

ORIGINAL



Supervisory Skills for Housing Managers

Instructor's Guide



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Instructor's Guide |
February, 1979 |

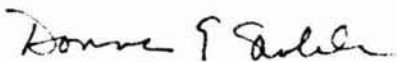
The research forming the basis for this workshop was conducted pursuant to Grant #H-2225G between the U. S. Department of Housing and Urban Development and Temple University. Statements and information contained in this workshop are those of the grantee who assumes sole responsibility for its accuracy and completeness.

FOREWORD

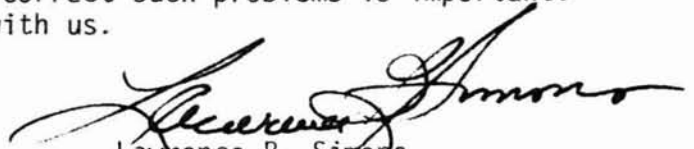
This instructor's guide is one of eighteen in a housing-management curriculum developed by HUD in conjunction with Temple University.

The guide reprints all the material in the participant's workbook, but gives more detailed information where necessary and answers the test questions.

Our hope is that with your help, the workshops using this curriculum will advance professionalism in the field of housing management. The lack of professionalism -- that is, the lack of uniform standards which allows people of varying knowledge and abilities to manage HUD-assisted and privately financed housing -- has contributed to some serious problems: high default rates, abandonments, and vandalism. To correct such problems is important. We are glad to have you working with us.



Donna E. Shalala
Assistant Secretary for
Policy Development and Research



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PREFACE

Each workbook in this series presents a number of learning objectives targetted to a selected area of management. Successful completion of the learning objectives presented in each workbook provides a series of building blocks to buttress the spectrum of skills required of a housing manager.

In preparing these workbooks, an attempt has been made to incorporate the range of knowledge that housing managers might be required to draw upon. Likewise, an attempt has been made to reflect the present state-of-the-art of housing management. Inevitably, whatever is captured in print reflects a body of knowledge and practice up to the point of publication. Therefore, the students and instructors making use of these workbooks will want to keep alert to new developments that should be integrated into the workbook material. Furthermore, like any attempt to codify knowledge in a particular field, the material presented in these workbooks is open to differences of interpretation and emphasis. We are aware that there may be some techniques and procedures described in these workbooks with which some experts in the field might disagree. The best test of such procedures and techniques will come when they are applied in the field by housing management practitioners. Through this process, the state-of-the-art will continue to be improved. Instructors in the future will undoubtedly want to incorporate such acknowledged improvements into their delivery of the workbook material.

One final point is worth mentioning. An initial impetus for these workbooks was the need to upgrade management skills in HUD-related housing. However, many of the principles presented should be viewed by students and instructors as applicable to multifamily housing management practices in the private sector.

ACKNOWLEDGEMENTS

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INTRODUCTION

By its nature, management is a people-related job. Whether a manager's focus is on housing or on industry, a manager spends most of the day interacting with people, often in a supervisory capacity. A good manager must therefore improve both his supervisory and leadership skills and increase his understanding of the motivation of individuals in organizations. Accordingly, to meet the overall goal of enabling managers to supervise more effectively, this workshop has three major objectives:

1. To enable participants to identify the three (3) elements of good leadership,
2. To enable participants to cite four (4) skills relating to effective supervision and to cite three (3) components of each skill, and
3. To enable participants to identify three (3) theories of the motivation of individuals in organizations.

These learning objectives are, simply, measurable statements about the specific knowledge participants are expected to acquire in the workshop.

Each learning objective, in turn, has what is called an anticipated practice outcome. Anticipated practice outcomes are those practical skills a participant can be expected to implement on the job using the information acquired in the workshop.

In other words, anticipated practice outcomes refer to the ways knowledge acquired in the workshop can be applied to real problems and situations.

The workshop, organized around the learning objectives and anticipated practice outcomes, requires one half day session. However, if optional exercises are conducted, a longer workshop may be advisable.

HOW TO USE THE INSTRUCTOR'S GUIDE

This is the Instructor's Guide to the workshop on Supervisory Skills for Housing Managers. In addition to listing a goal, learning objectives, and anticipated practice outcomes, it contains a detailed content section, discusses appropriate methodology and resources, and provides a detailed rationale for group exercises and tasks with suggested strategies for connecting such items to content items. It also provides answers to the post-test evaluations and suggests criteria for evaluating results of the skill-test items.

The Participant's Workbook for the workshop contains the same introduction and description of goals, learning objectives and anticipated practice outcomes. However, the content and methodology are less detailed and only those materials required for participants in the group tasks, post-test and skill-test are included.

The workshop is organized around learning objectives and anticipated practice outcomes. The overall workshop plan is presented in the matrix on page vi.

At the top of the page is a box containing the overall problem. At the far left is the overall goal of the workshop. The goal states in broad terms how the workshop will address the problem.

To the right of the goal statement are three learning objectives. These objectives represent specific knowledge a participant is expected to acquire during the workshop.

In the next column to the right, under "Content," is a list of the material to be covered in the workshop.

Moving farther right, the next column contains methodology. Outlined in this column are the teaching methods suggested for the workshop.

The next column, labeled "Resources," contains a description of who will conduct the course. For this workshop, program staff can be used.

The next column to the right lists those corresponding post-test items which will measure how well participants met the learning objectives.

This column is followed by the anticipated practice outcomes, which are more practical, job-related skills or attitudes the participant is expected to acquire.

Finally, the last column lists corresponding skill-test items which will measure how well participants met the anticipated practice outcomes.

WORKSHOP MATRIX

WORKSHOP MATRIX

PROBLEM: A MANAGER SPENDS MOST OF HIS DAY INTERACTING WITH PEOPLE. A GOOD MANAGER NEEDS TO DEVELOP AND IMPROVE SKILLS IN SUPERVISING.

GOAL	LEARNING OBJECTIVES	CONTENT	METHODOLOGY	RESOURCES	EVALUATION OF KNOWLEDGE	ANTICIPATED PRACTICE OUTCOMES	EVALUATION OF IMPROVEMENTS IN SKILL
1. To enable managers to supervise more effectively.	1. Participants will identify the three (3) elements of good leadership. 2. Participants will cite four (4) skills relating to effective supervision and cite three (3) components of each skill. 3. Participants will identify three (3) theories of the motivation of individuals in organizations.	1. Providing a sense of direction and purpose to actions. 2. Effective motivation. 3. Proper exercise of authority. 1. Organizing 2. Directing 3. Coordinating 4. Controlling 1. McGregor 2. Maslow 3. Herzberg	1. Lecture/ guided discussion 2. Group task on individual leadership styles.	1. Workshop Staff	1. Completion of post-test item 1. 2. Completion of post-test item 2. 3. Completion of post-test item 3.	1. Participants will examine a case study problem and make four (4) suggestions for improving a hypothetical manager's leadership style. 2. Participants will examine a case study problem and make five (5) suggestions for improving a hypothetical manager's supervisory style. 3. Participants will examine a case study problem and make five (5) suggestions for improving motivation.	1. Completion of skill test item 1. 2. Completion of skill test item 2. 3. Completion of skill-test item 3.

GOAL AREA:

TO ENABLE MANAGERS TO SUPERVISE MORE EFFECTIVELY

GOAL AREA: TO ENABLE MANAGERS TO SUPERVISE MORE EFFECTIVELY

LEARNING OBJECTIVES

1. Participants will identify the three (3) elements of good leadership.
2. Participants will cite four (4) skills relating to effective supervision and cite three (3) components of each skill.
3. Participants will identify three (3) theories of the motivation of individuals in organizations.

ANTICIPATED PRACTICE OUTCOMES

1. Participants will examine a case study and make four (4) suggestions for improving a hypothetical manager's leadership style.
2. Participants will examine a case study and make five (5) suggestions for improving a hypothetical manager's leadership style.
3. Participants will examine a case study and make five (5) suggestions for improving motivation.

CONTENT

Leadership Skills

A leader is a person who provides direction and purpose to the actions of others through the exercise of effective authority. Good leadership involves three distinct elements: the provision of a sense of direction or purpose to activity, the effective motivation of followers, and the proper exercise of authority.

An effective leader must first communicate to others a sense of direction or purpose for their actions. Once that direction or purpose is communicated, a leader must depend on the support and cooperation of his followers in working towards it. To maintain that support and cooperation, a leader must effectively motivate his followers. Motivational needs of

followers include the need for someone to trust and respect, the need for a sense of involvement, the need for a sense of commitment, and the need for a sense of achievement. In addition to providing a sense of direction or purpose and effectively motivating followers, an effective leader must also exercise authority properly. Effective exercise of authority derives from several factors, including ability, personality, values, conviction, reputation and position.

Since housing management depends on getting things done with a number of people, a housing manager needs to develop good leadership capabilities to insure that his employees successfully meet common goals and objectives. To improve the ability to provide a sense of direction or purpose, a housing manager should be sure to communicate all directives, policies, and actions of the local housing authority as well as his personal values and goals, and goals for employees and residents. To improve his ability to motivate followers, a housing manager should provide a good example of commitment to the job and develop a relationship with his employees that is sensitive to their needs. To effectively exercise authority, the manager should know and exercise the mechanics of hiring, firing, and eviction and improve techniques for effective persuasion and inspiration.

Supervisory Skills

Effective supervision encompasses four skills: *organizing, directing, coordinating, and controlling*. A good supervisor should be familiar with all four and be able to effectively implement each.

Organizing involves several elements:

1. determining the manpower needs and capabilities in a project.
2. developing organizational programs to accomplish project goals.
3. delegating responsibilities to assigned staff as needed to accomplish project goals.
4. administering programs, methods, and procedures to keep supervisees fully informed regarding job responsibilities.
5. issuing standards of performance to keep supervisees fully advised as to the quality and quantity of expected performance.
6. recommending programs for supplementary training to improve supervisees' job performance skills.

Directing involves several elements:

1. directing the activities of project personnel to insure that approved plans and programs are accomplished.
2. initiating and conducting individual or group meetings to identify and solve problems.
3. initiating and conducting meetings to keep supervisees and residents informed about changing policies and procedures.
4. meeting with supervisees and residents to determine what actions to take in those instances not covered by approved plans, policies, and procedures.
5. motivating and encouraging supervisees and residents to work towards agreed goals and objectives through personal example and contact.

Coordinating involves two basic elements:

1. establishing personal working relationships with persons within the housing complex, the local housing authority, and the community-at-large.
2. developing techniques to facilitate the exchange of information with necessary contacts.

Controlling also involves two basic elements:

1. establishing programs, methods, and procedures for measuring project performance.
2. recording and reporting operating data in a consistent manner.

Motivation of Individuals in Organizations

During the past thirty to fifty years, an impressive amount of data has been gathered about people and their motivation in work organizations. Knowledge of this information enables a housing manager to understand the attitudes of workers towards their jobs and provides him with an insight into their behavior on the job.

