, with opportunities, and with situations. Because a person's behavior depends upon so many influences, it may or may not accurately reflect his true feelings.

How can a supervisor set goals with his work group without sacrificing his authority?

Unless the group of people you supervise believes that what you want them to do is to their advantage as well as to yours, you'll have little success as a supervisor. The solution lies in permitting the group to set their goals along with you and in showing them that these goals are attained through group action—teamwork.

It may be only natural for you to feel that to permit the group to get into the decision-making act will be hazardous to your authority. It needn't be. First of all, make it clear that you'll always retain a veto power over a group decision (but don't exercise it unless absolutely necessary). Secondly, establish ground rules for their participation beforehand—and make these limita-

tions clear. Finally, provide enough information for the group so that they can see situations as you do. It's when people don't have enough of the facts that they rebel against authority.

In dealing with work groups, try to make your role that of a coach. Help employees to see why cost cutting, for instance, is desirable and necessary to ward off layoffs. Encourage them to discuss ways to cut costs. Welcome their suggestions. Try to find ways of putting even relatively insignificant ideas to work. And report the team's achievements frequently. Emphasize that good records are the result of the team's united effort, not your own bright ideas.

(Of course it goes without saying that certain decisions—such as those concerning work standards or quality specifications—may be beyond the group's control or even yours. Consequently, you should make it clear at the start what work conditions are off limits as far as group participation is concerned.)

Why is group participation so effective?

You'll hear a lot about the wonders of participation. And most of what you'll hear is true. In today's employer-employee relations, few techniques have been so successful in developing harmony and the attainment of common goals as the development of participation by supervision.

Participation is an amazingly simple way to inspire people. And its simplicity lies in the definition of the word: "To share in common with others."

Sharing, then, is the secret. You must share knowledge and information with others in order to gain their cooperation. You must share your own experience so that employees will benefit from it. You must share the decision-making process itself so that employees can do some things the way they'd like to. And you must share credit for achievement.

Once you've learned how to share, participation is self-perpetuating. Supervision becomes easier when employees begin to share responsibility with you. No longer do you alone have to watch for every possibility. An employee will report an overheated motor, raw material with flaws, or an impending bottleneck. An employee won't wait for you to tell him what to do in an emergency. You'll find him using his own initiative to keep the lines producing. So sharing pays off as employees share your burdens and their production records with you.

How often can group participation be expected to work in your behalf?

Only as often as the group's discussion of a situation leads them logically or emotionally, or both ways, to the conclusion that what you wish is good for them. Keep in mind that merely permitting participation will **not** manipulate the group to your point of view. And the larger the group, the more forces at work in it with which your ideas must cope.

If the majority can be expected to agree with your inclinations when given the same view of the facts you have, then the majority may **sway** group attitudes in your direction. But even this won't always be the case. If, for example, Mary is cantankerous, but because of seniority or outspokenness has the respect or fear of the rest of the girls in the steno pool, the group may never buy an idea of yours that discredits her. Conversely, the group may (for reasons that are hard to determine) rebel against Mary and accept your new idea.

Two rules of thumb to be guided by: (1) Without group support your chance of achievement is slim, and (2) your best chance for winning group support is by letting the forces within the group itself struggle toward a decision with minimum interference from you. This isn't to say you must stand helplessly by while the group strikes off in the wrong direction. You can supply sound direction by providing facts that might be overlooked and by asking the group to weigh pros and cons of various alternatives.

How can you tell how a group feels about a particular situation?

One way is to make an attitude survey. ~~(See page 42.)~~ However, this isn't feasible in most situations. Therefore, under most circumstances you have to try a slower and more indirect approach. Occasionally, of course, the direct approach will work. For example, you can simply ask the group—one at a time if you prefer—what their reaction would be to a change, say, in a new material they'll be expected to work with. The trouble here is that even when people want to speak to you candidly, often they don't know themselves what their reaction will be. Like the housewives who discussed World War II meat, they may give you an answer that sounds logical to them and to you. But when faced with the actual difficulty of making the change, they may complain irrationally. Or, individually, the change may look like a welcome

Whether you strive for perfection or cover up your weaknesses, it often adds up to misery for others. Sensitivity experts believe (1) that just knowing more about yourself may make you more acceptable to others and (2) that permitting others to comment to you about your shortcomings can work magic for you. People will then accept you for what you are and will make allowances for you. And they will also more readily accept—and act upon—your criticism of them.

Does sensitivity imply that a responsive manager doesn't demote, discipline, or fire anybody?

Not at all. If the demands of a particular job are such that a subordinate cannot perform it properly, the supervisor must take action. Sensitivity does not interfere with this action. Its purpose is to help people who are working to do a better, more effective job. Sensitivity flourishes in an atmosphere of success (not failure), and vice versa.

How can you invite candid, open discussion with others without recriminations?

First, get the candid talk. That takes guts on your part. Later, the recriminations won't be so bad, if they don't disappear altogether. The trick in getting others to level with you is to try to separate feelings from facts.

