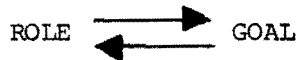


IDENTITY

In an identity society, people search for answers to "Who am I?" as a pervasive, fundamental need. In a real sense, these people search for role before goal.



In a survival society, the individual must obtain some reasonable degree of security before he can attend to problems of role. In such a society, goal precedes role, another way of saying that security takes precedence over identity as a motivator.

Identity is something that we all have, but only the individual can decide whether it is a success or a failure. We continually evaluate "How'm I Doing." We feel pain when we don't know how we stand with others. We seek genuine recognition from others; sometimes we settle for less than the genuine. To have a success identity in an identity society is to feel fulfillment. Those who have a failure identity in an identity society feel pain.

1. FAILURE IDENTITY - those who fail at identity are different in behavior from those possessing a success identity. The failure identity individuals will reinforce their feeling of failure in their behavior. Because they feel pain they must move to relieve the pain.
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The two major ways for a failure identity person to behave are:

- A. DELINQUENCY - This is essentially a "fight" or antisocial behavior. It is an "acting out" process. The bad behavior makes the person feel better.
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- B. WITHDRAWAL - This is a "flight" behavior in which the individual gets away from reality.
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There are two feeling states typical of the failure identity.

- A. PAIN - Accompanies failure. Pain is your physiological self telling you to change your behavior. We try to reduce it in every way possible, not realizing the easiest is to change the failing behaviors.
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- B. LONELINESS - A typical feeling state of the identity failure. Successful people are involved with others, but failures are lonely. The mental health worker must break through the loneliness of the identity failure by getting involved with the client, by letting the client know that someone cares about him as a person.
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Because of the loneliness the identity failure is desperate to find someone he can relate to...and at some point he comes to discover "I've got mySELF!" So, characteristically, he becomes self-involved and selfish. Because this defense can reduce pain only to a degree, the individual tends to become involved next with a product of himself...something beyond himself, but of himself...and becomes intensely absorbed in promoting the product of his efforts.

2. SUCCESS IDENTITY - those who are successful in their pursuit of identity also have typical behaviors and feelings. The two typical behaviors are:

A. PLANFUL - Those who develop the success identity are rational, thinking people. Successful people PLAN, and they feel better because they have a plan.

B. ENJOY PLEASURABLE ACTIVITY. They know about pleasure and plan for it. When it is timely and appropriate, they can appreciate the joy of their own emotions and the emotions of others. They can relax and enjoy life.

The two typical feeling or thinking traits are:

A. LOVING - He seeks love and finds it. By his own perception, it is not possible to succeed without the love of others, but he is also equally concerned with giving love and affection to others.

B. SELF-WORTH - He develops feelings of self-worth and he does so by living right...doing right things. This builds on faith in himself, but ultimately he needs the "pats" of the others.

The success identity achieves the feeling states of love and self-worth by getting involved with others, usually with other successful people. He deliberately chooses the involvement pathway and implements it through work and genuine affection for others.

Success or failure is a personal choice. When a successful person fails, he says "I haven't yet succeeded; I'll try something else." When a failure identity individual fails, he says "See, that proves I'm a failure."

- Deprived people have a great opportunity to fail. If he says "Because I'm deprived, I cannot succeed," he is really doomed. The deprived person has to work harder to succeed and may resent it.

- Some non-deprived people, choose to fail. This choice is seemingly less understandable and more difficult to work with than in the case of the deprived.

The failure identity is inevitably a problem employee, but he often escapes the consequences of inferior performance in jobs where sub-standard work is difficult to detect or measure accurately. He often just "gets by," or is perceived by management as a marginal, or "so-so," employee. Sometimes he is tolerated as an unsatisfactory performer because it is too much trouble to seek and train an adequate replacement. In any case, a skilled manager can do a great deal about improving unsatisfactory performance of an individual who is doing poorly because he is failing in his identity efforts.

USING REALITY CONCEPTS TO IMPROVE POOR PERFORMANCE DUE TO FAILURE IDENTITY

Those who identify with failure will exhibit delinquency behaviors of belligerence and violence...sometimes called "acting out." Others exhibit symptoms of withdrawal, loneliness or depression. The application of reality concepts by the manager will not only reduce the symptoms and the pain of the individual, but will also channel the energy of the individual into productive work and positive improvement in his perception of his identity.

1. BE FRIENDLY. Spend time with him. Be open and honest. Your most important support is to give him the gift of a worthwhile person who is concerned about him.
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2. DEAL WITH PRESENT BEHAVIOR. What he does is more important than how he feels. Avoid talking about the past just for the sake of therapy. If he has a problem today, it may have resulted from something that happened in the past, but it doesn't help much to discuss it.
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3. HELP HIM MAKE A VALUE JUDGMENT ON PRESENT BEHAVIOR. He needs to make the evaluation of his present behavior, you can't make it for him.
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4. HELP HIM MAKE A PLAN THAT IS POSSIBLE TO CARRY OUT. Work on increments of success, not total success. Mission impossible is not a suitable goal for an identity failure.
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5. GET COMMITMENT. This must be oral or written. It is essentially a contract between you and him.
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6. ACCEPT NO EXCUSES. Don't ask for excuses for the unsatisfactory behavior. Never ask "WHY did you do this?"
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7. DO NOT PUNISH. Punishment may make successful people stop doing something antisocial, but for failures, punishment reinforces the failure. It may give them status, confirm their failure, or they may like punishment.
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Discipline means learning a better way. Plan with him again if he has experienced a failure. Let him suffer the natural consequences of breaking rules. Of course, he should have some hand in making the rules, and he should be well warned of what happens if he breaks the rules.

WHY DON'T THEY DELEGATE?

Which of the following strikes you as being:

"V" ... a valid reason, for the most part.

"A" ... generally more in the way of an alibi for not delegating more.

"?" ... not sure, could be either valid or generally an alibi.

(Indicate in the appropriate place in the response column.)

	"V"	"A"	"?"
1. My subordinates lack the experience.	—	—	—
2. It takes more time to explain than to do the job myself.	—	—	—
3. A mistake by a subordinate can be costly.	—	—	—
4. My position enables me to get quicker action.	—	—	—
5. There are some things I can't delegate to anyone.	—	—	—
6. My subordinates are specialists and they lack the overall knowledge that many decisions require.	—	—	—
7. My people are already too busy.	—	—	—
8. My subordinates just aren't ready to accept more responsibility.	—	—	—
9. I'm concerned about lack of control over the subordinate's performance when I delegate something to him or her.	—	—	—
10. I like keeping busy and making my own decisions.	—	—	—

DELEGATION OF RESPONSIBILITY AND AUTHORITY

A. SIGNIFICANCE OF DELEGATION

1. Philosophical significance.

- a. Delegation of authority and the American way of life.
- b. Delegation of authority and individual success.

We are all looking for opportunity and the basis for opportunity in the industrial structure of American life is delegation of authority, with freedom to accomplish.

- c. Delegation of authority and freedom to contribute and develop.

Freedom to accomplish is a desire inherent in every individual. Delegation of authority in industry gives people an opportunity to contribute to the success of the company, Personnel must not be denied this right.

2. Business significance.

Delegation means passing decision-making authority down the line to subordinates.

3. The spirit of delegation.

The spirit of delegation is important; we have cases where delegation is made on paper, but a between-the-line understanding requires informal clearance with the boss. This is not real delegation.

4. The obligation to delegate.

It is obviously sound to delegate authority and responsibility to those organizational levels where the most intelligent decisions can be made. No matter how competent a manager is, it always is possible to accomplish more through others.

B. RELUCTANCE TO DELEGATE

What are the reasons where effective delegation is lacking even though it is recognized as desirable?

1. Executives hesitate to delegate because:

- a. "I can do it better myself" fallacy.
- b. Lack of ability to direct.
- c. Lack of confidence in subordinates.
- d. Absence of effective controls.
- e. Temperamental aversion to taking a chance.

2. Subordinate avoids responsibility because:

- a. It's easier to ask the boss.
- b. Fear of criticism.
- c. Lack the necessary information and resources.
- d. Already has more work than he can do.
- e. Lack of self-confidence.
- f. Positive incentives may be inadequate.

C. PERSONAL ATTRIBUTES FOR SUCCESSFUL DELEGATION

To build a truly decentralized organization that succeeds by getting initiative, imagination, self-discipline, and loyalty out of his people, the executive must demonstrate four important personal attributes:

- 1. He must be receptive to other people's ideas.
 - 2. He must be sufficiently placid to see others make mistakes and to charge the cost as an eminently worthwhile investment in the development of his most valuable resource--people.
 - 3. He must be willing to forego the luxury of blowing his top, of berating his assistant.
 - 4. He must be able, if he knows much about the detail of the business, as he probably does, to exercise great powers of self-restraint.
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D. STEPS IN DELEGATING

What goes into the "master plan" for delegating? Successful executives have found these steps essential:

1. Pinpoint functions to be delegated.
2. Define clearly the goal and scope of the delegation.
3. Go slowly.

Start with minor missions.

4. Consider the effect on the group.

Delegations should be planned to fit the characteristics and peculiarities of the group as well as the individual's ability to handle the task.

5. Create short-run delegations.

This will help you to test more employees at a greater variety of tasks, with least risk.

6. Rotate delegations.

Develop the group in depth by giving everyone a chance.

7. Re-delegate.

Develop a second and third team.

8. Include the delegatee in your planning.

9. Tailor delegations to minimize consequences of mistakes.

Errors are necessary and inevitable in delegation. Handled properly, however, they enable subordinates to learn from their own experience. The nature of early missions should be such that a blunder doesn't become a catastrophe.

E. SPOTLIGHT DELEGATION

Review of delegation can be instituted on any of numerous occasions. There are no hard and fast rules when this should be done. However, there are some six instances that are sure to befall every executive in his business career. Upon these occasions the wise businessman can easily bring delegation into the spotlight.

1. When hiring.
2. When subordinates leave.
3. When launching new enterprises.
4. When assuming new duties.
5. When special events occur.
6. When being promoted.

F. WHOM TO PICK WHEN YOU DELEGATE

To find out if a man is able to handle a job you want to delegate to him, give him a crack at it.

Men have built successful careers on not much else than mastering the art of delegating. This art isn't all intuitive, however. Here are six tips that will guide you in finding the right man to delegate to:

1. Find the man with unused talents.

Experience shows that the average employee is usually capable of much more than an average job.
2. Delegate to a wide range of people, not just a selected few.
3. Find that not-so-obviously-qualified individual.
4. Find the man with a weakness.
5. Delegate to your suppliers.
6. Delegate to the problem employee.

