

UNIVERSAL  
LIBRARY

**OU\_156717**

UNIVERSAL  
LIBRARY



OUP—556—13-7-71—4,000.

**OSMANIA UNIVERSITY LIBRARY**

Call No. **658.3**  
**T24 H**

Accession No. **P.G. 5758**

Author

Title

This book should be returned on or before the date last marked below.

---

**... An' two men ride of a horse,  
one must ride behind.**

**– Shakespeare**

# ***How to Select and Develop Leaders***

**Jack W. Taylor**

*Director of Management Development  
Packaging Corporation of America*

*New York*

*Toronto*

*London*

*1962*

**McGRAW-HILL BOOK COMPANY, INC.**

## **HOW TO SELECT AND DEVELOP LEADERS**

**Copyright © 1962 by the McGraw-Hill Book Company, Inc. Printed in the United States of America. All rights reserved. This book, or parts thereof, may not be reproduced in any form without permission of the publishers. *Library of Congress Catalog Card Number: 62-13823***

To my wife Peg, who so transcended the ordinary in the way she “chopped the wood and carried the water” while I wrote this book that my ordinary words can only begin to honor her as she deserves. . . .

To the so-many people who helped me in so many ways with this book—so many as to defy my most determined efforts at enumeration, or specification, or evaluation of contribution . . .

To all those who impelled me to think at some length and to some depth about leadership . . .

I gratefully dedicate this book.



## **TO GET RIGHT TO THE POINT . . .**

- Any damn fool can boss people. Only a real man can lead them. This book presumes that you are not looking for any damn fools.

- There are already some books dealing with various aspects of leadership. The reason for another one is that this one, I believe, offers something significantly different and useful.

- It gets to be a bit burdensome, after a while, to keep repeating the entire phrase, "Selection and Development of Leaders." To lighten this burden, hereinafter, I will sometimes use the substitute term "SDL."

- This is meant to be a book about *basics*. Not because fine points and refinements are not important. (They are important, albeit not half as important, probably, as we are sometimes inclined to believe.) Because we practically never get into serious difficulty over refinements. On the contrary, most of our big troubles in SDL occur because we flub the fundamentals.

- You will find no discursive dissertation on "the need for leadership" in these pages. If the need for more and better

leaders and leadership is not already evident to you, your reading of this book is premature.

- Most of the books already produced in this field have been written for students, professional personnel workers, psychologists, *et al.* This one has been written for decision-making managers and executives seeking sound SDL savvy in plain terms and practical procedures, *sans* esotericism, superfluity, mumbo jumbo, or other impedimenta (if possible).

- SDL is the hardest work in management. In many ways, it is also the most rewarding.

- This book derives from the experience of nearly two decades of working directly in the field of SDL and living with the consequences and consequently thinking about, observing, experimenting with, analyzing, worrying over, and studying a great deal about, the matter.

- Somebody else said it first, but Amen!—"The deepest pitfall any organization can dig for itself is to put small men in big jobs."

- The cost of carefully choosing and training a good first-line leader may exceed \$10,000. The cost of carelessly selecting and training one, and thereby getting a mediocrity or a failure, is more—maybe ten times \$10,000—in possibly 10,000 ways. And the higher the leadership position . . .

- Every organization is constantly paying for good SDL, in one way or another, whether it is getting it or not.

J.W.T.

## CONTENTS

|                                                                                  |     |
|----------------------------------------------------------------------------------|-----|
| <i>To Get Right to the Point</i> . . . . .                                       | vii |
| 1. <i>The Primary Problem—WHY BOTHER?</i> . . . . .                              | 1   |
| 2. <i>Leadership—WHAT IS IT?</i> . . . . .                                       | 3   |
| 3. <i>Successful Leadership—WHAT DOES IT TAKE?</i> . . . . .                     | 17  |
| 4. <i>Need for Scientific Selection—CAN'T WE JUST TRAIN THEM?</i> . . . . .      | 47  |
| 5. <i>Leadership in Potential—WHO HAS IT?</i> . . . . .                          | 53  |
| 6. <i>Key Considerations in Summary—SHALL WE PAUSE AND TAKE STOCK?</i> . . . . . | 95  |
| 7. <i>The Problem Next in Order—DEVELOP WHAT, HOW?</i> . . . . .                 | 103 |
| 8. <i>When We Have Good Selection—DO WE HAVE TO TRAIN THEM?</i> . . . . .        | 159 |
| 9. <i>Programming for Results—WANT TO SEE A SAMPLE?</i> . . . . .                | 165 |
| 10. <i>Individual Illustrations—INTERESTED IN SOME CASES?</i> . . . . .          | 219 |
| 11. <i>Responsibility for the Program—WHO SHOULD RUN IT?</i> . . . . .           | 253 |
| 12. <i>So—WHAT NOW?</i> . . . . .                                                | 257 |
| <i>Index</i> . . . . .                                                           | 259 |



# 1

## **The Primary Problem—**

### **WHY BOTHER?**

James C. Morris, one of the finest executives I know, once explained: "You have perhaps heard it said, at one time or another, about someone you knew, that 'The company spoiled a good workman by making a supervisor out of him.' And, in that particular instance, it may have been true. But, granting the imperfection of the human judgment, devices, or procedures that might permit such errors, we cannot rest content merely to shrug off such occurrences as being 'normal,' or 'inevitable,' or 'natural,' or 'unavoidable.' For their toll—in damaged morale, in human disheartenment, and in wasted resources, energy, time, and money—is intolerable."

That is why bother.

Repeated studies have shown that in the *primary* abilities required for leadership, about 70% of the people are average,

15% are below average, and the remaining 15% are above average.

There is some question as to just what leaders are. But you will search far and wide to find anyone who seriously believes that they are merely average, let alone below average.

About 10% of the jobs in America are essentially leadership jobs.

When organizations must continually be filling 10% of their jobs from a population of which 15% or less is potentially capable . . .

That is why bother.

If, through some strange happenstance, Jesus Christ, Leonardo da Vinci, and Abraham Lincoln were employees today of almost any typical, fair-size American business/industrial organization, the chances are great that they would be put down in company records in about this fashion:

Clock Number 1807 Name Lincoln, A.  
Job Laborer  
Remarks Shop lawyer.

Clock Number 951 Name da Vinci, L.  
Job Painter, 2nd Class  
Remarks Always tinkering instead of keeping his mind on the job. Turns in crackpot suggestions.

Clock Number 373 Name Christ, J.  
Job Carpenter, rough work only.  
Remarks Rabble rouser.

And *that* is why bother.

# 2

## **Leadership—**

### **WHAT IS IT?**

Once upon a time, I had a mean boss. A re-eeee-al **mean** boss.\* And I could hardly wait for the day when I could get free of him.

I did “get free of him,” finally, by going out and getting a new job at nearly double the pay of the old. But, y’know something? The main reason I was able to get that new job (and other ones since then, probably, if the truth be known) was that I had learned more—and learned more that was *worth* learning—from Mean Boss than from any other boss, before or since!

And do you know why I learned so much from Mean Boss? Because he had a nasty habit, that’s why! Because he had the terrible, despicable habit of continually asking me questions I couldn’t answer. A typical incident, for example, might go something like this:

\* Relax, bosses of mine, present and past. I am *not* about to “tell all.”

"Boss, wouldn't it be better to have these parts moved by gravity than by conveyor belt?"

"What's that?"

"What's what—a 'conveyor belt'?"

"No—'gravity.' "

"Why, it's a powerful, natural force . . . sort of, ah-h-h . . . it is what makes things run downhill, like water . . . uh-h-h . . . oh, you know!"

"No, I don't know. That's why I asked."

"Well, if you want a technical explanation, I'd *love* to . . ."

"What's that?"

"What's what—a technical explanation?" "

"No—'love.' "

"Are you joking?" ~

"Not a bit."

"Well . . . it's a kind of attraction . . . between people, I guess you might say—or a thing and person . . . a feeling, a kind of magnetism—"

"What's that?"

"What?"

" 'Magnetism.' "

"I don't know."

"Young man, if you are going to persist in using obscure terms and abstractions, you had *better* know more about them than you have demonstrated today. For the next two weeks, therefore, you will take thirty minutes out of each workday for investigation of the three subjects you brought up—Gravity, Love, and Magnetism—at the completion of which investigation you will prepare a complete, accurate, type-written report of your findings. Submit your finished report to me no later than \_\_\_\_\_. Meanwhile, I'll consider your question about the conveyor belt."

And so it went, time after time.

"So what," you ask? So this: Mean Boss's philosophy has

the Selection and Development of Leaders ("SDL"), we will have to deal with the fundamental subject of *leadership*. And if we are going to persist in using the term "leadership," we had better get as thorough an understanding of what the term stands for as we can get—and we had better get it *now*.

"Where are we going to get this understanding," you ask? (Shades of Mean Boss!) I'm not at all certain, at this point. But suppose we start by studying a bit with a few people who have already looked into the matter somewhat and written about it—to wit . . .

"Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable."

ORDWAY TEAD, in *The Art of Leadership*, McGraw-Hill Book Company, Inc., New York, 1935.

"... A series of decisions . . . collectively [pushing a] company toward its long-run objectives."

In personal notes, circa 1940.

"... Principally a task of planning, coordinating, motivating and controlling the efforts of others toward a specific objective. It involves the combining of the traditional factors of production (land, labor and capital) in an optimum manner, paying due attention . . . to the particular goals of the organization. . . . [It is] concerned with the maximization of output obtainable from a given amount of input . . . or the minimization of input for a given level of output. . . ."

JAMES L. LUNDY, in *Effective Industrial Management*, The Macmillan Company, New York, 1957.

"... A system of organized methods of operation in controlling work performance . . . [It] may be described as a chain of attitudes, knowledges and actions that connect the [leader] with his objectives of safe and efficient production."

H. W. HEINRICH, in *Formula for Supervision*, National Foremen's Institute, a division of Prentice-Hall, Inc., New London, Conn., 1951.

"The function of leadership within the corporation is the expression not only of the status accorded it by law, custom and function but of the personal qualities of individuals, so organized and coordinated that the expert facilities and highly special skills of each component of the leadership group contribute to the collective attainment of a defined purpose. Management... is that human segment of the corporate structure upon which converge the demands of consumers and which transforms consumer demand into effective and economical performance of the corporation's function."

JACKSON MARTINDELL, in *The Scientific Appraisal of Management*, Harper & Brothers, New York, 1950.

"It is essential that we appreciate the status of [leadership] as a profession, a science, an art..."

LAWRENCE A. APPELY, in *The Development of Executive Talent*, American Management Association, Inc., New York, 1952.

"Leadership on the job is summed up in the effect that everything you say or do has on the work force... Leadership involves, then, securing [followers'] willing cooperation, their interest, and their desire to do the job the way you want it done... being ahead of the group, showing the way, finding the best path to your objective."

MILON BROWN, in *Effective Supervision*, The Macmillan Company, New York, 1956.

"Leadership in the finer sense of the word is much more than dominating by being aggressive and seizing the lead. It is really another phase of mental alertness... Leadership implies two directions in the relationship, and the effective leader receives as well as leads. His leadership indeed may include *his* fitting in or integrating the needs and wants of his employees with the needs and wants of his company."

RICHARD P. CALHOON AND C. A. KIRKPATRICK, in *Influencing Employee Behavior*, McGraw-Hill Book Company, Inc., New York, 1956.

"...The rule of the best minds. It is anti-democratic, although private organizations flourish best in democratic countries. However, the democratic rule of the majority will frustrate and defeat any management. The crew cannot run the ship."

A. W. ROBERTSON, quoted by Jackson Martindell in *The Scientific Appraisal of Management*, Harper & Brothers, New York, 1950.

"Leadership is not an abstract essence. It is a function, an influence, a relationship. . . . Leadership can be judged good or bad only in terms of goals. . . . Leadership in a democratic society offered by those who set worth on the individual should have as its goal helping people be better people and the society be a better society...and should use only methods that are consistent with this goal. This means that good democratic leadership is essentially *educative* leadership. To be good, leadership...must be particularly clear in its vision of the goal and particularly scrupulous in its selection and use of methods. Leadership...must respect the purposes and the personalities of the members of the group. At the same time it must steer toward the more general goal that is involved. This more general purpose is that in all our voluntary organizations we have opportunities to learn how to be free. Leadership is an art. . . ."

ROBERT J. BLAKELY, in *Strategies of Leadership*, Harper & Brothers, New York, 1959.

"Leadership is a skill...involved in a process of two-way communication, a continuous feedback. This interaction sustains the working morale and the feeling of personal worth of each member of the team, and is in turn sustained by them. [It] means fitting the situation. 'Fitting' means expressing the wishes of the group...and aiding the group to move toward its goals. . . . True leadership is characterized not by domination, but by service."

ALFRED J. MARROW, in *Making Management Human*, McGraw-Hill Book Company, Inc., New York, 1957.

"A leader is a catalyst. He is the one who stimulates others to action. He is the center from whom others gather strength. He is the means . . . of getting them to present a cohesive front to problems. He is the core around which over-all . . . cooperation develops."

EDWARD C. SCHLEH, in *Successful Executive Action*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1955.

"Leaders . . . in various ways guide, control, direct, counsel, advise, teach, influence, and help others in the conduct of their public and private lives. . . . Leaders must perform any or all of three functions: (1) interpret the group's meaning to the membership; (2) help the group to make necessary changes, to adjust; (3) help the group to remain the same, to resist changes or threats."

HENRY CLAY LINDGREN, in *Effective Leadership in Human Relations*, Thomas Nelson & Sons, New York, 1954.

"... The necessary activities of those individuals . . . in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes. The associated efforts are to be reasonably productive and harmonious. . . . [It is] a fine art which would bring closer together in purpose the organized relationships of individuals and groups to each other . . . to bring about the most fruitful possible collaboration in a world where associated effort is the typical expression of individuals who seek to be productively alive. . . . This art becomes . . . a social undertaking of fundamental public importance. [Leadership] at its best exhibits a finite fragment of human creativity striving toward . . . perfection in good associated performance and achievement. [Leadership] at its worst can be a grave social liability . . . humdrum, routine, impersonal and domineering; and when it is thus corrupted it becomes ugly and soul-destroying. It can become dangerously antisocial in its fruits."

ORDWAY TEAD, in *The Art of Administration*, McGraw-Hill Book Company, Inc., New York, 1951.

"The . . . primary responsibility is to get work done by other people. . . . The [leader] spends most of his time as a teacher, since his most important function is to improve the skills, alter the habits and attitudes, and add to the existing knowledge of each employee under his control. Almost every contact he has with his workers is essentially . . . *training*."

ROBERT D. LOKEN AND EARL P. STRONG, in *Supervision in Business and Industry*, published in association with Modern Industry Magazine, (Modern Industry Books) Funk and Wagnalls Company, New York, 1949.

" . . . Its chief task is to arouse in a group of men a harmony of mood and attitude that permits the accomplishment of the organization's task in the quickest, easiest and most friendly way. . . . [Leadership] is proficiency in organizing the will of the employees—in leading men and women to work together."

MORRIS S. VITELES, in *The Science of Work*, W. W. Norton & Company, Inc., New York, 1934.

" . . . The function of planning, coordinating and directing activities . . . a function that must be performed if men are to combine their talents, abilities and services with material resources in the production and provision of the goods and services they desire. It is a continuing and dynamic process, never-ending, and varying as it meets new problems."

DALE YODER, in *Personnel Management and Industrial Relations*, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1948.

"Management's task is to mix Men, Money, Machinery, Materials, Methods and Markets so as to yield a profit. . . . It is the function of a manager to plan, direct and supervise the efforts of others; to think for more than one; to multiply himself through others. A good manager primarily is a teacher and a leader. A good leader is a teacher who directs the efforts of subordinates without seeming to direct. He is a harmonizer—one who blends, cements and harmonizes the

men and women under his direction while directing their efforts."

Personal notes, circa 1940.

"[Leadership] includes all functions and activities that are concerned with the actual work of executing or carrying out the objectives for which the enterprise has been financed and organized. . . . [It] embraces such functions as issuing orders concerning the work to be done, seeing that the personnel is fitted for the work and trained to operate efficiently, and caring in general for the everyday routine necessary to ensure that men, materials and equipment are functioning properly toward the desired end."

DEXTER S. KIMBALL, in *Principles of Industrial Organization*, McGraw-Hill Book Company, Inc., New York, 1947.

"... Leadership in a business or industrial organization is basically . . . enlisting the help and assistance of persons with varying backgrounds and interests in the accomplishment of a common task in which each person's contribution is just a part of the whole."

BURLEIGH B. GARDNER AND DAVID G. MOORE, in *Human Relations in Industry*, Richard D. Irwin, Inc., Homewood, Ill., 1950.

"The functions include: provision of equipment, materials and supplies . . . development of personnel . . . planning of work . . . direction of activities . . . selection of methods . . . checking of results."

L. ROHE WALTER *et al.*, in *Business Organization*, McGraw-Hill Book Company, Inc., New York, 1949.

"... Administering the major plans of top management, organizing to effectuate the institutional objectives, and exercising supervisory control over . . . subordinates. [It] provides the lubrication which makes possible the functioning of the organization as a whole. The . . . goal is increased effort and better performance. Leadership is a dynamic force that may

be marshaled from many directions. Dynamic leadership means having power or strength to achieve as the result of a singleness of purpose and an integrated personality. A part of the dynamics of leadership is adherence to purpose. . . ."

WILLIAM R. SPIEGEL, *et al.*, in *Elements of Supervision*, John Wiley & Sons, Inc., New York, 1957.

"The [leader] makes clear the objectives, charts the course, and holds the organization to it. . . . He adds to his own ability the ability and initiative of others. . . . The [leader] is expected to stimulate and release ideas from those below him . . . create a sense of independence and freedom of initiative [so that] the feeling spreads, and the least important workers eventually share in it."

WILLIAM B. GIVEN, JR., in *Bottom-Up Management*, Harper & Brothers, New York, 1949.

"...Selecting the right person for each job; arousing . . . interest in his work and teaching him how to do it; measuring and rating performance to be sure that teaching has been fully effective; administering correction where this is found necessary, and transferring to more suitable work or dismissing those for whom this proves ineffective; commending whenever praise is merited, and rewarding for good work; and, finally, fitting each person harmoniously into the working group—all done fairly, patiently and tactfully so that each person is caused to do his work skillfully, accurately, intelligently, enthusiastically and completely."

GEORGE D. HALSEY, in *Supervising People*, Harper & Brothers, New York, 1953.

"Leadership is the ongoing work of releasing and channeling skilled human energies toward the attainment of definite, predetermined objectives . . . the business of impelling people to make concerted application(s) of their abilities, as directed, to the end that the aims of their group be realized."

In personal notes, circa 1950.

So there you have it. . . .

Leadership is an activity—no, a series of decisions—well, a task—really, a system of methods—no, it's actually a sort of expression of personal qualities—that is to say, it is a profession, a science, an art—well, truly, it is a phase of mental alertness—in a way, it is pretty much the rule of the best minds—perhaps, though, it is best to regard it as a service—while, on the other hand, it is more of a relationship—but possibly we should identify it as a kind of catalytic stimulant—well, conversely, perhaps, a whole series of activities—tell you what: let's express it as proficiency in organizing—no, more nearly a dynamic process, sort of—truth be known, it is largely a matter of communicating—which is to say, it is a very special kind of work. . . .

Well, anyhow, it is democratic—no, it must be regarded as being basically antidemocratic—at any rate, dominant—except that it is service-motivated, helpful—but of course it is innately aggressive—were it not for the fact that it is intrinsically educative. . . .

More or less.

You think *this* is confused and complicated? Well, hang on. We've barely started to define leadership. Wait till you see what happens to clarity/cogency/ comprehensibility when we mix in even more dimensions, to wit . . .

According to various authoritative students of Leadership/SDL (in view of the punishment you have already had to endure, I will spare you from having to wade through multiple quotations in this regard), leadership may derive from a number of things, including:

*Knowledge and Skill*—as expressed, perhaps, in the saying that "The man who knows how will always find a place in life, but the man who knows *why* will likely be his boss."

*Power*—or ability to reward or punish.

*Tradition*—as with all forms of “royalty.”

*Illusion*—as witness a host of famous charlatans.

*Intellect*—“The one who gets to call the shots is the one who can aim them.”

*Prominence*—as in the case of the public figure who sets trends (for example, in clothing styles) regardless of whether he or she is in any way particularly qualified to be entrusted with such power or deserves to be followed.

*Personality*—as witness countless examples: Moses, Plato, Voltaire, Churchill, *et al.* (yes, and Hitler, Mussolini, Stalin, Castro, and all of their ilk, unhappily).

As well as having many different possible origins, leadership is also regarded as being of a number of different *types*, including:

*Permissive*—in the practice of which type the leader outlines the general functions and tasks of the group in relation to the total organization and delineates broad aims, limits, goals, objectives—but permits his followers complete freedom to carry out these directions in the manner of their choice, refrains from “supervising” beyond the making of random checks on progress, and demands only the final accomplishment and reporting of successful performance.

*Authoritarian*—which is just about the diametric opposite of the permissive type.

*Humanistic/Consultative/Benevolent* (or you-name-it)—in the practice of which the leader tries to occupy a middle ground between the permissive and the authoritarian, being a “good guy” about it—an *intelligently* good guy—but still unmistakably the boss.

*Laissez-faire*—which, as nearly as I can figure out, actually is little more than a fancy name given to what is virtually doing nothing or token leadership by a boss who enjoys the status, privileges, and benefits of high position while carrying low or no real responsibility.

So now you have it. . . .

*Leadership is an indeterminate something-or-other that apparently exists in a variety of indefinite forms and derives from a multitude of mysterious sources!*

Perhaps.

What now!? Shall we go even further, and look into the variables of a third dimension: such factors as types of followers, environmental or "climatic" matters, past practices and customs, special situations, taboos, influences peculiar to particular institutions, group/organization "personality" factors, area or geographical effects, ethnic considerations, and so on and on?

Then, after that, would you like to explore still another ramified dimension—such as the variable of purpose or direction—or perhaps the *raisons d'être*?

Or, instead, are you of a mind now to attempt an incisive getting-through to the bedrock essence of the question, "What is leadership?"

I suspect that this last alternative most nearly suits not only your preference but the demands of the situation. So let's try it. . . .

## LEADERSHIP IS PEOPLE

Leadership, whatever else it is, is leadership of people by people—and the reason we do not know much about leadership is that we do not know much about people.

Do you doubt this? Then see what you can do in answering these twenty simple questions about people:

1. What is attitude? What causes it?
2. Why do people like music?
3. What is memory? How does it work?

4. Why do people remember things they have seen better than things they have heard?
5. What is imagination? How does it work?
6. Where does prejudice come from?
7. What makes laughter?
8. What is mental fatigue?
9. Why is it that a person can experience fatigue from doing nothing?
10. Why does the heart beat?
11. The human eye actually “sees” everything upside down. Why and how, then, does the person see things right side up?
12. What is learning? What happens within a person when, as it is said, “He is learning”?
13. What is personality? Why is it what it is?
14. How does the mind transform thoughts into words, numbers, or symbols, and vice versa?
15. What is normalcy?
16. What are feelings? How are they any different from thoughts? What is their cause or origin?
17. What is your favorite color? Why? Is your choice the same as that of your associates? Why?
18. Why is the human gestation period nine months instead of six—or twelve—or eighteen—or any other period of time?
19. What is sanity?
20. What is a surefire formula for getting along well with everybody?

Now, if—despite superior intelligence, background, education, or any other possible qualification—you cannot answer these twenty “simple” questions, that is not cause for shame. For even the very greatest of philosophers, psychologists, theologians, psychiatrists, scientists—all kinds of stu-

dents of mankind, ancient and modern—have tried to fathom these imponderables, only finally to conclude: *The human being is the most complicated and mysterious organism on earth.*

*Voila!* Now you *do* have it. . . .

What is leadership? Just as with gravity, love, magnetism, memory, *et al.* . . . No one quite knows.

# 3

## **Successful Leadership—**

### **WHAT DOES IT TAKE?**

“What is leadership?” This question—with its corollary, “What does it take to be a leader?”—is the most pivotal of all SDL questions. Everything else rests on it. And its answer? “No one quite knows.”

How’s *that* for getting off to a flying dead stop? Or is it a dead stop? Obviously I, for one, don’t think so, else this book wouldn’t be before you now.

“Well, where *does* this leave us,” you ask? It leaves us here:

The lead-off conclusion, above, is one aspect of the matter. It is an important one, too; for at the very least it serves to clear the air, keep us honest (and properly humble?), show the present state of the art/science (as the case may be), and provide that bedrock pad so necessary to getting our “rocket” properly off the ground. But even though it is a (the?) most fundamental one, it remains *one* aspect.

When we examine another, adjacent aspect, it quickly becomes evident that while no one quite knows what leadership is, that word "quite" tends somewhat to mislead, to obscure the vital fact that, just as "The blessed work of helping the world forward does not wait to be done by perfect men," so also the noble work of advancing SDL does not wait to be done only after we possess perfect knowledge.

Looking a little further, it also becomes evident that just as we do not necessarily require a perfect definition of gravity to be able effectively to slide things down a chute—or of love to be concerned for our children; or of magnetism to build a compass that works; or of memory to recollect—we need not wait for The Compleat Explanation of Leadership to put to practical use that which we *do* know that is useful.

Looking still further, it is evident that we know something quite useful, indeed; that, in the myriad variables involved in the matter . . .

There are a number of constants, basics, common denominators.

Certain important cause-and-effect relationships are apparent.

Significant clues to some of the underlying, unifying principles and laws can be found.

. . . and, from these, a number of practicable guides, theories, insights, and working hypotheses of SDL can be formulated.

Are you eager to delve into these alleged constants, fundamentals, principles, denominators, hypotheses, causes and effects, and guides? Good! So am I. And we'll get to them, too, soon enough. First, though, with an eye for the long haul, we had better take care of a fundamental priority matter—the matter of building a little more solid, enduring foundation. *A la . . .*

## FIVE STANDARD GAUGES

Our mutual aim and desire here is to provide you with the best possible information of the kind needed for building appropriate combinations and sets of leadership criteria—criteria, that is, which are relevant to your particular organization and applicable to your particular situation and needs. Some of this information—mainly, the basic or general—you may extract from this book. And some—especially when it comes to what may be peculiar or exclusive to your organization or what arises out of special or uncommon requirements—you will necessarily have to provide for yourself.

But whatever the sources of any such information, you will want and need to know: “Is this truly the information I need and want—does it actually delineate what it takes to be a leader—are these so-called criteria really genuine, acceptable criteria?”

The best way I know of satisfying this question, the best way of “qualifying” criteria, is to strive continually to isolate factors each of which has five requisite characteristics—the characteristics of *validity*, *reality*, *modernity*, *comprehensibility*, and *specificity*. Thus a sound factor is one that is:

- **Valid.** It is significant; it is not just “nice to have”; it has a make-or-break quality. It is definitely related to success or failure in leadership.
- **Realistic.** It is practically attainable. (Not “. . . Ph.D., age 35, twenty years of experience.”) It is neither too high nor too low, too “tight” nor too “loose.”
- **Up-to-date.** It is appropriate for modern conditions. More, it is forward-looking—to probable future conditions.
- **Comprehensible.** It is understandable to all who might use the information. (This is certainly not to say that only

the very most elementary, four-letter terms are suitable; but, on the other hand, if you *must* use specialized, obscure jargon such as “dysmnestic egokinesestheticism,” you had better take special care to explain your meaning.)

- **Specific.** It is sufficiently well defined to permit measurement—or, at least, reasonably accurate estimation.

The probability of isolating any single factor, let alone a set of factors, which will check out perfectly against these five gauges is an exceedingly slight one, of course. But, to the extent that any factor *does* check out against these worth-indicators, to just that extent can you be assured as to the reliability of that factor.

Now, with these five gauges in mind, let's start exploring some of the basic information available for formulating possible answers to our key question: “*What is leadership—what does it take to be a leader?*”

## EXPERT TESTIMONY

Our initial approach to the key question was to consult the thinking of some “people who have already looked into the matter somewhat...” —to examine the written testimony of a number of recognized authorities on the subject. And this approach led us straight into chaos, contradiction, and confusion. Or so it seemed.

Was this really a proper conclusion, though? Not quite. (That word “quite,” again!)

Granted, our experts disagree in some regards—and in some very important regards. But they are also very much *in* agreement in certain important regards. And perhaps the most fundamental thing about which they seem to be in relative agreement, implicitly if not explicitly, is that leadership is essentially a four-dimensional thing:

1. **Leadership is a force.** It is a causative power: the effect

of followership derives from the cause of leadership. It is intangible—it is stimulus that begets response. It is exerted/expressed/applied via action, speech, inference, attitude, emotion, and other things—which “other things” may quite possibly include various unknown means (extrasensory perception, hypnotic suggestion . . . who knows?).

2. *Leadership functions in media/environment.* It does not operate in a vacuum but in an atmosphere compounded of many, many elements. And the quality and character of the leadership practiced in a given environment both affects and is affected by that environment. Therefore, while the quality of the leadership in effect in a given environment will *tend* to be consistent, it will also tend to vary somewhat with what might be termed the “ambient temperature” and other factors.

3. *Leadership is dynamic.* It is not static but lively; not passive but active. And this activity has reason, direction, purpose—as in the attainment of a single great goal (winning a war), with which attainment it diminishes and may even disappear; or as in the continuing, repeated attainment of a succession of lesser goals (winning games, making profits), in which case it continues and may strengthen. But, in any event, when leadership loses the quality of dynamism, it ceases to be. As an airplane: if it is not kept in motion toward something, it falls.

4. *Leadership employs principles, tools, and methods.* Consistent leadership does not work merely by chance, intuitive processes, instinct, or accident. It utilizes consistent guides, procedures, and techniques which can be learned and controlled.

And this, for whatever it is worth, is just about as fundamental as we can get.

“And just what is it worth,” you ask? (Patience. . . . We’re a great deal closer to being able to pick up this mercurial

blob than you may realize.) At the very least, this information delineates the basic considerations to be taken into account in the establishment of a sound SDL plan. Without such delineation, nothing else makes much sense at all.

## SCIENTIFIC (MORE OR LESS) RESEARCH

So, basically, leadership is a dynamic force which employs certain principles, tools, and methods, and functions in certain media or environments. For knowledge of the more nearly specific elements of which it is composed, let's look now at some of the significant findings of systematic, organized investigation. . . .

Examination of published reports of scientific research into the nature and structure of leadership yields seven main factors:

### 1. Mental Ability

So far as I have been able to discover, *every* scientific study in depth wherein attempt has been made to ascertain whether a connection exists between mental ability and successful leadership has shown that there *is* such a relationship.

Does this mean that the more intelligent the leader, the better he is as a leader? Some years ago, many believed this to be the case. More recent findings, however, show that the most effective leader is apt to be *slightly* (say, 5 to 10%) more intelligent than his followers.

Many people who once proceeded on the premise that the good leader should be vastly superior to his followers in intellect have learned to their dismay (and expense!) that such a condition is much more likely to lead to a complete breakdown of understanding between leader and followers. The overintelligent leader, for instance, easily comprehends

and solves complex problems—while his followers are plodding slowly and painfully through the mere beginnings of the problems—and he cannot quite realize “how anybody can be so damn dumb . . . it’s more apt to be stubbornness, obstinacy. . . .” And his followers soon conclude that he is a supercilious snob and smart-aleck (and some other less-than-polite things) who is utterly lacking in understanding or any other desirable human attribute. Whereupon, of course, the relationship has deteriorated to the point of imminent collapse.

(As though this how-much-intelligence question weren’t knotty enough when applied to the problem of selecting career first-line leaders, what a tough nut it becomes in the case of the young, potential top executive who must live and learn the business from the bottom up, one level at a time! Conspicuously, such a selectee must have superior qualities not only of intelligence, but also of tolerance, humility, patience, empathy, etc.—else he will never survive to realize his potential.)

The average correlation between intelligence and leadership found in the studies compared at a leading midwestern university was .28—which is a positive correlation, of course, if hardly a spectacular one. Another university study concluded that successful supervisors have an average-and-better mental endowment, as measured by standard tests. And a third university study, one of leadership among college students, concluded that leaders are possessed of greater intelligence than the average of the groups led.

In an unusually comprehensive study conducted in a giant western manufacturing corporation, it was found that over 40% of the foremen rated as being in the lowest two groups of supervisory ability had an IQ below 110, whereas only 20% of those in the top two leadership groups had an IQ

below 110. It was also found in this study that production under the more intelligent supervisors was 17% better than could be attributed statistically to chance alone.

Researcher Stodgill, of Ohio State University, found that *originality* correlated from .28 to .70 with leadership—which was next to the highest correlation he found for *any* characteristic.

Do the scientific studies show perfect correlation between superior mental ability and success in leadership? Obviously, they do not. Do the studies show that there is *some* such connection? Clearly, they do.

## 2. Broad Interests and Abilities

Researchers from the Carnegie Institute of Technology concluded from a series of controlled tests that “Above-average standing on a *large number* (italics mine) of qualities which can be rated or measured is the true criterion of executive ability.”

Other investigators have found that superior leaders tend to be superior also in widely varying aptitudes such as clerical aptitude, tweezer dexterity, engineering aptitude, and creative imagination. And oddly, perhaps, one study indicated a strong correlation between executive potential and tonal memory, or ability to recall musical themes—which, regardless of humorous implications, may signify that a man is indeed likely to be a better executive if he can whistle “Dixie”!

(Speaking of humor, some very recent probings have indicated that the ability to express a situation with cogent good humor, wit, or irony is “a virtually unmistakable mark of leadership ability.”)

And still other studies have shown the strong leader to be one who is strongly curious about many things, an avid reader on a variety of different subjects, and a person more interested

in planning and directing the varied tasks of a variety of people than in directly doing the detailed work himself.

The leader who impels ready followership, then, is seldom if ever only a narrow specialist. He generally has certain highly specialized knowledges, of course, and these in depth—but additionally he is a well-rounded person. He possesses wide, *general* understanding; he has many and *varied* aptitudes; he is sensitive to, and broadly interested in, the work with which he is most directly connected, *plus* many, many other important activities and aspects of his environment. Clearly, he is a broad and broadly endowed individual.

### 3. Communication Skill

"With words we govern men," said Disraeli.

"Management is communication," concludes Dennis Murphy in his book, *Better Business Communication* (McGraw-Hill Book Company, Inc., New York, 1957).

"The communication process is as vital . . . as the circulation of the blood," states Stuart Chase in *Power of Words* (Harcourt, Brace & World, Inc., New York, 1953, 1954).

"In the final analysis the job of every executive or supervisor is *communication*," says the American Management Association. "It is perhaps the highest, the most exacting skill of management."

And the famous *Cambridge History of American Literature*, in speaking of Abraham Lincoln, said, "Not his policies, not his course of action, had won for Lincoln his commanding position in his party in 1860, but his way of saying things. In every revolution . . . the man who can phrase it can lead it."

It is not surprising, then, to find scientific investigations showing that a strong correlation exists between leadership and ability to speak and write fluently. Practically all of these studies have confirmed that, to the leader, language facility is virtually *sine qua non*.

Johnson O'Connor, for example, saw that successful executives have considerably greater vocabulary development than any other group studied—including college-graduate groups and even groups of college professors—and that this high level of language development, furthermore, could not be attributed to “educational advantages.” In fact, even the relatively *unschooled* executives in his study scored better than highly educated people who were not executives.

One university research staff observed that successful leaders tend to be considerably more “assertive” than average. Another noted that a leader is better able to summarize and express the opinions and feelings of the group; that is, to do so with greater clarity, decisiveness, and consistency than other group members. And in an industrial study, the more successful supervisors were more “persuasive” than others, with production under these more fluent supervisors being 35% better than could be accounted for by mere chance.

The successful leader appreciates language as the primary means of communication and communication as the primary means of influencing his followers. Better than others in his group, he is able to phrase the group's attitudes reliably and understandably. He expresses himself easily, persuasively, and clearly—both in speech and in writing.

#### 4. Maturity

“Only a real man can lead people,” it was opined in the very opening of this book. And scientific research leads to the same conclusion, though phrasing it somewhat differently.

The effective leader is mentally and emotionally grown up. He has matured. He is objective and forethoughtful. He is notably free from antisocial attitudes, arrogance, prejudice, moodiness. Progressing from healthy childhood to healthy adulthood, he has a healthy respect for authority and a healthy degree of human understanding. He is self-controlled,

self-reliant, self-sufficient (at least enough so to endure the loneliness of leadership), relatively even-tempered, and realistically well adjusted to life.

These positive qualities are all the more sharply highlighted by the University of Chicago's findings as to "some of the principal reasons for the *failure* of executives," which include:

Resistance to authority

Arrogant treatment of others

Existence of mental ailments

Inability to make room for other people

Prejudices which interfere with judgment

A number of studies have revealed that the leader's attitudes toward his parents can be pivotal. The successful leader has severed the emotional apron strings between self and parents (especially weaning himself from his mother), although respecting the authority which his father once represented. And these attitudes he carries over into the work situation.

Comparison of psychological test results in one study indicated that one of the main differences between leaders and followers is that leaders consistently tend to be more self-sufficient, dominant, adjusted, and self-assured, showing a courageous willingness to decide upon courses of action, lead the way into the action, and live with the consequences.

Researcher O'Connor noted from experiments using free-association tests that exceptional objectivity is significantly correlated with success in leadership. Review of the grievance histories of objective versus subjective foremen, for instance, showed that the subjective foremen had twice as many complaints as did the objective foremen. The special committee organized to review the grievances that were involved *reversed* 80% of the subjective foremen's actions resulting in complaints by employees—but *confirmed* 70% of the actions re-

sulting in complaints from employees under the objective foremen.

And a clinical study of production supervisors identified "psychological maturity" as a critical determinant of success in leadership. The published report of this study of case histories stated, "The (successful leaders) showed development from early childhood involving less withdrawal from others, less indifference to the actions of others, and fewer antagonistic reactions to others. In many cases there was a close relationship between reported childhood behavior and present job behavior."

Scientific research, then, clearly confirms the observation that the successful leader is free from left-over childishnesses; that his attitude and behavior patterns are those of a responsible, mature adult; that he is psychologically secure within himself and represents psychological security to his followers.

### **5. Motivational Strength**

Drive, energy, initiative, courage, persistence, self-starter-ship, stick-to-it-iveness—these qualities have long been regarded as clear marks of the strong leader. And systematic investigation reveals nothing to deny the importance of such qualities as determiners of success in leadership.

In two independent studies, for instance, one research group concluded: "The volitional traits of ambition, courage, perseverance, industry, forcefulness and initiative are essential qualities in the leadership phases of executive talent." The other group concluded that "The traits of strength of will, desire to excel, application . . . are positively related to leadership."

A 1946 survey of successful business executives disclosed that 94% of them liked their work. These executives further cited "great capacity for work," "imagination," and "ability to see things through" as principal reasons for their success.

Another study statistically verified significance in these leadership traits: "dynamic impulsion to plan and organize"; "hard worker"; "ability to . . . carry through"; "no buck-passing"; "tendency not to shirk responsibility but instead to seek it out"; "not afraid of losing power by delegating responsibility."

The successful leader, then, likes the work of planning, organizing, and directing the work of others and knows full well that his objectives will be reached through others. He has a strong determination to accomplish. He respects responsibility. He is courageous; he is secure and confident enough to share responsibility, to delegate, and to take blame without buck-passing. He works with great intensity, concentration, and adherence to purpose. He has the "guts" to originate, to initiate—and see each job *all* the way through to completion.

## 6. Social Skill

Stodgill, in reviewing results of various leadership studies, found correlation between *sociability* and leadership varying from .33 to .98. *Ability to enlist cooperation* correlated from .44 to .69. And similarly strong correlation was found between *tact and courtesy* and popularity or *prestige*.

Katz, reporting findings by University of Michigan researchers, says that the leaders of high-production groups are *more employee-centered* than those of low-output groups. Employees under the employee-centered leaders feel more like partners than like mere employees—and produce at a much higher rate because of it.

Elton Mayo, in his now-classic "Hawthorne Experiment," discovered that a group's productivity very closely matches the rises and falls of its leader's feelings and attitudes.

Shartle's analysis of preference measurements showed that successful leaders are considerably more interested in activ-

ities dealing with people than in activities dealing primarily with things.

Henry, Stockford, Stodgill, and others, summarizing work done on executive-selection methods and criteria, found *social mobility drive* a significant factor. The term social mobility drive is interpreted as meaning "interest in social status and activities."

(Quite a few studies, incidentally, indicate an apparent connection between leadership and membership—office-holding or not—in social and professional groups and associations. But it is not at all clear whether this means that leaders tend to gravitate toward such groups or that these groups habitually tend to seek out leaders of recognized standing—for whatever reasons.)

It is hardly surprising, of course, to find scientific research verifying what is virtually self-evident. Leadership, after all, fundamentally means accomplishing through others—which makes it entirely obvious that the successful leader must rely heavily on social skills. He must be sensitive to human feelings and attitudes, whether spoken or not; he must be empathic to be most effective in influencing others. Even in a predominantly authoritarian situation or environment—say, for example, the military—it is abundantly clear that the strongest leaders, both in fact and in the estimation of others, are characteristically "human" leaders.

## **7. Administrative Ability**

Envisioning, originating, planning, organizing, directing, completing, judging people, selecting, teaching, inspiring, reviewing, analyzing, observing, improving, applying insight, summarizing, deciding, getting things done—these, more than the technological ones, are the skills on which the leader particularly relies. And he is successful very much in proportion to his facility in performing these essential functions.

As though to accentuate these skills, Burleigh Gardner re-

ports that among the factors contributing to the *failure*, once more, of executives are:

Lack of vision

Tendency to deal in too much detail

Inability to see the larger issues in situations

On the positive side, again, repeated studies—as at the universities of Chicago and Ohio State—have repeatedly identified such marks of leadership as: judgment of people; skill in team effort; ability to anticipate changes and trends; vision and imagination, coupled with the attribute of “reality orientation,” or practical-mindedness; decisiveness; alertness to environment; responsibility; sensitivity to problems; conscientiousness; and trustworthiness.

The effective leader gets consistent results not primarily through the tools of a technician but through the skills of an administrator.

## SUMMARY

1. *Mental Ability*: The leader has somewhat greater mental endowment than his followers. (He may *start* his career in direct supervision of people very much less intelligent than he, of course—in which case he will also need special measures of tolerance, humility, patience, *et al.*—but the above formula will pertain to the *eventual* level at which he will function most successfully.) He is not inferior to his followers, so that they readily come to lead *him*, but neither is he so superior as to be too far above their level of mentality. He is an imaginative realist.

2. *Broad Interests and Abilities*: The leader has a broad range of knowledges, interests, and aptitudes. He may be specially qualified in a particular field; but his skills, curiosities, and comprehensions also extend appreciably beyond any narrow specialty. He is well-rounded.

3. *Communication Skill*: The leader has appreciably

higher-than-average skill with language, a larger-than-average vocabulary, and better-than-average eloquence—in both speech and writing. He is articulate.

4. *Maturity*: The leader is a responsible adult with grown-up attitudes and behavior patterns. He has attained emotional maturity himself, and he represents such attainment to his followers. He is a man.

5. *Motivational Strength*: The leader is impelled to strive for accomplishment, and he has the start-stick-and-finish qualities necessary for such accomplishment against resistance, obstacles, odds.

6. *Social Skill*: The leader has exceptional insight into human nature, appreciates the necessity for enlisting cooperative effort, and applies himself intelligently to the art and science of getting things done through people.

7. *Administrative Ability*: The leader knows how to do a *whole* job—from conception through completion—not just as a technician, but as a skilled administrator.

Such are the principal revelations of scientific investigation.

It is still too early, of course, to undertake the construction of a finished set of leadership criteria. But if you are reading this book with such in view (why else?) it would probably be a good idea to pause at this point, review the information just presented, and *start* the job of listing tentative factors—both plus and minus factors, main and subfactors—for possible inclusion in the yardstick at which you intend eventually to arrive.

