

April
1982

CREATIVE Management

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Learning to live with their "superior" gives some managers an inferiority complex. This can result in managers who constantly complain or those who constantly comply. Which course should you take? Read what some experts have to say.

Warning: Your office may be a health hazard

More bad news for health-conscious managers who are busy fighting food additives and drinking bottled water in the hopes of staying well. It now turns out that your office is just as polluted as the air you breathe — even more so. Here's what you can do to reduce the dangers.

Where?

Financially hard-pressed charities and other nonprofit institutions are beseeching corporations for their largesse. Why, when, where, how, and to whom should you give? Before you start writing checks, check out what other companies are doing.

Six deadly management myths

Improving the quality of work is part and parcel of greater productivity. But going about it is as tricky as putting Rubik's Cube back together. Watch out for these six pitfalls.

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How to manage your boss

UNLESS you've reached the apex of the corporate network and are safely ensconced at the top, odds are, no matter how successful a manager you are, you must nonetheless report to a "superior" in the corporate hierarchy. Learning to live with the man or woman who is your boss can become the most trying task a manager has to perform — especially if the relationship is not approached properly.

Swimming up the corporate flow chart

Whether you "float like a butterfly" or "sting like a bee" in your relationship with your boss is all a matter of attitude. A boss-subordinate relationship comes so close to duplicating that of parent and child that many managers mistakenly view their boss as a parent whom they resent and find impossible to please. (Simplistic psychology but, unfortunately, true.)

In order to be a successful subordinate, it's imperative that you perceive your boss neither as an omnipotent parent who never does anything wrong, nor as an incompetent idiot who never does anything right. Instead, an effective manager realizes that, at best, the boss is only human.

Getting it together

Many managers who are excellent at dealing with subordinates are at a loss to manage their relationship with a feisty, fussy, or fickle boss. "I never thought that was part of my job," laments one executive who landed on the street after numerous disputes with his boss finally came to a clashing conclusion.

Where do such managers go wrong?

John J. Gabarro, a professor at the Harvard Business School, has done extensive research, investigating how executives build effective working relationships. He attributes these problems to "unrealistic assumptions and expectations about the nature of boss-subordinate relationships." Among the factors he cites as sources of potential friction are:

► *Failure to understand mutual dependence.* The boss-subordinate team is one of mutual dependence between two people. Both are capable of making mistakes. Unless a subordinate understands this, his or her actions can lead to disaster.

Underlings often fail to recognize just how much their superiors *do* need their assistance to perform their own jobs effectively. Your boss can injure his own chances for success or, worse yet, lose his or her job if you fail to cooperate.

► *Failure to obtain needed information.* Subordinates who view themselves as independent often fail to get help from their boss in clarifying their jobs. It's vital that you know what

ROUTING - REQUEST

Please

READ

HANDLE

APPROVE

and

FORWARD

RETURN

KEEP OR DISCARD

REVIEW WITH ME

To ~~CAF~~

~~CGA~~ 4/23

PMW

Please don't hold up

Date Apr 21, 82

From Wm

your boss's priorities are. Otherwise you may omit information that is critical in reaching the right decision.

► *Don't assume your boss has given you all the information.* Some bosses virtually spoon-feed subordinates all they need to know. But don't expect your boss to do likewise. Some modest help is the most you should expect. Don't let this upset you. Seek the information and help you need rather than waiting for your boss to provide it.

Walk a mile in your boss's shoes

In order to better understand where your boss is coming from, give heed to these points:

► *Know your boss's goals and the pressures on him.* One newly appointed sales vice-president believed that the CEO's top priority was to improve the distribution system. In fact, this was only one of the CEO's aims. By failing to clarify what the boss's objectives were, he found himself at odds with the CEO's priorities and lost his job.

► *Determine your boss's managerial style.* When a new president was brought in at one corporation, it soon became evident that, unlike his predecessor, he was a "reader" rather than a "listener" — in other words, he preferred to have everything written up before discussing the issue.

One division manager recognized this trait and provided written reports and agendas for discussion. Another division head rarely sent memos, preferring to brief the chief in person.

Consequently, the president viewed the "talker" as an inefficient person to have around, and had him transferred. The "writer" was promoted.

Manager, heal thyself

While the ability to appreciate your boss's style doesn't require a degree in psychology, knowing your own style can prove far more difficult. Frequently, subordinates overreact to their boss's position. For instance, when a manager and her superior differed as to what approach should be taken on a particular problem, the boss inevitably hardened his position. In turn, the manager reiterated her own arguments with even greater intensity. The result was anger on both sides.

This manager would have been far better off if she had recognized her own impatience whenever an impasse was reached — and simply suggested that they both give the idea some more thought and discuss it later. With the passage of time, differences can be digested, tempers calmed, and the problem worked through without heated emotion.

The urge to be independent

The very nature of the boss-subordinate relationship implies that the subordinate's opinions will invariably be restricted by the boss's final decision. Of course, give and take is necessary in any joint endeavor; and compromise is the key to success. But some managers are predisposed to dislike anyone whom they have to take orders from.

► *Escalating the conflict.* The manager who rebels against this "dependency" sometimes blows an argument way out of proportion. The boss becomes an "enemy," simply because of his or her superior position.

► *The overly compliant manager.* At the other end of the spectrum are those managers who passively agree to anything and everything the boss wants — even if they believe the decision is unwise. In its own way, this is as bad a reaction as that of the manager who constantly rebels. Overly acquiescent managers deny their own feelings and see the boss as a parent figure who knows best and will take care of them.

The problem with both of these positions is that they ignore the fact that the boss is not God. Bosses do not have vast knowledge on every topic, nor are they enemies who spend their time conspiring to destroy a subordinate's career.

Being aware of your own reaction in a tense situation can help you better understand where you may be rubbing your boss the wrong way.

Let your boss know where you stand

If your boss is vague on certain matters and difficult to pin down, there are still ways to get needed information. For example, draft a detailed memo covering key aspects of the job and send it to your boss for approval. Follow up by discussing each item face-to-face.

Other methods of getting useful information include contacting those people who used to work for your boss and are familiar with his or her *modus operandi*. Also, any formal planning system, such as committees on which your boss may serve, are sources of information as to your boss's position on particular issues.

Keep your boss in the know

One sign of good management is keeping your boss abreast of what's happening in your department. This means channeling information that the boss may not like to hear. But, for the good of the company, your boss needs to hear about failures as well as successes. Try to get this information through to your boss in a way that is most palatable to him.

Display your dependability

If your boss asks whether or not you can do a job by a certain date, don't say yes when you know it's impossible. Your failure to honor that commitment will make you look like a person who reneges on his word and is unworthy of trust.

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Warning! Your office may be hazardous to your health

I'm fine when I first go into work, but by the time I've been there an hour, all the muscles in my neck and shoulders are tight," complains one manager. Such complaints are being echoed throughout executive suites, secretarial pools, and computer rooms around the country.

The fact is that office work can take a severe physical toll — especially when it requires constant sitting and keyboard work. And it's no longer just secretaries who sit at typewriters. With video-display terminals cropping up like weeds on management desktops, both supervisors and underlings alike are beginning to suffer from neuralgia — i.e., acute pain radiating along the course of one or more nerves.

The high price of sedentary life

The field of ergonomics — health problems relating to the adjustment of man and machine — has recently emerged from the scientific shadows and stepped into the spotlight. A study prepared for the National Institute for Occupational Safety and Health (NIOSH) revealed that 50 percent of keyboard operators — whether they work at typewriters, keypunches, or video-display terminals — complained of muscular distress in arms, neck, and shoulders.

Why the problem? Scientists suspect that the combination of flying fingers and static upper body muscles leads to nothing but trouble.

What can you do about it? The answer is relatively simple. Japanese scientists who studied the problem recommend job rotation and rest periods. So does NIOSH, which concluded that the importance of rest periods "cannot be over-emphasized."

Three Cheers for Three-Star Chairs

Sitting all day can add to blood circulation problems, varicose veins, and hemorrhoids. And sitting in poorly designed office chairs contributes to muscle and spinal column tension — leading to lower back pain and even to spinal damage.

The solution: Again, breaks from constant sitting and job rotation can help reduce the problem. But long-term solutions require proper office furniture. Make sure that your own chair and that of your secretary give proper support.

From a cost-benefit viewpoint, a good chair pays for itself almost immediately in the time it saves employees by reducing awkward motions.

Dr. E.R. Tichauer of New York University estimates a gain of 40 minutes of productive work time per day when employees

are provided with properly designed seating. This translates into a gain of 21 workdays per year.

The eyes have it

Eye strain caused by faulty lighting is also a major health problem in offices. Some employees complain that they are working in "twilight" because rooms are too dark — while others suffer from the glare of fluorescent lights, which can lead to splitting headaches.

The solution: Try using adjustable lights, spot-lighting, non-reflecting materials (such as matte rather than shiny finish in wall paints), and colors that can help alleviate eye ache.

Office air quality and ventilation problems

New building and furniture materials (especially plastic-based synthetics in furnishings), machines which emit fumes, and improperly maintained or faulty ventilation systems that recycle infectious bacteria and other contaminants are all factors in the growing concern about office air quality.

"There's probably more damage to human health by indoor pollution than by outdoor pollution," reports a spokesperson for the World Health Organization.

Poor office air quality can lead to fatigue, lethargy, headaches, mucous membrane irritation, skin rashes, nausea, colds, increased stress, menstrual irregularities, and respiratory diseases.

So many outbreaks of building-related health problems have occurred in the past few years that scientists have coined the phrase "Tight Building Syndrome" to describe these mystery illnesses.

Companies have been forced to recognize the dangers of poor air quality in "sealed" buildings because large numbers of employees have become too sick or too drowsy to work.

Unsealing the sealed building

Office machines such as photocopiers and specialized printing, duplicating, and "signature-writing" machines are often situated in small, windowless rooms or in closets to reduce noise. This only increases the danger of accumulating toxic concentrations of byproducts such as ozone, methanol, formaldehyde and aromatic hydrocarbons. Even worse, if the exhaust flows into an air-conditioning system rather than to the outside, the air contaminants are recycled throughout the entire work area.

The solution: Photocopiers should be kept in well-ventilated areas. If necessary, local exhaust vents should be installed near machines to remove fumes to the outside. Machines should be regularly cleaned and maintained, and ozone levels measured and kept below Occupational Safety and Health Administration limits. Clerical workers should know what chemicals are used in toners — and make sure nitropyrene is not present. (It is suspected as a cancer-causing agent.)

Creativity CORNER

What others are doing
for effective management.

Old blood isn't tired blood

A STUDY by Stanley M. Davis in the *Harvard Business Review* makes short shrift of the popular notion that "young" management is better than "old" management which, due to age, is less effective.

Davis's study of 40 major corporations over the last 20 years indicates that there is no connection between age and performance.

Why do most corporations still insist on retirement age ceilings? Usually because the top of the corporate pyramid is clogged and the young Turks are champing at the bit.

There are better ways to ensure room at the top, insists Davis. He suggests sabbaticals, better outplacement services, earlier decision-making about potential top management personnel, entrepreneurial spinoffs, and simple growth.

Also, instead of pegging career development to climbing up the corporate ladder, align it with the progression of products and businesses through their life cycles. Matching managerial maturity to market maturity may be the key to the future.

Sick calls

METROPOLITAN Life Insurance Company's statisticians recently took a close look at employees' absences from work during a two-year period and came up with these results:

- *Female employees*, especially at younger ages, recorded a higher frequency and a greater number of days of disability than did males. *The reason:* pregnancies. (In the report, disability means absences due to illness lasting longer than a week.)

- *Sales personnel*, who are mainly

compensated on a commission basis, had a lower incidence rate but a longer average duration of disability per absence than did office personnel.

- *One in every six employees* became disabled each year and the time lost from work averaged seven and a half weeks.

- *Accidental injuries* were the most common cause of disability among men — but more disability days were attributed to diseases of the circulatory system than to any other cause.

Productivity prodders

SIX tips on improving productivity:

- *Keep employees busy.* Slow workers are not more efficient. Don't let them fall into sluggish habits.

- *Continue training.* Improving skills improves efficiency.

- *Set efficiency standards.* These can serve as guides, as well as goals.

- *Provide close supervision* at the beginning and end of the workday, usually the lowest efficiency times.

- *Encourage pride* in workmanship.

- *Act promptly* when work falls below standard. Don't expect automatic improvement.

Stepping down

A SURVEY by the consulting firm of Towers, Perrin, Forster & Crosby revealed that 29 of the country's 100 largest companies provide retirement benefits to outside directors.

Déails differ, but companies usually offer a yearly amount equal to the director's annual retainer at the time of retirement or a predetermined flat fee.

One hitch: many of these arrangements are conditioned on the director's periodically advising the company.

Pinch pennies at sales meetings

BEGIN by negotiating room rates. Maybe you can get the 10 percent normally given to travel agents. The hotel may be willing to donate one sleeping room for every 50. Perhaps a free suite that is not often rented by the hotel will be provided.

Don't be above making a small change in a dinner menu, perhaps saving a dollar per meal by having fruit salad instead of a shrimp cocktail. Use house-brand liquors rather than name brands. Save half the cost of Danish pastries for morning coffee breaks by having each one cut in half.

In recent profit-improvement programs, *Kraftco* cut back on the number of regional sales meetings by combining those of adjoining regions. *Continental Can Company* asked its sales staff to gather on Saturdays for sales meetings to keep the workweek open for selling.

Layoff selection

SELECTING layoff candidates is not an easy task. Here are the factors *General Electric* used when it was forced to lay off some of its technical people:

- *Experience* (work history, jobs held).

- *Proven ability* (results, skills, adaptability, length of time on current level of work, versatility, and so forth).

- *Potential for greater contributions* and/or responsibilities.

- *Service* (length of company service — total and exempt).

A laid-off worker accused *GE* of race discrimination, but his lawsuit was dismissed since the company had applied these criteria equally to all employees in his department.

Q&A

On policies,
procedures,
practices &
people.

WE spend a lot of time and money putting together an employee publication. What do employees really want to read about in a house organ?

According to surveys, employees are most interested in the following topics:

- The success of their company and how it affects their job security.
- How company profits are used.
- How employee benefits and salaries are determined.
- How their jobs fit into the overall picture.
- EEO policies and training programs.

For more information, contact IABC, 870 Market St., Suite 940, San Francisco, CA 94102. ■

A PERSISTENT question we get from our employees is: Why does it often take weeks after the first of some years before raises begin showing up in paychecks? How should we answer this?

One company that was bugged by the same question chose this concise response:

"It takes some period of time after budget objectives are set for the individual recommendations to be made and approved for the whole division. Once this is done, the process usually moves smoothly. People whose review dates have passed get retroactive adjustments." ■

ONE of our managers recently suffered a death in her family. Now that she's returned to the job, I'd like to offer my condolences but, frankly, I'm not quite certain what to say. Some of my colleagues also fear that mentioning the subject might be too painful. What do you suggest?

Although the situation is awkward, there are several things you might want to keep in mind:

- *Don't worry about the words.* You don't have to phrase your sympathy in grandiloquent style. Most often, simply saying "I'm sorry to hear about it" is sufficient. The fact that you said something is, in itself, comforting.

- *Be prepared for a wave of sadness.* Sometimes bringing up the subject will trigger tears. Don't try to stop them. It's part of the grieving process. You might want to offer a handkerchief or hold the person's hand.