G. WHAT AND WHAT NOT TO DELEGATE

There's one job the executive cannot delegate. It's the task of decision---what is delegable and what is not.

Here is the overall picture which will help you decide what and what not to delegate:

1. When the objective is to ease your immediate burden, YOU SHOULD DELEGATE:

- a. "Hangover" responsibilities.
- b. Recurring decision-making.
- c. Routine decision-making.
- d. Jobs that regularly consume big chunks of time.
- e. Functions you are least qualified to handle.
- f. Details you don't like.
- g. Duties that tend to under-specialiaize you--if your aim is to narrow your own duties and to concentrate in a desired technical field.
- h. Duties that tend to over-specialize you--if you are aiming for a broader managerial career.

2. YOU SHOULD NOT DELEGATE:

- a. Activities for which you cannot define a goal.
- b. Any job detail which has to do with such essentially executive functions.
- c. Duplicating responsibility in which the delegatee is permitted to feel that he's been given a miniature of the manager's position.
- d. Disciplinary power. Make certain the delegatee understands he is expected not to use threats or discipline to reach his objective.
- e. Decision-making which involves objectives of the Association of your own particular unit.

- f. Decision-making which involves inter-departmental relationships, future plans or large numbers of personnel.
- g. Complete responsibility.

Remember that obligation for satisfactory performance runs back directly to the one who made the delegation. Delegating a job doesn't mean "dumping" it.

- 3. Now, if your onjective is to develop employees, these are the kinds of jobs YOU SHOULD DELEGATE:
 - a. Tasks that add to skills or mold attitudes of the individual.
 - b. Tasks that provide more variety in the employee's job.
 - c. Tasks that contribute to "wholeness."
 - d. Jobs involving enough challenge to stimulate an employee, but avoid delegating tasks of such complexity as to baffle or frustrate him.
 - e. A sequence of jobs on which you feel sure the employee will do well.

SUGGESTIONS ON DELEGATION

Explain the Importance. A subordinate may see that the job you assign to him or her is important, but he or she is certain to see if you tell him. I listened to a supervisor assign a job of placing in alphabetical order a number of cards that carried customer's names. The supervisor handed the employee the 600 cards and asked him to find the card for Frank J. Jones. The employee looked confused. "You could find it rather easily if the cards were in alphabetical order couldn't you?" asked the boss. The employee agreed he could. "That's why I want you to put them in alphabetical order," the supervisor went on. "We refer to that list perhaps twenty times each day--think of the time we'll save if those are in alphabetical order." A simple job, perhaps too simple, but it serves to show why the explanation is important. The employee is almost certain to do that job carefully and well.

Check on Understanding. The supervisor did that when he asked the employee to find the name of Mr. Jones. When he had finished assigning the job he could have asked his subordinate to explain to him what job had been assigned. You may feel the job is so simple that anyone would understand, but check to see.

Give the Employee Leeway. Most of us like to do jobs our way. Where possible give that freedom. On some jobs that is not possible, for the procedure laid down has been worked out and tested, is the best and most efficient. Or there may be some safety rules that have to be observed. Let's say you want a notice for the bulletin board, or a procedure for a task. If you can allow the worker to offer his or her suggestions, the employee will have more enthusiasm for the job.

Set Up a Challenge. You want to cut costs on a certain assembly. You select a person and explain the problem. You admit you don't know whether or not costs can be cut, others have worked at it without results, but you'd like to see what can be done. You don't want the employee to spend any time checking on what has gone before or the employee might wind up in the same blind alley the others did. Perhaps you told the boss that it was possible that your subordinate could come up with something. Now the job is a challenge. The employee will give it all he has, won't he?

Set a Goal. Perhaps if you could save even one cent on the assembly, your employee would be doing well. Or if it is a job that calls for group effort, you might suggest a time in which it might be done. We work better when we have a goal, a time table, a delivery date. Make this a short-range goal if possible. Five-year plans excite little enthusiasm.

Be Reasonable. Keep the goal within reasonable expectancy of what the group can do. I walked into a room where four men were seated around a large table. "What are you fellows doing?" I asked. "We're writing a service manual on this machine," one said. "Why the dictionary?" I asked. "We're not writers," one of them said. "We thought we might need to look up some words." Those men couldn't have had any enthusiasm for that job. They should never have been put on it. Be reasonable in what you expect your people to do, in quantity and in time.

Check the Employee's Confidence. Does the employee feel he or she can do the job? If not, why not? Does he need assurance? It may be that he is the only man you can put on the job, and you may have doubts as to how competent he is at the work. Recently a man told me, "When the boss first asked me to take this job, I was scared of it, I mean real scared. But he kept telling me I was the guy, and today I feel I'm over the hill."

Delegate Responsibility. When you assign the job, give the employee the responsibility that goes with the job. If the employee has to direct others, let him do the directing. If there is money to be spent, let him say how. Let him make the decisions without running back to you at every turn.

Trust the Worker. Have confidence in the person to whom you have assigned the job. Believe in their honesty, ability, intelligence. A person once told me, "The boss gives you jobs, but you always get the feeling that he is looking over your shoulder." You know how you dislike the feeling that you aren't fully trusted.

Give Recognition for Good Work. A chauffeur who met me at my hotel to take me out to his company's office for a management club meeting told his boss, "We made excellent connections. As I drove up, he walked out of the hotel." The statement wasn't quite true, even if the chauffeur thought it was. I had been standing out in the cold for about ten minutes. I stepped inside to get warm and stepped out again just as the company car pulled up. But I didn't disagree with the chauffeur. I said, "He's psychic, I guess." The boss said, "He's a lot more than that." When a worker has done a good job, compliment him on it. If possible, make the compliment specific, tell him what was good, or what you particularly liked. He needs those pats on the back.

Hold Responsible for Poor Work. You gave your subordinate responsibility. If the job is goofed, he or she did it. Let them know it when they have fallen down. You're still the boss, you have the authority, but you delegated some of that authority to the subordinate.

Share Your Worries. This assignment involves a problem that is worrying management. Let your subordinate know as much about that as you can. You'll feel better if you get it off your chest. Further, your subordinate will have more respect for you and for management problems.

Eliminate Alibis. If the job is difficult, recognize that it is. List the difficulties, admit that maybe the job can't be done at less cost or faster, but you would like your employee to spend some time on it and see what can be done. I watched one supervisor show a man a list, "Here are ten reasons why this job can't be done," he said. "They're reasons other men have given me." After the man had left with the list I asked the supervisor, "You want him to do the job-- why did you give him that list?"

"That means he won't have to figure out those same alibis," he said.

Use the Team Idea. When you need a plan or procedure worked out, you might consider the team idea. Two people working together will bring more ideas to the job, and one will needle the other to get the job done.

Make It a Project. Let's say you want a count made on reasons for quality-control projects. It can be a clerical job of checking over reports, or it can be a project that lists the causes and estimates the cost of eliminating the causes. Which job would be more attractive?

Don't Rush In and Take Over. A foreman told me, "The most difficult job I have is to hold myself from rushing in and taking over when I see a person doing a job clumsily." It is difficult. But if you are trying to raise your delegation percentage, you have to learn to turn your head and make a note that the employee needs more training. One supervisor told me, "I tell myself, 'Hold it, Ajax. You're a supervisor, he's supposed to do this job, how'll he ever learn if he doesn't make some mistakes?' It's tough, but somehow he does learn."

Watch Unfairness. A supervisor told me, "I find myself giving all the choice assignments to Mike. He's so competent that it is difficult not to hand them to him. But these others might think it is favoritism. What do you think?" I think it might seem unfair. All the good jobs to one man, all the tough nuts to another--how can it seem otherwise? Then, too, the quantity assigned may be unfair, or the time allowed.

Don't Expect Perfection. A perfectionist scares people. You may be one and expect that everyone of your own group should turn out work as perfect as yours. Perhaps that's not possible today, but with training from you it might be in time. Remember, though, that all of us are different. Perhaps untidiness doesn't bother me at all. O.K., it's your job to teach me why it pays to be tidy in this job. But don't expect too much of me, and don't burn because I don't come up to your expectations. Figure out how important your expectation of perfection is to the over-all operation. Then act accordingly.

Explain Fully. You want your subordinate to write a bulletin for the boards. You say, "Just write it up in longhand and we'll go over it before we have it typed." She'll understand that, won't she? You want some figures pulled together. You say, "Don't spend too much time on it. Just get together what you can without bothering anybody else." If you want her to do just the opposite of these two examples, explain that, too.

No Stinkers, Please. Don't pass on a job that you think is too difficult for you to handle. Not long ago I heard two people kidding at a management club meeting, "When I get a hot potato, I pass it on to Charlie," one of them said. "Yeah, that's what the so-and-so does," Charlie put in. "Next time try handling one yourself." "That was kidding, earnest," Charlie told me later. "He'll do anything to keep from sticking his neck out." Charlie was not getting a square shake, and knew it.

Use the "WE" Approach. Tell your employees "We want to do this." This makes them a part of the operation. It's their plan as well as yours. I heard a supervisor tell one of his people, "We sure licked that problem in a hurry." The woman laughed "We sure did," she said.

"Do all your people use the 'we'?" I asked.

"Yes, I think we've got that team spirit," the supervisor said.

When your group says 'we' instead of 'they', they feel they belong.

Make a Time Check. This has been suggested before. But make a time check on your ability as a delegator. What percentage of your time are you spending on work that one of your subordinates should be doing? After keeping such a record for a week ask your boss what he or she thinks of your percentage. Is it low or high? The chances are it is high, and you will have a problem in cutting down the percentage.

EASIER TO DO IT YOURSELF

It sure is.

But when you get the help, you can do more, make a better record, have a better-balanced team. You free yourself from many of the worries, and you have a better chance at reaching and exceeding your objectives.

Yes, it pays to learn to delegate. By using this tool properly you can help your team to job enthusiasm.

Here again are some of those suggestions about delegating:

1. Do more of it.
2. Don't hang on to jobs you like or are good at.
3. Try handling some of the stinkers yourself.
4. Don't rush in and take over until you have to.
5. Don't look over shoulders.