For instance, you might start with the main factor of *maturity*. Under this, on the “go” side, you might list such subfactors as *self-reliance*, *objectivity*, *steadiness*, etc., and on the “no-go” side, the implicit opposites—*dependence*, *subjectivity*, *unsteadiness*, etc. Thus you can be working forward, as well as looking forward, in a highly practical, contempla-

tive way, to the final establishment of the criteria that will hold up when checked against your standard gauges (remember?): *valid, realistic, up-to-date, comprehensible, specific.*

### **"AUTANT D'HOMMES, AUTANT D'AVIS"**

Of all the approaches I know to the problem of isolating leadership criteria, one of the most interesting and fruitful came not from personnel specialists, psychologists, scientists, or the like, but from a group of broadly experienced and intensely practical-minded operating managers and executives in a large manufacturing enterprise.

When apprised of some of the findings of scientific research—as those we have just reviewed—one of these operating executives asked, "How did the researchers know which of their subjects were good leaders and which were poor leaders?" Upon learning that, in many instances, these designations were made not with scientific objectivity but subjectively—that is, by the leaders' *own* leaders—this group decided to put aside consideration of alleged scientific data for a time and to endeavor to extract valid, significant leadership criteria from their own experience and observation. Whereupon they instituted a series of conferences on the central question, "What are we looking for in our supervisors—what must they have to be good supervisors?"

At the outset, as you might imagine, these discussions were not very productive. In truth, very nearly the opposite was the case: they were rambling, confused—and sometimes even seemed to move in all directions simultaneously! Thus they increasingly "got nowhere fast" until finally, in exasperation (desperation?), one of the participating production managers exclaimed, "Hell's fire, a good supervisor has to be, know, and do everything from *A* to *Z*!"

And there was the idea that finally put these conferences

on the beam: A good supervisor/leader has to *be* certain things, *know* certain things, and *do* certain things—and these things range from *A* to *Z*—and then some, perhaps.

Having thus hit upon a unifying scheme/framework, this group then proceeded to list the *be-know-do/A-Z* items, with no attempt at ranking or weighting but simply striving to capture what in their estimation were *important* items. And here's how their effort turned out:

### **A Good Supervisor Should BE . . .**

1. *A morally sound, good citizen.* No matter how rough or earthy the followers, they want a leader they can respect as "a good man," one who stands for the right things—in *every* aspect of life.

2. *Creative and imaginative.* The supervisor who is looked-to "to figure things out" and is "always coming up with ideas" is looked *up* to.

3. *A member of management.* The effective boss is *not* "one of the boys," and not even the boys want him to be such. In his very unspoken attitudes, as in other ways, he is set apart as the *leader*.

4. *Fair—to employees, associates, leaders, company, community, nation.* The supervisor who is consistently sound in his decisions and actions *balances* those decisions and actions with consideration of his multiple responsibilities and obligations.

5. *Interested in many things.* A genuinely knowledgeable leader continually derives extra knowledge from investigating things beyond those which are immediately at hand.

6. *A teacher.* A good supervisor sees to it that the people under his direction acquire needed *know-how/what/when/where/who/why* by thoughtful plan, not by trial-and-error or accident.

7. *Emotionally mature.* Sending a boy to do a man's job never did work. It still doesn't.

8. *A planner.* The effective leader determines in advance what is to be done—and when and where and how and by whom—and why.

9. *Respectful—of himself and others.* It might never occur to the supervisor, in an entire lifetime, to discourse upon the dignity of man. He is nonetheless aware of this dignity and its importance.

10. *A student.* The successful leader fully perceives that, even as “A man does not just ‘have’ a job (but) is always earning it”; so, too, a true leader does not just “have” an education—he is constantly *acquiring* it.

11. *Decisive.* The supervisor is there to “call the shots,” and that he does. He knows that one of the surest and quickest ways to lose his authority-to-decide is to fail to exercise it.

12. *An organizer.* A good leader abhors chaos and confusion as nature abhors a vacuum, and he continually works to bring order and system into the work situation. He understands that this is practically the only way he can ever effectively escape the urgent to attend to the important.

13. *Dependable, reliable.* Followers will forgive and endure many human shortcomings in a leader (thank God!); but continually changing, unpredictable, erratic behavior is intolerable to them. And obviously management, too, must have a man who can be counted on.

14. *A motivator.* The good supervisor realizes full well that control of the “rheostats” of his followers’ energies rests with the followers. He therefore concentrates on stimulating and motivating his followers to set and keep their rheostats on “high” position—willingly!

15. *Energetic.* It is not only that leadership *requires* energy, although it does that, and in abundance; but that energetic action and enthusiasm, like laughter, are infectious, catching. Lethargy begets lethargic response; energy begets energetic emulation.

16. *A coach.* (“This has already been listed once, as ‘A

teacher,' " you say? Right—which indicates it is *doubly* important.) The leader encourages his men, helps them to improve, picks them up and dusts them off when they fall . . . a coach.

17. *Expressive—in speech and writing.* The good supervisor knows big words and medium-size words and little words, and which to use when, and how to put them together so that they truly communicate.

18. *A production engineer.* If a choice exists between the specific and the abstruse, the measured and the indefinite, the factual and the vague, *et al.*, the practical-minded operating supervisor will in each instance prefer the former to the latter.

19. *Keen-minded.* One of the surest, swiftest ways of ruining the morale and productivity of a group—by making them feel insulted and degraded—is to make them subordinate to a supervisor who is their intellectual inferior.

20. *A manager.* Whether the good supervisor's particular area of accountability is relatively small or large, he practices the principles of good management to the same degree and with the same *sense* of responsibility that would be required if he were totally responsible.

21. *Resourceful.* If his best-laid plans go awry, the good leader has two or more additional ones in reserve—not only because he is quick on his mental feet, but because he habitually tends to think of a variety of alternative courses *before* instituting any.

22. *Improvement-minded.* A good supervisor is quite aware that "Many a man has made a false step by standing still." More than that, he is never quite satisfied with things as they are but is forever seeking ways of making them better.

23. *A self-starter and hard worker.* The effective leader determines what is to be done and does it—all the way.

24. *Loyal—to employees, associates, leaders, company,*

*community, nation.* The good supervisor gives loyalty. He thereby gets loyalty.

25. *A human being.* Although being the foregoing two dozen superior things, the superior leader is (finally!) a mortal, with the failings and limitations thereof. His special quality in this regard, however, is a knack of turning even his failures into successes—of realistically *expecting* some failures as a price of progress—of refraining from wasting time and energy in complaining or searching for scapegoats—of taking *more* than his share of blame when things go wrong—and of picking himself up after a setback and moving forward again.

26. *A Leader—and all that the term connotes!*

### **A Good Supervisor Should KNOW . . .**

1. *The aims, principles, and objectives of his organization.* The leader understands what his organization stands for, what its goals are, what it is trying to accomplish.

2. *The company organization—and his place in it.* If one is to move effectively, in whatever media, he must be clearly oriented with respect to all key points of reference.

3. *His own and related duties and responsibilities.* It has become common (fortunately!) to draw analogies between good supervision and good “team play.” Trite or not, it is nonetheless true that the good supervisor comprehends what is expected of him—and others.

4. *Company policies, practices, and procedures.* It is not enough to know where answers can be *found* in this area. The questions demanding proper answers here are practically never of a kind that will wait for looking-up-when-there’s-time. On the contrary, they are the kind that underlie and *predetermine* sound supervisory decision and action.

5. *Basic economics.* A good supervisor appreciates that the platitude, “The purpose of business is to make money,” may

buy him some time for study of the matter, but that he has run out of time immediately anyone asks, "*Why?*"

6. *Principles and methods of modern scientific management.* Fly-by-the-seat-of-one's-pants methods have increasingly fewer applications (and/or justifications) in the modern world. The wise leader is aware of this and continually strives to develop higher sensitivities.

7. *Company products, processes, and markets.* Isolationism, too, is *passé*.

8. *Production planning, scheduling, and control.* This is of the essence, even when part of it is performed for the supervisor by specialists.

9. *Cost requirements and control.* Ditto 8 above.

10. *Quality requirements and control.* Ditto 8 and 9 above.

11. *Job, trade, technical, and professional knowledge.* Progress in every field is occurring in such ever-accelerating fashion that only with sound, basic grounding *plus* continuing education can a good supervisor *keep* himself a good supervisor.

12. *Basic mathematics, language, and science.* "Readin', writin' and 'rithmetic" have always been basic requirements of a good supervisor. Now modern conditions also demand fundamental grounding in science.

13. *Pertinent federal, state, and local legislation.* Small wonder that the "bull o' the woods" kind of boss is obsolete!

14. *Professional (leadership) standards.* The good (and continually improving) supervisor is an active member of at least one professional society; and he is familiar with, and strives to meet, the standards this association prescribes for its members.

15. *His own strengths—and continuing development needs.* How else *can* he be a "good (and continually improving) supervisor"?

16. *The art and science of creative thinking.* A large part, if indeed not the largest part, of the supervisory job is that of solving problems—problems that have never previously been solved at all; problems that have been solved only partly or poorly heretofore; problems requiring new, better, *original* solutions.

17. *Principles and methods for achieving good human relations.*

18. *Selection and placement principles, tools, and methods.* Assistance with the task of selecting and placing his people may be provided by special staff helpers, but the leader cannot effectively delegate this entire responsibility and remain the leader.

19. *Effective training methods.* For, after all, "It is doubly important (that a supervisor be) a teacher . . . and . . . a coach."

20. *Pay and incentive systems.* One of the surest and quickest ways for a supervisor to lose respect is to be ignorant in this very fundamental regard and to show his ignorance with a curt brush-off such as, "Go ask 'em in Personnel or Pay-roll."

21. *Care of machines, materials, and equipment.* It is very nearly instinctive for the good supervisor to conserve and protect the assets of his organization, in whatever form those assets exist.

22. *Line and staff functions.* Whether he, himself, is primarily of line or staff, the effective leader understands what each division is to perform—and himself performs in such manner as to enhance the efficiency and effectiveness of the *whole* organization.

23. *Communications.* The good supervisor is informed as to the formal and informal communication systems in effect in his organization, methods of communication, what needs to be communicated, and when and how and where and why and to whom to communicate.

24. *Safety.* Followers will cease to be followers—right now!—the moment they have reason to think the leader doesn't know about, or can't look after, or doesn't care about, their safety.

25. *How to deal effectively with men, machines, materials, and methods.* It is with these that the leader accomplishes the objectives of his organization.

26. *How to get high production, of good quality, at low cost—so as to provide the best possible service to his customers and the greatest possible benefits to the people of his organization!*

And, finally, the *reasons* for his being and knowing:

#### **A Good Supervisor Should (DO) . . .**

1. *Think creatively, logically, and constructively.*
2. *Plan, organize, execute, and follow up.*
3. *Select and place employees.*
4. *Teach employees.*
5. *Make work assignments.*
6. *Provide proper materials, equipment, and supplies.*
7. *Keep people informed.*
8. *Control quality.*
9. *Reduce or eliminate waste.*
10. *Control costs.*
11. *Make continued improvements.*
12. *Carry out organization policies, contracts, and procedures.*
13. *Look after the welfare and conduct of employees.*
14. *Cooperate with others.*
15. *Keep adequate records.*
16. *Explain and administer pay systems.*
17. *Enforce rules and regulations.*
18. *Handle employee problems—help them to help themselves.*

19. *Correct unsafe working conditions.*
20. *Handle emergencies, if they arise.*
21. *Maintain good housekeeping.*
22. *Study for continued improvement and advancement.*
23. *Adhere to the principle of a fair day's work for a fair day's pay.*
24. *Keep informed, and keep in shape.*
25. *Set a good personal example.*
26. *Lead—to get "know-26."*

So say thoughtful men who are themselves practiced leaders—and whose lives have been most intimately involved with and affected by the selection and development of leaders.

## VOX POPULI

*"What does it take to be a leader?"*

Thus far, we have asked this most pivotal of all SDL questions of three different groups: (1) recognized experts, (2) social scientists, and (3) experienced executives.

And now we had better ask our question of those who have perhaps the most intense ideas of all about the answers—the *followers*.

In the years since World War II, quite a few opinion-survey studies have been made among nonsupervisory, or rank-and-file, employees on the question of what makes a good supervisor. These surveys, further, have been made of various employees, in various organizations, and in a broad variety of organizations.

Now, specialists in opinion sampling advise great caution in drawing conclusions from such surveys. Moreover, they are very careful to point out that individuals vary greatly, one from another; that public statements may actually be diametrically opposed to private feelings; that few people have thought deeply enough about questions such as our SDL

one really to have reached true conclusions; that many a pollee is subsequently found to have given wildly impulsive answers to a poller's questions, but virtually none is known ever to have responded to a question, "I've never thought about it"; that many respondents, assured of anonymity, have been found later to have taken perverse delight in telling pollers the most flagrant sort of lies; and that "the man in the street," with his off-the-cuff answers to profound questions, is probably the man *least* qualified to know his own mind.

Be all this as it may. . . . Here are the twelve main characteristics that a majority of followers have said they seek in their own leaders:

1. **Thoughtfulness.** A good supervisor consistently treats his employees with courtesy and regard for their feelings.

2. **Impartiality.** The effective leader does not attempt to treat everyone alike—"because (surprise!) everyone is *not* alike"—but tries to treat his employees with equal consideration, avoiding favoritism.

3. **Honesty.** Employees simply do not feel secure in following a supervisor unless that supervisor *protects* them with his own strong sense of fair play and trustworthiness.

4. **Proficiency.** The closer a leader is to the direct productive work of the organization, the more employees expect him to have technical or job-performance know-how as a *primary* requirement of leadership. The instruction and help they need cannot otherwise be properly provided.

5. **Man-knowledge.** Followers look to the supervisor to know, understand, and accurately "size up" each of the people under his direction; and they quickly come not only to disrespect but to distrust a supervisor who is weak in this regard.

6. **Control.** The effective leader proceeds in such manner that there is simply no question about it: *he* is in charge.

7. **Courage.** Just as mischievous children will sometimes test a parent or teacher, so adult subordinates will test their

boss—and if he meets the challenge with timidity or undue hesitation, “He’s had it.”

8. **Directness.** People want and need to know how they are doing, where they stand. Even when this information is uncomplimentary, they far prefer being told so straightforwardly—with tact and courtesy—to being told nothing or dealt with in wishy-washy or devious fashion.

9. **Decisiveness.** The supervisor is “paid to call the shots”; therefore the employees look to him to do precisely that—confidently, directly, even forcefully when the occasion calls for it.

10. **Dignity.** People want their boss to be friendly, tactful, pleasant, courteous—but they are strongly opposed to his doing any extensive “socializing” among them. They say they can’t effectively look *up* to someone who is always trying to occupy their *same* plane.

11. **Man-interest.** Employees want and expect to be “put ahead of the job,” and they will much more readily follow the leader who habitually thinks of them before the machines, materials, or any other elements of the work situation.

12. **Helpfulness.** One survey concludes that, in the employees’ eyes, “The foreman’s only real justification for existence is his ability and willingness to help the worker attain the *worker’s* goals . . . satisfy the *worker’s* needs.”

So say the people who *receive* leadership.

## TOP AND BOTTOM

“Well, this is all very helpful. But it is also very general. Furthermore, it relates in particular to *other* people and organizations, while I need that which is specific to *my* organization.”

Is this what you’re saying?

All right. As it happens, one procedure for accomplishing

your aim involves still another technique for identifying critical factors both of the “go”/success-making type and the “no-go”/failure-making type. And this procedure is simplicity itself:

*Step 1:* List the ten “top” leaders in your organization.

*Step 2:* List the ten “bottom” leaders in your organization.

*Step 3:* Ascertain and list the *differences* between these top and bottom leaders—what it is that makes the best ones best; what it is that makes the worst ones worst.

*Step 4:* List additionally any special requirements—e.g., “ability to get along with Vice-president Jones”—and . . . *voilà!*

“Now, why in the name of good sense didn’t you present this technique in the first place and save me all the time and trouble of wading through all that other material,” you ask?

Because, frankly . . . No, I will *not* give a “because.” You will be ‘way ahead by going ahead and finding out for yourself.

## FINAL ASSEMBLY

Now you are in possession of the principal components needed for putting together a workable set of leadership criteria for use in your organization. The remainder of the job now is pretty much a matter of gathering and arranging your factors—main and subfactors; general, fundamental, or universal ones, plus those pertinent to your special situation—then organizing them in general categories—and, finally, fitting them into place in the design of appropriate paper forms/tools.

As for the general categories, common-denominator classifications, or nuclear arrangements that might apply . . .

Experienced managers, industrial psychologists, and per-

sonnel specialists have found that three basic factors are paramount in deciding leadership (or any other kind of job) success:

1. Ability to do the work
2. Interest or desire to do the work
3. Ability to get along in the work—with self and others

At least one industrial psychologist says that the basic factors are even fewer:

1. "Can-do" factors—those relating to aptitudes, knowledge, skills, intelligence, capacities for the work.
2. "Will-do" factors—those relating to attitudes, preferences, motivations, personality characteristics.

But however you categorize, organize, and/or arrange your criteria, would you do me the favor of sending me samples of whatever pertinent paper forms you develop? It will be interesting in the extreme to see what you finally decide.



# 4

## **Need for Scientific Selection—**

### **CAN'T WE JUST TRAIN THEM?**

"But can't we just pick some good men from the ranks—say, the best operators—and train them in what they need—and not have to do all this fretting and worrying over selection?"

This question certainly has occurred to you again, hasn't it?

We are a long, long way from the proper point at which to begin to consider in any real depth the matter of training leader-selectees. But you're human. The chances are that you have just had a difficult time. (Still having it?) And so you are ripe for the question.

The work of selecting leaders is *not* "nice work if you can get it." It is intensely uncomfortable, tedious, complex, bone-wearying, unclear, frustrating, up-hill, exhausting, upsetting, and just plain *tough* work! Hundreds of considerations have to be taken into account. No candidate *ever* measures up

*quite* the way you'd like. Every decision finally is a compromise. And everything would be *so* much easier and simpler if you could just chuck the whole, worrisome business and pick somebody—*anybody*, really—and train . . .

Well, "You pays your money and you takes your choice"—in SDL as in the rest of life. And if such is your choice, all right; so be it. But here's fair warning: *This is probably the biggest single mistake you could make in SDL!* And a little introspection and reflection will show you why. . . .

## ABILITY

Can you fly by flapping your "wings" like a bird? Well, if not, do you think you could learn to do so with some training?

Stupid questions? Perhaps. Perhaps not. Irrelevant ones? Quite the contrary.

If a person lacks the natural endowment—the basic muscle, sinew, nervous system, and who-knows-what-else—required to produce at a given level of performance, he will never be able to produce at that level no matter how much or what kind of training you give him. If a man hasn't the basic equipment, the potential capability, to run a four-minute mile, he will never run a mile in four minutes no matter *how* you gas him up!

"But that is a *physical* analogy, whereas leadership is essentially *intellectual*," you say? Please don't let yourself be fooled.

Granted, experimental psychology has produced evidence indicating that even a monkey (chimpanzee, really) has sufficient mentality that "It could probably learn calculus." But what cursory investigation of this startling pronouncement fails to disclose is that no such animal could live long enough to learn it—because *this accomplishment would require at least three monkey-lifetimes!*

No, training cannot create an ability in the absence of capability; it cannot transform ordinary mentality into near-genius; it cannot create skill where aptitude does not exist. It can only develop the potential that is already latently there.

## INTEREST

Would you like to spend the remainder of your working days digging coal by hand in a mine in West Virginia? Well, if not, do you believe that you would acquire such interest with some training?

More dumb questions? Possibly. And possibly we would be much, much further along in SDL if we had not waited until now to ask such "dumb" questions.

Training may open new vistas, awaken new curiosities, motivate new effort, stimulate new searches, arouse new desire for new learning. In truth, this is precisely what it *should* be expected to do. But it would be the very ultimate in absurdity to expect it to so redirect a man's basic likes and dislikes as, say, to convert the fellow who for twenty years has concentrated on the technical and mechanical aspects of a job, to the exclusion of the human aspects of the job, and make him suddenly become predominantly people-centered rather than thing-centered.

As stated before, training may, and often does, help a man to discover latent aptitudes. It may help him to develop an ability that previously had been unsuspected, secretly-wished-but-repressed, or dormant. But it will not create desire for that which is unwanted; it will not suddenly implant liking for that which has always been deeply disliked; it will not generate ambition for leadership in a man who wants to be only a follower.

A man will bring to any job the preferences he has had for a long, long time.

## PERSONALITY

Do you know some person who is characteristically cold, self-centered, impulsive, indecisive, hypercritical, evasive, irritable, intolerant, unstable, subjective, and erratic (heaven forbid!)? Well, if so, do you believe that this person would be made friendly, generous, forethoughtful, decisive, appreciative, honest, calm, stable, tolerant, objective, and consistent by some training?

Forgive my bluntness, please, but this is too important to you to permit anything less than the straight truth as I know it: If you and/or your organization seriously believe, as some *have* believed, that the personality of a mature adult can be quickly made over (in whose image, by the way?) by “sending him to take a course in human relations”—that devils can be made into angels in ten easy lessons—you *are dead wrong!*

The human personality is no such malleable thing. Even extensive *psychiatric* treatment frequently fails to have any appreciable effect on some people. And *no* reputable psychiatrist, psychologist, or psych-anything-else would endorse the notion that personality transformation is such a simple, easy thing that it can be brought about merely through “some training.”

In all reality, if there is any area where it can safely be said that training assuredly *cannot* be relied upon to produce predictable, consistent, desirable results—this is it!

## REQUIRED: ABILITY-INTEREST-PERSONALITY

Training, however nobly motivated, never fails so surely or so miserably as in misguided attempts to substitute it for

selection. Indeed, in such cases, it can lead to real tragedy. For compulsion of the aptitudinally, preferentially, and tendentially deficient to learn what they haven't the constitutional proclivities to learn is very nearly the cruelest punishment that can be inflicted upon humans. (Breakdowns and suicides have been caused by less.) And this is not only inhumane; it is illogical, unprofitable—and unnecessary.

The physical *law of inertia* has a psychological counterpart which is just as immutable as its physical relative. This "psycho-nertial" law is: *A man will tend to continue to be what he has been.*

And what does this law mean? It means at least this:

Training can develop, but cannot create, the aptitudes, drives, and personality characteristics required for leadership. These qualities must be obtained primarily by selection of people who already have them in potential.



# 5

## **Leadership in Potential—**

### **WHO HAS IT?**

Now you have formulated definite answers to the question, “What does it take to be a leader?”—in your organization. You have isolated and identified the factors, the criteria, the standards that are to obtain. And you have assembled these into the working tools needed in practical application.

If this is *not* yet true, because you are waiting for certain additional information, forgive me, but. . . . We have already passed the point at which I can help much further in this regard and have reached the stage at which only *you* can really do what is required.

For instance, if you are wrestling with the question, “Aren’t different criteria required for different jobs—especially when the jobs are on different levels?” I cannot answer well enough.

In general, I have every reason to believe that different factors are *not* truly required for the “different” jobs of, say, foreman and president. (Can you cite any basic leadership attribute already given in these pages which is not common to both jobs?) And I believe it can be readily demonstrated that only factor *weights* will differ fundamentally with different levels of leadership. But if special circumstances dictate that, say, your company must have a pair of inordinately aggressive executives—one for research and development, one for marketing—to offset an abnormally conservative, heel-dragging vice president of finance, who *but* you could possibly so specify?

Or if historically the job of maintenance superintendent in your firm has called for a Chinese-speaking, red-haired genius with a master’s from M.I.T.—whereas your investigations show that the job *could* be handled quite well, thank you, by a good homegrown mechanic with a year of drafting training, able to read simple blueprints, moderately skilled in addition, subtraction, multiplication, and division (“Yeah, somebody did use a little calculus here, once, back about 1940”). . . Well! I may join you in publicly protesting against such prostitution of the art and science of SDL. But, however unhappily, you will have to enter your own battleground alone to try to alter the course of your company’s history.

So you know what you’re looking for in your leaders. You have established qualitative standards—what properties/characteristics you want—and quantitative standards—how much of the characteristics you want.

The question now becomes: *Who has the attributes you’re seeking; how can it be determined whether any candidate does or doesn’t possess these attributes?*

There has been just one horrendous lot of academic bare-bone-picking, devious dodging, nibbling-around-the-edges,

semantical scurrying, and equivocating on this question over the years. And, in view of the futility of such pedantic pussy-footing heretofore, I strongly doubt that you are of a mind for any more of same. So here goes:

There is only one way on earth of determining a man's ability to do the work, interest or desire to do the work, and/or ability to get along with self and others in the work of leadership—

There is only one way on earth of determining whether a man has the aptitudes, knowledges, skills, intelligence, capacities, attitudes, preferences, personality, motivation, *et al.*, required for leadership—

There is only one way on earth of determining whether a man can do and will do the job of leadership—

*... and that is through tests.*

(We will now have a pause of indeterminate duration while all hell breaks loose around the unregenerate, unenlightened author, and screams of anguish, academic outrage, and the like pierce the air. Then, when the tumult and the shouting die down a bit. . . .)

By my definition, a test is any device or procedure that permits the systematic elicitation of information about a person for the purpose of analyzing and appraising that person's capabilities and characteristics.

This definition is basic to the whole point of view about to be presented. So, even at the risk of some tedium, let it be repeated:

*Any device or procedure that permits the systematic elicitation of information about a person—for the purpose of analyzing and appraising that person's capabilities and characteristics—is a test.*

"Does this mean," you ask, "that application forms, ratings, interviews, performance appraisals, and the like, are 'tests'?"

This is *precisely* what the definition means!

An application form, for instance, is obviously a test of at least a person's ability to read and write—and provides additionally for “the systematic elicitation of information” as to his age, environment, educational exposures, status, experiences, job skills—and may also supply clues to some of his possible attitudes, interests, and characteristics.

A so-called “rating,” too, clearly aims to conclude: “Here's what this person is like and how much he is like this.”

And isn't it plain as day that interviews, performance appraisals, personnel records, reference checks, (yes, and by all means let's get to these:) “personnel” or “psychological” tests, and “trial by fire” are so many additional device(s) or procedure(s) for the systematic elicitation of information about . . . capabilities and characteristics?

So, by whatever name, a test is a test is a test. And if you will hold firmly to this inclusive, unifying concept, it is very, very unlikely that you will ever get badly bamboozled—by self or others.

### **Attached (?)—Detached (?)**

To nail down this concept a bit more . . . Fundamentally, there are just two kinds of tests:

1. The “*subjective*” (or personal)—in the application of which some presumably qualified person or persons endeavor to *judge* the capabilities and characteristics of another primarily upon the basis of evidence obtained through personal observation, sensory impression, *et al.*, and the interpretation thereof. (Ratings, interviews, and appraisals fall into this category.)

2. The “*objective*” (or impersonal)—in the application of which some presumably qualified person or persons endeavor to *measure* the capabilities and characteristics of another principally by taking and interpreting samples of the subject's performance/behavior. (This, of course, is the kind of device

we ordinarily tend to think of in connection with the term "test.")

It becomes increasingly clear, does it not? When we are trying to determine who of our available candidates have the qualities of leadership we are seeking, there is really no such question as, "Should we use tests, or shouldn't we?"—common though this question has been in discussions of SDL in the past. There is only the question, "*What* tests, of what *kind*, should we use?"

And, to keep ourselves on solid ground, that is the question we had better tackle now. More to the immediate operational point, perhaps, we had better look into the intrinsic nature of each basic kind of test; for investigation, study, and experience show that each is weakened by certain peculiar, invalidating effects—effects, moreover, that not only are not generally appreciated but, unfortunately, are not even commonly recognized—and therefore are uncommonly hampering and detrimental. So we have a very great deal to gain, indeed, by exploring them here in some depth and detail.

First, the *subjective* . . .

## INVALIDATORS OF SUBJECTIVE TESTING

Study of subjective testing shows that such "personalized" judging may be weakened by at least *sixteen* human factors that tend to bias any rater to some unknown (unknowable?) degree. These sixteen detrimental, invalidating factors are:

### 1. Halo Effect

This refers to the tendency of the rater ("tester") to base his entire evaluation of a person upon a *single* conspicuous or impressive characteristic of that person.

For example, the rater who is strongly under the influence of this effect may rate a man high on "intelligence" because

the man has an unusually friendly, pleasant manner. Or he may rate him low on "ability" because the man is somewhat reserved or ill at ease—especially under aggressive interrogation.

The tendency of the "halo fitter" is to categorize *all* "good" (hence the halo) or "bad" (tarnished or warped halo) because of just *one* outstanding or apparent feature. And obviously his rating may be doubly invalidated if he perceives this one characteristic inaccurately—concluding "lack of drive," say, about a candidate who on the contrary is just uncommonly courteous—as sometimes happens.

Unfortunately, this kind of "reasoning" usually is entirely unconscious, with the rater never questioning, let alone suspecting, himself as having the habit of forming important judgments in such fashion.

## 2. Confusion Effect

This is the tendency toward aimless, unorganized, directionless "opinionating": the tendency to "sort of feel one's way"; to gather up a lot of miscellaneous, vague, random impressions; to "fly by the seat of one's pants"; or to "play it by ear."

The predominant result of rating carried out under the influence of this effect is not only the production of different ratings for different people—although that is one result, sure enough—but the production frequently of utterly different *kinds* of ratings—based, as they are, upon highly varying "rubber" standards. (In one remarkable case from personal experience, I saw a certain executive assign diametrically opposite final ratings to identical twins—said "twins" actually being *one* man interviewed by this executive on consecutive days!)

The "confusionist" rater has no consistent patterns or criteria to guide him. (Watch him scramble desperately to try

to justify a challenged rating sometime, if you doubt this.) And, as a consequence, he is unable to put together any real bodies of related data in such manner as to formulate consistently sound, reliable conclusions.

### 3. Extension Effect

This is the habit of permitting a few limited experiences with a person to color (all right, *discolor*) the rater's judgment concerning all probable *future* experiences with that person.

The "extensionist" rater is inclined to seize upon one or two incidents (which may be completely isolated incidents and not in the least typical or representative of normal experience) and then to generalize that "this is just what can be expected" of the ratee.

For example, there is a story (maybe apocryphal) about an executive who will not permit the hiring of any man with a moustache—because, years ago, a man so adorned absconded with some of his company's funds. Another one is reputedly on record as refusing to promote any man having a clammy handshake, because he shook hands with a cold-handed applicant one day and the applicant had a "nervous collapse" the following day. (Didn't *we* have cold hands and feet, by the way, when going after The Big Job?)

It may be that *every* rater has some unreasoned belief such as one of these. And, if so . . .

### 4. Evasion Effect

This refers to the inclination of a rater to evade responsibility for forming truly significant, honest, defensible, comprehensive evaluations and to try instead to get by with innocuous, ostensibly-penetrating-but-actually-empty, glib, meaningless, sterile statements.

Want a sample? "He projects a singularly atypical aura of

euphoric congeniality." Interpretation: "He seems to be a real, nice guy."

The evasive rater may produce "information" of a sort. (At least, he is able to fill up the space on a rating form.) But, upon close inspection, this is invariably found to be information that is highly 'uninformative.

### **5. Superficiality ("Book Cover") Effect**

This is the habit of forming important judgments on the primary basis of mere superficial evidence.

As an example, I once saw a rating, handwritten on an interoffice memorandum sheet following a preemployment interview, which stated, "This man carries himself well, is energetic, calm, and collected. Hire him." Very shortly thereafter "this man" turned out to be corrupt, lazy, stupid, incompetent, and a number of other undesirable things, none of which were—or could be—detected by superficial investigation.

### **6. Marry-in-Haste Effect**

This involves the wish to "get it over with"—a fondness for conclusions-too-soon-arrived-at.

The presence of this influence can often be spotted through the casually dropped remark to the effect, "I can tell you all about *that* guy in one minute." It can be readily shown, of course, that *no* person is so simple or transparent that he can be adequately described in one minute. (The simplest human being is *still* "the most complex and mysterious organism on earth"! ) But Mr. Hasty Marriage, in his terrible innocence, evidently has not been so informed.

Marry-in-haste ratings, as with halo-effect ratings, almost always (necessarily!) describe and sum up the ratee in black and white terms, all good or all bad. And this is an invariable mark of an unreliable rating.

## 7. Projection Effect

This is the habit of projecting pre-conceptions, pre-judices and pre-determined expectations into the rating procedure—i.e., deciding in *advance*, however tacitly and/or unconsciously, what the facts are going to show—*before* the facts, *during* the facts, and *after* the facts.

A certain “scientific study” illustrating this effect is said to have been carried out several years ago when a sociologist and a prohibitionist each interviewed a number of bums in New York City’s Skid Row in an effort to find a reason for the bums’ failure in life. Upon completion of these exhaustive probings, the sociologist concluded that *society* was principally at fault, and the prohibitionist concluded that *alcohol* was primarily to blame!

(Fortunately, this effect doesn’t influence *us*, does it? We would never approach the reading of a new book such as this one, for instance, with our minds already made up as to its contents. Why, certainly not! Hmmm . . .)

## 8. Assumption Effect

This refers to the (common?) tendency to make unwarranted assumptions regarding the significance, importance, or validity of various factors or criteria.

It has been quite fashionable, for example, to assume that:

- A tall (“strong”?) man is automatically a more effective leader than a short, slight one;
- An “experienced” person is automatically superior to an “inexperienced” one;
- An older man automatically gets better followership than a young one; and
- The highly extroverted person is automatically a better leader than the more reserved or introverted person . . .

whereas investigation of these assumptions shows that

- The six-foot-six, 215-pound author is led quite effectively, on occasion, by a certain five-foot-five, 120-pound lady; \*
- The continuing repetition of a thing after the thing has been learned does not produce more learning, and the mere passage of time does not necessarily teach anything at all;
- It was fortunate for the world that “young” Colonel Eisenhower was moved around older, senior officers to lead our armed forces during World War II; and
- Hollywood stereotyping and myth to the contrary, the outstanding business executive—or leader in *any* field—is anything *but* a brash, loudmouthed, flamboyant type.

And perhaps all of this gives us an important tip-off: Whenever *any* kind of assumption is “fashionable,” we should examine it with the very greatest of care; for fashions, by very definition, are *always* fleeting, transitory, evanescent.

## 9. Familiarity Effect

This is the tendency to regard a ratee lightly, and usually unfavorably, simply because he is well known.

The rater who is easily affected by this influence (which, by the way, is also known as the “hometown-boy effect”) can be quickly recognized by his readiness to conclude, “Who—ol’ Joe McGillicuddy? Man, he won’t ever amount to much. Why, I’ve known him for years!”

This kind of rater, of course, can also be identified by another characteristic: he is quick to boast—later—about how he “predicted great things for my friend Joe when he went off to the big city.”

\* Did Mahatma Gandhi ever top 100 pounds, by the way?

## 10. Elder Sage Effect

The tendency here is to presume that the excellence and accuracy of one's perceptive judgment improves automatically in direct ratio with the mere passage of time until—presto!—omniscience and infallibility set in (along with senility?) upon the attainment of so-many-years' service.

(Breathes there a man who isn't at least secretly convinced that he is a lot better judge of people nowadays than ever before, even though he has made absolutely no study of the matter, formally or otherwise?)

Unhappily for all concerned, as time goes by this tendency probably gains strength from the "elder sage's" pathological inability to remember his *mistakes* after a certain period.

## 11. God Complex Effect

This is the habit of inferring a direct and positive correlation between the factors of "*judgment*" and "*position*" (i.e., status, or level occupied in the organization).

The "deity," *soi-disant*, who is strongly influenced by this heady self-image—usually because he has a position of some importance—gains conviction as to the superiority of his skill in judging people from all sorts of confirming symbols. Mahogany office, subservient employees, solid gold Cadillac—all these and more seem to give ever more credibility to the notion of his preeminence, until finally (and, by this time, possibly even in spite of himself), he is impelled to conclude: "How can I be wrong? Look who I *am*!"

## 12. Quack Effect

The reference here is not to a duck but to the charlatanistic practice of inferring a relationship between certain *physiological* characteristics and certain *psychological* char-

acteristics, between certain physical features and certain intellectual and personality features, capabilities, traits.

And how prevalent and persistent some of these inferences are! . . . .

*"People with high foreheads are more intelligent than people with low foreheads."* It would certainly simplify a lot of problems in SDL if this conclusion were credible; but, contrarily, the demonstrable truth is that *morons* frequently are found to have high, bulging foreheads and far-larger-than-average brains.

*"Fat men are jolly"*—except, investigation indicates, some indeterminate number who are overweight.

*"The tall, lean, clean-cut American type"* is what some companies openly and actively seek. Trouble is: just what does *that* mean? (I know a personnel director who tried to draw up exact specifications covering this requirement in his company—and wound up with a 100-page, single-spaced, typewritten document, on the precise language of which no two executives in his company would ever agree!)

*"A square, jutting jaw is a mark of leadership ability."* On the other hand, of course, such an abnormality *might* be traceable to inadequate dental care during childhood—or half a hundred or more other things, none of which is necessarily significant in relation to leadership.

Adolph Hitler was probably more successful than many realize in implanting the idea of the "innate superiority" of so-called "Aryans." (Doesn't it sometimes seem that *every* American believes he or she would be happiest and most successful as a blue-eyed blond?)

*"Show me a man with grease under his fingernails, and I will show you a real production manager"* (or chief engineer, or you-say-it). To carry this you-gotta-get-your-hands-in-the-grime idea out to the "logical" end, no doubt we should

interpret it as meaning also that the fellow who works with his head should have a dirty mind.

And so they go.

"Well, isn't there *some* connection between physical characteristics and personal characteristics," you ask? Probably so: there is "some." Anthropologists have classified people in three main physical types: (1) "ectomorphs," or skinny ones; (2) "endomorphs," or fat fellows; and (3) "mesomorphs," the muscular, athletic sort. And, after decades of careful study, these scientists have concluded warily that there are "*slight similarities*" within each classification. Which seems to make this much clear: If the most advanced students are so cautious about these "quack" inferences, you and I would be wise to be very, *very* wary.

### 13. Gimmick Effect

This is the habit of drawing sweeping conclusions from a person's responses to various and sundry tricks, gadgets, or other "gimmicks."

It has been recorded, for instance, that Thomas A. Edison made it an inflexible rule never to hire an applicant who, at the luncheon which was a standard part of Edison's selection program, salted his food before tasting it. Now, there might be dozens of sound, sensible reasons why the applicant would do this. (He was abnormally intent upon making a good impression by attending exclusively to his host and wasn't even aware of picking up the salt shaker, let alone using it; or he knew the standard restaurant practice of underseasoning all foods; etc., etc.) But to Edison such behavior signified only that the applicant was unacceptable—he had "poor reasoning ability"—he "lacked the scientific attitude."

I know a bank executive who, against all professional advice (for which *he*, personally, paid), persists in testing ap-

plicants with this trick: "I have two standard U.S. coins," he says to an applicant, "that are worth 60 cents, and one of them is not a dime." The applicant must thereupon respond, "The *other* one is a dime"—or he's out!

If sometime *you* are next-to-overpoweringly tempted to fall for one of these ("sure-fire!") gimmicks, you might apply this sense-restoring question to it: How would you like to have *your* "pedigree" decided by such a thing?

#### 14. IQ (Insignificant Question) Effect

By this term, "IQ effect," is meant the tendency to attach profound significance to meaningless or unanswerable questions.

"*What do you want to dō?*" is probably the classic such question in the SDL business. And if an applicant were to give a *really* intelligent response to it, he would likely say, "I want to inherit a million dollars so that I won't ever have to face that absurd question again." But no; after having been through this routine a few times, he becomes conditioned to respond by mouthing a lot of platitudes such as, "Sir, I want to keep my eye on the ball, shoulder to the wheel, ear to the ground—and (*sotto voce*:) get a little work done in this position—and (come on strong, now:) one day become *President*!" Whereupon, of course, the interviewer concludes, "Ah-ha! This chap is *management-minded*."

Sometime, for the exercise and the illumination, you might try to answer *this* little IQ-type question: "Are you honest?"

Or, if you are *really* seeking self-knowledge, you might tape-record the next preemployment interview you conduct, play it back, and try answering your own questions—then attempt to figure out what your answers *mean*. It might be an enlightening experience.

## 15. Stereotype Effect

This is a sort of variation on the Hollywood-style role-casting theme—the habit of conceiving of people in *types* in relation to certain jobs or occupational groupings.

No doubt you have encountered a lot of these stereotypes. . . .

*“Staff people are absent-minded, impractical dreamers.”*

*“Salesmen are breezy, heavy-drinking, outgoing fast talkers who operate barely within the law.”*

*“Production men are down-to-earth, aggressive, technical-minded guys with high drive and little imagination.”*

Studies in depth, of course, refute such conceptual type-casting, and show instead that (1) every person has the capabilities to perform—successfully—*many* different jobs of many different *kinds*; and (2) while people in given occupations do tend to have certain things in common (they had *better* have *some* things in common), the characteristics *popularly* attributed to them do not necessarily constitute true, basic criteria. In this second connection, in fact, there is powerful reason to believe that certain apparent common-to-the-occupational-family characteristics *develop on the job*—as the consequence of both experience and association—and do *not* necessarily or commonly exist as predispositions.

A certain amount of square-people/round-holes kind of thinking is probably inevitable. But such conceptualizing doesn't *have* to be confined to the stereotypes of “round” and “square”—especially when it is to our obvious advantage to recognize and work from the obvious basic fact that there is just one astronomical lot of *other* “shapes” involved in any dealings with people.

## 16. Egocentric Effect

This is the tendency to judge others according to how closely their qualities match those of the rater.

Under the influence of this effect, the rater is inclined to think to himself, "I'm a serious-minded individual. *You* should be, too." Or, "I'm an engineer. How good are *you*?" Or "I'm ——— (whatever it may be). Can you meet *that* 'spec'?"

Unhappily, the existence of this effect may be entirely unconscious. Or the rater may not be able to bring himself to *accept* the odious, disquieting fact of its existence. Or, worst of all, the rater is so very firmly convinced of the goodness, rightness, and desirability of his own characteristics that he is actually *incapable* of believing that the differences of others are anything but shortcomings!

## SUMMARY—INVALIDATORS OF SUBJECTIVE TESTING

1. *Halo Effect*. The tendency of the rater to base his entire evaluation of a person upon a single conspicuous or impressive characteristic of that person.

2. *Confusion Effect*. The tendency toward aimless, unorganized, criterialess, unsystematic, standardless opinionating.

3. *Extension Effect*. The habit of permitting a few limited experiences with a person to predetermine the rater's reaction concerning all possible future experiences with that person.

4. *Evasion Effect*. The inclination to evade responsibility for giving genuinely significant evaluations and to try to get by with glib-but-empty, sterile statements.

5. *Superficiality (Book Cover) Effect*. The habit of forming important judgments primarily on the basis of mere superficial evidence.

6. *Marry-in-Haste Effect*. The wish to get it over with—a fondness for conclusions-too-soon-arrived-at.

7. *Projection Effect*. The tendency to project one's own preconceptions, prejudices, and predetermined expectations into the rating.

8. *Assumption Effect*. The habit of making unwarranted assumptions regarding the significance, importance, or validity of various rating factors or criteria.

9. *Familiarity Effect*. The inclination to regard a ratee lightly—and usually unfavorably—simply because he is well known.

10. *Elder Sage Effect*. The tendency to assume that the quality of one's perceptive judgment improves automatically in direct ratio with the mere passage of time.

11. *God Complex Effect*. The habit of inferring direct, positive correlation between the factors of judgment and position.

12. *Quack Effect*. The practice of inferring relationship between certain physical features and certain psychological characteristics.

13. *Gimmick Effect*. The habit of drawing sweeping conclusions from responses to various and sundry tricks, gadgets, and gimmicks.

14. *IQ (Insignificant Question) Effect*. The tendency to attach profound significance to meaningless or unanswerable questions.

15. *Stereotype Effect*. The practice of conceiving of people in types in relation to certain jobs or occupational/vocational groups.