- *Avoid pep talks.* Trying to cheer the person up by saying "you'll feel better in a few weeks" or "you've got to deal with it" is both inappropriate and off-putting. ■

WHENEVER one of our employees applies for a loan, it's axiomatic that the bank will call and ask personnel to verify the borrower's salary. Should we give them the go ahead?

Definitely not. Verbal inquiries should never be verified unless you have received written or oral permission from the employee to release the information to the party in question. Since your personnel department has no way of identifying a person making a phone inquiry, the policy protects both the company and worker by safeguarding confidential information. ■

WE give our employees preemployment physicals just to make sure that they are fit to perform the jobs in question. Do we have to let the employee know what the results are?

That question was recently tackled by a U.S. District Court in Tennessee when a widow sued the employer for the death of her husband. She claimed that the employer's failure to inform her husband of his lung abnormality deprived him of the opportunity to seek early treatment that could have saved his life.

The court held that an employer has

the duty to inform an employee of a medical condition known to the company but not to the employee. If the employer remains silent about medical conditions, the court reasoned, the employee might interpret this as a clean bill of health.

CM pointer: If you give employees preemployment physicals, let them know just what's involved. If the exam is far from thorough, encourage them to go for their usual checkup as well. ■

WE'D like to reward those managers who contribute most to our organization, but inflation is making life more difficult than ever. Has anyone set "guidelines" on what a top performer should receive in salary adjustment?

According to Marsh Bates, an executive compensation expert with Hay Associates, those who do the most deserve raises of between 14 to 17.5 percent; average managers could get about 11.5 percent; those who do least, nothing.

Bates admits that this package could jump payroll costs by 10 percent, but he believes it would motivate and keep achievers, induce wheel spinners to leave, and boost morale. ■

WE'RE having trouble recruiting qualified people to serve as outside directors. Is there anything we can do to make such duties more attractive?

According to Towers, Perrin, Forster & Crosby, a New York consulting outfit, median pay for outside directors is modest. The top 100 U.S. industrial firms paid board members an average of \$15,000 annually, plus \$500 per meeting.

Because these amounts are meager — given the heavy responsibilities that outside directors face — some companies now dangle these carrots as additional bait: insurance plans, retirement benefits, and deferred compensation. ■

Corporate philanthropy: Should you become a patron of the arts?

JULIUS Rosenwald, the late Chicago merchant prince who gave away \$60 million during his lifetime, once observed that it is "nearly always easier to make \$1 million honestly than to dispose of it wisely." John D. Rockefeller I, who received 50,000 letters a year imploring him for aid, said that he almost suffered a nervous breakdown before he learned how to give money away judiciously.

A farewell to alms

True, these men had fortunes to spend. But nowadays it's more than likely that your company will be receiving requests for funds. The Reagan Administration's budget curtailments could add up to a loss of \$27 billion to nonprofit groups within the next three years. In addition, the new tax law could reduce contributions to charities by at least \$18 billion. And with inflation eroding personal income, it's likely that many folks will say "I gave at the office."

Who will pick up the tab for the public's ever-expanding appetite for cultural events and social services? For a host of reasons, corporations have suddenly found themselves occupying the limelight. And the public is waiting watchfully to see who gives what.

Should you put all your begs in one ask it?

How do corporations decide which charities will be the beneficiaries of their largesse? In a *Creative Management* interview, Dr. Barbara Reuter, Philip Morris's contributions manager, elaborated on the company's corporate advertising campaign, which proclaims: "It takes art to make a company great."

"In addition to backing prestigious exhibitions at major museums, we pay additional grant moneys to make it possible for the shows to get to Richmond, Louisville, or Milwaukee — key cities that would not necessarily get some of these shows. Since our tobacco and beer operations are located in those areas, our employees get the benefit of seeing the exhibit."

• *At Exxon*, Leonard Fleisher, senior advisor to the arts program, informed us: "Our contributions are based on a three-year averaging of pre-tax net income." Fleisher agrees that there has been tremendous pressure on corporations to do more — from shareholders as well as the public.

According to Fleisher, Exxon's philosophy is that "corporations are part of society and function in the community. If the community does not have cultural facilities, life is not going to be pleasant for anybody."

• *At IBM*, which contributes about \$35,000,000 annually to

charities, including the arts, a spokesperson told us: "We allow employees to decide how the money will be spent by making matching 'two-for-one' grants to hospitals and the arts. For instance, if an employee and his or her spouse contribute \$1,000 to a qualified hospital or cultural institution, we'll match that with another \$2,000." IBM sets a limit of \$5,000 per person per institution.

How to go about it

The Cultural Assistance Center in New York City is instrumental in helping companies plan a contributions program. Pat Jones, executive vice-president, told us that a small- or medium-sized firm can do a great deal of giving without a full-time staff.

A book detailing how to set up a corporate arts program is available from the Cultural Assistance Center at 330 West 42nd Street, New York, NY 10036.

The Business Committee for the Arts suggests the following ways in which a company can assist cultural organizations:

- Publicize cultural activities in your house organ.
- Donate a company product to a fund-raising auction.
- Provide corporate products appropriate to an artist's field — metals for sculpture, lights for dramatic shows, and so forth.
- Subsidize an artist to work with new materials, especially a company's own products.
- Encourage employees to work with arts groups by providing compensatory time off.
- Offer expert staff advice to an arts organization.

Deciding where your dollars should go

How should you size up a charity to determine if it merits your support? Use the following checklist:

1. **How does it raise money?** Don't contribute on the basis of a phone call. Wait until you've received full details by mail.

2. **Does it provide full information?** The arts group or charity should make available to you its budget and independently audited financial reports prepared by a CPA.

3. **What does it do with its money?** Many charities have completely ineffective programs that accomplish little. And if the services are available free through government institutions, there's no sense in duplicating funds.

4. **What does it claim to do?** The Red Cross rarely mentions its services to the military, even though it's a bigger budget item than disaster relief. So find out if the organization you're interested in *really* does what it claims to do.

5. **Who runs it?** Just because the letterhead is filled with names of luminaries does not necessarily mean much. Many prominent people serve on charity boards for publicity or as a favor to friends, and they may be unaware of the true nature of the enterprise to which they've lent their name.

Checking out charities

The Council of Better Business Bureaus (CBBB) and the National Information Bureau set standards for ethical promotion and fund raising, financial accountability and disclosure, responsible and active governing bodies, reasonable expenses, and worthwhile programs and purposes.

The CBBB maintains files on 7,000 national charities and publishes a quarterly rating list, which costs \$1. Up to three brief reports on any specific charities are available free. Send a stamped, self-addressed envelope with your request (plus \$1 for the rating list) to the Philanthropic Advisory Service, Council of Better Business Bureaus, 1515 Wilson Blvd., Arlington, VA 2209.

The nonprofit NIB publishes a monthly rating of 400 national charities it monitors regularly. The list is free. Write to the National Information Bureau, 419 Park Ave. South, New York, NY 10016.

The six deadly management myths

IMPROVING the "quality of work life" is the latest buzzword being echoed in management and labor offices throughout the land. Boosters of this concept contend that it is the key that will unlock the door to greater productivity. But if the concept is not properly utilized it may turn into a shibboleth rather than a solution.

What is the real relationship between the quality of working life and productivity? The truth is hard to uncover, claim. Professors Gerald J. Wacker and Gerald Nadler — who have done intensive work in the field — because of the following management myths:

The Thanksgiving turkey myth

Some managers equate quality of work life with the notion of the complimentary Thanksgiving turkey. They think that if an employee is given a free meal by the company, he or she will naturally want to do more for the company.

The element of paternalism makes the turkey seem like "welfare"; instead of rousing productivity, it only arouses resentment.

The know-it-all myth

If you depend on experts who claim to know it all, you may soon discover that they know very little or nothing at all.

For instance: Ten women had worked together on an assembly line in two rows of five, facing each other. After a quality of work life "specialist" measured these jobs, he con-

cluded that the work was boring — and changed the jobs so that each woman assembled the whole product, working in separate places.

What happened? Productivity plummeted. The women complained that they missed the social contact that they had had with each other across the assembly line.

The "snapshot" myth

Managers who get hot and bothered over improving the quality of work life often see it in terms of a "snapshot." They have a preconceived idea of what things will look like "before and after." Before and after snapshot thinking fails to provide the means for undoing the old before the company can do something new — and neglects all the problems inherent in the transition.

The myth of instant gratification

One manufacturer became convinced of the need to implement a quality of work life program. He ordered his engineers to redesign products and processes in order to promote greater worker autonomy. He then announced that the program would be installed "by Friday." Came Friday, and the program proved so ineffective it almost led to a strike call.

Bear in mind that designing and implementing a new social organization can create as many problems as designing a new piece of machinery. Unanticipated problems inevitably arise, which can trigger a chain of crises. So don't expect overnight success.

The cloning myth

Beware the packaged program. When you assume that a solution that worked well elsewhere can be imposed on your own organization, you are falling prey to the cloning myth.

In actuality, the techniques used to improve the quality of working life can succeed only when they are adapted to the particular needs of each company.

The typecasting myth

Don't try to cast jobs from a single mold. This ignores the fact that people have different perspectives, abilities, and limitations:

For example: A poll of assembly workers indicated a high degree of job satisfaction. The jobs required little concentration or responsibility. The jobs were then changed from work on a conveyor belt assembly line to individual whole product assembly stations.

A follow-up poll again indicated high job satisfaction — but for entirely different reasons. While they were satisfied with their old jobs, they unanimously preferred the more enriched approach.

The lesson: Employees cannot predict their own reactions to new work arrangements until they have actually experienced them.

Should an employee quit because of favoritism?

What Happened: It's difficult to imagine two more dissimilar employees than Edna Copeland and Marlene Morgan. The two women worked at adjacent tellers' stations at Beaurat National Bank.

Edna was a workhorse who steadily tackled long lines of depositors with speed, accuracy, and courtesy. Edna's neighbor was a frivolous chatterbox who often wandered away from her post to chat with friends or bank customers. When it came to her teller's job, Marlene was the biggest slowpoke in town.

Edna's resentment turned to fury when the bank issued its annual ratings. Both she and Marlene received the same rating and the same salary.

"I'm not going to work for Beaurat any longer," Edna told her mother that night.

The next day Edna Copeland turned in her resignation. Her note, which was received without comment, made no mention of the cause of her quitting. However, Edna clarified her complaints before the unemployment compensation agency when she applied for benefits:

- ▶ Our head teller, Mr. Whitley, permitted Marlene Morgan to do less work than I and to spend her time socializing. As a result, I was burdened with many of her duties.
- ▶ What's worse, when rating time came, Marlene received the same score and the same raise as I did. That's not fair.
- ▶ I was provoked into quitting.

The bank representative rebutted:

1. This is the first we've heard of Edna Copeland's belief that we favored Marlene Morgan. She never complained to her supervisor or the personnel department.
2. We think Edna exaggerates Marlene's idleness and talkativeness. Since Edna left us without good reason, we don't think she deserves benefits.

The Decision: *No jobless pay for Edna Copeland.* The jobless pay agency reproached Edna for her silence about her grievance concerning Marlene.

"Since she did not alert her employer to the problem that was creating her job dissatisfaction, the bank was unable to take steps to rectify her situation," the agency commented. (NYUIAB Appeal #183,872)

Comment: In another case, an employee was granted jobless pay because she had been singled out for hard work and inferior benefits while other employees were given favored treatment. A Louisiana court upheld the employee after it learned that she had been treated vindictively when she protested her treatment. (319 So. 2d 855)

If an employee dies after working overtime, will his widow get workers compensation?

What Happened: A large contract obtained by the Cosiper Corporation thrust a heavy workload on engineer Alfred Burton. For two weeks Burton worked overtime every night.

The engineer's stint culminated in a one-day trip to Washington, during which he left his home at 6 AM and returned exhausted at 8 PM.

Back at his desk the next day, Alfred Burton was assailed by chest pains. A fellow engineer undertook to drive him home.

On the road, the pains grew so severe that it was necessary to call for help. By the time an ambulance arrived, Alfred Burton was dead from a heart attack.

The engineer's widow, Nora Burton, applied for workers compensation benefits. She met with strong opposition from the Cosiper Corporation's insurance company. Said the widow at a hearing:

- ▶ The strain of overtime and overwork brought on my husband's death.
- ▶ His death was job-related.
- ▶ Consequently, I'm entitled to collect workers compensation for his untimely demise.

An insurance representative maintained:

1. Heart attacks are a long time in developing. Usually they come after the slow but progressive hardening of the arteries.
2. You can't attribute Alfred Burton's attack to an isolated period of overtime.
3. While we deeply regret Mr. Burton's death, his widow is not entitled to a cent.

The Decision: *Give the widow her workers compensation benefits.* The New Jersey Supreme Court noted that prior to the attack Burton had never experienced any difficulty requiring medical attention.

"The evidence at the hearing was susceptible of the conclusion that the extra work and pressure associated with it had a marked debilitating effect upon him," the court held. (284 A. 2d 182)

Comment: Courts and workers compensation boards may often rebuff an employee or his survivors when the employee has had a history of heart difficulties prior to his attack.

A Florida court denied benefits to a department-store merchandise buyer who had already had one heart attack before he was felled by another during his employment. The employee was turned down in spite of evidence that he had been subjected to added responsibilities on the job. (365 So. 2d 385)

Management

Advantages and Disadvantages of the Project Organization

How well have companies using project organizations some insight on this question. I made a mail survey of aerospace companies and received 27 responses. The main advantages and the extent to which companies agree on them are listed in Figure 1. Other benefits reported by some companies include:

1. Better project visibility and focus on results.
2. Improved coordination among company divisions doing work on the project.
3. Higher morale and better mission orientation for employees working on the project.
4. Accelerated development of managers due to breadth of project responsibilities.

FIGURE I. MAJOR ADVANTAGES

Advantages	Percent of respondents
Better control of the project	92%
Better customer relations	80
Shorter product development time	40
Lower program costs	30
Improved quality and reliability	26
Higher profit margins	24
Better control over program security	13

FIGURE II. MAJOR DISADVANTAGES

Disadvantages	Percent of respondents
More complex internal operations	51%
Inconsistency in application of company policy	32
Lower utilization of personnel	13
Higher program costs	13
More difficult to manage	13
Lower profit margins	2

Not all of the results have been advantageous, however. Some aerospace companies have had difficulty using project organizations. The main disadvantages reported are listed in Figure II. Several companies reported other disadvantages from their own experience. These include:

1. Tendency for functional groups to neglect their job and let the project organization do everything.
2. Too much shifting of personnel from project to project due to priorities.
3. Duplication of functional skills in the project organization.

In evaluating the results of the survey, it appears that a company taking the project organization approach can be reasonably certain that it will improve controls and customer relations (if this is a factor), but internal operations will be more complex.

• Critical to the company because of the threat of loss or serious penalty.¹

The one-time undertaking often involves a new product, where the emphasis is on research, development, testing, and production. Although such an effort is mainly developmental, the project manager cannot ignore the ultimate marketability of his product any more than a product manager can ignore the development of products which he is marketing.

Important Role

The traditional functional form of organization is based on the premise that there will be a continuous flow of products or services, with

¹ See John M. Stewart, "Making Project Management Work," *Business Horizons*, Fall 1965, p. 54.

substantial similarity in the performed tasks. Functional organizations often cannot accomplish unusually complex or markedly different projects because of these conditions:

► No one in a functional organization besides the company or division manager is entirely responsible for project costs and profits. Functional department executives are concerned only with doing specialized work within budget.