Several theories of motivation provide an examination of leadership styles, the impact of structure on organizations, and the contribution of the individual towards achieving a common goal.

McGregor's Theory X-Theory Y - McGregor contrasts two dichotomous models of motivation. Theory X, or the traditional model, sees management as responsible for organizing the elements of productive enterprise, money, materials, and people in the interest of functional needs. Management thus involves a process of directing people's efforts, motivating them, and modifying their behavior to fit the needs of the organization. This model is based on the following assumptions: that without intervention by management people would be passive or even resistive to an organization's needs, that the average man works as little as possible, that people generally lack ambition and dislike responsibility, that individuals are by nature resistant to change, and that workers are indifferent to organizational needs. Theory Y, or the progressive model, sees management as responsible for organizing the elements of productive enterprise in the

interest of economic ends. This model is based on the following assumptions: that if people are passive, it is as a result of their experiences in organizations, and that motivation, the potential for development, the desire to assume responsibility, and a readiness to direct behavior towards organizational goals are naturally present in all people. According to this model, management's essential task is thus to arrange organizational conditions so that people can achieve their own goals best by directing their efforts towards organizational objectives.

Maslow's Hierarchy of Needs - Maslow saw human behavior as directed towards the satisfaction of categories of need along a continuum from the most basic to the least basic: physiological, safety/security, belonging/love/participation, and self-actualization. Maslow theorized that all humans have these same needs and prioritize them in the same fashion. Only after more basic needs are satisfied, such as those for food and shelter, can an individual strive to satisfy more cognitive ones, such as those for love and self-fulfillment.

Herzberg's Theory of Motivation - Herzberg identified two major categories of need which affect job satisfaction. "Hygiene" factors include the need for security, status, salary, and good supervision. "Motivational" factors include the need for growth, advancement, and recognition. Most individuals need both categories fulfilled to feel that they are meeting their full potential on the job.

METHODOLOGY

1. The material on the elements of good leadership, supervisory skills, and theories of motivation should be presented in an informal lecture.
2. After the lecture, participants should be asked to complete exercise 1-A.

RESOURCES

1. Workshop staff should conduct the informal lectures and the group exercise.

Sup. Skills

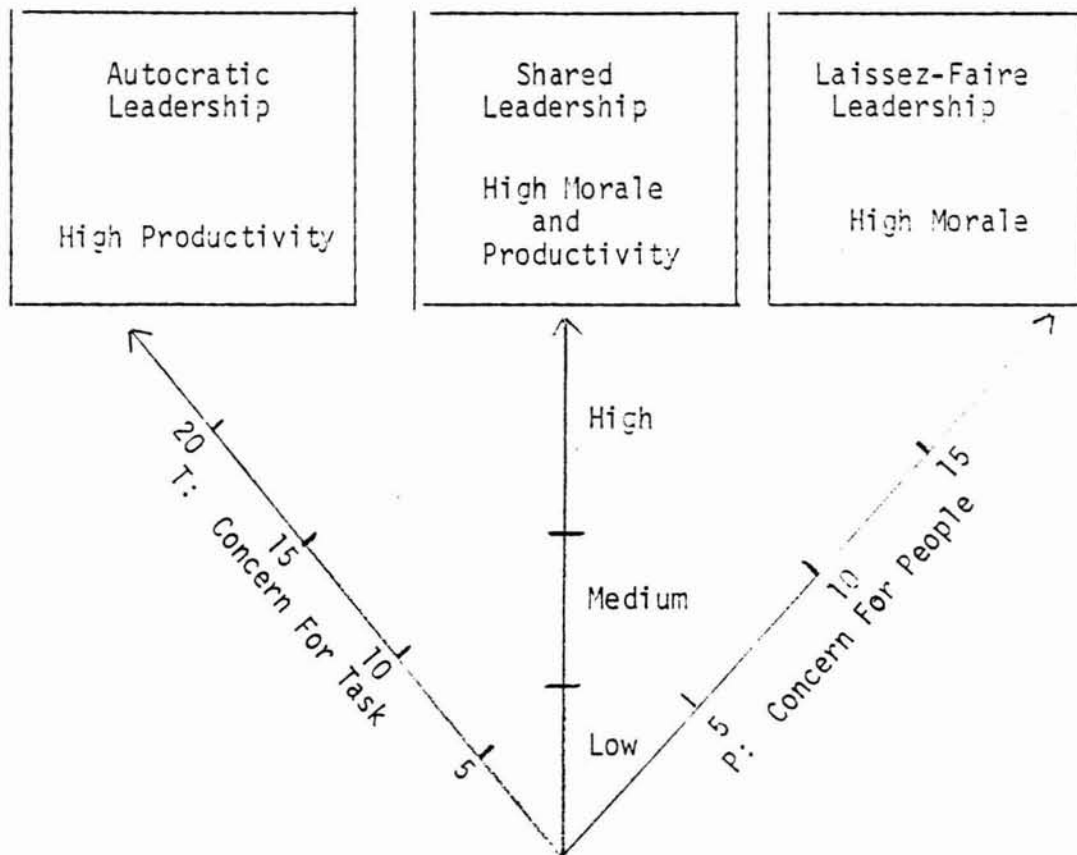
INSTRUCTIONAL AIDS

TASK 1-A: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

- A F O S N 1. *I would most likely act as the spokesman of the group.*
- A F O S N 2. *I would encourage overtime work.*
- A F O S N 3. *I would allow members complete freedom in their work.*
- A F O S N 4. *I would encourage the use of uniform procedures.*
- A F O S N 5. *I would permit the members to use their own judgement in solving problems.*
- A F O S N 6. *I would stress being ahead of competing groups.*
- A F O S N 7. *I would speak as a representative of the group.*
- A F O S N 8. *I would needle members for greater effort.*
- A F O S N 9. *I would try out my ideas in the group.*
- A F O S N 10. *I would let the members do their work the way they think best.*
- A F O S N 11. *I would be working hard for a promotion.*
- A F O S N 12. *I would tolerate postponement and uncertainty.*
- A F O S N 13. *I would speak for the group if there were visitors present.*
- A F O S N 14. *I would keep the work moving at a rapid pace.*
- A F O S N 15. *I would turn the members loose on a job and let them go to it.*
- A F O S N 16. *I would settle conflicts when they occur in the group.*
- A F O S N 17. *I would get swamped by details.*
- A F O S N 18. *I would represent the group at outside meetings.*
- A F O S N 19. *I would be reluctant to allow the members any freedom of action.*

DIRECTIONS: To determine your style of leadership, mark your score on the concern for task dimension (T) on the left-hand arrow below. Next, move to the right-hand arrow and mark your score on the concern for people dimension (P). Draw a straight line that intersects the P and T scores. The point at which that line crosses the shared leadership arrow indicates your score on that dimension.

SHARED LEADERSHIP RESULTS FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE



Reproduced from

*A Handbook of Structured Experiences for
Human Relations Training, Volume III*

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San Diego: UNIVERSITY ASSOCIATES Publishers, Inc., 1974
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INSTRUCTOR'S GUIDE : TASK 1-A

Goal

To evaluate oneself in terms of task orientation and people orientation.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

- I. T-P leadership questionnaire for each participant.
- II. Pencil for each participant.
- III. T-P leadership-style profile sheet for each participant.

Physical Setting

Participants should be seated at tables or desk chairs.

Process

- I. The facilitator asks participants to fill out the T-P leadership questionnaire.
- II. The facilitator announces that, in order to locate himself on the leadership-style profile sheet, each group participant will score his own questionnaire on the dimensions of task orientation (T) and people orientation (P).
- III. The facilitator instructs the participants in the scoring as follows:
 1. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.
 2. Write the number 1 in front of a circled item number if you responded S (seldom) or N (never) to that item.

3. Also write a number 1 in front of items numbers not circled if you responded A (always) or F (frequent).
4. Circle the number 1s which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
5. Count the circled number 1s. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
6. Count the uncircled number 1s. This is your score for concern for task. Record this number in the blank following the letter T.

Variations

- I. Participants can predict how they will appear on the profile prior to scoring the questionnaire.
- II. Paired participants already acquainted can predict each other's scores. If they are not acquainted, they can discuss their reactions to the questionnaire items to form some basis for this prediction.
- III. The leadership styles represented on the profile sheet can be illustrated through role-playing. A relevant situation can be set up, and the "leaders" can be coached to demonstrate the styles being studied.
- IV. Subgroups can be formed of participants similarly situated on the shared leadership scale. These groups can be assigned identical tasks to perform. The data generated can be processed in terms of morale and productivity.

POST-TEST

POST-TEST: WHAT DID YOU LEARN?

1. Cite three qualities of a good leader:

(a) _____

(b) _____

(c) _____

2. Supervising encompasses four basic skills: *organizing, directing, coordinating, and controlling*. Below to the right are various components of these four skills. In the column to the left, indicate whether the component is a part of Organizing (O), Directing (D), Coordinating (COR), or Controlling (CTR):

- ___ a. Motivating and encouraging supervisees and residents to work towards agreed goals and objectives through personal example and contact.
- ___ b. Issuing standards of performance to keep supervisees fully advised as to the quality and quantity of expected performance.
- ___ c. Initiating and conducting meetings to keep supervisees and residents informed about changing policies and procedures.
- ___ d. Establishing personal working relationships with persons within the housing complex, the local housing authority, and the community-at-large.
- ___ e. Developing organizational programs to accomplish project goals.
- ___ f. Developing techniques to facilitate the exchange of information with necessary contacts.
- ___ g. Recording and reporting operating data in a consistent manner.
- ___ h. Initiating and conducting individual or group meetings to identify and solve problems.
- ___ i. Directing the activities of project personnel to insure that approved plans and programs are accomplished.
- ___ j. Administering programs, methods, and procedures to keep supervisees fully informed regarding job responsibilities.
- ___ k. Recommending programs for supplementary training to improve supervisees' job performance skills.

- ___l. Determining the manpower needs and capabilities in a project.
 - ___m. Meeting with supervisees and residents to determine what actions to take in those instances not covered by approved plans, policies, and procedures.
 - ___n. Delegating responsibilities to assigned staff as needed to accomplish project goals.
 - ___o. Establishing programs, methods, and procedures for measuring project performance.
3. Below to the right are various elements of McGregor's, Maslow's, and Herzberg's theories of motivation. In the column to the left, indicate whether the element belongs to McGregor's (Mc), Maslow's (!), or Herzberg's (H) theory of motivation.
- ___a. Human needs run along a continuum, from the most basic to the least basic.
 - ___b. Motivation can be contrasted in two dichotomous models.
 - ___c. Individuals are motivated to satisfy basic needs first.
 - ___d. The traditional model sees management responsible for organizing the elements of productive enterprise in the interest of functional need.
 - ___e. Needs affecting job satisfaction include hygiene and motivational factors.
 - ___f. Management involves a process of directing people's efforts, motivating them, and modifying their behavior to meet the needs of the organization.
 - ___g. People need security, status, salary and good supervision, as well as growth, advancement, and recognition.
 - ___h. Without intervention by management, the average man works as little as possible.
 - ___i. If people are passive, it is a result of their experience in organizations. Management should arrange organizational conditions so that people can achieve their own goals best by directing their efforts towards organizational objectives.
 - ___j. Physiological needs → safety/security needs → belonging/love/participation needs → self actualization needs.