Here's an example. Maintenance supervisor Ed burns you up because in front of the plant superintendent he agrees to give you a day's notice before shutting down your equipment for preventive maintenance inspection. In practice, however, he just brings his gang into your department and tells you he has to do it right away or not at all. To get constructive, candid talk you might say to Ed, "What really bothers me is the fact that you won't speak up in front of the superintendent to tell him you can't get your operation running smoothly enough to give me advance notice. I think you're just downright chicken. Maybe I shouldn't feel that way. Maybe I'm not getting the full picture. But that's the way I feel. Now, if we can work out a reasonable procedure for PM inspections—despite my feelings—let's try it."

Or take an employee who has an irritating way of making remarks to other employees while you're explaining the lineup for the day's work. Get this employee aside and say something like this: "Ralph, I have no idea what it is you're saying when I'm talk-

ing. But it irritates me beyond reason. It makes me want to give you the lousiest kind of work I can find. It's crazy for two grown men to get a hang-up like this. Maybe my impression of your attitude is all wrong. Is it?" Given this chance, Ralph may say, "You bug me, too, the way you lecture us each morning as if we were kids. What's more, you always seem to find a way to make me look like a fool." At that point, Ralph is beginning to bring his hidden agenda out in view—because you've been willing to expose yours. Surprisingly, once feelings have been discussed—not necessarily resolved—the chances are infinitely better that the two of you will be able to agree better on factual matters.

How does a group of employees differ from any single employee in the group?

Take a group of ten employees working in a small can-filling line in a food-packing plant. This group is respected and feared by its supervisor as one of the most productive, most likely-to-strike groups in the plant. Yet in the group are three men who, polled separately, are strongly against a walkout. And another three men who, when working with other groups, are low producers. This is typical. Each man in a group may be a fairly strong individualist when working alone. But when men work in a group, the personality of the group becomes stronger than that of any single individual in the group. The group's personality will reflect the outlook and work habits of the various individuals, but it will bring out the best (or worst) in some and will submerge many individual tendencies the group does not approve of.

There is no better example of the power of the group over an individual than the history of the New York Yankees baseball club throughout the 1930s and 1940s. The nonconformists were shipped away from the ball club. Men who joined the club and stayed took on the qualities of the Yankee team. Men who were renegades, troublemakers, and rule breakers in other clubs somehow walked the straight and narrow in Yankee pinstripes. And improved their batting averages and pitching records at the same time.

Why are some groups made up of "bad guys" rather than "good guys"?

At least one significant study has been made to show that the nature of some work itself somehow attracts, or develops, troublemakers. But it's hard to conclude that that's the case most of the time. It's better if you can take the broad view that the group you supervise is also one of the groups of which you, too, are a member. While your company and your boss may have given you a certain amount of authority, that doesn't guarantee that you'll be the leader, or the only leader, in that group. However, if you're in tune with the group, there's a good chance you can find a way to make your kind of leadership and authority harmonize with the group's outlook. If so, even the existing bad guys in the group won't be able to develop or to encourage the group to challenge you, your objectives, and your way of doing things. It's when the other leadership in the group supersedes yours that the good guys become bad guys in your eyes.

Theory X, Theory Y. What's this all about?

In getting along with people effectively, you must make a couple of fundamental decisions. First you must recognize your responsibility for managing human affairs at work. But you must always

will be loyal to you when this loyalty doesn't put him at odds with his peers.

By and large the supervisor's charge is to treat each man as individually as he can without challenging the prerogatives of the group the man works in. The work group is an organization for which you are expected to provide direction and inspiration, not moral judgments.

Individual or group of individuals, what's the best way to avoid misunderstanding and to gain willing cooperation?

The starting place is respect for others' points of view, no matter how much they vary from your own. For the manager, this implies an appreciation of subordinates for what they really are. It's wishful thinking—and downright harmful—to measure a man against a mythical ideal such as the "perfect man for the job."

Try to remind yourself that by definition you, as a supervisor, deal in other people's lives. An order to take any action in the plant is interpreted all down the line in terms of personal effects on people. And the effectiveness of the implementation of any order is a matter of approval or disapproval on the part of your subordinates and your associates.

Many managers never learn that their subordinates are constantly evaluating the manager's actions and varying their efforts accordingly. It's certainly the rare subordinate who will risk telling the boss when he's making mistakes, particularly if the boss isn't one who takes criticism willingly. Thus many is the man who never gets any critical feedback about himself. Fortunately, if you can make the first step you'll find yourself a new and better kind of supervisor. You'll gain a new awareness that there are more consequences to any action involving people than those on the surface. And the consequences often interfere with productivity, because people who are working on their own frustrations have less energy to devote to the job.

Of course, it isn't always possible to solve the human problems that can result from a necessary and unpleasant management action. But the sensitive supervisor enjoys two distinct advantages over his less sensitive counterparts:

1. His awareness of others' needs aids him in avoiding unnecessary human problems that ordinarily seemed to be cropping up each day.
2. His pattern of awareness of others' needs, in itself, tends

weigh this concern of yours against the practical urgencies of technical and administrative matters.