Source: "How to Build Job Enthusiasm." by Ed J. Hegarty

TEST YOURSELF

HOW I DEAL WITH THE "COMER" WHO WORKS FOR ME

When my subordinates encounter "rough waters" in the daily managerial job, generally I --

...Let them ride it out themselves--sink or swim

()

...promptly try to give him or her a hand with the problem, if I can

()

...break in only when he or she asks for my advice or assistance

()

When the reports my subordinate submit to me are less than satisfactory, I --

...kick it back with a memo, "You can do better than this."

()

...try to edit and improve it myself, if I find the time, rather than interrupt the job he or she is on at the time

()

...call the subordinate in, identify the weak spots in the report, listen to any rebuttal and suggest that he or she take another crack at it

()

When my subordinate's attitudes toward people seem to irritate them, generally I --

...chalk it up to personality and let nature take its course--the subordinate may change with more experience in dealing with people.

()

...try to act as peace-maker, and assure the people he or she really didn't intend to offend them

()

...report the incident to the employee, discuss it, and let them do what they want about it

()

When one of my people stalls on making a decision on a problem awaiting solution, generally I --

...don't worry about it; the delay is the employee's risk and they are accountable.

()

...urge them to decide on it before things get worse or out of hand

()

...think it through with my employee at my request for a confab, but let the employee make his or her own decision at his or her own pace.

()

When my subordinate takes on a trouble-shooting assignment for me, generally I --

...get the word around to those concerned and leave it to him or her from there on

()

...wait until the trouble-shooting job is over, and then pass judgment on how well it was done.

()

...confer with the employee from time to time to check progress made and problems encountered.

()

When one of my people appears to be bungling a delegation I gave them on a special project, generally I --

...withdraw the delegation before the employee gets in "over his head" any further.

()

...let the person see it through in the hope he or she will learn from mistakes.

()

...intercede to see if the employee clearly understands the delegated task and if he or she can get back on the target assignment.

()

When I observe that one of my employees are not using their managerial time wisely, generally I --

...wait until they miss a deadline or neglect an important item, and criticize them.

()

...break in to remind them of the difference between priorities and routine matters, or what to act on and what to defer.

()

...point up my observations and try to teach him or her how to budget one's time more effectively as a manager - time is money.

()

When one of my employees comes up with an idea about which I'm unenthusiastic, generally I --

...brush it off and tell them it's best not to rock the boat."

()

...go through the motions of forwarding it up to my boss or others concerned, with no endorsement on my part.

()

...discuss it candidly, get them to think it over, and encourage them to try again; I don't squelch idea-germination.

()

When an employee is working away at a sound organizational change for the department, generally I --

...let them hide away to finish until they can deliver the whole "package"

()

...check with my superiors to let them know what's "in the works" as to management improvement.

()

...advise the employee to work on it but to cut in his or her people for their participation and suggestions at the same time.

()

When a subordinate appears to be running a "one-man show" in managing his or her department, generally I --

...allow them to "make or break" as they see fit.

()

...alert them to the consequences among their people resulting from this behavior.

()

...discuss with them ways to get more productivity out of people through better utilization of their talents, and have more time for themselves for priority management items.

()

RATING:

If most of the items checked are in the first column, you're not doing well in coaching or bringing along the "comer."

If most of the items checked are in the middle column, you're doing just about fairly well but tend to blow "hot and cold" in your coaching responsibility.

If most of the items checked are in the third column, you are doing a very good job on your "comer" in bringing him or her along.

TEN WAYS TO DEVELOP YOUR ASSISTANT

The manager who has an eye on the future will devote considerable effort to the development of a dependable assistant. In most cases, the manager realizes that supervisory progress is, to a large extent, dependent on the progress of the department. Bosses also realize that the better trained an assistant is, the better the department as a whole will function.

Unless a manager has developed a competent assistant, he or she is undoubtedly working under serious handicap. First of all, the boss must give personal attention to almost every question that arises on the job. Secondly, when the manager is absent, the department's efficiency probably suffers severely. Finally, until the manager develops a competent replacement, he or she can hardly expect to be considered for promotion. Here are some suggestions for developing a capable understudy.

1. Keep your assistant thoroughly posted on your plans and the progress of these plans. You can't expect a person to make intelligent decisions in your absence unless you keep them posted on facts and up to date on your current thinking about future plans and policies.
2. Teach them to get the habit of giving you frequent progress reports. Insist that they keep you informed of the progress they are making on the various assignments you have given them, the difficulties they encounter, and the methods they intend to use to overcome these difficulties.
3. Give subordinates practice in thinking for themselves. Ask your people their opinion on problems that arise. When they present a problem insist that they think it through specifically before bringing it to you. Help them work out several possible solutions to each problem. Teach them to not adopt the first solution that pops into mind.
4. Place responsibility on people gradually. Remember, new employees haven't yet acquired the "feel" of the job that you have. Add one new responsibility at a time, and allow them time to absorb it.
5. Build up feelings of responsibility. Let employees be completely responsible for certain parts of the work. Keep out of these things yourself, except for supervision. If they suggest a method as good as yours, let them use those methods.
6. Hold them accountable for responsibilities, and check up on them frequently. If they neglect some of their duties, it may be because you are neglecting your check-ups.
7. Make them feel free to ask for new responsibilities as fast as they think they can carry them. Don't give them the feeling that you are holding back on them. Make them understand that you are anxious to see them develop to the fullest extent.
8. Back them up. Consider orders your subordinates have issued as important as your own. Give them your support in disputes and when they are criticized. Criticize them privately--not in public. If it is necessary to

reverse an employees decision, let them reverse it themselves. Give them praise and commendation when they deserve it.

9. Teach your subordinates to admit mistakes promptly. Let your people know that you are fair enough to overlook a reasonable number of mistakes. Let them know that you would rather have them tell you of mistakes than to have someone else in the organization report errors. Establish in your people the feeling that they are responsible for the acts of subordinates, and that you expect them to be big enough not to pass the buck.
10. Teach them to be able to take criticism constructively. Help them understand that you criticize in order to help them; that if people do not know their faults, the door to self-improvement is blocked. Help them realize that you criticize them because you are sincerely interested in their growth on the job.

BRINGING PROBLEMS TO THE SURFACE

More often than not people assume that selling and influencing the viewpoints and attitudes of other people depends upon the ability to speak fluently and impress them with verbal skill. Selling is not always done by talking-- it is equally important to be able to listen.

1. A sale is an agreement of the minds. We tend to agree with people whom we like, not so much because of their ideas as because of the fact that we like them.

2. A key factor in being liked--both at the start and in the course of an interview--is the ability to be a good listener.

3. A key factor in good listening is the ability to over-estimate the value and importance of the other person's point of view.

4. Selling requires information. To secure information we must learn to listen.

PERSONAL RAPPORT INVENTORY

NAME: _____

SCORE: _____

These questions are not intended as a test, but rather as a "check list" of important personal qualities--an inventory, in effect, of what we consider important in our dealings with others. So, be as frank and sincere in your answers as you feel is fair and reasonable.

INSTRUCTIONS: If your answer is "yes," circle "Y."
If your answer is "no," circle "N."

- | | | | |
|-----|--|---|---|
| 1. | Do you lend things readily to other people?..... | Y | N |
| 2. | Do you let the little mistakes of others pass without correction?..... | Y | N |
| 3. | Do you greet others pleasantly?..... | Y | N |
| 4. | Do you keep out of arguments?..... | Y | N |
| 5. | Do you usually keep control of your temper?..... | Y | N |
| 6. | Do you let others have their own way?..... | Y | N |
| 7. | Do you listen to other people with close attention?..... | Y | N |
| 8. | Can you take criticism without ill-will?..... | Y | N |
| 9. | Are you usually cheerful?..... | Y | N |
| 10. | Do you "own up" fairly readily to your mistakes?..... | Y | N |
| 11. | Are you energetic (active and full of drive)?..... | Y | N |
| 12. | Do you look upon others without suspicion?..... | Y | N |
| 13. | Do you discuss your personal troubles with others?..... | Y | N |
| 14. | Do you ask favors of others?..... | Y | N |
| 15. | Do you try to reform others?..... | Y | N |
| 16. | Do you gossip?..... | Y | N |

- | | | | |
|-----|---|---|---|
| 17. | Do you ask questions just to keep conversation going?..... | Y | N |
| 18. | Are you inclined to "show off" how much you know?..... | Y | N |
| 19. | Are you bold and nervy?..... | Y | N |
| 20. | Do you talk most of the time?..... | Y | N |
| 21. | Can you always be depended upon to do what you say you'll do?.. | Y | N |
| 22. | Are you tactful--careful not to hurt the feelings of others?... | Y | N |
| 23. | Do you have a reputation for being accurate--in your instruc-
tions and with your regular work performance?..... | Y | N |
| 24. | Do you go out of your way cheerfully to help others?..... | Y | N |
| 25. | Are you trying regularly to improve your technical abilities?.. | Y | N |
| 26. | Do you generally show enthusiasm for your activities?..... | Y | N |
| 27. | Do you try to dominate (rule over) others?..... | Y | N |
| 28. | Do you make fun of other people behind their backs?..... | Y | N |
| 29. | Do you exaggerate (stretch the truth)?..... | Y | N |
| 30. | Do you find fault with people who do things that displease you? | Y | N |
| 31. | Are you sarcastic (in the habit of using cutting remarks)?..... | Y | N |
| 32. | Do you try to appear superior to most of your associates?..... | Y | N |
| 33. | Do you act naturally?..... | Y | N |
| 34. | Do you really enjoy working with other people?..... | Y | N |
| 35. | Can you usually avoid criticizing the work methods of others?.. | Y | N |
| 36. | Are you usually on time and able to give each person proper
and unhurried attention?..... | Y | N |
| 37. | Are you usually neat and clean?..... | Y | N |
| 38. | Do you try to persuade others to your point of view?..... | Y | N |
| 39. | Do you pry into other people's business?..... | Y | N |
| 40. | Do you grumble about things that cannot be changed?..... | Y | N |
| 41. | Do you use bad diction and mispronounce words?..... | Y | N |
| 42. | Do you make fun of people to their faces?..... | Y | N |
| 43. | Do you laugh loudly?..... | Y | N |
| 44. | Do you talk rapidly?..... | Y | N |

A REVIEW OF PERSONAL RAPPORT

1. Attitudes change continually. Therefore, we can do much to improve our sales attitudes and rapport with others.

2. The five most important attitudes in personal relations -- the five that build rapport most actively -- must be consciously improved by the manager.