- 12A -

ANSWERS TO POST-TEST

Answers to Post Test

1. Cite three qualities of a good leader:

- (a) Provides a sense of direction or purpose to the group's activity
- (b) Effectively motivates followers
- (c) Exercises authority properly

2. Supervising encompasses four basic skills: *organizing, directing, coordinating, and controlling*. Below to the right are various components of these four skills. In the column to the left, indicate whether the component is a part of Organizing (O), Directing (D), Coordinating (COR), or Controlling (CTR):

- D a. Motivating and encouraging supervisees and residents to work towards agreed goals and objectives through personal example and contact.
- O b. Issuing standards of performance to keep supervisees fully advised as to the quality and quantity of expected performance.
- D c. Initiating and conducting meetings to keep supervisees and residents informed about changing policies and procedures.
- COR d. Establishing personal working relationships with persons within the housing complex, the local housing authority, and the community-at-large.
- O e. Developing organizational programs to accomplish project goals.
- COR f. Developing techniques to facilitate the exchange of information with necessary contacts.
- CTR g. Recording and reporting operating data in a consistent manner.
- D h. Initiating and conducting individual or group meetings to identify and solve problems.
- D i. Directing the activities of project personnel to insure that approved plans and programs are accomplished.
- O j. Administering programs, methods, and procedures to keep supervisees fully informed regarding job responsibilities.
- O k. Recommending programs for supplementary training to improve supervisees' job performance skills.

- C l. Determining the manpower needs and capabilities in a project.
 - D m. Meeting with supervisees and residents to determine what actions to take in those instances not covered by approved plans, policies, and procedures.
 - O n. Delegating responsibilities to assigned staff as needed to accomplish project goals.
 - CTR o. Establishing programs, methods, and procedures for measuring project performance.
3. Below to the right are various elements of McGregor's, Maslow's, and Herzberg's Theories of Motivation. In the column to the left, indicate whether the element belongs to McGregor's (Mc), Maslow's (M), or Herzberg's (H) theory of motivation.
- M a. Human needs run along a continuum, from the most basic to the least basic.
 - Mc b. Motivation can be contrasted in two dichotomous models.
 - M c. Individuals are motivated to satisfy basic needs first.
 - Mc d. The traditional model sees management responsible for organizing the elements of productive enterprise in the interest of functional need.
 - H e. Needs affecting job satisfaction include hygiene and motivational factors.
 - Mc f. Management involves a process of directing people's efforts, motivating them, and modifying their behavior to meet the needs of the organization.
 - H g. People need security, status, salary and good supervision, as well as growth, advancement, and recognition.
 - Mc h. Without intervention by management, the average man works as little as possible.
 - Mc i. If people are passive, it is a result of their experience in organizations. Management should arrange organizational conditions so that people can achieve their own goals best by directing their efforts towards organizational objectives.
 - M j. Physiological needs → safety/security needs → belonging/love/participation needs → self actualization needs.

SKILL-TEST

SKILL TEST: CAN YOU USE WHAT YOU HAVE LEARNED IN WORK SITUATIONS?

(1-2-3) Circle the correct response for the following items.

- a. If, as a disciplinary measure, you wish to reprimand a worker for some improper act or neglect of duty, it would not be good practice to:
 - (A) allow yourself a cooling-off period of several days before you administer the reprimand.
 - (B) give him a chance to reply to your criticism.
 - (C) be very specific about the particular act or neglect of duty for which you are reprimanding him.
 - (D) reprimand him when you are alone with him.

- b. If one of your workers informs you of an obvious error in a written order issued by you, it would be best for you to:
 - (A) tell him it is of no consequence and the order still stands since its intent is evident.
 - (B) point out that all orders issued by a supervisor must be carried out without questioning their accuracy.
 - (C) request him to say nothing to the other men in order to keep their respect.
 - (D) immediately change the order to correct the obvious error.

- c. Among the following, the most important factor to consider in selecting an individual to perform a highly specialized task is the:
 - (A) rating of the individual on an intelligence test.
 - (B) score obtained on an aptitude test designed to measure capacity for performing such tasks.
 - (C) previous performance of the individual in similar tasks.
 - (D) ratings of persons familiar with the individual as to the latter's general ability.

- d. An assistant manager under your supervision complains that she deserves a higher service rating than the one she received recently. Your review of her work indicates that her work performance was average and that the standard rating she received was a just rating. Of the following, the most appropriate reply to her complaint is to:
 - (A) advise her that she may appeal to the Civil Service Commission for a higher rating.
 - (B) tell her not to be too much concerned about her rating since she was considered a satisfactory employee.
 - (C) tell her that the personnel department, and not you, is responsible for the allocation of service rating.
 - (D) tell her why her work was considered average and did not deserve more than a standard rating.
- e. To determine if assignments made to employees under your supervision are being carried out, the most practical supervisory method of the following is to:
 - (A) develop work-flow charts for use in checking work performance.
 - (B) establish production quotas and work schedules.
 - (C) evaluate periodic reports of work performed by subordinates.
 - (D) give detailed instructions for all work assignments and delegate authority for work performance.
 - (E) keep subordinates under constant surveillance to see that details of assignments are executed properly.
- f. On several occasions a porter has been found reading a newspaper during the late afternoon hours of his work shift. A check shows that he has done a good job on his scheduled work. Under these circumstances, the best thing to do is to:
 - (A) Reprimand the man for loafing in spite of the fact that he has done his assigned tasks properly.
 - (B) Inspect complaint records to see if there are any resident complaints on the work of this porter.
 - (C) Ask the porter to report to the office whenever he finishes his tasks before the allotted time.
 - (D) Suggest that the porter increase the time for completing his tasks to take up the slack time.

- g. Of the following, the least important reason for keeping records is that they:
- (A) give a history of a situation so that a decision can be based on the facts.
 - (B) keep data which are too complicated to be trusted to memory.
 - (C) make periodic reports easier to prepare.
 - (D) provide a means of communication between supervisors and their subordinates.
- h. Suppose that a study is to be made of the adequacy of work schedules for maintenance personnel at your project. Of the following, the best first step to take is to:
- (A) arrange for detailed surveys of actual performance to obtain needed data.
 - (B) discuss current work schedules with the maintenance superintendent and his assistants.
 - (C) have each employee submit a statement of his daily tasks and the time required for each task.
 - (D) review work schedules of other projects to provide a basis for desired standards of work output.
- i. Several residents complain to you that the assistant manager in charge of community activities permits certain groups of residents to monopolize the community facilities; you should:
- (A) promise the residents that the situation will be changed immediately.
 - (B) assign the assistant manager to other duties.
 - (C) assure the residents that you will investigate the matter.
 - (D) make a thorough investigation of the situation unknown to the assistant manager.

- j. The assistant manager has shown himself to be inaccurate in checking resident's income records. Of the following, the action most likely to result in improvement in the work habits of this employee is to:
 - (A) assign him to work that will not require close attention to details.
 - (B) have him study a group of resident income records which have been accurately checked.
 - (C) review with him some of the records he has checked.
 - (D) tell him that it is just as easy to do his job the right way.
 - (E) warn that he will receive an unsatisfactory rating if he persists in being careless.
- k. A housing assistant under your supervision attempts to conceal the fact that he has made an error. Of the following, the most reasonable interpretation of this action is that the:
 - (A) action of the housing assistant indicates an independent attitude.
 - (B) desire for concealment of the error demonstrates an anti-social attitude.
 - (C) error was probably a minor one which the Housing Assistant felt did not have to be reported to superior authority.
 - (D) evasion indicates the possibility of an inadequate relationship between the Housing Assistant and you.
- l. While walking down the project halls, you notice a porter doing his work very poorly. Of the following, the proper action for you to take is to:
 - (A) advise the maintenance superintendent that the porter did not seem to know how to do his work.
 - (B) analyze the porter's records to determine if his work is satisfactory.
 - (C) inform the superintendent that a training program for porters appears advisable.
 - (D) question the porter to ascertain whether he knows the proper way to do the job.

- m. If an employee feels that a certain procedure which is being used is inefficient and can be improved, it would be advisable for her to:
 - (A) discuss the procedure with the other employees who do the same work.
 - (B) wait until the staff is asked for suggestions before bringing the matter up for discussion.
 - (C) do nothing about it since the responsibility for such actions lies with her superior.
 - (D) do nothing about it since there may be other reasons, with which she is unfamiliar, for using the procedure.
- n. If an employee under your supervision asks you a question which you cannot answer, the best procedure to follow is to:
 - (A) try to answer it as well as you can to maintain the respect of the employee.
 - (B) try to avoid answering the question by telling the employee that you are too busy at the moment.
 - (C) tell the employee that you do not know but that you will try to get the answer for him.
 - (D) suggest that the employee find out for himself and not bother you with details of his job.
- o. One of your staff members sometimes overstays her lunch period to the extent that she is interfering with the work of the entire staff. Of the following, the most desirable action you should first take is to:
 - (A) assign her to less desirable details whenever you get a chance.
 - (B) warn her of her failure to observe lunch regulations.
 - (C) report her lateness in returning from lunch for disciplinary action.
 - (D) arrange her lunch hour at a different time.

- p. Before turning in a report of an investigation you have made, you discover some additional information you didn't know about when writing the report. Whether or not you rewrite your report to include this additional information should depend mainly on:
- (A) length of the report.
 - (B) established policy covering the subject matter of the report.
 - (C) bearing the new information will have on the conclusion of the report.
 - (D) number of people who will eventually review the report.
- q. Assume that you are recommending in a report to your superior that a radical change in a standard maintenance procedure should be adopted. Of the following, the most important information to be included in this report is:
- (A) a list of the reasons for making the change.
 - (B) a complete description of the old procedure.
 - (C) the names of the men who favor the change.
 - (D) the number of instruction sheets needed for the new procedure.
- r. As a supervisor you have prepared a report to your superior and are ready to send it forward. But on rereading it, you think some parts are not clearly expressed and your superior may have difficulty getting your point. Of the following, it would be best for you to:
- (A) give the report to one of your men to read and send it through if he has no trouble understanding it.
 - (B) forward the report as is; higher echelons should be able to understand any report prepared by subordinates.
 - (C) forward the report and call your superior the next day to ask if it was all right.
 - (D) do the report over, rewriting the sections you are in doubt about.

- s. A supervisor finds that reports reaching him from his subordinates tend to exaggerate the favorable, and minimize the unfavorable aspects of situations existing within the division. The one of the following which would be the most valid conclusion to draw is that:
 - (A) the supervisor has been overly severe with subordinates and has instilled fear in them.
 - (B) there is a normal tendency for persons to represent themselves and their actions in the best possible light.
 - (C) members of the department tend to be optimists.
 - (D) the supervisor has not been sufficiently critical of previous reports and has not been alert to conditions in the division.