16. *Egocentric Effect*. The habit of judging others according to how closely their qualities/traits/characteristics match those of the rater.

There may very well be more subjective-test invalidators than these, but—heaven help us!—aren't these *enough*?

These sixteen effects add up to one powerful reason why certain progressive executives, as well as professional personnel workers, are not only continually seeking to devise better rating techniques but are putting greater and greater effort into the origination, development, and application of more nearly scientific, *objective* measuring instruments—i.e., instruments of the kind we are *accustomed* to think of as tests.

For objective tests, properly used, are somewhat freer from invalidating effects such as these. They are not entirely free, of course. (There is reason to believe that *projection*, *assumption*, *IQ*, and *egocentric* effects, for instance, may creep in more than we suspect.) On the whole, though, most test-authors—being true scientific thinkers and workers—do and have done a most conscientious job of trying to eliminate, reduce, offset, or alleviate these weakening effects.

Unfortunately, however, while objective tests may be relatively free from the same invalidators as the subjective, there are certain *other* effects that tend to reduce their accuracy also. And to avoid being misled, we had better scrutinize these limitations, too.

So, as for *objective* tests . . .

## INVALIDATORS OF OBJECTIVE TESTING

Study shows that there are at least *ten* factors that tend to lessen the validity of objective tests to some unknown (unknowable?) degree. These factors are:

### 1. Poor Vision Effect

The difficulty here is just about what the term implies: the inability to “make out the dad-blasted fly specks” on the test papers—because of bad eyesight.

According to the National Society for the Prevention of

Blindness, *twenty-three out of every one hundred* people have defective eyesight at the age of *twenty*, and *forty-eight out of one hundred* have faulty vision at the age of *forty*.

Now perhaps the presence of this effect—or *defect*—ought to be obvious. But where the *testees* are concerned, many seem actually to be unaware of having faulty vision, or they conceal the fact (even from themselves) out of vanity or for other reasons. And as for the *testers*, altogether too often it is found that standard paper-and-pencil psychological tests are being administered routinely by low-paid *clerical* workers—who are neither particularly qualified nor specially trained to detect the symptoms of these defects, nor sufficiently interested and alert to do so if they could.

Small wonder that some business people (including some professional personnel people, believe it or not) have stated with such vehemence, “Tests are no damn good!” For, when invalidated as just described, they are precisely that: “no damn good.”

“But this ‘effect,’” you are quick to observe, “is not the fault of the tests *per se*. It is the fault of the *people* using or mis-using the tests.” (Another subjective effect, perhaps?)

Correct. Nonetheless, it can contribute very strongly indeed to the production of inaccurate test *results*—thus having the effect of completely invalidating what may be innately valid test instruments.

## 2. Poor Printing Effect

Here there are two main difficulties:

- a. Some of the *illustrations* used in certain tests, especially the so-called “mental ability” or intelligence tests, are poorly drawn. They are misshaped, out of proportion. It is quite difficult, therefore, to perceive what such illustrations are intended to depict.
- b. *Printing quality* is poor on some paper-and-pencil-type

tests. Small type, poor ink distribution, worn printing plates or type—faults such as these produce fuzzy, illegible images which a testee finds quite difficult to make out.

It is self-evident that a person must first *understand* a problem—come to grips with it, comprehend what is being asked of him, know what the problem *is*—before he can possibly solve it, regardless of whether he has high or low genuine ability to do so. But if poor printing in a test causes him to have to spend so much time puzzling out the definitions/meanings of the test problems that he has insufficient time left to solve them, the test is obviously *not* measuring what it is intended to measure.

You think this is the exception rather than the rule? Maybe you had better check. . . . ~

### 3. Emotional Effects

Here again, we find two general difficulties: one involving *mood*; the other, *attitude*.

Illustrative of “mood effect”: I once knew a highly successful, well-satisfied engineer who one morning received an undeserved bawling-out from his boss, then in the afternoon was sent to his company’s personnel department to take an interest test. The test results indicated that he wanted no part of engineering work but, on the contrary, had “strongly preferential tendencies toward the *artistic* and *social service* fields”! A day later, however, this man came back voluntarily and asked to be permitted to take the same test over again—when, as he himself put it, he was “more rational.” And of course you can readily predict the outcome of this experience: the engineer’s second, or “rational,” test showing was entirely different from the first—and entirely in keeping with his normal behavior and performance in daily life.

Mood effect, as you can see, is relatively strong but of comparatively short duration.

"Attitude effect," on the other hand, is more subtle—and probably also much more constant. Study shows, too, that it may be present in a number of hampering forms: as fear/apprehension/tension, or indifference/carelessness/apathy, or irritation/resentment/hostility. Unhappily (for *all* concerned, really), study shows further that the extent and influence of these effects are just about totally incalculable—because they are rooted in the secret, inner recesses of the mind, and they are generally imperceptible to *both* the testee and the tester.

#### 4. Social Acceptance Effect

This, in one sense, could be considered as one of the variety of "emotional effects." But it is sufficiently troublesome in its own right to warrant separate treatment.

The big idea here is that every person (except, perhaps, the *very* exceptional person), when being tested—in any way—is anxious to make a good showing, to present his "best side." So, when the opportunity presents itself, as it does in certain tests, the testee thereupon is presented with a great, natural temptation to give socially acceptable responses in preference to truly factual ones. His strong inclination is to paint a flattering self-portrait, or to "verbalize": give "answers the company would like to have." Furthermore, every person has certain vanities, conceits, or concepts of self which may not be at all justified by the facts but which he strives mightily to preserve.

This powerful, human urge to show to strong advantage under testing sometimes seems actually to be *fostered*—to the point almost of *promoting or inviting self-deception*—by certain tests, some of which are patently transparent.

Do you think I am exaggerating? All right . . .

Below are fifteen typical questions selected at random from

half a dozen different personality tests.\* (Parenthetically, following each question, is my idea of a typical response evoked by the question.) In the space provided, how about jotting *your* reactions to these questions?:

1. Do you go places so you can talk about having been there?  
*(Boy, that's my wife's family all over!)*

---
2. Are you reasonably calm when others are getting rattled?  
*(Well, I do rather pride myself on keeping my head. . . .)*

---
3. Do you say whatever comes to mind without regard for whether it might be better to remain silent?  
*(Why, everyone knows what a tactful, thoughtful person I am!)*

---
4. Are you considerate in your demands on others?  
*(That's what I just said, isn't it? Y'suppose this question is planted to check up on other answers?)*

---
5. Is your voice smooth and even?  
*(Well, I don't want to brag, but . . .)*

---
6. Are you so cocksure that it annoys others?  
*(Uh-oh! I'd better go back and change my answer to that last question.)*

---
7. Do you stick to it, even when the going gets rough?  
*(How on earth did they know that about me?)*

---

\* Indeed these *are* questions from six widely distributed tests. True, I have altered them slightly—just enough to “protect the innocent” and, frankly, to keep from getting sued. But their essential meaning and character have *not* been altered.

8. Are you what people call "a self-starter"?  
*(Yes, I'd say that's a pretty fair description.)*
- 
9. Are you considered "a go-getter"?  
*(Well, I'm not the pushy type, like some people I know, but I'm just as ambitious as the next guy.)*
- 
10. Do you use reasonable care to prevent accidents?  
*(Is this some sneaky way to get me to say I drive too fast?)*
- 
11. Do you buy too much on credit?  
*(Just because I had a little trouble scraping up the money for the car payment last time . . .)*
- 
12. Are you "a spark plug" when it comes to civic affairs?  
*(It's no secret who collected for the United Fund in our neighborhood last year.)*
- 
13. Do others think of you as being sociable, warmhearted?  
*(I get along with everybody. Well, sure, that dumb jerk next door . . .)*
- 
14. Can you give tactful, helpful criticism?  
*(The reason those young squirts just coming into the firm get mad is because they're too damn dumb to appreciate what I'm trying to do for them.)*
- 
15. Are you nervous?  
*(Nope!)*
- 

Perhaps one final question is in order at this point: If you felt that it might bear significantly upon your chances of

getting a desired job, which responses would *you* give to test questions such as those above—strictly factual ones (to the best of your ability, of course), or “socially acceptable” ones?

### 5. Victorian Effect

The difficulty here is simply that test materials, like other things, sometimes get out-of-date, become obsolete.

This effect usually shows up in two principal ways: (1) “antique” test *terminology*, and (2) test-question *content* inappropriate for the times.

Re the first of these, for example: How many people under the age of forty do you suppose there are who habitually use (or understand!) terms such as *flapper* or *masher*—or know on sight that “airport” is meant by *aerodrome*—when such terms appear (as they do) in a certain test that reportedly is used in “screening young management candidates”?

Re the second: How would *you* answer the question, “Do you believe that a young married couple can live comfortably on \$16 a week?” The scoring key provided with the test in which this question appears shows that the “approved” answer is “Yes.” The scoring key does *not* explain, however, that the test was developed in the 1930s and is still being published in the original edition.

Now, the test publisher who apparently tolerates (condones?) this condition probably hasn’t really examined his tests for some time. (One such publisher, however, once told me flatly, “There’s no necessity to revise our \_\_\_\_\_ tests—they’re selling better than ever as is!”) Which makes it quite clear: *You* and *I* had better examine them if we are seriously contemplating their use.

### 6. Language Effects

The difficulties in this area are manifold, but two things stand out in particular: (1) “*Johnny can’t read,*” and (2)

As was discussed in connection with "poor printing effect," a person must first comprehend the meaning of any test question or problem before he can even *begin* to answer or solve it. It is obvious as can be, then: If Johnny Testee can't read the test—especially under the pressurized, limited-time, emotional, or other hampering conditions imposed—he can't answer the questions. And if the test author hasn't made clear his exact, complete meaning, he hasn't truly communicated with the testee.\* In either event, then, the whole business is meaningless—no, worse than that: it is downright destructive!

Words are both the primary and the ultimate symbols of human communication. And *all* tests use these symbols in some important way, even though the tests may purport to measure attributes and aptitudes seemingly far removed from the pervasive one of "language facility."

For instance, here is a question taken verbatim from a test purporting to measure "mechanical reasoning ability": "*What can be done to make an airplane light?*" Now, the author of this instrument, by his own testimony (no pun intended), had in mind "the unmistakable concept of *weight*" in phrasing this question. You can imagine his wry chagrin, then, when honesty compelled him to concede an unmistakable "Right" to the Georgian who responded to his question, "Shet the motor off."

Conceivably, the remainder of this book—and then some, perhaps—could be devoted to study of the ramifications of "language effects." But this is hardly advisable, so let's settle for just two more for-instances taken from a test which, ac-

\* By the way, if I have failed to make clear here that I am explaining, not criticizing, I hasten now to lay claim to the very last position in any critics' line that may form. For, having spent a good part of my own life in pursuits pivotally involved with both spoken and written communication, I am convinced that this must be very nearly the most difficult work in the realm of human endeavor. Indeed, a deeply disquieting part of the time, it is very nearly *impossible* work.

cording to its authors and publishers, is "designed to measure knowledge and insight into human relations in industry":

1. Is it good or bad practice to give each worker a frank statement of whether he is improving or not?

---

2. Is the policy of allowing the employees' dislike for an individual to prevent his becoming their supervisor a good one?

I once saw a group of highly "hep" students of management argue for four hot-and-heavy hours over the meaning of "frank statement" in this first question—and never even approach a resolution of this issue, let alone resolve the larger one.

As for the second question, the interpretation made of it by any testee obviously depends upon his observing the placement of the apostrophe with the word "employees'" and knowing what difference it makes whether the apostrophe is placed before or after the "s" in the word.

These examples, I hope, will help to show why I make this strong recommendation: This general problem of language effects is so serious and all-permeating that *a separate test of Language Facility should always be included in any general SDL test battery*—and then the results of the whole battery should be viewed in the light of the results obtained from this test.

Now, as though there were not hazard enough in this matter as already discussed . . .

The very greatest care should always be exercised in giving *verbal directions* when administering any test, because the entire test may be misunderstood if these directions are not properly given—and this preinvalidation of the test will *not* show up in the score.

Language . . . our primary means of communication and,

sometimes, unfortunately, our primary means of mis-communication.

## 7. Insufficiency Effect

“And what does this mean,” you say (taking a cue from the discussion of language effects)? Let’s put it this way:

There are currently available to us a number of so-called “personnel tests” which are alleged to give fast results. If you will examine some of these devices closely, however, you are very, very likely to conclude that the term “fast results” truly signifies *the hasty drawing of unwarranted conclusions from insufficient evidence*.

For example, one such test in apparently common use has a total administration-and-scoring time of only fifteen minutes. A real bargain in efficiency, no? Or so it would seem. But if you will spend just fifteen minutes in examining it, you will discover that this test contains only fifty questions for presumably measuring ten “different facets of mental ability,” which facets are identified as:

1. Analogous reasoning
2. Analysis of geometric figures
3. Arithmetic reasoning
4. Language facility
5. Reasoning with similarities
6. Logical relationships
7. Verbal comprehension
8. Space perception
9. Abstract reasoning
10. Judgment

... whatever these things are.

For possibly obvious reasons, only one overall score is derived from this test—and you can make your own guess as to just what that score might mean.

Such “psychological” measurement is comparable to the

physical kind where one gauges the distance between two points with the hands, elbows held rigidly at the sides and forearms extended, then tries to hold one's hands at the "measured" distance apart while walking across a room to a yardstick to convert the space-between-the-hands into inches. And this travesty is complete when the "answer" then is carried out to five decimal places.

### 8. Label Effect

In contrast to the producers of the "insufficiency-effect" or "quickie" tests, most authors and publishers of psychological measuring devices take great pains to provide us with thorough, comprehensive, meaningful, useful tools—but tools which we, the users, then frequently foul up by persisting in trying to use them as "hammers" when they are really "screwdrivers"!

There are various reasons why we do this. One of the reasons, however—indeed, I believe, by far the most prevalent one—has to do with our peculiar human tendency toward *label-mindedness*. And what is label-mindedness? It is the tendency to think from the basis of the *names* of things rather than from the uncluttered facts about them. It is our tendency to forget that a name or label is only a convenient device for partially identifying a thing—and to assume that, because we know the name of a thing, we thoroughly know the thing for which the name stands.

In personnel testing, this tendency generally gets us into trouble in two principal ways: (1) *We misinterpret trait names, thereby misunderstanding what traits are under consideration.* (2) *We misconstrue complete test titles as defining what the tests measure.*

Re the first of these label-minded troublemakers... Wouldn't you say that the term "impulsiveness" refers to a characteristic akin to flightiness, rashness, impetuosity, heed-

lessness, and the like? I, too. And so does the dictionary. But, as used in certain personality-testing instruments: "by the trait designation 'impulsiveness' is connoted the qualities of sociability, dominance, cheerfulness, outgoingness . . . the implicit qualities embodied in the extrovert!"

Further in connection with trait-name misinterpretation . . . If we have heard it once, we have heard it a zillion times: Management says, "Give us high-potential men with get-up-and-go, drive, initiative, real *aggressiveness*. . . ." But what an executive's cursory inspection of a test fails to disclose is that, when a psychologist or test author uses this trait name "aggressiveness," almost by standard definition the meaning uppermost in his mind is "the tendency to be 'pushy,' domineering, selfish, ruthless, disregarding the feelings and rights of others"—which qualities may be precisely *opposite* those sought by the front office.

Now, re the misconstruction of overall test titles, one example should suffice. . . . For years a certain company (which shall remain nameless here to protect its innocence) routinely administered a homegrown, so-called Test of Geometric Perceptivity to applicants for engineering, technical, drafting, and similar jobs, using test results as the first screen through which the applicants were required to pass in order to qualify for further consideration. But then, one time when an eased-off work load seemed to invite an inventory-taking operation, a look-in-depth was taken into the company's personnel-testing program. And what do you suppose? Right—"We are unable to show significant correlation between 'Test of Geometric Perceptivity' scores and job success in the predominantly technical fields. . . ." But here was the really devastating jolt: "... Sampling done ten years ago, but never completed, shows evidence to suggest a possible *high* correlation (*italics mine*) between 'TGP' scores and success in *clerical* work."

All of which shows that the label on the box doesn't describe the chemical composition, the molecular structure, or the multiplicity of other properties of the contents of the box.

### 9. Laboratory Animal Effect

Whenever a reputable author or publisher sells some personnel-testing instrument or device to you or me, the sale is made with certain explicit understandings. And a key to such understanding is that the test has been "standardized" via a process, a major part of which has been the administration of the test to some group or groups of people.

Whence comes the name of this ninth invalidating effect: These test-subject, or "standard," people are in certain quarters referred to—rather cynically, perhaps, but also realistically—as "laboratory animals."

We should also take note at this point of the significant fact that these carnivorous bipeds, these laboratory animals, are virtually anonymous.

Now then, knowing this . . . If we use this publisher's test—without doing any further standardization work of our own—we derive scores which show a comparison of our people with these others about whom we know nothing beyond the very general description supplied by the publisher. And if we trouble ourselves to study this general description, we may discover further that the author's/publisher's particular laboratory animals bear little resemblance to the kinds of people in whom we are interested—for they may be school children, PhDs, "Slobbovians," *anybody*; and we may thus find ourselves figuratively in the absurd position of trying to compare "peaches" with "horses"!

Now it is not my purpose here to criticize test authors and publishers in this regard. Goodness knows, it is costly and time-consuming to standardize a test even minimally. And the publisher has no way of knowing your particular situa-

tion or mine. Furthermore, he invariably specifically explains—sometimes in painstakingly tedious detail—that *we must standardize his test in our own situations in order for it to have real pertinence and significance.*

The best I can hope to do here in pointing out this matter is just about that: indicate that this “laboratory animal effect” exists as a practically universal condition. So this I do, with the explanation that many users have had disappointing experience with tests because they failed to take this lab-animal effect into account, or didn’t know about it, or chose to ignore it.

### 10. Inflation Effect

The point has already been made that the human being is the most complex and mysterious organism on earth. Which makes it almost axiomatic that the very simplest of human beings has more facets to his personality by far than there are facets on the eyeball of a housefly.

But some people, even those who presumably are quite well aware of it, seem to forget this. They administer one or two tests (and those of questionable comprehensiveness) to a person, then proceed as though—presto!—they have measured the total personality. They “inflate” a limited test indication inferentially to cover *all* aspects of the testee’s makeup.

And such action is never, never warranted!

The most thoroughly developed test can provide only a limited measurement. (Yes, this applies also to those so-called “advanced, sophisticated clinical instruments” which may require hours and hours for administration and other processing.)

Furthermore, there are many aspects of the human personality which—today, at any rate—are not measurable at all. For example no test has yet been devised that can pre-

dict with accuracy and reliability how hard a man will work—and yet this is perhaps the *first* and most critical, fundamental consideration in the selection of men for positions of leadership!

A good, objective test is at best a *partial sampling* of a *portion* of a personality. Any attempt to make more of it than this is not only unjustifiable; it will obviously increase the insubstantiality of the test-indication in direct ratio with the degree of “puffing-up” that is attempted.

### SUMMARY—INVALIDATORS OF OBJECTIVE TESTING

1. *Poor Vision Effect.* The product of faulty vision, of eye defects which interfere with a testee's ability quickly and accurately to perceive and comprehend test questions/items/problems.

2. *Poor Printing Effect.* The consequence of using small type, poor illustrations or art work, low-quality printing, etc.—imperfections which reduce the readability and comprehensibility of printed test materials.

3. *Emotional Effects.* Effects of the imperceptible moods and attitudes of testees—such factors as fear, carelessness, irritation, apathy, apprehension, hostility, etc.

4. *Social Acceptance Effect.* A condition furthered by “test transparency”—which permits, facilitates, or may even invite ready testee verbalization, deception, self-flattery, and socially acceptable response.

5. *Victorian Effect.* A product of the use of obsolete or obsolescent test terms/questions/items/materials.

6. *Language Effects.* The invalidating consequences of lack of reading skill by testees and/or lack of communication skill by test authors and administrators.

7. *Insufficiency Effect.* The predominant product of

quickie testing—the hasty drawing of unwarranted conclusions from insufficient evidence.

8. *Label Effect*. The effect of misinterpretation or misconstruction of test titles and trait titles, sometimes stemming from the assumption that “name defines content (or function/performance/product).”

9. *Laboratory Animal Effect*. The product of improper or inadequate test standardization: standardization on the performance of irrelevant or otherwise inappropriate groups of sample people.

10. *Inflation Effect*. The result of overgeneralizing, overextending, of inflating a limited test-indication inferentially to apply to aspects of personality, capability, or makeup actually not measured at all.

It was said before in connection with the invalidators of subjective testing, but it fits here, too: There may very well be more objective-test invalidators than the ten just discussed, but—heaven help us!—aren’t these enough?

## OBJECTIVE: SUBJECTIVE

Well, now! Where does all this leave us? What conclusions can we draw from all this business?

Should we conclude that these invalidators simply prove what was inferred before—namely, that whether subjective or objective, “tests are no good” and therefore should be relegated to the junk heap?

We do seem to keep coming back to that inference, don’t we?

Perhaps an analogy is in order . . .

You and I make daily use of a device called an automobile. It is a device powered by a highly refined, expensive fuel from which it can extract only a fraction of the fuel’s potential power. It is a device that cannot swim, fly, or, in fact,

traverse any but the smoothest terrain. It is, in short, an extremely limited device. But we don't spend our days wailing because the automobile is not perfect. We *use* it—*within* its limitations—and keep trying to improve it. If we want a job done that the automobile can't do, we get some other device for the job. And if there is no available device for doing the job as we want it done, we accept that—temporarily—and get busy trying to develop one.

And this, it seems to me, is the kind of realistic attitude we ought to adopt toward tests. They are not magical devices, and they are far from perfect. But we should use them for the very considerable value to be had within their limitations. And if that isn't argument enough, I refer you to the most basic one at the beginning of this chapter:

There is only one way on earth of determining whether a man can do and will do the job of leadership—and that (whether we particularly like it or not) is through tests.

From having worked more or less closely with all sorts of people-testing instruments for a pair of decades, it seems to me further that two additional conclusions are in order at this point. . . .

*First:* Whenever possible, any test indication, whether subjective or objective, should be verified by some independent means. If a candidate conveys an impression of alertness and has been referred to you as "a bright young fellow," for instance, it may require an extra hour to obtain an objective sampling of his general mental ability—but, whatever the outcome, you are just that much better informed about the man. Or if a personality measure indicates a "sweet 'n' lovable" pattern for a candidate, whereas a five-minute reference phone call would reveal that "pathologically poisonous" would more nearly approximate the daily norm for said candidate, you still might not have a reliable picture of the

person—but you will have an invaluable tip-off as to the importance of *further* investigating the matter.

*Second:* Where a choice exists between using a good objective test or a subjective one, the *objective* one is much to be preferred.

### Six for Objectivity

There are at least six principal reasons why objective tests are generally preferable to the subjective, and these six advantages are . . .

*Advantage #1:* As already mentioned, objective tests are more nearly free from the various invalidating effects just discussed. And fortunately, with intelligent effort, we can greatly minimize the effects that remain.

*Advantage #2:* Objective tests are usually more *thorough* than the subjective. (Now this is certainly not *necessarily* true; and it is certainly *not* true when we make comparisons with the probings of psychiatric depth carried out in some instances. But on the average . . .)

How many questions do you suppose a typical rater asks when he is processing a formal rating or conducting an appraisal interview? Most raters, I find, concur that 50 to 100 would likely be a representative count, with the number of bits of information obtained therefrom roughly corresponding, since the questions are also rather likely to evoke monosyllabic response. (A psychologist would in all probability say that this number is “definitely low”—that the rater forms and elicits response to a considerable number of questions which may be clearly implied even if not specifically articulated.) But let’s say this number is ’way too conservative and raise it to 500.

How many questions, then, do you suppose are asked in a good, representative objective-test battery such as that used in the choosing of potential leaders? Of the SDL batteries I

have seen, those on the "minimum-screening" side contain about 1,000 questions/items/problems relating to 25 separate factors, and quite a few on the "comprehensive-screening" side contain over 2,000 questions and relate to more than 60 factors. Quite a contrast, no?

*Advantage #3:* It is frequently a great deal more *economical* of time, money, and effort to use objective tests in preference to the subjective. Thus, even though a paper-and-pencil kind of test battery may not be entirely substituted for the human rater (and let's make no mistake about it: I am a long, long way from advocating that!), the battery can buttress the rater, give him double-check aid, and free him at low cost to probe into *other* regions which perhaps he cannot gauge satisfactorily with available objective instruments.

*Advantage #4:* Objective-test questions/items/problems are almost invariably more carefully *constructed*, therefore reliable, than their subjective counterparts. The authors of objective tests (who are usually specially qualified professional psychologists and personnel specialists) are keenly cognizant of the need for valid, significant test items, and they take extreme pains to construct such items. Being human, they of course fall somewhat short of perfection in this regard—but not nearly to the extent some people seem to believe and not because of utter stupidity, laziness, unawareness, or indifference.

*Advantage #5:* Objective tests provide more *precise* indication as to the degree of difference between individuals. Their results are expressed in numbers rather than words alone—indicating, for example, that one person scores "at the 85th percentile" and another "at the 50th," say, in logical reasoning ability, which is more exact (and less susceptible to misconstruction?) than expressing the results as "high" and "average."

Obviously, of course, when it comes to any meaningful processing of accumulated test data, as for the establishment of "minimum qualifications" in some particular factor, this feature is *sine qua non*. For instance, it was pointed out earlier that "scientific investigation has shown that successful leaders are about 5 to 10% more intelligent than the average of their followers"; and the fundamental questions of "How much is 'average'?" and "How much is '5 to 10%' more than that?" can be resolved *only* with numbers.

**Advantage #6:** Objective tests can much more readily be, and almost always are, themselves tested. Specifically, they are tested for three things:

1. *Reliability*. The basic question about a given test in this regard is, "Is the test *consistent*?" And answers may be obtained in a variety of ways, including . . .
  - a. Administering the test repeatedly to the same people, under strictly controlled conditions, and comparing results.
  - b. Making some check on internal consistency. The so-called "split-half method," for instance, may be applied by dividing the test items/questions at random, then determining whether the test is consistent within itself by comparing testee responses to each half-test set of items. If testees are found to respond to similar items in dissimilar ways, then the test is clearly not consistent, and vice versa.
  - c. Comparing the test with other, accepted tests. If, for example, a 100-item test of mental ability can be found to produce scores (for the same people) comparable to those obtained via exhaustive clinical testing—which is the ideal, of course—that test is considered very reliable.
  - d. Combinations of the above.

2. *Validity*. Here the concern is, "Does the test in question measure what it is intended to measure?" And this is determined in the main by . . .
  - a. Checking the test against other, accepted tests, somewhat as in connection with Reliability, foregoing.
  - b. Comparing test indications with findings obtained by other, independent means. If, for instance, a certain personality measure should be found to identify the same characteristics found in selected people via intensive, extended psychiatric examination, that test would have a rare degree of validity indeed.

(Purists in personnel testing might be inclined to classify this next factor in the context of Validity, too. I regard it as so important in its own right, however, that I am going to treat it separately.)

3. "*D-Value*." This one is the clincher, for it asks that which is really at bedrock: "Will the test under consideration reliably and accurately *predict* job success or failure; does it have '*D-Value*'—the ability to *discriminate* between successful and unsuccessful people in the areas in question?" And of course the prime virtue of this inquiry is that it is (must be!) answered by checking test results against factual *performance* data.

The likelihood of any test's correlating perfectly in any or all of these three tests of tests—Reliability, Validity, and *D-Value*—is of course astronomically remote. But to whatever extent there is correlation, to precisely that extent are we justified in feeling confidence in that test.

## SUM AND SUBSTANCE

It's time to try to cap this matter, now. And in so trying, it seems to me that good sense imperatively demands three essential conclusions:

• **One:** Tests, whether objective or subjective, are small samplings which can indicate: \*

*Tendencies*

(not "absolute" characteristics—*tendencies*)

*Potential abilities*

(not necessarily developed/used—*potential*)

*Possible disabilities*

(until proven—*possible*)

in three basic areas:

*Capacity for the work*

(aptitudes, knowledges, skills, abilities)

*Desire to do the work*

(interest, drive, initiative)

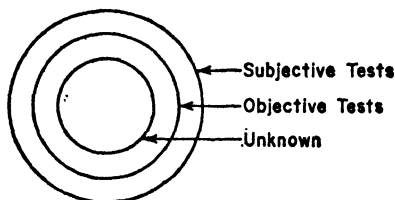
*Ability to get along with self and others in the work*

• **Two:** It is probably possible to approach a .999 "batting average" in the selection of leaders. One way of accomplishing this, for example, might be to place each candidate in a specially designed, multiple-and-diverse-problem-ridden trial leadership position for a year, during which time he would be kept under constant, critical observation by specially qualified judges who would make minutely detailed analyses and appraisals of him in action. ("Fantastic!" you say? Possibly so—but isn't this a fair approximation of a system used on occasion by such organizations as the military?) The methods that are economically endurable to a profit-dependent organization, however, are obviously likely to produce a considerably more modest batting average. And approximately what might this "modest" average be?

If we employ the most comprehensive test battery consistent with a reasonably liberal specification as to economy, accuracy, and completeness—and assume for purposes of illus-

\* Most test users habitually use the term "measure" for convenience, but they know well that the more nearly exact term is *indicate*.

tration that a human candidate for a leadership position can be depicted as a sphere—a cross section of said sphere would probably show that this is about what we ought to expect:



This is to say, then, that of the total knowledge it might be possible to have of any candidate, we must expect that our (compromise?) methods and instruments will yield *some* significant information—but they will also leave some indeterminate amount of equally significant information entirely *unrevealed*.

Which brings us to this . . .

- **Three:** In the present state of the practical SDL art and/or science, the selection of leaders is a kind of professional guesswork. It is a matter finally of subjective decision—of speculative probing, of the playing of educated hunches, of intuitive reasoning, of coming always-uneasily to some (indefensible?) verdict—of imperfect choosing from among a number of inadequately defined, incompletely comprehended, alternative risks.

Tests, conscientiously and intelligently constructed and applied, aid in reducing these risks. That's all. But that's a lot.

## ONCE MORE: WHO HAS IT?

The central question in this chapter was given at the beginning as "Who has what it takes to be a leader?" We could hardly tackle this question constructively, though, until we

attended to the priority one, "How can it be determined whether any candidate does or does not possess what it takes to be a leader?"

Well, we have attended to this "priority" question now. So let's get to the one that follows—and to the point:

*That man has what it takes to be a leader who neither falls short of nor exceeds the standards you have established for leadership in your organization. . . .*

*That man has what it takes to be a leader who is not disqualified by a shortcoming so serious as to outweigh his positive qualifications. . . .*

*That man has what it takes to be a leader who is capable of mastering the work under conditions of intensive, accelerated learning. . . .*

*That man has what it takes to be a leader who evokes an automatic, emphatic yes-response to the question, "Will we be safe in his hands?" . . . .*

*. . . As best you can decide.*



# 6

## ***Key Considerations in Summary—***

### **SHALL WE PAUSE AND TAKE STOCK?**

You have had a lot to think about and try to keep straight, up to this point. And you might lose perspective because of this. So perhaps it would be helpful to pause just a bit, here, and take a moment or so to step back and review the essentials. . . .

#### **First: Why Bother?**

The old song put it, "A good man is hard to find." Small wonder! The good men so badly needed to provide good leadership—in all organized human endeavor—constitute only a mere, fractional part of the total population. And it is just awfully, awfully easy to miss identifying those few-out-of-many men who are capable of taking on the work.

But we can't afford to miss—for all human benefit depends upon these leaders.

And that is the best reason in the world to bother.

**Second: What Is It?**

Leadership—whatever its exact essence—is leadership of people by people. And there's where we immediately come a cropper: No one knows enough about these complex, mysterious, human organisms to be able to comprehend and define precisely what is between/among them that causes some to have special influence with others.

About the closest we can come to explaining the phenomenon of leadership is to say that its fundamentals apparently are four:

1. It is a force which in some unknown manner flows between leaders and followers and impels the followers to release their energies in concert toward leader-selected objectives; and both the working toward, and the attainment of, the objectives are satisfying to both leaders and followers.

2. It gives character to, and takes character from, the media/environments/atmospheres in which it functions.

3. It is constantly active. It may fluctuate in degree, intensity, extent, but not in "on/off-ness." It is either dynamic or nonexistent.

4. It employs principles, tools, and methods of some definiteness and constancy.

**Third: What Does It Take?**

Here we are on a little surer ground. We may not be able to determine quite what leadership is. But we can observe that some people are effective in influencing others, while some are not. And when we examine the differences between the "ares" and the "are-nots," it is evident that certain factors can reasonably be said to have a common-denominator quality. Among the factors that are found to represent what it takes to be a leader are these. . . .

# 7

## ***The Problem Next in Order—***

### ***DEVELOP WHAT, HOW?***

So now you have selected some people to whom you are going to entrust responsibility for exercising leadership in your organization. And it is a safe bet that the more casually you have selected, the greater your confidence in your selections; and, conversely, the more carefully you have selected, the *less* your certainty about your selections.

Why bring up this confidence-in-selections matter—especially at this “late” point? Because your degree of confidence in your selections will inevitably affect what you do next. For it is an equally safe bet that the more casually you have selected, the more nearly ready you now see your selectees to be for assuming leadership responsibility; and, conversely, the more carefully you have selected, the *less* nearly ready for leadership you envision your selectees.

All of which, really, is a way of saying that it would undoubtedly pay you to invest in some solid, honest introspection at this point. For if you have done a cursory job of selection, there is a distinct probability that you will not see how much development your selectees now need or how badly they need it; on the other hand, if you have been hypercautious in choosing, you may place your selectees' development needs at a too perfectionistic level—and neither of these views is realistically justified or likely to lead to final accomplishment you will find satisfactory and of abiding adequacy.

So it might be wise—right now—to seek further insight as the means of finding a desirable middle ground you can live with from this point forward. And, once having found this, the task of structuring the requisite, relevant, realistic, feasible leadership-development program can then be carried out readily according to a relatively simple, basic plan.

What basic plan? One no more involved than this:

## THE BASIC FORMULA

That which leadership requires

*minus*

The requirements which the selectees already meet

*leaves*

The selectees' total development needs.

Out of this remainder, then . . .

That which the selectees can develop

*minus*

That which they can not develop

*leaves*

The selectees' practicable development needs.

Out of these needs, then . . .

That which is common to all selectees

*comprises*

The group's development-program content;

That which is common to one selectee

*comprises*

The individual's development-program content.

## THE FUNDAMENTAL CONTENT

Application of the above formula will quickly reveal the *subjects* which will logically constitute your leadership-development program(s), group and individual.

When you have identified and listed these subjects, your next logical step ought to be to classify your subjects according to whether they pertain to requisite *knowledges, skills, or attitudes*. For the selectees' needed knowledges, skills, and attitudes not only determine how you will proceed with development; they are *what* you will be endeavoring to develop—for that matter, the *only* things you can hope to develop.

In truth, this represents very nearly a definition of development.\*

(By the way . . . If you prefer the term "training" here, by all means substitute it. I'm going to stick with "development," though, because it seems to me to include training.)

And what might be some typical subject classifications?

\* If you would like a more formal definition, however, here are three basic, inclusive ones from which you may wish to choose:

1. Development is the work of overcoming deficiencies in people's knowledges, skills, and attitudes.

2. Development is the process of changing people who don't know, can't do, or don't care.

3. Development is any deliberate activity, the aim and effect of which is to foster the acquisition of effective human excellences.

Well, for a starter, you might refer to our “be-know-do” factor listings in Chapter 3. These might correspond almost exactly, as *be/attitudes*, *know/knowledges*, *do/skills*.

It is just a matter of time, of course, until you discover (if, indeed, you haven’t already) that it is not going to be possible to classify all subjects so easily and neatly; that knowledges and skills and attitudes may *all* be involved, inseparably, in each of a great many different subjects. What then? Just proceed to adjust your lists accordingly, and be forewarned to take appropriate action when it comes time to select methods of bringing about the desired development.

And speaking of “when it is time. . .” It is advisable to refrain from any attempts to establish rigid plans (of any kind) at this stage. For the practical considerations of *how-to-do-it-if-possible* will inevitably and necessarily influence and frequently modify whatever *what-to-get-done* decisions are to be made, and vice versa. And these “how-to” considerations will of course come along a little later in the general SDL scheme.

### THE MARKS OF A GOOD LEADERSHIP-DEVELOPMENT PROGRAM

Now, while you’re still in this hold-things-tentatively frame of mind, it would probably be distinctly to your advantage to give some thought to one of the most critical of all the SDL considerations. This is the consideration of the standards, aims, or objectives that are to prevail in whatever developmental effort you elect to undertake.

Naturally, you will want to decide for yourself just what should be your *rationale*, or rational basis upon which to build, conduct, and evaluate your particular program. By way of providing pertinent illustration, however, here—from ex-

perience that includes both a few modest successes and a few monumental flops—are some things I have found to be reliable marks of the good program of leadership development:

- ***Worthy Motivation.*** The program is intended to accomplish important gains, to provide genuine service, to produce desirable results. It is never just a specious going-through-the-motions, or fraudulent façade, or mere window dressing. (Oh, how some organizations have got themselves burned because of shoddy programs instituted only to satisfy an apparent “popular demand,” as by college recruits!) It is undertaken to get a necessary job done.

- ***Definite Objectives.*** The program is designed to bring about the attainment of some specified level of trainee understanding, performance, and behavior. (“Knowledges, skills, and attitudes,” again!) It therefore has aims sufficiently well defined to permit measurement—or, at least, satisfactorily accurate appraisal—of results.

- ***Relevancy.*** Program content is pertinent to the participants’ needs. Thus it is relevant to their particular jobs, organization, and general mode of life. The program deals with that which is germane, not that which is merely “nice to know.”

- ***Substantiality.*** The program treats of subject matter in sufficient depth and comprehensiveness to bring about appreciable, significant behavioral development, competence, performance, ability to *do*. It shuns mere verbalization and the smattering-of-ignorance or lick-and-promise treatment.

- ***Strong Leadership.*** The program employs leaders who are competent in their particular fields, and who excel additionally in character, skill in imparting knowledge and developing skill, and ability to inspire—men whose own performances set examples worthy of emulation by others.

- ***Appropriate Level.*** The program is designed with realistic awareness of the qualities, backgrounds, and capa-

bilities of the participants. It is neither too elementary nor too advanced, too slow nor too fast, too rigid nor too "rubbery." It is pitched at about the level of the upper-middle man of the participating group.

- **Conducive Climate.** The program has about it an aura of encouraging favorableness. It has an atmosphere which induces study-mindedness, stimulates desire to learn, is permissive of mistakes as one of the costs of learning, encourages initiative, promotes human growth.

- **Sound Methods.** The program utilizes instruction methods which are matched to the learning objectives. (For instance, skill is developed by doing, not by ineffectual verbalizing.) Particular techniques are employed for purposes of edification and clarification; not mere "show."

- **Interest Value.** The program presents important participant-centered material in such a manner as to sustain the participants' attentiveness, motivation, and concentration at a consistently high level.

- **Active Participation.** The program provides for active, rather than passive, learner involvement. This is involvement/participation with a productive, worthy purpose, not just a means of putting in the time.

- **Validity.** The program conveys information that is reliable, valid, factual. It is free from spurious propaganda, biases, and/or "isms." It deals impartially with controversial matter. It encourages free, objective, thorough exploration of the multiple facets of all relevant matter. It endeavors always to teach significant truth.

- **Efficacy.** The program attains its objectives. It holds up under critical scrutiny and evaluation by objective means. It is worth more than it costs.

And interconnected and interwoven in these twelve factors is this pervading realization: A good leadership-development

program is undertaken with implicit understanding that personal growth and maturation are processes to be fostered by the program—indeed, are the reasons for the program—but that the program is subordinate to the person—that, in the final analysis, it is the human organism itself which must do the growing.

## HOW LEADERS LEARN

As a line executive, you may not necessarily expect personally to be as thoroughly grounded in the governing laws and principles of educational psychology pertaining to your organization's leadership-development work as would a professional worker in this field. The more nearly professional your grasp of the matter, however (and obviously?), the more intelligent will be your related decisions and other participation in the work.

So, to give you some initial help in this regard, below are a dozen fundamental principles of learning. These are representative of the many principles that have been evolved and tested over centuries of human experience and verified through the methods of modern science. Thoughtful application of these principles (and of others I hope you will glean from additional sources) can have a profoundly beneficial influence on the accomplishment of the objectives of your overall SDL effort.

1. *Mere repetition does not necessarily lead to learning—"belongingness" and "satisfiers" also are necessary. Belongingness* means that the things to be learned should have some kind of natural relationship. For example, it is comparatively easy to learn numbers in normal sequence—"1, 2, 3, 4"—but difficult to learn them in an arrangement where they do not seem to belong together, as "7, 4, 23, 2."

*Satisfiers* are psychological rewards for successful learning. For example, the mere, quiet utterance of the word "Good" when the learner is performing correctly is a subtle but powerful stimulant to the whole learning process.

2. *Learning occurs more readily the less it interferes with a learner's earlier habits.* Thus a trainee might find it exceedingly difficult to make a transition from *labor-mindedness* to *management-mindedness*—which may seem to him to be complete opposites—but have little difficulty seeing that *union-officership* and *company-managership* are akin.

3. *Knowing the results of learning tends to increase the learning.* Having advance knowledge of the definite benefits of learning, plus in-process knowledge of how well he is progressing, is a great aid to accelerating the learners' progress.

4. *Forgetting tends to occur most rapidly immediately after learning.* Thus (surprisingly?) the time of greatest need for repetition is not weeks after first exposure to new material—when, as is popularly supposed, "the message is beginning to wear off"—but almost the very next moment after the message has apparently "sunk in"!

5. *Distributed practice produces greater learning than does concentrated practice.* If a choice exists (which unfortunately it sometimes *seems* not to in the workaday environment) it is better to provide four scattered 15-minute practice periods than one intensive 60-minute practice period. "Mental digestion" between the shorter sessions evidently produces the effect of extending the value of each short practice period.

6. *A given message presented repeatedly is often remembered as well as if it were presented with variations.* Thus, if it is your aim to implant the idea "quality," it will not likely be any more effective to present it as quality, Quality, and QUALITY than as *quality, quality, quality*.

**7. *Material to be learned is better remembered if it is "different," unique.*** A boy's first bike. . . . A girl's first kiss. . . . These and similarly unique experiences are infinitely more memorable than anything the history teacher had to impart about the Civil War, are they not?

**8. *The learner's capacity bears critically upon what he can learn and how long it will require.*** A bright person can grasp a complex message and comprehend its significance in a comparatively short time. A dull person may not be able to grasp the same message at all or may require an economically insupportable time to comprehend it.

**9. *Ideas from people held in high esteem have the greatest initial impact upon opinion—but within two or three weeks after exposure these ideas seem no more influential than those from the less well-known.*** If the ideas to be learned are intrinsically sound and meritorious, their effectiveness is not dependent upon their being presented only by "higher echelons," or by the famous or preeminent.

**10. *A mild fear-appeal may aid learning; a strong fear-appeal will more likely impede it.*** Moderate shock may serve as a stimulant to increased effort to learn, but genuine fright frequently leads to total rejection of the message for which acceptance is being sought.

**11. *That which is understood is better retained than that which is acquired by rote.*** Repetition alone has negligible value. Only repetition of what is understood can lead reliably to its retention. This does not mean that drill is unnecessary. On the contrary, it means that drill in what is *comprehended* is necessary to fixing learning in memory.

**12. *The first and last parts of a message are most readily remembered.*** Thus, if it is important that two out of ten points be most strongly impressed upon a group of learners whereas the other points are not nearly so critical, those two special points should be given as the first and last of the ten

## METHODS AND TECHNIQUES

Now, let's see. . . . By this time, you have probably begun forming some fairly definite ideas about how you want to handle these things:

1. Isolation/identification of your selectees' development needs.
2. Classification of those needs according to whether they represent knowledges, skills, attitudes, or all three.
3. Establishment of "bench marks" for your development program.
4. Utilization of the natural laws governing how learning leaders (humans, by gar!) learn best.