A. Enthusiasm _____

B. Aggressiveness _____

C. Self-reliance _____

D. Tact (listening skill) _____

E. Accuracy _____

3. Over-all rapport depends upon the key items evaluated earlier in the rapport inventory.

DEFINING PERFORMANCE OBJECTIVES

1. Get agreement on the job duties, key result areas.

2. Establish objectives -- routine, problem-solving, innovative, personal development.

- a. Maintenance of current satisfactory performance.

- b. Future improvement in other categories.

STATING AN OBJECTIVE CLEARLY

1. Objectives are clear when they are:

- a. Specific _____

- b. Individual _____

- c. Measurable _____

- d. Realistically set _____

GETTING MUTUAL AGREEMENT

1. To get mutual agreement, ask:

- a. How will we meet it? _____

- b. How can I (the supervisor) help? _____

- c. What other help will you need? _____

2. In the discussion of objectives:
- a. Encourage free discussion _____

- b. Get employee's views _____

3. During the discussion, these four questions must be developed.
- a. What are the objectives? _____

- b. How does employee plan to meet them? _____

- c. What help does the employee need? _____

- d. Will this affect other objectives? _____

4. To be sure employee understands, get feedback. If you have carried out the four-stage PERFORMANCE APPRAISAL process, lack of progress may be due to one or more of the following reasons:
- a. Objectives not CLEAR:
- (1) Poorly stated _____

- (3) Not mutually agreed or understood _____

(3) Not for the employee's level _____

b. Lack of skill or training

c. Existence of roadblocks

d. Loss of dedication to an objective. An employee might lose dedication because of:

(1) Tedium or boredom _____

(2) No recognition or encouragement for effort or results. These should be current, frequent, informal discussion of progress day-to-day.

(3) Lack of frequent contact from boss -- being ignored.

(4) Belief that job is not very important to boss or company.

PERFORMANCE APPRAISAL

1. Employee appraisals, if not properly done, can undo in one hour the good work of six months. Traditionally, appraisals have been ego deflating experiences. They have been dreaded and avoided by employee and manager alike, with good reason.

Employees will welcome appraisals that are forward-looking, goal-setting in tone, instead of backward-looking, judgmental in tone. Personality trait check-off rating forms are disappearing as a management tool. Judgments of the whole person must be avoided; only work results are relevant issues to be judged. The adult-to-adult relationship is the ideal goal in the appraisal process.

2. Discussion of personality traits usually creates employee resentment.

3. Evaluation of personality traits is largely irrelevant to performance and does not result in improvement of performance.

4. "Grading" employees usually causes discussion to focus on the grade rather than on how performance can be improved.

5. To avoid the problems of assessing personality traits and grading performance, some managers base their employee valuations on job duties and standards of performance. While this is somewhat better, an approach of assessing results as compared to previously set objectives yields the best results.

6. To improve performance, discussions should focus on what we are going to do in the future. Past performance is relevant only as an example to help define future goals, never as an item for verbal punishment.
-
-

7. Past performance is legitimately emphasized preparatory to probation and/or pre-termination conditions.
-
-

THE APPRAISAL INTERVIEW

The Tell and Listen Method

- ...Encourages Interviewee to discuss, and face up to mistakes and responsibilities.
--Results in no loss of face in doing an about-face.
- ...Promotes a participation, active listening attitude on part of the Interviewer.
--Results in interviewer becoming a nondirective counselor.
- ...Makes effective use of pauses.
--Results in less embarrassment and "forced" degressive comments.
- ...Reflects or "mirrors-back" to interviewee the picture being created.
--Results in self-corrections and improved inner motivations.
- ...Reduces face-saving issues.
--Results in less defensive action.
- ...Promotes respect for dignity of the individual.
--Results in better upward communication and feeling of recognition.
- ...Develops a mutual understanding of the supervisor-employee relationship.
--Results in the appraisal interview being a pleasant learning and creative experience.

THE APPRAISAL INTERVIEW

The Tell and Sell Method

- ...Assumes the boss is always right and Knows Best.
--May result in the "yes-man" type of subordinate.
- ...Promotes conservatism rather than change.
--May result in loss of creative subordinates.
- ...Communicates mostly downward.
--May result in increased "boiling points."
- ...Limits motivation to external sources.
--May result in defensive attitudes.
- ...Tends toward domination by the Interviewer.
--May result in passive resistance and verbal agreement only.

DEVELOPING SUBORDINATES

Perhaps the most pressing element of supervision is the continuous challenge to find...and develop...leadership talent in subordinates.

Three basic concepts should be practically applied in Construction work:

1. Do the individuals appear to have emotional stamina? How do they look in terms of:

a. Objectivity _____

b. Decision ability _____

c. Tolerance and patience _____

d. Dismissing emotional barriers _____

e. Sustaining themselves under pressure _____

2. Can their sense of achievement and responsibility be expanded in their present jobs?

a. Through special attention on your part? _____

b. Through more responsibility for decisions? _____

c. Through expanded communications with others in groups? _____

d. Through seeking suggestions and job improvement ideas? _____

3. Can key personal traits be strengthened and coached toward leadership?
(See next page)

TECHNIQUES FOR BETTER INTERVIEWS

Many appraisal interviews are a waste of time, and some actually create antagonism and resistance on the part of the employee because of the way they are conducted. Some of the basic principles for better "results achieved" interviews are:

1. Discuss the results expected before you discuss the employee's performance.

2. Ask for the employee's thinking before you give your thinking.

3. Use ACTIVE listening. This is not just refraining from talking, but actively trying to understand the other person's total communication.

- A. Listen for both content and feelings.

- B. Respond to the feelings expressed.

- C. Accept both positive and negative expressions and feelings.

- D. Listen between the lines (for the nonverbal communications).

4. Use the REFLECTION technique.

5. Use PAUSES effectively.

6. SUMMARIZE from time to time to indicate progress, to highlight major points and to wrap up important sections of the interview.

7. Avoid discussing other employees.

8. Steer clear of discussing salary or raises during the appraisal interview.

9. If you differ, suggest that both of you review, or get more of, the facts (tangible evidence of performance based realistically on difficulties encountered in the performance on the job.)

10. Don't try to make the employee over...overnight!

MERIT RATING PROGRAM

Step 1 -- Administration

- A. SELECT APPROPRIATE PERFORMANCE RATING FORM BY MATCHING JOB TITLES AGAINST ONE OF THE FOLLOWING FIVE FORMS.

Performance Form	Job Area
Performance: Clerical.....	Junior Clerk, Numbers Clerk, Office Machine Operator, Senior Clerk, Contact Clerk, Secretary.
Performance: Mechanical...	Unskilled Worker, Semi-Skilled Worker, Factory Machine Operator, Vehicle Operator, Inspector, Skilled Worker.
Performance: Sales.....	Sales Clerk, Salesman, Sales Engineer.
Performance: Technical.....	Scientist, Engineer, Office Technical, Writer, Designer, Instructor.
Performance: Supervisor.....	Office Supervisor, Sales Supervisor, Factory Supervisor.

- B. ANSWER QUESTIONS RAPIDLY, USING FIRST REACTION. ANSWER EACH QUESTION AS A SPECIFIC ITEM, WITHOUT TRYING TO INTERRELATE QUESTIONS. IT SHOULD TAKE NO LONGER THAN 5 MINUTES TO COMPLETE ONE FORM.

Step 2 -- Scoring

- A. SELECT THE SCORING KEY CORRESPONDING TO THE MERIT RATING FORM COMPLETED. LAY THE STENCIL NEXT TO THE BOOKLET, MATCHING THE LARGE NUMBERS ON IT WITH THOSE ON THE TEST BOOKLET (1 WITH 1, 2 WITH 2).
- B. NOTE THAT ON THE KEY, ONLY THE "YES OR TRUE" ANSWER COLUMN HAS BEEN REPRODUCED. THUS WHERE THE FAVORABLE ANSWER TO A STATEMENT IS "YES OR TRUE", AN X APPEARS ON THE KEY; WHERE THE FAVORABLE ANSWER IS "NOT TRUE AT PRESENT," THE BOX ON THE KEY IS BLANK (THE EMPLOYEE'S BOOKLET WILL SHOW AN X IN THE "NOT TRUE AT PRESENT" COLUMN.) MARK THE INDEX NUMBER (1, 2, OR 3 IS PRINTED TO THE RIGHT OF EACH BOX).
- C. ADD UP THE 57 INDEX NUMBERS YOU MARKED ON THE EMPLOYEE'S BOOKLET. THIS IS THE RAW SCORE AND SHOULD BE ENTERED IN THE SPACE PROVIDED ON THE FIRST PAGE OF THE PERFORMANCE FORM. CONVERT THE RAW SCORE TO A RANK AS FOLLOWS: (1) FIND THE LINE IN THE RAW SCORE-RANK TABLE BELOW FOR THE PERFORMANCE FORM YOU ARE RANKING, (2) LOCATE THE RAW SCORE THE EMPLOYEE MADE IN THAT LINE, (3) LOOK UP TO THE TOP OF THAT COLUMN. THE BLACK NUMBER IS THE RANK. NOTE: SHOULD THE RAW SCORE FALL IN THE COLUMN MARKED "TOO LOW" OR "TOO HIGH", AN ERROR HAS BEEN MADE EITHER IN SCORING THE FORM OR DOING THE RATING, AND NEEDS TO BE CHECKED. (4) ENTER THE EMPLOYEE'S RANK IN THE SPACE PROVIDED ON THE FIRST PAGE OF THE PERFORMANCE FORM. NOTE. YOU WILL HAVE FIFTY-SEVEN INDEX NUMBERS ON THE BOOKLET, AND THREE UNMARKED QUESTIONS.