Douglas McGregor, late professor of industrial management at Massachusetts Institute of Technology, had much to offer supervisors in his thoughtful work, *The Human Side of Enterprise*. Most of today's management thinking was forged to meet the needs of a feudal society, reasoned McGregor. The world has changed, and new thinking is needed for top efficiency today. That's the core of this unique philosophy of pitting Theory X against Theory Y.

Theory X, the traditional framework for management thinking, is based on the following set of assumptions about human nature and human behavior:

1. The average human being has an inherent dislike for work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Do these assumptions make up a straw man for purposes of scientific demolition? Unfortunately, no. While they are rarely stated so directly, the principles that constitute the bulk of current management action could have been derived only from assumptions such as those of Theory X.

Theory Y finds its roots in recently accumulated knowledge about human behavior. It is based on the following set of assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-control in the service of objectives to which he is committed.
3. Commitment to objectives is dependent on the rewards associated with their achievement. The most important rewards are those which satisfy needs for self-respect and personal improvement.
4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility.

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What can you do to understand more about employee attitudes?

Supervisors who are most successful at winning cooperation from their employees are those who have made the most progress in learning why employees feel and act the way they do. But it would be a mistake to think such understanding comes easily. It doesn't. But if you want to hard enough, you can.

To understand a worker's attitude better, you must take an interest in him, not just as a productive cog in the business machine, but as a person who has dreams and ambitions and troubles just as everyone else has. Your interest mustn't be superficial, or he'll recognize it as such and be harder than ever to get to. In fact you've got to work hard on your own attitudes toward others to get yourself in the mood to want to see each person as a whole.

To begin taking this interest in an employee, first form a habit of inquiring into his nonwork activities. Begin with less personal things like his score in bowling, his do-it-yourself project, or any hobby a man's likely to speak freely about. If you continue to show him you're interested in his pastimes and his success or failure in them, you'll build in him confidence in you. If he has other personal matters he'd like to tell you about—family affairs, financial troubles, etc.—let him bring them up. That way you won't be guilty of prying.

Little by little, just listening and showing this sincere interest in an employee will reveal the reasons for his attitude. You needn't attempt to advise him or be overly sympathetic with him in his affairs. It isn't necessary. In fact it can be downright dangerous. For most people, your willing ear is enough.

With most people it's a mistake to use the direct approach—to ask why their attitude is the way it is. More often than not, even they don't know. So it's better to take the roundabout road to discover what an employee's attitudes are underneath—and why he has them.

What can you do to change attitudes?

Quite a lot. Understanding attitudes often points the way to changing them. Employees **learn** the attitudes they have. You can teach them new ones. Don't try this by preaching. Do it by

setting favorable examples, by providing employees with favorable experiences.

Suppose Mary is a troublemaker in your department. She complains about her own assignment, continually charges discrimination, stirs up the other girls to make grievances. In your eyes, her actions show her attitude to be bad.

Now you want Mary to change her attitude. But why is Mary a troublemaker? That's hard to say. And it takes experience and understanding to find out. But think for a moment about what Mary's experience shows her about her troublemaking attitude: it provides her with plenty of attention, it makes her a heroine, it wins grudging admiration from her associates.

Now suppose that you could find a way of providing Mary with experiences where her troublemaking didn't get her attention or admiration. And you found other more favorable ways of providing experiences that give her the attention and admiration she desires.

For instance, you might find good reason to compliment Mary openly and frequently about her work. You might ask her opinion about new methods that are under consideration. You might enlist her aid in telling other girls about job changes. All these actions on your part are healthy. And they provide Mary with the type of job satisfaction she looks for. And suppose, for instance, that each time Mary made trouble, you handled her actions discreetly and impersonally. And you avoided any show of emotion or upset. Chances are that the combined effect would be to change her attitude for the better.

You should be cautioned, of course, that attitudes and behaviors aren't often easy to pin down to actual cause and effect. But if you approach each human relations problem without a preconceived notion, and with real humility and warmth, attitudes can be changed. Point in Mary's case is that you want to help her, not outsmart her.

What can be done to prevent unfavorable attitudes?

Just listening helps to tip you off to unfavorable attitudes before they're really serious—in time for you to do something to correct the situation that causes them. But you can do more. Bad attitudes are often the result of fear—fear of unreal as well as flesh-and-blood things.

Take this example. Workers in Ted's department seemed

to be slowing down. The more Ted tried to step up production, the more the gang found reasons to break the rhythm of top-notch performance. Then Ted overheard a conversation in the lunchroom. Jake and Stan were discussing the concrete pads which the maintenance crew in the shop had poured for a huge new piece of equipment. "I heard it's for a super-duper automatic machine that will do the work twenty of us are doing now," said Jake. Ted didn't need to hear any more. The men were worried about the new machine.

Actually Jake and Stan were wrong. The machine was not designed to reduce labor costs. It was being installed to perform a finishing operation that the process hadn't required before. Actually, then, the men didn't know what the machine was for. Left to their own imaginations, they conjured up some pretty terrible consequences. As a result, they adopted a bad attitude, one that put the supervisor on the spot.