But if you do not have completely firm plans with regard to these things, good for you! Because a new consideration ought to be taken up at this point, before you get too far along toward final plans. And this new consideration is the one of *means* of applying the foregoing principles of learning, of instructing your selectees in your selected subjects.

And here, at last, things start getting a little simpler—for, basically, there are only three primary methods: presentation, practice, and participation. More specifically. . . .

*Presentation* is the main method used in developing *knowledges*.

*Practice* is the main method used in developing *skills*.

*Participation* is the main method used in developing *attitudes*.

Of course, when we get down to the matter of explicitly-and-in-detail how to provide presentation, practice, and participation, things get a little more involved. For it quickly becomes apparent that there are a great many possible combinations/variations of "the main three." Nonetheless, it is

reasonably easy to gain familiarization with at least the fundamental features of a number of effective techniques—or, if you prefer, “teach-niques”—as:

### 1. Reading

The assignment of selected printed material for reading (preferably with some sort of organized follow-up, even if not academic testing) ought to be one of the principal, ongoing constants of leadership development. Why? There are at least eight strong reasons. . . .

*First:* “All the world’s knowledge is written in books.” You’ve heard that statement before, of course; and, whether or not you accept it in toto, surely you will agree that at least the *essence* of the world’s knowledge does appear somewhere in writing.

*Second:* Nature has fundamentally *equipped* man to be able to learn efficiently through reading. As psychologists point out, for instance, “The average person is about 80% eye-minded”—which means simply that something like three-fourths of what he knows has come to him directly or in corollary fashion through the primary avenue of visual perception. His “visions” include many, many things besides written words, of course; but knowledge obtained through reading may conceivably be the highest percentage of the total knowledge which a person has acquired.

*Third:* That which is written is almost always the product of exceptionally thoroughgoing, hard, thoughtful work, with the result that it almost always represents a superior expression of information and ideas, a clarity and eloquence very difficult to equal in other ways.

*Fourth:* Learning by reading can be accomplished under conditions most suitable to the *learner*. He himself can select optimum conditions for learning. He is virtually without restriction in this regard, so he can choose times, places, and

circumstances free from many of the ordinary impediments and inhibitors of learning and thus do a highly efficient and effective job of acquiring knowledge.

*Fifth:* A single book oftentimes distills an entire lifetime of study, so that a reader can grasp the essence of that lifetime of experience in a matter of mere hours. What could be more efficient learning?

*Sixth:* People are very powerfully, albeit subtly, influenced by the written word. It is hardly news that "the pen is mightier than the sword," but programs of leadership development sometimes fail to include and capitalize fully on this understanding.

*Seventh:* Advances of all kinds in all fields are so rapid in this modern world that one can keep up to date *only* if he keeps up with current literature—and so the habit of regular reading, established early in a leader's career, will serve him *throughout* his career, keeping him in the habit of *always* continuing his development.

*Eighth,* and in the fundamental analysis: Words are the ultimate means of exchange of *all* of man's ideas. Printing gives these words authority and constancy. Printing makes it possible for great truths, perceived at any point in man's progress, to be preserved and transmitted universally, with an exactness that approaches and may even transcend the mathematical.

Thus the advantages of reading are so great that every leadership-development effort should make some provision for systematic utilization of selected material in writing. Such material may rarely, if ever, be used to supplant that provided via direct, personal instruction; but, whether used alone or in augmentation, it is invaluable.

## 2. Lecture

The term "lecture" in this context refers not to the humdrum homily, the meandering memoir, the discursive dis-

sertation, or the deadly dull “management speech” (heaven forbid!), but to the lively, cogent, enlivening kind of informative talk that can be given by virtually any instructor having a little imagination and an enthusiastic interest in his subject. (Haven’t you ever had the experience of literally dragging to omygawdanotherlecture—on a subject apparently utterly foreign to anything in your sphere of interest—then been completely captivated and aroused to lively attention because the speaker performed as though he had exactly anticipated your feelings and thoughtfully prepared accordingly? *That’s* what I mean.) And in this connotation, the lecture ought clearly to be one of the prime movers in any organized program of leadership development. Why?

Speech is our *primary* means of communication.

Speech is the most *direct* way of communicating ideas.

Speech, used skillfully, can reach into men’s hearts and spur them to action as nothing else will. It packs an emotional wallop.

And speech, in a great many instances, is by far the most reliable single conveyor of full sense and meaning.

### 3. Demonstration

The advantages of the well-known “showing,” or demonstration, method are very nearly self-evident and self-justifying. They include:

- The demonstration method makes use of “eye-mindedness” to create a clear perception of actions and things.
- It illustrates applied theory.
- It is interesting to the learner and aids motivation.
- It helps to emphasize and clarify important or difficult points.

Truth to tell, the demonstration method is of such importance and value that many professional people in industrial training and general adult education attest, “An instructor’s

best friend is his '*demo.*' " For in many, many instances, the learner may read about a certain idea, point, concept, principle or what-not until his eyes bug out, and listen to talks about the thing until his head hurts, but still he may not comprehend it or accept it—unless and until he can "*see it for himself*" via a "*demo.*"

Want an example? Try sometime to convince some group—via reading matter and/or speech—of the fact that it is an invariable human habit to attempt the solution of unfamiliar problems initially through unreasoning trial-and-error method. (They may give facial response of a sort indicating acceptance of this derogatory point, but you can just about feel that each person is privately thinking, "That may very well be true of other people, but as for me. . . ." Right?) Then later, without any announcement of purpose which might prevent your group from reacting naturally, ask them (or selected ones) to solve some unfamiliar problem while you wait—some problem as, say, the assembly of some mechanical device, so that the subjects' trial-and-error approach will be visible. And you will not only make your point; you may even make it so vividly that it will remain impressed upon your group for a lifetime.

#### **4. Observation**

Adult-training specialists have long recognized the planned-observation "tour" as an effective means of development, especially in those cases where the learner has witnessed only the operations in his own, small, immediate area to the point of becoming narrow and myopic in his general thinking and attitudes. And, for that matter, where it is desirable to give the learner general orientation/familiarization, or a certain preconditioning of attitudes, or a variety of perspective-building exposures to "how the rest of the world lives," there is no more practical method.

There is, however, at least this serious, potential pitfall to

be wary of in connection with this vantage-point technique: If it is the *only* development device used; or if the observer is not already knowledgeable enough to make correct or adequate *interpretation* of what he looks at; or if he doesn't understand *what* to observe; or if he is required to be a mere onlooker for long periods beyond the time when that which is observed is well understood; or if he is compelled to submit to pointless "watching the wheels go 'round" . . . look out—use of this technique may result not only in no significant learning; it may actually create such erroneous impressions and negative attitudes as to be irreparably damaging!

## 5. Skits

The so-called skit method consists essentially of play-acting before an audience of learners. (If you want to go highbrow about it, you can probably get by in most company by calling it "a form of psychodrama.") For example, a cast of two—Boss and Employee—might enact typical scenes to show representative ways in which a supervisor might give job instructions, or receive complaints, or conduct counseling interviews, etc., etc., *ad infinitum*.

You can readily imagine, of course, that the skit method has considerable appeal because, among other reasons, it has a number of good features to recommend it. . . .

For one thing, it demonstrates real-life situations in a way that permits the learners to project themselves into those situations—and learn painlessly.

For another, it permits demonstration and clarification of highly subtle points of leadership technique.

And it permits realistic, specific, "post-mortem" analysis and discussion—and frequently also leads to the constructive application of still other methods (as role-playing), thus leading smoothly and naturally to still further personal development.

But the skit method is neither simple nor easy to use. For it is a full-fledged play, a human drama; and, just as with any other such performance, it requires a high degree of acting skill and a great amount of advance preparation. When it is done well, though, it is very effective indeed.

## 6. Discussion

At first thought, the discussion method—or, as it is more commonly called, the “conference” method—might appear to be so very thoroughly understood as to need nothing more here than casual consideration and brief mention. However, when we see it in common use it becomes apparent that, as with so many ostensibly panacean devices, this method is neither the sweet and simple young thing some users obviously imagine it to be, nor the omnipotent, bargain-priced omnibus others believe it to be.

As a matter of plain fact, as it is commonly applied—even by a number of presumably knowledgeable and experienced professionals—the conference method is probably the most abused, overworked, and misused development method in general use. For, with its apparent simplicity (“We’ll just get the boys together and hash things out”), wide appeal, convenience, “flashiness,” and too-often-*illusory* effectiveness, *it is employed almost universally to accomplish ends which it cannot possibly accomplish.*

If you have any doubt of this, please take a *really* close look.

The basic aims of any instructional conference or group discussion—and the only objectives it can reasonably be expected to achieve—are:

- Stimulate interest
- Exchange information
- Influence attitudes

Thus a conference—with the notable exception of the specialized problem-solving conference or the rare discussion conducted by an exceptionally able leader—cannot be relied upon to produce new knowledge; it can be expected only to facilitate the *distribution* of some of the knowledge the conferees *already* have.

And therein is precisely the hazard to be avoided in leadership development at almost any cost: If conferees in session have nothing more to exchange than misinformation, or false opinions and prejudices (and isn't this exactly why they need instruction, not discussion?), then not only will the result be no progress at all, but *such conferences may actually solidify agreement on fallacies*—and thus make the possibility of achieving genuine progress so remote as to be practically unattainable.

The fundamental premise on which a number of people seem to base their (promiscuous?) use of the conference/discussion method appears to be contained in the notion that "talking is thinking." If that premise is correct, then our nation's greatest educational institution must be the women's bridge club. And if we are not quite ready to accept that idea, perhaps we had better begin realizing that it can be all too true that, as one wag put it, "A conference is a meeting where conversation is substituted for the dreariness of work and the loneliness of thought."

When we see how right that wag really is, should we then eschew the discussion method in leadership development? Of course not! We should refrain from trying to use it in futile attempts to do what it cannot do and concentrate upon using it to do what it *can* do. And what it can do in its own right is more than just desirable; it is vitally important: *stimulate interest, distribute information, and influence attitudes.*

## 7. Audio-Visual Presentation

Movies, charts, models, slides, tape recordings, posters, manuals, mock-ups, drawings—these and similar devices make use of learners' audio/ear-mindedness and visual/eye-mindedness to facilitate learning. These devices range from a few simple marks on a chalkboard (*the* standard visual device in education) to elaborate, full-length, superbly "professionalized," sound-and-color motion pictures. (Surprisingly, it seems not to be generally known that many of these films, while perhaps very costly to the producers, may be borrowed on payment only of mailing charges, or rented at nominal cost, or purchased for a fraction of production cost.) And they are uniquely advantageous, as . . .

When other methods are not entirely adequate, alone; or,  
For revealing hidden, remote, or hard-to-get-at processes,  
objects, or actions; or,

When professional-quality skill in demonstrating is desirable and necessary; or,

For focusing and holding attention; or,

For emotional appeal; or,

For elaboration or variation on a theme, or, sometimes,  
simply

For helpful, refreshing diversion or change of pace.

Audio-visual presentations can be so advantageous, in truth, that it probably should be made a general rule: *every* presentation, regardless of the primary method employed, should be augmented by audio-visual devices, either integrally or supplementally.

Lest we get so enthusiastic as to miss the point about audio-visual aids, however, it should be cautioned that there is a common danger connected with them; and that danger lies in our human tendency to lean too heavily upon them—to tend

to use them exclusively—to let them supplant, rather than augment, other methods. It is so easy and convenient to thread a projector and flip its switch, for example, that we can all too easily forget that projected films are for the most part best used as aids to other methods.

## 8. Case Study

Essentially, the case-study method can be regarded as a variation of the conference or discussion method. And in this sense, the earlier commentary on the discussion method applies as well to the case-study method. But, as practiced by certain rather advanced specialists in leadership development, the case-study method is as different from the conference as an intercontinental ballistic missile is different from a bazooka.

In this somewhat more inclusive, sophisticated sense, an application of the case-study method consists typically of the assignment of a detailed, documented, comprehensive case history to a group of leadership students for their analysis and assimilation; following which, for an indeterminate period, there is open-ended discussion by the group of the multitude of problems, ramifications, questions, considerations, effects, etc., presented or inferred in the statement of the case. Cases may range from comparatively simple two-person human-relations situations to the infinitely more complex operational involvements of entire large corporations. The scope and depth of discussion—and learning—will be equally variable, of course.

When a group has got well into the swing of the case-study method, it is frequently advantageous to turn to the use of a variation known as the “incident process,” or “missing-links case.” In this variation, the learners are given only the particulars of a certain occurrence or incident (whence comes the name), with the full details of the relevant case known

only to the conference leader. The discussion of the pertinent problems then proceeds as in the standard case-study method—with the exception that the conferees are in possession not of full, complete, and thoroughly documented facts about the matter but only those facts which they elicit from the conference leader—who conscientiously supplies accurate answers to all queries but volunteers nothing.

People who have taken part in well-run case-study conferences will usually testify that this method impressed them as being uniquely effective in helping them to gain useful understanding of the intricacies of problem analysis, fact finding, decision making, *et al.* To many professional SDL workers, the value of the method in developing new insights, nurturing “natural” leadership skills, creating certain intuitive understandings, and restructuring fundamental attitudes—i.e., of seemingly imbuing the very fibers of the learners with these learnings—sometimes borders on the dramatic.

And the price of this “dramatic” method? There are really three big prices: First, it consumes time, time, time. Second, it demands uncommonly able direction, chairmanship, guidance. Third, it requires exceedingly thorough and thoughtful selection, preparation, and arrangement of cases.

## 9. Role-playing

We take it as a matter of course that the familiar human skills—as, for example, skill in the use of numbers—must not only be comprehended in principle but must be given extensive and extended *practice* before satisfactory, proficient application can be made. It should be taken in equally matter-of-course fashion (although, incomprehensibly, in many instances it is not) that the development of all the specialized leadership skills is equally, if not more, dependent upon adequate, directed practice.

And that is exactly why the role-playing method especially fits in here: it is a highly effective and efficient way of providing pertinent, guided practice in leadership-in-detail—as, for example, in human contacts for the purposes of selling ideas, correcting errors, reviewing performance, handling disagreements, modifying habits, stimulating output, dealing with grievances, counseling on personal matters, influencing attitudes, giving instructions, etc., etc., *ad infinitum*.

As generally used, a typical role-playing session is more or less a case study brought to life. A “cast” of players (say, one Supervisor and one Employee) is selected. Each player is given a “script”—said script usually being just sufficiently detailed to delineate a situation but “open” enough to permit the player to be entirely himself in playing his part. The performers perform—usually in view of the rest of the group, as with the skit method—and generally also with some sort of recording being made of their performance. At some point during the performance, as decided by the instructor, “Cut!” is called. Then the recording is played back and the performance is analyzed in detail by and for the edification, first, of the players, second, of the observers.

Of the various advantages of the role-playing method, perhaps these three are most conspicuous: (1) it utilizes the learn-by-doing principle, which is absolutely necessary to the perfection of any skill; (2) it provides direct, protected practice, with any “penalty” for mistakes being actually a reward in the form of greater learning; and (3) it provides a vehicle for pilot-running personal techniques, for experimenting with variations in behavior.

Used skillfully, role-playing sometimes produces near-spectacular results, for it sometimes creates new awarenesses, new understandings—and new *kinds* of insights—far more subtly and effectively than is the case with other methods. Some-

times, in plain fact, it seems to be the *only* method that will get some individuals to learn some things. It is therefore an indispensably potent method of leadership development.

## 10. *Sine Qua Non*

The tenth and final leadership-development method to be discussed here “*per se*” has been saved for last because it is very, very special indeed. (Remember the principle of learning given earlier: “The first and last parts of a message are most readily remembered”? This is an application.) And what is so “special” about it? Four things:

- It is not commonly thought of as being a “method.” (There is also evidence that it is too often not thought of, period.)
- It is *sine qua non*—that without which there may be nothing.
- It is something that, in and of itself alone, can sometimes outweigh all else.
- It is something we *must* use, whether we wish to or not, because it functions continuously and automatically, independently of any wishes we might have in the matter.

And what is this strange “method,” or whatever it is? Simply—*personal example*.

Personal example, however “simple,” is a profoundly powerful force for good or bad. And if it is desired to direct this force so that it will strengthen rather than negate other (possibly *all* other) efforts at leadership development, care must be taken to set *right* personal example.

If we or any of our representatives, associates, or designates would presume to develop (teach!) leadership, *we must be* leaders. If we hope to promote study and application of the principles of effective human relations, *we must be* continually studying and applying them. If we hope to teach anything, we must understand that we have no right to expect a character and quality of learner performance any higher than

the standard immutably, if tacitly, established by our own personal example.

The ancients knew it long ago: "We teach by precept and example." And *we* should make no mistake about it: Proper personal example is not merely "desirable." It is an absolutely inescapable determiner of our total effectiveness. It is *sine qua non*.

### SUMMARY

It is inappropriate to try to summarize with rigid specificity regarding proper matching of methods and learning objectives, for two main reasons: First, even when one or two primary methods seem obviously to be called for, in a logical or technical sense, it is nonetheless almost always advisable to use additional, supplementary ones and/or combinations in the interest, so to speak, of promoting good growth through varied diet. Second, each particular case or situation, with its own particular and peculiar set of variables, very nearly makes its *own* "decisions" regarding methodology. However, in the broad sense. . . .

When the aim is to develop new *knowledges*—new understanding of information, principles, theory—use:

|            |                           |
|------------|---------------------------|
| Lectures   | Skits/demonstration       |
| Reading    | Observation               |
| Case study | Audio-visual presentation |

. . . with supplementary discussion (and sometimes role-playing).

When the aim is to develop new *skills*—new and more effective performance and application of knowledge—use:

|               |                           |
|---------------|---------------------------|
| Role-playing  | Audio-visual presentation |
| Demonstration | Observation               |

. . . with varied supplementary aids and *more* role-playing practice.

When the aim is to modify *attitudes*—or to develop appreciation or apperception of items of knowledge already possessed but incompletely comprehended—or to influence opinion or gain acceptance—use:

Discussion                      Skits/demonstration

Case study                      ,      Reading

Role-playing                      Lectures

... with supplementary audio-visual presentation and *more* discussion.

When the aim is to develop *anything* in others: *Develop self first*—for good personal example is *sine qua non*.

### **"IF THE WORKER HASN'T LEARNED. . . ." INDEED!**

But, you know something? To paraphrase the old song, "It don't mean a thing if it ain't got that swing." Let's see what "that swing" is. . . .

During and immediately following World War II, a group of brilliant and nobly intentioned industrial training men accomplished a monumental basic-supervisory-training job in this country. Unhappily (and unintentionally), in the process they also managed to perpetrate what has come to amount very nearly to a monstrous fraud against every American executive who is in any way concerned (and who *isn't*?) with the growth and development of people.

I am referring to the authors of "JIT"/Job Instruction Training—"a system for teaching *a* man to do *a* job." And what has been their sin against executive humanity?

By creating a phrase: "If the worker hasn't learned, the instructor hasn't taught" . . . . By encouraging literal and unequivocal interpretation of the phrase . . . And by giving the phrase almost universal currency and credence . . . This deeply and deservedly esteemed group has inadvertently created a myth that is infinitely more hampering to the develop-

ment of people than is any real or supposed lack of knowledge or application of the *methodology* of training. Because, by loosing this "Frankenstein's monster" among us, they created an image in the minds of management men (and, incomprehensibly, a number of *personnel* men!) which casts any developer of men, be he specialist or otherwise, typically in the role of a sort of white-collared, male Lady Bountiful whose principal function is dispensing largesse to the ignorant—or "putting ideas across."

It is high time we slay this dragon. For the plain, demonstrable reality is diametrically *opposite* the JIT theme. The basic job of any leader-developer (or trainer, instructor, teacher, coach, or whatever we may call him) is not to put ideas across at all—it is to get his "*developees*" to TAKE ideas "*across*." The key task is not half so much to "teach" as it is to get learners to learn.

C. F. Kettering, the late genius of General Motors, once said, "We can send a message around the world in seconds, but it sometimes takes years to get a simple idea through a quarter-inch of human skull." And the simple but fundamental idea so difficult to get through the skulls of so many who are involved to a great degree in leadership development is the understanding that the methods and techniques of leadership development are of *secondary* importance.

Why are these techniques not of primary importance? Because the greatest obstacle to leadership learning is nothing technical at all—it is the mental attitude of adults who, more typically than not, are long out of the regular study habit, disinclined to face up to the disquieting reality of their need for growth, and unwilling to discipline themselves to "the dreariness of work and the loneliness of thought" required for significant growth. Thus the primary consideration is not inately one of "planting seeds" but of "preparing soil"—no methodological but attitudinal, emotional.

Is this a way of saying, now—and after all the care you took to try to digest the immediately preceding pages!—that training methods and techniques are really not very important at all? Indeed it is not!

Perhaps the matter had better be put this way:

Growth and maturation are processes that occur *within* individuals. They may be fostered or inhibited by external influences (and this most certainly includes trainers' methods, materials, *et al.*). But, as stated before, in the fundamental analysis the human organism itself does the growing.

Thus it is the *learner*, not the teacher, who is in possession of the critical "machine" that produces the learning. It is the *learner* who activates and regulates the thought processes leading to learning. It is the *learner* who controls the rheostat governing the generators of the mysterious forces underlying mental growth. It is the *learner*, then, who basically and independently determines whether, at any given moment, learning shall or shall not occur.

Truly, then, "*Motivation* is the key to all learning."

And this makes it unmistakably clear: *A leadership developer's primary task is to induce and cultivate motivation.* When he takes care of this task, it sometimes doesn't matter a hoot in Hoboken what methods he employs, or how—for his learners will learn despite his clumsiest efforts with the crudest of methods. But if he does not, or cannot, attend to this primary task, it is virtually a foregone conclusion that the most polished use of the most "sophisticated" techniques, equipment, and/or facilities will not rescue him from frustrated futility.

If a leadership developer's primary task is to induce and cultivate the motivation of his embryo leaders to do the desired developing, what, exactly, can he do to accomplish this so that both this and the concomitant secondary task can be carried out most effectually? Fortunately, the many appro-

priate actions are not entirely mysterious. For example . . .

- **Select significant subjects.** Take special care to ensure selection of material-to-be-learned that can be readily perceived by the learners to be “reality material”—that which will help to solve *their* problems and meet *their* needs.

- **Stress the benefits.** Show and emphasize the advantages to be had from learning what is to be learned—the advantages, that is, to the *learners*.

- **Rise above rudiments.** Use short courses of the JIT kind to get started, if so desired. But then move on from there to advanced matter—of which the learners are not only capable but in need.

- **Dignify the learners.** Do not, under any circumstances, “talk down” to them. Show by open manner, expression, and deed that they are worthy, appreciated, and respected.

- **Treat errors as “learnings.”** Identify and deal with the learners’ mistakes as items of, and opportunities for, learning—which they are.

- **Encourage initiative.** Give open approval to the learners’ efforts to try things on their own, to do the unconventional/experimental in the interest of learning, to venture/explore, to find out for themselves.

- **Keep the matter in mind.** ‘Nough said.

## HOW LONG DOES IT TAKE?

If, Mr. Higher Executive, you need some genuinely ready-to-take-charge, minimally qualified, first-line leaders—right now—you *should have started getting them at least four years ago!*

How do I figure this? Here’s a somewhat typical example, that of a company I shall simply call “X”:

**Stage 1:** This company, with 3,000 employees, completed its first “management inventory”; checked findings (the state

of the organization) against expectancies (projected expansions, contractions, retirements, promotions, demotions, terminations, transfers, etc.); and found itself in need of twelve new supervisors to fill key line and staff positions. This whole operation, with its involved studies, meetings, facing-up-to-facts, discussions, and deliberations, spanned a period of twelve months.

*Stage 2:* When key company executives could next be assembled to consider what, in particular, should be done about getting a dozen new, carefully selected, well-trained, capable supervisors, another two months had passed. When the executives finally did meet, however, they quickly decided to institute a fully implemented, comprehensive SDL program "at the earliest possible time." ~

*Stage 3:* Company personnel men "researched" a variety of possible SDL approaches, developed three alternative plans, and submitted these plans to the executives for consideration. This work was completed in six months.

*Stage 4:* The executives "took under advisement" the alternative plans proposed and, sometime within the ensuing three months, settled upon the "medium time-consumer" of the plans as their choice. A total of twenty-three months had now gone by.

*Stage 5:* Company leadership-development specialists "worked up" the chosen basic plan into a detailed, completely implemented program, replete with all necessary materials, tools, forms, equipment, technical aids, manuals, etc., within the next half year.

*Stage 6:* The program (now known as the "New Leader Program," or "NLP") was announced to the company's employees. Employees interested in advancing to leadership positions were offered opportunity to apply for admission to the program and vie for the twelve openings, and about two hundred so applied. From these applicants and others re-

cruited outside the company—through the use of a variety of different testing procedures such as mentioned earlier in this book—twelve selectees were named. This required four months of exceedingly tedious work.

*Stage 7:* The twelve selectees (now “trainees”) were put through an intensive, forty-hour-week, three months, off-the-job regime of training in company policies and procedures, organization structure and function, human relations, manufacturing methods, supervisory duties, safety, etc.

*Stage 8:* Each trainee was, in effect, apprenticed to an experienced older supervisor in the particular department wherein he was to take his eventual supervisory assignment. This three-month apprenticeship served to acquaint the trainee with the specific duties and responsibilities of the job he would one day fill.

*Stage 9:* The trainees—ten in number now, after one drop-out and one washout—were promoted to their respective leadership positions, where they served as “probationary members of management” for a period of twelve months and continued their development under the guidance of selected superiors.

*Stage 10:* The new supervisor-leaders were accepted as full members of management and, at the end of two more years of “seasoning,” coupled with intermittent coaching and whatever private study was undertaken on their own initiative, they were adjudged by higher management to be “satisfactorily qualified in all main respects” for their positions.

Thus, in its first thoroughly managed, full-cycle, comprehensive SDL effort, this company required seventy-six months—*six and one-third years!*—to accomplish the complete job. This “maiden flight” very sharply revealed the mistakenness of any continuing crash-program philosophy in this critical area of management, and it led to considerable revision of the program—especially in the streamlining of the selection

stages and in the enlargement of the formal-training stages with consequent reduction in the amount of on-the-job seasoning required—and subsequent cycles have of course been greatly improved. But now, even after years of solid experience and steady improvement in its New Leader Program, this company still finds that “the length of the cycle required for the selection and development of minimally qualified first-line supervisors is four years, and . . . as the complexity of the work increases, our necessary ‘lead time’ will be even further increased.”

Now, when it comes to the making of *your* particular learning-span determination. . . .

*Re Knowledges:* The memorization of a semicomplex message usually occurs in a period of time that can be measured in *days* or *weeks*. For example, with good instruction (including plenty of visual aids!), the average bright leader-trainee can acquire reliable “spatial orientation” (know what’s where) in a highly departmentalized, fifteen-acres-of-floor-space factory building in from one to five days. The same trainee would probably require at least two weeks to get even an elementary understanding of an average labor contract or a set of twenty-five-or-so policies such as contained in a representative supervisors’ manual. In general, knowledges that can be acquired through visualization, or with other sense-impression augmentation, require relatively short learning time; whereas the highly abstract or abstruse knowledges, which cannot be readily illustrated and are heavily dependent upon so-called “pure” reasoning, require very much longer periods. The matter can almost be stated mathematically: Knowledge-learning time is inversely proportional to the number and the perceptivity of the senses that can be brought to bear upon that to be learned.

*Re Skills:* If a man suddenly but thoroughly forgot how to write his name, how long do you suppose it would take him to learn this skill again? Medical histories indicate that the

total time required for the mastering of this comparatively simple skill from the beginning is, for a normal, bright adult, generally reckoned in *months*. How much time, then, would be required for the mastery of a somewhat more complex new leadership skill, such as skill in judging the effective work pace of employees? Professional industrial engineers, who make a specialty of this, testify that "intensive training can sharpen so-called 'leveling skill' to within plus-or-minus-5% accuracy inside of one or two months, on the average—but *only* intensive training with supervised practice can accomplish this so quickly . . . otherwise, years may be required."

*Re Attitudes:* Keenly observant C. F. Kettering was so right when, as quoted earlier, he said in this regard, "We can send a message around the world in seconds, but it sometimes takes *years* to get a simple idea through a quarter-inch of human skull." And the modification of a really strong bias may never be quite complete. For it is impossible to take any idea out of a person's mind. The best we can do is try to get the learner to learn—put another and better idea into his mind—and then hope that the new idea becomes stronger than the contrary old one.

Thus, overall . . .

Those *weeks* are required which will enable your learners to recall their new knowledges with ease.

Those *months* are required which will make the application of your learners' new skills automatic, unconscious.

Those *years* are required which will preclude your new leaders' regressing to any undesirable earlier state under surprise and stress.

## PROCEDURES/PLANS/APPROACHES/PROGRAMMING/ SCHEMES/STYLES/SYSTEMS

Thus far in this chapter we have given consideration to the leadership-development questions regarding:

Knowledges, skills, and attitudes in need of development  
Criteria for good leadership-development programs  
Principles and laws of learning  
Methods and techniques of training (impelling learning)  
Motivational forces and factors in learning  
Learning spans: time required to learn what is to be learned

Now comes the matter of overall program design—of the fitting together of all these things into some sort of intelligent, integrated, operational or procedural plan. And here there are at least eighteen “structural units” that may merit consideration. These are:

### **1. Weekly Conferences**

Of all the general leadership-development programming frameworks in use in American business, industrial, and other organizations, the once-each-week, one-to-two-hours-per-session, invariably-during-working-hours, so-called “conference” is no doubt far and away the most common. (The term conference, as used in this connection, may have no relation whatever to the training techniques employed; and, for the very reason of avoiding such confusing implications, many organizations prefer alternative designations such as “leadership seminars,” or “management information meetings.” And of course a good, appropriate name has other important values, too, as implied in the old saying, “Names and phrases are great makers of the things for which they stand.”)

The wide appeal of this plan is perhaps due mainly to its *apparent* economy (a few people put it—revealingly—“We only lose an hour a week this way”!) and to the fact that it reinforces the idea of continuing human development as being a normal part of the business of running the enterprise.

But the weekly-conference approach has come in for some

very sharp criticism. In this matter of economy, for instance, professional training specialists say that it is actually quite *wasteful* of time—since, as they point out, it takes somewhere between ten and fifteen minutes at the start of each meeting to “get the show on the road,” and the learners’ attention is frequently directed elsewhere during a comparable period at the end of each meeting; hence, possibly only 50% of the meeting is even potentially productive. Further, the forgetting that occurs between the days-apart sessions means additional loss. And finally, the plain, easily provable fact is: *no leadership learner can learn enough fast enough, this way.*

Is the weekly-conference plan worthwhile at all, then? Certainly. It is effective for information-giving (simple to semi-complex material) and for long-haul attitude conditioning. And in any event it may be better than nothing. But unless it is buttressed by other plans, it is not at all a “best buy” in the development of leaders.

## 2. Publications Plan

Earlier we reviewed “eight strong reasons” why reading “... ought to be one of the principal, ongoing constants of leadership development.”

But reading of what?

The publications in a modern company library should no doubt be a primary source of appropriate reading matter for learning leaders. One progressive company, for example—Packaging Corporation of America—maintains for this purpose, in its larger installations, three different kinds of libraries:

- **Departmental**—Each main unit of the organization maintains both “permanent” shelves and circulating-journal sections. Thus the reader wanting to study references on *plant layout*, let’s say, can find excellent, modern books plus periodical articles on the subject in the industrial engineering

department. If he seeks up-to-date information on *graphic arts*, both the research-and-development and the carton-production-printing departments can serve him. And so on.

- **Technical**—The “heavy” works—periodicals as well as books, reports, etc.—of technical and scientific nature are maintained here, and facilities for their study are provided.

- **Personnel**—Books, journals, brochures, manuals, etc.—on all sorts of SDL-related subjects such as *communications arts and skills, economics, management, personnel administration, basic references* (encyclopedia, primers, dictionaries . . .), etc., etc.—are available for loan or library study in a central management development center.

Supplementing such on-the-premises sources of reading materials, many organizations also provide paid subscriptions to selected “management-engineered publications”—weekly, monthly, quarterly—with unmistakable status-symbol implications. These, plus specialized kinds of journals and magazines, frequently get a great deal of extra “mileage” when mailed to the men’s homes; for then they not only show management’s public, considerate respect for the men, but often they are read by, and stimulate valuable discussion by, whole families.

In many formal management-development courses, especially those of “outside” institutions, selected readings are normally *assigned* and in some instances constitute the very core of the courses. And perceptive, coaching-minded executives in some cases almost routinely make planned, continuing reading assignments to their understudies. (One manager of my acquaintance has the rather unique habit of requiring each of his assistants to prepare for him a one-page, key-item synopsis of each periodical coming into the department, thus briefing him on developments in fields of department interest, pinpointing articles he should review in detail—and almost incidentally but nonetheless effectively keeping the

assistants up on the same developments while having them practice some highly useful corollary leadership skills.)

The cost of a publications-plan unit in a leadership-development program may be next to negligible. But its worth never is.

### 3. Understudy Rotation

It is fairly common practice in many organizations to rotate management trainees through a variety of short-term job assignments which have a vantage-point character and therefore serve to provide orientation. And it is not uncommon to have trainees serve as understudies to one or more veterans in assignments where, presumably, they learn by doing.

When these practices are combined, however, and the learners are competently guided through carefully selected (and preferably graduated) vantage-point assignments by equally well-selected *overstudies*—key men having the necessary (uncommon!) combination of ability, understanding, and willingness to do a thoroughgoing job of development—the rate of learner broadening and deepening is impressively greater than when the practices are followed separately.

The importance of using only key vantage-point jobs in conjunction with this plan merits repetition. Better never to attempt to use this plan at all than to assign learners to jobs lacking breadth, depth, or the challenge of things to learn that are *significant* to learn.

The importance of the matter of having qualified overstudies as a requisite to the use of this plan of leadership development can hardly be overemphasized. (Remember my own Mean Boss, mentioned in the second chapter of this book?) Personally, I have never known an understudy-development program really to succeed when it lacked good overstudies, nor to fail when it had good ones.

#### **4. Spot Courses**

Just as individuals are unique, distinctive, different from one another, so it is with group "personality." In point: It is wise to expect each group of leadership learners to have certain development needs in common with other such groups—and to have certain other needs peculiarly its own.

And this is wise in the case not only of neophyte leaders but of so-termed "seasoned" ones as well. For situations constantly change—new processes, products, and practices come into vogue—and all these necessitate new learning.

Thus spot courses (e.g., report writing, slide rule use, simulation exercises, business English, speed reading, management games, technical seminars, and many, many others) may quickly and effectively meet these spot needs.

Some companies have found their spot needs so regularly recurrent that they have taken to scheduling spot courses and otherwise treating them as matter-of-factly as any other operational feature of recurring nature. One large corporation, indeed, has found this kind of programming so beneficial that it routinely schedules every member of its management for an extra week of "vacation" each year—but sends him for the week to a central "Corporate Institute" where he takes the standard forty-hour spot "course of the year."

Perhaps indicative of the value of the spot-course idea is that it seems to be a standard feature in just about every successful American organization having a reputation for being progressive in general SDL.

#### **5. Induction Briefing**

Unhappy though the fact may be for all concerned (and unhappy it truly is), the fact is that in virtually every organization it sometimes happens that a man is appointed on

a Friday afternoon to take charge of an operation on the following Monday, with his oh-my-gawd-what-a-travesty! "development" taking place on the intervening Saturday.

"If this sort of occurrence is such a 'travesty,' why bring it up here among the allegedly *good* plans," you ask? Simply because, despite a supposedly contravening executive sophistication, "the best laid plans" of the savviest "mice and men" *do* go uncontrollably awry; the most enlightened and thoughtful management still does *not* have 20-20 foresight; and so, however deplorable, this kind of incident *does* happen to the completely innocent. And when it happens, it clearly and imperatively calls for a training action of *some* kind—not just a pointless whining-around, or cluck-clucking, or scape-goat-seeking.

It is most exclusively in this "salvaging" sense, then, that this induction-briefing plan is included here. And how does the plan work?

Once burned and thereafter cautious, many organizations have prepared standard checklists of "things a new supervisor absolutely *has* to know the very first hour on the job," such as what work is lined up for his department, what specifications of quality and delivery are to obtain, etc., etc. Someone (usually the emergency-appointee's immediate superiors) will, in the emergency, then briefly explain the listed items to the appointee, after which everyone will go ahead as best he can and trust in a humane work force and a Benevolent Providence.

Follow-up, or next-phase, checklists and explanations are usually found in the more thoughtful organizations, of course. Brought into use after some degree of calmness again prevails, following the emergency, and covering broader and deeper aspects of the appointee's needed induction/orientation, these represent more nearly the *real* beginning of his development.

## 6. Elective Courses

With some organizations, a popular variation of the previously mentioned spot-course plan is the elective course. The "elective" feature is that the leadership learners are offered a variety of alternative spot courses from which they may elect to take any that *they* prefer. Offered either on- or off-premises, the courses are usually presented during the after-working hours, much along the same lines as the two-nights-a-week adult education courses of almost any typical urban university.

As probably it is not surprising to expect, one of the most powerful determiners of the success or failure of this plan is the degree of "hard-nosedness" of the administrative philosophy behind it. If the plan is presented with clear implications of "manna from magnanimous management"—as a gift, with no strings attached—it may deteriorate very quickly into failure for the simple reason that "the employee respects only what the boss in-spects." Or, if "the boss" pretends to encourage but actually employs "cute" tactics, subtle pressures or veiled threats, it may be an ostensible success but an actual failure. Or, if there is an attempt to lure "customers" by "popularizing" the courses, the whole scheme may degenerate into such froth as to be worse than meaningless.

Which statements, no doubt, really boil down to this: The elective-course plan, just as any other kind of management plan, needs to be soundly managed. And when it is, it works.

## 7. Management Meetings

Do you remember when you first began to "tumble to" the critical significance of the myriad, ambient elements of "feel" about an organization that you needed to comprehend in order to function effectively in that organization? \* ("Pro-

\* If you really do remember, you're probably a rarity, for most people

duction may look like the kingpin around here, but Sales *really* calls the shots.”)

Such knowledge is so pivotally important to the leadership learners that its imparting to them should never be left to the grapevine or the well-intentioned-but-ill-informed. It should be *seen to* that they deliberately learn it. Provision for such learning ought to be just as straightforward and thorough as in the case of any other kind of needed information—or even more so.

But *how* learn the “tone” of an organization—its spirit, climate, personality? How learn what values it holds, and how these are ranked? How develop sensitivity to the seemingly mercurial undercurrents, shifts, exceptions, trends? How acquire that in-the-very-fibers grasp of the unwritten organization structure, the philosophical bent, the very essence of the organization?

Critical though such knowledge is, it is practically never directly taught. Why not? Because it is very, very difficult to teach, for one thing. Perhaps the strongest reason of all, however, is emotional—“A guy would have to be out of his mind to undertake to instruct trainees openly in our internal political facts of life, such as that ‘Even though Old Whoozis has the title, it’s because he’s the president’s second cousin . . . young Joe Smith is the real power in that department, so deal with him.’ ”

What to do in this dilemma? A number of companies say, “Just as soon as these new men are accepted officially as ‘management trainees,’ start including them in all regular management or supervisors’ meetings—across department lines as well as intradepartmentally, for in these meetings they can quickly get to see the whole pattern of what items of business

absorb such understanding so gradually and so deeply into their subconscious that they usually forget that this is something that has to be learned from the beginning by the newcomer to leadership in an organization.

are handled, and how, where, when, and by whom—and *why*.”

Potential pitfalls in this plan? It will depend mostly upon the quality and character of the meetings, no?

### 8. Merit/Needs-Review-Interview

Just about the oldest personal-development approach extant is the one referred to (more wryly than facetiously) as *the avuncular talk*, or *the father-son chat*. This is a kind of periodic (usually annual) interview in which, following some sort of review of the junior man's performance (demonstrated knowledges, skills, attitudes?) by his senior(s), Father-Boss sits down with Son-Subordinate and says, in effect, “Son, you are doing all right in thus-and-so, not so well in so-and-thus. . . .” Whereupon the two endeavor to discuss the subordinate in detached fashion and in detail, with particular attention being given to questions of appropriate actions to be taken to improve upon the “so-and-thus” items.

This approach is so very old, in truth, that it keeps getting re-invented every so often. And with each reincarnation it seems both to take on a higher degree of detailing and systematizing and to shift in factor emphasis. In this latter connection, for instance, the style a decade or two ago was to stress personality traits (“You're not being forceful enough”); more recently, confinement to the consideration of the “handling of accountability factors” has become *de rigueur*. Whatever the details and emphases, however, the essential feature of the plan has remained that of appraisal and review with the appraisee/reviewee.

Some form of this approach is no doubt a virtual necessity. For, as long as a line-type structure remains in effect in an organization, who *but* a man's boss(es) should be best informed about his performance, qualified to judge him, and charged with coaching him?

But this is something less than a popular plan, as almost anybody who has partaken of it will attest. Because, even when "the boss" has the most thorough, factual, documented, indisputably valid material to discuss with the subordinate/trainee (and what a rarity *that* is!), and has only the kindest and noblest of intentions, the experience is almost never anything short of an uncomfortable one, to say the least. And many leading personnel specialists and psychologists say that it is *worse* than merely uncomfortable. "It is destructive; it is intrinsically critical and, human nature being what it is, this means it invariably produces residual effects of resentment and hostility—and thus it works quite powerfully to *prevent* genuine, sincere effort toward real development," one respected personnel executive has said.

Personally, while accepting the possible validity and implications of many of the criticisms of this practice, I still strongly favor its inclusion in any program for doing the leadership-development job most thoroughly and well. Why? Because this is the *only* opportunity many learners ever get to sit down privately with knowledgeable, interested superiors for the exclusive purpose of contemplating themselves in an innately healthy, helpful way. Because this plan compels the *bosses* to do some needed self-developing also. Most of all, though, because I've heard individual after individual testify, "When my boss tells me about improvements he'd like to see me make, and I can see their sense, too, and it's within my power to make them—even though quite a lot of extra work may be involved—I feel *safer*, somehow, with him. He shows he *respects* me; he has troubled himself to become *well-informed* about me; he is *direct* and *honest* with me. . . ."

## 9. Tuition Assistance

One rather common outgrowth of appraisal-and-review sessions, as those just discussed, is agreement that the ap-

praisee-reviewee needs additional formal education of a kind which is practically available only in regular educational institutions. (By all means, let it be noted here that by "regular educational institutions" is meant schools of commerce, technical schools, etc., as well as colleges and universities.) And some employers, to foster and facilitate decisions to act toward obtaining this education, say to the learner, in effect, "If you will undertake, complete, and pay for such-and-such courses, we will upon their completion reimburse you for —% of their cost."

Policies regarding extent of reimbursement, and other factors, vary considerably from company to company. Most of those on the conservative side limit payment to 50% of total tuition—and only tuition, with the cost of books, fees, or other items borne by the employee—and provide monetary assistance only in the case of company-approved, conspicuously job-related studies. Those in the middle of the range take a somewhat more liberal stand, giving aid in the case of just about any "sensible" course, and sometimes pegging payment level to educational level—as, say, 50% refunds for undergraduate work, 75% for study toward an M.A., and 100% for doctoral-degree or specialized technical study. And a few near-philanthropic concerns seem to stop just short of eagerness to foot the total bill for four years of college per employee!

Histories of tuition-assistance plans, not unexpectedly, show this pattern: The "giveaway" plans are notably short-lived, possibly because, as students of mankind generally aver, "If a thing is free, it loses its value." But the plans holding to the principle that financial aid, just as with learning itself, is a thing to be *earned*—these are productive and therefore durable.