► Functional departments often are jealous of their prerogatives, and fight to promote and preserve their specialties rather than work toward a unified project objective.

► The total perspective of a project is lost among functional departments. They can be guilty of "tunnel vision" — that is, a concern for only their own portions of the task without regard for

the impact of their actions on the company and on the project.

► More and faster decision making is required on a new project, and it is slowed by passing interdepartmental problems to the top through all levels of functional departments. This process often delays important project decisions or prevents them from being made.

► Functional departments performing repetitive tasks often lack the flexibility and responsiveness necessary to cope with new and rapidly changing project requirements.

The project organization can provide the arrangement, emphasis, and control necessary to counteract any weaknesses, functional or otherwise, that could impair successful completion of the project.

Wide Responsibility

To be able to wield total control, a project organization must be responsible for:

1. *Product Definition* — Define or direct the definition of products to be developed in terms of hardware, software, and services, including standards for performance, quality, reliability, and maintainability.

2. *Task and Funds Control* — Assign tasks and allocate funds to all groups performing the tasks and/or procuring hardware and services for the project.

3. *Make-or-Buy Decisions* — Coordinate analyses of company capabilities, capacities, and efficiencies, and make final decisions on whether the company supplies or buys hardware and services for the project. Participate in selection of major sources.

4. *Scheduling* — Develop master project schedules and coordinate schedule requirements with affected company organizations, associate subcontractors, and customers.

5. *Project Status* — Establish status-reporting systems and continuously monitor project expenditures, schedules, task completions, cost to complete, and deliveries.

6. *Identification and Solution of Problem* — Identify problems significant to project success and initiate action to solve them.

7. *Project Change Control* — Approve and exercise control over all project changes, including design changes.

8. *Associate or Subcontract Control* — Have control of major subcontractors involved in team arrangements on major tasks.

9. *Customer and Public Relations* — Serve as the outside contact for the project.

10. *Market Potentials* — Maintain awareness of customer attitudes, customer desires, and any other factors which could affect the project. Develop plans for logical follow-up action, potential or new applications, or new versions of the project hardware or services.

All of the above controls are required for a product design-development effort. Not all of them are needed for other types of projects, but all essential controls must be in the hands of the project organization if it is wholly accountable for results.

Organization Table

The size of an organization needed to exercise project control can vary from one person to several thousand employees organized by departments, sections, and groups. In all cases, however, management must appoint one person as the project head.

Kinds of Project Units

The organization structure and the elements needed for project control are governed by the desires of top management and by company and project circumstances:

◀ An *individual* project organization consists of only one person — the project manager. He exercises project control through the functional departments performing all the work on the project. No activities or personnel (except clerical support) report directly to him.

◀ In a *staff* project organization, the project manager is provided a staff to exercise control through activities such as scheduling, task and funds supervision, and change control, and to carry out any functions unique to the project, like testing or site activation. Functional departments still perform the primary tasks of engineering, procurement, and manufacturing.

◀ An *intermix* project organization is established when some of the primary functions are removed from functional departments and are assigned to report directly to the project manager, along with staff functions.

◀ Under an *aggregate* organization, all departments and activities required to accomplish a project report directly to the project manager.

A project organization can change radically in form during its lifetime. For example:



Frederick Herzberg

One more time: How do you motivate employees?

Not by improving work conditions, raising salaries, or shuffling tasks

Foreword

KITA—the externally imposed attempt by management to “install a generator” in the employee—has been demonstrated to be a total failure, the author says. The absence of such “hygiene” factors as good supervisor-employee relations and liberal fringe benefits can make a worker unhappy, but their presence will not make him want to work harder. Essentially meaningless changes in the tasks that workers are assigned to do have not accomplished the desired objec-

tive either. The only way to motivate the employee is to give him challenging work in which he can assume responsibility.

Frederick Herzberg, who is Professor and Chairman of the Psychology Department at Case Western Reserve University, has devoted many years to the study of motivation in the United States and abroad. He is the author of *Work and the Nature of Man* (World Publishing Company, 1966).

How many articles, books, speeches, and workshops have pleaded plaintively, “How do I get an employee to do what I want him to do?”

The psychology of motivation is tremendously complex, and what has been unraveled with any degree of assurance is small indeed. But the dismal ratio of knowledge to speculation has not dampened the enthusiasm for new forms

of snake oil that are constantly coming on the market, many of them with academic testimonials. Doubtless this article will have no depressing impact on the market for snake oil,

Author's note: I should like to acknowledge the contributions that Robert Ford of the American Telephone and Telegraph Company has made to the ideas expressed in this paper, and in particular to the successful application of these ideas in improving work performance and the job satisfaction of employees.

but since the ideas expressed in it have been tested in many corporations and other organizations, it will help—I hope—to redress the imbalance in the aforementioned ratio.

'Motivating' with KITA

In lectures to industry on the problem, I have found that the audiences are anxious for quick and practical answers, so I will begin with a straightforward, practical formula for moving people.

What is the simplest, surest, and most direct way of getting someone to do something? Ask him? But if he responds that he does not want to do it, then that calls for a psychological consultation to determine the reason for his obstinacy. Tell him? His response shows that he does not understand you, and now an expert in communication methods has to be brought in to show you how to get through to him. Give him a monetary incentive? I do not need to remind the reader of the complexity and difficulty involved in setting up and administering an incentive system. Show him? This means a costly training program. We need a simple way.

Every audience contains the "direct action" manager who shouts, "Kick him!" And this type of manager is right. The surest and least circumlocuted way of getting someone to do something is to kick him in the pants—give him what might be called the KITA.

There are various forms of KITA, and here are some of them:

□ *Negative physical KITA.* This is a literal application of the term and was frequently used in the past. It has, however, three major drawbacks: (1) it is inelegant; (2) it contradicts the precious image of benevolence that most organizations cherish; and (3) since it is a physical attack, it directly stimulates the autonomic nervous system, and this often results in negative feedback—the employee may just kick you in return. These factors give rise to certain taboos against negative physical KITA.

The psychologist has come to the rescue of those who are no longer permitted to use negative physical KITA. He has uncovered infinite sources of psychological vulnerabilities and the appropriate methods to play tunes on them. "He took my rug away"; "I wonder what he meant by that"; "The boss is always going around me"—these symptomatic expressions of

ego sores that have been rubbed raw are the result of application of:

□ *Negative Psychological KITA.* This has several advantages over negative physical KITA. First, the cruelty is not visible; the bleeding is internal and comes much later. Second, since it affects the higher cortical centers of the brain with its inhibitory powers, it reduces the possibility of physical backlash. Third, since the number of psychological pains that a person can feel is almost infinite, the direction and site possibilities of the KITA are increased many times. Fourth, the person administering the kick can manage to be above it all and let the system accomplish the dirty work. Fifth, those who practice it receive some ego satisfaction (one-upmanship), whereas they would find drawing blood abhorrent. Finally, if the employee does complain, he can always be accused of being paranoid, since there is no tangible evidence of an actual attack.

Now, what does negative KITA accomplish? If I kick you in the rear (physically or psychologically), who is motivated? *I* am motivated; *you* move! Negative KITA does not lead to motivation, but to movement. So:

□ *Positive KITA.* Let us consider motivation. If I say to you, "Do this for me or the company, and in return I will give you a reward, an incentive, more status, a promotion, all the quid pro quos that exist in the industrial organization," am I motivating you? The overwhelming opinion I receive from management people is, "Yes, this is motivation."

I have a year-old Schnauzer. When it was a small puppy and I wanted it to move, I kicked it in the rear and it moved. Now that I have finished its obedience training, I hold up a dog biscuit when I want the Schnauzer to move. In this instance, who is motivated—I or the dog? The dog wants the biscuit, but it is I who want it to move. Again, I am the one who is motivated, and the dog is the one who moves. In this instance all I did was apply KITA frontally; I exerted a pull instead of a push. When industry wishes to use such positive KITAs, it has available an incredible number and variety of dog biscuits (jelly beans for humans) to wave in front of the employee to get him to jump.

Why is it that managerial audiences are quick to see that negative KITA is *not* motivation, while they are almost unanimous in their judgment that positive KITA *is* motivation? It is

because negative KITA is rape, and positive KITA is seduction. But it is infinitely worse to be seduced than to be raped, the latter is an unfortunate occurrence, while the former signifies that you were a party to your own downfall. This is why positive KITA is so popular: it is a tradition; it is in the American way. The organization does not have to kick you; you kick yourself.

Myths about motivation

Why is KITA not motivation? If I kick my dog (from the front or the back), he will move. And when I want him to move again, what must I do? I must kick him again. Similarly, I can charge a man's battery, and then recharge it, and recharge it again. But it is only when he has his own generator that we can talk about motivation. He then needs no outside stimulation. He wants to do it.

With this in mind, we can review some positive KITA personnel practices that were developed as attempts to instill "motivation":

1. *Reducing time spent at work*—This represents a marvelous way of motivating people to work—getting them off the job! We have reduced (formally and informally) the time spent on the job over the last 50 or 60 years until we are finally on the way to the "6½-day weekend." An interesting variant of this approach is the development of off-hour recreation programs. The philosophy here seems to be that those who play together, work together. The fact is that motivated people seek more hours of work, not fewer.

2. *Spiraling wages*—Have these motivated people? Yes, to seek the next wage increase. Some medievalists still can be heard to say that a good depression will get employees moving. They feel that if rising wages don't or won't do the job, perhaps reducing them will.

3. *Fringe benefits*—Industry has outdone the most welfare-minded of welfare states in dispensing cradle-to-the-grave succor. One company I know of had an informal "fringe benefit of the month club" going for a while. The cost of fringe benefits in this country has reached approximately 25% of the wage dollar, and we still cry for motivation.

People spend less time working for more money and more security than ever before, and the trend cannot be reversed. These benefits are no longer rewards; they are rights. A 6-day week is inhuman, a 10-hour day is exploitation,

extended medical coverage is a basic decency, and stock options are the salvation of American initiative. Unless the ante is continuously raised, the psychological reaction of employees is that the company is turning back the clock.

When industry began to realize that both the economic nerve and the lazy nerve of their employees had insatiable appetites, it started to listen to the behavioral scientists who, more out of a humanist tradition than from scientific study, criticized management for not knowing how to deal with people. The next KITA easily followed.

4. *Human relations training*—Over 30 years of teaching and, in many instances, of practicing psychological approaches to handling people have resulted in costly human relations programs and, in the end, the same question: How do you motivate workers? Here, too, escalations have taken place. Thirty years ago it was necessary to request, "Please don't spit on the floor." Today the same admonition requires three "please"s before the employee feels that his superior has demonstrated the psychologically proper attitudes toward him.

The failure of human relations training to produce motivation led to the conclusion that the supervisor or manager himself was not psychologically true to himself in his practice of interpersonal decency. So an advanced form of human relations KITA, sensitivity training, was unfolded.

5. *Sensitivity training*—Do you really, really understand yourself? Do you really, really, really trust the other man? Do you really, really, really, really cooperate? The failure of sensitivity training is now being explained, by those who have become opportunistic exploiters of the technique, as a failure to really (five times) conduct proper sensitivity training courses.

With the realization that there are only temporary gains from comfort and economic and interpersonal KITA, personnel managers concluded that the fault lay not in what they were doing, but in the employee's failure to appreciate what they were doing. This opened up the field of communications, a whole new area of "scientifically" sanctioned KITA.

6. *Communications*—The professor of communications was invited to join the faculty of management training programs and help in making employees understand what management was doing for them. House organs, briefing sessions, supervisory instruction on the importance of communication, and all sorts of

propaganda have proliferated until today there is even an International Council of Industrial Editors. But no motivation resulted, and the obvious thought occurred that perhaps management was not hearing what the employees were saying. That led to the next KITA.

7. *Two-way communication*—Management ordered morale surveys, suggestion plans, and group participation programs. Then both employees and management were communicating and listening to each other more than ever, but without much improvement in motivation.

The behavioral scientists began to take another look at their conceptions and their data, and they took human relations one step further. A glimmer of truth was beginning to show through in the writings of the so-called higher-order-need psychologists. People, so they said, want to actualize themselves. Unfortunately, the "actualizing" psychologists got mixed up with the human relations psychologists, and a new KITA emerged.

8. *Job participation*—Though it may not have been the theoretical intention, job participation often became a "give them the big picture" approach. For example, if a man is tightening 10,000 nuts a day on an assembly line with a torque wrench, tell him he is building a Chevrolet. Another approach had the goal of giving the employee a *feeling* that he is determining, in some measure, what he does on his job. The goal was to provide a *sense* of achievement rather than a substantive achievement in his task. Real achievement, of course, requires a task that makes it possible.

But still there was no motivation. This led to the inevitable conclusion that the employees must be sick, and therefore to the next KITA.

9. *Employee counseling*—The initial use of this form of KITA in a systematic fashion can be credited to the Hawthorne experiment of the Western Electric Company during the early 1930's. At that time, it was found that the employees harbored irrational feelings that were interfering with the rational operation of the factory. Counseling in this instance was a means of letting the employees unburden themselves by talking to someone about their problems. Although the counseling techniques were primitive, the program was large indeed.

The counseling approach suffered as a result of experiences during World War II, when the programs themselves were found to be interfering with the operation of the organizations; the counselors had forgotten their role of benevolent

listeners and were attempting to do something about the problems that they heard about. Psychological counseling, however, has managed to survive the negative impact of World War II experiences and today is beginning to flourish with renewed sophistication. But, alas, many of these programs, like all the others, do not seem to have lessened the pressure of demands to find out how to motivate workers.

Since KITA results only in short-term movement, it is safe to predict that the cost of these programs will increase steadily and new varieties will be developed as old positive KITAs reach their satiation points.

Hygiene vs. motivators

Let me rephrase the perennial question this way: How do you install a generator in an employee? A brief review of my motivation-hygiene theory of job attitudes is required before theoretical and practical suggestions can be offered. The theory was first drawn from an examination of events in the lives of engineers and accountants. At least 16 other investigations, using a wide variety of populations (including some in the Communist countries), have since been completed, making the original research one of the most replicated studies in the field of job attitudes.

The findings of these studies, along with corroboration from many other investigations using different procedures, suggest that the factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction. Since separate factors need to be considered, depending on whether job satisfaction or job dissatisfaction is being examined, it follows that these two feelings are not opposites of each other. The opposite of job satisfaction is not job dissatisfaction but, rather, *no* job satisfaction; and, similarly, the opposite of job dissatisfaction is not job satisfaction, but *no* job dissatisfaction.

Stating the concept presents a problem in semantics, for we normally think of satisfaction and dissatisfaction as opposites—i.e., what is not satisfying must be dissatisfying, and vice versa. But when it comes to understanding the behavior of people in their jobs, more than a play on words is involved.