Ted could have nipped this bad attitude in the bud if he'd been alert to the things that worry workmen. How easy it would have been for Ted to say beforehand to Jake and Stan and others, "You'll see the maintenance crew in here next week pouring concrete. It's for the foundation of a new finishing machine in our shop. This machine will require two new operators. So we'll be posting for two higher-rated jobs soon."

Even suppose the new machine was going to displace employees. Just try to keep that a secret! Imagine the rumors that would spread! Better for Ted, or you, to lay the facts on the line: "This new machine will cut the shop force—from fifty to thirty-five, not from fifty to fifteen as some people seem to think. Bumping to other jobs will be on the basis of ability and seniority. We're going to make every effort to see that no one gets laid off. But if someone is, I'll be with you to see that you get a fair shake."

shut down a line because production is off-standard, but you've felt that you must keep it running in order to make a delivery date. Better get to your superior fast—with the facts.

ATTITUDES AND MORALE. Middle and top managers are continually frustrated because of their isolation from the work group. They need your advice and consultation as to how people in the shop feel, generally—or about a specific issue. Make a point of speaking to your boss on this subject regularly. Tell him about good reactions as well as bad. But never, never play the role of a stool pigeon or go to him with information gained in confidence.

Which kinds of communications are likely to speak louder than words?

Talking and writing are the communications media most frequently used, of course. But regardless of what you say, employees will be most affected by what you communicate to them by your actions. What you do, how you treat them is the proof of your real intentions. When you go to bat for an employee who is in trouble, that's concrete communication of how well you value his contributions to your production team.

Even on simple matters, such as training an employee to do a new job, the act of showing him how to do it (demonstration) is eloquent even when no words are spoken.

The best kinds of communications are generally those that combine the spoken or written words with action. "Show and tell" is a good formula for you to remember.

How can you avoid having an employee take offense over what you say?

Each of us has a great big ego—and some are more sensitive than others. The tone of your voice, your choice of words, your tactlessness may make an employee feel menaced or hurt. Whenever you put something in such a way that he may infer a threat to his pay or status, his personal feelings will get in the way of his thinking.

Take this example: "Well, Smith, you remember I told you they wouldn't approve that transfer you asked for. Well, they won't."

Compare the tone of that statement with this way of saying you're talking to. Some employees like rough language. Others feel it is a sign of disrespect. Some employees respond well to an informal request like, "Tommy, when you've got time, will you sweep up the loading dock?" Others want you to be more formal, like, "Ted, get a broom and sweep the shipping platform. Start now and be sure it's done by three o'clock."

On the other hand, it's a good policy to deemphasize personalities in your communications. Think of communications as a process essential to the firm's organization. Try to avoid interference from personal factors that don't belong in the picture. Watch your tone so that it is objective and keeps emotional opinions out.

There are helpful ways of rising above personalities. For instance:

"Now let's look at this from the point of view of company policy."

"This isn't between me and you, Bill. This is a question of whether office discipline will be maintained or not."

"Let's get back to the facts of the case."

"This is really a question of interpretation of the union contract. Let's see what they say in personnel."

What will encourage employees to communicate to you?

Good faith, mutual confidence, welcome for their ideas, a friendly attitude are the foundations on which employees will learn to talk to you. But a more specific way is for you to develop the fine art of listening.

Real communication is two-way. In the long run, people won't listen to you if you won't listen to them. But listening must be more than just a mechanical process. Many employees (in fact, most people) are poor communicators. This means that you have to be an extra-good receiver to find out what workers may be trying to say.

Here are a few suggestions that may improve your listening power:

DON'T ASSUME ANYTHING. Don't anticipate. Don't let an employee think you think you know what he's going to say.

DON'T INTERRUPT. Let him have his full say. If you stop him, he may feel that he's never had a real chance to get it off his chest. If you don't have the time to hear him through just then, ask him to stay within a time limit or make an appointment with him (for the same day) when you can get his whole story.

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TRY TO UNDERSTAND HIS REASON. The real need for his talking to you. Often this is quite different from his immediate purpose. For instance, the real reason for his asking for a half-day off may be to test his standing with you against another worker who recently got a half-day off.

DON'T REACT TOO QUICKLY. We all tend to jump to conclusions. The employee may use a word that makes you see red. Or he may have expressed himself badly. Be patient in trying to be sure you and he are talking about the same thing and that you understand his viewpoint.

Can listening be overdone?

Listening should make up at least a third of your communications. But it shouldn't take the place of definite actions and answers on your part.

When an employee begins to ramble too far afield in his discussions, bring him back to his point with astute questioning.

If an employee is clearly wrong on a point of fact, set him straight—even if it means contradicting him. But watch your tone!

When conferences or group discussions tend to turn into purposeless rap sessions, it's time for you to set talk aside and take action.

Finally, when an employee comes to you with a problem and its solution is clear to you, give him a straightforward reply. It does help him, if you have the time, to permit him to develop his own solution. But when he's come to you by virtue of your knowledge and experience, chances are he wants a direct answer, not a session of hand holding.