## 10. "Outside" Education/Training

An increasing number of companies (and I applaud them) are looking ever more deeply into their situation with regard to SDL in general and are concluding, among other things, "The tuition-assistance-plan kind of procedure is excellent in cases where the need is for fairly long-term or gradual strengthening of the learner—that is, where both learner and employer can afford to *wait* for the learner to make acquisition of certain knowledges, skills, and attitudes. But in cases where such waiting is not tolerable and it is not possible or feasible to set up and conduct the needed spot courses within the company, management should not hesitate to send the learners outside for this accelerated development, and at total company expense."

American Management Association, National Training Laboratories, Industrial Education Institute, National Foremen's Institute (and many, many other, similar organizations), and just about all the colleges and universities in the country offer broad programs of leadership development on some sort of continuing, repetitive basis. And other organizations such as the YMCA and SAM (Society for the Advancement of Management) also present a variety of specialized once-or-twice-a-year conferences and seminars of high quality.

Scope, depth, "slant," etc., of all these courses are almost literally spectral. The American Management Association, for example (and an example unique in the world!), with its foundation philosophy of "education of management by management," offers leadership courses ranging from two-day "orientation seminars" in all phases of administrative services, finance, general management, insurance, international management, manufacturing, personnel, marketing, packaging, research and development, and purchasing, to exceedingly intensive multiweek courses which are exclusively for *presi-*

*dents*. And on-campus courses of the many colleges and universities have similar range, with "the classic" probably being the famous thirteen-week Harvard course for executives.

There is such a proliferation of these outside leadership-training sources and courses, in fact, that this creates a formidable problem of selection. ("Shall we send our men to X Institute, which puts out such impressive brochures; or to the president's alma mater; or to Z College, which is attracting so many people from our industry?") Since there is no authoritative accrediting body to help in this regard, about the most direct way to resolve this problem is to get direct experience with the available courses, which is to say: choose several that *seem* to be suitable, select some good men to attend them on a trial basis, equip these "tryer-outers" with appraisal criteria such as our own previously discussed "marks of a good leadership-development program," then get comparisons, and decide.

## 11. Staff Counseling/Coaching

To paraphrase the poet unpoetically, breathes there a boss with soul so dead that he has not at some time finished a merit/needs-review-interview in a state of great disquietude, muttering, "Never again—that's a job for the head shrinker!"?

Now, I will be the last to join in any line of advocates of "delegating" (unloading!) the counseling of leadership learners or any other subordinates entirely to any staff aides, however eminently qualified. But I know at least one exceptionally astute manufacturing executive who literally multiplies himself—or, more importantly, his effectiveness—through a staff-utilization procedure that he evolved out of dissatisfaction with his own, limited appraisal-and-counseling efforts. And in essence his "multiplication system" is simplicity itself:

As he reviews a subordinate manager's performance, annually, he may make certain observations and comments as,

"Bob, your machine maintenance seems to have been a problem during the last half of the year. . . . Quality was consistently good, and I know you'll want to continue that record. . . . Do you have any idea why incentive performance was so spotty? . . . I've been pleased by your progress in cost control. . . . What do you think you will do to improve relations with your people? . . ." And so on. Having thus pinpointed "Bob's" needs-help areas, he sets up consultations for him with the heads of related staff departments. Whereupon the plant engineer may study his maintenance problem and counsel him, "It will pay you to keep closer watch on your service-downtime schedules, for our records indicate that some of your operators are intentionally running the machines past the deadlines so as not to lose any bonus." The manager of labor relations may say, "Most of your group's grievances generally center around article X in the contract, so what say we look it over?" And the chief industrial engineer might comment, "The pattern of your section's incentive performance suggests: first, the flow of incoming materials is erratic; second, your operators may be short-cutting some methods." Then, when "Bob" completes his staff consultations, he and his boss meet again, he reports on the consultations, and together they formulate definite plans for getting the desired improvements. And this is mighty, mighty practical leadership-development indeed!

And what does it take? It takes *general* managerial excellence.

## 12. Task Forces

"We learn by doing," says the philosopher.

"Practice follows principle," says the educator.

"Activity is basic to all learning," says the psychologist.

"You may study the strokes on dry land, but you learn to swim in wet water," says the coach.

"Fine," says the practical manager. "Therefore I'll use the *task-force* approach." Whereupon he makes up special teams—each comprised, say, of one veteran line man, one crack staff specialist, one chairman/secretary/general practitioner, and one green leadership learner—and, with each team, follows through on this learn-by-doing plan:

*Step 1:* Select a "task": a problem or subject for study.

*Step 2:* Assign a team to the task, and provide aid in formulating plans of attack on the problem/task/project.

*Step 3:* Have the team carry out its task.

*Step 4:* Obtain a report of results, discuss possible actions, and apply the "force": follow through with appropriate action.

The advantages of this plan—the double-barrelled advantages in terms of both accelerated learning and providing solutions to practical operating problems—are potentially tremendous.

What "problems" might be most suitable? Do you remember all those things you've been *meaning* to get to—those things you've been saying you are "going to have to look into at the first opportunity"? Those things are probably "naturals" for the task-force treatment.

### 13. Professional Societies

From "Abrasive Council, Metal" to "Zoology, Society of Systematic," the *Encyclopedia of American Associations* lists over 8,000 trade, business, agricultural, governmental, scientific, engineering, educational, social welfare, health, medical, and "general" associations which are active in the United States.\*

\* No doubt I am just revealing my ignorance in this, but honest to gosh, some of the listings make a fellow wonder. For instance, what do you make of these: Association of Average Adjusters of the U.S.; Air Distribution Insti-

Many of these special societies not only have national, regional, and local groupings established for the purpose of advancing and distributing knowledge in their special fields, but conduct amazingly high-quality, regular conferences, clinics, seminars, institutes, and courses in many related subjects. The live-wire Cleveland chapter of the Society for the Advancement of Management (SAM), for example, arranges each year for its members to hear a number of nationally prominent speakers on a variety of important subjects and, as though that were not enough, also sponsors low-cost, advanced evening courses in such subjects as linear programming, creativity, value analysis, etc.—thus providing each member an educational/developmental bargain such as he could not possibly hope to obtain otherwise, especially on his own.

Perhaps most indicative of the worth of the professional-societies contribution to leadership development is the fact that many progressive companies provide paid membership in such societies for key people and openly “expect” said key people to participate—and then discover that these people would participate anyway, even at their own expense!

#### **14. Problem-solving Workshops**

“This outfit’s parking facilities are terrible!”

“Nobody really seems to care about safety around here.”

“Our absentee record is certainly nothing to brag about.”

“The only way we ever find out what’s going on around here is by asking the elevator operator!”

tute; Ambulatory Fracture Association; American Association of Variable Star Observers; Seed, Pea and Bean Group; American Goat Society; Brazil Nut Association; American Society of Body Engineers; Association of Adjustable Shoulder Strap Manufacturers; American String Teachers Association; Covered Button and Buckle Association; Cactus and Succulent Society of America?

"Every day, the guys from X Department have early wash-up and are lined up at the time clocks five minutes before quitting time."

Do *you* have any problems like these—or others relating to waste, materials handling, community relations, etc., etc.—chronic or recurring problems? If so, you may find it profitable to emulate a certain manufacturing company of my acquaintance.

This company, finding that it has problems such as those mentioned, and finding further that some of them are of such nature that they tend not to stay solved, or are ever changing or perhaps recurring in altered guise, habitually makes them the objects/subjects of "management problem-solving workshops." Each such workshop functions with a group made up of one experienced manager and some indeterminate number of management trainees, and it employs a basic conference-style procedure following four main steps:

*Step 1: "What is the problem—what is wrong?"*

*Step 2: "What are the causes of the problem?"*

*Step 3: "What are the possible solutions?"*

*Step 4: "What are the best solutions?"*

Does this approach work? Says the production vice president: "We adopted this plan a few years ago with the thought of using it strictly for its obvious training value, for its worth as a means of giving management trainees quick, penetrating insight into some typical management problems. After all, the problems are thoroughly familiar ones, and we have had experienced experts work on them repeatedly. Well, the scheme has served the training purpose splendidly, all right, and we would have continued it for that reason alone. But, y'know, the totally unexpected value has been that the trainees, bringing in fresh viewpoints and being uninhibited by preconceptions or jaded we've-tried-everything-before attitudes, have produced some amazingly ingenious and effective

solutions and related ideas. In fact, these ideas alone have repaid us at least *ten times* the cost of conducting the workshops!"

### 15. Management Clubs

Do you recall the professional-societies plan of leadership development discussed just a few pages ago? Some organizations, while recognizing the worth of that plan, are too remote from population centers to make participation in such societies feasible. Others, for various reasons—including the desire to get even greater "mileage" out of the idea—decide to operate their own, exclusive society or societies, sometimes uniting a number of small groups into larger ones which may be termed "management clubs" or something similar.

Most such clubs strive earnestly to preserve the essential character of educational purpose (although some also add the concept of social welfare, *à la* Lions, Rotary, etc.), and try to eliminate what one executive calls "the booze-hounding, card-playing, country-clubbing element." And the general success of the clubs seems almost invariably to depend upon their success in this particular regard over the long run.

### 16. Correspondence Study

Some organizations find themselves with leadership learners who, both individually and in the aggregate, clearly need the strengthening that could be provided through spot courses, or tuition assistance, or elective courses, or outside education or training—but with apparently no practicable way of providing such. And yet the key to a potentially most practical way out of this dilemma—namely, correspondence courses—may lie no farther away than the nearest postage stamp.

In all of the recent public commotion about education in general, attention has been focused to such an extent upon "live" schools and colleges as to obscure the phenomenal fact

that there are, in our country, dozens and dozens of fully accredited home-study schools which provide courses of excellent quality.

What courses are available for home study? Accounting, advertising, automation, business administration, communications, drafting, economics, engineering, executive training, foremanship, industrial management, labor relations, law, leadership, management, marketing, office management, personnel administration, production control, psychology, purchasing, quality control, safety engineering, supervision, time-and-motion study, traffic management, work simplification—plus hundreds and hundreds of others—even plus, by special arrangement, special “custom” courses.

How can you determine the reliability of any such school? One way is to consult the Accrediting Commission, National Home Study Council, 1420 New York Avenue, N.W., Washington 5, D.C. This commission, approved by the U.S. Office of Education as an accrediting agency, regularly publishes lists of currently accredited private home-study schools, each such school having met the following standards:

It has a competent faculty

It offers educationally sound and up-to-date courses

It admits only qualified students

It provides satisfactory educational services

It has demonstrated ample student success

Its tuition charges are reasonable

It advertises its courses truthfully

It is financially able to deliver a high quality of educational service

## **17. Vestibule School**

As you have read through the preceding descriptions and discussions of various procedural plans, has the thought per-

haps begun to occur to you that these plans still leave something to be desired; that, meritorious though they are, they might best be considered most useful/applicable as complementary, supplementary, secondary plans—that, even in the aggregate, they may not be quite potent enough to do the whole job quickly, efficiently, economically, and thoroughly enough?

If so, your thinking corresponds not only with that of professional SDL specialists but with that of many sophisticated operating executives of organizations having appreciable length, breadth, and depth of relevant experience. These men advocate and use all of the procedures discussed in this section, of course—albeit in varying mixtures and emphases—but they are largely in agreement on this: *By far the greatest return in development per unit of investment (whether the unit be of time, effort, or money) is produced by the vestibule school.*

And what is a “vestibule school”? The dictionary defines it as “a school in an industrial plant to introduce new workers into the industry by means of a few weeks of training along specific lines.” Broaden this definition somewhat, include further that the “new workers” attend *special* school full time for *quite* a “few weeks” of intensive, concentrated, accelerated “training along (the) specific lines” of *leadership*, and you have the connotation intended here. And in this sense the vestibule-school plan of leadership development, more than any other single plan, approaches being The Ideal Plan, because it comes closer than any other single plan to meeting all the criteria of our earlier-stated twelve “marks of a good leadership-development program.”

“Well,” you say, “if the vestibule-school approach is such a model of efficiency and economy, why is it that so few companies have such programs—or, at least, make it known that they do?” There are at least three main explanations for this:

First, it simply has not occurred to, or is not credible to, some decision-making executives that the most direct way to develop leadership is to develop leadership directly. That isn't the way *they* came up; and, to some, the thought is utterly repugnant that any succeeding generations can truly be taught in hours, days, weeks, or months what they themselves were "privileged to discover" only after years (decades?) of hard-won experience.

Second, it requires a "faculty" of superior caliber to make a real success of a vestibule-school ("VS") program. The characteristic VS qualities of crack-team spirit, fast pace, exceptional motivation, keen learning skills and abilities, *et al.*, imperatively demand instructors of outstanding competence. And not only are such men uncommon and uncommonly hard to find, develop, and hold; but some managements, for whatever reasons, cannot or will not strive so to do.

Third, this plan doesn't *seem* to be economical. It can be proved that others produce only a fraction of its results—and then only at several times its cost—in *the long run*. But to the short-run viewer (say, a budget committee or a stockholders' group) it is altogether too ostensible that "it costs less" to send neophyte leaders to weekly conferences for "peanuts" per man per week than to send them full time to vestibule school for perhaps \$5,000 per man per half year.

But revealing evidence as to the intrinsic worth of the vestibule-school plan lies in *where* this kind of programming is found. And, as best I have been able to ascertain, it is found in enduring form *only* in those organizations known to have generally fine management and to be notably careful and judicious in matters of expenditure and investment.

## 18. Exemplary Management

Forgive me, please, if I seem to be belaboring this theme to the point of tedium. But, lest you forget . . .

It is simply the ultimate in naïveté to believe that a philosophy of “Do as I say, not as I do,” ever did work or ever will work.

## THE FRAMEWORK

This, then, is the skeletal structure, the framework of design considerations upon which to build your program of leadership development . . .

### I. *Development needs:*

Group and individual:

1. Knowledges
2. Skills
3. Attitudes

### II. *Criterial considerations:*

1. Underlying motivation
2. Definite objectives
3. Relevance to needs
4. Substantiality
5. Strength of “faculty”
6. Appropriate level
7. Conducive climate
8. Sound methods
9. Interest value
10. Degree of participation
11. Validity of information
12. Efficacy

### III. *Principles of learning—principles of:*

1. Belongingness/satisfiers
2. Noninterference with habits
3. Knowledge of results
4. Immediacy of forgetting
5. Distributed practice
6. Nonvarying repetition

7. Uniqueness/differentness
8. Capacities of learners
9. Sources of information
10. Fear appeal
11. Understanding versus rote learning
12. Sequence of informational items

IV. *Instruction methods and techniques:*

1. Reading
2. Lecture
3. Demonstration
4. Observation
5. Skits
6. Discussion
7. Audio-visual presentation
8. Case study
9. Role-playing
10. "Sine qua non" (personal example)

V. *Time requirements:*

1. For development of *knowledges*
2. For development of *skills*
3. For development of *attitudes*

VI. *Procedural plans:*

1. Weekly conferences
2. Publications plan
3. Understudy rotation
4. Spot courses
5. Induction briefing
6. Elective courses
7. Management meetings
8. Merit/needs-review-interview
9. Tuition assistance
10. "Outside" education/training
11. Staff counseling/coaching
12. Task forces

13. Professional societies
14. Problem-solving workshops
15. Management clubs
16. Correspondence study
17. Vestibule school
18. Exemplary management

Now, you may not want to make immediate, final decisions regarding these considerations. (For one reason: additional material of some sort obviously is coming along here in succeeding pages, and you may want to glean additional ideas from it.) But it will undoubtedly be to your advantage to resolve at least the main questions before the multitude of accessory details get in the way to obscure your vision and lower your perspective.



## 8

### **When We Have Good Selection—**

#### **DO WE HAVE TO TRAIN THEM?**

“You know, now that I reconsider the matter, and also take into account the extreme care exercised in the *choosing* of our leadership selectees, I wonder . . . Do we have to train them? The ones who have been around here for some time, and the young college-educated recruits, especially—can’t we put them right into the swim and have them learn as they go along? After all, ‘Experience is the best teacher,’ as everyone knows. In this very book it has been pointed out that ‘. . . in the final analysis, it is the human organism itself which must do the growing.’ Furthermore, the management-development specialists of several of the very largest corporations in the world have been quoted repeatedly: ‘All development is *self-development*.’ And with our budgetary problems what they are . . . Do we *have* to train them?”

This question certainly has occurred and recurred to you any number of times, hasn’t it? And small wonder.

Just as with selecting them, the work of developing leaders is *not* "nice work if you can get it." Taking into account only a few of the many basic considerations—say, ten instruction methods, ten principles of learning, and fifteen procedural plans—it is only too evident (ten times ten times fifteen) that the decision-demanding alternatives number in the thousands. No choice is ever quite as clear and right as you'd like. Every decision finally is a compromise. And everything would be so much easier and simpler if you could just chuck the whole, worrisome business and let your selectees "learn by experience," period.

Well, here again, "You pays your money and you takes your choice." And if such is your choice, such is your choice. Before you let yourself get irrevocably committed to it, though, would you do yourself the favor of contemplating a few questions in point? To wit . . .

How long do you estimate a selectee will have to be "around here" to acquire a reliable grasp of your organization's policies, products, processes, practices, services, procedures, etc., etc., without their being explained to him by someone who knows them, cares about them, and knows how to explain them?

What has any college-educated recruit learned in college about the systems of scheduling, production control, material specifications, cost standards, work-station limitations, maintenance requirements, marketing, quality control, financial and nonfinancial incentives, etc., etc., *ad infinitum*, prevailing in your organization?

How much random cut-and-try do you think you should underwrite in order that your selectees might find out for themselves (perhaps!) what you have ascertained they must comprehend about the requisite leadership knowledges of: principles, tools and methods of scientific management; economics; organization structure; duties and responsibilities;

line and staff functions; technical and scientific information; business language; human relations; pertinent legislation; personnel selection, placement, and training; compensation and benefits systems; safety; maintenance; communications; and all the rest?

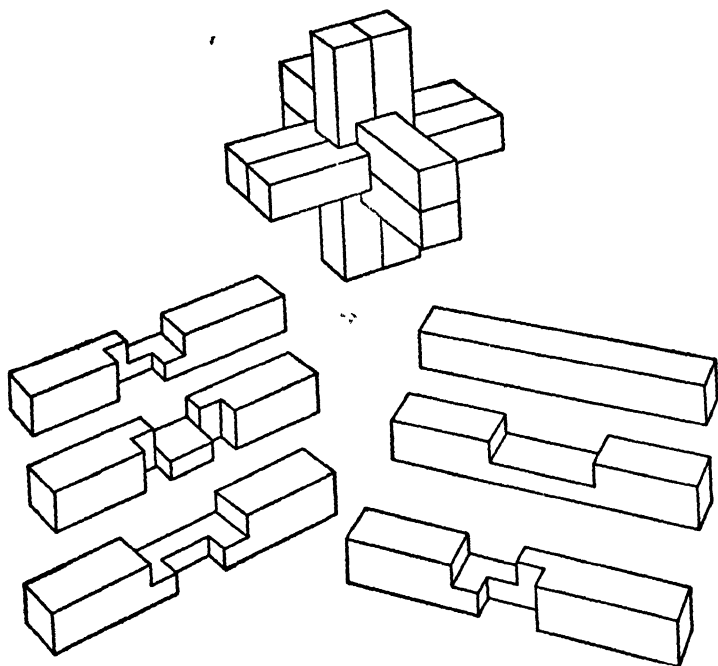
And assuming that your selectees *can* teach themselves accurate information and sound theory in all these areas, how much trial-and-error experience/practice will they then require to master the indispensable skills of: creative thinking; planning, organizing, executing, following up; making balanced work assignments; interpreting and communicating orders, policies, contracts, regulations; selecting, placing, and training employees; obtaining, handling, storing, and utilizing materials; making flow, man-machine, and motion-economy analyses; improving methods; controlling costs, quality, waste; keeping necessary data/records; observing and appraising employees; administering regulations, systems, rules; inspiring high performance; handling employee problems; keeping informed; correcting unsafe work practices/conditions; maintaining good housekeeping; handling emergencies; getting high output, good quality, low cost; *et al.*?

But perhaps we need a "demo". . . .

Suppose, for the moment, that your organization were in the business of designing, manufacturing, and marketing furniture. One of your "exclusives"—an ingenious, patented idea—is an interlocking joint which fits securely without nails, screws, adhesives, or any other kind of accessories. And this unusual joint, a model of which is depicted here in the accompanying illustration, is the very first feature of the firm's product line with which the newcomer to the ranks of management must become thoroughly familiar.

Now, practically anyone can be taught to assemble this "Unit-Lock" joint in less than an hour. And since it is made up of only six parts, it seems obvious as can be that a person

could learn to put it together easily and quickly the very first time he tried, simply by trying each of the various arrangements of parts until the right one is found. But this is genuinely "obvious" only to the person who *already* understands the assembly. To the person who does not understand



it and is expected to get understanding of it for himself "by experience," here is the *real* magnitude of the problem:

Relative to any given starting part of the assembly, the second one can have any of five possible positions. Corresponding to each of these, the third part can have any of four positions. And so on. But any part can be placed in position in any of eight ways (laid on any of its sides or turned end-for-end and again laid on any of its sides). Getting

to the entirety of it, then, the total number of arrangements necessary to try is

$5 \times 4 \times 3 \times 2 \times 8$ —to the sixth power—or *1,351,680!*

Now, then . . . If a learner (experimenter) were to work at this task every minute of every eight-hour day—with no prior, related knowledge and therefore compelled to employ only trial-and-error method—trying all the possibilities, at the rate of one a minute—without repeating any—*it would require more than seven years!* Thus you would be in the ridiculous position of paying at least *twenty thousand times more than need be* to get him to learn just one tiny aspect of his total job! And if we reduced the “brand new” quality of the problem by recognizing realistically that of course the learner would not be altogether without some sort of related, prior experience and would also of course be applying his better-than-average reasoning powers to the problem—let’s go to the extreme and reduce it 99%—you would *still* be in the absurd position of paying at least *two hundred times more than necessary* to get him to learn this one small aspect of his total job! \*

“Preposterous! Just a trick. Exaggeration! An isolated example, using a special puzzle.” Is this your response to my little “demo”?

I submit that those things which you rightfully and realistically expect your leadership learners to learn are completely mysterious and puzzling to them until they have learned them—no matter how thoroughly *you* may already have learned them—and they are infinitely more difficult and complex than any “tricks” anyone has ever devised.

No, we don’t *have* to train our potential leaders. It just happens to be the *right* thing to do.

\* If the publisher would stand for it, I would fill up the *rest* of this page with exclamation points, too!



# 9

## **Programming for Results—**

### **WANT TO SEE A SAMPLE?**

All right. You *shall* see a sample SDL program. Before you examine it, though, here's fair warning to keep you from getting misled:

First, there is no such thing as an “ideal” SDL program, let alone a perfect one, and no such inference should be read into the presentation of this sample. There are, of course, good SDL programs and not-so-good ones, thorough ones and not-so-thorough ones—and the sample leans to the former more than to the latter. But to attempt to adorn it implicitly with a halo is definitely not warranted.

Second, this sample is adapted from a program designed primarily to supply beginning-from-scratch leaders to the manufacturing division of a company in the paperboard and packaging industry. (I will refer to this company herein simply as “THE Company.”) The sample is so broad and

basic, in the form shown, as to be fundamentally applicable to a number of different divisions of a business enterprise, of course, and its general type or style is such as to suggest variations applicable to many different kinds of organizations. But you should not under any circumstances succumb to a temptation to copy this program blindly. Emulating/adapting its general style might be helpful, but imitating/adopting its exact content could be extreme folly. This "sample" is precisely that: a *sample* way of making practical application of certain SDL principles, tools, and techniques—and it should be only so used.

With this perspective, then, let's look at the sample. . . .

THE Company's executives periodically scrutinize, analyze, and appraise their organization and, upon perceiving need for it, authorize "the opening of our \_\_\_\_th Pre-Leadership Program ('PLP') with opportunities for \_\_\_\_ leadership trainees."

The first step in getting a "PLP" cycle started requires communicating this information to the potential candidates. This is accomplished via announcements in the company and area newspapers, company meetings, bulletin-board notices, and by mailing a booklet (with covering letter) such as the following one to the home of every male, nonsupervisory employee of the company.

**A Planned Program for  
Selecting and Developing New Leaders  
in THE Company**

**FOREWORD**

"Promotion from within" is a basic policy of THE Company. Where we have interested and qualified employees, they receive preference.

But if we wait until vacancies occur to promote from within, we

do not have time to select and train people properly for such promotions. And this is undesirable on several counts: It is unfair to employees, because they do not receive the consideration they deserve. It is not satisfactory to those promoted because we have not had the time to do the best possible job in either selecting or training them for their new assignments and have therefore limited their chances for success. And it is not doing the best job for *all* of us toward building the competent team needed to assure the continuing growth and success of our company.

The program described in this booklet provides a proven way to do a better job in the selection and development of future leaders. It makes it possible to select more of those who qualify basically for promotion and to assure greater success for those selected. It is therefore a significant means of implementing our policy of promoting from within. It has also proven to be a valuable aid in providing designated college recruits and veteran supervisors with specialized knowledges and skills needed to become more successful, capable leaders.

It is my earnest hope that you will make the best, most appropriate use of this opportunity and continue as always to help to keep our company moving ahead to greater success.

A. B. C. \_\_\_\_\_  
*President*

## WHY HAVE A "PROGRAM"?

If you have followed the progress of THE Company for any period of time, you are aware that it is experiencing a steady growth. You have seen this growth in the form of new equipment, new operations, new processes, modernized machinery, new plants, and more jobs. In the sixteen-year period from 1944 through 1960, for example, finished products shipped increased by more than 200%, and employment increased by more than 160%. And 25 million dollars was invested by the company during this period to ensure continuing growth.

You have no doubt also observed that, as the company grows,

this growth creates more and more opportunities for promotion, especially in the areas of supervisory, technical, and managerial responsibilities. And if you are interested in getting ahead—if you want greater recognition and personal advancement—these opportunities may be particularly important to you.

Generally speaking, there are three ways Management can go about its job of filling leadership positions. One way is to hire from outside the company. Another is to wait until the actual need is at hand, and then choose inexperienced present employees (fast!), put them on the job, and trust that they will learn all their new duties quickly, thoroughly, and adequately through day-to-day experience. A third way is to foresee the need, choose the right men carefully and deliberately (from among present employees wherever possible), teach them their new duties according to definite, proven, organized plan—*then* put them on the job.

The third way is usually the best way for everyone concerned. And that is why THE Company has adopted a planned, continuing program for selecting and developing new leaders to meet anticipated needs.

## WHAT IS THE PROGRAM?

The process of selecting and training new leaders is carried out in eight steps, as described in the following:

**Step 1. Determine Needs.** Each department manager makes regular, periodic studies of his department and determines his long-range needs for employees of all kinds. A summary of all these studies shows our total requirements for new leaders and hence, of course, our need for preleadership training.

**Step 2. Accept Applications.** Candidates for leadership development nominate themselves for consideration by making formal, written application. Any male, nonsupervisory employee may make such application by completing the form called "Application for Pre-Leadership Training" and submitting the completed form to his supervisor or to the Manager of Manpower Development.

Employees may obtain application blanks, get assistance in filling them out, and receive further information concerning the program, by consulting their supervisors and/or the members of the Manpower Development Department.

Applications are accepted only at specified times, and notification of these times is made to all employees through direct communication by supervisors, through general announcements in company and area newspapers, through bulletin-board notices, and through direct mail. Prospective, interested candidates should be alert for this notification.

**Step 3. Select Trainees.** Applicants for this program are rated on the following:

1. Evaluations and recommendations by Management
2. Analyses of past job performance
3. Aptitude testing
4. Character-reference investigations
5. Private interviews with individual members of a PLP Selection Committee comprised of Management representatives from Line and Staff departments
6. Medical examination

Final selection is made by the PLP Selection Committee after due consideration of all pertinent information.

Each candidate is informed privately, by his direct supervisor, as to whether or not he has been selected as a preleadership trainee.

**Step 4. General Training.** The employees selected for leadership development are given intensive basic training (regardless of their beginning qualifications and/or eventual placement or assignments) to meet fundamental needs common to all such trainees.

This general course is principally of "classroom" type, and it is conducted during an uninterrupted 26-week period. The trainees' standard week during this period is forty-four hours—8:00 AM to 5:00 PM each regular workday (Monday through Friday), and 8:00 to 12:00 noon each Saturday.

The trainees are based in the Manpower Development Center for the duration of this basic course, and there they receive formal

group instruction in the fundamental principles, tools, and methods of modern management (as applied to THE Company) from company executives, managers, and specialists from virtually all major divisions of the company.

**Step 5. Midpoint Appraisal.** When a trainee completes the general training described above, a thorough review, analysis, and appraisal is made, both of the trainee's progress to this point and of the company's organizational and economic outlook. The results of this review determine whether Management's decision shall be to continue the employee's training, to assign him temporarily to an interim position, or to return him to his former job.

**Step 6. Specific Job Training.** Every trainee requires specific, detailed job knowledge and skill in any given leadership position. He receives this through individual training by the supervisors of the department to which he is assigned.

**Step 7. Assignment.** At the completion of his specific job training, Management again reviews the trainee's progress and the company's organizational and economic outlook and carries out one of the following decisions:

1. Returns the employee to his former job (with no loss of seniority or wage rate for an hourly-paid employee) until such time as it is possible to assign him to the leadership position for which he has been trained. Or . . .

2. Gives the employee an interim job assignment (provided, of course, he is qualified) wherein he will perform useful work while waiting for a permanent assignment to his designated leadership job. Or . . .

3. Assigns the employee immediately to the leadership job for which he has been trained. Or . . .

4. Trains the employee for some other leadership job which has become available.

**Step 8. Continuing Education.** Just as older, more experienced leaders continue their education privately and in company-sponsored courses, the new appointees are provided the same opportunities. This continuing education may be fostered specifically through the following:

1. Job rotation—that is, rotation through a series of “vantage-point” job assignments wherein the employee learns the particulars of an immediate job plus related, surrounding functions and operations.

2. Participation in both regular and special leadership-development conferences, meetings, courses, and programs.

3. Home-study programs utilizing company literature, technical publications, and text books.

4. Project assignments of research and/or application nature.

5. “Outside education” (e.g., night or correspondence courses) taking advantage of the company’s tuition-assistance plan.

In this way, the leader is aided in keeping himself flexible, versatile, and resourceful.

## **ADDITIONAL POLICIES AND FACTS CONCERNING THIS PROGRAM**

If you are seriously and sincerely interested in the opportunities this program provides, it is important that you clearly understand its underlying policies, philosophies, objectives, and conditions. You must be willing to do your part. Therefore, you are urged to give careful study and thought to the following:

The purpose of this program is to give selected men a broad background to prepare them for positions of responsibility in the company. It is Management’s aim to accomplish this in such manner as to minimize errors in selection and/or placement which may be contrary to the best interests of any individual or group.

It is the company’s policy and earnest desire to promote from within wherever possible. This, however, is not the simple or easy thing it may appear to be. Men possessing the special combination of basic education, energy, mental capacity, interest, aptitude, good moral character, technical skill and knowledge, emotional maturity, and motivation required for success in leadership are uncommonly difficult to locate and identify. It is imperative, therefore, that this program be carried out with care and deliberation.

THE Company can and does provide opportunity for promo-

tion. But, in the final analysis, the ambitious individual himself must take the initiative and assume the responsibility of preparing himself to merit promotion.

Every trainee accepted into this program learns by doing. He performs useful work in order to learn; and, while so engaged, he is always responsible to Management for performing his work in the manner assigned, just as any other employee is.

Each department supervisor to whom a preleadership trainee may be temporarily assigned is responsible for placing the trainee on assignments where he can obtain broad understanding of the department and its relation to other departments.

The division and department sponsoring an employee in this program will maintain contact with him.

Each preleadership trainee is required to make regular written reports to the department head who is sponsoring him in the program. Each such report describes (1) the employee's training activities for the particular period, (2) new information and skills he has acquired, and (3) general observations concerning himself, the program, and/or the company.

While engaged in training under the conditions of this program, the preleadership trainee is paid an hourly wage based upon past earnings. His rate is the average for the twelve months immediately preceding the time of his selection as a preleadership trainee. (This rate includes any increase which the employee may have received during said twelve-month period, of course.) For this calculation, "past earnings" include incentive earnings but not overtime premium, night premium, or holiday or vacation pay. Upon full-time assignment to a Management position, the employee is paid in accordance with the company's regular salary administration plan.

The preleadership trainee works in accordance with the schedules established by and for the department wherein he is receiving training at any time. Rules concerning working hours, vacations, holidays, etc., are the same as those for other hourly-paid employees.

Employees who are members of a bargaining unit are not required to give up their seniority rights to enter this program.

(Your supervisor will explain the details of the local protective plan to you.)

Just as in the case of any other employees, those receiving the preleadership training are required to abide by company rules and regulations, to conduct themselves properly, to perform satisfactory work on each assignment, to prove their ability to produce and to lead, and to set a good example for others.

Case histories of the men who have already completed the Pre-Leadership Program are available for reference in the office of the Manager of Manpower Development. If, in addition to referring to these records, you would like to have a personal interview and discussion with some of these men who might be available, your department head will be glad to arrange this for you.

Your immediate supervisors are kept informed concerning the current details of this program. Will you please contact them first with any questions you may have?

The application blank used by THE Company for its Pre-Leadership Program is shown on the following pages. The form is not unusual as to type or style; but, being specific to this special program, it enhances the feeling of the program's uniqueness. In addition, of course, it serves to provide up-to-date information about an applicant and supplies some information relating to certain selection criteria/standards.

Some applicants for the Pre-Leadership Program, of course, are rejected upon examination of their completed application forms—for reasons of age, educational deficiencies, etc. In the case of each of those still in the running . . .

THE Company next obtains an appraisal of the candidate from the man who presumably knows him and his work best: his immediate supervisor. The form used—a comparatively simple one but specially designed to avoid or minimize “halo effect” and other invalidating effects such as we discussed earlier in this book—is shown on the following pages.

THE Company finds that Spinoza is too often right (“When

Peter speaks of Paul, he reveals more of Peter than of Paul")—that the supervisor processing the Employee Description sometimes turns out to have been . . .

*A poor observer* (inconsistent in his statements, or unable to cite specific instances to support statements, or ignorant of employees beyond names and numbers); or  
*Seemingly motivated by a desire to duplicate himself* (nom-

#### APPLICATION FOR PRE-LEADERSHIP TRAINING

THE Company



The City, Pa.

I hereby make application for pre-leadership training in the "Planned Program for Selecting and Developing New Leaders in THE Company". In so doing I signify that I understand the rules, policies, regulations and conditions of this program, and I agree to be governed by them in the event that I should be accepted into the program. I declare further that the following is a true and complete statement of the facts. I understand that my statement will be investigated and, if it is found to be untrue, this will constitute sufficient grounds either for rejection of my application or for my subsequent dismissal from the program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Social Security No. \_\_\_\_\_

                    Last                      First                      Middle

Address \_\_\_\_\_ City & State \_\_\_\_\_

Present Job \_\_\_\_\_ Department \_\_\_\_\_

#### PERSONAL DATA

Date of Birth \_\_\_\_\_ Present Age \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Birthplace \_\_\_\_\_ Citizen of the U.S.? \_\_\_\_\_

Marital Status: Single \_\_\_\_\_ Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_

Dependents: Wife \_\_\_\_\_ Children \_\_\_\_\_ Mother \_\_\_\_\_ Father \_\_\_\_\_ Others \_\_\_\_\_

\_\_\_\_\_ Total Number \_\_\_\_\_

List any physical defects you have: \_\_\_\_\_

Explain any lost time from work in past two years: \_\_\_\_\_

Do you own your own home? \_\_\_\_\_ Rent? \_\_\_\_\_ Board? \_\_\_\_\_ Live with relatives? \_\_\_\_\_

Do you own an automobile? \_\_\_\_\_ Make: \_\_\_\_\_ Year: \_\_\_\_\_

What are your recreations and hobbies? \_\_\_\_\_

Did you ever draw unemployment compensation? \_\_\_\_\_ From \_\_\_\_\_ to \_\_\_\_\_

How did you spend your time during this period? \_\_\_\_\_

Did you ever draw Workmen's Compensation? \_\_\_\_\_ From \_\_\_\_\_ to \_\_\_\_\_

For what reason? \_\_\_\_\_

What accidents have you had? Personal: \_\_\_\_\_

Automobile: \_\_\_\_\_

Have you ever been convicted of a criminal offense? \_\_\_\_\_ Wages ever garnisheed? \_\_\_\_\_

Have you ever been a supervisor or directed others? \_\_\_\_\_ If so, explain: \_\_\_\_\_

\_\_\_\_\_

Why are you applying for this training? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EDUCATION

| Schools & Years Attended          | Subject of Specialization | Name & Address of School | Graduate? |
|-----------------------------------|---------------------------|--------------------------|-----------|
| Grade School: From _____ to _____ | _____                     | _____                    | _____     |
| High School: From _____ to _____  | _____                     | _____                    | _____     |
| College: From _____ to _____      | _____                     | _____                    | _____     |
| Trade School: From _____ to _____ | _____                     | _____                    | _____     |
| Apprentice: From _____ to _____   | _____                     | _____                    | _____     |
| _____ : From _____ to _____       | _____                     | _____                    | _____     |

Main fields of study: \_\_\_\_\_  
 Scholastic honors: \_\_\_\_\_  
 Outside activities: \_\_\_\_\_

EMPLOYMENTJobs Held In THE Company

| Name of Job | From  | To    | Supervisor | (Please do not write in the space below) |
|-------------|-------|-------|------------|------------------------------------------|
| _____       | _____ | _____ | _____      | _____                                    |
| _____       | _____ | _____ | _____      | _____                                    |
| _____       | _____ | _____ | _____      | _____                                    |
| _____       | _____ | _____ | _____      | _____                                    |

Jobs Held In Other Companies

| Name of Job | From  | To    | Company | Reasons for Leaving |
|-------------|-------|-------|---------|---------------------|
| _____       | _____ | _____ | _____   | _____               |
| _____       | _____ | _____ | _____   | _____               |
| _____       | _____ | _____ | _____   | _____               |
| _____       | _____ | _____ | _____   | _____               |

MILITARY SERVICE

Date of entry: \_\_\_\_\_ Date of discharge: \_\_\_\_\_ Type of discharge: \_\_\_\_\_  
 If medical, give details: \_\_\_\_\_  
 Branch of Service \_\_\_\_\_ Rank attained \_\_\_\_\_  
 General duties: \_\_\_\_\_

REFERENCES

Give the names of community leaders or other local citizens who know you well.

| Name  | Occupation | Address | Years Known |
|-------|------------|---------|-------------|
| _____ | _____      | _____   | _____       |
| _____ | _____      | _____   | _____       |
| _____ | _____      | _____   | _____       |
| _____ | _____      | _____   | _____       |
| _____ | _____      | _____   | _____       |

In the space below, add any other information which you feel would clarify the foregoing or throw additional light on your qualifications as a candidate for pre-leadership training.

EMPLOYEE DESCRIPTION

Employee \_\_\_\_\_

Date \_\_\_\_\_

Circle the "yes" for every statement below that is true about this employee. Circle the "no" for every statement below that is not true about him. If you can't say whether the statement is or is not true about him, circle the "?" mark.

This employee...

|                                                              |     |   |    |
|--------------------------------------------------------------|-----|---|----|
| has worked for me long enough that I know him well.....      | yes | ? | no |
| is thoroughly skilled at the job he is doing now.....        | yes | ? | no |
| is willing to do anything he can find that needs doing.....  | yes | ? | no |
| has a somewhat grouchy disposition.....                      | yes | ? | no |
| thinks of ways to improve his work.....                      | yes | ? | no |
| does only as much work as he must to get by.....             | yes | ? | no |
| can be depended upon to do a good job without supervision... | yes | ? | no |
| observes all rules regarding his job.....                    | yes | ? | no |
| almost always produces work of satisfactory quality.....     | yes | ? | no |
| does less than his share of the work.....                    | yes | ? | no |
| tries to avoid the tough jobs.....                           | yes | ? | no |
| follows instructions correctly.....                          | yes | ? | no |
| is a fast worker.....                                        | yes | ? | no |
| requires more supervision than the best workers.....         | yes | ? | no |
| satisfactorily performs more than one job in the department. | yes | ? | no |
| could handle a job involving more responsibility.....        | yes | ? | no |
| turns out a good day's work (consistently).....              | yes | ? | no |
| makes more mistakes than the average man in the department.. | yes | ? | no |
| makes special efforts to keep his workplace clean.....       | yes | ? | no |
| shows enthusiasm on the job.....                             | yes | ? | no |
| has the respect of the other employees.....                  | yes | ? | no |
| needs more experience/training to qualify for promotion....  | yes | ? | no |
| has a poor attitude toward the company.....                  | yes | ? | no |
| is easy to get along with.....                               | yes | ? | no |
| is a careless, indifferent worker.....                       | yes | ? | no |
| is generally tolerant and open-minded.....                   | yes | ? | no |
| is continually griping about one thing or another.....       | yes | ? | no |
| disregards rules if he thinks he can get away with it.....   | yes | ? | no |
| is unjustifiably cocky about his abilities or qualities....  | yes | ? | no |
| spends a lot of time in smoking areas or restrooms.....      | yes | ? | no |
| is somewhat stubborn and uncooperative.....                  | yes | ? | no |
| is a rapid learner.....                                      | yes | ? | no |
| is awkward and clumsy in dealing with others.....            | yes | ? | no |
| rarely complains without good reason.....                    | yes | ? | no |
| cooperates with waste-control/quality/housekeeping programs. | yes | ? | no |
| is unfriendly toward his associates.....                     | yes | ? | no |
| is willing to pitch in and help in emergencies.....          | yes | ? | no |
| resents and resists any change in the work or procedures.... | yes | ? | no |

|                                                              |     |   |    |
|--------------------------------------------------------------|-----|---|----|
| has demonstrated interest in improving himself.....          | yes | ? | no |
| is sloppy and slovenly about his person.....                 | yes | ? | no |
| has shown ability to handle a bigger job.....                | yes | ? | no |
| is known to lead a clean, normal outside life.....           | yes | ? | no |
| has caused trouble frequently with unfounded grievances..... | yes | ? | no |
| often indulges in horseplay.....                             | yes | ? | no |
| is slow to catch on.....                                     | yes | ? | no |
| is generally courteous toward others.....                    | yes | ? | no |
| lacks poise and is ill at ease when talking with others..... | yes | ? | no |
| works neatly and systematically.....                         | yes | ? | no |
| is eager to get ahead.....                                   | yes | ? | no |
| is considerate of the rights of others.....                  | yes | ? | no |
| thinks logically and fair-mindedly.....                      | yes | ? | no |
| is apparently well-read on different subjects.....           | yes | ? | no |
| is healthy and energetic.....                                | yes | ? | no |
| takes part in activities with others off the job.....        | yes | ? | no |
| gets to work on time and puts in a full day's work.....      | yes | ? | no |
| has been a problem because of irritability/unpleasantness... | yes | ? | no |
| speaks and writes clearly and understandably.....            | yes | ? | no |
| has no particular hobbies or outside interests.....          | yes | ? | no |
| is generally even-tempered and self-controlled.....          | yes | ? | no |
| has the confidence, trust and respect of his fellow-workers. | yes | ? | no |

---

Comments:

---

Over-all Rating: ☐ Excellent ☐ Good ☐ Doubtful ☐ Poor

By \_\_\_\_\_

inees similar to himself; rejectees dissimilar and sometimes conspicuously superior to him in ways); or  
*Inaccurate in his conclusions/predictions* (appraisals poorly correlated with subsequent performance of those rated).