- t. You have reasons to believe that one of your men is taking merchandise which does not belong to him from the storehouse. You question the man about this. He tells you that he borrowed the merchandise and intends to return it. Under these circumstances, you should probably:
 - (A) disregard the matter until such time as you have evidence which will stand up in court.
 - (B) offer to accompany the man to his home to pick up the property in question.
 - (C) report the matter to your superior.
 - (D) tell the man to return the property as soon as he has finished using it.

- u. The one of the following which would not be an acceptable practice for a supervisor to observe when criticizing a subordinate is to:
 - (A) focus attention on the act to be criticized instead of on the person.
 - (B) express the criticism in general rather than specific terms.
 - (C) refer to previous instances of poor performance.
 - (D) avoid humor or sarcasm when making the criticism.

- v. A worker notices a piece of equipment which he believes can aid him in performing his work. The equipment is somewhat complicated, and he has never received any instruction as to its operation, although other employees have. He should:
- (A) use the equipment because he will be able to do his work faster.
 - (B) put off doing his work until he has received adequate instruction in the use of the equipment.
 - (C) ask another worker to teach him to use the equipment.
 - (D) not use the equipment until he has received adequate instruction in its operation.
- w. You call one of your staff workers into your office to inform him of his service rating. During the course of the interview, you praise the worker for his good points and also criticize his shortcomings. The staff worker has agreed without discussion to every criticism. It would now be best for you to:
- (A) get the employee to review his shortcomings and to suggest a plan for minimizing them, before terminating the interview.
 - (B) suggest that the employee reserve any opinion on the criticisms until the service rating appeal period.
 - (C) terminate the interview after having outlined all of the employee's shortcomings and points of view.
 - (D) terminate the interview after praising the employee's general receptiveness to criticism and emphasizing that past mistakes will not count against him in the coming year.
- x. Of the following, the most important generally-approved method of maintaining high morale in one's staff is to:
- (A) advise the staff that personal problems must be left at home.
 - (B) employ a jocular manner in issuing such reprimands as are necessary.
 - (C) keep the staff informed of new developments and policies of the Housing Authority.
 - (D) praise employees whenever such praise is warranted and refrain from direct criticism of their faults.

- y. A staff conference has been called by a supervisor for the purpose of considering means which may be used to solve a particular problem. In this situation, it is most important for the supervisor to:
 - (A) encourage discussion but discourage argument.
 - (B) express his own views and opinions first.
 - (C) permit the discussion to continue until everyone attending the conference is satisfied that he had his say.
 - (D) remain impartial, indicating **neither** approval nor disapproval of any suggestions which may be presented.

- z. The project manager of a large project becomes aware that two of the assistants do not get along with each other. In view of this fact, it would be best for the manager to:
 - (A) arrange assignments in such a way that these two housing assistants have as little contact with each other as possible.
 - (B) call a staff meeting and emphasize the need for teamwork.
 - (C) suggest that both housing assistants apply for transfers.
 - (D) try to determine which of the two is at fault and insist that the one at fault correct his attitude.

- aa. You have found it necessary to successively warn, reprimand, and severely reprimand a housing assistant for failure to carry out your orders. If the assistant does not carry out your orders, it would be best for you to:
 - (A) confer with the assistant manager privately to explain the reasons for the orders and in most serious terms indicate the necessity for carrying them out.
 - (B) bring the assistant manager up on charges of failure to perform his duties properly.
 - (C) recommend that the assistant manager be transferred elsewhere.
 - (D) severely reprimand the assistant manager again and warn him that more drastic action will be taken if it ever happens again.

- bb. Faced with a subordinate who is excessively dependent upon his superior in arriving at decisions, the superior should:
- (A) arrange to have the subordinate transferred to work which will not involve decision-making.
 - (B) continue to assist him in making decisions while instilling a feeling of confidence in the subordinate.
 - (C) direct the subordinate to make his own decisions in areas assigned to him.
 - (D) reprimand the subordinate for failing to perform adequately.
- cc. Assume that as a housing manager, you disagree with a new policy which has just been adopted by central office. When you explain to your staff the policy and its application, there are criticisms and objections, many of which reflect your own point of view. It would be best for you to:
- (A) agree that the policy is defective but direct that it must be carried out.
 - (B) explain the basis for the policy and order the staff to follow it.
 - (C) modify the policy to meet the most valid objections to insure willing compliance with the policy.
 - (D) none of the above apply.
- dd. You have become aware that an assistant manager under your supervision has failed to follow the proper procedure in making apartment inspections and has concealed this failure. It would be best for you to:
- (A) discuss with the assistant manager both the failure to follow the proper procedure and the reasons for its concealment, with the aims of improving the relationship between superior and subordinate.
 - (B) make no mention of the matter to the assistant manager but watch him more closely in the future.
 - (C) inform the assistant manager that the proper apartment inspection procedure must be followed since a uniform procedure is necessary for effective project management.
 - (D) review the proper inspection procedure with the assistant manager and reprimand him for having concealed his failure to follow it.

- ee. The manager does not formulate Housing Authority policy, but is responsible for executing policy. He is the administrative person closest to the employee group carrying out actual operations. On this basis, a chief function of the manager is to:
 - (A) dissuade employees from giving suggestions on translating policy into action.
 - (B) interpret policy in a way which will respect the personal interests and needs of the employees.
 - (C) recommend changes in procedure to top management.
 - (D) report work schedules, work delays and staff assignments to top management so all the facts are available for decision making.

- ff. The manager called one of the assistant managers into his office and told him that his work was very unsatisfactory and pointed out where it was poor. He also stated that an improvement was expected. This method of approaching the situation is generally:
 - (A) desirable, the discussion and criticism was carried on in private.
 - (B) desirable, the assistant manager knows exactly where he stands.
 - (C) poor, some praise or favorable comment should also be made if possible.
 - (D) poor, a better approach would be to ask the assistant manager to explain why his work is unsatisfactory.

- gg. If a worker who is to perform a job in a hurry notices that a piece of equipment he is to use is defective, he should:
 - (A) hold off completing the job until the equipment is either replaced or repaired.
 - (B) go ahead with the job because it must be completed in a hurry.
 - (C) consult with another subordinate.
 - (D) be cautious while using the defective equipment.

- hh. The assistant manager reports to you that one of the residents continually breaks the project rules concerning cleanliness of the unit and hallways in spite of many suggestions and warnings he has been given. You should:
- (A) refuse to renew the resident's lease.
 - (B) request the resident to call at the office to see you.
 - (C) assign another assistant manager to deal with that resident.
 - (D) take the matter up with the resident organization.

- 25A -

ANSWERS TO SKILL TEST

ANSWERS TO SKILL TEST

NOTE: Discussion of the correct choices and analysis of why incorrect choices are inappropriate can be a valuable heuristic device. The workshop leader should discuss with participants the correct and incorrect choices for each question one at a time. Through discussion of why incorrect choices are inappropriate as well as why correct choices are appropriate, participants will learn from their mistakes. With the help of the workshop leader, they should be able to abstract general principles of supervision and leadership from concrete case study problems.

1-2-3	(a) - a	(m) - b	(y) - a
	(b) - d	(n) - c	(z) - a
	(c) - c	(o) - b	(aa) - b
	(d) - d	(p) - c	(bb) - b
	(e) - c	(q) - a	(cc) - b
	(f) - c	(r) - d	(dd) - a
	(g) - d	(s) - b	(ee) - b
	(h) - b	(t) - c	(ff) - c
	(i) - c	(u) - b	(gg) - a
	(j) - c	(v) - d	(hh) - b
	(k) - d	(w) - a	
	(l) - a	(x) - c	

OPTIONAL GROUP EXERCISES

SUPERVISORY ATTITUDES :

THE X-Y SCALE

The theory underlying this scale is explained briefly in the Theory X-Theory Y lecturette in Section III. The intent is to use the X-Y Scale to introduce the McGregor theory by having the respondent think about his own style first.

Five steps can be incorporated into the use of the X-Y Scale:

1. Have trainees complete Part I of the scale.
2. Give a brief lecturette on the Theory X-Theory Y formulation.
3. Have trainees complete Part II.
4. Score Part I and illustrate how trainees locate themselves on the scale using that score.
5. Lead a discussion of the results, comparing discrepancies between self-perception and more specific data at part I.

Scoring instructions: Items 4 and 10 are worded so that the scoring is reversed from that of the other eight items. For items 1-3 and 5-9 the scoring is done like this:

Do	Tend to do	Tend to Avoid	Avoid
1	2	3	4

The appropriate number is written beside the check mark, and these are summed. (For items 4 and 10 the scale is 4, 3, 2, and 1). This score is located on the scale in Part II and is a crude index of the extent to which the respondent's assumptions match those of the two theories.

SUPERVISORY ATTITUDES: THE X-Y SCALE

Name

Group

Part I

Directions: The following are various types of behavior which a supervisor (manager, leader) may engage in in relation to subordinates. Read each item carefully and then put a check mark in one of the columns to indicate what you would do.

<i>If I were the supervisor, I would</i>	Make a Great Effort to Do This	Tend to Do This	Tend to Avoid Doing This	Make a Great Effort to Avoid This
1. Closely supervise my subordinates in order to get better work from them.	_____	_____	_____	_____
2. Set the goals and objectives for my subordinates and sell them on the merits of my plans.	_____	_____	_____	_____
3. Set up controls to assure that my subordinates are getting the job done.	_____	_____	_____	_____
4. Encourage my subordinates to set their own goals and objectives.	_____	_____	_____	_____
5. Make sure that my subordinates' work is planned out for them.	_____	_____	_____	_____

Part II

Directions: Read the descriptions of the two theories of leadership below. Think about your own attitudes toward subordinates, and locate on the scale below where you think you are in reference to these sets of assumptions.

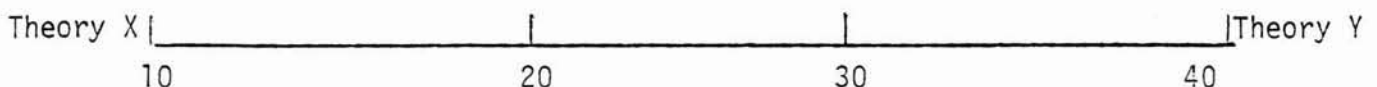
THEORY X ASSUMPTIONS

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

THEORY Y ASSUMPTIONS

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will exercise self-direction and self control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns under proper conditions not only to accept but also to seek responsibility.
5. The capacity to exercise a high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.