Which kind of communications technique is the best?

For a supervisor, nothing can beat **face-to-face** communications. This way the common situation is shared with whom ever you're talking to. And right at the time, you get a chance to see where your timing, tone, or choice of words has missed fire.

The biggest drawback to face-to-face communication is that it can be awfully time-consuming. You may feel at the end of some days that you've done nothing but talk. As a result it can

interfere with other work, although actual supervision, for which communication is your **biggest** tool, should occupy at least three-quarters of your time.

Because person-to-person communication, talking to one person at a time, is so **time-consuming**, you will want to consider some of the other **effective** ways for communicating to employees.

How can person-to-person communications be conducted effectively?

The maximum of "custom tailoring" for the individual is not only feasible but **definitely** in order. It becomes increasingly so as the relationship accumulates a common background. That's because an individual **who finds himself** addressed singly, but as if he were anyone else, is **usually** resentful in proportion to the degree of previously assumed familiarity.

Spoken. In spoken communication the immediate situation is shared, and the person addressed is aware of the conditions under which the message takes place. Therefore, haste, tone, mood, expression, gestures, facial expression may seriously affect the way he reacts.

1. **Informal talks.** Still the most fundamental form of communication. Suitable for day-to-day liaison, direction, exchange of information, conference, review, discipline, checking up, maintenance of effective personal relations. Even if brief, be sure it provides opportunity for two-way exchange.

Face-to-face communication should always be used (in preference to the telephone) when the subject is of personal importance to either party.

2. **Planned appointments.** Appropriate for regular review or liaison, recurring joint work sessions, etc. The parties should be adequately prepared to make such meetings complete and effective by being up to date, by providing

adequate data and information, and by limiting interruptions to the fewest possible.

Many executives have regular planned appointments with each major subordinate—daily (brief), weekly (longer), and monthly (extensive). It's valuable to note the gist of the discussion, for future reference.

3. **Telephone calls.** For quick checkup, or for imparting or receiving information, instruction, data, etc. They play a part in the personal relationship of the individuals concerned which is sometimes overlooked. Your "telephone personality" sometimes contradicts your real self. An occasional personal note can "warm up" the sometimes resented impersonality of routine calls, which sound indifferent.

Written. All messages intended to be formal, official, long-term, or affecting several persons in a related way should be written. Be sure that you use only a written communication to amend any previous written communication. Oral changes will be forgotten or recalled indifferently.

4. **Interoffice memos.** For recording informal inquiries or replies. Can be of value, too, if several people are to receive a message that is extensive, or when data are numerous or complex. Use of memos should not be overdone, or they will be ignored.
5. **Letters.** More individualized in effect than a memo and usually more formal. Useful for official notices, formally recorded statements, or lengthy communications, even when addressee is physically available. Often valuable for communicating involved thoughts and ideas for future discussion and development, or as part of continuing consideration of problems.
6. **Reports.** More impersonal than a letter. Usually more formal. Used to convey information associated with evaluation, analysis, recommendations, etc., to supervisors or colleagues. Most effective when based on conference, visits, inspections, surveys, research, study, etc. Should carefully distinguish objectively determined facts from estimates, guesses, opinions, impressions, and generalizations.

How can you communicate most effectively with groups of employees?

Plant or office groups that are uniform in status, age, sex, compensation level, occupation, length of service, and other such

qualifications provide a valid basis for highly pointed messages. This approach helps avoid the gradually numbing stream of form letters, memos, announcements, etc., that really have meaning for only a few of the recipients. Establishment of such groups on a continuing basis helps to build up a sense of unity and group coherence that fosters favorable group reaction and group response, especially where there is routine personal contact among the members.

Spoken. Effective spoken communication with groups calls for special skills. Those that are effective in a committee of equals may be inadequate in a mass meeting. Ability to conduct a conference of your own staff doesn't mean you will have equal ability to participate effectively as a staff member in a conference called by your superior. Conflicts of interest need more tactful handling than a discussion of factual topics.

1. **Informal staff meeting.** This provides an opportunity for development of strong group cohesiveness and response. Properly supplemented with individual face-to-face contacts, it offers the outstanding means of coordinating activities and building mutual understanding. Hold such brief, informal staff meetings daily (if your schedule permits) — early in the morning, at the end of the day, or at lunch.
2. **Planned conferences.** A relatively formal affair. Commonest error is for the person calling the conference to set up the agenda without previous consultation with those who will attend. It is usually desirable to check with most of the prospective participants in advance; provide time for preparation and the assembling of needed data, information, reports, recommendations, etc.; allow opportunity for suggestions as to agenda and conduct of the meeting.
Properly conducted, a planned conference can be extremely useful. If improperly managed, participation will be limited or misdirected. As a result it can be not only wasteful of time, but even deleterious in effect.
3. **Mass meetings.** Of large numbers of employees or management. Can be a valuable means of celebrating occasions, building morale, changing attitudes, meeting emergencies, introducing new policies or key personnel, making special announcements, etc. Can also be used to clarify confused situations, resolve misunderstandings, or identify dissident elements. But such procedures require of the presiding officer great skill and a forceful personality. And there is always the danger of interference or interruption.