Two different needs of man are involved here. One set of needs can be thought of as stemming

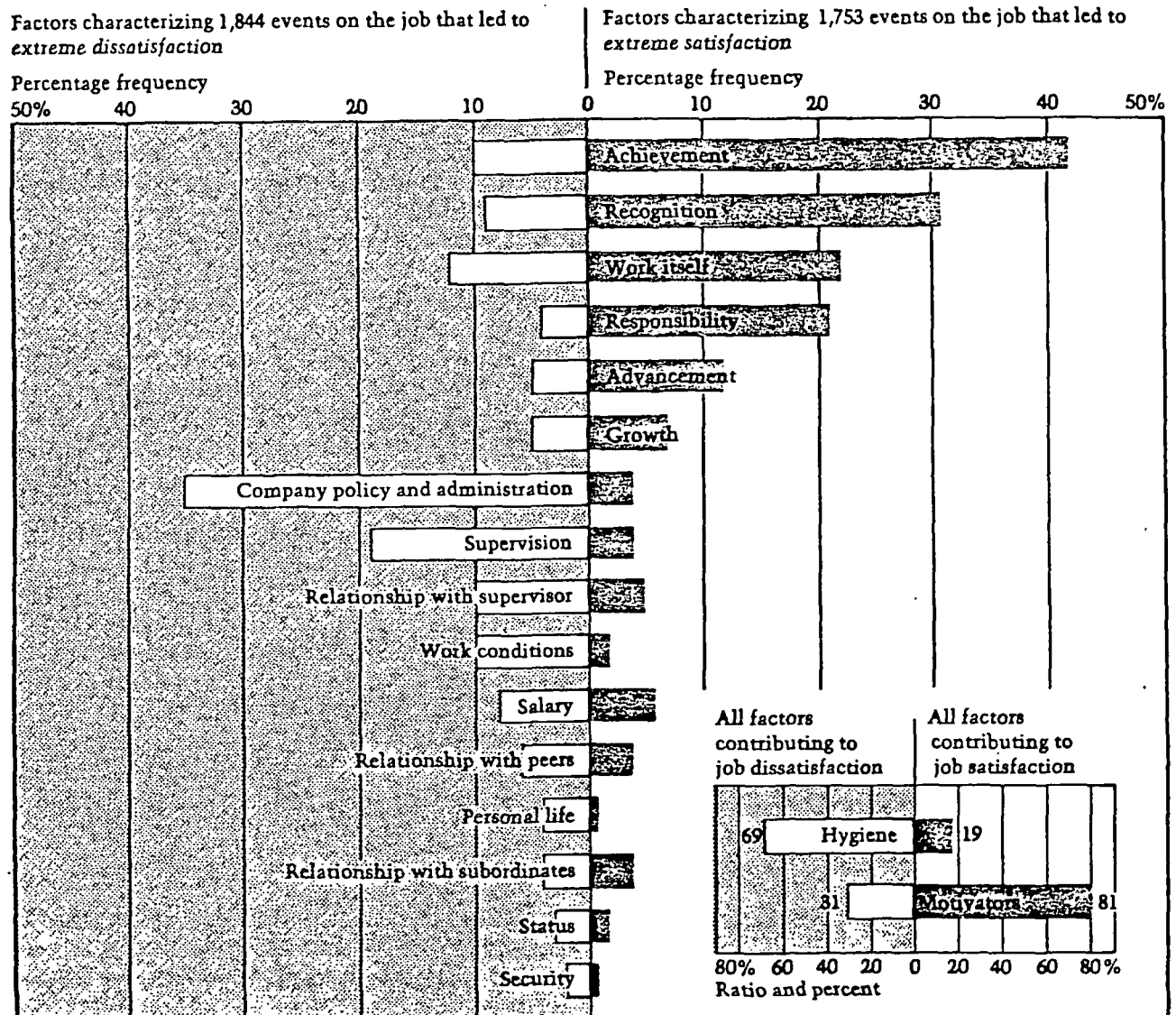
from his animal nature—the built-in drive to avoid pain from the environment, plus all the learned drives which become conditioned to the basic biological needs. For example, hunger, a basic biological drive, makes it necessary to earn money, and then money becomes a specific drive. The other set of needs relates to that unique human characteristic, the ability to achieve and, through achievement, to experience psychological growth. The stimuli for the growth needs are tasks that induce growth; in the industrial setting, they are the *job content*. Contrariwise, the stimuli inducing pain-avoidance behavior are found in the *job environment*.

The growth or *motivator* factors that are intrinsic to the job are: achievement, recognition for achievement, the work itself, responsibility,

and growth or advancement. The dissatisfaction-avoidance or *hygiene* (KITA) factors that are extrinsic to the job include: company policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and security.

A composite of the factors that are involved in causing job satisfaction and job dissatisfaction, drawn from samples of 1,685 employees, is shown in *Exhibit 1*. The results indicate that motivators were the primary cause of satisfaction, and hygiene factors the primary cause of unhappiness on the job. The employees, studied in 12 different investigations, included lower-level supervisors, professional women, agricultural administrators, men about to retire from management positions, hospital maintenance

Exhibit 1. Factors affecting job attitudes, as reported in 12 investigations



personnel, manufacturing supervisors, nurses, food handlers, military officers, engineers, scientists, housekeepers, teachers, technicians, female assemblers, accountants, Finnish foremen, and Hungarian engineers.

They were asked what job events had occurred in their work that had led to extreme satisfaction or extreme dissatisfaction on their part. Their responses are broken down in the exhibit into percentages of total "positive" job events and of total "negative" job events. (The figures total more than 100% on both the "hygiene" and "motivators" sides because often at least two factors can be attributed to a single event; advancement, for instance, often accompanies assumption of responsibility.)

To illustrate, a typical response involving achievement that had a negative effect for the employee was, "I was unhappy because I didn't do the job successfully." A typical response in the small number of positive job events in the Company Policy and Administration grouping was, "I was happy because the company reorganized the section so that I didn't report any longer to the guy I didn't get along with."

As the lower right-hand part of the exhibit shows, of all the factors contributing to job satisfaction, 81% were motivators. And of all the factors contributing to the employees' dissatisfaction over their work, 69% involved hygiene elements.

Eternal triangle

There are three general philosophies of personnel management. The first is based on organizational theory, the second on industrial engineering, and the third on behavioral science.

The organizational theorist believes that human needs are either so irrational or so varied and adjustable to specific situations that the major function of personnel management is to be as pragmatic as the occasion demands. If jobs are organized in a proper manner, he reasons, the result will be the most efficient job structure, and the most favorable job attitudes will follow as a matter of course.

The industrial engineer holds that man is mechanistically oriented and economically motivated and his needs are best met by attuning the individual to the most efficient work process. The goal of personnel management therefore should be to concoct the most appropriate incentive system and to design the specific working conditions in a way that facilitates the most

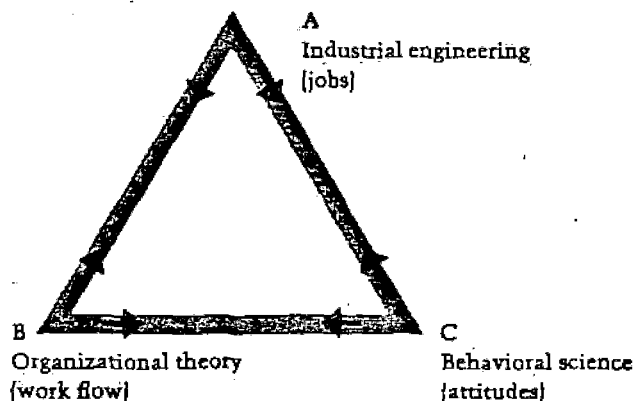
efficient use of the human machine. By structuring jobs in a manner that leads to the most efficient operation, the engineer believes that he can obtain the optimal organization of work and the proper work attitudes.

The behavioral scientist focuses on group sentiments, attitudes of individual employees, and the organization's social and psychological climate. According to his persuasion, he emphasizes one or more of the various hygiene and motivator needs. His approach to personnel management generally emphasizes some form of human relations education, in the hope of instilling healthy employee attitudes and an organizational climate which he considers to be felicitous to human values. He believes that proper attitudes will lead to efficient job and organizational structure.

There is always a lively debate as to the overall effectiveness of the approaches of the organizational theorist and the industrial engineer. Manifestly they have achieved much. But the nagging question for the behavioral scientist has been: What is the cost in human problems that eventually cause more expense to the organization—for instance, turnover, absenteeism, errors, violation of safety rules, strikes, restriction of output, higher wages, and greater fringe benefits? On the other hand, the behavioral scientist is hard put to document much manifest improvement in personnel management, using his approach.

The three philosophies can be depicted as a triangle, as is done in *Exhibit II*, with each persuasion claiming the apex angle. The motivation-hygiene theory claims the same angle as industrial engineering, but for opposite goals. Rather than rationalizing the work to increase efficiency, the theory suggests that work be en-

Exhibit II. 'Triangle' of philosophies of personnel management



riched to bring about effective utilization of personnel. Such a systematic attempt to motivate employees by manipulating the motivator factors is just beginning.

The term *job enrichment* describes this embryonic movement. An older term, *job enlargement*, should be avoided because it is associated with past failures stemming from a misunderstanding of the problem. Job enrichment provides the opportunity for the employee's psychological growth, while job enlargement merely makes a job structurally bigger. Since scientific job enrichment is very new, this article only suggests the principles and practical steps that have recently emerged from several successful experiments in industry.

Job loading

In attempting to enrich an employee's job, management often succeeds in reducing the man's personal contribution, rather than giving him an opportunity for growth in his accustomed job. Such an endeavor, which I shall call horizontal job loading (as opposed to vertical loading, or providing motivator factors), has been the problem of earlier job enlargement programs. This activity merely enlarges the meaninglessness of the job. Some examples of this approach, and their effect, are:

□ Challenging the employee by increasing the amount of production expected of him. If he tightens 10,000 bolts a day, see if he can tighten 20,000 bolts a day. The arithmetic involved shows that multiplying zero by zero still equals zero.

□ Adding another meaningless task to the existing one, usually some routine clerical activity. The arithmetic here is adding zero to zero.

□ Rotating the assignments of a number of jobs that need to be enriched. This means washing dishes for a while, then washing silverware. The arithmetic is substituting one zero for another zero.

□ Removing the most difficult parts of the assignment in order to free the worker to accomplish more of the less challenging assignments. This traditional industrial engineering approach amounts to subtraction in the hope of accomplishing addition.

These are common forms of horizontal loading that frequently come up in preliminary brainstorming sessions on job enrichment. The principles of vertical loading have not all been

worked out as yet, and they remain rather general, but I have furnished seven useful starting points for consideration in *Exhibit III*.

A successful application

An example from a highly successful job enrichment experiment can illustrate the distinc-

Exhibit III. Principles of vertical job loading

Principle	Motivators involved
A. Removing some controls while retaining accountability	Responsibility and personal achievement
B. Increasing the accountability of individuals for own work	Responsibility and recognition
C. Giving a person a complete natural unit of work (module, division, area, and so on)	Responsibility, achievement, and recognition
D. Granting additional authority to an employee in his activity; job freedom	Responsibility, achievement, and recognition
E. Making periodic reports directly available to the worker himself rather than to the supervisor	Internal recognition
F. Introducing new and more difficult tasks not previously handled	Growth and learning
G. Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

tion between horizontal and vertical loading of a job. The subjects of this study were the stockholder correspondents employed by a very large corporation. Seemingly, the task required of these carefully selected and highly trained correspondents was quite complex and challenging. But almost all indexes of performance and job attitudes were low, and exit interviewing confirmed that the challenge of the job existed merely as words.

A job enrichment project was initiated in the form of an experiment with one group, designated as an achieving unit, having its job enriched by the principles described in *Exhibit III*. A control group continued to do its job in the traditional way. (There were also two "uncommitted" groups of correspondents formed to measure the so-called Hawthorne Effect—that is, to gauge whether productivity and attitudes toward the job changed artificially merely because employees sensed that the company was paying more attention to them in doing some-

thing different or novel. The results for these groups were substantially the same as for the control group, and for the sake of simplicity I do not deal with them in this summary.) No changes in hygiene were introduced for either group other than those that would have been made anyway, such as normal pay increases.

The changes for the achieving unit were introduced in the first two months, averaging one per week of the seven motivators listed in Exhibit III. At the end of six months the members of the achieving unit were found to be outperforming their counterparts in the control group, and in addition indicated a marked increase in their liking for their jobs. Other results showed that the achieving group had lower absenteeism and, subsequently, a much higher rate of promotion.

Exhibit IV illustrates the changes in performance, measured in February and March, before the study period began, and at the end of each month of the study period. The shareholder service index represents quality of letters, including accuracy of information, and speed of response to stockholders' letters of inquiry. The

Exhibit IV. Shareholder service index in company experiment
[Three-month cumulative average]

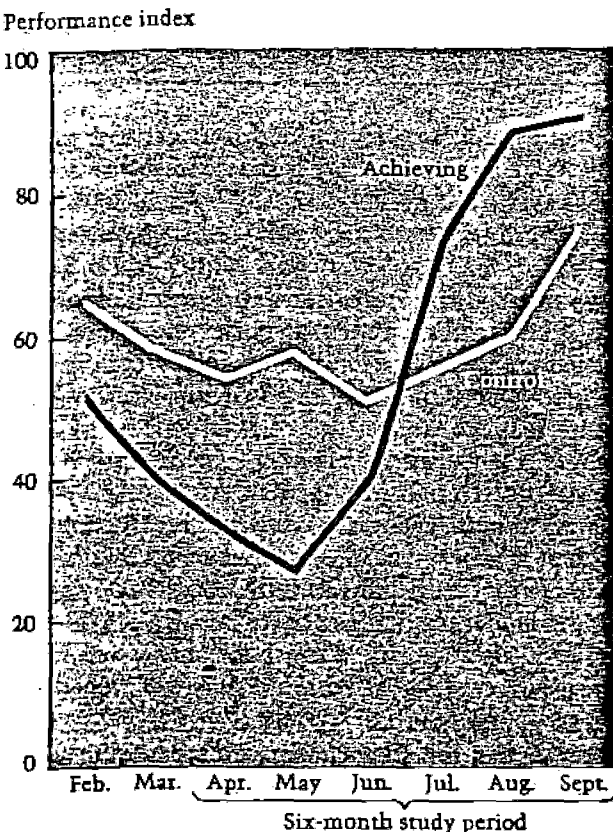
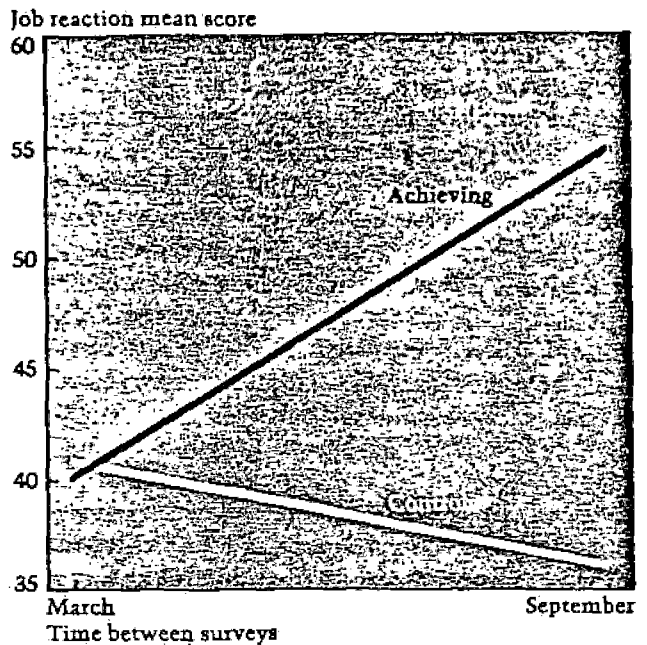


Exhibit V. Changes in attitudes toward tasks in company experiment
[Changes in mean scores over six-month period]



index of a current month was averaged into the average of the two prior months, which means that improvement was harder to obtain if the indexes of the previous months were low. The "achievers" were performing less well before the six-month period started, and their performance service index continued to decline after the introduction of the motivators, evidently because of uncertainty over their newly granted responsibilities. In the third month, however, performance improved, and soon the members of this group had reached a high level of accomplishment.