RAW SCORE - RANK TABLE

	"Too Low"	BELOW - AVERAGE			AVERAGE			ABOVE - AVERAGE			"Too High"
		①	②	③	④	⑤	⑥	⑦	⑧		
P: Clerical	0-11	12-22	23-34	35-47	48-61	62-76	77-89	90- 97	98-103	104-107	108-114
P: Mechanical	0- 9	10-19	20-32	33-45	46-59	60-75	76-88	89- 95	96-101	102-105	106-115
P: Sales	0-10	11-21	22-34	35-46	47-60	61-76	77-89	90- 98	99-104	105-109	110-117
P: Technical	0-12	13-22	23-34	35-47	48-60	61-76	77-92	93-102	103-109	110-113	114-123
P: Supervisor	0-11	12-20	21-31	32-43	44-57	58-74	75-87	88- 93	94- 99	100-104	105-112

Step 3 -- Interpretation

RANK OF 1 -- UNACCEPTABLE PERFORMANCE:	19 OUT OF 20 EMPLOYEES BETTER THAN THIS EMPLOYEE.
RANK OF 2 -- POOR PERFORMANCE:	9 OUT OF EVERY 10 EMPLOYEES BETTER THAN THIS EMPLOYEE.
RANK OF 3 -- MARGINAL PERFORMANCE:	4 OUT OF EVERY 5 EMPLOYEES BETTER THAN THIS EMPLOYEE.
RANK OF 4 -- ACCEPTABLE PERFORMANCE:	3 OUT OF EVERY 5 EMPLOYEES BETTER THAN THIS EMPLOYEE.
RANK OF 5 -- STANDARD PERFORMANCE:	EMPLOYEE AT AVERAGE OF ALL EMPLOYEES.
RANK OF 6 -- GOOD PERFORMANCE:	BETTER THAN 3 OUT OF EVERY 5 EMPLOYEES.
RANK OF 7 -- EXCELLENT PERFORMANCE:	BETTER THAN 4 OUT OF EVERY 5 EMPLOYEES.
RANK OF 8 -- SUPERIOR PERFORMANCE:	BETTER THAN 9 OUT OF EVERY 10 EMPLOYEES.
RANK OF 9 -- OUTSTANDING PERFORMANCE:	BETTER THAN 19 OUT OF EVERY 20 EMPLOYEES.

PERFORMANCE PART-SCORES -- PART SCORES ARE COMPUTED INDICATING STRENGTHS AND WEAKNESSES ON BROAD PERFORMANCE AREAS SUCH AS QUANTITY, QUALITY, JOB KNOWLEDGE, PERSONAL-WORK HABITS, POTENTIAL, ETC. ON THE PERFORMANCE SCORING KEYS A LETTER CODE IS PRINTED TO THE LEFT OF EACH ANSWER BOX. ON PAGE 4 OF EACH PERFORMANCE FORM, COLUMN A GIVES THE PERFORMANCE TRAIT LETTER CODE AND A DEFINITION OF THE TRAIT, AND COLUMN B PROVIDES A BOX TO ENTER THE PART SCORE. WITH THE SCORING KEY NEXT TO THE EMPLOYEE'S BOOKLET, ADD UP ALL THE INDEX NUMBERS WITH A SIMILAR LETTER CODE (EXAMPLE, ADD ALL Q'S, ETC.). ENTER THIS SCORE IN THE SPACE PROVIDED FOR THE QUANTITY PART SCORE IN COLUMN B, PAGE 4 OF THE EMPLOYEE'S FORM. TO CONVERT THIS PART SCORE, CHECK THE APPROPRIATE BOX (BELOW-AVERAGE, AVERAGE, OR ABOVE-AVERAGE) IN WHICH THE SCORE FALLS ACCORDING TO THE NUMBERS PRINTED ON PAGE 4, COLUMN B OF EACH PERFORMANCE BOOKLET. THE PART SCORES ARE BRIEFLY INTERPRETED AS FOLLOWS:

BELOW-AVERAGE: EMPLOYEE IS WEAK IN THIS PERFORMANCE TRAIT AND NEEDS IMPROVEMENT OR ASSIGNMENTS WHICH DO NOT DEMAND THIS TRAIT.

AVERAGE: EMPLOYEE IS AT THE STANDARD IN THIS TRAIT. IF TRAIT IS HIGHLY REQUIRED IN HIS JOB DUTIES, HE NEEDS IMPROVEMENT.

ABOVE-AVERAGE: EMPLOYEE IS STRONG IN THIS TRAIT, AND SHOULD BE DOING ASSIGNMENTS WHICH REQUIRE THIS PARTICULAR TYPE OF SKILL.

BIAS-CONFLICT STATEMENTS -- AUTOMATIC CHECKS ON RATING ACCURACY AND FREEDOM FROM BIAS ARE BUILT INTO EACH FORM.

BIAS STATEMENTS -- A STATEMENT TO WHICH ALL SUPERVISORS SHOULD GIVE THE SAME ANSWER SINCE THE PHRASING IS SUCH THAT ALL EMPLOYEES WILL PERFORM IN THE SAME WAY. FAILURE TO ANSWER CORRECTLY INDICATES A TENDENCY TO RATE LENIENTLY, WHICH WILL AFFECT ANSWERS TO ALL OTHER STATEMENTS IN THE FORM. A SUPERVISOR WHO GIVES THE CORRECT KEY ANSWER TO ALL THREE STATEMENTS IS CONSIDERED UNBIASED; THE SUPERVISOR WHO GIVES THE CORRECT ANSWER FOR ONLY TWO OUT OF THREE IS SHOWING SOME BIAS; INCORRECT ANSWERS FOR 2 OR 3 OF THE STATEMENTS HAVE PROBABLY BIASED HIS RATING.

CONFLICT STATEMENTS -- PAIRED STATEMENTS WHICH COVER A VERY SIMILAR TYPE OF PERFORMANCE. ONE STATEMENT IS USUALLY WRITTEN SO THAT THE FAVORABLE ANSWER IS "YES OR TRUE" AND THE OTHER FAVORABLE ANSWER IS "NOT TRUE AT PRESENT". IF A SUPERVISOR GIVES A FAVORABLE ANSWER TO ONE STATEMENT AND AN UNFAVORABLE TO THE OTHER, HE IS NOT BEING CONSISTENT IN HIS RATINGS.

THE SUPERVISOR WHO GIVES THE PROPER ANSWER TO ALL PAIRS SHOULD BE CONSIDERED RATING IN A CONSISTENT ATTITUDE; THE SUPERVISOR WHO GIVES THE PROPER ANSWERS FOR ONLY 3 OUT OF 5 OR 4 OUT OF 5 PAIRS IS QUESTIONABLE; CONFLICTING ANSWERS TO 5 OUT OF 5 PAIRS INDICATES PROBABLE INCONSISTENCY IN HIS RATINGS THROUGHOUT THE FORM.

	BIAS QUESTIONS	CONFLICT QUESTION PAIRS
CLERICAL	8, 37, 59	1-46, 3-30, 17-57, 20-36, 25-52
MECHANICAL	11, 30, 45	1-34, 4-46, 5-41, 15-32, 26-48
SALES	8, 28, 47	1-14, 2-60, 3-58, 15-32, 17-48
TECHNICAL	10, 33, 53	1-41, 9-51, 14-49, 20-34, 31-59
SUPERVISOR	7, 25, 44	12-32, 19-53, 36-55, 37-52, 39-51

November 11, 1974

OUTLINE FOR NECA SEMINAR

December 3, 4, 1974

Subject - Job Planning and Control

- I. Opening
 - A. Introduction to subject
 - B. Review of handout material
 - C. Nature of job planning and control

- II. Job characteristics
 - A. Relation of profit to planning and control
 - B. Elements of job (project) management
 - C. Steps in effective management

- III. Defining objectives
 - A. End objectives
 - B. Intermediate objectives
 - C. Peripheral objectives

- IV. Developing a line of action with network planning
 - A. Establishing interfaces with other job participants - owner, architect, engineer, general contractor, construction manager
 - B. Planning the action sequence for effective, profitable work
 - C. Obtaining approvals and willing participation

- V. Quantifying and assigning resources
 - A. Task times
 - B. Manpower and trades
 - C. Money
 - D. Equipment
 - E. Use of critical path method to set resource limits

- VI. Translation to field and office control systems
 - A. Bar / slant charts
 - B. Cash flow curves
 - C. Computer applications
 - D. Purchasing schedules
 - E. Item processing schedules
 - F. Manpower leveling

- VII. Job control methods
 - A. Monitoring inspection
 - B. Color coding job status
 - C. Problem identification and solution
 - D. Reporting systems
 - E. Determining corrective actions
 - F. Updating the job plan

- VIII. Evaluating job performance

- IX. Closing
 - A. Subject recap
 - B. Putting the material to work

WHAT FACTORS INFLUENCE PROFIT?

Business Volume	Size of Project
Field Efficiency (Effectiveness)	Quality of Dwgs & Specs
Office Efficiency (Effectiveness)	Location
Executive Competence	Labor Relations
Executive Interest	Caliber of Field Managers
Diversity of Operation (Hedging)	Expediting Effectiveness
Types of Contracts	Project Planning
Quality of Estimating	Project Scheduling
Unit Costs	Withheld Amounts
Area Work Volume	Availability of Labor
Season of Year	Billing Procedures
Local Economy	Inventory Practices
National Economy	Internal Education
Governmental Policies	Internal Training
Caliber of Participating Contractors	Type of Business
Caliber of Competing Contractors	Experience
Caliber of Suppliers	Reputation
Delivery Dates	Staff Honesty
Amount of Warranty Work	Caliber of Purchasing Skills
Caliber of Owner or Client	Profiling Procedures
Type of Project	Organizational Plans

PROJECT MANAGEMENT
AN EXPLORATORY LOOK

- Definition:
- Project - A set of work actions having identifiable objectives.
 - Effective - Of a nature that accomplishes identifiable objectives in accordance with the action plan, and achieves specified peripheral goals resulting from intermediate actions.
 - Manage - To direct the application of available resources.

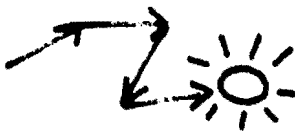
Question?: What is different about project organization as compared to the ongoing parent organization?

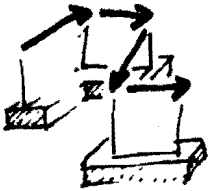
1. Project organization is usually temporary (relatively).
2. Project organization may be on a different base than the ongoing parent organization.
3. Project authority positions tend to be vested first and earned later.

What is it?: A project seems to have the following characteristics (features) and requirements.

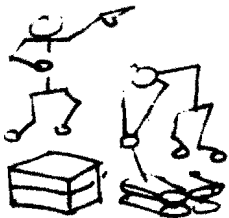


1. Its objectives must be clearly defined.
2. The desired course of action from start to finish is (and if it isn't, should be) explicitly stated as a standard of performance (if you can't plan it, you can't do it!)
3. The resources required to do each action from beginning to end are identified and made countable.





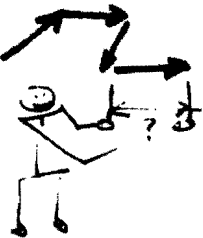
4. An organization structure should be (or is best) built under (not over) the resource framework to give the resource frame quality, continuity and monitorability.