Written. The effect of a single, isolated written communication to a group of employees is generally unpredictable. But a carefully planned program of written communications can develop a desirable cumulative effect.

4. **Bulletin board notices.** For lengthy or formal announcements. Can be used for a series of illustrated messages. Are most effective when readership is constantly attracted by changes and by careful control of content, including prompt removal of out-of-date material. Most bulletin board announcements should be supplemented by other forms.

Some companies believe they have increased readership by placing bulletin boards in washrooms. Many companies feel they build good will by offering a section of each board to employees for announcements of social and recreational events, personals, etc. This points up that much more can be done with boards than is usually attempted.

5. **Posters.** An old stand-by. Small or large, at suitable locations, used in series, changed frequently, they can do much to supplement your other communications media. Commonest, and most effective subjects: safety, good housekeeping, suggestion system.

6. **Exhibits and displays.** Can serve a useful purpose when appropriate space is available, and when they can be properly prepared. Such preparation is often expensive. Commonest subjects: company products, advertising, promoting quality production, increasing safety, cutting waste and costs, and stimulating suggestions.
7. **Visual aids.** Films, filmstrips, easel presentations, audio cassettes, and other special visual materials have great potential value but are only as good as the way they are used. Few are self-administering. A good film will be far more effective, for instance, if presented with a soundly planned introduction and follow-up. Much material that could be of considerable value will be relatively worthless if not presented appropriately. Careful, competent preparation, planning, and utilization procedures should be applied to the use of all visual materials.

The job of a leader is an unbelievably tough one. But the rewards are high. You'll find them in increased prestige and status among the people with whom you work, among your friends, and in your community. And to many a leader, the heady exhilaration of making decisions that prove to be correct is reward enough. To others, it's mainly a sense of mission. To still others, it's the satisfaction that power brings. In industry, you can have all these in varying degrees. You may even have more money—since leadership is a quality that business traditionally pays a high price for.

Are good leaders born or made?

Marshal Foch, famous World War I leader, said of leadership, "These are natural gifts in a man of genius, in a born general; in the average man, such advantages may be secured by work and reflection." Foch's statement pretty much reflects the consensus: Some men are born leaders, but most leaders are good leaders because they have worked hard and thought hard to become so.

What are the ingredients for good leadership?

In a nutshell, men who prove to be successful leaders are characterized by such qualities as:

A SENSE OF MISSION. A belief in your own ability to lead, a love for the work of leadership itself, and a devotion to the people and the organization you serve.

SELF-DENIAL. This essential of leadership is too often played down. It means a willingness to forgo self-indulgences (like blowing your top). And the ability to bear the headaches the job entails.

HIGH CHARACTER. Few men become successful leaders who aren't honest with themselves and with others, who can't face hard facts and unpleasant situations with courage, who fear criticism or their own mistakes, who are insincere or undependable.

JOB COMPETENCE. There's been too much talk about the insignificance of technical job skill to the supervisor. A man who knows the job he supervises has one of the best foundations for building good leadership.

GOOD JUDGMENT. Common sense, the ability to recognize the important from the unimportant, tact, the wisdom to look into the future and plan for it are the added ingredients that make the best leaders.

ENERGY. Leadership at any level means rising early and working late. It leaves little time for relaxation or escape from problems. Good health, good nerves, boundless energy make this tough job easier.

Can you always change someone's attitude?

Theoretically the answer is "Yes," but in practice, "No." Some people are just too fixed in their ways to yield very much. Sometimes, you, as a supervisor, can do little to change the shop situations that create unfavorable attitudes. And some combinations of circumstances may be too complex to do much about without professional help from the personnel office, or from a psychologist or psychiatrist.

ods, shop rules, pay practices, the values in employee benefits, opportunities for advancement, your appraisal of how well the employee is doing his job.

Talk also about shop and company matters that are news — while they are news. Your influence as a communicator will be watered down if what a worker hears from you is only a stale confirmation of something he's learned from another workman or from his union representative. He should depend upon you for dependable information.

Are there things you shouldn't talk about?

Yes. Politics and religion are dangerous subjects, as are other intensely personal matters like "black-white" and "dove-hawk" issues. Steer clear of them—even if an employee brings up the subject.

On the subject of business economics—which should be discussed with employees if they are to get a good perspective of their work environment—be careful to let employees form their own judgments and express their own opinions.

How much communication should you have upward with your boss?

Just as your success as a leader depends upon how freely employees will talk to you and tell you what's bothering them, your superior, too, needs similar information from you. Make a point of keeping your boss informed on:

MATTERS FOR WHICH HE'S HELD ACCOUNTABLE BY HIS SUPERIOR. This would include performance standards such as deliveries, output, quality, etc. If you see that you're not going to be able to meet a schedule commitment, don't yield to the temptation of trying to conceal it. Instead, build confidence with your boss by saying, "Lou, I want to warn you that Job No. 1257 won't be finished on time. We ran into off-grade material and had to rework some of the units. I can guarantee that delivery will be made by next Tuesday, however."