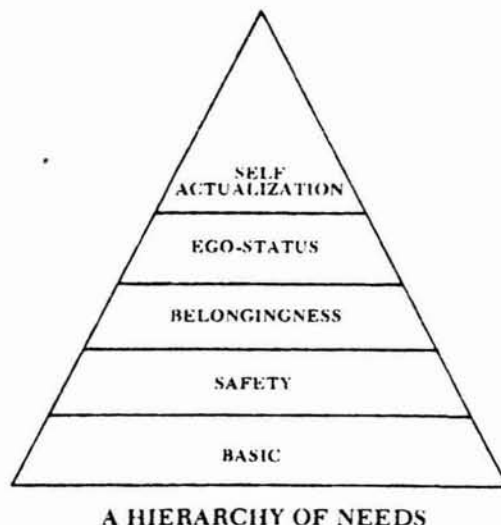


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THE MASLOW NEED HIERARCHY

Abraham Maslow theorized that experienced needs are the primary influences on an individual's behavior. When a particular need emerges, it determines the individual's behavior in terms of motivations, priorities, and action taken. Thus motivated behavior is the result of the tension — either pleasant or unpleasant — experienced when a need presents itself. The goal of the behavior is the reduction of this tension or discomfort, and the behavior, itself, will be appropriate for facilitating the satisfaction of the need. Only unsatisfied needs are prime sources of motivation.

Understanding behaviors and their goals involves gaining insight into presently unsatisfied needs. Maslow developed a method for gaining insight by providing categories of needs in a hierarchical structure. He placed all human needs, from primitive or immature (in terms of the behaviors they foster) to civilized or mature needs, into five need systems. He believed that there is a natural process whereby individuals fulfilled needs in ascending order from most immature to most mature. This progression through the need hierarchy is seen as the climbing of a ladder where the individual must have experienced secure footing on the first rung in order to experience the need to step up to the next higher rung. The awareness of the need to climb further up the ladder is a function of having fulfilled the need of managing the preceding rung, and only satisfactory fulfillment of this need will allow the individual to deal with the new need or rung. Inability to fulfill a lower-order need or difficulty in fulfilling a lower-order need may result in an individual's locking in on immature behavior patterns or may produce a tendency to return to immature behaviors under stress any time an individual feels a lower-order need not fulfilled to his satisfaction. The individual may also revert to behaviors which fulfilled lower-order needs when the satisfaction of higher needs are temporarily blocked. That is not to say that any need is ever completely satisfied; rather, Maslow indicates that there must be at least partial fulfillment before an individual can become aware of the tensions manifested by a higher-order need and have the freedom to pursue its fulfillment.



The Maslow Need Hierarchy is presented in the illustration above. The Basic level represents needs which reflect physiological and survival goals. At this level are such factors as shelter, clothing, food, sex, and other necessities. In a culture such as ours, where these basic needs are almost automatically met, there is not likely to be any need tension concerning the fulfillment of Basic needs. However, individuals adapt this basic level upward to include such needs as avoidance of physical discomfort, pleasant working environment, or more money for providing creature comforts.

The second level of the hierarchy consists of Safety needs. When the individual has at least partially fulfilled the Basic needs, he will experience the tensions relating to needs of security, orderliness, protective rules, and general risk avoidance. These needs are often satisfied by an adequate salary, insurance policies, a good burglar alarm system for his business, a doorman for his apartment building, etc.

When Safety needs have been met, the individual will become less preoccupied with self and will endeavor to form interpersonal relationships. The relative success of this need for Belongingness will result in his feeling accepted and appreciated by others. Thus the third level needs concern family ties, friendship and group membership.

When an individual feels secure in his relationships with others, he will probably seek to gain special status within the group. His need tension will be associated with ambition and a desire to excel. These Ego-Status needs will motivate the individual to seek out opportunities to display his competence in an effort to gain social and professional rewards.

Because Ego-Status fulfillment is greatly dependent upon the ability of others to respond appropriately to the individual's efforts to perform in a superior way, they are the most difficult to fulfill satisfactorily. However, if the individual has gained satisfaction on level four, he may be able to move up to level five — Self Actualization. At this level, the individual is concerned with personal growth and may fulfill this need by challenging himself to become more creative, demanding greater achievement of himself, and, in general, directing himself to measure up to his own criteria of personal success. Self-Actualizing behaviors must include risk-taking, seeking autonomy, and developing freedom to act.

Sandra L. Pfeiffer

Reference: A. H. Maslow, *Motivation and Personality*, 2nd ed. N.Y.: Harper and Row, 1970.

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McGregor's Theory X-Theory Y Model

The first acquaintance with "X" and "Y" for many of us was as unknowns in Algebra I. During the decade of the sixties "X" and "Y" took on some additional meanings for readers in the behavioral sciences and contemporary management thinking.

In 1960, Douglas McGregor published his *The Human Side of Enterprise*. This was to be a major force in the application of behavioral science to management's attempts to improve productivity in organizations. McGregor was trying to stimulate people to examine the reasons underlying the way they tried to influence human activity, particularly at work. He saw management thinking and activity as based on two very different sets of assumptions about people. These sets of assumptions, called X and Y, have come to be applied to management styles; e.g., an individual is a theory X manager or a theory Y manager.

McGregor looked at the various approaches to managing people in organizations — not only industrial organizations but others as well — services, schools, and public agencies and concluded that the styles or approaches to management used by people in positions of authority could be examined and understood in light of those manager's assumptions about people. He suggested that a manager's effectiveness or ineffectiveness lay in the very subtle, frequently unconscious effects of these assumptions on his attempts to manage or influence others.

As he looked at the behaviors, structures, systems, and policies set up in some organizations, he found them contrary to information coming out of research at that time: information about human behavior and the behavior of people at work. It appeared that management was based on ways of looking at people that did not agree with what behavioral scientists knew and were learning about people as they went about their work in some, or perhaps most organizations.

THEORY X

The traditional view of man, widely held, was labeled "X" and seemed to be based on the following set of assumptions:

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

Of course, these assumptions aren't set out or stated, but if we examine how organizations are structured and policies, procedures, and work rules established, we can see them operating. Job responsibilities are closely spelled out, goals are imposed without individual employee involvement or consideration, reward is contingent on working within the system, and punishment falls on those who deviate from the rules as established. These factors all influence how people respond, but the underlying assumptions or reasons for them are seldom tested or even recognized

as assumptions. The fact is that most people act as if their beliefs about human nature were correct and require no study or checking.

This set of assumptions about people may result in very contrasting styles of management. We may see a "hard" or a "soft" approach to managing, but both approaches will be based on these ideas set out above. One theory "X" manager may drive his men at their work because he thinks that they are lazy and that this is the only way to get things done. Another may look at his men in the same way, but he may think the way to get lazy people to work is to be nice to them, to coax productive activity out of them.

This view of man was characteristic of the first half of the twentieth century, which had seen the effects of Frederick Taylor's scientific management school of thought. His focus had been on man as an aspect of the productive cycle much like that of a piece of machinery, and it had allowed for advances in productivity. Yet it was out of this managerial climate that tended to view man as an interchangeable part of a machine—as a machine element that was set in motion by the application of external forces—that the "human relations" view grew and the behavioral science school developed.

I must hasten to add that the application of understandings of human behavior from the behavioral sciences is not an extension of the human relations focus of the 1940's and 1950's. These two grew up separately. One might construe that the human relations view of handling people prevalent at that time was manipulative and merely a "soft" theory "X" approach.

THEORY Y

Another view of man not necessarily the opposite extreme of "X" was called "Y" or theory "Y." This set of assumptions about the nature of man which influenced manager behaviors is set out below.

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-control in the service of objectives to which he is committed.
3. Commitment to objectives is dependent on rewards associated with their achievement. The most important rewards are those that satisfy needs for self-respect and personal improvement.
4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

It is important to realize that this is not a soft approach to managing human endeavor. Examined closely it can be seen as a very demanding style: it sets high standards for all and expects people to reach for them. It is not only hard on the employee who may not have had any prior experience with the managerial behaviors resulting from these assumptions, but it also demands a very different way of acting from the supervisor or manager who has grown up under at least some of the theory X influences in our culture. While we can intellectually understand and agree with some of these ideas, it is far more difficult to put them into practice. Risk-taking is necessary on the part of the manager, for he must allow employees or subordinates to experiment

with activities for which he may feel they do not presently have the capability. The learning and growth resulting from this opportunity may handsomely reward the risk.

The focus of a Y manager is on man as a growing, developing, learning being, while an X manager views man as static, fully developed, and capable of little change. A theory X manager sets the parameters of his employees' achievements by determining their potentialities in light of negative assumptions. A theory Y manager allows his people to test the limits of their capabilities and uses errors for learning better ways of operating rather than as clubs for forcing submission to the system. He structures work so that an employee can have a sense of accomplishment and personal growth. The motivation comes from the work itself and provides a much more powerful incentive than the "externals" of theory X.

A suggestion for your consideration is to make the same assumptions about others that you make about yourself, and then act in the appropriate manner. You might be pleasantly surprised.

Albert J. Robinson

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INDIVIDUAL NEEDS AND ORGANIZATIONAL GOALS: AN EXPERIENTIAL LECTURE

Anthony J. Reilly

One of the main objectives of human relations training is to coordinate *what is known* about human behavior with *what actually takes place* in the working world. Behavioral scientists have generated a wealth of knowledge about man and the way he relates to his work environment.

This paper presents a framework for introducing a number of theoretical orientations around three work-related topics: individual needs, the psychological contract, and managerial style.

There are many ways to explore with managerial and staff personnel various concepts and approaches that can be used to develop the human potential of organizations. This paper considers each of its topics both experientially and theoretically. Specific experiences are emphasized to allow participants to become personally involved in the concepts discussed and to discover and validate certain aspects of human behavior theory.

No effort, however, has been made to present in-depth theoretical positions. Instead, the facilitator is referred to a number of investigators who have done significant research relating to the concepts discussed. The facilitator is encouraged to supplement the activities suggested here with additional appropriate theory.

HUMAN RESOURCE DEVELOPMENT

The human relations consultant, whether he functions as an internal consultant or as an external facilitator to an organization, is concerned with human resource development. Individual needs must be meshed with organizational goals. In working with organizations, the consultant generally sees individuals as possessing much

more potential than is ever actualized in most settings. If it is properly tapped, this potential—which includes physical skills as well as creative energy—can lead to greater satisfaction for the individual as well as to improved organizational effectiveness.

The identification of individual needs and organizational needs and the relationship between these two sets of needs are the central issues of this paper. The concept of the psychological contract seeks to mesh individual and organizational needs, thus bringing into play the component of leadership behavior—getting work accomplished through people.

INDIVIDUAL NEEDS

This activity is designed to clarify what individuals want from their work.

Goals

1. To make individuals aware of their personal work needs and how they vary in intensity.
2. To allow participants to discover the relationships between their needs and their opportunities to meet those needs.
3. To highlight theory related to people's needs in organizations.

Process

The time required for this activity is approximately one hour.

1. *Individual list.* Participants are asked to write short phrases answering the question "What do individuals want from their work?"