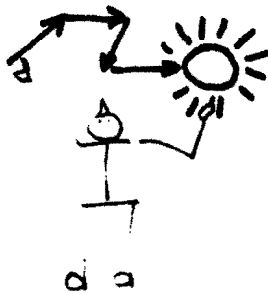
5. The resources needed to do the project can be assembled and put to work.



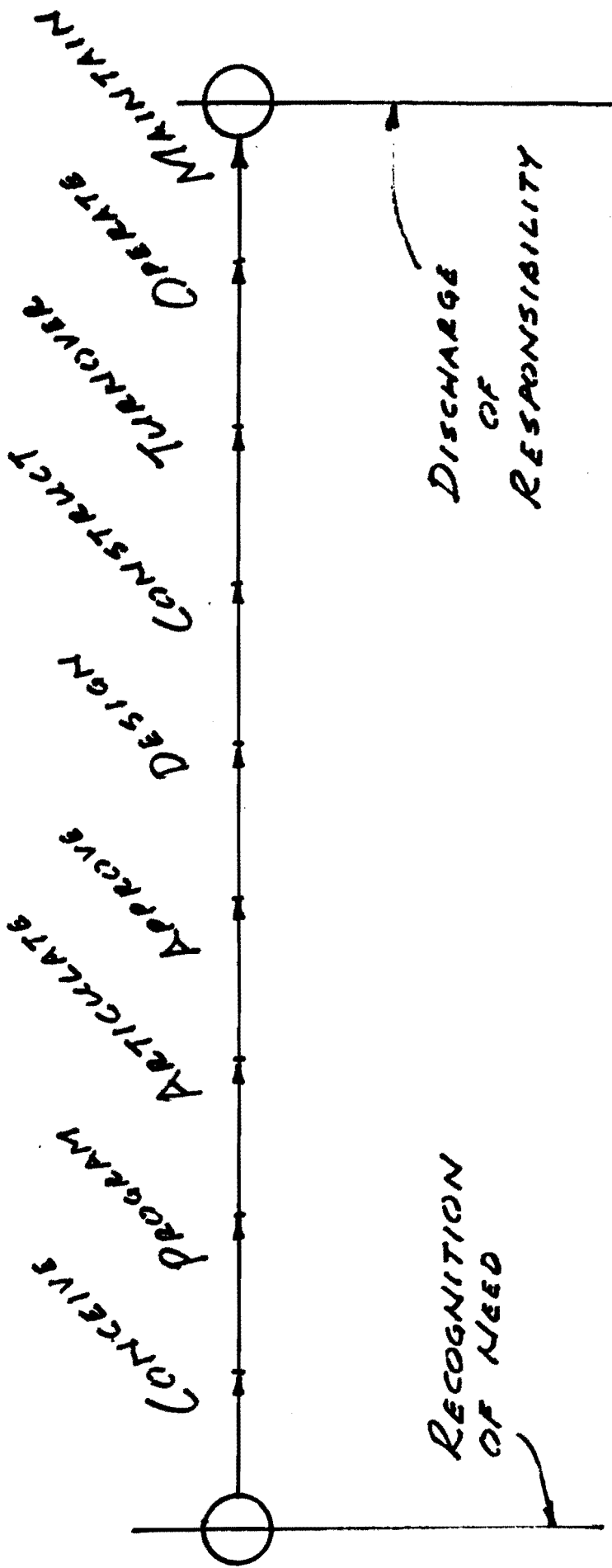
6. A method of isolating, identifying and correcting deviations from the standards of expected performance has to be devised and applied.



7. The performance should be measured to reward competence, and correct and improve lesser efforts as the project proceeds and upon its completion.



8. Outside management (ongoing management) usually sets both the starting and ending of the project.



LINE OF ACTION

DB 2/4/72

ELEMENTS OF THE LINE OF ACTION

The line of action is a simple statement of the range of tasks necessary to conceive, design, build and operate an environment. The line begins at a point referred to as the recognition of need with these actions following:

- Conceive
- Program
- Articulate
- Approve
- Design
- Construct
- Turnover
- Operate
- Maintain

These all culminate at an end point called discharge of environmental design and construction responsibility. A brief description of each step is appropriate in understanding their importance to the total design and build concept.

Recognition of need is the point at which a requirement for a new environment is first felt. The good design build operation tries to become involved in this creative stage. There is a danger of getting in too early and giving away so much of the early work that the job may be lost through over-exposure at a later date. However, recognition of need is the starting point and the sales activity starts here. Taking the points in order -

- Conceive - During the conceptual period the need which may be for increased facilities, larger dollar volume, more efficient handling systems or a variety of other demands is visualized and put down in some rough form. It may be a pencil sketch or may remain an idea in someone's mind. Here the project sees its origin and it is this early idea that often carries through the entire project. A good conceptual grasp is essential if the project is to be successfully completed.
- Program - During the programming phase, the needs of the concept are put into easily understood tabular form, so many square feet for storage, so many square feet for office, so much height for shipping facilities, etc. The actual physical demands of the environment are set forth in the project program or project bible.
- Articulate - Now the concept and program are combined into preliminary construction language. Floor plans are drawn in accordance with requirements. The functional arrangement is shown in accordance with the project bible. Materials are called out in terms of the demands of the concept.

- Approve** - This is a critical point in the line of action. By now sufficient work has taken place so the manager can understand the project and say: "I like this or I don't; change this, revise this; let's increase that a bit; let's cut down here." Finally saying: "OK, I'm satisfied with this set of ideas showing the concept and the program - let's move on!" Approval unlocks the design and construction period.
- Design** - In the design phase, products of the previous four steps are utilized concurrently to prepare a set of working drawings and specifications that translate concept into steel, concrete and space.
- Construct** - Next, the actual environment is built. Construction is the first point where something major and tangible happens as a result of the concept.
- Turnover** - When the project has been built, it is turned over with the appropriate operating manuals to the owner or tenant. Turnover is an important step since if done properly, it insures that a valuable commodity, the completed environment, is properly given to those who must use it.

Neglect of good turnover procedures is often the cause of serious callback problems. We certainly wouldn't turn a complex piece of machinery over to an amateur operator and expect he would make it perform 100% right from the start. Neither should we assume that an owner can take a new environment that has just been built for him and immediately operate it at full efficiency. Time should be spent during turnover to explain how this environment is to function.

- Operate** - The environment is now run-in and begins to achieve its full purpose. Operation can be an important responsibility although the design/build contractor should furnish his operational functions in connection with a new environment only on a paid contract arrangement and provided he is competent to operate the facility.
- Maintain** - Maintenance of the physical environment is the door opener for future projects. It also assures that the environment that has been nursed through the previous eight stages will be maintained correctly so as to work at its best for those who must use it. The maintenance contract is perhaps one of the least explored areas in the more sophisticated approaches to environmental design and construction.

The end of the line of action is when the designer and builder of environments has discharged his responsibilities. In a continuing trustworthy relationship, the line of action will have no end since before it is finished, a competent professional will be re-involved in another program at its beginning.

NETWORK PLANNING MINITEXT

Symbols

1. Arrow or task \longrightarrow
A single definable action (or a single grouping of a number of definable actions) requiring resources.
2. Circle or node \bigcirc
The starting or ending point of a task a momentary point in time.
3. Dotted or dummy arrow $----->$
A symbol representing the existence of a relationship between tasks. Dummies have no resources allocated.

Note: 95% of time a dummy goes from end of one task to start of another.

KEEP SYMBOLS SIMPLE !

Rules of Job Planning

1. All tasks preceding any single task must be complete before that single task can start.
2. The logic plan represented by a series of single tasks, nodes and dummies must be explicit.

Steps in Network Planning

1. Define scope of work.
2. Draw logic plan.
3. Approve logic plan.
4. Assign durations.
5. Compute ES, LF and TF
6. Analyze and recompute, if necessary. (May make additional resource allocation)
7. Issue.

Rules for Numbering Nodes

1. It is recommended the numbering sequence move down and to the right.
2. Normally, twenty numbers per hundred should be reserved for future use, and noted on diagram.
3. A node, having two or more arrows entering, or two or more arrows leaving, is numbered.
4. A node, having a single arrow entering, and a single arrow leaving, does not have to be numbered unless required by rule 5.
5. No more than one node in a sequence should be without a number.

Note: Node numbers are used to identify tasks. The final measure of whether node numbers are assigned correctly is whether any task in the network can be identified uniquely (the only one in the network) by its pair of node numbers.

i is the initial node number designation.

j is the end node number designation.

2-YR WORKING-DAY CALENDAR STARTING JAN. 2, 1974

DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D
JAN		FEB	26 40	APR	22 79	JNE	17 118	AUG	12 157	OCT	07 196	DEC	02 235
02	1	27	41	23	80	18	119	13	158	08	197	03	236
03	2	28	42	24	81	19	120	14	159	09	198	04	237
04	3	MAR		25	82	20	121	15	160	10	199	05	238
07	4	01	43	26	83	21	122	16	161	11	200	06	239
08	5	04	44	29	84	24	123	19	162	14	201	09	240
09	6	05	45	30	85	25	124	20	163	15	202	10	241
10	7	06	46	MAY		26	125	21	164	16	203	11	242
11	8	07	47	01	86	27	126	22	165	17	204	12	243
14	9	08	48	02	87	28	127	23	166	18	205	13	244
15	10	11	49	03	88	JULY		26	167	21	206	16	245
16	11	12	50	06	89	01	128	27	168	22	207	17	246
17	12	13	51	07	90	02	129	28	169	23	208	18	247
18	13	14	52	08	91	03	130	29	170	24	209	19	248
21	14	15	53	09	92	05	131	30	171	25	210	20	249
22	15	18	54	10	93	08	132	SEP		28	211	23	250
23	16	19	55	13	94	09	133	03	172	29	212	24	251
24	17	20	56	14	95	10	134	04	173	30	213	26	252
25	18	21	57	15	96	11	135	05	174	31	214	27	253
28	19	22	58	16	97	12	136	06	175	NOV		30	254
9	20	25	59	17	98	15	137	09	176	01	215	31	255
30	21	26	60	20	99	16	138	10	177	04	216	JAN1975	5
31	22	27	61	21	100	17	139	11	178	05	217	02	256
FEB		28	62	22	101	18	140	12	179	06	218	03	257
01	23	29	63	23	102	19	141	13	180	07	219	06	258
04	24	APR		24	103	22	142	16	181	08	220	07	259
05	25	01	64	28	104	23	143	17	182	11	221	08	260
06	26	02	65	29	105	24	144	18	183	12	222	09	261
07	27	03	66	30	106	25	145	19	184	13	223	10	262
08	28	04	67	31	107	26	146	20	185	14	224	13	263
11	29	05	68	JNE		29	147	23	186	15	225	14	264
12	30	08	69	03	108	30	148	24	187	18	226	15	265
13	31	09	70	04	109	31	149	25	188	19	227	16	266
14	32	10	71	05	110	AUG		26	189	20	228	17	267
15	33	11	72	06	111	01	150	27	190	21	229	20	268
18	34	12	73	07	112	02	151	30	191	22	230	21	269
19	35	15	74	10	113	05	152	OCT		25	231	22	270
20	36	16	75	11	114	06	153	01	192	26	232	23	271
21	37	17	76	12	115	07	154	02	193	27	233	24	272
22	38	18	77	13	116	08	155	03	194	29	234	27	273
25	39	19	78	14	117	09	156	04	195	DEC		28	274