MATTERS WHICH MAY CAUSE CONTROVERSY. If you've had to take action that may be criticized by another department, it helps your boss to know about it so that he can talk intelligently about it if interdepartment disagreements are brought to his attention. Suppose the quality-control section has advised you to

What are the three kinds of leadership called?

AUTOCRATIC LEADERSHIP (the type used with Al in the last question). Many people feel this technique is old-fashioned.

but it works with many people. The leader makes the decisions, demands obedience from the people he supervises. Trouble is that he better be right.

DEMOCRATIC LEADERSHIP (the type used with Sid). Most popular today. The leader discusses and consults. Draws ideas from the people he supervises, lets them help set policy. Makes for participation, strong teamwork.

FREE-REIN LEADERSHIP (the type used with Terry). Most difficult to use. Leader acts as an information center and exercises minimum of control. He depends upon employees' sense of responsibility and good judgment to get things done.

an employee refuses to do what you tell him to. In such a case, don't make the mistake of voicing the opinion, "I'm boss around here and what I say goes." Instead, make your demands quietly and firmly. Otherwise, you may make a spectacle of yourself that will take a long time to live down.

How much does personality have to do with leadership?

A good personality helps. Employees react more easily to a supervisor who has a ready smile and who is warm and outgoing. But personality must be more than skin-deep to stand up over the long haul. Much more important is your real desire to understand and sympathize with the people who work for you. Fair play, interest in others, good decisions, and character will help make you a stronger leader than if you rely solely on personality.

Likewise, one kind of leadership may fit your personality better than the other two. And you may rely more upon this kind of leadership than on the others. But work hard to keep from putting all your eggs in the same basket.

What does an employee's personality have to do with the kind of leadership you exercise?

Noted author Auren Uris advises that you'll find these connections between leadership methods and types of personality:

The **aggressive, hostile** type of person does better under an **autocratic leader**. His latent hostility must be firmly channeled to confine his work to constructive ends.

The **aggressive, cooperative** type will work better under **democratic or free-rein** leadership. His self-assertiveness takes constructive paths, so that he will head in the right direction when he's on his own.

The **insecure** type, the man who tends to be dependent on his superior, does better under the firmer hand of the **autocratic leader**.

The **individualist**, the solo player, is usually most productive under the **free-rein** type of leadership—if he knows his job.

milk to the diet and how easy it was to do. The women were apparently impressed by the talk. But did they use more milk? Only 16 percent actually increased their milk consumption.

So the research group tried a new method on a similar group of housewives. The same expert met with the women. Only he didn't lecture this time: he held a discussion in town-meeting style. The housewives talked among themselves to decide what they could do to use more milk. The expert answered questions, but let the women run the show. The meetings lasted no longer than before, but the women arrived at the inevitable conclusion that using more milk was something they ought to do. How successful was this free-rein approach? Exactly half of the housewives in the second group were found to be using more milk even one month after the meetings! This was three times the record of the first group. Judge for yourself how much more effective the group participation way was over the first method that depends upon having an expert convince people that his way is best.

The result of this particular experiment has been repeated and verified over and over again in industry. It shows that people cooperate best when the objectives are ones they want to achieve, not something they have to reach or else. These objectives should not just be something the boss wants or the company wants. And this is the true secret of participation.

Must you always get participation?

No. If you plan your big targets by asking for and considering the opinions of your employees, they'll understand that there isn't time to handle every decision that way. Participation is a long-range affair. If you show that you want and respect employees' opinions—and that your decisions are affected by these opinions—you'll have achieved the goal of making employees feel they are part of a team. An occasional oversight, an infrequent decision made without their counsel won't destroy the feeling that generates cooperation.

By sowing the seeds of participation generously, you'll also find that you won't have to take over many of the minor decisions that occupy your attention otherwise. Employees who know from experience that their opinions are desired are employees who know in advance how the team (their team and

know all the answers. It's smart to solicit guidance from your associates and superiors. Seeking advice from others is good human relations, too. It allows for participation, and it's flattering to those whose opinions are asked.

What is it that keeps employees from confiding in you?

One of the maddening aspects of supervision is that employees will frequently air their burdens to others in the work group (who often give them a wrong steer) when you might be able—and willing—to offer some real help. At the time of the famous Hawthorne experiments (see page 399), the researchers detected several recurring reasons for this. William J. Dickson and F. J. Roethlisberger* cited these nine reactions in particular:

1. If I ask him for help, will he think I am incompetent and not capable of holding down my job?
2. If I protest the action taken (such as transfer, downgrading, or failure to get an increase in pay) will it jeopardize my standing and chances of (a) remaining on the payroll or (b) prospects for the future?
3. If I talk to him, will he be annoyed by my taking up his time?
4. Can I talk to him without his putting the wrong interpretation on what I say? Will he think I'm being critical of him or the Company when all I'm trying to do is to give him the picture as I see it? Will he conclude from what I say that I'm a troublemaker and not a desirable employee?
5. How can I talk to him about my situation when he is partly responsible for bringing it about? He must have known how I'd feel when he took the action he did. If I ran into an argument I'd be beaten before I began.
6. How can I talk to him about my personal affairs?
 - a. He is a busy man and has no time for such matters.
 - b. Personal matters shouldn't be discussed on Company time anyway.
 - c. If he knew the trouble I'm in, he would change his opinion of me.
 - d. I don't want my personal life gossiped about up and down the line and become a part of the unwritten record.
7. He would probably think I'm looking for advice, and if I didn't follow through on it, he would conclude I didn't think much of it or of him.
8. He would probably feel compelled to take some action when all I want is for him to know the circumstances.
9. The fellows may think I'm toadying to the boss or maybe squealing on them.