2. *Group list.* Representative items generated by individual participants are then listed on a

piece of newsprint. The group's list should indicate the major dimensions of all the individual lists. Some of the items that generally emerge on this topic:

- Good salary
- Promotion potential
- Sense of achievement
- Good working conditions
- Job security
- Freedom of self-expression
- Feeling "in" on things
- Being with other people
- Challenge
- Supportive supervision

3. *Rank-ordering specific needs.* The next step is to ask participants to copy the group list and rank-order each need as it applies to themselves in their present work situation. Number 1 would indicate "most importance," and so on. Participants are told that they will be sharing their rankings with another person in the group.

4. *Rank-ordering the availability of opportunity.* After rank-ordering the list, participants are asked to fold their sheets so that they cannot see the rank-order they just completed. Then they rank-order each item on the list again, this time in terms of the amount of opportunity available in their present work for meeting that particular need. Number 1 again would indicate "most opportunity" and so on. The following is a typical response pattern:

<i>Importance</i>	<i>Individual Need</i>	<i>Opportunity</i>
<u>3</u>	Good salary	<u>3</u>
<u>7</u>	Promotion potential	<u>4</u>
<u>2</u>	Sense of achievement	<u>5</u>
<u>5</u>	Good working conditions	<u>1</u>
<u>6</u>	Job security	<u>2</u>
<u>1</u>	Freedom of self-expression	<u>6</u>
<u>8</u>	Feeling "in" on things	<u>9</u>
<u>10</u>	Being with other people	<u>7</u>

<i>Importance</i>	<i>Individual Need</i>	<i>Opportunity</i>
<u>4</u>	Challenge	<u>10</u>
<u>9</u>	Supportive supervision	<u>8</u>

5. *Sharing of rankings.* A number of short activities may be used at this point to involve participants.

- a. For each item, the participant should determine the difference between his ranking for "importance" and his ranking for available "opportunity."
- b. Participants can be paired to exchange their ranking sheets and discuss similarities and differences that they perceive between needs and opportunities. Older and younger participants, long-tenured and short-tenured persons, and management and nonmanagement personnel are possible pairings of participants.

6. *Participant learnings.* Next, a group discussion is conducted in which participants are asked to share their personal learnings. One way to focus the discussion is to ask each participant to offer to the group the one most significant point that resulted from his discussion with his partner. A poster can be made by the facilitator listing the points made by participants.

Theory

The work of three well-known motivational theorists may be introduced to participants (Maslow, 1968; Herzberg, 1973; and McClelland, 1967).

If, for example, the facilitator chooses to present Maslow's Need Hierarchy and his general approach to human needs, he may ask participants to classify each work need generated by the group into Maslow's hierarchy. The results might look like this:

Self-Actualization Needs
Freedom of self-expression
Challenge

Ego-Status Needs
Promotion potential
Sense of achievement

Belonging Needs
Feeling "in" on things
Being with other people
Supportive supervision

Safety Needs
Job security

Basic Needs
Good salary
Good working conditions

Herzberg has extended Maslow's thinking by applying it to a work setting. Further, he has contributed his own theory concerning work needs and has done considerable research in the area of motivation and its relation to work.

A theory of need achievement which also may be tied in to human work needs is McClelland's (1967) contribution to research about this topic. The facilitator can introduce the idea of the need for achievement by showing how it is reflected in the need list of the participant.

Application

If this activity is to be successful, it is important that the facilitator consider how the participants' learnings may be applied on a day-to-day basis. He may discuss such points as self-awareness, the understanding of individual differences and similarities, and the implications for job assignments.

THE PSYCHOLOGICAL CONTRACT

This topic deals with the meshing of individual needs with organizational goals.

Goals

1. To have participants identify specific expectations that organizations have of workers.
2. To contrast "people" needs with the needs of organizations.
3. To introduce the notion of the psychological contract.

Process

This experience requires approximately thirty minutes. It is a natural extension of the activity on individual needs.

1. *Listing organizational needs.* The entire group generates a list of specific wants that organizations have of their employees, and a poster is made of these expectations.

The following is a representative list that could emerge:

High quality work
Loyalty to the company
Growth for employees
Employee satisfaction
Commitment to the organization's objectives
Conformity
Creative ideas
Risk-taking behavior
Status-quo
Cooperation

2. *The psychological contract.* In the next step, the list of individual needs is posted side by side with the list of organizational needs, thus highlighting the interdependence of the two lists. This introduces the idea of the psychological contract, an implicit agreement concerned with meeting each set of needs as fully as possible. The two lists might then appear like this:

<i>Individual Needs</i>	<i>Organizational Needs</i>
Good salary	High quality work
Promotion potential	Loyalty to the company
Sense of achievement	Growth for employees
Good working conditions	Employee satisfaction
Job security	Commitment to the organization's objectives
Freedom of self-expression	Conformity
Feeling "in" on things	Creative ideas
Being with other people	Risk-taking behavior
Challenge	Status-quo
Supportive supervision	Cooperation

Theory

In numerous organizations, formal, explicit contracts exist between management and nonmanagement personnel. These contracts aim at

meeting workers' needs and at the same time guarantee that the organization will continue to thrive and be productive. Historically, formal contract negotiations are cast in terms of a win-lose model, which can have costly effects on organizational life.

Management "wins" a labor arbitration or the union "wins" a pay increase. In reality, however, the losers wield considerable power. Management may "win" a labor dispute, but workers can join hands and make life miserable for management. On the other hand, management can lay off the very workers who have "won" a pay increase. Such win-lose struggles abound.

In contrast, the psychological contract that exists between an individual and the organization for which he works is *implicit*, although it can be made quite explicit. The contract is concerned with meshing individual and organizational needs in such a way that both sides "win."

Kolb *et al.* (1971) have some good insights into this mutual influence:

The dynamic quality of the psychological contract means that individual and company expectations and individual and company contributions mutually influence one another. High expectations on the part of the company can produce increased individual contributions, and great contributions will likewise raise expectations. From the company's point of view, the question becomes "How can we manage our human resources so that we can maximize individual contributions?" "How can we socialize our members to accept our expectations and norms as legitimate?" For the individual the questions are "How can I get the satisfaction and rewards that I want from this organization?" "How can I manage my personal growth and development?" [p. 8]

Several other investigators have studied related variables (Argyris, 1970; Schein, 1965; and McGregor, 1960). Their research carries important concepts which can well be introduced at this point.

The work of Argyris relates directly to this activity. He has made in-depth studies in various organizational settings, and he states that both labor unions and management have missed the main point with regard to individual employee needs. He agrees with Herzberg's findings that needs centering around pay, job security, and benefits are necessary but not sufficient for today's workers.

Today's frustrations, Argyris feels, center on the underutilization of employees' talents. He sees a direct, interdependent relationship between individual needs and organizational needs.

Schein has investigated the effects of an individual's early experience with an organization and has written extensively about the socialization of individuals in organizations.

McGregor, generally regarded as being one of the most influential behavioral scientists of our times, is probably also one of the most misquoted. He has contributed widely to the field and is especially noted for clarifying and translating behavioral science research into practical implications for managers.

Application

Participants may be encouraged to share the results of this activity—especially the idea of the psychological contract—with their own supervisors. A supervisor might find the activity very helpful in the orientation of new employees. Its value in this context is that both individual and organizational needs can be made clear, specific, and concrete.

The activity could also be used as a selection tool, matching organizational and individual needs with job requirements. Usually, prospective employees—and employers—attempt simply to make a favorable impression on each other. Seldom are real needs discussed. An activity such as the Psychological Contract can set the stage for rewarding exchanges between employer and prospective employees.

MANAGERIAL STYLE AND THE IMPLEMENTATION OF THE PSYCHOLOGICAL CONTRACT

Goals

1. To coordinate a person's managerial style with individual and organizational needs as reflected in the psychological contract.
2. To give participants feedback about management style.
3. To consider concepts related to management style.

Process

Approximately one hour is required for this topic.

1. *Choice of instrument.* The consultant chooses one of several instruments which yield information about a person's management style. Pfeiffer and Heslin (1973) review a number of such instruments which are applicable.

2. *Administration of instrument.* After the instrument is administered, the consultant presents some leadership theory which relates to the chosen instrument.

Theory

Because of the nature of the psychological contract, it is the responsibility of both the individual and the organization to see that the contract is implemented.

The manager represents the organization. It is his job to see that organizational needs are met. Indeed, management's key function is to accomplish work through and with people—i.e., to mesh organizational needs with individual needs.

Likert (1967) and Hall (1968) are two theorists who have published widely in the area of leadership behavior.

Likert has studied the long-term effects of leadership style on organizational effectiveness. His concept of a "supportive relationship" respects individual needs and values, while matching high demands of employees.

Hall has approached leadership theory in a practical way through a number of instruments which provide feedback to individuals about their leadership styles. His matrix approach places individual needs along one dimension and organizational needs along a second dimension in such a way as to allow an individual to see how his leadership philosophy and behavior condition his response to each set of needs.

Application

The idea of leadership style is directly relevant to day-to-day events in the life of any manager or supervisor who must accomplish work by means of other people. Feedback from an instrument on style can easily be translated into specific events related to participants' jobs.

CONCLUSION

For work efficiency and employee satisfaction, both organizational needs and individual needs must be met. If people are to be productive and to have the sense that their talents are being utilized, it is important that their needs be clearly known to their organization. On the other hand, organizational needs must also be specified and clearly communicated to employees.

One of the aims of human relations consultants is to coordinate these two, often differing, sets of needs in ways that meet the requirements of both employer and employee, thus leading to improved work situations for all involved.

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127. LEADERSHIP CHARACTERISTICS: EXAMINING VALUES IN PERSONNEL SELECTION

Goals

- I. To compare the results of individual decision-making and group decision-making.
- II. To explore values underlying leadership characteristics.
- III. To examine effects of value judgments on personnel selection.

Group Size

Between six and twelve participants. Several groups may be directed simultaneously. (Smaller groups tend to be more effective.)

Time Required

Approximately two hours.

Materials

- I. A copy of the Leadership Characteristics Worksheet for each participant.
- II. A copy of the Leadership Characteristics Situation Description Sheet for each participant.
- III. A copy of the Leadership Characteristics Volunteers Description Sheet for each participant.
- IV. Pencils for all participants.

Physical Setting

A room large enough for the groups to meet separately.

Process

- I. The facilitator distributes a Leadership Characteristics Worksheet to each participant. He tells participants that they have ten minutes to complete their individual rankings.

- II. The facilitator collects the worksheets and explains that participants will next become engaged in a personnel selection task. He divides the participants into groups of six each.

- III. When the groups have been located comfortably around the room, the facilitator distributes a copy of the Leadership Characteristics Situation Description Sheet and the Leadership Characteristics Volunteers Description Sheet to each participant. He tells participants that they have ten minutes to make their choices independently. Groups then have thirty minutes to choose five chairmen from the volunteers.

- IV. Each group shares its choices and rationale with the total group.

- V. The facilitator leads a discussion of the experience with the total group, comparing judgments made on the basis of factual information and those made on values.

- VI. The facilitator redistributes to each participant his Leadership Characteristics Worksheet. Each group is asked to reach a consensus-ranking.

- VII. In a final discussion, the facilitator focuses upon leadership characteristics exhibited during the entire experience.