This is all the more reason, of course, why the company uses a battery of somewhat more objective paper-and-pencil

### TEST PROFILE

Candidate \_\_\_\_\_ Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |                      |
|---------------------|----------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|----------------------|
|                     |                | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |                      |
| MENTAL<br>APTITUDES |                |          |    |     |    |         |    |      |    |           |    |    | Verbal Reasoning     |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Numerical Ability    |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Abstract Reasoning   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Spatial Perception   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical Reasoning |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility I  |
| INTERESTS           |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility II |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Computational        |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Scientific           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Persuasive           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Artistic             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Literary             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Musical              |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Social Service       |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Clerical             |
| P                   | Extroversion   |          |    |     |    |         |    |      |    |           |    |    | Introversion         |
| E                   | Indecisiveness |          |    |     |    |         |    |      |    |           |    |    | Decisiveness         |
| R                   | Irritability   |          |    |     |    |         |    |      |    |           |    |    | Calmness             |
| T                   | Evasiveness    |          |    |     |    |         |    |      |    |           |    |    | Truthfulness         |
| R                   | Instability    |          |    |     |    |         |    |      |    |           |    |    | Stability            |
| A                   | Intolerance    |          |    |     |    |         |    |      |    |           |    |    | Tolerance            |
| I                   | Emotionality   |          |    |     |    |         |    |      |    |           |    |    | Steadiness           |
| T                   | Fluctuation    |          |    |     |    |         |    |      |    |           |    |    | Constancy            |
| S                   | Worrisomeness  |          |    |     |    |         |    |      |    |           |    |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

test instruments. The tests used provide some information concerning the three basic success factors—ability to do the work, interest in doing the work, and ability to get along with self and others in the work—and resulting scores for each candidate are depicted on the form opposite.

The members of THE Company's PLP Selection Committee are not expected to be thoroughly and currently familiar with, and proficient in the use of, all the specialized materials and methods employed in their Pre-Leadership Program—especially in view of the fact that they make such infrequent application of certain of these things. So designated staff specialists provide the committee members at this point with (1) necessary briefing; (2) personal assistance; and (3) special supplementary aids, devices, and tools.

Thus, in the case of PLP candidates' test scores, however "profiled" . . . These scores are not self-explanatory. They require interpretation, and very, very careful interpretation at that. So staff aides provide PLP Selection Committee members with (among other aids) a test-interpretation guide similar to the one shown on the following pages:

## **HOW TO INTERPRET THE 'PLP' TESTS**

The tests used in the selection of trainees for the Pre-Leadership Program provide indications as to the candidates' tendencies, potential abilities, and/or possible disabilities in the areas of capacity for the work, desire to do the kind of work, and ability to get along with self and others in the work performed in positions of leadership in the company.

The PLP selection test battery includes . . .

### **Mental Aptitude Tests**

The tests in this group provide indications as to basic aptitudes (capacity to learn and to solve problems) in the following areas:

*Verbal reasoning*—ability to understand and reason with concepts framed in words.

*Numerical ability*—understanding of the relationships of numbers, and facility in manipulating numerical concepts.

*Abstract reasoning*—ability to perceive/recognize and reason with abstract relationships and principles.

*Spatial perception*—ability to deal with concrete (tangible) objects/materials through mental imagery/visualization.

*Mechanical reasoning*—understanding of physical and mechanical principles in familiar situations.

*Language facility*—ability to make basic discriminations in word usage, grammar, spelling, and punctuation.

Scores depicted on the Test Profile chart are *percentile* scores. A given percentile score represents the percentage of some sample group exceeded by the PLP candidate in the aptitude tested. (Thus a percentile score of 65 in Numerical Ability signifies that the candidate scored higher in this ability than 65% of the sample group.) The sample group upon which these scoring norms are based is one of 500 randomly chosen male high school graduates. (Validation analyses made in our company indicate that mental abilities of our skilled, nonsupervisory employees correspond closely to this group.)

Individuals scoring below the 50th percentile in any of these tests will probably experience considerable difficulty in learning related information and skills and in solving problems of the kind involved therein—both in training and on the job. Scores at the 60th percentile and above are more indicative of a level of aptitude and capacity sufficient for efficient performance.

An occasional individual will be found who scores above the 90th percentile in a majority (possibly even all) of these tests. Such a man should be considered very, very carefully indeed; for while he will undoubtedly learn with exceptional ease and speed, his exceptional mental endowment also brings special implications with regard to questions as to his proper placement after initial training, employee relations, job-rotation cycle time,

sustenance of motivation/interest/effort, assignment challenge, rate of promotion, etc.

### Interest Test

This test provides indications concerning an individual's relative degree of interest (independent of aptitudes) in nine different fields of work:

*Mechanical*—working with machines, tools, and various mechanical devices.

*Computational*—working with numbers, as in accounting, engineering, cost control, etc.

*Scientific*—working principally in the physical science fields, as in chemistry, physics, etc.

*Persuasive*—working to induce people to buy, to accept ideas, to respond as desired.

*Artistic*—working with visual arts—designing, painting, drawing, arranging, etc., for pleasing visual effects.

*Literary*—working with language, as in writing, reading, editing, speaking, studying, etc.

*Musical*—working with aural art—performing, singing, listening, composing, etc.

*Social Service*—working with and through people for human benefit.

*Clerical*—record keeping, filing, typing, etc.

Norms for this test are based upon studies conducted among several hundred men in a variety of business and industrial occupations and at different levels of position.

Scores in this test are high when above the 75th percentile, low when below the 25th percentile, and average when between the 25th and 75th percentiles.

Studies show that high scores in Persuasive and Social Service are somewhat typical of successful individuals in positions of leadership. People scoring low in these factors, and high in others, tend to be “thing-centered” rather than “people-centered”; hence

they are generally less interested in directing the work of others than in doing the work themselves—less concerned with people than with things.

People who score high in *many* different fields may be rather frustrated individuals, unless they can find outlets for their diverse interests through either vocational or avocational pursuits.

Those who indicate *no* significantly high interests may be either characteristically apathetic, unenthusiastic individuals, or they are interested in fields other than those sampled by this questionnaire.

In examining any interest profile, it should be borne in mind that interests tend to remain somewhat flexible up to about age twenty-five, after which they tend to become increasingly more fixed. Therefore they may change somewhat in the young with new experiences and under certain influences; but with older people it cannot be expected that radical change is very likely.

### **Personality Test**

This test provides indications concerning nine personality traits that are regarded as bearing importantly on job success, especially in leadership positions. The traits are shown in terms of opposites (e.g., Intolerance versus Tolerance), and the position of the end of the profile-chart bar for each trait shows the direction in which the individual is inclined with respect to that trait.

Norms for this test are based on a group of 500 men engaged, for the most part, in supervisory, technical, and general managerial work in a number of different business and industrial organizations.

Scores between the 25th and 75th percentiles in the test should be considered to be average, or "normal." Scores should be considered as "extreme" when above the 90th percentile or below the 10th percentile.

The traits sampled by this test, with interpretive comments, are:

**Extroversion—Introversion.** Low scores indicate strong drive for sociability, with dominance and aggressiveness. Interests tend

to be changeable. Impulsiveness, talkativeness, carefree attitudes, and disregard for others frequently are present.

High scores indicate serious-mindedness, studiousness, ambition, and quietness. Interests are usually steady and well defined. Socializing tends to be limited. Conservativeness, cooperativeness, and agreeableness often are found.

***Indecisiveness—Decisiveness.*** Low scores indicate readiness to accept suggestion and inability to make or maintain decisions. The person greatly prefers the light and frivolous. Boredom may be present. Depression sometimes is found, due to the difficulty experienced in concentration and evaluation.

High scores indicate positiveness, conscientiousness, and firmness, with ability to make decisions based upon facts. The person finds concentration and evaluation relatively easy, and his preferences tend toward the definite, wholesome, and constructive.

***Irritability—Calmness.*** Low scores indicate habitually quick, uneven response, with attitudes of annoyance and faultfinding, especially toward subordinates. Temperament is characteristically peevish, erratic, impatient, and dissatisfied.

High scores indicate so-called "even disposition," free from "fly-off-the-handle" tendencies. The individual ordinarily performs his work smoothly and steadily, getting along easily with associates. Calm and confident, he is generally self-controlled and not easily ruffled.

***Evasiveness—Truthfulness.*** Low scores indicate a tendency to shun reality and responsibility. Exaggeration, "buck passing," fantasy, and lying are sometimes apparent. The individual is often unpredictable, depressed, undependable, and he is unable or unwilling to cooperate well with others.

High scores indicate frankness, dependability, and straightforwardness. The individual is willing to accept responsibility and expects that others will do the same. He is stable and cooperative, and he works harmoniously and conscientiously with others.

***Instability—Stability.*** Low scores indicate inferiority feelings and lack of confidence in self. Within, the individual feels shy,

uncertain, fearful. He seems withdrawn and prefers to work at familiar, "safe," routine tasks. He is often depressed and moody, and he rarely shows qualities of leadership.

High scores indicate pronounced self-assurance and willingness to accept responsibility. The individual is usually stable and may impress others as bold and carefree. He has the self-sufficiency to work alone and tends toward dominance in working relations with others.

**Intolerance—Tolerance.** Low scores indicate strong, opinionated attitudes toward others. Rationalizing his unfavorable opinions, prejudices, and intolerances as "high standards and ideals," the individual may be seen actually to be characteristically peevish and unstable and to have feelings of inferiority.

High scores indicate easygoing, broad-minded acceptance of others. Standards tend to be realistic, permissive, flexible, and practical. The individual is usually objective but uncritical and smooth in his working relationships.

**Emotionality—Steadiness.** Low scores indicate sensitivity, responsiveness, and "deep-rootedness." Usually individualistic and creative, the person may appear to others as temperamental, eccentric, or, in any case, "not well-adjusted." Intense and often restless, repression and conflicts may be found.

High scores indicate a somewhat flat-response nature, with feelings of relatively low intensity. Successful people in work requiring above-average objectivity and courage score at about this level. Ordinarily not repressed, these people are seldom hypercritical or disagreeable.

**Fluctuation—Constancy.** Low scores indicate fluctuating interests and attitudes. "Normal" in youth, such a state is undesirable after about age twenty-five, for it usually signifies immaturity, bewilderment, uncertainty, and capriciousness.

High scores generally indicate stabilized interests and attitudes. Usually a sign of maturity, they should be considered quite carefully in the case of the very young (where they indicate inflexibility) or where there is also evidence of evasiveness and instability.

**Worrisomeness—Contentment.** Low scores indicate uneasiness

and disquietude deriving from unsolved problems. The person is generally uncertain, beset by conflicts, and lacking confidence. "Only natural" in the young, low scores should be regarded as much more serious for adults.

High scores indicate freedom from continuing concern over problems. The individual is generally well adjusted to his environment and way of life. When such a person is also truthful, tolerant, and steady, he is usually the kind referred to as "a good employment risk."

In interpreting the scores of this test battery (or any other test battery, for that matter), there are a number of other points that should be well understood and kept in mind. Three of these in particular warrant reemphasis here. They are:

- A test score should not be read as an exact number. Rather, it should be bracketed right and left—probably by at least 5% on either side—and read as a *range*. Thus a percentile score of 70, let's say, should be thought of more in terms such as "clearly above the average," not with an attempt at mathematical precision such as "70, which is 2.94% higher than 68."
- Special significance should not be attached to an isolated test-factor indication to the exclusion of remaining indications about a man. (This does not mean, of course, that such an indication should not be considered a possible tip-off to the need for further investigation.) Rather, attention and consideration ought to be directed to groupings, perspectives, *patterns* of test indications about him. A conspicuous factor-showing may (and usually does) reflect what is truly an important facet of the individual's makeup—but it still represents only *one* facet, not his total personality.
- Confirming evidence relevant to test indications—of whatever nature—is almost always obtainable from job-performance analyses, application forms, interview examinations, *et al.* It pays to obtain and study this evidence.

Each candidate for the Pre-Leadership Program who, on the basis of test scores, shows evidence of leadership potential,

next is interviewed privately by each of six different members of the PLP Selection Committee.

(Any candidate *not* showing this is so informed, at this point, by his immediate superiors. He may also, if he wishes, have special consultations in the matter with designated personnel specialists.)

Each interviewer is provided with guides which serve to highlight key areas to be probed and which he is free to use as he wishes. (Six identical interviews would be entirely out of order, of course, so no attempt to standardize methods/styles/techniques is made.) Upon completion of each interview, the interviewer summarizes his conclusions regarding twenty-five basic facets of the candidate's makeup and indicates his appraisal of the candidate's potential for leadership.

The paper forms employed in this interviewing operation are shown on the following pages.

Each PLP candidate still in the running at this point may be subject to question with regard to certain very basic considerations—in which event he may be investigated further by an independent agency such as the Retail Credit Bureau. Any data already on record about him in company files is studied too, of course. And, finally, he is given a medical examination by a physician who reports on the candidate's health-fitness to perform the work of leadership.

The results of *all* examinations/investigations of each candidate then are summarized on a single form such as that shown on page 189.

## INTERVIEW GUIDE

| QUESTIONS                                      | CONSIDERATIONS                          | GOOD                  | N.G.                  |
|------------------------------------------------|-----------------------------------------|-----------------------|-----------------------|
| <b>WORK/EXPERIENCE/INTERESTS/MOTIVATION</b>    | ~~~~~                                   | <input type="radio"/> | <input type="radio"/> |
| Why apply for "PLP"?                           | Worthy reasons?                         |                       |                       |
| How many companies/jobs in past 10 years?      | Experience helpful?                     |                       |                       |
| Earnings - starting and leaving?               | Make progress?                          |                       |                       |
| Anything particularly liked about the jobs?    | Happy in work?                          |                       |                       |
| Anything especially disliked about the jobs?   | Dislikes justified?                     |                       |                       |
| Reasons for leaving any jobs                   | Reasonable, consistent?                 |                       |                       |
|                                                | Steady?                                 |                       |                       |
|                                                | Get along all right?                    |                       |                       |
|                                                | Improve himself?                        |                       |                       |
| If unemployed any time, how spend time?        | Self-dependent?                         |                       |                       |
| If non-graduate of school, why?                | Sound reasons?                          |                       |                       |
| Who paid for schooling?                        | Self-reliant?                           |                       |                       |
| What special training taken?                   | Indicate perseverance?                  |                       |                       |
| Any extra-curricular activities?               | Get along with others?                  |                       |                       |
| Hold office in any group?                      | Leadership abilities?                   |                       |                       |
| <b>FAMILY BACKGROUND</b>                       | ~~~~~                                   | <input type="radio"/> | <input type="radio"/> |
| Father and mother living?                      | Normal background?                      |                       |                       |
| Older brothers and sisters? Younger?           | Has he been babied?                     |                       |                       |
| Financial aid to family?                       | Responsible?                            |                       |                       |
| Leisure-time activities?                       | Constructive?                           |                       |                       |
| Vacation-time activities?                      | Industrious?                            |                       |                       |
| Group activities?                              | Leader?                                 |                       |                       |
| Age when fully self-supporting?                | Self-reliant?                           |                       |                       |
| <b>FINANCIAL SITUATION</b>                     | ~~~~~                                   | <input type="radio"/> | <input type="radio"/> |
| Own home?                                      | Stability?                              |                       |                       |
| Own furniture? Car?                            | Clear?                                  |                       |                       |
| Cost of living per month?                      | Realistic?                              |                       |                       |
| Any current debts?                             | Financially mature?                     |                       |                       |
| Wages ever garnisheed?                         | Responsibility?                         |                       |                       |
| Ever borrow from small loan agency?            | Judgment?                               |                       |                       |
| Savings? Net worth?                            | Stability?                              |                       |                       |
| Wife employed? Earnings?                       | Affect motivation?                      |                       |                       |
| Insured?                                       | Provident?                              |                       |                       |
| <b>DOMESTIC/SOCIAL SITUATION</b>               | ~~~~~                                   | <input type="radio"/> | <input type="radio"/> |
| Married? Divorced? Children?                   | Motivation?                             |                       |                       |
| How get along with wife, family?               | Maturity?                               |                       |                       |
| Recreation?                                    | Wholesome?                              |                       |                       |
| Hobbies?                                       | Constructive?                           |                       |                       |
| What kind of people rub you the wrong way?     | Bias, intolerance?                      |                       |                       |
| Ever arrested? Charges?                        | Immaturity?                             |                       |                       |
| When did you have last drink? Gamble?          | Sensible?                               |                       |                       |
| <b>HEALTH</b>                                  | ~~~~~                                   | <input type="radio"/> | <input type="radio"/> |
| Illnesses, operations, accidents in childhood? | Retained infantile personality traits?  |                       |                       |
| Illnesses, operations, accidents recently?     | Free from desire to "enjoy ill health"? |                       |                       |
| Time lost from work this year due to illness?  | Able to do the job?                     |                       |                       |

INTERVIEW SUMMARY

Candidate \_\_\_\_\_ Date \_\_\_\_\_

| CAPABILITY FACTORS                                  |                                                  | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|-----------------------------------------------------|--------------------------------------------------|----------------|------|---------------|------|
|                                                     | MENTAL POWER - reasoning power, ability to learn |                |      |               |      |
|                                                     | EDUCATION - as required by the job               |                |      |               |      |
|                                                     | EXPERIENCE and KNOWLEDGE OF THE WORK             |                |      |               |      |
|                                                     | LANGUAGE FACILITY - expressionability            |                |      |               |      |
|                                                     | APPEARANCE and MANNER                            |                |      |               |      |
|                                                     | PHYSICAL CONDITION - health and energy           |                |      |               |      |
|                                                     | ABILITY TO LEAD and DIRECT PEOPLE                |                |      |               |      |
|                                                     | CHARACTER                                        |                |      |               |      |
| P<br>R<br>O<br>B<br>A<br>B<br>I<br>L<br>I<br>T<br>Y | INDUSTRIOUSNESS - willingness to work            |                |      |               |      |
|                                                     | PERSEVERANCE - finishing what is started         |                |      |               |      |
|                                                     | STABILITY/constancy/consistency/reliability      |                |      |               |      |
|                                                     | SELF-RELIANCE - making own decisions             |                |      |               |      |
|                                                     | LOYALTY - identification with the company        |                |      |               |      |
|                                                     | ABILITY TO GET ALONG WITH PEOPLE                 |                |      |               |      |
|                                                     | MOTIVATION                                       |                |      |               |      |
| F<br>A<br>C<br>T<br>O<br>R<br>S                     | ECONOMIC NEED                                    |                |      |               |      |
|                                                     | DESIRE FOR STATUS                                |                |      |               |      |
|                                                     | NEED TO EXCEL, SERVE or ACQUIRE                  |                |      |               |      |
|                                                     | INTEREST IN WORKING WITH PEOPLE vs. things       |                |      |               |      |
|                                                     | MATURITY                                         |                |      |               |      |
|                                                     | RESPONSIBILITY, regard for consequences          |                |      |               |      |
|                                                     | CAPACITY FOR SELF-DISCIPLINE                     |                |      |               |      |
|                                                     | FREEDOM FROM DEPENDENCE                          |                |      |               |      |
|                                                     | FREEDOM FROM SELFISHNESS                         |                |      |               |      |
|                                                     | FREEDOM FROM SHOW-OFF HABITS                     |                |      |               |      |
|                                                     | FREEDOM FROM PLEASURE-MINDEDNESS                 |                |      |               |      |
|                                                     | FREEDOM FROM WISHFUL THINKING                    |                |      |               |      |
|                                                     | FREEDOM FROM DESTRUCTIVE TENDENCIES              |                |      |               |      |
|                                                     |                                                  |                |      |               |      |
|                                                     |                                                  |                |      |               |      |

Comments:

Interviewer-Rater

FINAL REVIEW

Candidate \_\_\_\_\_ Date \_\_\_\_\_

| CONSIDERATIONS                        |                          | RATINGS  |      |          |      |
|---------------------------------------|--------------------------|----------|------|----------|------|
|                                       |                          | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                      | Mental Aptitudes         |          |      |          |      |
|                                       | Interests                |          |      |          |      |
|                                       | Personality Traits       |          |      |          |      |
| EMPLOYEE DESCRIPTION - by             |                          |          |      |          |      |
| INTERVIEW RESULTS                     | Interview by             |          |      |          |      |
|                                       | Interview by             |          |      |          |      |
|                                       | Interview by             |          |      |          |      |
|                                       | Interview by             |          |      |          |      |
|                                       | Interview by             |          |      |          |      |
|                                       | Interview by             |          |      |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings |                          |          |      |          |      |
| PERSONNEL RECORD                      | Job Performance          |          |      |          |      |
|                                       | Attendance Record        |          |      |          |      |
|                                       | Commendations (Number: ) |          |      |          |      |
|                                       | Reprimands (Number: )    |          |      |          |      |
| HEALTH - Medical Examination Results  |                          |          |      |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | RATINGS  |      |          |      |
|----------------------------------------|----------|------|----------|------|
|                                        | Exc'lent | Good | Doubtful | Poor |
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

Whereupon the PLP Selection Committee sits in conclave; examines the information at hand about the candidates; deliberates, compares, discusses, ranks, "tries for size," etc.; and makes its selections.

The PLP Selection Committee then having selected a class of preleadership trainees, and related operations having been performed, formal training of the class is begun.

The training plan is as shown on the following pages:

## **PRE-LEADERSHIP PROGRAM**

### **Training Phase I—Basic Course**

The course of training outlined herein is designed to fulfill the requirements of Step 4. General Training of THE Company's Planned Program for Selecting and Developing New Leaders.

This phase of the overall program will be conducted as a *basic* course, its purpose being to meet *fundamental* needs common to *every* preleadership trainee, no matter what his eventual placement or assignment.

The course will be conducted without interruption for a period of 26 weeks. The trainees' standard workweek during this period will be 44 hours—8:00 AM to 5:00 PM each regular workday (Monday through Friday) and 8:00 AM to 12:00 noon each Saturday. (Thus, excluding holidays and free-study periods, the course will provide more than 1,000 hours of direct instruction.)

The trainees will be provided a home base in the Manpower Development Center. Here they will not only receive instruction but will also keep their materials, organize their information, write their reports, and study.

Every trainee will be required to make a written report at the end of each unit of the course (e.g., following instruction in "Mill Production"), addressing the report to his sponsoring department head, with one copy each to the head of the instructing department and the Manager of Manpower Development.

Each trainee will be rated at the completion of each course unit by those who served as instructors during the period, and the ratings will be filed with the Manager of Manpower Development.

The Manpower Development Department will maintain a file of essential information about each trainee and his progress and will submit this file to the sponsoring department head or the PLP Selection Committee at any time it is needed.

Each trainee's sponsoring department head will interview the trainee at least once each month during the course, to provide aid and counsel to the trainee.

A plan of *specific job training* and further personal development, to be known as "Training Phase II," will be prepared for each trainee by his sponsoring department head, and this plan will be put into effect upon the trainee's satisfactory completion of Training Phase I. Training Phase II of the overall program will be administered by the Line organization.

## SCHEDULE

| Week | Subject                                                      |
|------|--------------------------------------------------------------|
| 1    | Introduction of Phase I                                      |
| 2    | Creative Thinking                                            |
| 3    | Speed Reading and Shop Math                                  |
| 4    | Mill Production                                              |
| 5    | Mill Production                                              |
| 6    | Carton Production                                            |
| 7    | Carton Production                                            |
| 8    | Container Production                                         |
| 9    | Quality Control                                              |
| 10   | Engineering and Maintenance                                  |
| 11   | Timestudy and Incentive Plan                                 |
| 12   | Industrial Engineering                                       |
| 13   | Control Division                                             |
| 14   | Production Coordination; Purchasing; Traffic; Stores         |
| 15   | Methods Improvement Training                                 |
| 16   | Methods Improvement Projects                                 |
| 17   | Company Policies and Procedures                              |
| 18   | Outside-Plant Tours                                          |
| 19   | Human Relations                                              |
| 20   | Human Relations                                              |
| 21   | Instruction Methods                                          |
| 22   | Labor Relations                                              |
| 23   | Industrial Relations Division                                |
| 24   | Speech Development                                           |
| 25   | Speech Development                                           |
| 26   | Summary; Appraisal and Counseling; Preparations for Phase II |

Week(s) # 1 Subject Introduction of Phase I

| Purpose                                                                                                                                                                                                                                                                 | Learning Objectives                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of basic knowledge needed to provide an adequate foundation for the program and get it off to a good start                                                                                                                                                  | Welcome to "PLP"<br>Aims of "PLP"<br>Getting equipped<br>Getting acquainted<br>Management's message<br>History and growth of THE Company<br>Company aims and objectives<br>Philosophies of management<br>General company organization<br>"PLP" procedures, content, rules, methods                                                         |
| Plan                                                                                                                                                                                                                                                                    | Physical (in-plant) orientation<br>Duties and responsibilities of a company leader<br>Principles and methods of effective learning<br>Organizing and outlining information<br>Emotional problems of learning<br>Report writing<br>Economic education<br>Personal progress appraisal procedures<br>Aids in print<br>Specialized information |
| Primarily a series of conference-room sessions utilizing lectures, discussions, observation/tours, drill/practice, reading assignments, and question-and-answer follow-up                                                                                               |                                                                                                                                                                                                                                                                                                                                            |
| Assignments                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                            |
| Organize materials<br>Record and outline information<br>Start daily log<br>Make practice outlines/reports<br>Sketch plant layout<br>Do home study<br>Write course-unit report<br>Begin report on the book, <i>The Dynamic Economy</i><br>Start personal reading program |                                                                                                                                                                                                                                                                                                                                            |
| Instructors                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                            |
| Administrative Vice President<br>Staff of Administrative V.P.<br>Manpower Development Staff                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                            |

Week(s) # 2 Subject Creative Thinking

| Purpose                                                                                                                                                            | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of basic, working knowledge of the fundamental principles, methods, tools, and techniques of creative thinking—and skill in their use  | The nature of thinking and creativity<br>Kinds of mental ability<br>Benefits of creative thinking<br>Human capacities for creativity<br>Average usage of creative abilities<br>Inhibitors of creative thinking<br>Poor health<br>Inadequate motivation<br>Mental laziness<br>Lack of curiosity<br>Superficiality<br>Repressive training and education<br>Job degradation<br>Emotion-mindedness<br>Faulty observation<br>Judicial-mindedness<br>Label-mindedness<br>Conceptual blocks<br>Methods and techniques of creative thinking<br>Brainstorming<br>Gordon technique<br>Attribute listing<br>Input-output technique<br>Catalog technique<br>Free association<br>Forced relationship<br>Edisonian method<br>Checklist technique<br>Morphological analysis<br>Inspired approach<br>PackCorp scientific approach<br>Practical exercises in creative problem solving<br>Bibliography |
| Plan                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| A series of intensive conference-room sessions utilizing lectures, demonstrations, creative problem-solving practice, reading, project assignments, and discussion |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assignments                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Perform practice projects<br>Record and outline information<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Instructors                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Manpower Development Staff                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Week(s) # 3 Subject Speed Reading (in AM)  
Shop Math (in PM)

| Purpose                                                                                                                                                   | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of basic knowledge and skill in reading and in the fundamental mathematical processes                                         | <p><i>Reading</i></p> <p>Skill development via use of tachistoscopes, reading "pacers," and film projectors in a series of lessons of graduated speed and difficulty</p> <p><i>Shop Math</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Plan                                                                                                                                                      | <p>Introduction to mathematics</p> <p>Definitions</p> <p>Basic functions</p> <p>Digits</p> <p>Place values of numbers</p> <p>Addition and subtraction</p> <p>Terms and procedures</p> <p>Checking results</p> <p>Multiplication and division</p> <p>Terms, signs, procedures</p> <p>Checking correctness</p> <p>Fractions</p> <p>Types and values</p> <p>Reduction</p> <p>Procedures</p> <p>Cancelling</p> <p>Ratios and proportion</p> <p>Terms and symbols</p> <p>Direct and inverse</p> <p>Decimals</p> <p>Place values</p> <p>Approximate results</p> <p>Significant figures</p> <p>Per cent and percentages</p> <p>Definitions and terms</p> <p>Fractionating</p> <p>Powers and roots</p> <p>Procedures</p> <p>Shortcuts</p> |
| Assignments                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Perform practice work</p> <p>Record and outline information</p> <p>Do home study/reading</p> <p>Maintain daily log</p> <p>Write course-unit report</p> | <p>Slide rule</p> <p>History and principles</p> <p>Reading of scales</p> <p>Functions and applications</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Instructors                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Reading: University Staff</p> <p>Shop Math: Engineering Staff</p>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Week(s) # 4 & 5 Subject Mill Production

| Purpose                                                                                                                                                                                                                                                                                                      | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of paper, paper-board, and their manufacture                                                                                                                                                                                                                     | <b>General</b><br>History of papermaking<br>Purposes and functions of Mill Department<br>Organization of department<br>Production capacities<br>Procedures and controls<br>Principal problems                                                                                                                                                                                                                                                                                 |
| Plan                                                                                                                                                                                                                                                                                                         | <b>Process control</b><br>Types of "furnish" <b>Scheduling</b><br>Sources of materials <b>Inventory control</b><br>Material forecasts <b>Product mix</b><br>Product specifications<br>Water system<br><b>Materials handling</b><br>Types of raw material<br>Quality problems<br>Storage                                                                                                                                                                                       |
| General explanation by Superintendent on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, project assignments, and follow-up discussion<br><br>On the last day of the period: examination, review, and summary | <b>Beater room</b><br>Stock preparation<br>Chemicals and additives<br>Stock flow<br>Beaters and pulpers<br>Sizing systems<br>Jordans & refiners<br>Tar-dispersion system<br>Cleaning systems<br>Control systems<br><b>Paper machines</b><br>Top liner, underliner, filler, bottom liner<br>Head boxes <b>Calendars</b><br>Screens <b>Reels</b><br>Vats <b>Rewinding and slitting</b><br>Felts <b>Coating</b><br>Presses <b>Sheet cutting</b><br>Driers <b>Control systems</b> |
| Assignments                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Record and outline information<br>Sketch processes/equipment<br>Sketch layout of department<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Instructors                                                                                                                                                                                                                                                                                                  | <b>Finishing</b><br>Rewinding, scrapping, cutting<br>Combiner-paster<br>Laminating<br>Shipping                                                                                                                                                                                                                                                                                                                                                                                |
| Mill Superintendent<br>Mill Managers and Supervisors<br>Technical Staff<br>Specialists                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Week(s) # 6 & 7 Subject Carton Production

| Purpose                                                                                                                                                                                                                                                                                                       | Learning Objectives                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad basic understanding of the manufacture of folding paperboard cartons                                                                                                                                                                                                                   | <b>General</b><br>History of folding cartons<br>Purposes and functions of Carton Department<br>Organization of department<br>Production capacities<br>Maintenance<br>Procedures and controls<br>Principal problems |
| Plan                                                                                                                                                                                                                                                                                                          | <b>Printing</b><br>Presses (letterpress, gravure, offset)<br>Characteristics and capacities of presses<br>Plates<br>Makeready<br>Bleed, offset, varnish, gloss, etc.                                               |
| General explanation by Department Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, project assignments, and follow-up discussion<br><br>On the last day of the period: examination, review, and summary | <b>Inks</b><br>Mixing, color matching<br>Characteristics<br>Effects of paperboard variations<br>Quality control                                                                                                    |
| Assignments                                                                                                                                                                                                                                                                                                   | Materials and material handling<br><b>Cutting</b><br>Presses<br>Types and capacities<br>Makeready<br>Cutting, creasing, counter dies                                                                               |
| Record and outline information<br>Sketch layout of department<br>Sketch processes/equipment<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                                             | <b>Stripping</b><br>Hand and air hammer<br>Mechanical/automatic                                                                                                                                                    |
| Instructors                                                                                                                                                                                                                                                                                                   | <b>Gluing</b><br>Machine types and capacities<br>Defects and inspection<br>Flat packing                                                                                                                            |
| Department Head<br>Managers and Supervisors<br>Technical Staff<br>Specialists                                                                                                                                                                                                                                 | Production planning and scheduling<br>Product specifications<br>Estimates and orders<br>Inventory control<br>Scheduling                                                                                            |

Week(s) # 8 Subject Container Production

| Purpose                                                                                                                                                                                                                                | Learning Objectives                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the manufacture of corrugated paper containers                                                                                                                                          | General<br>History of container production<br>Purposes and functions of Container Department<br>Organization of department<br>Production capacities<br>Maintenance<br>Procedures and controls<br>Principal problems |
| Plan                                                                                                                                                                                                                                   | Materials and material handling<br>Corrugators<br>Machine operation and capacities<br>Adhesives—types and properties<br>Defects and inspection<br>Material handling                                                 |
| General explanation by Department Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, project assignments, and follow-up discussion | Container<br>Hand operations<br>Color machine<br>Die room operations<br>Taping<br>Stitching<br>Miscellaneous/special operations<br>Printing<br>Die cutting                                                          |
| On the last day of the period: examination, review, and summary                                                                                                                                                                        | Production planning and scheduling<br>Product specifications<br>Estimates and orders<br>Printing dies and inks<br>Inventory control<br>Scheduling                                                                   |
| Assignments                                                                                                                                                                                                                            |                                                                                                                                                                                                                     |
| Record and outline information<br>Sketch layout of department<br>Sketch processes/equipment<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                      |                                                                                                                                                                                                                     |
| Instructors                                                                                                                                                                                                                            |                                                                                                                                                                                                                     |
| Department Head<br>Managers and Supervisors<br>Technical Staff<br>Specialists                                                                                                                                                          |                                                                                                                                                                                                                     |

Week(s) # 9 Subject Quality Control

| Purpose                                                                                                                                                                                                                                   | Learning Objectives                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the principles and methods of quality control and of the services provided to the rest of the organization by the Quality Control Department                                               | General<br>Purposes and functions of department<br>Organization of department<br>Procedures and controls<br>Facilities and equipment<br>Methods and systems<br>Standards and specifications<br>Costs and records |
| Plan                                                                                                                                                                                                                                      | Inspection                                                                                                                                                                                                       |
| General explanation by Technical Director on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, project assignments, and follow-up discussion | Paperboard production<br>Laminated board<br>Color machine production<br>Finished goods<br>Special paperboards<br>Cartons and containers                                                                          |
| On the last day of the period: examination, review, and summary                                                                                                                                                                           | Testing<br>Raw materials<br>Finished products<br>Specialty items<br>Chemical mixing<br>"MVT" emulsions<br>Sizing<br>Calendar treatments<br>Bacteria-control agents<br>Coatings<br>Additives                      |
| Assignments                                                                                                                                                                                                                               | Service work on production problems                                                                                                                                                                              |
| Record and outline information<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                                      | Adhesives<br>Inks, etc.<br>Research and development<br>Customers' problems<br>New products<br>Production processes<br>Water-treatment and waste-disposal problems                                                |
| Instructors                                                                                                                                                                                                                               |                                                                                                                                                                                                                  |
| Technical Director<br>Section Heads<br>Specialists                                                                                                                                                                                        |                                                                                                                                                                                                                  |

Week(s) # 10 Subject Engineering and Maintenance

| Purpose                                                                                                                                                                                                                                | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the purposes and functions of the department and of the services it provides to the rest of the organization                                                                            | General <ul style="list-style-type: none"> <li>Purposes and functions of department</li> <li>Organization of department</li> <li>Procedures and controls</li> <li>Facilities and equipment</li> <li>Costs and records</li> </ul> Engineering <ul style="list-style-type: none"> <li>Machine designing</li> <li>Machine shop</li> <li>Piping</li> </ul> Construction, buildings, grounds <ul style="list-style-type: none"> <li>Carpentry</li> <li>Painting</li> <li>Labor gang</li> </ul> Electrical <ul style="list-style-type: none"> <li>Repair millwrights</li> </ul> Lubrication <ul style="list-style-type: none"> <li>Instrumentation</li> </ul> Power <ul style="list-style-type: none"> <li>Fuels and combustion</li> <li>Steam</li> <li>Electricity</li> <li>Water</li> <li>Compressed air</li> <li>Maintenance</li> </ul> |
| Plan                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| General explanation by Department Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, project assignments, and follow-up discussion |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| On the last day of the period: examination, review, and summary                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assignments                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Record and outline information<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Instructors                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Plant Engineer (Dep't. Head)<br>Section Heads<br>Engineers<br>Specialists                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Week(s) # 11 Subject Timestudy and Incentive Plan

| Purpose                                                                                                                                                                              | Learning Objectives                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of a basic, working knowledge of the principles, tools, and techniques of modern timestudy, specifically as applied to the company's wage-incentive plan | Purposes of timestudy<br>Timestudy terminology<br>Methods of timestudy<br>Time-measuring devices<br>Preparing jobs for study<br>Requesting timestudy<br>Job review and analysis<br>Element breakdown<br>Performance rating<br>Leveling                                                          |
| Plan                                                                                                                                                                                 | Standards computation                                                                                                                                                                                                                                                                           |
| Primarily a series of intensive conference-room sessions utilizing lectures, demonstrations, tests, discussion, practice, project assignments, reading, and follow-up discussion     | Incentive opportunity<br>Calculating allowances<br>Standards installations and follow-up<br>Incentive plan policies<br>Administration of incentive programs<br>Types of incentive plans<br>Various applications of timestudy/incentive plans<br>Principal problems of timestudy/incentive plans |
| Assignments                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                 |
| Record and outline information<br>Make practice timestudies and standards derivations<br>Do home study/reading<br>Maintain daily log<br>Start course-unit report                     |                                                                                                                                                                                                                                                                                                 |
| Instructors                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                 |
| Chief Industrial Engineer<br>Senior Industrial Engineers<br>Industrial Engineers                                                                                                     |                                                                                                                                                                                                                                                                                                 |

Week(s) # 12 Subject Industrial Engineering

| Purpose                                                                                                                                                                                                                                            | Learning Objectives                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of industrial engineering and the services provided to the rest of the organization by the Industrial Engineering Department                                                                           | <b>General</b><br>History of industrial engineering<br>Purposes and functions of IE Department<br>Organization of department<br>Procedures and controls<br>Costs and records<br>Principal problems |
| <b>Plan</b>                                                                                                                                                                                                                                        | <b>Cost reduction</b>                                                                                                                                                                              |
| General explanation by the Chief Industrial Engineer on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lecture, demonstration, observation and tours, project assignments, and follow-up discussion | Job methods<br>Material flow<br>Equipment layout<br>Materials standardization<br>Work measurement<br>Wage incentives<br>Waste recording/analysis                                                   |
| On the last day of the period: examination, review, and summary                                                                                                                                                                                    | <b>Layout</b>                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                    | Material handling<br>Space requirements<br>Product flow                                                                                                                                            |
|                                                                                                                                                                                                                                                    | <b>Cost control</b>                                                                                                                                                                                |
|                                                                                                                                                                                                                                                    | Production control standards<br>Control charting<br>Estimating and pricing standards                                                                                                               |
| <b>Assignments</b>                                                                                                                                                                                                                                 | <b>Suggestion system</b>                                                                                                                                                                           |
| Record and outline information                                                                                                                                                                                                                     | Suggestion committee operation                                                                                                                                                                     |
| Draw organization chart                                                                                                                                                                                                                            | Investigation of suggestions                                                                                                                                                                       |
| Make practice IE studies                                                                                                                                                                                                                           | Policies                                                                                                                                                                                           |
| Do home study/reading                                                                                                                                                                                                                              | <b>Job evaluation</b>                                                                                                                                                                              |
| Maintain daily log                                                                                                                                                                                                                                 | Job description                                                                                                                                                                                    |
| Write course-unit report—for weeks 11 and 12                                                                                                                                                                                                       | Factor analysis and rating                                                                                                                                                                         |
|                                                                                                                                                                                                                                                    | Evaluation procedures                                                                                                                                                                              |
|                                                                                                                                                                                                                                                    | <b>Wage studies and surveys</b>                                                                                                                                                                    |
|                                                                                                                                                                                                                                                    | <b>Special management studies/projects</b>                                                                                                                                                         |
|                                                                                                                                                                                                                                                    | FCEP and EER investigations                                                                                                                                                                        |
| <b>Instructors</b>                                                                                                                                                                                                                                 | Systems and procedures                                                                                                                                                                             |
| Chief Industrial Engineer                                                                                                                                                                                                                          | Labor grievances                                                                                                                                                                                   |
| Senior Industrial Engineers                                                                                                                                                                                                                        | Housekeeping                                                                                                                                                                                       |
| Industrial Engineers                                                                                                                                                                                                                               | Waste                                                                                                                                                                                              |

Week(s) # 13 Subject Control Division

| Purpose                                                                                                                                                                                                             | Learning Objectives                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the purposes and functions of the Division and the services it provides to the rest of the organization                                                              | General<br>Purposes and functions of Control Division<br>Organization of division<br>Methods and procedures<br>Budgets<br>Forecasting<br>Control                                 |
| Plan                                                                                                                                                                                                                | Hourly payroll                                                                                                                                                                   |
| General explanation by Division Head on morning of the first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, and follow-up discussion | Straight time<br>Overtime<br>Incentive earnings<br>Industrial accounting<br>Machine reports<br>Daily production reports<br>Mill estimating<br>Incentive pay<br>Closed-out orders |
| On the last day of the period: examination, review, and summary                                                                                                                                                     | Material usage reports<br>Departmental variation reports<br>Cost-of-production reports<br>Inventory reports<br>Cost analysis reports<br>Machine rate preparation<br>Budgets      |
| Assignments                                                                                                                                                                                                         | EERs and FCEPs                                                                                                                                                                   |
| Record and outline information<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                | Procedures and audits<br>Purposes and functions                                                                                                                                  |
| Instructors                                                                                                                                                                                                         |                                                                                                                                                                                  |
| Controller<br>Budget Director<br>Section Heads<br>Specialists                                                                                                                                                       |                                                                                                                                                                                  |

Week(s) # 14 Subject Production Coordination—Purchasing—  
Traffic—Stores

| Purpose                                                                                                                                                                                                           | Learning Objectives                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the purposes and functions of the subject departments and of the services they provide to the rest of the organization                                             | General (for each department)<br>Purposes and functions of department<br>Organization of department<br>Procedures and controls<br>Costs and records<br>Principal problems |
| Plan                                                                                                                                                                                                              | Traffic<br>Legislation<br>Tariffs<br>Carriers                                                                                                                             |
| General explanation by Department Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, observation and tours, and follow-up discussion | Shipping<br>Storage<br>Methods<br>Quantities<br>Agencies                                                                                                                  |
| On the last day of the period: examination, review, and summary                                                                                                                                                   | Purchasing<br>Suppliers<br>Policies and procedures<br>Methods                                                                                                             |
| Assignments                                                                                                                                                                                                       | Stores<br>Inventory<br>Salvage<br>Methods                                                                                                                                 |
| Record and outline information<br>Draw organization charts<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                             |                                                                                                                                                                           |
| Instructors                                                                                                                                                                                                       |                                                                                                                                                                           |
| Production Coordination Manager<br>Department Heads<br>Section Heads<br>Specialists                                                                                                                               |                                                                                                                                                                           |

Week(s) # 15 Subject Methods Improvement Training

| Purpose                                                                                                                                                                                                         | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of a sound, basic working knowledge of the principles, tools, and techniques of methods engineering—for application in both interim and eventual job assignments                    | Necessity/aims/advantages of MI program<br>Identification of jobs needing improvement<br>"Check-for-waste" procedure<br>Job analysis<br>Process charting<br>Flow analysis<br>Man-machine analysis<br>Right-/Left-hand analysis<br>"Challenging" procedure<br>Developing new methods<br>Principles of motion economy<br>Simultaneity of element terminals<br>Symmetricality/simultaneity of motions<br>Motion-classification control<br>Planned motion paths<br>Motion-path confinement<br>Sequential tool and material location<br>Element reduction<br>Rhythm and automaticity<br>Pedal applications<br>Jig and fixture use<br>Ejector applications<br>Drop delivery<br>Gravity feed<br>Material and tool pre-positioning<br>Machine-controls location<br>Workplace design for sitting/standing<br>Seating, lighting, environment control<br>Applying new methods<br>MI Program policies and procedures |
| Plan                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| A series of intensive conference-room sessions utilizing lectures, demonstrations, observation and tours, practice, project assignments, reading, and discussion                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Assignments                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Record and outline information<br>Make practice job analyses and improvements<br>Establish list of jobs to be MI'd in own department<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Instructors                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Chief Industrial Engineer<br>Senior Industrial Engineers<br>Industrial Engineers<br>Manpower Development Staff                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