Exhibit V shows the two groups' attitudes toward their job, measured at the end of March, just before the first motivator was introduced, and again at the end of September. The correspondents were asked 16 questions, all involving motivation. A typical one was, "As you see it, how many opportunities do you feel that you have in your job for making worthwhile contributions?" The answers were scaled from 1 to 5, with 80 as the maximum possible score. The achievers became much more positive about their job, while the attitude of the control unit remained about the same (the drop is not statistically significant).

How was the job of these correspondents restructured? Exhibit VI lists the suggestions made that were deemed to be horizontal loading, and the actual vertical loading changes that were in-

Exhibit VI. Enlargement vs. enrichment of correspondents' tasks in company experiment

Horizontal loading suggestions (rejected)	Vertical loading suggestions (adopted)	Principle
Firm quotas could be set for letters to be answered each day, using a rate which would be hard to reach.	Subject matter experts were appointed within each unit for other members of the unit to consult with before seeking supervisory help. (The supervisor had been answering all specialized and difficult questions.)	C
The women could type the letters themselves, as well as compose them, or take on any other clerical functions.	Correspondents signed their own names on letters. (The supervisor had been signing all letters.)	B
All difficult or complex inquiries could be channeled to a few women so that the remainder could achieve high rates of output. These jobs could be exchanged from time to time.	The work of the more experienced correspondents was proof-read less frequently by supervisors and was done at the correspondents' desks, dropping verification from 100% to 10%. (Previously, all correspondents' letters had been checked by the supervisor.)	A
The women could be rotated through units handling different customers, and then sent back to their own units.	Production was discussed, but only in terms such as "a full day's work is expected." As time went on, this was no longer mentioned. (Before, the group had been constantly reminded of the number of letters that needed to be answered.)	D
	Outgoing mail went directly to the mailroom without going over supervisors' desks. (The letters had always been routed through the supervisors.)	A
	Correspondents were encouraged to answer letters in a more personalized way. (Reliance on the form-letter approach had been standard practice.)	C
	Each correspondent was held personally responsible for the quality and accuracy of letters. (This responsibility had been the province of the supervisor and the verifier.)	B, E

corporated in the job of the achieving unit. The capital letters under "Principle" after "Vertical loading" refer to the corresponding letters in Exhibit III. The reader will note that the rejected forms of horizontal loading correspond closely to the list of common manifestations of the phenomenon on page 59, left column.

Steps to job enrichment

Now that the motivator idea has been described in practice, here are the steps that managers should take in instituting the principle with their employees:

1. Select those jobs in which (a) the investment in industrial engineering does not make changes too costly, (b) attitudes are poor, (c) hygiene is becoming very costly, and (d) motivation will make a difference in performance.
2. Approach these jobs with the conviction that they can be changed. Years of tradition have led managers to believe that the content of the jobs is sacrosanct and the only scope of action that they have is in ways of stimulating people.
3. Brainstorm a list of changes that may en-

rich the jobs, without concern for their practicality.

4. Screen the list to eliminate suggestions that involve hygiene, rather than actual motivation.
5. Screen the list for generalities, such as "give them more responsibility," that are rarely followed in practice. This might seem obvious, but the motivator words have never left industry; the substance has just been rationalized and organized out. Words like "responsibility," "growth," "achievement," and "challenge," for example, have been elevated to the lyrics of the patriotic anthem for all organizations. It is the old problem typified by the pledge of allegiance to the flag being more important than contributions to the country—of following the form, rather than the substance.
6. Screen the list to eliminate any horizontal loading suggestions.
7. Avoid direct participation by the employees whose jobs are to be enriched. Ideas they have expressed previously certainly constitute a valuable source for recommended changes, but their direct involvement contaminates the process with human relations hygiene and, more specifically, gives them only a sense of making a contribution. The job is to be changed, and it

is the content that will produce the motivation, not attitudes about being involved or the challenge inherent in setting up a job. That process will be over shortly, and it is what the employees will be doing from then on that will determine their motivation. A sense of participation will result only in short-term movement.

8. In the initial attempts at job enrichment, set up a controlled experiment. At least two equivalent groups should be chosen, one an experimental unit in which the motivators are systematically introduced over a period of time, and the other one a control group in which no changes are made. For both groups, hygiene should be allowed to follow its natural course for the duration of the experiment. Pre- and post-installation tests of performance and job attitudes are necessary to evaluate the effectiveness of the job enrichment program. The attitude test must be limited to motivator items in order to divorce the employee's view of the job he is given from all the surrounding hygiene feelings that he might have.

9. Be prepared for a drop in performance in the experimental group the first few weeks. The changeover to a new job may lead to a temporary reduction in efficiency.

10. Expect your first-line supervisors to experience some anxiety and hostility over the changes you are making. The anxiety comes

Readers of this article may be interested in "What Job Attitudes Tell About Motivation," by Lyman W. Porter and Edward E. Lawler, III, beginning on page 118 of this issue.

from their fear that the changes will result in poorer performance for their unit. Hostility will arise when the employees start assuming what the supervisors regard as their own responsibility for performance. The supervisor without checking duties to perform may then be left with little to do.

After a successful experiment, however, the supervisor usually discovers the supervisory and managerial functions he has neglected, or which were never his because all his time was given over to checking the work of his subordinates. For example, in the R&D division of one large chemical company I know of, the supervisors

of the laboratory assistants were theoretically responsible for their training and evaluation. These functions, however, had come to be performed in a routine, unsubstantial fashion. After the job enrichment program, during which the supervisors were not merely passive observers of the assistants' performance, the supervisors actually were devoting their time to reviewing performance and administering thorough training.

What has been called an employee-centered style of supervision will come about not through education of supervisors, but by changing the jobs that they do.

Concluding note

Job enrichment will not be a one-time proposition, but a continuous management function. The initial changes, however, should last for a very long period of time. There are a number of reasons for this:

□ The changes should bring the job up to the level of challenge commensurate with the skill that was hired.

□ Those who have still more ability eventually will be able to demonstrate it better and win promotion to higher-level jobs.

□ The very nature of motivators, as opposed to hygiene factors, is that they have a much longer-term effect on employees' attitudes. Perhaps the job will have to be enriched again, but this will not occur as frequently as the need for hygiene.

Not all jobs can be enriched, nor do all jobs need to be enriched. If only a small percentage of the time and money that is now devoted to hygiene, however, were given to job enrichment efforts, the return in human satisfaction and economic gain would be one of the largest dividends that industry and society have ever reaped through their efforts at better personnel management.

The argument for job enrichment can be summed up quite simply: If you have someone on a job, use him. If you can't use him on the job, get rid of him, either via automation or by selecting someone with lesser ability. If you can't use him and you can't get rid of him, you will have a motivation problem.

Management

The wise old Turk

Your best
for job-d
already
ly
he knows how things were done
before behavioral science
took over

Frederick Herzberg

Whenever a manager recognizes the need for job enrichment or motivation in his own organization, he is immediately faced with a problem unrelated to implementing the program in his company. He has to decide which of the many available approaches to enrichment he should adopt, and the differences between them are not always clear. In this article an expert in the field of motivation discusses four different approaches to job enrichment, outlines their major features and purposes, and then puts them into perspective regarding organizational development in general. He concludes that orthodox job enrichment, which is based on the notion that individual growth is the key to organizational health, is the approach that most often results in happier employees and higher productivity. He also suggests that one of the primary causes of current worker dissatisfaction is that, in the name of efficiency, most jobs have been robbed of meaning. The author feels that some of the old richness could

be restored to jobs if managers would check with the "wise old Turks" in their companies to find out what that richness encompassed.

Mr. Herzberg, a well-known authority on job enrichment, has published numerous articles and books on the subject, including "One More Time: How Do You Motivate Employees?" (HBR January-February 1968), one of HBR's most popular articles. The material presented here is drawn in part from a forthcoming book, *To Be Efficient and To Be Human*, to be published later this year. Mr. Herzberg is University Distinguished Professor at the College of Business, the University of Utah.

When Zorba the Greek was asked if he had a wife, he replied, "A wife, children, a house, the whole catastrophe." And some organizations, having tried many of today's behavioral science interventions, feel that they, too, have had "the whole catastrophe." But not quite; it is beginning to look as if a new catastrophe that organizations are facing is job enrichment.

The term "job enrichment" is firmly lodged in the vocabulary of managers, behavioral scientists, and journalists. Managers are beginning to accept the basic theory behind job enrichment, but only at a cocktail-party level of understanding of human behavior. Behavioral scientists, ever ready to jump on a bandwagon, often have an equally shallow understanding, but a better vocabulary. And journalists have a new movement to misinterpret.

The result has been that job enrichment now represents many approaches intended to increase human satisfaction and performance at work, and the differences between all the approaches are no longer clear. The confusion, misuse, and subsequent bandwagon effect of job enrichment have led some companies, managers, and workers to conclude that they are merely caught up in a new word game. But job enrichment is a reality, and it is necessary because it will improve jobs and organizations.

Today we have several strategies aimed at improving the design of work in our organizations. I discern four distinct current approaches: orthodox job enrichment, sociotechnical systems, participative

Author's note: I wish to acknowledge with appreciation the assistance of Dan Prock, Research Fellow, University of Utah, and Major John N. Taylor, U.S. Army and Research Fellow, University of Utah.

management, and industrial democracy. Each has a different theoretical or philosophical base and, therefore, leads to different actions with different goals. Thus each technique is more relevant to some situations than to others. But although these approaches have their own unique emphases, in practice they actually overlap. And all are subject to distortion and misuse.

In an effort to clear up the current "enrichment" confusion, we could consult the "wise old Turk," Zorba's reputed source of all practical wisdom. First, however, let us take a look at each of these approaches in turn, to see what the advantages and disadvantages of each might be and to see how organizational development might relate to the whole subject of job enrichment. In looking at these approaches, it is important to keep in mind that academics, consultants, and managers most often operate from an eclectic point of view.

Orthodox job enrichment

The original intent of job enrichment—the installation of motivator factors into an individual job—I now prefer to call "orthodox job enrichment." The motivator factors are a direct derivation of the connections I have observed between the quality of motivation and hygiene and the quality of job performance.¹ The basis of the idea is that motivators are the factors that meet man's need for psychological growth, especially achievement, recognition, responsibility, advancement, and opportunity. These factors are concerned with the job content—the work itself. The hygiene factors are concerned with the job environment—conditions and treatment surrounding the work, specifically company policy and administration, supervision, relationships with others, salary, personal life, status, and security. Their underlying dynamic is the avoidance of pain within the work environment. Motivators are concerned with using people well and, when combined with a good hygiene program, with treating people well.² The result will be motivated performance.

1. Frederick Herzberg, Bernard Mausner, and Barbara Snyderman. *The Motivation to Work* (New York, John Wiley & Sons, 1959); see also my book, *Work and the Nature of Man* (New York, Thomas Y. Crowell, 1966).

2. See my articles, "Avoiding Pain in Organization," *Industry Week*, December 7, 1970, p. 47; and "More on Avoiding Pain in Organization," *Industry Week*, January 18, 1971, p. 152.

Orthodox job enrichment's motivation concept is based on observed relationships between ability and both potential and opportunity and on results of performance reinforcement. The first relationship (ability to potential) determines what an individual can do. The more ability employees have to do a job, the more they can be motivated to do it well. It is obvious that to get good performance from an individual, he or she must have or be able to acquire the necessary capability.

This relationship naturally leads to the procedures of personnel selection and classification; that is, getting people into the jobs where their abilities can be manifested, and into training programs that will develop the abilities they may lack to do their jobs well. Today, when rapid technological change is forcing people into early obsolescence, training to maintain work motivation is especially important. A person who has lost competence is much more resistant to motivating behavior than is a person just beginning to learn a job.

The second relationship (ability to opportunity) determines how much of the individual's talent is permitted to show itself. Managers cannot motivate a person to do a good job unless there is a good job to do. Here lies the fractionated job "crunch." Most people have more ability, or potential ability, than their fractionated jobs allow them to use or develop.

The last variable affecting the motivation of people at work is the nature of the reinforcement that results from job performance. First, do appraisal systems reinforce growth behavior that often involves a risk for the individual? They should. And second, do appraisal systems reinforce growth and achievement behavior with opportunities for further growth and achievement? Unfortunately, appraisal systems in most organizations emphasize the extrinsic consequences of work performance—pay, bonuses, and so on. A more effective reinforcer for achievement is the opportunity for further achievement through new opportunities for challenge.

These factors must be integrated into a systematic motivation program. Obviously, there is no sense in providing training without opportunity, no sense in offering opportunity without training, and no sense in offering both training and opportunity if the reinforcement is solely by hygiene procedures.

The implementation of orthodox job enrichment is realized through direct changes in the work itself, permitting the motivator factors to emerge. The

exact ingredients of an enriched job module that provide these factors vary with individual characteristics, professions, situations, and so on. Nevertheless, I would like to suggest a number of ingredients that, from the experience of the past few years, seem to lead to better jobs and better motivation.

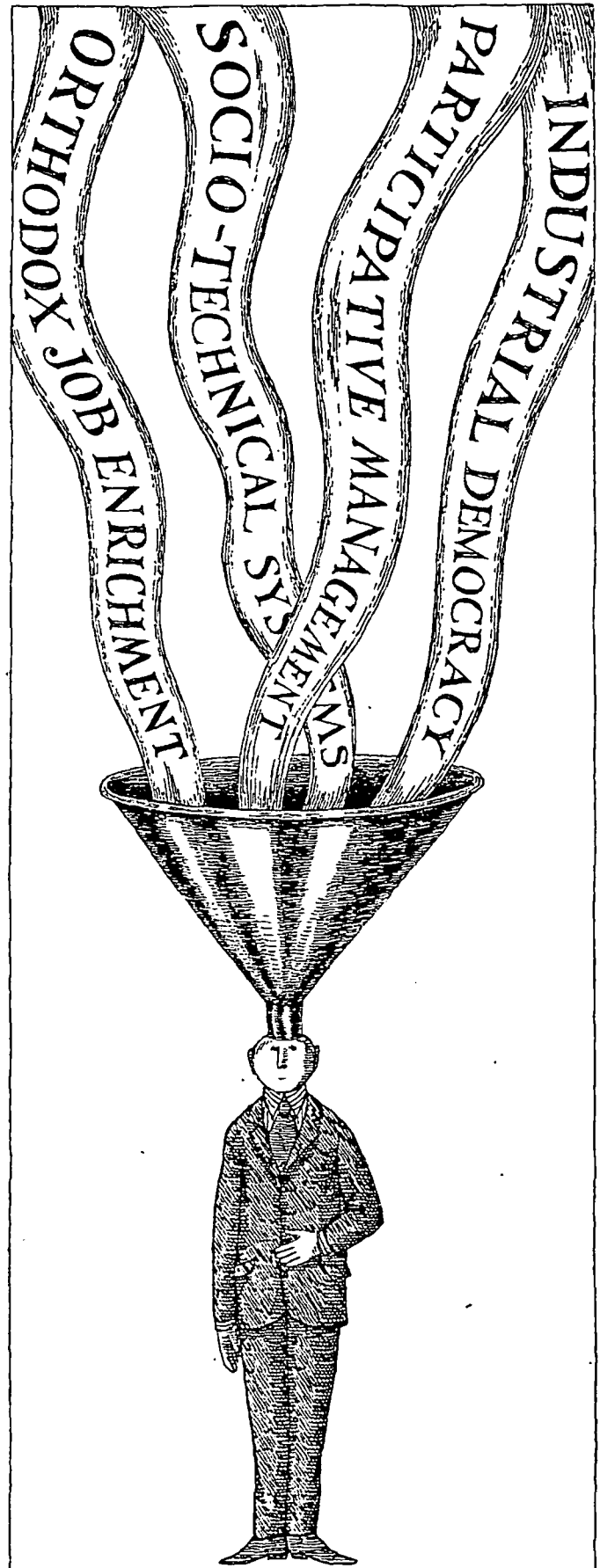
Ingredients of a good job

In looking at these different ingredients we should remember that they are not necessary to orthodox job enrichment alone, but that they are primary to that approach and not to the others that will be discussed later. The eight ingredients are: direct feedback, a client relationship, a learning function, the opportunity for each person to schedule his own work, unique expertise, control over resources, direct communication, and personal accountability.