Variations

- I. To determine the relative influence of individuals on group outcomes, two scoring phases can be included. The selection-phase participants can be instructed to count how many of their private choices match the group consensus. After the characteristics consensus-ranking, individuals

can sum the differences between their ranks and the group ranks (make them all positive and add them up). In the latter case, high scores would presumably indicate acquiescence and low scores would indicate high influence on the group's decision-making.

- II. Instead of collecting and redistributing the ranking sheet, the facilitator can have the consensus-seeking phase precede the personnel-selection activity.
- III. The individual-ranking selection steps can be deleted.
- IV. New groups can be formed for the consensus-ranking activity.

- V. Process observers can be assigned to groups. They can use the Leadership Characteristics Worksheet on ranking as a guide in observing the leadership that emerges in the group.

Similar Structured Experiences: *Vol. I:* Structured Experiences 3, 9, 11, 12, 15; *Vol. II:* 30, 34, 41; *Vol. III:* 64, 69, 73; *'72 Annual:* 77, 80, 82; *'73 Annual:* 98; *Vol. IV:* 115, 117; *'74 Annual:* 134, 135.

Lecturette Sources: *'73 Annual:* "Synergy and Consensus-Seeking," "Conditions Which Hinder Effective Communication."

Submitted by Charles Kormanski.

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LEADERSHIP CHARACTERISTICS WORKSHEET

NAME _____ GROUP _____

Instructions: Under the column marked "Individual Ranking," you are to rank-order the twelve characteristics listed below. Place the number one (1) before the characteristic you feel is most important for a good leader, the number (2) before the second best, etc. The characteristic ranked twelfth will be least important. Later, your group is to arrive at a consensus-ranking that each of you can agree with, at least partially. This ranking is noted under the column marked "Group Ranking."

Individual Ranking	Group Ranking	Characteristics
_____	_____	A. Maintains an orderly meeting most of the time.
_____	_____	B. Is friendly and sociable.
_____	_____	C. Has new and interesting ideas—is creative.
_____	_____	D. Listens and tries to understand others.
_____	_____	E. Is firm and decisive, not hesitant.
_____	_____	F. Admits errors openly and easily.
_____	_____	G. Makes sure everyone understands what is expected.
_____	_____	H. Provides opportunities for group members to aid in decision-making activities.
_____	_____	I. Uses praise frequently and negative criticism sparingly.
_____	_____	J. Is willing to compromise.
_____	_____	K. Follows strictly accepted rules and procedures.
_____	_____	L. Never expresses anger or dissatisfaction with others.

LEADERSHIP CHARACTERISTICS SITUATION DESCRIPTION SHEET

You are one of six coordinators who will plan a weekend activity program for your organization. The task of the group is to select five committee chairmen for the event. Twelve persons have volunteered.

The five committees and their functions are described below:

1. *Social Activities*—develop activities to bring together participants and guests with an emphasis on fun and enjoyment.
2. *Intellectual Activities*—stimulate an interest in learning and knowledge by having exhibits, demonstrations, discussions, etc., with an emphasis on discovery.
3. *Public Relations*—publicize information regarding the event as well as report on its progress and conclusion via the news media.
4. *Food and Housing*—prepare a menu, including refreshments, and provide for rooms and meals for invited guests.
5. *Finances*—plan a budget and distribute money, sell admission tickets, record expenditures, and prepare a financial report.

You must choose five chairmen from the descriptions of volunteers provided on the Leadership Characteristics Volunteers Description Sheet.

Committee	Chairmen Selected	
	Individual Choice	Group Choice
1. Social Activities	_____	_____
2. Intellectual Activities	_____	_____
3. Public Relations	_____	_____
4. Food and Housing	_____	_____
5. Finances	_____	_____

LEADERSHIP CHARACTERISTICS VOLUNTEERS DESCRIPTION SHEET

Jim is an army veteran with combat experience in Vietnam. Although he is somewhat cold and impersonal, he is excellent at organizing and planning. This past term he was largely responsible for the success of a community "Blood Donor Day."

Bob is an outstanding athlete and popular with females. Baseball has been his only activity the past few years. He is a perfectionist, however, and is easily frustrated when working with people.

Frank is a political activist. He seems to be continually involved in some cause or demonstration. He has proven leadership qualities and organized a successful super-market boycott in the community.

Mary is a very attractive, popular woman who has participated in a number of beauty pageants. She has not been involved in any "task-oriented" activities except for helping to decorate the country club summer dance after being chosen queen.

Jerry is rather shy and withdrawn; his volunteering was a surprise. It is rumored that Jerry is seeing a psychiatrist on a weekly basis. The leadership position could be very therapeutic.

Marcia is quite outspoken and at times obnoxious. She usually volunteers for many activities, but she is rarely chosen. She is, however, a very diligent and persistent worker.

Joan did an excellent job in a leadership position for one of the political parties during the past elections. Her political views conflict with Frank's, and they have frequent arguments. She is currently experiencing some marital difficulties, and there are rumors of a possible divorce.

Sue is active with a local dramatic club. She was co-chairman of a community art show which was well received but sparsely attended. However, she and Mary are dating the same young man and presently are not speaking to each other.

John is engaged in a few social organizations and does an adequate job. He is somewhat hypersensitive and prefers to do things himself instead of delegating. As a result, lateness is one of his consistent characteristics.

Adam had a major part in the establishment of a local service organization. He is outgoing and enjoys his social life. During the past year, however, he has been arrested twice on charges of disorderly conduct.

Margie is a pert, smiling individual, who is quite popular with men and never lacks a date. She is not very popular with her female co-workers.

Anne is already over-involved in activities, but she volunteered because she felt she was needed. She has done public relations work for past events and can do an excellent job if she can find enough time.

LEAD (LEADERSHIP: EMPLOYEE-ORIENTATION AND DIFFERENTIATION) QUESTIONNAIRE

Russell Doré

Development. The LEAD (Leadership: Employee-orientation And Differentiation) Questionnaire was developed to provide an objective measure of attitudes toward methods of successful leadership, which would be useful in leadership training programs. The successful leadership methods were identified in a series of studies by the Survey Research Center at the University of Michigan and consisted of employee-orientation, delegation of authority, differentiation of the leader's role, and creation of teamwork.

A separate scale of 30 items was constructed for each of the four leadership methods by item analysis of a longer experimental form administered to 220 college psychology students. The effects of human relations training on scale scores were determined by means of administering the instrument to an industrial psychology class before and after this training, using a general psychology class for a control.

The repeat reliability correlations of the original scales ranged from .68 to .86, with a repeat reliability of the Total Score on the questionnaire of .85. The intercorrelations of the scales indicated that the scales measure two relatively independent attitudes: one involving an employee-orientation—a belief in the delegation of authority and a belief in the importance of teamwork—and the other involving a differentiation of the leader's role. These two attitudes appear quite similar to the "Consideration" and "Initiating Structure" attitudes found in studies by E.A. Fleishman. An indication of the validity of the test was demonstrated by the significant correlations of all the scales with student's grades in a industrial psychology course in which the leadership methods were taught. The validity also was shown by the significant increase in mean Total Score for the students after having completed the industrial psychology course. While the control group of general psychology students showed no significant gain.

The original questionnaire was later reduced from 120 items to a more practical length of 60 items. The E scale was made up of one-third items from the original "employee-orientation" scale, one-third items from the original "delegation of authority" scale, and one-third items from the original "creation of teamwork" scale, since these three original scales were highly correlated and, therefore, appeared to measure a single variable. The D scale retained all 30 of the original items from the "differentiated role" scale.

Scoring Instructions. To score the LEAD questionnaire, the five steps below should be followed.

1. Set up a scoring template, using an answer sheet. For the E scale, punch out response one on the answer sheet for questions 3, 8, 9, 14, 16, 20, 21, 23, 25, 26, 28, 29, 38, 40, and 52. Punch out response two on the answer sheet for questions 1, 2, 6, 13, 17, 18, 35, 39, 42, 44, 45, 47, 48, 51, and 57.

2. Make a similar scoring template for the D scale. Using a second answer sheet, punch out response one for questions 5, 11, 12, 15, 19, 30, 33, 36, 41, 43, 46, 55, 56, 58, and 59. Punch out response two for questions 4, 7, 10, 22, 24, 27, 31, 32, 34, 37, 49, 50, 53, 54, and 60.
3. Lay the E-scale template over the completed answer sheet, and count the number of X's showing. Write this number on the top line of the box on the answer sheet.
4. Do the same with the D template, writing the number of X's showing on the second line of the box. Add the numbers, and write the total under the other two scores.
5. Transfer the scores to the LEAD Questionnaire Result form. Hand back the forms to the individuals who completed them. Have them mark an X on the E and D scale lines to show where their scores fall. You can also give them a *group* average based on the group with whom they were administered the questionnaire.

Suggested Uses. This questionnaire has been used successfully in management seminars in an aircraft plant and in an insurance company. The managers completed the questionnaire, and, in the following session, a presentation was made on the University of Michigan study (Smith, 1964, p. 253-265). The managers were then given their own results, and this served to bring the discussion of leadership methods to a meaningful personal basis. The group averages also served to facilitate discussions of the leadership climate in each organization. By using the LEAD Questionnaire Results form, groups can compare their results with results from the aircraft and insurance managers. In both groups, managers from several levels were included. The number of managers in the aircraft company sample was 26, and in the insurance sample the data is based on 151 managers.

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LEAD QUESTIONNAIRE

Russell Doré

This is a survey of your attitudes toward different methods of leadership. In each of the sixty items below there are two statements of things a leader can do or ways he can act. For each item, mark your answer sheet either (1) or (2) for the statement that *you* feel is the *more important* way for him to behave. If you feel that both alternatives are unimportant for a leader, choose the statement you think is *more* important.

There are no right or wrong answers; we are interested only in your opinions. Work rapidly; your first impressions are usually best.

It is more important for a leader:

1. (1) To assign workers to specific tasks.
(2) To allow workers to do the job the way they want to, as long as they accomplish the objectives.
2. (1) To treat all workers equally and according to the rules.
(2) To be aware of the feelings of his workers.
3. (1) To be accepted by his workers.
(2) To point out the rules and policies in situations where complaints arise.
4. (1) To be an authority in the type of work the group does.
(2) To explain the reasons for changes.
5. (1) To call the group together to discuss work.
(2) To work right alongside the workers.
6. (1) To make decisions independently of the group.
(2) To be a real part of his work group.
7. (1) To pitch right in with the workers.
(2) To plan the work.
8. (1) To authorize his workers to exercise a high degree of authority and responsibility in making decisions.
(2) To supervise his workers closely.
9. (1) To maintain an open, informal relationship with his workers.
(2) To have a well-regulated department.
10. (1) To be the most technically skilled member of the work group.
(2) To meet with the workers to consider proposed changes.
11. (1) To teach his workers new things.
(2) To attempt to vary his job only slightly from the jobs of his workers.
12. (1) To spend over half his time in supervisory activities, such as planning.
(2) To make prompt, firm decisions.
13. (1) To have a complete knowledge of the technical aspects of his job.
(2) To attempt to place workers in jobs they desire whenever possible.
14. (1) To take an interest in the worker as a person.
(2) To maintain definite standards of performance.
15. (1) To explain each worker's duties and responsibilities to him.
(2) To spend some of his time helping get the work done.
16. (1) To allow his workers to do their work the way they think is best.
(2) To rule with a firm hand.