Week(s) # 16 Subject Methods Improvement Projects

| Purpose                                                                                                                                                          | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Further development of "MI" skills and knowledges through application to projects within sponsoring departments                                                  | Further development of understanding and skill in the practical application of the principles, tools, and techniques of methods improvement                                                                                                                                                                                                                                                                                                                                                  |
| Plan                                                                                                                                                             | It is expected that, by the end of this week, each trainee will have carried out at least one "MI" project to the point of having prepared and submitted a complete Method Improvement Proposal for Management's consideration. This project is not to be regarded as merely a practice project but as a real one. The resulting Method Improvement Proposal will be processed in accordance with the policy and procedure established for the company's regular Methods Improvement Program |
| Selection, initiation, and follow-through to completion of "MI" project by each trainee working on his own                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Assignments                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Carry out "MI" projects<br>Do home study/reading<br>Maintain daily log<br>Submit completed Method Improvement Proposals to Management                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Instructors                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Chief Industrial Engineer<br>Senior Industrial Engineers<br>Industrial Engineers<br>Manpower Development Staff<br>(Instructors to provide only general guidance) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Week(s) # 17 Subject Company Policies and Procedures

| Purpose                                                                                                                               | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a sound, basic understanding of the official guides, rules, practices, and policies and procedures of THE Company      | Key policies and procedures, as:<br>Hiring and induction<br>Changes in status<br>Layoffs and recalls<br>Personal time<br>Pay days<br>Pay advances<br>AWOLs<br>Tardiness<br>Leaves of absence<br>Reporting of injuries<br>Housekeeping and sanitation<br>Parking<br>Plant entrances<br>Fire prevention<br>Fire fighting<br>Transfers<br>Military service<br>Jury duty<br>Removal of plant property/equipment<br>Employee education<br>Credit union<br>Retirement<br>Suggestion system<br>Messages for employees<br>Plant visits<br>Separations<br>Personnel records<br>Discipline<br>Reprimands<br>Commendations |
| Plan                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Intensive study of the company's Policies/Procedures Manual under the guidance of the Assistant to the Administrative Vice President  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Assignments                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Study Policies/Procedures Manual<br>Record key information<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Instructors                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Assistant to the Administrative Vice President                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

Week(s) # 18 Subject Outside-Plant Tours

| Purpose                                                                                                                                     | Learning Objectives                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of broader understanding of general industry, THE Company's branch and subsidiary plants, and related plants and industries     | Key information re methods, materials, machines and men of Company-related plants and industries<br><br>Special emphasis shall be placed on standards of personal conduct of the trainees as representatives of THE Company to employees, industrial associates, customers, and the general public |
| Plan                                                                                                                                        |                                                                                                                                                                                                                                                                                                    |
| A personalized tour plan will be developed by each sponsoring Department Head to meet the individual needs of each trainee he is sponsoring |                                                                                                                                                                                                                                                                                                    |
| Assignments                                                                                                                                 |                                                                                                                                                                                                                                                                                                    |
| Record and outline information<br>Do related study/reading<br>Maintain daily log<br>Write course-unit report                                |                                                                                                                                                                                                                                                                                                    |
| Instructors                                                                                                                                 |                                                                                                                                                                                                                                                                                                    |
| Sponsoring Department Heads<br>Management personnel of plants and industries visited                                                        |                                                                                                                                                                                                                                                                                                    |

Week(s) # 19 & 20 Subject Human Relations

| Purpose                                                                                                                                                                                                                                        | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of a broad, basic knowledge and skill in the use of key human-relations principles, tools, and methods                                                                                                             | Fundamental principles of human nature<br>Leadership's five "M-items"<br>Materials<br>Machines<br>Methods<br>Money<br>Men<br>Prevalence of human-relations problems<br>Basic ideas of human behavior and motivation                                                                                                                                                                                                                 |
| Plan                                                                                                                                                                                                                                           | Principle of human complexity<br>Emotional nature of man<br>Conflicting nervous systems<br>Impact-response principle<br>Satisfying-state principle<br>Basic-desire principle<br>"With-nature" principle<br>Fundamental differences and similarities in people<br>Effective methods of dealing with people<br>Keys to effective leadership<br>Human relations problem-solving methods<br>Cases, cases, cases<br>Special bibliography |
| A series of intensive conference-room sessions utilizing lectures, tests, conferences, case studies, discussion, role-playing, films, reading, and follow-up discussion<br><br>On the last day of the period: examination, review, and summary |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assignments                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Record and outline information<br>Make written case analyses<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Instructors                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Manpower Development Staff                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Week(s) # 21 Subject Instruction Methods

| Purpose                                                                                                                                                                      | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of basic understanding of the principles, tools, and techniques of good instruction and development of skill in use of effective methods of employee instruction | Identifying training needs<br>Basic methods of instruction<br>Features and limitations<br>Telling<br>Showing<br>Experience only<br>JIT system<br>Preparation<br>Presentation<br>Practice—guided<br>Assignment                                                                                                                                                                                      |
| Plan                                                                                                                                                                         | Principles of learning<br>Satisfiers/belongingness<br>Habit noninterference<br>Knowledge of results<br>Immediacy of forgetting<br>Distributed practice<br>Nonvarying repetition<br>Uniqueness/differentness<br>Capacities of learners<br>Sources of information<br>Fear appeal<br>Understanding versus rote learning<br>Sequential presentations design<br>Variations of basic instruction methods |
| A series of intensive conference-room sessions utilizing lectures, demonstrations, role-playing, reading, practice, project assignments, and discussion                      | Features and applications<br>Lecture<br>Demonstration<br>Conference<br>Audio-visual aids<br>Case study, etc.<br>When and how to apply<br>Determining instruction results<br>Practical exercises in instruction                                                                                                                                                                                     |
| Assignments                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Record and outline information<br>Make job-instruction analyses<br>Develop practice projects<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report      |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Instructors                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                    |
| Manpower Development Staff                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |

Week(s) # 22 Subject Labor Relations

| Purpose                                                                                                                                                                                              | Learning Objectives                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of working knowledge of company's contractual agreements; formal labor-relations policies, procedures, and practices; and methods and practices in handling grievances   | Growth and development of labor unions<br>Early development<br>Guilds, IWW, Knights of Labor, etc.<br>Formative years<br>American Federation of Labor<br>Congress of Industrial Organizations<br>Independents (UMW, etc.)<br>Modern period<br>Mergers, power, etc. |
| Plan                                                                                                                                                                                                 | Key labor legislation                                                                                                                                                                                                                                              |
| General explanation by Division Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, role-playing, case studies, and follow-up discussion | General conditions of employment<br>Fair Labor Standards Act<br>Social Security law<br>Public Contracts laws<br>Veterans' Reemployment Rights<br>State and local laws<br>Unemployment Compensation<br>Workmen's Compensation<br>Wages and Hours laws<br>FEPC       |
| On the last day of the period: examination, review, and summary                                                                                                                                      | Unions<br>Antitrust legislation<br>Hobbs Act<br>Norris-LaGuardia Act<br>Wagner Act and NRA<br>Labor-Management Relations Act<br>State and local legislation                                                                                                        |
| Assignments                                                                                                                                                                                          | Organizations and philosophies of major labor groups<br>Modern labor relations<br>Company-union agreements<br>Key provisions<br>Interpretation<br>Grievance-handling procedure<br>Formal versus informal grievances                                                |
| Record and outline information<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                                            |                                                                                                                                                                                                                                                                    |
| Instructors                                                                                                                                                                                          |                                                                                                                                                                                                                                                                    |
| Vice President, Industrial Relations<br>Labor Relations Staff                                                                                                                                        |                                                                                                                                                                                                                                                                    |

Week(s) # 23 Subject Industrial Relations Division

| Purpose                                                                                                                                                                                                | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition of a broad, basic understanding of the purposes and functions of the Division and the services it provides to the rest of the organization                                                 | General<br>Purposes and functions of IR Division<br>Organization of IR Division<br>Labor relations<br>Contractual agreements<br>Policies and procedures<br>Legislation<br>Selective Service<br>Employee records<br>Services<br>Personnel relations<br>Salaried-personnel recruitment<br>Job description and evaluation<br>Merit rating<br>Organization charts<br>Retirement and savings<br>Policies and procedures<br>Employment<br>Requisitioning and recruitment<br>Interviewing/testing/screening<br>Selection and placement<br>Induction/orientation<br>Transfer, separation, layoff<br>Leaves of absence<br>Insurance<br>Referral and payroll authorization<br>Policies and procedures<br>Public relations<br>Policies and procedures<br>Scholarship foundation<br>Service recognition<br>Company publicity<br>Advertisements<br>Plant tours<br>Safety<br>Dispensary<br>Workmen's compensation<br>Plant security and fire protection<br>Traffic safety and parking<br>Industrial hygiene<br>Protective equipment<br>Accident investigation<br>Employee services<br>Company newspaper<br>Recreation programs<br>Suggestion system |
| Plan                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| General explanation by Division Head on morning of first day. Then, detailed coverage of Learning Objectives by other instructors via lectures, demonstrations, case studies, and follow-up discussion |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| On the last day of the period: examination, review, and summary                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Assignments                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Record and outline information<br>Draw organization chart<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Instructors                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Vice President, Industrial Relations<br>Department Heads<br>Section Heads<br>Specialists                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

Week(s) # 24 & 25 Subject Speech Development

| Purpose                                                                                                                                        | Learning Objectives                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquisition and development of strong, basic self-expression ability, to strengthen general leadership skills, poise, and self-confidence      | Purposes of speech<br>Basic speech difficulties<br>Guides to good talks<br>Speech-evaluation standards<br>Aural<br>Visual<br>Logical<br>Emotional                                                                                                                                                  |
| Plan                                                                                                                                           | Types of talks                                                                                                                                                                                                                                                                                     |
| A series of intensive conference-room sessions involving lectures, drill and practice, discussion and analysis, and practice—and more practice | Topical<br>Introduction<br>"Chain"<br>Prepared<br>Impromptu<br>Assigned<br>Instructional<br>Organization of talks<br>Three-square plan<br>Borden formula<br>Persuasive<br>Managing mannerisms<br>Pointers on persuasiveness<br>Analysis and correction of speech problems<br>Conference leadership |
| Assignments                                                                                                                                    | Types of conferences                                                                                                                                                                                                                                                                               |
| Record and outline information<br>Prepare/give practice talks<br>Do home study/reading<br>Maintain daily log<br>Write course-unit report       | Instructional<br>Persuasive<br>Decision-making<br>Problem-solving                                                                                                                                                                                                                                  |
| Instructors                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |
| Manpower Development Staff                                                                                                                     |                                                                                                                                                                                                                                                                                                    |

Week(s) # 26 Subject \_\_\_\_\_ Summary—*Appraisal and Counseling—*  
*Preparations: Phase II*

| Purpose                                                                                                                                                                                                                        | Learning Objectives                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The appropriate completion of Training Phase I and initiation of Training Phase II of the Pre-Leadership Program</p>                                                                                                        | <p>Personal analysis/review/insight/study<br/>           Personal development plans<br/>           Management's message<br/>           Preparations for Training Phase II</p> |
| <p>Plan</p>                                                                                                                                                                                                                    |                                                                                                                                                                               |
| <p>Review of key information<br/>           Final testing<br/>           Discussions<br/>           Sponsor interviews<br/>           Personal consultations<br/>           Summary and conclusion,<br/>           Phase I</p> |                                                                                                                                                                               |
| <p>Assignments</p>                                                                                                                                                                                                             |                                                                                                                                                                               |
| <p>Clean up "loose ends"<br/>           Complete reports outstanding<br/>           Write commentary on Phase I<br/>           Submit finished report on the book, <i>The Dynamic Economy</i></p>                              |                                                                                                                                                                               |
| <p>Instructors</p>                                                                                                                                                                                                             |                                                                                                                                                                               |
| <p>Administrative Vice President<br/>           Sponsoring Department Heads<br/>           Manpower Development Staff</p>                                                                                                      |                                                                                                                                                                               |

After satisfactorily completing the program of general, group training, each PLP trainee is assigned for specific job training (Training Phase II) within the department of his intended eventual placement. This phase might span a period of up to six months, and the primary plan is one of understudy rotation.

A typical Phase II plan for an individual is shown in the outline given in the following pages.

SPECIFIC "PLP" JOB TRAINING  
for \_\_\_\_\_  
IN THE CARTON DEPARTMENT

*General Objective:* To familiarize the trainee with those operating details of the department, understanding of which will be necessary to his eventual, satisfactory performance of supervision in the department.

*General Plan:* The trainee will serve as understudy to each in succession of the persons designated below as "overstudies," acquiring the information specified and practicing leadership under the experienced guidance of these men.

| <i>Information</i>               | <i>Overstudy</i> | <i>Time</i> |
|----------------------------------|------------------|-------------|
| I. Introduction                  | A. B. Clark,     | One day—    |
| A. Historical background         | Superintendent   | Jan. 2      |
| B. Department organization       |                  |             |
| C. Coordination with Sales       |                  |             |
| D. Current production statistics |                  |             |
| E. Product mix                   |                  |             |
| F. Planning and scheduling       |                  |             |
| G. Production/cost control       |                  |             |
| H. Waste control                 |                  |             |
| I. Individual orders             |                  |             |
| J. Quality control               |                  |             |
| K. Operations and equipment      |                  |             |
| L. Administrative budget control |                  |             |
| II. Overview                     | D. E. Ford,      | Two days—   |
| A. Flow of material              | Asst. Supt.      | Jan. 3 & 4  |
| B. Functional organization       |                  |             |
| C. Special operations            |                  |             |
| 1. Storage                       |                  |             |
| 2. Planning and shipping         |                  |             |
| 3. Materials handling            |                  |             |
| D. Personnel                     |                  |             |

| <i>Information</i>                           | <i>Overstudy</i>   | <i>Time</i>    |
|----------------------------------------------|--------------------|----------------|
| <b>III. Letterpress printing</b>             |                    |                |
| <i>A.</i> Basic principles                   | G. H. Ingram,      | One day—       |
| <i>B.</i> Pressroom operations (observation) | Gen'l Foreman      | Jan. 5         |
| 1. Presses                                   |                    |                |
| 2. Electrotypes                              |                    |                |
| 3. Use of inks                               |                    |                |
| 4. Sequencing of colors                      |                    |                |
| <i>C.</i> Engravings and electrotypes        | J. K. Long,        | One day—       |
| 1. Development of sketches                   | Electro Technician | Jan. 6         |
| 2. Transition to black-and-white art         |                    |                |
| 3. Finished proofs                           |                    |                |
| 4. Manufacture of electrotypes               |                    |                |
| <i>D.</i> Letterpress inks                   | M. N. Osborn,      | One week—      |
| 1. Purchasing                                | Sup., Ink Control  | Jan. 9-13      |
| 2. Manufacturing                             |                    |                |
| 3. Ink types and characteristics             |                    |                |
| 4. Inspection control                        |                    |                |
| 5. "Rub" and other physical checks           |                    |                |
| 6. Essential differences in inks             |                    |                |
| <b>IV. Rotogravure printing</b>              | P. Q. Roberts,     | One week—      |
| <i>A.</i> Basic principles                   | Gen'l Foreman      | Jan. 16-20     |
| <i>B.</i> Pressroom operations (observation) |                    |                |
| 1. Cylinders                                 |                    |                |
| 2. Inks                                      |                    |                |
| 3. Inspection and control                    |                    |                |
| <b>V. Cutting/Scrapping and Die room</b>     | S. T. Underwood    | One week—      |
| <i>A.</i> Basic principles                   | Foreman            | Jan. 23-27     |
| <i>B.</i> Miehle/"K"/Combination presses     |                    |                |
| 1. Makeready                                 |                    |                |
| 2. Running problems                          |                    |                |
| 3. Dies and layouts                          |                    |                |
| 4. Cutting layouts                           |                    |                |
| 5. Score height/width                        |                    |                |
| 6. Tympan                                    |                    |                |
| 7. Air-gun technique                         |                    |                |
| <b>VI. Gluing</b>                            | U. V. Young,       | One week—      |
| <i>A.</i> Basic principles                   | Gen'l Foreman      | Jan. 30-Feb. 3 |
| 1. Machine types                             |                    |                |
| <i>a.</i> Straight-line                      |                    |                |
| <i>b.</i> Angle-fold                         |                    |                |

| <i>Information</i>                                                                                                                                                                        | <i>Overstudy</i>    | <i>Time</i>          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------|
| <i>B. Customers' package-filling operations</i>                                                                                                                                           |                     |                      |
| <i>C. Cutting/gluing control</i>                                                                                                                                                          |                     |                      |
| <i>D. Carton styles and sizes</i>                                                                                                                                                         |                     |                      |
| <i>E. Adhesives and their characteristics</i>                                                                                                                                             |                     |                      |
| <b>VII. Practice assignments</b>                                                                                                                                                          |                     | Eight weeks—         |
| <i>A. The trainee will now serve as practicing assistant for two weeks each to Messrs. Ingram (Letterpress), Roberts (Rotogravure), Underwood (Cutting-Scrapping), and Young (Gluing)</i> |                     | Feb. 6—<br>March 31  |
| <b>VIII. Planning/Scheduling</b>                                                                                                                                                          | <b>B. C. Davis,</b> | Two weeks—           |
| <i>A. General functions</i>                                                                                                                                                               | Manager of          | April 3-14           |
| <i>B. Entering of orders</i>                                                                                                                                                              | Production          |                      |
| <i>C. Specifications</i>                                                                                                                                                                  | Control             |                      |
| <i>D. Distribution of orders</i>                                                                                                                                                          |                     |                      |
| <i>E. Materials requisitioning</i>                                                                                                                                                        |                     |                      |
| <i>F. Engravings</i>                                                                                                                                                                      |                     |                      |
| <i>G. Inks</i>                                                                                                                                                                            |                     |                      |
| <i>H. Coordination with Sales Service</i>                                                                                                                                                 |                     |                      |
| <i>I. Customer delivery specifications</i>                                                                                                                                                |                     |                      |
| <i>J. Machine balance</i>                                                                                                                                                                 |                     |                      |
| 1. Mill trim                                                                                                                                                                              |                     |                      |
| 2. Mill cycles                                                                                                                                                                            |                     |                      |
| <b>IX. Estimating</b>                                                                                                                                                                     | <b>B. C. Davis,</b> | One week—            |
| <i>A. Procedures manual</i>                                                                                                                                                               | Manager of          | April 17-21          |
| <i>B. Estimating methods/practices</i>                                                                                                                                                    | Production          |                      |
| <i>C. Layout/trim problems</i>                                                                                                                                                            | Control             |                      |
| <i>D. Adherence to customer specifications</i>                                                                                                                                            |                     |                      |
| <i>E. Manufacturing practices</i>                                                                                                                                                         |                     |                      |
| 1. Method determination                                                                                                                                                                   |                     |                      |
| <i>F. Length of production runs</i>                                                                                                                                                       |                     |                      |
| <i>G. Cost accounting</i>                                                                                                                                                                 |                     |                      |
| <i>H. Use of cost closeouts</i>                                                                                                                                                           |                     |                      |
| <b>X. Assistant-to assignment</b>                                                                                                                                                         |                     | Ten weeks—           |
| <i>A. The trainee will now serve as assistant to Mr. C. D. Ellis, Manager of Carton Quality Control, with full authority to act upon all matters delegated to him by Mr. Ellis</i>        |                     | April 24—<br>June 30 |

| <i>Information</i>                            | <i>Overstudy</i> | <i>Time</i>           |
|-----------------------------------------------|------------------|-----------------------|
| <b>XI. Required supplemental reading</b>      |                  | <b><i>Ad lib.</i></b> |
| A. "Fundamentals of Printing and Duplicating" |                  |                       |
| B. "The Manufacture of Folding Paper Boxes"   |                  |                       |
| C. "Making Dies for Box Manufacturing"        |                  |                       |
| D. "Carton Cutting, Creasing and Stripping"   |                  |                       |
| E. "Paperboard, Ink, and Plates"              |                  |                       |
| F. "Folding Paper Box Finishing Operations"   |                  |                       |
| G. "The Folding Carton"                       |                  |                       |

Upon satisfactorily completing the regimen just outlined, the PLP trainee ceases to be a trainee and is given a regular, on-his-own assignment in a supervisory/leadership capacity. Thereafter, his development progresses through such continuing programs as . . .

|                     |                          |
|---------------------|--------------------------|
| Weekly Conferences  | Management Appraisals    |
| Planned Reading     | Staff Aid/Counseling     |
| Spot Courses        | Professional Societies   |
| Elective Courses    | Correspondence Study     |
| Management Meetings | Supervisors' Club, etc., |
| Outside Courses     |                          |

wherein he studies such subjects as . . .

|                           |                             |
|---------------------------|-----------------------------|
| Budgeting and Forecasting | Basic English               |
| Fire Protection           | Research and Development    |
| Work Sampling             | Safety Engineering          |
| Legislation               | Employee Benefits           |
| First Aid                 | Interviewing and Counseling |
| Public Relations          | Inventory Control           |
| Advertising               |                             |
| Communications            |                             |

Insurance Programs  
Graphic Presentation  
Economics  
Report Writing  
Human Relations  
Civil Defense  
Personal Financial Planning  
Managerial Duties and Responsibilities  
New Policies and Procedures  
Technical Seminars  
Decision Making  
Record Systems  
Suppliers' Seminars  
Value Analysis

Materials Handling  
Marketing and Merchandising  
Contract Interpretation  
Maintenance Methods  
Grievance Case Study  
Blueprint Reading  
Basic Electronics  
Instrumentation  
Personal Analysis  
Incentive Systems  
Quality Control  
Cost Reduction  
Methods Improvement  
Waste Reduction  
Problem Solving, *ad infinitum*

Thus the individual is never in a state of "having" developed leadership but is constantly in the state of *developing* leadership.

And this is the essence of THE Company's successful program of leadership development.

# 10

## ***Individual Illustrations—***

### **INTERESTED IN SOME CASES?**

You have just seen how one company has dealt with the proliferation of SDL considerations, how it has arranged the various SDL building blocks and constructed a unique and successful “Pre-Leadership Program.”

It might be helpful to you now to review some individual cases from this program. In the following pages, therefore, you will find a series of (limited-size) individual studies.\* The information given initially in each case—as far as it goes—is the same as that which you would have were you a member of THE Company’s selection committee. Thus, you can use this material in a very practical way, not only to extend your theoretical understanding but to obtain some highly realistic practice.

Interested? Good.

\* The names will have been changed, of course, for obvious reasons.

To get maximum value from your "processing" of each case, I suggest that you proceed in definite one-two-three fashion: (1) study the information given in each case; (2) determine what action/decision *you* would make in the case; then (3) read on and see how the case "worked out" in reality.

First, the case of "Hairless Joe" ...

### TEST PROFILE

Candidate HAIRLESS JOE

Date \_\_\_\_\_

| Percentile -                         |                | 1        | 10 | 20 | 30  | 40 | 50      | 60 | 70 | 80   | 90 | 99        |                      |
|--------------------------------------|----------------|----------|----|----|-----|----|---------|----|----|------|----|-----------|----------------------|
|                                      |                | VERY LOW |    |    | LOW |    | AVERAGE |    |    | HIGH |    | VERY HIGH |                      |
| MENTAL<br>APTITUDES                  |                |          |    |    |     |    |         |    |    |      |    |           | Verbal Reasoning     |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Numerical Ability    |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Abstract Reasoning   |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Spatial Perception   |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Mechanical Reasoning |
| INTERESTS                            |                |          |    |    |     |    |         |    |    |      |    |           | Language Facility I  |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Language Facility II |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Mechanical           |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Computational        |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Scientific           |
| P<br>N<br>R<br>T<br>R<br>A<br>I<br>S | Extroversion   |          |    |    |     |    |         |    |    |      |    |           | Persuasive           |
|                                      | Indecisiveness |          |    |    |     |    |         |    |    |      |    |           | Artistic             |
|                                      | Irritability   |          |    |    |     |    |         |    |    |      |    |           | Literary             |
|                                      | Evasiveness    |          |    |    |     |    |         |    |    |      |    |           | Musical              |
|                                      | Instability    |          |    |    |     |    |         |    |    |      |    |           | Social Service       |
| A<br>I<br>T<br>S                     | Intolerance    |          |    |    |     |    |         |    |    |      |    |           | Clerical             |
|                                      | Emotionality   |          |    |    |     |    |         |    |    |      |    |           | Introversion         |
|                                      | Fluctuation    |          |    |    |     |    |         |    |    |      |    |           | Decisiveness         |
|                                      | Worrisomeness  |          |    |    |     |    |         |    |    |      |    |           | Calmness             |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Truthfulness         |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Stability            |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Tolerance            |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Steadiness           |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Constancy            |
|                                      |                |          |    |    |     |    |         |    |    |      |    |           | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate HAIRLESS JOE

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  |          |      |          | ✓    |
|                                         | Interests                         |          |      |          | ✓    |
|                                         | Personality Traits                |          |      |          | ✓    |
| EMPLOYEE DESCRIPTION - by <u>R.H.D.</u> |                                   |          |      |          | ✓    |
| INTERVIEW RESULTS                       | Interview by                      |          |      |          |      |
|                                         | Interview by                      |          |      |          |      |
|                                         | Interview by                      |          |      |          |      |
|                                         | Interview by                      |          |      |          |      |
|                                         | Interview by                      |          |      |          |      |
|                                         | Interview by                      |          |      |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          |      |          |      |
| PERSONNEL RECORD                        | Job Performance                   |          |      | ✓        |      |
|                                         | Attendance Record <u>3 AWOLS</u>  |          |      | ✓        |      |
|                                         | Commendations (Number: <u>0</u> ) |          |      | ✓        |      |
|                                         | Reprimands (Number: <u>7</u> )    |          |      |          | ✓    |
| HEALTH - Medical Examination Results    |                                   |          |      |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          | ✓    |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☒

As you saw, Hairless Joe was rejected by the selection committee. And small wonder . . .

At the time of his candidacy for preleadership training, Joe was serving out his last days as president of the local union in his plant—from which office he had just been voted out by overwhelming majority. Both in this office and in his

regular job he had come to be known widely, as one fellow union officer described him, as "a loudmouthed, ignorant, unpleasant, pushy, unstable, bullheaded jerk." Even without this record, of course, he would have been screened out early; for, as you saw, his Test Profile indications were highly unfavorable in every main respect. And, if this were not enough, his poor job performance, attendance, etc.—as shown on the Final Review form—supplied the clincher.

Thus, this was an unmistakably clear case of a thoroughly *unacceptable* individual.

Now, the case of "Ward Heeler" . . .

It was not easy to come to a decision about young Ward Heeler. The big question (obviously?) concerned his personality/behavioral characteristics: Test indications raised doubts—was he really untruthful; *too* tolerant, worrisome, changeable? One interviewer rated him a definite "Poor" for this reason, sensed in his interview. (Wasn't it odd, by the way, how the interviewers split on this case?) And Mr. "W.K.J." made the written comment on his Employee Description, "Ward's standard practice is to try to work the political angle in every situation where he thinks this will be to his benefit."

But the committee finally voted "Yes" on Ward—with the more or less clear implication, "Here's one that could go either way."

For the next three years, both during training and in a beginning supervisory assignment, Ward's performance turned out to be amazingly consistent with the preselection indications as to his probable behavior. In general, he was apt and interested. In personality respects—well!—his habit was to "try to work the political angle"; his truthfulness was sometimes questioned; and he was termed "unpredictable and unreliable" on more than one occasion.

When, in spite of repeated counseling efforts by his immediate superiors, the fact could no longer be ignored that Ward had made little real effort to modify his basic habits and thereby improve his performance, he was finally summoned into a make-or-break "consultation" with the head of his division. Mr. Division Head went bluntly to the point, say-

## TEST PROFILE

Candidate WARD HEELER

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |                      |
|---------------------|----------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|----------------------|
|                     |                | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |                      |
| MENTAL<br>APTITUDES |                |          |    |     |    |         |    |      |    |           |    |    | Verbal Reasoning     |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Numerical Ability    |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Abstract Reasoning   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Spatial Perception   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical Reasoning |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility I  |
| INTERESTS           |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility II |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Computational        |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Scientific           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Persuasive           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Artistic             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Literary             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Musical              |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Social Service       |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Clerical             |
| P                   | Extroversion   |          |    |     |    |         |    |      |    |           |    |    | Introversion         |
| X                   | Indecisiveness |          |    |     |    |         |    |      |    |           |    |    | Decisiveness         |
| R                   | Irritability   |          |    |     |    |         |    |      |    |           |    |    | Calmness             |
| T                   | Evasiveness    |          |    |     |    |         |    |      |    |           |    |    | Truthfulness         |
| R                   | Instability    |          |    |     |    |         |    |      |    |           |    |    | Stability            |
| A                   | Intolerance    |          |    |     |    |         |    |      |    |           |    |    | Tolerance            |
| I                   | Emotionality   |          |    |     |    |         |    |      |    |           |    |    | Steadiness           |
| T                   | Fluctuation    |          |    |     |    |         |    |      |    |           |    |    | Constancy            |
| S                   | Worrisomeness  |          |    |     |    |         |    |      |    |           |    |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate WARD HEELER

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  |          | ✓    |          |      |
|                                         | Interests                         |          | ✓    |          |      |
|                                         | Personality Traits                |          |      | ✓        |      |
| EMPLOYEE DESCRIPTION - by <u>W.K.J.</u> |                                   |          |      | ✓        |      |
| INTERVIEW RESULTS                       | Interview by <u>M.O.J. V.P.</u>   |          |      | ✓        |      |
|                                         | Interview by <u>G.A.N. V.P.</u>   |          |      | ✓        |      |
|                                         | Interview by <u>H.G.R. SUPT.</u>  |          |      |          | ✓    |
|                                         | Interview by <u>K.M.J. SUPT.</u>  | ✓        |      |          |      |
|                                         | Interview by <u>S.L.E. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>W.V.L. SUPT.</u>  |          | ✓    |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          |      |          |      |
| PERSONNEL RECORD                        | Job Performance                   |          | ✓    |          |      |
|                                         | Attendance Record                 |          | ✓    |          |      |
|                                         | Commendations (Number: <u>0</u> ) |          |      | ✓        |      |
|                                         | Reprimands (Number: <u>0</u> )    |          | ✓    |          |      |
| HEALTH - Medical Examination Results    |                                   |          | ✓    |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

ing, in effect, "Young man, you have two months during which to shape up or ship out."

Four months following this, all evidence indicated that Ward had, indeed, "shaped up." And that is more or less where the matter stands as of this writing.

Is our man Ward Heeler now permanently "cured," basi-

cally changed, truly “developed”? No one can be sure. If, on the one hand, he should be shortly and repeatedly put under certain stresses—stresses which are essentially the same as those underlying his undesirable earlier behavior and which therefore tend to lead to regression, even if only momentarily—it is unlikely that the change will really “take.” If, on the other hand, Ward can continue steadily with his new behavioral pattern—especially under encouraging, understanding leadership—for at least a year—his chances of making the personality adjustment permanent are strongly favorable.

Thus, this was (and still is, however unhappily) an example of the much-more-common-than-generally-supposed “gray area” case, the outcome of which can never safely be regarded as a certainty but, at best, only in terms of “reasonable expectations” or probabilities.

Now, the case of “Chick Sayles” . . .

Chick Sayles was a young “campus recruit” who was hired following three hasty interviews—an exception to THE Company’s usual thoroughness. (Test Profile indications shown for him were obtained only “for data-accumulation purposes” *after* he was hired.) As a much-sought-after graduate in the top third of his class in a leading technical school, he impressed at least two of the company’s production-division executives quite favorably. (The triple-check interviewing executive rated him as “Doubtful”—but was less than firm about it, saying, “I can’t make a case of it, but I don’t *feel* quite right about this young man.”) So he was hired with the open proclamation that he was “A comer . . . definitely top-operating-management caliber.”

In the formal, classroom phase of his ensuing training, Chick was easily the most outstanding “student” in his group. Eager, enthusiastic, and hardworking, he obviously loved the challenge of continual learning.

In the on-the-job phase of his preparation—which was to be specially abbreviated for him, since “After all, he (had) an outstanding educational background”—Chick started with equal eagerness, enthusiasm, and vigor. Soon, however, a vaguely pervasive sense of something-not-quite-right began to develop around and about him: He sometimes seemed to be

## TEST PROFILE

Candidate CHICK SAYLES

Date \_\_\_\_\_

| Percentile -        |                      | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |  |
|---------------------|----------------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|--|
|                     |                      | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |  |
| MENTAL<br>APTITUDES | Verbal Reasoning     |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Numerical Ability    |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Abstract Reasoning   |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Spatial Perception   |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Mechanical Reasoning |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Language Facility I  |          |    |     |    |         |    |      |    |           |    |    |  |
| INTERESTS           | Language Facility II |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Mechanical           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Computational        |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Scientific           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Persuasive           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Artistic             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Literary             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Musical              |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Social Service       |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Clerical             |          |    |     |    |         |    |      |    |           |    |    |  |
| P                   | Extroversion         |          |    |     |    |         |    |      |    |           |    |    |  |
| E                   | Indecisiveness       |          |    |     |    |         |    |      |    |           |    |    |  |
| R                   | Irritability         |          |    |     |    |         |    |      |    |           |    |    |  |
| T                   | Evasiveness          |          |    |     |    |         |    |      |    |           |    |    |  |
| R                   | Instability          |          |    |     |    |         |    |      |    |           |    |    |  |
| A                   | Intolerance          |          |    |     |    |         |    |      |    |           |    |    |  |
| I                   | Emotionality         |          |    |     |    |         |    |      |    |           |    |    |  |
| T                   | Fluctuation          |          |    |     |    |         |    |      |    |           |    |    |  |
| S                   | Worrisomeness        |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Introversion         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Decisiveness         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Calmness             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Truthfulness         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Stability            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Tolerance            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Steadiness           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Constancy            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Contentment          |          |    |     |    |         |    |      |    |           |    |    |  |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate CHICK SAYLES

Date \_\_\_\_\_

| CONSIDERATIONS                        |                                  | RATINGS  |      |          |      |
|---------------------------------------|----------------------------------|----------|------|----------|------|
|                                       |                                  | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                      | Mental Aptitudes                 |          |      |          |      |
|                                       | Interests                        |          |      |          |      |
|                                       | Personality Traits               |          |      |          |      |
| EMPLOYEE DESCRIPTION - by             |                                  |          |      |          |      |
| INTERVIEW RESULTS                     | Interview by <i>M.C.U. V.P.</i>  | ✓        |      |          |      |
|                                       | Interview by <i>G.A.N. V.P.</i>  |          |      | ✓        |      |
|                                       | Interview by <i>K.M.J. SUPT.</i> |          | ✓    |          |      |
|                                       | Interview by                     |          |      |          |      |
|                                       | Interview by                     |          |      |          |      |
|                                       | Interview by                     |          |      |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings |                                  |          |      |          |      |
| PERSONNEL RECORD                      | Job Performance                  |          |      |          |      |
|                                       | Attendance Record                |          |      |          |      |
|                                       | Commendations (Number: )         |          |      |          |      |
|                                       | Reprimands (Number: )            |          |      |          |      |
| HEALTH - Medical Examination Results  |                                  |          |      |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

rather distracted, even moody on occasion; and his work, while not exactly unsatisfactory, just didn't have the same "zip" as formerly.

Then, almost on the very day it became obvious that something was definitely going sour in this case, Chick walked into the office of his sponsor (the production manager), interrupted a meeting in progress, and blurted, "I quit!"

What on earth was behind this? Briefly . . . Chick hated factories and always had. (Was this "although" or "because of" growing up as the son of a famous production executive?) He didn't want to be a production supervisor. He wanted to *sell*—and, possibly, progress some day into *sales* management. He had tried to convey this to his interviewers prior to his hiring and assumed they had understood him. He therefore assumed also that his initial training, although strongly production-oriented, was intended to give him desirable "breadth." Thus, when finally the reality of his situation began to dawn on him, it was such a shock that his reaction was swift and extreme.

Fortunately, Chick's sponsor was not an excitable executive. With exceptional perceptivity, he led Chick to an adjoining private office, waited for him to regain self-control, then heard him out. Whereupon, in rapid order . . . He quickly sized up the essential facts and facets of the matter, got authority from his own boss to proceed across divisional lines, learned that the sales-promotion department had an open personnel requisition—for a job "custom-built" for Chick!—and, before the day was out, had Chick transferred into the field he had wanted from the very first. And this has proved to be eminently satisfactory and successful placement for Chick.

"But *production* management suffered distinct losses in this case," you say? True. "And even though these losses were minimized by the neat 'salvage operation' performed by Chick's sponsor, wouldn't it have been possible easily to have foreseen and avoided this comedy of errors altogether?"

Personnel specialists in THE Company said this: "Chick Sayles' test scores, had they been available *before* his assignment, would have provided two critical indications about him—first, he is so superior in mental endowment that, unless very strongly motivated toward production, it is ex

tremely doubtful that he could ever truly find satisfaction in close, continual association with average factory employees; and second, his interest profile shows tremendously strong preference for the *persuasive* field, with relatively mild inclination toward other fields of career work. Possession of this information thus conceivably *could* have made a great deal of difference at the outset in this case. And it is reasonably certain that this, *plus* the information obtained from thoroughgoing supplementary interviewing, *would* have made the difference."

Now, the case of "Al K. Hall" . . .

It was widely "understood," whether accurately or otherwise, that Al K. Hall was a "crown prince." At any rate, since he had been "personally known since boyhood by several key members of management," he, just as Chick Sayles, was hired following cursory interviewing. Unlike Chick, however, he was tested before assignment to the Pre-Leadership Program—although the results were promptly filed and (for whatever reasons) were not reviewed at that time by the selection committee.

Have you anticipated the discovery? Al K. Hall was shortly pegged, in the pungent terms of one fellow trainee, as "smart as hell, lazy as hell, and erratic as hell." Tragically, he was also an *alcoholic*. And, after an extended period of "leaning over backward for him" by virtually all concerned, he was at last sorrowfully discharged.

Could this unhappy experience have been avoided by THE Company? A perceptive analyst probably would have seen the "Caution!" signal given in the extreme *extroversion* and *instability* scores shown on his Test Profile—and probed for further information. Careful, thorough interviewing most likely would have detected some sort of tip-off as to the

necessity for additional fact-finding. A few telephone checks, wisely placed, surely stood a good chance of being revealing. And it is a near certainty that an "outside-agency investigation" would immediately have shown the folly of hiring Al K. Hall at all, let alone as a potential executive.

## TEST PROFILE

Candidate AL K. HALL

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20 | 30  | 40 | 50      | 60 | 70 | 80   | 90 | 99        |                      |
|---------------------|----------------|----------|----|----|-----|----|---------|----|----|------|----|-----------|----------------------|
|                     |                | VERY LOW |    |    | LOW |    | AVERAGE |    |    | HIGH |    | VERY HIGH |                      |
| MENTAL<br>APTITUDES |                |          |    |    |     |    |         |    |    |      |    |           | Verbal Reasoning     |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Numerical Ability    |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Abstract Reasoning   |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Spatial Perception   |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Mechanical Reasoning |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Language Facility I  |
| INTERESTS           |                |          |    |    |     |    |         |    |    |      |    |           | Language Facility II |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Mechanical           |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Computational        |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Scientific           |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Persuasive           |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Artistic             |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Literary             |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Musical              |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Social Service       |
|                     |                |          |    |    |     |    |         |    |    |      |    |           | Clerical             |
| P                   | Extroversion   |          |    |    |     |    |         |    |    |      |    |           | Introversion         |
| E                   | Indecisiveness |          |    |    |     |    |         |    |    |      |    |           | Decisiveness         |
| R                   | Irritability   |          |    |    |     |    |         |    |    |      |    |           | Calmness             |
| T                   | Evasiveness    |          |    |    |     |    |         |    |    |      |    |           | Truthfulness         |
| R                   | Instability    |          |    |    |     |    |         |    |    |      |    |           | Stability            |
| A                   | Intolerance    |          |    |    |     |    |         |    |    |      |    |           | Tolerance            |
| I                   | Emotionality   |          |    |    |     |    |         |    |    |      |    |           | Steadiness           |
| T                   | Fluctuation    |          |    |    |     |    |         |    |    |      |    |           | Constancy            |
| S                   | Worrisomeness  |          |    |    |     |    |         |    |    |      |    |           | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate AL K. HALL

Date \_\_\_\_\_

| CONSIDERATIONS                        |                                       | RATINGS  |      |          |      |
|---------------------------------------|---------------------------------------|----------|------|----------|------|
|                                       |                                       | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                      | Mental Aptitudes                      |          |      |          |      |
|                                       | Interests                             |          |      |          |      |
|                                       | Personality Traits                    |          |      |          |      |
| EMPLOYEE DESCRIPTION - by             |                                       |          |      |          |      |
| INTERVIEW RESULTS                     | Interview by <u>A.N.J. V.P.</u>       | ✓        |      |          |      |
|                                       | Interview by <u>B.V.G. V.P.</u>       |          | ✓    |          |      |
|                                       | Interview by <u>M.A.A. PERS. DIR.</u> |          |      | ✓        |      |
|                                       | Interview by                          |          |      |          |      |
|                                       | Interview by                          |          |      |          |      |
|                                       | Interview by                          |          |      |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings |                                       |          |      |          |      |
| PERSONNEL RECORD                      | Job Performance                       |          |      |          |      |
|                                       | Attendance Record                     |          |      |          |      |
|                                       | Commendations (Number: )              |          |      |          |      |
|                                       | Reprimands (Number: )                 |          |      |          |      |
| HEALTH - Medical Examination Results  |                                       |          |      |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

Now, the case of "Sol Lidsitasun" . . .

Every once in a while—thank goodness!—there appears a man having the combination of attributes implicit in the common expression, "solid citizen." Such a man was, and is, our Sol Lidsitasun.

There is very little that needs to be explained about Sol

beyond what is shown on his Test Profile and Final Review forms. He progressed smoothly through all training phases, being rarely spectacular but always sound. He caught on readily as a first-line foreman and advanced steadily. He was slated to be a general foreman within three years after he

## TEST PROFILE

Candidate SOL LIDSITASUN

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |                      |
|---------------------|----------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|----------------------|
|                     |                | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |                      |
| MENTAL<br>APTITUDES |                |          |    |     |    |         |    |      |    |           |    |    | Verbal Reasoning     |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Numerical Ability    |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Abstract Reasoning   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Spatial Perception   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical Reasoning |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility I  |
| INTERESTS           |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility II |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Computational        |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Scientific           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Persuasive           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Artistic             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Literary             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Musical              |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Social Service       |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Clerical             |
| P                   | Extroversion   |          |    |     |    |         |    |      |    |           |    |    | Introversion         |
| E                   | Indecisiveness |          |    |     |    |         |    |      |    |           |    |    | Decisiveness         |
| R                   | Irritability   |          |    |     |    |         |    |      |    |           |    |    | Calmness             |
| T                   | Evasiveness    |          |    |     |    |         |    |      |    |           |    |    | Truthfulness         |
| R                   | Instability    |          |    |     |    |         |    |      |    |           |    |    | Stability            |
| A                   | Intolerance    |          |    |     |    |         |    |      |    |           |    |    | Tolerance            |
| I                   | Emotionality   |          |    |     |    |         |    |      |    |           |    |    | Steadiness           |
| T                   | Fluctuation    |          |    |     |    |         |    |      |    |           |    |    | Constancy            |
| S                   | Worrisomeness  |          |    |     |    |         |    |      |    |           |    |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate SOL LIDSITASUN

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  |          | ✓    |          |      |
|                                         | Interests                         | ✓        |      |          |      |
|                                         | Personality Traits                |          | ✓    |          |      |
| EMPLOYEE DESCRIPTION - by <u>H.L.A.</u> |                                   |          | ✓    |          |      |
| INTERVIEW RESULTS                       | Interview by <u>M.C.J. V.P.</u>   | ✓        |      |          |      |
|                                         | Interview by <u>G.A.N. V.P.</u>   |          | ✓    |          |      |
|                                         | Interview by <u>K.M.J. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>H.G.R. SUPT.</u>  | ✓        |      |          |      |
|                                         | Interview by <u>S.L.E. SUPT.</u>  |          |      | ✓        |      |
|                                         | Interview by <u>W.J.L. SUPT.</u>  |          | ✓    |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          | ✓    |          |      |
| PERSONNEL RECORD                        | Job Performance                   | ✓        |      |          |      |
|                                         | Attendance Record                 | ✓        |      |          |      |
|                                         | Commendations (Number: <u>3</u> ) | ✓        |      |          |      |
|                                         | Reprimands (Number: <u>0</u> )    | ✓        |      |          |      |
| HEALTH - Medical Examination Results    |                                   |          | ✓    |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

completed the Pre-Leadership Program. He has continued to develop himself through his own, private efforts, as well as through the various company-directed programs. It is a common expectation that he will one day head an important department of the company, and there are quite a few people in the company who would not be at all unhappy to see him make an eventual rise to a vice-presidency.