1 Direct feedback

One basic principle of the psychology of learning and performance is that knowing the results of one's behavior is essential to efficient learning and performance. This is usually referred to as "feedback." Without going into the total psychology of feedback systems, I would like to suggest that two of the most important ingredients of a good job are (a) that the results of a person's performance be given directly to him rather than through any supervisor, performance review, or bureaucratic administrative inuendo, and (b) that this feedback be nonevaluative and timely. When the boss tells them how they are doing on a job, most people tend to interpret the message as a characterization of themselves, not of their performances. Thus nonevaluative behavior on the part of the boss can increase the learning impact of feedback by reducing the personal threat to the employee. Also, the more timely the feedback on performance, the more potent and accurate is the content of the message.

A very simple example of the proper use of feedback in job enrichment comes from the military—the training of marksmen on rifle ranges. Targets consist of electronically controlled silhouettes scattered at varying distances which fall instantly when struck by a bullet. If the target is missed, there is no ridiculing by target spotters—the target just stands there until it gets hit. Feedback here is direct, instantaneous, and nonevaluative. Success with this method has been dramatic in terms of savings in both money and time needed to train effective marksmen.



2 Client relationship

A second ingredient of enriched jobs is that the individual has a customer or client to serve, whether external to the organization or inside it. Too often the customer is either a bureaucratic regulation or a supervisor. This leads to the individual's evaluating his job in terms of how well "house broken" he is. Is the boss pleased? Are procedures maintained? Is he consistent with the company policy and image?

Let me illustrate the concept of having a customer. An electronics firm, unhappy with the performance of its workers on an important subassembly, changed the system only slightly to increase performance. Instead of merely filling a preestablished quota for the day, the workers were assigned to a particular group of unit assemblers who needed the product to complete their own work. A customer relationship was thus established.

The fallout of this arrangement has been a greater appreciation of the problems of relating parts to total assembly and a greater cooperation between the two sections. This increased cooperation has in turn led to an increase in the intrinsic interest in the sub-assembly operation.

3 New learning

An essential ingredient of a good job is the opportunity for individuals to feel that they are growing psychologically. All jobs ought to always provide an opportunity for the worker to learn something purposeful and meaningful. Keep in mind that learning can also be viewed as either horizontal or vertical, like job loading.³ A worker can learn a horizontal series of new facts, but that in itself does not produce coherence or psychological growth.

A situation that quite vividly highlights purposeful learning and the impact of psychological growth took place in a chemical company. In the research department there were three major categories of employees: laboratory assistants, laboratory technicians, and scientists. The laboratory technician was the focus of the motivational problem. Though he was very well trained and experientially qualified for greater responsibilities, his job consisted solely of setting up the equipment for the scientists' experiments and then serving as a helper to the assistants. The growth potential in this setting was at a very low level until some job enrichment changes were made.

The technicians were given responsibility for the research reports. This responsibility created the opportunity for them to analyze and evaluate data and to learn to write scientific reports. Then they shared in the research planning, which provided a vent for creativeness, and were involved in the hiring, firing, and training of lab assistants, which gave new management dimensions to their work. And finally, they were given an opportunity to do some experiments on their own. This was the perfect chance for the technicians to try out and reinforce their new learning.

4 Scheduling

Another ingredient frequently present in successful job modules is the opportunity to schedule one's own work. The tendency in organizations to pre-program a person's job schedule is rarely dictated by any efficiency motive besides that of simplifying the supervisor's checking process. The person who does the job is the one most aware of the time he has available to spend on various aspects of his work. Allowing the employee to schedule his day in the sequence that he feels most appropriate will make him responsible for the work—not responsible to the schedule. This does not mean that the employee sets the deadline; he sets his own pace to meet it.

Recently, a most illustrative example of employee attitudinal changes was related to me. Workers overhauling aircraft had previously been told when they could take coffee, rest, and lunch breaks. Management felt that if it controlled rest periods, it would have a better chance of controlling work and meeting the scheduled deadlines. This system was changed: workers were held accountable only for meeting the item deadlines. A month or so after the change had been implemented, overtime had dropped slightly and failures to meet deadlines had dropped significantly. One of the "old Turks" on this team was asked how it felt to take all the time he wanted to rest and have a cup of coffee. His reply was revealing: "Hell, I wouldn't know. I've been too busy to worry about taking all those breaks like we used to. I get going on a job and I like to finish it. Whenever I beat the standard and finish early, I take a rest."

5 Unique expertise

In this day of homogenization and assembly-line mentality, when everyone is judged on sameness, there exists a countervailing need for some personal uniqueness at work—for providing aspects of jobs that the worker can consider as "doing his own thing."

3. For the distinction between horizontal and vertical loading of jobs see my HBR article, "One More Time: How Do You Motivate Employees?" pp. cit., p. 53.

This is a theme of... individuality...
 and the focus on...

This idea can be seen at work in an electrical plant where the team concept is being applied to small generator assembly. Each individual on the team assembles, inspects, and marks his own generator. Individuals who finish their work ahead of schedule are allowed to use these blocks of company time to their own advantage. One might expect these workers to goof off during this period, but more gratifying results have come forth. Some examples of the use of this time are: learning from plant quality control what detailed technical checks might cause their work to be rejected; spending time with new employees and showing them how to do the job; working out better ways to assemble the generators; and visiting the engineering group to get a better understanding of its procedures.

6 Control over resources

One of the more serious complaints that managers make of employees is that they are indifferent to costs. Responsible cost control, however, can only come when someone truly has responsibility for costs. Often, by providing employees with mini-budgets to run their operations, managers will succeed in having them take responsibility for costs.

Conceptually, the way this is done is to push cost and profit centers down as low as is organizationally feasible. There are very few instances when cost centers in their simplified form cannot be used at the individual or team level. An example of such an action occurred when design engineers at a plant were given authority to spend the money allocated to a particular project. All administrative limits, such as those requiring approval for expenditures of more than a set amount, were removed. The costs rapidly became more realistic.

7 Direct communications authority

The greatest single loss of administrative time to get anything done in an organization is caused by rules that require ten people to communicate when only two people need to. For example, if an employee needs to talk to another employee in another division, department, or section, he has to go through his supervisor, who communicates with the supervisor of the person the employee needs to deal with, and then the reverse will occur. Along with the time necessary to make all these connections, a lot of good content is lost in this complex communications network.

Direct communications authority is also the facilitating vehicle for all the other enriched-job characteristics previously mentioned. Giving an employee

a customer or client without direct access to that customer is providing a fictitious customer. Direct communications also enhance the growth potential of a job by providing the worker with new avenues of information. For many jobs, giving an employee the responsibilities of work scheduling and cost control without giving him the opportunity to communicate directly with the system is asking him to plan without knowing the facts—a proven formula for failure. If the creative value in doing one's own thing is to be gained for the organization, direct communications are vital.

8 Personal accountability

The last ingredient of a good job, personal accountability, can be usefully viewed both as an ingredient of job enrichment and as an effect of it. Because of the human relations era's stress on personal fairness, we have become so afraid to hold someone accountable for his job that we have denuded jobs of anything that anyone would want to be accountable for. We provide no organizational mechanism for personal accountability other than slogans and cutting remarks. The point is, it is pointless to hold someone accountable for performing an "idiot" job.

Administrative procedures that guard against hypothetical errors and imaginary irresponsibility breed the very carelessness and inefficiency that they were intended to prevent. Too many controls divide responsibility until it gets lost and no one is responsible. Fingers point in endless circles. A real method of instilling the potential of accountability is to remove the crutch of inspection and instead directly identify the performance of the work with the individual. The level of accountability is thus related to individual competence; and in every job there is room for individual competence for at least a portion of the work module.

The better the job, the more personal accountability it has. Thus an excellent indicator for managers to use when evaluating job-enrichment efforts is the level of personal accountability achieved. It manifests itself in numerous ways: increasing pride in workmanship, skill, and service; a more positive and constructive acceptance of errors, mistakes, and training shortfalls; an increased level of creative effort; more individuals speaking out and challenging less effective practices and rules; a less uniform and monolithic work force; and an increased sensitivity of employees to any movement of the organization away from excellence.

Exhibit I**Job design methodologies – advantages and disadvantages**

	Major advantages	Major disadvantages
Orthodox job enrichment	<p>Lasting individual growth and competence</p> <p>Quickly implemented</p> <p>Minimizes new hygiene problems</p>	<p>Older employees adapted to impoverished jobs cannot change</p> <p>Increased employee defensiveness for incompetence</p> <p>Assumed lack of motivators can become alibis</p>
Social approaches		
Sociotechnical systems	<p>Not limited by technology</p> <p>More variety (horizontal loading of jobs)</p> <p>More willingness to follow through on decisions</p>	<p>Tyranny of group over individual</p> <p>Slowly implemented</p> <p>Less likelihood of job enrichment</p>
Participative management	<p>Improves hygiene factors</p> <p>Better supervisor/subordinate communication</p> <p>More willingness to follow through on decisions</p>	<p>Can become human relations manipulation</p> <p>Slowly implemented</p> <p>Less likelihood of job enrichment</p>
Industrial democracy	<p>Theoretical reduction in organizational conflict</p> <p>Greater congruence of job rights with social and civil rights</p> <p>More willingness to follow through on decisions</p>	<p>Produces an equality of ignorance*</p> <p>Slowly implemented</p> <p>Less likelihood of job enrichment</p>
<p>*See Frederick Herzberg, "The Equality of Ignorance," <i>Industry Week</i>, October 9, 1972, p. 50.</p>		

These are some of the ingredients that go into an enriched job module. What these ingredients have in common is that they attempt to build into a job motivators that allow the individual to stand up in the hierarchy and be recognized for both what he does and how he does it.

The implementation of orthodox job enrichment is a systematic but gradual approach to organizational structural change. It offers motivators to individuals but does not force changes upon them. Gradually, with hard work, an orthodox job-enrichment pro-

gram can convert the fractionated job bureaucracy to an interlocking system of meaningful job designs. The result of such a program will be increased motivation and performance at the individual level, and a more effective organization.

The remainder of this article investigates other, different (but overlapping) approaches to job enrichment. *Exhibit I* compares the advantages and disadvantages of four different job-design methodologies, and *Exhibit II* highlights the major differences between orthodox job enrichment and the other more social approaches to job design.

Social job-design approaches

The ingredients of a good job covered in connection with orthodox job enrichment do, as mentioned, show up in other work environments as the result of other approaches. The three approaches I discuss next have some of these characteristics, but their basic philosophies are different. In general, these approaches try to deal primarily with the job in the context of the whole organization rather than, as with orthodox job enrichment, in relation to the individual at work.

Examples, drawn from various sources, will be used to illustrate the main essence of each approach. It should be noted that the examples given in some of the referenced articles may be at variance with reality. Conclusions as to success or failure of an enrichment program, or even as to what was really done, generally require a closer look than is reported in most published descriptions.

Sociotechnical systems

Following World War II, London's Tavistock Institute of Human Relations developed an organizational social psychology that later spawned another successful job-design method. Sociotechnical theorists see the heavy applications of scientific management and advanced technology to lower organizational levels as having resulted in work processes—cycles of interdependent component tasks—that do not allow parallel sets of worker interrelationships to develop. Consequently, they see the answer to

worker dissatisfaction as the redevelopment of interdependent relationships within the work group.

This sociotechnical approach works to rebuild inter-worker social relationships by establishing a semi-autonomous work group. Within the group, job rotation or "enlargement" provides a greater variety of tasks and gives individuals a big picture of the whole process.

The actual worker/task relationship is viewed as, and often is, determined by the technology involved. Sociotechnical theorist Fred Emery shares this point of view:

"Thus, although an individual may find his immediate task distasteful, and this is probably the most typical case at operative levels in modern industry, he may gain some compensatory satisfaction from those other aspects of his role that concern his relations to fellow workers, supervisors, and the enterprise."⁴

The sociotechnical approach, therefore, attempts to compensate for the deficient worker/task relationship by suggesting that an individual can attain a sense of personal worth and achievement from the achievements of the group and the social relationships within that group.

Some aspects of the sociotechnical approach, however, do provide portions of a good job module as I defined it in connection with orthodox job enrichment. Within the autonomous group, decisions can be made as to production levels, job rotation, and hiring into the group, and there is generally more internal control over the assigned work. So what we see is that while the worker/task relationship in its primary definition cannot be modified, many important secondary decisions are controlled by the group. This management of internal affairs does amount to an "enriched group module."

One of the best publicized illustrations of the sociotechnical form of enrichment can be found at the Volvo Company in Sweden. Its most aggressive attempt at a sociotechnical system is at the assembly plant in Kalmar. Based on the idea that "bored people build bad cars," the objective is to build the atmosphere of a small "family" workshop within the large-scale organization of a car factory. The plant makes extensive use of the sociotechnical group in architecturally distinct assembly areas. Volvo press information describes how the work teams function:

Exhibit II

Major contrasts between job enrichment approaches

Orthodox job enrichment	Social approaches to job design
Basis is individual psychology (motivation hygiene theory)	Basis is group psychology, human relations, or social philosophy
Predominate human need is individual growth	Predominate human need is social acceptance, personal involvement, or political rights
Human relations is a hygiene factor	Human relations is a motivation factor
Primary goal is individual growth	Primary goal is group effectiveness
Method is individual job change	Method is group development, interpersonal competence development, or introduction of managerial/political consultation structures
Job design change precedes social system change	Job design change follows social system change
The job content is determinate; the social system is indeterminate	The job content is indeterminate; the social system is determinate
Training emphasizes individual competence	Training emphasizes group effectiveness
Talent decides who trains and who judges	Ideology decides who trains and who judges
Present organizational structures become hierarchies for talent and personal responsibility rather than hierarchies for control	Present organizational structures become democratic decision-making and performance groups

"The production team or group work system has been devised to give increased delegation of decision making and to provide improved cohesion of working teams in basic groups.

"A production team is thus a group of employees within a particular supervisory subdivision having a common work assignment. The group elects its own chargehand, who acts as the spokesman and maintains contact with the supervisory function.

"The team is given a particular assignment for a limited period (for example, a week) and is paid for the overall performance. The actual jobs are divided up by mutual agreement within the team. The team is responsible for planning its own production output, distribution of work, and quality control. This means that the team forms a closely knit unit and is able to solve many problems internally."⁵

Here the overriding objective is the design of a social system to facilitate both task accomplishment and employee social satisfaction at work.