2-YR WORKING-DAY CALENDAR STARTING JAN. 2, 1974

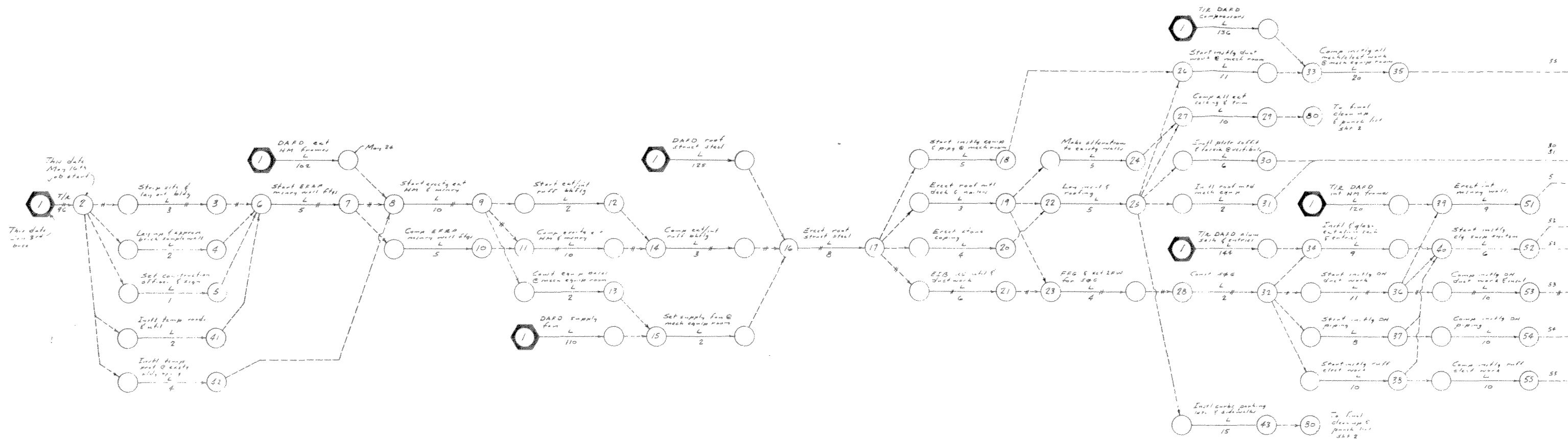
PAGE

2 of

DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D	DATE	W/D
1975													
JAN	29 275	MAR	25 314	MAY	19 353	JLY	15 392	SEP	09 431	NOV	03 470	DEC	31 510
	30 276		26 315		20 354		16 393		10 432		04 471		
	31 277		27 316		21 355		17 394		11 433		05 472		
FEB			28 317		22 356		18 395		12 434		06 473		
	03 278		31 318		23 357		21 396		15 435		07 474		
	04 279	APR			27 358		22 397		16 436		10 475		
	05 280		01 319		28 359		23 398		17 437		11 476		
	06 281		02 320		29 360		24 399		18 438		12 477		
	07 282		03 321		30 361		25 400		19 439		13 478		
	10 283		04 322	JUN			28 401		22 440		14 479		
	11 284		07 323		02 362		29 402		23 441		17 480		
	12 285		08 324		03 363		30 403		24 442		18 481		
	13 286		09 325		04 364		31 404		25 443		19 482		
	14 287		10 326		05 365	AUG			26 444		20 483		
	17 288		11 327		06 366		01 405		29 445		21 484		
	18 289		14 328		09 367		04 406		30 446		24 485		
	19 290		15 329		10 368		05 407	OCT			25 486		
	20 291		16 330		11 369		06 408		01 447		26 487		
	21 292		17 331		12 370		07 409		02 448		28 488		
	24 293		18 332		13 371		08 410		03 449	DEC			
	25 294		21 333		16 372		11 411		06 450		01 489		
	26 295		22 334		17 373		12 412		07 451		02 490		
	27 296		23 335		18 374		13 413		08 452		03 491		
	28 297		24 336		19 375		14 414		09 453		04 492		
MAR			25 337		20 376		15 415		10 454		05 493		
	03 298		28 338		23 377		18 416		13 455		08 494		
	04 299		29 339		24 378		19 417		14 456		09 495		
	05 300		30 340		25 379		20 418		15 457		10 496		
	06 301	MAY			26 380		21 419		16 458		11 497		
	07 302		01 341		27 381		22 420		17 459		12 498		
	10 303		02 342		30 382		25 421		20 460		15 499		
	11 304		05 343	JULY			26 422		21 461		16 500		
	12 305		06 344		01 383		27 423		22 462		17 501		
	13 306		07 345		02 384		28 424		23 463		18 502		
	14 307		08 346		03 385		29 425		24 464		19 503		
	17 308		09 347		07 386	SEP			27 465		22 504		
	18 309		12 348		08 387		02 426		28 466		23 505		
	19 310		13 349		09 388		03 427		29 467		24 506		
	20 311		14 350		10 389		04 428		30 468		26 507		
	21 312		15 351		11 390		05 429		31 469		29 508		
	24 313		16 352		14 391		08 430	NOV			30 509		

CPM EXERCISE #1

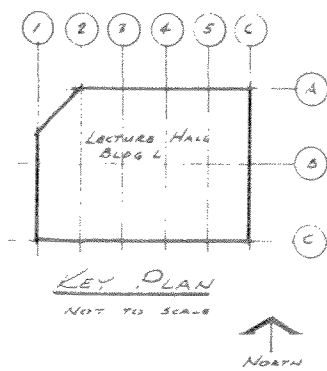
- Project starts with task A.
- D can be concurrent with A.
- B must follow A and precede F.
- C follows A.
- E cannot begin until both C & D are complete.
- F precedes G & H.
- G cannot begin until E is complete.
- H G, & I must precede J.
- I follows E and precedes L.
- K follows D.
- L cannot begin until K is complete
- J & L must be complete before M can start.
- N cannot start until L is complete.
- O follows N.
- P is the last task and can start only when M & O are complete.



ABBREVIATIONS

- | | |
|-----------------------------------|------------------------|
| ALUM - ALUMINUM | JC - JANITORIA CLOSET |
| BRFLG - BRICK FLOORING | LA - LATEST ALLOWABLE |
| CLG - CEILING | LT - LATEST ALLOWABLE |
| COMP/CO - COMPLETE | MECH - MECHANICAL |
| DARD - DETAIL APPROVE | MISC - MISCELLANEOUS |
| EA - EARLIEST POSSIBLE | MENRY - MASONRY |
| EF - EARLIEST POSSIBLE | MTD - MOUNTED |
| EREP - EXCAVATE ROOM | MTL - METAL |
| ERIN - REINFORCE & POUR | OH - OVERHEAD |
| EID - EXCAVATE INSTALL & BACKFILL | PARTNS - PARTITIONS |
| ERCT - ELECTRICAL | PIPE - PIPING |
| EQU - EQUIPMENT | PL - PLATES |
| ERECTG - ERECTING | PLSTR - PLASTER |
| ES - EARLIEST POSSIBLE | PLUMB - PLUMBING |
| ERT - EARLIEST POSSIBLE | REID - REINFORCED |
| EXT - EXTERIOR | REIBG - RESTRICTED |
| FIN - FINISH | ROOF - ROUGH |
| FIX - FIXTURE | SLG - SLAB ON GROUND |
| FTG - FOOTINGS | STWPT - STRUCTURAL |
| HM - HOLLOW METAL | SLP - SLABS |
| INSTG - INSTALLING | TFT - TOTAL FLOAT TIME |
| INSUL - INSULATION | TWA - TOTAL WORK |
| INT - INTERIOR | TWA - TIME RESTRAINT |
| | UB - UNDERGROUND |
| | UTIL - UTILITIES |

- | | |
|-------------------|------------------|
| BDBG - BUILDING | ACT - ACTIVATE |
| D - DUMMY | EL - ELECTRICAL |
| EXSTG - EXISTING | EN - ENDS |
| OPNG - OPENING | EQ - EQUIPMENT |
| PROT - PROTECTION | INS - INSTALL |
| TEMP - TEMPORARY | MEN - MECHANICAL |
| | RM - ROOM |
| | WAL - WALL |
| | WDM - WORK |
- GENERAL NOTES**
- GREEN - TASK ON TIME - NOT PAST EF DATE
 - ORANGE - TASK ON TIME - PAST EF DATE
 - BLUE - TASK BEHIND - NOT PAST LF DATE
 - YELLOW - TASK BEHIND - PAST LF DATE
- MASONRY ERECTION INCLUDES HM FRAMES, ROSE BISS LINTELS, IN WALL PIPING & CONDUIT MISC IRON & ALL OTHER ITEMS BUILT IN WALLS. IN ALUMINA WORK (IWM) INCLUDES REINFORCING, SLEEVES, SCREENS, INSERTS, CONDUIT & PIPING BUILT INTO CONCRETE.



MONITORING RECORD			ISSUE RECORD	
DATE	DATE	DATE	ISSUE #	DATE
			1	MAY 10

RESERVED NODE NOS.