How immeasurably easier the whole of SDL would be if there were more (and easier to spot) Sol Lidsitasuns!

Now, the case of "Ree L. Jemm" ...

### TEST PROFILE

Candidate REE L. JEMM

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |                      |
|---------------------|----------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|----------------------|
|                     |                | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |                      |
| MENTAL<br>APTITUDES |                |          |    |     |    |         |    |      |    |           |    |    | Verbal Reasoning     |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Numerical Ability    |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Abstract Reasoning   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Spatial Perception   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical Reasoning |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility I  |
| INTERESTS           |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility II |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Computational        |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Scientific           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Persuasive           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Artistic             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Literary             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Musical              |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Social Service       |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Clerical             |
| P                   | Extroversion   |          |    |     |    |         |    |      |    |           |    |    | Introversion         |
| E                   | Indecisiveness |          |    |     |    |         |    |      |    |           |    |    | Decisiveness         |
| R                   | Irritability   |          |    |     |    |         |    |      |    |           |    |    | Calmness             |
| T                   | Evasiveness    |          |    |     |    |         |    |      |    |           |    |    | Truthfulness         |
| R                   | Instability    |          |    |     |    |         |    |      |    |           |    |    | Stability            |
| A                   | Intolerance    |          |    |     |    |         |    |      |    |           |    |    | Tolerance            |
| I                   | Emotionality   |          |    |     |    |         |    |      |    |           |    |    | Steadiness           |
| T                   | Fluctuation    |          |    |     |    |         |    |      |    |           |    |    | Constancy            |
| S                   | Worrisomeness  |          |    |     |    |         |    |      |    |           |    |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate REE L. JEMM

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  | ✓        |      |          |      |
|                                         | Interests                         | ✓        |      |          |      |
|                                         | Personality Traits                | ✓        |      |          |      |
| EMPLOYEE DESCRIPTION - by <u>K.R.I.</u> |                                   |          | ✓    |          |      |
| INTERVIEW RESULTS                       | Interview by <u>M.C.J. V.P.</u>   |          | ✓    |          |      |
|                                         | Interview by <u>G.A.N. V.P.</u>   | ✓        |      |          |      |
|                                         | Interview by <u>K.M.U. SUPT.</u>  | ✓        |      |          |      |
|                                         | Interview by <u>H.G.R. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>S.L.E. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>W.J.L. SUPT.</u>  | ✓        |      |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          | ✓    |          |      |
| PERSONNEL RECORD                        | Job Performance                   | ✓        |      |          |      |
|                                         | Attendance Record <u>1 AWOL</u>   |          | ✓    |          |      |
|                                         | Commendations (Number: <u>4</u> ) | ✓        |      |          |      |
|                                         | Reprimands (Number: <u>0</u> )    | ✓        |      |          |      |
| HEALTH - Medical Examination Results    |                                   |          | ✓    |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

The general commentary for the case of Sol Lidsitasun, foregoing, might almost be repeated for Ree L. Jemm; the two men seem to be so much alike.

Ree is far from being Sol's twin, however. In truth, relative to our concerns here, he differs from Sol in at least two

important ways: First, he is considerably more imaginative and regularly comes up with unique ideas for operational improvements. Second, he is not nearly so ambitious to attain high position but has made it known that, having now come to appreciate the size of the higher-management jobs, he "would not care for more responsibility than that of, say, a general foreman."

But these basic differences between Ree and Sol are not of primary select-or-not-select significance, are they?

"Well, then, why bring up this Ree L. Jemm case at all," you ask? Because Ree's characteristics of exceptional creative bent and relatively modest career goals, while not of disqualifying nature—in fact, quite the opposite—are certainly most important in connection with decisions re sound *man-placement/utilization/planning/progression*. Yet there is nothing in the initial data in this case—the data not shown here, as well as that shown—which could be regarded as even inferentially predictive of the existence of these important differences! This information turned up much, much later. It is all too uncomfortably conceivable, therefore, that but for some chance good fortune (dumb luck?) Ree L. Jemm *might* have been so misplaced after basic training as eventually to have turned out to be something distinctly other than a "real gem."

Do you recall the earlier statement: "Of the total knowledge it might be possible to have of any candidate, we must expect that our methods and instruments will (at best) leave some indeterminate amount of significant information entirely unrevealed"? 'Nough said?

"Hey, wait a minute! What about that 'AWOL' shown on Ree's Final Review? Isn't that precisely the kind of oddball clue which, if followed up, might have been revealing?" Is this what you say?

Hmmm . . . You might be right. It *doesn't* fit the rest of the pattern, does it? And, come to think of it, that AWOL was pretty much brushed aside at the time with some such comment as, "Why, he was just a young fellow when that happened . . . said he just got bored with the monotony of things and decided to lay off a day. . . . He did that every once in a while till we gave him that AWOL and broke him of the habit. . . . We transferred him not long after that to work with more variety." And this is almost exactly the behavior that could reasonably be *expected* of the brighter, more-than-ordinarily-imaginative person, young or otherwise, in a highly repetitive job, isn't it? Hmmm . . .

Now, the case of "William Manwell" . . .

## TEST PROFILE

Candidate WILLIAM MANWELL

Date \_\_\_\_\_

|                     |   | Percentile - 1 10 20 30 40 50 60 70 80 90 99 |  |     |  |         |  |      |  |           |  |  |                      |
|---------------------|---|----------------------------------------------|--|-----|--|---------|--|------|--|-----------|--|--|----------------------|
|                     |   | VERY LOW                                     |  | LOW |  | AVERAGE |  | HIGH |  | VERY HIGH |  |  |                      |
| MENTAL<br>APTITUDES |   |                                              |  |     |  |         |  |      |  |           |  |  | Verbal Reasoning     |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Numerical Ability    |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Abstract Reasoning   |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Spatial Perception   |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Mechanical Reasoning |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Language Facility I  |
| INTERESTS           |   |                                              |  |     |  |         |  |      |  |           |  |  | Language Facility II |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Mechanical           |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Computational        |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Scientific           |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Persuasive           |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Artistic             |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Literary             |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Musical              |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Social Service       |
|                     |   |                                              |  |     |  |         |  |      |  |           |  |  | Clerical             |
|                     | P | Extroversion                                 |  |     |  |         |  |      |  |           |  |  | Introversion         |
|                     | E | Indecisiveness                               |  |     |  |         |  |      |  |           |  |  | Decisiveness         |
|                     | R | Irritability                                 |  |     |  |         |  |      |  |           |  |  | Calmness             |
|                     | T | Evasiveness                                  |  |     |  |         |  |      |  |           |  |  | Truthfulness         |
|                     | R | Instability                                  |  |     |  |         |  |      |  |           |  |  | Stability            |
|                     | A | Intolerance                                  |  |     |  |         |  |      |  |           |  |  | Tolerance            |
|                     | I | Emotionality                                 |  |     |  |         |  |      |  |           |  |  | Steadiness           |
|                     | T | Fluctuation                                  |  |     |  |         |  |      |  |           |  |  | Constancy            |
|                     | S | Worrisomeness                                |  |     |  |         |  |      |  |           |  |  | Contentment          |

Comments:

FINAL REVIEWCandidate WILLIAM MANWELL

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  |          | ✓    |          |      |
|                                         | Interests                         | ✓        |      |          |      |
|                                         | Personality Traits                | ✓        |      |          |      |
| EMPLOYEE DESCRIPTION - by <u>B.R.C.</u> |                                   | ✓        |      |          |      |
| INTERVIEW RESULTS                       | Interview by <u>M.C.J. V.P.</u>   | ✓        |      |          |      |
|                                         | Interview by <u>G.A.N. V.P.</u>   |          | ✓    |          |      |
|                                         | Interview by <u>W.J.L. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>K.M.V. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>S.L.E. SUPT.</u>  |          | ✓    |          |      |
|                                         | Interview by <u>H.G.R. SUPT.</u>  |          | ✓    |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          |      |          |      |
| PERSONNEL RECORD                        | Job Performance                   | ✓        |      |          |      |
|                                         | Attendance Record                 | ✓        |      |          |      |
|                                         | Commendations (Number: <u>0</u> ) |          |      | ✓        |      |
|                                         | Reprimands (Number: <u>0</u> )    |          | ✓    |          |      |
| HEALTH - Medical Examination Results    |                                   |          | ✓    |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

 COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES ☐ NO ☐

If there is truly any such person as "a model first-line production supervisor," his name may well be William Manwell.

"Bill" was a "shoo-in" selectee for the Pre-Leadership Program. He worked harder than any of his fellows during all phases of formal training. He was successful from the very outset in his supervisory assignment, with the desire to be "the best damn foreman in THE Company—now and until the day I retire." He is supremely happy—not only in his work but in every aspect of life. And his boss says, "The only squawk I have about Bill Manwell is that company policy prohibits my paying him anything really approaching his true worth."

May *you* be blessed with some William Manwells!

Now, the case of "Burke Dunn" . . .

'Way back in this book, it was pointed out: "There are many aspects of the human personality which . . . are not measurable at all. For example, no test has yet been devised that can predict with accuracy and reliability how hard a man will work—yet this is perhaps the *first* . . . critical, fundamental consideration in the selection of men for positions of leadership."

And the case of Burke Dunn practically exclaims, "*Amen!*"

By everything that is apparent, Burke ought to be squarely in line for an eventual straight shot at the highest job in the company. But he will not work for it—if, indeed, he would even like to have it, which is improbable in the extreme in the light of his present behavior.

It isn't that Burke doesn't do his job. (He would hardly continue in it if he were failing in it.) He just does the job, *period*.

His formal tests of mental aptitudes indicate that he has extraordinary intellect. (Look at that 97 in Abstract Reasoning!) Burke rarely proffers ideas for improvements or shows other signs of mental exertion, however.

He has superior educational attributes. (The dean of his

## TEST PROFILE

Candidate BURKE DUNN

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20 | 30  | 40 | 50      | 60 | 70 | 80   | 90        | 99 |                      |
|---------------------|----------------|----------|----|----|-----|----|---------|----|----|------|-----------|----|----------------------|
|                     |                | VERY LOW |    |    | LOW |    | AVERAGE |    |    | HIGH | VERY HIGH |    |                      |
| MENTAL<br>APTITUDES |                |          |    |    |     |    |         |    |    |      |           |    | Verbal Reasoning     |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Numerical Ability    |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Abstract Reasoning   |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Spatial Perception   |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Mechanical Reasoning |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Language Facility I  |
| INTERESTS           |                |          |    |    |     |    |         |    |    |      |           |    | Language Facility II |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Mechanical           |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Computational        |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Scientific           |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Persuasive           |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Artistic             |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Literary             |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Musical              |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Social Service       |
|                     |                |          |    |    |     |    |         |    |    |      |           |    | Clerical             |
| P                   | Extroversion   |          |    |    |     |    |         |    |    |      |           |    | Introversion         |
| E                   | Indecisiveness |          |    |    |     |    |         |    |    |      |           |    | Decisiveness         |
| R                   | Irritability   |          |    |    |     |    |         |    |    |      |           |    | Calmness             |
| T                   | Evasiveness    |          |    |    |     |    |         |    |    |      |           |    | Truthfulness         |
| R                   | Instability    |          |    |    |     |    |         |    |    |      |           |    | Stability            |
| A                   | Intolerance    |          |    |    |     |    |         |    |    |      |           |    | Tolerance            |
| I                   | Emotionality   |          |    |    |     |    |         |    |    |      |           |    | Steadiness           |
| T                   | Fluctuation    |          |    |    |     |    |         |    |    |      |           |    | Constancy            |
| S                   | Worrisomeness  |          |    |    |     |    |         |    |    |      |           |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

FINAL REVIEWCandidate BURKE DUNN

Date \_\_\_\_\_

| CONSIDERATIONS                          |                                   | RATINGS  |      |          |      |
|-----------------------------------------|-----------------------------------|----------|------|----------|------|
|                                         |                                   | Exc'lent | Good | Doubtful | Poor |
| TEST INDICATIONS                        | Mental Aptitudes                  | ✓        |      |          |      |
|                                         | Interests                         |          | ✓    |          |      |
|                                         | Personality Traits                |          | ✓    |          |      |
| EMPLOYEE DESCRIPTION - by <i>K.C.C.</i> |                                   |          | ✓    |          |      |
| INTERVIEW RESULTS                       | Interview by <i>M.C.J. V.P.</i>   |          | ✓    |          |      |
|                                         | Interview by <i>G.A.N. V.P.</i>   |          | ✓    |          |      |
|                                         | Interview by <i>D.W.W. SUPT.</i>  |          | ✓    |          |      |
|                                         | Interview by <i>H.G.R. SUPT.</i>  |          | ✓    |          |      |
|                                         | Interview by <i>K.M.U. SUPT.</i>  |          |      | ✓        |      |
|                                         | Interview by <i>S.L.E. SUPT.</i>  |          | ✓    |          |      |
| OUTSIDE-AGENCY INVESTIGATION Findings   |                                   |          |      |          |      |
| PERSONNEL RECORD                        | Job Performance                   |          | ✓    |          |      |
|                                         | Attendance Record                 | ✓        |      |          |      |
|                                         | Commendations (Number: <i>1</i> ) |          | ✓    |          |      |
|                                         | Reprimands (Number: <i>0</i> )    | ✓        |      |          |      |
| HEALTH - Medical Examination Results    |                                   |          | ✓    |          |      |

| OVER-ALL, FINAL APPRAISAL OF CANDIDATE | Exc'lent | Good | Doubtful | Poor |
|----------------------------------------|----------|------|----------|------|
|                                        |          |      |          |      |

|                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|
| COMMITTEE'S DECISION re SELECTION FOR PRE-LEADERSHIP TRAINING: YES <input type="checkbox"/> NO <input type="checkbox"/> |
|-------------------------------------------------------------------------------------------------------------------------|

school is known to have testified, "Dunn breezed to a Master's.") But Burke says, "I like being 'just' a section supervisor."

And so it goes.

"But didn't the selection committee have *some* hint as to this man's seeming lack of motivation," you ask?

Company personnel specialists have responded to such a question in this way: "We have reviewed every scrap of information obtained in this case—*after* Burke was selected, trained, and placed, as well as before—and have been able to find nothing whatever that could be interpreted reliably as predictive (or *even explanatory*) of his unwillingness to work up to his capacity. The only suggestion we uncovered at all was to the effect that he might have an inhibiting fear of failure, because he once told a friend that an older brother 'cracked under the pressure of his job and took a year to recover.' When we tried to verify this during casual conversation with Burke, however, he was entirely noncommittal. So, while we may be able to get some answers to this puzzle *some* day, the best we can do now is say: 'Beats us!'"

Now, the case of "W. E. Goetz" . . .\*

Can you believe that anyone would ever seriously regard W. E. Goetz as a strong candidate for a leadership position in the face of test evidence indicating about him: (1) general mental aptitudes below the 20th percentile; (2) distinct lack of interest in the predominantly "people fields" of work; and (3) indecisiveness, instability, *et al.*?

Incredible though it may seem now, the selection committee *did* approve Goetz's candidacy (at a period in the earliest history of their new PLP, before they had gained familiarity with their "newfangled" information-getting instruments and methods) on the staunch testimony of a committee member (since departed) who averred, "These tests *can't* be right. Why, 'Wee' Goetz is one of the nicest fellows you'd ever want to know!"

\* In the interest of conserving space and since more elaborate documentation is not needed in these instances, the only preselection data to be given in each of the remaining cases in this chapter will be that depicted on the individual's Test Profile.

Can you guess the rest?

Goetz was, indeed, an outwardly "nice fellow"—which may be why he did not refuse when his boss "nominated" him for the Pre-Leadership Program. But that is hardly a likely explanation as to why, within a matter of short weeks after his

## TEST PROFILE

Candidate W.E. GOETZ

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20 | 30 | 40  | 50 | 60      | 70 | 80   | 90 | 99        |                      |  |
|---------------------|----------------|----------|----|----|----|-----|----|---------|----|------|----|-----------|----------------------|--|
|                     |                | VERY LOW |    |    |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |                      |  |
| MENTAL<br>APTITUDES |                |          |    |    |    |     |    |         |    |      |    |           | Verbal Reasoning     |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Numerical Ability    |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Abstract Reasoning   |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Spatial Perception   |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Mechanical Reasoning |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Language Facility I  |  |
| INTERESTS           |                |          |    |    |    |     |    |         |    |      |    |           | Language Facility II |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Mechanical           |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Computational        |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Scientific           |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Persuasive           |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Artistic             |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Literary             |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Musical              |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Social Service       |  |
|                     |                |          |    |    |    |     |    |         |    |      |    |           | Clerical             |  |
| P                   | Extroversion   |          |    |    |    |     |    |         |    |      |    |           | Introversion         |  |
| E                   | Indecisiveness |          |    |    |    |     |    |         |    |      |    |           | Decisiveness         |  |
| R                   | Irritability   |          |    |    |    |     |    |         |    |      |    |           | Calmness             |  |
| T                   | Evasiveness    |          |    |    |    |     |    |         |    |      |    |           | Truthfulness         |  |
| R                   | Instability    |          |    |    |    |     |    |         |    |      |    |           | Stability            |  |
| A                   | Intolerance    |          |    |    |    |     |    |         |    |      |    |           | Tolerance            |  |
| I                   | Emotionality   |          |    |    |    |     |    |         |    |      |    |           | Steadiness           |  |
| T                   | Fluctuation    |          |    |    |    |     |    |         |    |      |    |           | Constancy            |  |
| S                   | Worrisomeness  |          |    |    |    |     |    |         |    |      |    |           | Contentment          |  |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

acceptance and start in the program, he (1) sank steadily into deep, then deeper, mental depression; (2) began to develop sudden, incapacitating "illnesses"; (3) fell further and further behind fellow trainees in program work; (4) phoned his sponsor unexpectedly, one day, to resign—because he was "a failure and a disgrace"; (5) attempted to take his own life; (6) had to receive psychiatric care; and (7) made a slow recovery and finally moved out of the state.

What does this case prove? At the very least, it seems to me, it proves this:

Tests—of whatever kind—can be wrong, indeed, as discussed at length earlier in this book. But they are not likely *ever* to be as wrong as THE Company's committee was led to believe in the case of W. E. Goetz.

Now, the case of "C. R. Gray" . . .

Perhaps it will pay you to study the Test Profile for C. R. Gray at more than ordinarily deliberate length. For, in the deeply considered, gradually-but-firmly-formed consensus of a dozen highly respected executives who observed Gray in a great variety of under-fire situations over an extended period, this is a portrait of a young production manager who "definitely had it made."

Thus, this may be the closest thing we shall ever see to an "ideal" pattern—to that balanced, one-out-of-an-infinitely-possible-number-of-sets-of-attribute-indications which communicates unmistakably: "This is a leader."

"Well, if this is such a clear case, why bury it in here among all the 'anything-but' ones," you ask? Because, sad to report, Gray was in time placed subordinately to an executive almost diametrically his opposite (and even if it were possible, which it is not, there will be no endeavor here to explore the propriety of this placement), under whom he chafed silently for

two years and whom he came to regard secretly with near-repugnance; whereupon, at last, he resigned and went into another company in another state. So it will probably not ever be possible to determine what success this man might have attained in a large organization "...but for the grace..."

## TEST PROFILE

Candidate C.R. GRAY

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |                      |
|---------------------|----------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|----------------------|
|                     |                | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |                      |
| MENTAL<br>APTITUDES |                |          |    |     |    |         |    |      |    |           |    |    | Verbal Reasoning     |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Numerical Ability    |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Abstract Reasoning   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Spatial Perception   |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical Reasoning |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility I  |
| INTERESTS           |                |          |    |     |    |         |    |      |    |           |    |    | Language Facility II |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Mechanical           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Computational        |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Scientific           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Persuasive           |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Artistic             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Literary             |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Musical              |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Social Service       |
|                     |                |          |    |     |    |         |    |      |    |           |    |    | Clerical             |
| P                   | Extroversion   |          |    |     |    |         |    |      |    |           |    |    | Introversion         |
| E                   | Indecisiveness |          |    |     |    |         |    |      |    |           |    |    | Decisiveness         |
| R                   | Irritability   |          |    |     |    |         |    |      |    |           |    |    | Calmness             |
| T                   | Evasiveness    |          |    |     |    |         |    |      |    |           |    |    | Truthfulness         |
| R                   | Instability    |          |    |     |    |         |    |      |    |           |    |    | Stability            |
| A                   | Intolerance    |          |    |     |    |         |    |      |    |           |    |    | Tolerance            |
| I                   | Emotionality   |          |    |     |    |         |    |      |    |           |    |    | Steadiness           |
| T                   | Fluctuation    |          |    |     |    |         |    |      |    |           |    |    | Constancy            |
| S                   | Worrisomeness  |          |    |     |    |         |    |      |    |           |    |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

Now, for the case of "Tex Nichol" . . .

### TEST PROFILE

Candidate TEX NICHOL

Date \_\_\_\_\_

| Percentile -        |                      | 1        | 10 | 20  | 30 | 40      | 50 | 60   | 70 | 80        | 90 | 99 |  |
|---------------------|----------------------|----------|----|-----|----|---------|----|------|----|-----------|----|----|--|
|                     |                      | VERY LOW |    | LOW |    | AVERAGE |    | HIGH |    | VERY HIGH |    |    |  |
| MENTAL<br>APTITUDES | Verbal Reasoning     |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Numerical Ability    |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Abstract Reasoning   |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Spatial Perception   |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Mechanical Reasoning |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Language Facility I  |          |    |     |    |         |    |      |    |           |    |    |  |
| INTERESTS           | Language Facility II |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Mechanical           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Computational        |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Scientific           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Persuasive           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Artistic             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Literary             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Musical              |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Social Service       |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Clerical             |          |    |     |    |         |    |      |    |           |    |    |  |
| P                   | Extroversion         |          |    |     |    |         |    |      |    |           |    |    |  |
| E                   | Indecisiveness       |          |    |     |    |         |    |      |    |           |    |    |  |
| R                   | Irritability         |          |    |     |    |         |    |      |    |           |    |    |  |
| T                   | Evasiveness          |          |    |     |    |         |    |      |    |           |    |    |  |
| R                   | Instability          |          |    |     |    |         |    |      |    |           |    |    |  |
| A                   | Intolerance          |          |    |     |    |         |    |      |    |           |    |    |  |
| I                   | Emotionality         |          |    |     |    |         |    |      |    |           |    |    |  |
| T                   | Fluctuation          |          |    |     |    |         |    |      |    |           |    |    |  |
| S                   | Worrisomeness        |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Introversion         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Decisiveness         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Calmness             |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Truthfulness         |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Stability            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Tolerance            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Steadiness           |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Constancy            |          |    |     |    |         |    |      |    |           |    |    |  |
|                     | Contentment          |          |    |     |    |         |    |      |    |           |    |    |  |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

Are you looking for a department head who . . .

—Works "by the system"?

—Is seemingly addicted to the making of tactless, cutting remarks?

—Is acknowledged master of that which is technical in his department's operations?

- Delegates every “crew problem” to whatever subordinate supervisor happens to be closest when he happens to perceive the existence of the problem?
- Is continually experimenting with one process or another?
- Has the highest personnel-turnover rate in the company?
- Regularly comes up with unique scientific/technical/mechanical innovations for improving the efficiency of his operations?
- Is genuinely shocked and disbelieving when a sit-down occurs in his department, as has occurred four times within a year of this writing?
- Is the sharpest process troubleshooter in department history?
- Is plagued by chronically recurring “ulcer trouble”?
- Is never permitted by higher management to have any direct dealings with customers, vendors, or other “outsiders”?
- Is personally credited with reducing costs in his department more than 15% during the year of this writing?

If this is the sort of manager you are seeking, then you may only have to search for the candidate whose test indications match those of Tex Nichol—who matches the foregoing description.

“But this is the description of a man who has *failed* as a leader,” you may say.

“That may very well be,” replies Tex’s boss. “But his mechanical inventions alone have added more to our profits than his labor troubles have subtracted.” (*Sotto voce*, he adds, as to himself: “. . . so far.”)

“Well, if the man is such a whiz in technical development, why not put him where he belongs—in a *staff* position such as in Research and Development,” you ask?

The boss replies (wryly?), “Maybe you didn’t understand—

he adds to *my* profitability. Furthermore, a transfer to a spot such as 'R & D' would be a *demotion* for him—under our salary-administration system the most we could pay him as a development engineer, say, would be 25% less than his present earnings.” ,

“There must be something stinkingly wrong with your system, then!”

“Why do you suppose I lie awake nights?”

Now, the case of “Jay Mennen” . . .

Just about everyone in THE Company points with respectful pride to Jay Mennen (except Jay himself). And for good reason . . .

A young fellow with three years of high school, one year's job experience, and precious little else when pressed into supervision during an emergency ten years before the time of this account, Jay taught himself to lead as best he could, finished high school via correspondence courses, got a college degree by attending night school in an area urban university, then talked his boss into sponsoring him in the Pre-Leadership Program—“to get the basic training (he) should have got ten years ago.” Since completing the PLP (first phase only), he has progressed through the next two higher levels of supervision and has been openly discussed by company executives as being “in line for the next plant managership that opens up.”

Now, the object in presenting this case is not to allege that his Test Profile reveals the above about Jay. Rather, it is to point out that in a case where evidence like the foregoing is at hand, *then* test indications such as Jay's are obtained, *voila!*—as though to make up for the usual case with all its agonizing mind-pulling, first this way, then that, and the final coming uneasily to a decision—however rarely, the occasional case *does* come along which blessedly decides itself.

## TEST PROFILE

Candidate JAY MENNEN

Date \_\_\_\_\_

| Percentile -        |                | 1        | 10  | 20 | 30 | 40      | 50 | 60 | 70   | 80 | 90        | 99 |                      |
|---------------------|----------------|----------|-----|----|----|---------|----|----|------|----|-----------|----|----------------------|
|                     |                | VERY LOW | LOW |    |    | AVERAGE |    |    | HIGH |    | VERY HIGH |    |                      |
| MENTAL<br>APTITUDES |                |          |     |    |    |         |    |    |      |    |           |    | Verbal Reasoning     |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Numerical Ability    |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Abstract Reasoning   |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Spatial Perception   |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Mechanical Reasoning |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Language Facility I  |
| INTERESTS           |                |          |     |    |    |         |    |    |      |    |           |    | Language Facility II |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Mechanical           |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Computational        |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Scientific           |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Persuasive           |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Artistic             |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Literary             |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Musical              |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Social Service       |
|                     |                |          |     |    |    |         |    |    |      |    |           |    | Clerical             |
| P                   | Extroversion   |          |     |    |    |         |    |    |      |    |           |    | Introversion         |
| E                   | Indecisiveness |          |     |    |    |         |    |    |      |    |           |    | Decisiveness         |
| R                   | Irritability   |          |     |    |    |         |    |    |      |    |           |    | Calmness             |
| T                   | Evasiveness    |          |     |    |    |         |    |    |      |    |           |    | Truthfulness         |
| R                   | Instability    |          |     |    |    |         |    |    |      |    |           |    | Stability            |
| A                   | Intolerance    |          |     |    |    |         |    |    |      |    |           |    | Tolerance            |
| I                   | Emotionality   |          |     |    |    |         |    |    |      |    |           |    | Steadiness           |
| T                   | Fluctuation    |          |     |    |    |         |    |    |      |    |           |    | Constancy            |
| S                   | Worrisomeness  |          |     |    |    |         |    |    |      |    |           |    | Contentment          |

Comments:

| SUMMARY                                      | EXCEL-<br>LENT | GOOD | DOUBT-<br>FUL | POOR |
|----------------------------------------------|----------------|------|---------------|------|
| Mental Aptitudes                             |                |      |               |      |
| Interests and Drives                         |                |      |               |      |
| Personality Traits                           |                |      |               |      |
| OVER-ALL LEADERSHIP-<br>POTENTIAL INDICATION |                |      |               |      |

After all of which, now, perhaps we had better review some relevant key points. . . .

- Most of our big troubles in SDL occur because we flub the fundamentals.
- In just the primary abilities required for leadership, about

70% of the people are average, 15% are below average, and 15% are above average. Leaders are not merely average, let alone below average.

- Three basic factors are paramount in deciding leadership success:
  - Ability to do the work,
  - Interest or desire to do the work, and
  - Ability to get along with self and others in the work.
- There is only one way on earth of determining whether a man can do and will do the job of leadership—and that is through tests.
- Any device or procedure that permits the systematic elicitation of information about a person—for the purpose of analyzing and appraising that person's capabilities and characteristics—is a test.
- Tests are small samplings which can indicate something of a person's tendencies, potential abilities, and possible disabilities.
- If we employ the most comprehensive test battery consistent with a reasonably liberal specification as to economy, accuracy, and completeness, we must expect that our methods and instruments will yield some significant information—but they will also leave some indeterminate amount of significant information entirely unrevealed.
- Whenever possible, any test indication, whether subjective or objective, should be verified by some independent means.
- The human being is the most complicated and mysterious organism on earth.
- Every individual is unique.
- In the present state of the practical art/science, the selection of leaders is a matter finally of human decision—of imperfect choosing from among a number of inadequately defined, incompletely comprehended, alternative risks.

- That man has what it takes to be a leader . . .
  - Who neither falls short of nor exceeds the standards you have established for leadership in your organization;
  - Who is not disqualified by some shortcoming so serious as to outweigh his positive qualifications;
  - Who is capable of mastering the work under conditions of intensive, accelerated learning;
  - Who evokes an automatic, emphatic “Yes”-response to the question, “Will we be safe in his hands?”  
... as best you can decide.



# 11

## **Responsibility for the Program—**

### **WHO SHOULD RUN IT?**

There is no need for hesitation or equivocation on this. . . .

*You* should run your program for the selection and development of leaders in and for your organization, Mr. Executive. Such a question shouldn't even come up at all, of course, but it does, and inevitably and emphatically its answer is: You not only "should" run your own SDL program yourself—you *must* run it if you really expect it to work!

Employ a professional staff to help? By all means.\* Get the best you can find; equip them to do their job; accord them professional respect, placement, and treatment; and take full

\* Before you employ any SDL specialists, however "expert," *soi-disant*, you might be well advised to check and ascertain exactly whom *they* have selected and developed on their own staffs, and how successful they have been at it in a significant number of cases. You will cause no offense thereby to *real* "old pro's"—who, in fact, will welcome it—for they have nothing to fear from investigation, but can only gain from it.

advantage of their special capabilities in the creation, development, planning, administration, and follow-through of your program. (The more advanced or "sophisticated" your general approach to SDL, in truth, the more critical this requirement may become.\*) But delegate (abdicate?) your whole program to them? Don't. Just don't—for this can be a near-perfect way to ensure the eventual, utter, complete, abysmal *failure* of your program!

Delegate responsibility to the next lower level in your line, then? Possibly. But how much responsibility and what kind? And what happens in that event to the "S & D" of *these* men—who may thereupon delegate totally to the level below *them*—and so on down until the whole thing may get so watered down as to become mere, impotent, meaningless window dressing?

There is an immutable governing principle here:

Any management policy or program in any vertically-structured organization will be truly effective only at and below the level of the authority-holding line executive who has and acts on the real, reasoned, realistic conviction that it is his personal, individual responsibility to see to the proper carrying-out of that policy or program.

Specifically as it applies to SDL, this is to say:

An SDL program will be genuinely effective only at and below the level of the line leader who thoroughly comprehends that the selection and development of leaders in his organization is itself leadership—*his* leadership—and that to fail to exercise this personal leadership is deliberately to risk (even invite) diluting/eroding/weakening his whole program to the point of ineffectuality.

\* Increasing numbers of progressive companies have seen good cause to divorce the staff-service portion of the SDL function from its unnatural bed-fellow, Industrial (Labor?) Relations; and several, reportedly, have assigned it to a Vice President, Manpower Development.

And if you'd like the principle in plainer terms:

*Men respect what their leader REspects, INspects and EXpects.*

Thus, if you want the continuing philosophy and practice of systematic, thoroughgoing SDL to penetrate/permeate your *whole* organization as an integral, normal, implicitly understood, accepted and valued part of the very natural fiber of your organization, precisely that must be the case: *you* must personally want it—to a deeply dedicated degree—and personally look after it.

Indeed, I am convinced, the matter is exactly this definite:

*You have no more important function as an executive than to see to the building and maintenance of an optimally effective leadership force in and for your organization—now and in the future.*



# 12

**So—**

## **WHAT NOW?**

A great deal remains to be learned about leadership—what it is, how it works, who (potentially) has it, how to develop it. And we are not learning at a rapid rate. (According to reports by the National Science Foundation, at the beginning of the 1960s, *less than 2%* of the money being spent nationally on scientific research is being invested in the study of people!)

Fortunately, however, there is every reason to believe that, with the fundamental knowledges and insights we *have* been able to gain thus far—specifically as exemplified in the principles, methods, tools, and techniques presented in this and other books—if we will *use* them—we can do a far better job of selecting and developing leaders than we have ever done before or perhaps even imagined possible. And, best of all . . .

*We can start any time.*



## INDEX

- Administrative ability and leadership, 30-32
- American Management Association,
  - on communication, 25
  - courses offered by, 145-146
- Appley, Lawrence A., on leadership, 6
- Application blank for sample SDL program, 173-175
- Assumption effect on tests, 61-62
- Attitudes, time needed to change, 133
- Audio-visual presentation, as teaching method, 120-121
- "Belongingness" in successful learning, 109
- Blakely, Robert J., defines leadership, 7
- Booklet used in sample SDL program, 166-173
- Briefing, induction, 138-139
- Broad interests and abilities, and leadership, 24-25, 31
  - tests for, 181-182
- Brown, Milton, on leadership, 6
- Calhoun, Richard P., defines leadership, 6
- Case studies in selecting leadership candidates, 219-249
- Case study, as teaching method, 121-122
- Chase, Stuart, on communication, 25
- Childhood behavior and leadership, 26-28
- Clubs, 151
  - (See also Professional societies)
- Coaching in leadership development programs, 142-143, 146-147
- Communications, skill in, 25-26, 31-32
- Conferences, 134-135
- Confusion effect on tests, 58-59
- Courses, correspondence, 151-152
  - elective, 140
  - "outside" education/training, 145-146
  - spot, 138
  - tuition assistance for, 143-144
  - in vestibule schools, 152-154
- D-Value of tests, 90
- Demonstration as teaching method, 115-116
- Discussion as teaching method, 118-119
- Education (see Courses; Learning; Training)
- Edison, Thomas A., 65

- Egocentric effect on tests, 68  
 Elder sage effect on tests, 63  
 Elective courses, 140  
 Emotional effects on tests, 72-73  
 Emotionality—Steadiness, 184  
 Evasion effect on tests, 59-60  
 Evasiveness—Truthfulness, 183  
 Extension effect on tests, 59  
 Extroversion—Introversion, 182-183
- Failure of leaders, reasons for, 27, 31  
 Familiarity effect on tests, 62  
 Father-son chat, 142  
 Fluctuation—Constancy, 184  
 Followers, qualities of leadership defined by, 41-43  
 Foremen, intelligence of, 23-24  
   National Foremen's Institute, 145  
   "objective" vs. "subjective," 27-28  
   (See also Leaders; Leadership)  
 Free-association tests, 27
- Gardner, Burleigh B., 31  
   defines leadership, 10  
 Gimmick effect on tests, 65-66  
 Given, William B., Jr., on the leader, 11  
 God complex effect on tests, 63
- Halo effect on tests, 57-58  
 Halsey, George D., on leadership, 11  
 Heinrich, H. W., defines leadership, 5  
 Henry, E. W., 30  
 Humor and leadership, 24
- Indecisiveness—Decisiveness, 183  
 Induction briefing, 138-139  
 Industrial Education Institute, 145  
 Inflation effect on tests, 83-84  
 Instability—Stability, 183-184  
 Insufficiency effect on tests, 79-80  
 Intelligence (see Mental ability)  
 Interests, leadership and, 24-25, 31  
   tests for, 181-182  
 Intolerance—Tolerance, 184  
 IQ effect on tests, 66  
 Irritability—Calmness, 183
- Job Instruction Training (JIT), 126-127, 129
- Katz, Daniel, 29  
 Kettering, C. F., 127, 133  
 Kimball, Dexter S., defines leadership, 10  
 Kirkpatrick, C. A., defines leadership, 6
- Label effect on tests, 80-82  
 Laboratory animal effect on tests, 82-83  
 Language effects on tests, 76-79  
 Leaders, development of, basic formula for, 104-105  
   definition of "development," 105n.  
   marks of a good leadership development program, 106-109  
   overall program design for, 134-155  
   in sample SDL program, 189-218  
   summary on, 155-157  
   time needed for development, 129-133  
   training necessary after selection, 159-163  
   percentage of population with leadership ability, 1-2  
   selection of, case studies in, 219-249  
   must be selected through tests, 55  
   in sample SDL program, 166-189  
   training is not enough, 47-51  
   who has what it takes to be a leader, 92-93, 100-101  
   (See also Tests)  
   (See also Pre-Leadership Program)
- Leadership, defined, basic factors in leadership success, 44-45  
   four dimensions of leadership, 20-22, 96  
   no one knows what leadership is, 14-18  
   seven factors in leadership, 22-33  
   various definitions, 5-11  
   failure of, reasons for, 27, 31

- Leadership, opinions of followers on, 41-43
  - qualities of a good supervisor, 34-41
  - scientific research on, 22-33
  - sources of, 12-13
  - summaries of factors of leadership, 96-100, 249-251
  - types of, 13
- Learning, motivation in, 126-129
  - psychology of, 109-111
  - techniques of, 112-125
    - audio-visual, 120-121
    - case study, 121-122
    - demonstration, 115-116
    - discussion, 118-119
    - lectures, 114-115
    - observation, 116-117
    - personal example, 124-125, 154-155
    - reading, 113-114
    - role-playing, 122-124
    - skits, 117-118

(See also Leaders, development of)
- Libraries, 135-137
- Lectures as teaching method, 114-115
- Lincoln, Abraham, 25
- Lindgren, Henry Clay, on leaders, 8
- Loken, Robert D., on the leader, 9
- Lundy, James L., defines leadership, 5
- Management, clubs for, 151
  - defined, 6, 9-10
  - of SDL programs, 253-255

(See also Leaders; Leadership)
- Management meetings, 140-142
  - conferences, 134-135
- Marrow, Alfred J., defines leadership, 7
- Marry-in-haste effect on tests, 60
- Martindell, Jackson, on leadership, 6
- Maturity and leadership, 26-28, 32
- Mayo, Elton, 29
- Membership in social and professional groups, 30, 148-149, 151
- Memory, time needed to memorize, 132-133
  - tonal, leadership and, 24
- Mental ability (aptitude), leadership and, 22-24, 31
  - tests for, 179-181
- Mental health and leadership, 26-28
- Merit/Needs-Review-Interview, 142-143, 146-147
- Moore, David G., defines leadership, 10
- Morris, James C., 1
- Motivation, leadership and, 28-29, 32
  - in learning, 126-129
- "Multiplication system," 146-147
- Murphy, Dennis, on communication, 25
- National Foremen's Institute, 145
- National Home Study Council, 152
- National Training Laboratories, 145
- Observation as teaching method, 116-117
- O'Connor, Johnson, on communication, 26
  - on objectivity, 27
- Packaging Corporation of America, 135, 193
- Personal example as teaching method, 124-125, 154-155
- Personality tests, 182-185
- Poor printing effect on tests, 71-72
- Poor vision effect on tests, 70-71
- Pre-Leadership Program (sample SDL program), application blank for, 173-175
  - appraisal form for, 173-174, 176-178
  - explanatory booklet for, 166-173
  - interview by selection committee, 185-189
  - management of, 253-255
  - paper-and-pencil tests in, 178-185
  - after training, 217-218
  - training program, Phase I, 189-213
  - Phase II, 213-217
- Problem-solving workshops, 149-151
- Professional societies, 148-149
  - courses given by, 145
- Projection effect on tests, 61

- Psychology, of leadership, and maturity, 26-28  
 physiological characteristics and, 63-65  
 of learning, 109-111  
 (*See also* Tests)  
 Publications, 135-137
- Quack effect on tests, 63-65
- Reading as teaching method, 113-114  
 Reliability of tests, 89  
 Robertson, A. W., on leadership, 7  
 Role-playing as teaching method, 122-124
- SAM (Society for the Advancement of Management), 145, 149  
 Sample SDL program (*see* Pre-Leadership Program)  
 "Satisfiers" in learning, 109-110  
 Schleh, Edward C., on the leader, 8  
 Schools (*see* Courses)  
 Scientific research on leadership, 22-33  
 lack of objectivity in, 33  
 SDL (Selection and Development of Leaders), individual case studies, 219-249  
 management of program, 253-255  
 (*See also* Leaders, development of; Leaders, selection of; Pre-Leadership Program)  
 Selection committee, case studies of decisions by, 219-249  
 in Pre-Leadership Program, 185-189  
 Shartles, C. L., 29  
 Skits as teaching method, 117-118  
 Social acceptance effect on tests, 73-76  
 Social skill and leadership, 29-30, 32  
 Societies (*see* Clubs; Professional societies)  
 Spot courses, 138  
 Spriegel, William R., on leadership, 10-11  
 Staff counseling, 146-147  
 Standard gauges (criteria), 19-20  
 Stereotype effect on tests, 67  
 Stockford, Lee, 30  
 Stodgill, R. M., 24, 29, 30  
 Strong, Earl P., on the leader, 9  
 Subscription to publications, 136  
 Superficiality effect on tests, 60  
 Supervisors (*see* Leadership)
- Task forces, 147-148  
 Teaching (*see* Courses; Learning)  
 Tead, Ordway, defines leadership, 5, 8  
 Tests, defined, 55, 102  
 limitations of, 85-86  
 objective, advantages over subjective, 87-90  
 case studies based on, 219-249  
 defined, 56-57  
 for interests, 181-182  
 invalidators of, 70-85  
 for mental aptitude, 179-181  
 for personality, 182-185  
 reading of test scores, 185  
 subjective, defined, 56  
 invalidators of, 57-70  
 what tests can indicate, 91  
 (*See also* Leaders, selection of)  
 Training, leaders must first be selected, 47-51  
 sample SDL training program, Phase I, 189-213  
 Phase II, 213-217  
 post-training programs, 217-218  
 (*See also* Courses; Leaders, development of; Learning)  
 Tuition assistance, 143-144
- Understudy rotation in development of leaders, 137
- Validity of tests, 90  
 Vestibule schools, 152-154  
 Victorian effect on tests, 76  
 Viteles, Morris S., on leadership, 9
- Walter, L. Rohe, on leadership, 10  
 Workshops, 149-151  
 Worrisomeness—Contentment, 184-185
- YMCA, 145  
 Yoder, Dale, on leadership, 9