17. (1) To speak with unquestioned authority.
(2) To get along well with his workers.
18. (1) To decide in detail how the work shall be done by the workers.
(2) To let workers make decisions in areas where they feel competent to do so.
19. (1) To spend considerable time in planning.
(2) To be respected as a man of superior technical skill in the field.
20. (1) To be proud of the work record of his group.
(2) To create friendly competition among his workers.
21. (1) To have the loyalty of his workers.
(2) To maintain definite standards of performance.
22. (1) To work hard at all times.
(2) To schedule the work to be done.
23. (1) To put the group's welfare above any individual's welfare.
(2) To organize the work individually rather than by groups whenever possible.
24. (1) To be an authority in the type of work the group does.
(2) To tell poor workers when their work isn't measuring up to what it should be.
25. (1) To let the workers set their own pace, as long as they finish the job on time.
(2) To divide the work load into separate and clearly defined job duties for each worker.
26. (1) To urge his group to meet together to set group goals.
(2) To prefer workers who work well alone.
27. (1) To perform the same functions as the workers whenever possible.
(2) To plan the work.
28. (1) To prefer workers who do not need much supervision.
(2) To give exact, detailed instructions for each job.
29. (1) To stand up for his workers when they make a mistake.
(2) To submit his reports on time.
30. (1) To call the group together to discuss the work.
(2) To attempt to vary his job only slightly from the jobs of the workers.
31. (1) To be respected as a man of superior technical skill in the field.
(2) To spend over half his time in supervisory activities, such as planning.
32. (1) To be the most technically skilled member of the work group.
(2) To explain the reasons for changes.
33. (1) To let his workers know how well they are doing their jobs.
(2) To spend some of his time helping to complete the work.
34. (1) To make prompt, firm decisions.
(2) To spend considerable time in planning.
35. (1) To make decisions independently of the group.
(2) To urge his men to work together.
36. (1) To pass along to his workers information from higher management.
(2) To help complete the work.
37. (1) To be respected as a man of superior technical skill in the field.
(2) To schedule the work to be done.
38. (1) To foster his workers' pride in their work group's accomplishments.
(2) To discourage talking between workers on the job.

39. (1) To reward the good worker.
(2) To encourage the workers to assist each other on the job.
40. (1) To feel he belongs in the group.
(2) To accomplish tasks on the basis of his own initiative.
41. (1) To teach his workers new things.
(2) To help get the work done.
42. (1) To do the important jobs himself.
(2) To allow workers to take their rest periods when they wish.
43. (1) To organize new practices and procedures.
(2) To encourage one worker in the group to speak up for the rest.
44. (1) To set up all projects himself.
(2) To let his workers make all routine daily decisions.
45. (1) To be trained in the basic technical knowledge needed in his department.
(2) To keep his workers happy.
46. (1) To meet with the workers to consider proposed changes.
(2) To pitch right in with the workers.
47. (1) To discourage strong friendships from forming within the group.
(2) To foster his workers' pride in their work group's accomplishments.
48. (1) To complete the work on time.
(2) To be friendly toward his workers.
49. (1) To realize that a worker knows when he is a slacker without being told.
(2) To explain each worker's duties and responsibilities to him.
50. (1) To set an example by working hard.
(2) To spend considerable time in planning.
51. (1) To encourage his workers to check with him frequently about the work.
(2) To let the workers decide how to do each task.
52. (1) To allow workers to make decisions concerning their work.
(2) To prefer workers who are agreeable and willing to follow rules.
53. (1) To be an authority in the type of work the group does.
(2) To pass along to his workers information from higher management.
54. (1) To encourage his workers to discover the best job methods by experience.
(2) To meet with his workers to consider proposed changes.
55. (1) To explain each worker's duties and responsibilities to him.
(2) To pitch right in with the workers.
56. (1) To plan his day's activities in considerable detail.
(2) To perform the same functions as the workers whenever possible.
57. (1) To create friendly competition among his workers.
(2) To urge his group to meet together to set group goals.
58. (1) To organize new practices and procedures.
(2) To make his job similar to the jobs of his workers.
59. (1) To be skilled in training.
(2) To set an example by working hard.
60. (1) To work right alongside his workers.
(2) To try out new ideas in the work group.

**LEAD QUESTIONNAIRE
Answer Sheet**

Name _____
Last First Middle Initial

E _____

D _____

Total _____

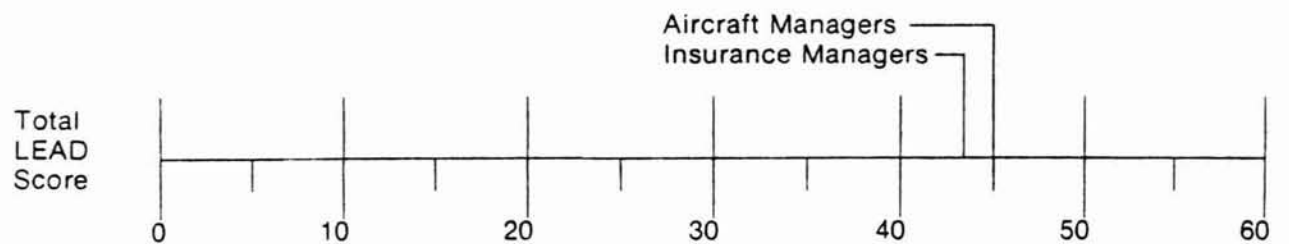
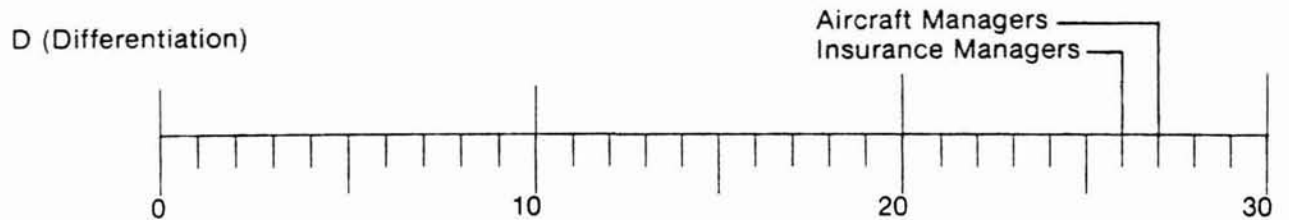
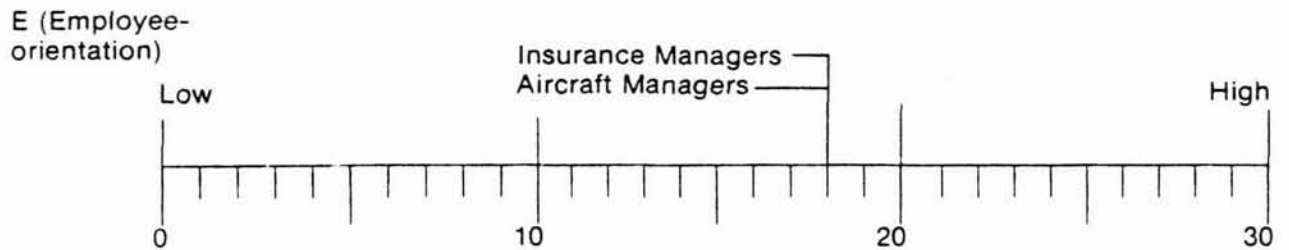
- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 13. _____ | 30. _____ | 47. _____ |
| 2. _____ | 14. _____ | 31. _____ | 48. _____ |
| 3. _____ | 15. _____ | 32. _____ | 49. _____ |
| 4. _____ | 16. _____ | 33. _____ | 50. _____ |
| 5. _____ | 17. _____ | 34. _____ | 51. _____ |
| 6. _____ | 18. _____ | 35. _____ | 52. _____ |
| 7. _____ | 19. _____ | 36. _____ | 53. _____ |
| 8. _____ | 20. _____ | 37. _____ | 54. _____ |
| 9. _____ | 21. _____ | 38. _____ | 55. _____ |
| 10. _____ | 22. _____ | 39. _____ | 56. _____ |
| 11. _____ | 23. _____ | 40. _____ | 57. _____ |
| 12. _____ | 24. _____ | 41. _____ | 58. _____ |
| | 25. _____ | 42. _____ | 59. _____ |
| | 26. _____ | 43. _____ | 60. _____ |
| | 27. _____ | 44. _____ | |
| | 28. _____ | 45. _____ | |
| | 29. _____ | 46. _____ | |

LEAD QUESTIONNAIRE

Norms and Interpretation Suggestions

Name _____

E (Employee-orientation) _____
D (Differentiation) _____
Total LEAD Score _____



LEAD Questionnaire Interpretation

This sheet provides you with some information to better help you understand the meaning of your scores on the Employee-orientation scale, the Differentiation scale, and the total LEAD score.

If you score *high* on the Employee-orientation scale, it means you tend to agree with the following leadership techniques: being oriented toward your employees as people rather than as a means of production, delegating authority and responsibility for decisions to the employees where possible, and creating an atmosphere of teamwork and cooperation. If you score *low* on this scale, you agree with these methods: assigning all tasks to employees rather than letting them help decide assignments, making most decisions yourself, supervising closely, stressing rules and work standards, and focusing on individual performance and competition rather than cooperation.

On the Differentiation scale, a *high* score means that you tend to agree that a leader's activities are different from those of his employees, and include: explaining and discussing

changes in the work, planning and scheduling the overall group's activity, training employees, explaining their job responsibilities, giving them feedback on good and poor performance, and trying out new ideas. If you score *low* on this scale, you tend to feel that a leader should stress: doing the same kind of activities as the employees, being a high individual performer himself, being an outstanding technical expert in his field, and working hard personally to get a big share of the work done.

The Total Score is just used for summarizing your position on the two separate scales. If you are high on both scales, you will be high on the Total Score, and vice versa. A high score on one scale and a low one on the other will result in a middle score on the Total.

Research studies conducted by the Survey Research Center at the University of Michigan showed that a sample of successful supervisors in several different industries used methods which are reflected on the high end of these scales, and less successful supervisors used methods reflected on the low end of the scales. You can compare your scores on the Results Sheet with those of a group of 26 aircraft company managers, and a group of 151 insurance company managers, from another study. These are group averages, and you should remember that individual scores may vary according to the situation; for example, a supervisor who only supervises one employee may not feel strongly about the importance of Differentiation, since he may have to do a great deal of the actual work himself. It should also be remembered that this questionnaire measures attitudes toward leadership methods, not whether an individual is actually using the methods.

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