A major problem with the sociotechnical approach is the possibility of group tyranny. The group approach concentrates power into what can easily become a political structure, and the results may not always be beneficial for the organization or for the individual. This sociotechnical approach is less than ideal, but many work situations are also less than ideal. Where the technology of the work process, such as that in assembly lines, precludes a general return to individually oriented jobs, group enrichment may be all that is possible. In this method individuals must adjust to the group processes to function effectively. And while this adjustment may subvert valuable individual talents, the technological assets make it practically necessary.

Participative management

One outgrowth of the human relations movement, participative management, is the third contemporary approach used to improve work. Supporters of participative management assume that the overriding need of the worker is to be involved in decisions affecting his work. This primary need for personal involvement can be attained through worker participation and will provide the commitment necessary to motivate him.

Thus giving the worker more meaningful job content is seen as secondary to his legitimate needs for being consulted and involved in decisions that affect him. Naturally, some decisions in which he participates will concern his job content, and only in these cases can concrete job design changes happen through participation. Most often, however, the manager is in effect saying to the subordinate, "Since you don't have a responsible, meaningful job, I'll let you visit my job, but you will have to return to yours."

Donnelly Mirrors Company declares that its well-publicized change to participative management is

4. See "Characteristics of Socio-Technical Systems" in *Design of Jobs*, edited by Louis E. Davis and James C. Taylor (Middlesex, England, Penguin Books, 1972), p. 188.

5. Volvo Press Information—via personal communication.

6. *Time*, November 9, 1970, p. 74.

7. See Fred G. Lesieur and Elbridge S. Puckett, "The Scanlon Plan Has Proved Itself," *HBR* September-October 1969, p. 109.

8. William J. Paul, Jr., Keith B. Robertson, and Frederick Herzberg, "Job Enrichment Pays Off," *HBR* March-April 1969, p. 61.

so successful that it now markets a workshop on how this was done. The company claims to have raised its profits 20% annually in recent years and lowered prices 25% since 1952 as a result of its change to participative management policies.⁶

Participative policies usually begin with a form of the well-known Scanlon Plan,⁷ a perfect example of participation in hygiene matters. The employees establish compensation packages and make commitments to pay for them by reducing waste, eliminating redundant jobs, or improving work methods or equipment.

Employees do, however, also participate in more substantive job decisions. For example, workers are involved in setting their own work standards (note that they do not set the standards, but are involved in the setting of standards). Also, in some cases machine operators may travel with purchasing agents to inspect new equipment. The purpose of this is to get operator commitment to the proper use of the machinery at a later time. The participation here effectively involves the operator in management decisions, but it does not change his job. When the machine arrives, the job will continue to be that of an operator. His opportunity for future influence and decision making remains at the convenience of management.⁸

So the difference between participation and enrichment is a difference in kind. Consultation does not give a subordinate the chance for personal achievement that he can recognize as his own, and denies him the chance of self-development to the point where he might become an executive himself.

Industrial democracy

Another approach to changing the structure of jobs is contained in a Europe-based philosophy known as industrial democracy. The industrial democracy advocates contend that, with most of life's institutions operating in a democratic manner, the institution of work should also be democratic. In order to maintain democracy at work, it is necessary to initiate programs where workers are represented in all the decision-making bodies within an organization.

A major assumption of this philosophy is that when workers are given a representative voice in making decisions about the operation of their organizations, they will become more committed to its democrat-

ically developed goals. At the individual job level no redesign or enrichment is included in the philosophy. But managements do admit that some type of change is needed, and in effect say to workers, "If you will visit me outside the hierarchy, we can discuss it." The fallout of these visits can be job redesign, typically in the form of sociotechnical groups.

The Grangesberg Company, in Sweden, has for years been moving forward in implementing the philosophy of industrial democracy. Personnel Director Karl-Johan Edstrom has said that the goal is to get rid of the "Papa knows best" autocratic management system. Edstrom says, "We want to give every individual influence in every job, and the old organization (structure) just won't do."⁹

In the attempt to realize this goal, Grangesberg has structured complex networks of boards, groups, and councils, all topped by the Granges Council, which is composed of 41 members, 13 representing management and 28, the employees. This system was used, for example, at one plant to determine how most of a \$200,000 improvement program would be spent. Other operational policies include equal group pay programs, participation in day-to-day decisions, and a "no firing" policy. The company estimates that 10% of the more than 25,000 employees are directly engaged in some phase of the democratic machinery.¹⁰

It is often difficult to differentiate between the industrial democracy and sociotechnical approaches in operation. The difference was pointed out for me in conversation with Einar Thorsrud, an advocate of industrial democracy. I expressed to him some concerns about where a totally democratic approach might stop. Thorsrud replied that "one doesn't know where it will stop; we think that's good." In the sociotechnical approach, limited work-group control is a means to better production and satisfaction. In industrial democracy, work-group control is an ultimate end in itself.

This approach commands respect for the notion that work ought to be improved for the congruence of civil, social, and work rights. But in practice, the management/worker consultation system has proved to be a complex and time-consuming method of attempting organizational improvement. This approach shows some merit for widening democratic institutions, but in view of the necessity for rapid change, its slow political evolution of job redesign relegates this method to secondary consideration.

Indeed, the main objective here seems to be to re-define the hierarchy itself rather than the jobs within the hierarchy. Therefore, it and the other social approaches are more akin to organizational development (OD) than to job enrichment itself. But as OD certainly has an effect on jobs within an organization, it might itself be considered an eclectic fifth approach.

Organizational development-- a fifth approach?

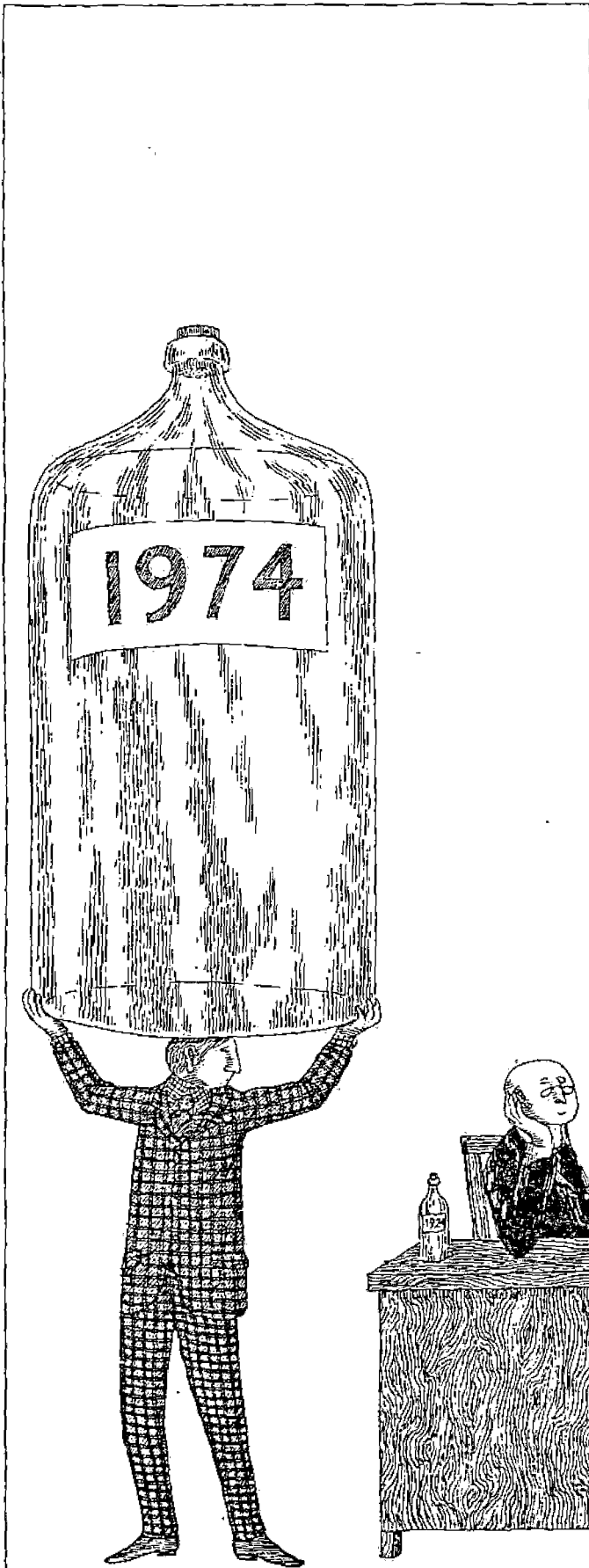
Frankly, I am not totally sure what organizational development is, and many of its practitioners do not seem to know either. Probably least sure of all are some OD client organizations.

Organizational development views the lack of effectiveness in today's organizations as a result of ineffective human processes—that is, communication, decision making, conflict management, collaboration for problem solving, and others. Consultants in OD observe individual and group process behavior in organizations and help managers and subordinates diagnose ineffective ways of behaving. The "change agent" then attempts to educate individuals and groups in the use of effective behavioral skills such as risk taking in interpersonal encounters, communicating openly, making use of feedback, "owning up" to particular behaviors, using a participative leadership style, and confronting conflicts. This is done through various sorts of training programs and group meeting strategies. Typically, the change agent models effective behavior and helps establish behavioral skills as group norms in the organization. Theoretically these strategies will result in a reorientation of basic values and a more humanistic view of man. These changes, in turn, will facilitate organizational processes and performance.

One of the more successful organizational development efforts is in a large glass company. Its organizational development is a mixed bag of orthodox job enrichment and such organizational and interpersonal interventions as organizational diagnosis, group development meetings, project teams, business management teams, role clarification meetings, and intergroup meetings. All these procedures are

⁹ David Jenkins, *Job Power, Blue and White Collar Democracy* (New York, Doubleday, 1973), p. 266.

¹⁰ *Ibid.*, p. 268.



designed to facilitate communication between and within groups by diagnosing the effects of behavior on performance. If these programs sound ambiguous—they are.

But even if one accepts the operational OD assumption that most organizational problems are problems of interpersonal behavior, such behavior is very complex and hard to analyze. Behavioral problems often involve ethical issues, differentials in ability, structural situations that create the interpersonal problems, and even lack of the behavioral skills necessary for interaction.

OD approaches to the ethical issue emphasize the humanistic values. The assumption is that there is a certain ethical relationship, a sense of fairness, that must exist between people in order for them to perform well. But it is very easy for people to learn to use behavioral skills in order to preserve non-humanistic ethics or values. Without humanistic ethics as the basis of behavioral skills, the result will be mushrooming levels of manipulation.

Also, differentials of ability partially determine the content of interpersonal relationships. People protect themselves from their own incompetencies. For example, if another person is an expert on a certain subject and I am not, our interaction is limited by my knowledge or lack of it. This is not an issue of the behavioral skill of risk taking, but of the simple fact that regardless of the other's basic acceptance of me, I lack ability for certain forms of interaction. Here my nonability acts as a constraint on the interpersonal relationship.

Next, interpersonal problems arise, as I have suggested, from the work structure. Attempts to change people's job behavior apart from the job content have, in the past, proved largely unsuccessful. If a checker in a production process is given the skills needed to interact with production workers, nothing has actually changed. Behavioral skill may make the situation a little more bearable, but someone is still checking someone else. The behavior is the same, and attitudes appropriate to it will continue.

Poor behavioral skills account for only a small percentage of the interpersonal problems in organizations. An example illustrating misconception of the cause of interpersonal problems can be taken from the movie "Cool Hand Luke." After an escape attempt prisoner Luke is beaten, rather reluctantly, by a prison warden. "What we have here," says the warden, "is a failure to communicate."

For organizations to overemphasize interpersonal processes and risk taking at the expense of job redesign, effective selection, placement, and technical training efforts is unwise and will not result in the improvements desperately needed today.

'The whole catastrophe'?

There is massive confusion existing today among the different job-enrichment approaches. My research and experience have led me to believe that orthodox job enrichment is the most promising of the organizational improvement strategies. But many other theorists and managers emphasize one or more of the other approaches.

If this analysis is reasonably true, what can we expect? With luck, we will proceed without the expectations of panaceas and will learn to improve our management systems. For managers who are faced with the confusion of "what do I do," "whom do I rely on to bring about needed organizational change," I would like to recommend a new intervention. Use the behavioral scientist to find out what it is he is saying (or selling)—then get rid of him. The behavioral scientist knows about the organization's human resource problem in an intellectual sense. But he knows nothing of the history of jobs in his client organization. Here is where we might consult Zorba's source of practical wisdom, the "wise old Turk." There are many companies with forgotten "wise old Turks" who know—concretely, visually, and experientially—the history of numerous jobs. Many have had their jobs lifted out from under them by behavioral science, and have come through the ranks, experiencing the various levels of organizations. They know what mindless work is, and that it has often been the result of changes made in the name of efficiency.

These "old Turks" are a valuable source of information for job enrichment, and they are already on the payroll. A behavioral scientist or a manager wishing to enrich a job should start by finding them and asking: What past changes in the job, made in the name of efficiency, should be eliminated? Many times, when discussing job enrichment in industry, I have been told by a "wise old Turk," "Hell, that's the way we used to do it."

Management 44R Performance Evaluation and Merit Review

An intensive study of the development, use and goals of this important but problem-ridden management tool. Traditional and new systems are reviewed and results evaluated. Specific helps in successfully meeting objectives are provided. Ways to implement the performance appraisal process in actual job situations are demonstrated. The evaluation interview is discussed with emphasis on how to improve results and meet or exceed goals. The organization's as well as the individual's performance and needs will be evaluated. Course material is based on current procedures used in progressive commercial and government organizations.

Management 81R Training and Development in Organizations

The course is designed to meet the needs of managers, providing information that will help them determine the need for training within their organizations, understand potential benefits and pitfalls, and know what to look for in training and development resources.

WATCH FOR OUR MANAGEMENT CERTIFICATE COURSE OFFERINGS

Management Certificate courses are listed each quarter in the DCE bulletin with dates, times, fees, and a convenient mail-in registration coupon. The bulletin is printed approximately one month prior to the beginning of each University quarter. You may obtain one by phoning DCE (561-7004) and asking us to mail you one.

If you have questions or want additional information about the Management Certificate Program, please dial 561-0226.

QUESTIONS AND ANSWERS ABOUT THE MANAGEMENT CERTIFICATE PROGRAM

1. Will a certificate help me obtain a new job or be recognized for a promotion?

Naturally the answer to this question depends upon you and your employer. People who are familiar with the University of Utah Certificate Program will recognize that your certificate represents an important effort on your part to expand your business knowledge and skills and to increase your ability to handle more responsibility. Many top business executives have been or are attending our classes or are sending their staff members to us for updating their training.

2. How long will it take me to earn a certificate?

The courses are six weeks in length. It is possible for a candidate to complete all requirements for a certificate in one calendar year by taking three courses per quarter. However, the average time to complete the program is a year and a half to two years.

3. Must I earn the certificate within a fixed time span?

Not necessarily. The University recognizes that economic and other factors may change, and a student may not be in a position to continue taking courses without interruption. Hence, it is expected that a student should be able to complete the requirements over four years.

4. I have never attended college; am I eligible to take Certificate Program courses?

The purpose of the Certificate Program is to discuss the latest practical skills with people who are currently in the work force. No previous college-level education is required. The prerequisite for success in the courses is the personal desire and determination to expand one's business knowledge. Since all courses are noncredit, they do not apply towards a college degree.