What can you do to inspire more confidence in your subordinates?

Dickson and Roethlisberger suggest that if you wish to earn confidence in your leadership, you must be able to reply in the affirmative to a number of questions that are in the forefront of an employee's mind. Here are a half dozen toughies:

1. Can I influence my boss and some of his decisions?
2. Can he be trusted to represent my interests—with other employees, with other departments, and with his boss?
3. Is he willing to listen to what I have to say?
4. Has he any interest here except in production?
5. Will he go along with some of my foibles occasionally?
6. Does he recognize that he has to depend upon me just as I have to depend upon him?

Is there one single thing that's more important for a leader to do than anything else?

Yes. Lost in the shuffle of platitudes of what a leader should be is the reason for leadership in the first place—the need for opinions, decisions, and action. Employees won't respond to you as a person unless you can demonstrate to them your courage in stating your views on a problem, your decisiveness in determining what should be done, and finally your ability to get things moving.

Malcolm McNair, a noted authority on the psychology of human beings, puts it this way:

To look is one thing,
To see what you look at is another,
To understand what you see is a third,
To learn from what you understand is still something else,
But to act on what you learn is all that really matters!

Probably because they regard themselves as professional managers and leaders. Even when things seem to be going to hell in a handbasket, watch how the seasoned leader appears cool and collected. For an immature manager, every day can become a series of crash programs. So begin being a professional by keeping calm at crisis time. Don't waste time blowing your valves. Accept the fact that crises are always bursting in on business. Use your time for study and analysis.

Try to act like the seasoned leader (even if you don't actually feel that way at first). He smiles when things get tough, thinks when problems get mountainous, accepts an occasional defeat as part of the game he's paid for playing. He doesn't get his exercise by jumping to conclusions.

Ask him how he's been able to survive twenty-five years of heavy production schedules, nagging labor problems, and supervision that begets ulcers. He'll answer, "If you can't stand the heat, get out of the kitchen."

Any other tips for leaders?

Advice for leaders is pretty free. There's lots of it lying about. And most of it makes sense for the man who can put it into practice. For instance:

BE PREDICTABLE. People want to know where they stand with the boss—tomorrow as well as today. You might borrow a page from the books on child psychology. The experts have studied the maladjustments and the frustrations of kids. They suggest one good rule for handling them: **Be consistent.** Praise a child for an act today and bawl him out for the same act tomorrow—bingo, tears. If he tries to help with the dishes, breaks one, and gets a scolding—watch out for tantrums. If you embarrass him in front of others, look out—he may paint the cat green just to make it look ridiculous, too. It's the same thing for adults.

PUT YOURSELF IN THE EMPLOYEE'S PLACE. Maybe you recall the last time you were at a ball game. Did you find yourself leaning with every pitch—trying to put body English on foul balls? Do the same thing with people. This mental shift can become a

regular and desirable habit. It will help you understand, predict, and direct the responses of people.

SHOW YOUR ENTHUSIASM. If you sincerely like an idea, the way an employee did a job, your next assignment, show this feeling to others in words and manner. It is a mistake for a supervisor to play it "cool" in his relationships with employees. The personal atmosphere you create determines whether people will have the welcome mat out for you or give you the busy signal.

BE INTERESTED IN EMPLOYEES' WELFARE. "Men want a foreman, supervisor, or manager whom they can trust in time of need, to whom they can go when they need advice about personal affairs," said Brehon Somervell, late president of the Koppers Company, Inc. "It is a good outfit, indeed, when the men say, 'My boss told me what to do about it,' or 'You had better ask the boss, he will know.'"

TREAT EMPLOYEES EQUALLY. Men and women insist on a leader having a sense of fair play. They want to feel they are being given assignments entirely upon their merits and that the boss won't play favorites. Not only is favoritism a sign of weak character, but it can also wreck an organization.

Supervisory word power

Power. The capability of a leader to act, his faculty for getting something done because of his ability to influence others over whom he holds managerial authority.

Confidence. A leader's reliance upon himself to choose the best course of action for his subordinates, coupled with the state of trust which exists between him and his subordinates.

Poise. A quality of leadership in which an individual's varied powers are equally distributed, resulting in stability and balance from which heavy attacks can be launched.

Versatility. A leader's capacity for turning with ease from one style of leadership to another without sacrificing his poise or integrity.