Options
1. *Manag Certificate Program*
76, last 2 quarters,
intense, little homework

2. *Management Seminars*
see attached
\$2600, 50 people, 3 days -

3. *Standard Management*
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THE MANAGEMENT CERTIFICATE PROGRAM

The Management Certificate Program has been developed by the University of Utah Division of Continuing Education in cooperation with the College of Business to meet the educational needs of adults who are interested in expanding their knowledge of the business world and their on-the-job skills. The short, intensive courses expose participants to current business concepts and methods in a way that allows them to develop greater self-confidence and business know-how. The program is also designed to prepare participants for promotion or anticipated job expansion. Discussion and sharing of practical ideas between participants and instructors in an informal atmosphere is a basic benefit.

The program provides a core curriculum of business foundation courses followed by more advanced courses with a choice of management, accounting, finance, or marketing emphasis. No previous college-level training is required for students to enroll in the core classes. Registrants are eligible to receive the Management Certificate from the University by taking ten courses: seven core courses and three additional courses to use or more of the optional areas:

CORE COURSES

Accounting 5R - Simplified Accounting
For small business owners, office managers, and anyone desiring simplified accounting/bookkeeping skills. Key subjects: understanding and reading balance sheets and income statements; preparation of trial balance sheets and income statements; accounts and setting up books. Specific descriptions of all general ledger areas: assets, liabilities, owner equity, revenue, and expense.

Management 2R - Human Behavior in Business
Focusing on the individual in the organization. Emphasizes participation and active, experiential learning in such areas as leadership, motivation, communication (verbal), decision making, team development, conflict resolution, and adaptation to change.

Management 2IR - Business Law & Cases in Self-Protection for the Business Person
A review and discussion of the legal documents which confront the business person every day including contracts, leases, mortgages, deeds, government forms, insurance policies and court forms. Material will be presented in layman's language and mimeographed material will be handed out in class.

Marketing 2R - Basic Marketing
Designed to examine practical techniques of measuring the business market as well as satisfying customers through market/management in small to medium sized businesses. Key subjects: practical applications of marketing techniques; simplified market analysis: planning for customer satisfaction; and terminology and basics of marketing functions.

Management 3FR - Business Computation You and Your Calculator as Management Partners
Designed as a means by which managers might learn to use their desk calculators to furnish valued quantitative information. Key subjects include basic mathematical operations (addition, subtraction, multiplication, and division), percents and fractions; introduction to elementary statistics to include methods of estimation and statistical tests; basic elements of computer hardware.

Finance 12R Simplified Business Finance

Intended as a practical introduction to financial analysis and planning in relation to our economy. Key areas to be covered: planning the financial structure of small to medium sized businesses, profit determination and management; also, a discussion of market economy; supply and demand; and taxation and growth.

Management 10R - Basic Management M.Y.S.S.

For new or prospective managers responsible for the output of others and those moving up in the organization. Key subjects: planning, organizing, directing and controlling. Attention will also be paid to production management techniques, time-management and delegation of authority.

OPTIONAL COURSES/FINANCE EMPHASIS

Finance 23R Arranging Your Personal Finances
Intended for business owners, office managers or others interested in better management of personal finances. Key subjects include: budgeting, borrowing, use of savings accounts, life insurance, social security, income taxes, home ownership, and other investments.

Finance 30R Understanding Money and Banking
Designed to acquaint managers of small to medium sized businesses with the financial variables of money and banking. Key subjects include: financial market functions; basic portfolio theory, valuation, structure of yields, efficient markets, and financial institutions.

Finance 35R Practical Investments

Intended as an introduction to the range and scope of personal investment opportunities available to the novice. Key subjects include: buying and selling securities, stock and bond options, investment risk, taxes and investment planning.

OPTIONAL COURSES/BUSINESS ACCOUNTING EMPHASIS

Accounting 41R Using Accounting in Decision Making
Recommended for those who have learned the fundamental accounting language of business or have taken accounting classes such as 5R or have received instructor's approval. Designed to enhance the ability of the non-financial manager to make informed decisions. Key subjects: accounting as a managerial resource; determination and interpretation of profits, values and fund flows; revenue concepts and determinants; operational planning, budgeting and fiscal responsibilities in making business decisions.

Accounting 25R Federal Income Taxation: Small Business Application

Emphasis on tax planning involved in starting, operating, and disposing of a business. Topics: sole-proprietorship, partnership, corporation and subchapter S corporations; business deductions: travel, entertainment, use of residence for business; depreciation allowable and when to recapture; capital gains and losses; tax-free exchanges, installment sales; real estate sales; dealers, subdividers; review of new tax laws; the I.R.S. audit and appeals procedures. (Course fee might be tax-deductible).

Accounting 14R Federal Income Taxes: Individual Focus

This course is designed to make you aware of the current tax laws affecting individuals. Those who know the tax laws generally pay less tax than those who do not know them. Topics: taxable income vs. non-taxable income; itemized deductions vs. standard deduction; credits and adjustments to income; capital gains and losses; installment sales; use of residence for business; income averaging.

ing. I.R.S. audits and appeals procedures. (Course fee may be tax-deductible)

OPTIONAL COURSES/BUSINESS MARKETING EMPHASIS

Marketing 21R Advertising Strategies

Primarily designed to develop advertising programs for individual businesses. Format of class: basic theory, practical exercises, brainstorming, case histories, specific participants' problems. Key subjects include: determining target market, developing budget and plan, sustaining promotional advertising, direct mail techniques, electronic and print media use, point-of-purchase, do-it-yourself methods, customer relations.

Marketing 22R Principles of Modern Salesmanship

For students who have completed Marketing 20R and anyone who wants to develop professional sales skills. Key subjects: approaching the customer, recognizing customer needs and desires, knowing the product, knowing the competition's product, processes and techniques, sales tryouts and work sessions on assignment to build sales confidence.

OPTIONAL COURSES/BUSINESS MANAGEMENT EMPHASIS

Management 11R Applying Management Skills and Techniques
Management practices and processes for individuals interested in further development or updating of skills. Key subjects: organizational structure, control, management by objectives, information systems and motivation. Other topics considered include: decision making, performance appraisal and organizational change. (Course fee might be tax-deductible).

Management 13R Management as Motivation

For the manager with 0-15 years' experience. No previous college level studies required. Workshops and practical sessions follow application of principles. Key subjects: why your employees work, obtaining greater productivity; developing teamwork; real motivation; job enrichment; employee needs and organization needs; job environment and content; successful ways to motivate your employees; self motivation.

Management 15R Effective Business Communication

Format: Lectures, films and role-playing. Key subjects: helping others to understand you; listening skills; fundamentals of business letters, memos and reports; brevity vs. clarity; perception, filters, feedback and listening.

Management 24R How to Start and Manage Your Own Business
No previous experience required. Key subjects: various forms of organization; legal requirements; forms of financial and legal assistance; preparation of agreements; financial forecasting and capitalization requirements. Guest lecturers from the private sector and from government programs will address the class.

Management 6R Personnel Management

Designed for managers interested in policy and practice relating to improved personnel management. Course work centers on principles and practices underlying the formulation and administration of personnel policies.

Management 22R Improving Human Relations Skills

Primarily designed for anyone interested in improving interpersonal skills through exposure to behavioral science concepts and applications. Class format includes lectures, practice sessions, role playing, small group discussions, actual case studies. Provides registrants with new interpersonal skills and techniques.

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Course Outline

DAY 1

I. TO MANAGE OTHERS, FIRST MANAGE YOURSELF

Getting Control of Your Time

Selective Choices of Effort

Are More Important Than Simply Increased Effort.

How to Eliminate Interruptions.

How To Avoid Paper Shuffling.

Film: How to Get Control of Your Time and Your Life

II. GETTING RESULTS THROUGH OBJECTIVES

Getting Results is the Bottom Line for Managers and Supervisors

Characteristics of a Good Objective.

Continuing Essential Objectives — Result Ranges.

What is Success For a Boss?

Justifying the Results Against the Criteria For Success.

Keeping Straight on Authority, Responsibility and Accountability.

Film: Leadership: Style or Circumstance

III. PROBLEM SOLVING BY OBJECTIVES

Identifying End Result, Intervening Variables & Root Cause.

The Forced Decision Technique

Film: ABC's of Decision Making.

DAY 2

I. HOW TO MOTIVATE SUBORDINATES

Motivation vs. Movement, or Installing

Generators vs. Charging Batteries.

To Provide Job Satisfaction, Use Him Well.

To Avoid Job Dissatisfaction, Treat Him Well.

The Positive Effect of Fringe Benefits Returns to Zero.

Salary Should Be Used As Compensation, Not As a Carrot On a Stick

The Positive Effect of Salary Has an Escalating Zero Point.

Make - Buy Game.

II. IDENTIFYING WHY COMMUNICATION SOMETIMES GOES SOUR

Predicting Behavior With Labels.

Determining Behavior According To A Perceptual Set.

Film: Productivity & The Self-fulfilling Prophecy

DAY 3

I. CONSTRUCTIVE CONFRONTATION

Active Listening.

'You' Messages vs. 'I' Messages.

Causing Voluntary Change in Other's Behavior.

II. RESOLVING MUTUAL CONFLICT

I Win - You Win.

The Consequence Administrator.

Value Collisions.

Technique Is Always Neutral.

III. HOW TO HAVE EFFECTIVE MEETINGS

Solution Delivery Meetings

Solution Seeking Meetings

Film: Group Dynamics - Group Think

Film: Meeting in Progress

Seminar Leader

ROGER L. KIRKHAM has over ten years experience in project management and project engineering with government and private industry. He is actively involved in consulting with industry, government and the military. He is a registered Professional Engineer and is author and co-author of over 30 publications. He is a Senior Member of the American Institute of Industrial Engineers and a member of Sigma Xi, the Scientific Research Society of North America. He teaches part-time at the University of Utah as Adjunct Assistant Professor of Industrial Engineering.

LOCATION: The course will be held at Prospector Square, Park City's new convention and learning center. Park City, located 30 miles east of Salt Lake City by Interstate 80, is a quaint mining town where summer activities include: 18 hole golf course, tennis, swimming, 1½ mile Alpine Slide, Kimball Arts Center, beautiful mountain scenery and more. Upon receipt of registration, directional maps and literature detailing Park City and its summer activities will be sent.

6 Outstanding Films

How to Get Control of Your Time and Your Life — gives an overview of Alan Lakein's book stressing six major steps for gaining mastery of time.

Leadership: Style or Circumstance — discusses Fred E. Fiedler's "contingency model" of leadership and points out way for making effective leaders and insuring their longevity and effectiveness once on the job.

ABC's of Decision Making — Joe Batten discusses decision making in management. Examines problem and opportunity type decision-making process, stressing ways decisions should and should not be made.

Productivity and the Self-Fulfilling Prophecy — the Pygmalion Effect — shows how the powers of expectation can and have been used as a positive or negative influence on behavior.

Group Dynamics — Group Think — analyzes, discusses and illustrates the eight specific traits of group behavior isolated by Irving Janis. The negative aspects of group think are clarified and amplified as they limit and interfere with objective critical thinking.

Meeting in Progress — explores how to begin a meeting, avoid digression, handle conflict situations, encourage non-participating member to speak.

Course Bibliography

How to Get Control of Your Time and Your Life. Alan Lakein, Signet
Management by Objectives, George Odiorne, Pitman

Management and the Activity Trap, George Odiorne, Harper & Row

How to Manage By Objectives, Paul Mali, Wiley

Tough-Minded Management, J.D. Batten, American Management Association

Management Decision by Objectives, George Odiorne, Prentice Hall

The R & D Game, David Allison, editor, MIT Press

Improving the Effectiveness of Research and Development, Robert Seiler, McGraw-Hill

Engineering Organization and Management, Benjamin Blanchard, Prentice Hall

Work and the Nature of Man, Frederick Herzberg, Mentor

The Managerial Choice, Frederick Herzberg, Irwin

Leader Effectiveness Training, Thomas Gordon, Wyden Books

The Theory and Management of Systems, Johnson, Kast, Rosenzweig, McGraw-Hill

FEE: \$350 before October 22, 1979, \$375 after October 22, 1979. The fee includes all workbook and handout material, lunch each day, and morning and afternoon refreshment breaks. Confirmed registrations cancelled later than October 22, 1979 are subject to a \$75 cancellation charge. \$25 non-refundable administration charge.

Tax Deduction of Expenses: An income tax deduction is allowed for expenses of education (including registration fees, travel, meals, lodging) undertaken to maintain and improve professional skill (see Treas. Reg. 1.162-5) (Coughlin vs. Commissioner, 203F.3d307).

Sleeping Accommodations: For course participants, new hotel-like rooms with one or two queen-size beds are available adjacent to the Convention Center. To assure room reservation, phone (801) 649-7100.

Early Registration is Advised: To register, complete the mail registration form. All registrations are confirmed by the Registrar. Last minute on-site registration is not encouraged, although you may register up to the day of the seminar. However, in order to ensure a room reservation, we suggest that you register at least four weeks in advance. In-person registration check in will begin at 8:00 am, October 31, 1979.

Schedule: Course hours are from 8:30 a.m. to 4:00 p.m. with lunch from 12:30 to 1:30.

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HERE ARE SOME OF THEIR COMMENTS

- "Extremely relevant to everyday happenings in a business environment. Aids in dealing with people even when you are not managing them."
- "I have enjoyed the class very much. It gave me a lot of insights that I previously had not considered. It was a good use of my time and I will benefit personally from it."
- "This course is one of the best I have ever taken — taught by the best, most effective instructor I have ever studied with."
- "Course very informative. Instructor highly qualified. A clear speaking voice. Seemed to be always in command. Well versed on course."
- "In 8 years of schooling at 4 universities, this is the best course I've had in the special topics area — largely due to instructor's expertise."
- "The course is a #1 guide I plan to use in dealing with personnel. It is definitely the best I have seen."
- "I have enjoyed this course and it has opened my eyes to the way I will in the future look and respond to problems and the way I conduct my time."
- "Enjoyed the course because it can be used very effectively in my work."
- "This program should be available to more people in our organization."
- "Very beneficial and I hope to apply it on the job."
- "Good course — most information can be used in all levels and all situations involving people at work, home, friends, etc."
- "The seminar presented many essential requirements for effective management. I feel the class was very worthwhile in its exposure of these elements of management and in methods of application."
- "I enjoyed it very much. The information will be useful to me and others that I work with."
- "Inspiring — you got me!"
- "This has been the most valuable class I have ever taken."
- "This course has been very rewarding for me in that I have been able to put some Goals into effect. It's been an eyeopener."
- "Interesting, Informative, Stimulating."
- "This course is one of the best I have ever taken."
- "Very comprehensive and thought provoking course."
- "Extremely valuable course."
- "I enjoyed the class. I think it will help in the future."
- "Course is very informative. A very thoroughly enjoyed course."
- "Very good course. I learned something."
- "Very relevant."
- "I felt the material presented was extremely useful and practical. The instructor brought out several ideas which were both unique and interesting. I highly recommend this course."
- "Excellent class — very useful in work and everyday life."
- "Extremely relevant to everyday happenings in a business environment. Aids in dealing with people even when you are not managing them."
- "I have enjoyed the class very much. It gave me a lot of insights that I previously had not considered. It was a good use of my time and I will benefit personally from it."