47	46
48	47
49	48
44	44
45	50

HN 55

PROJECT 66 4

NETWORK PLAN FOR
LAKE CITY COMMUNITY
COLLEGE - LECTURE HALL
 LAKE CITY

STRONG CONSTRUCTION CO
 LAKE CITY
 GENERAL CONTRACTORS
 RALPH J. STEPHENSON PE
 CONSULTANT

/ NETWORK LISTING

NETWORK MODEL FOR LAKE CITY

R. J. STEPHENSON P.E. CONSULTANT

DATES ARE SHOWN AS MONTH, DAY, YR CP IN TTT COL INDICATES CRITICAL ITEM

ISSUE NO. 1 MAY 10

DWGS ISSUED 1,2

LOC				NODE SEQUENCE					
I	J	JOB			EARLY	LATE	EARLY	LAUE	TTL
ND	ND	DUR	COST	JOB DESCRIPTION	START	START	FINSH	FINSH	FLT
1	2	96	0	T/R	1032	1032	5152	5152	CP
1	8	102	2000	LA DAFD EXT HM FRAMES	1032	1052	5232	5252	2
1	15	110	4000	LM DAFD SUPPLY FAN	1032	1242	6052	6262	15
1	16	125	11500	LA DAFD RF STRUCT STEEL	1032	1052	6262	6282	2
1	33	136	6000	LM T/R DAFD COMPRESSORS	1032	2292	7122	9082	41
1	34	144	2100	LA T/R DAFD ALUM SASH & ENTRIES	1032	1142	7242	8042	9
1	39	120	2000	LA T/R DAFD INT HM FRAMES	1032	2282	6192	8152	40
1	72	150	1200	LA T/R DAFD INT HARDWARE	1032	2282	8012	9272	40
2	3	3	6500	LA STRIP SITE & LAYOUT BLDG	5162	5162	5182	5182	CP
2	4	2	200	LA LAY UP & AP BRK SAMPLE WLL	5162	5172	5172	5182	1
2	5	1	500	LA SET CONSTRUCTION OFC & SIGN	5162	5182	5162	5182	2
2	41	2	700	LA INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	2000	LM INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	1500	LE INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	42	4	400	LA INSTL TEMP PROT EXTG BLDG OP	5162	5222	5192	5252	4
3	6	0	0	D	5192	5192	5182	5182	CP
4	6	0	0	D	5182	5192	5172	5182	1
5	6	0	0	D	5172	5192	5162	5182	2
6	7	5	2500	LA ST EFRP MSNRY WLL FTGS	5192	5192	5252	5252	CP
7	8	0	0	D	5262	5262	5252	5252	CP
7	10	5	2500	LA COMP EFRP MSNRY WLL FTGS	5262	6052	6022	6092	5
8	9	10	8000	LA ST ERECTG EXT HM & MSNRY	5262	5262	6092	6092	CP
9	11	0	0	D	6122	6122	6092	6092	CP
9	12	2	400	LA ST EXT/INT RUFF BKFLG	6122	6222	6132	6232	8
9	13	2	650	LA CONSTR EQPT BASES/MECH ROOM	6122	6232	6132	6262	9
10	11	0	0	D	6052	6122	6022	6092	5
11	14	10	8000	LA C ERECTG EXT HM & MSNRY	6122	6122	6232	6232	CP
12	14	0	0	D	6142	6262	6132	6232	8
13	15	0	0	D	6142	6272	6132	6262	9
14	16	3	400	LA C EXT/INT RUFF BKFLG	6262	6262	6282	6282	CP
15	16	2	1200	LM SET SUPPLY FAN MECH EQUIP RM	6142	6272	6152	6282	9
16	17	8	12500	LA ER RF STRUCT STEEL	6292	6292	7112	7112	CP
17	18	5	6100	LM ST INSTLG EQUIP&PIPG MECH RM	7122	8172	7182	8232	26
17	19	3	9500	LA ER RF MTL DK & NAILERS	7122	7172	7142	7192	3
17	20	4	1200	LA ER STONE COPING	7122	8072	7172	8102	18
17	21	6	5500	LM EIB UG UTIL & DUCT WORK	7122	7122	7192	7192	CP
18	26	0	0	D	7192	8242	7182	8232	26
19	22	0	0	D	7172	8112	7142	8102	19
19	23	0	0	D	7172	7202	7142	7192	3
19	24	5	1380	LA MAKE ALT TO EXISTG WLLS	7172	10022	7212	10062	54
20	22	0	0	D	7182	8112	7172	8102	18
21	23	0	0	D	7202	7202	7192	7192	CP

NETWORK MODEL FOR LAKE CITY

J. STEPHENSON P.E. CONSULTANT

DATES ARE SHOWN AS MONTH, DAY, YR CP IN TFT COL INDICATES CRITICAL ITEM

ISSUE NO. 1 MAY 10

DWGS ISSUED 1,2

I	J	DAYS	LOC CD	AND DESCRIPTION	EARLY START		SEQUENCE		TF	
					E/S	L/S	E/F	L/F		
1	15	110	4000	LM	DAFD SUPPLY FAN	1032	1242	6052	6262	15
1	39	120	2000	LA	T/R DAFD INT HM FRAMES	1032	2282	6192	8152	40
1	72	150	1200	LA	T/R DAFD INT HARDWARE	1032	2282	8012	9272	40
1	8	102	2000	LA	DAFD EXT HM FRAMES	1032	1052	5232	5252	2
1	34	144	2100	LA	T/R DAFD ALUM SASH & ENTRIES	1032	1142	7242	8042	9
1	16	125	11500	LA	DAFD RF STRUCT STEEL	1032	1052	6262	6282	2
1	2	96	0		T/R	1032	1032	5152	5152	CP
1	33	136	6000	LM	T/R DAFD COMPRESSORS	1032	2292	7122	9082	41
2	5	1	500	LA	SET CONSTRUCTION OFC & SIGN	5162	5182	5162	5182	2
2	4	2	200	LA	LAY UP & AP BRK SAMPLE WLL	5162	5172	5172	5182	1
2	41	2	700	LA	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	2000	LM	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	1500	LE	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	3	3	6500	LA	STRIP SITE & LAYOUT BLDG	5162	5162	5182	5182	CP
2	42	4	400	LA	INSTL TEMP PROT EXTG BLDG OP	5162	5222	5192	5252	4
6	7	5	2500	LA	ST EFRP MSNRY WLL FTGS	5192	5192	5252	5252	CP
8	9	10	8000	LA	ST ERECTG EXT HM & MSNRY	5262	5262	6092	6092	CP
7	10	5	2500	LA	COMP EFRP MSNRY WLL FTGS	5262	6052	6022	6092	5
11	14	10	8000	LA	C ERECTG EXT HM & MSNRY	6122	6122	6232	6232	CP
9	12	2	400	LA	ST EXT/INT RUFF BKFLG	6122	6222	6132	6232	8
9	13	2	650	LA	CONSTR EQPT BASES/MECH ROOM	6122	6232	6132	6262	9
15	16	2	1200	LM	SET SUPPLY FAN MECH EQUIP RM	6142	6272	6152	6282	9
14	16	3	400	LA	C EXT/INT RUFF BKFLG	6262	6262	6282	6282	CP
16	17	8	12500	LA	ER RF STRUCT STEEL	6292	6292	7112	7112	CP
17	19	3	9500	LA	ER RF MTL DK & NAILERS	7122	7172	7142	7192	3
17	20	4	1200	LA	ER STONE COPING	7122	8072	7172	8102	18
17	18	5	6100	LM	ST INSTLG EQUIP&PIPG MECH RM	7122	8172	7182	8232	26
17	21	6	5500	LM	EIB UG UTIL & DUCT WORK	7122	7122	7192	7192	CP
19	24	5	1380	LA	MAKE ALT TO EXISTG WLLS	7172	10022	7212	10062	54
22	25	5	11000	LA	LAY INSUL & RFG	7182	8112	7242	8172	18
23	28	4	2500	LA	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	200	LM	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	2200	LE	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
27	29	10	800	LA	C ALL EXT CALKING & TRIM	7252	10092	8072	10202	53
26	33	11	1100	LM	ST INSTLG DUCT WK AT MECH RM	7252	8242	8082	9082	22
25	31	2	7000	LM	INSTL RF MTD MECH EQUIP	7252	8242	7262	8252	22
25	43	15	2800	LA	INS CURBS PKG LOTS & SDWKS	7252	10022	8142	10202	48
25	30	6	2400	LA	INS PLSTR SFT & FASCIN VEST	7252	8182	8012	8252	18
28	32	2	5400	LA	CONST SOG	7262	7262	7272	7272	CP
32	38	10	2500	LE	ST INSTLG RUFF ELECT WK	7282	7312	8102	8112	1
32	36	11	5100	LM	ST INSTLG OH DUCT WK	7282	7282	8112	8112	CP
32	37	8	3200	LM	ST INSTNG OH PIPING	7282	8022	8082	8112	3
34	40	9	2500	LA	INS & GLZ EXT ALUM SH & ENTRS	7282	8072	8092	8172	6

NETWORK MODEL FOR LAKE CITY

J. STEPHENSON P.E. CONSULTANT

DATES ARE SHOWN AS MONTH, DAY, YR CP IN TFT COL INDICATES CRITICAL ITEM

ISSUE NO. 1 MAY 10

DWGS ISSUED 1,2

I	J	DAYS	LOC		LATE	START	SEQUENCE		TF	
			CD	AND DESCRIPTION			E/S	L/S		E/F	L/F
1	2	96	0		T/R	1032	1032	5152	5152	CP
1	8	102	2000	LA	DAFD EXT HM FRAMES	1032	1052	5232	5252	2
1	16	125	11500	LA	DAFD RF STRUCT STEEL	1032	1052	6262	6282	2
1	34	144	2100	LA	T/R DAFD ALUM SASH & ENTRIES	1032	1142	7242	8042	9
1	15	110	4000	LM	DAFD SUPPLY FAN	1032	1242	6052	6262	15
1	39	120	2000	LA	T/R DAFD INT HM FRAMES	1032	2282	6192	8152	40
1	72	150	1200	LA	T/R DAFD INT HARDWARE	1032	2282	8012	9272	40
1	33	136	6000	LM	T/R DAFD COMPRESSORS	1032	2292	7122	9082	41
2	3	3	6500	LA	STRIP SITE & LAYOUT BLDG	5162	5162	5182	5182	CP
2	4	2	200	LA	LAY UP & AP BRK SAMPLE WLL	5162	5172	5172	5182	1
2	41	2	700	LA	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	2000	LM	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	1500	LE	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	5	1	500	LA	SET CONSTRUCTION OFC & SIGN	5162	5182	5162	5182	2
6	7	5	2500	LA	ST EFRP MSNRY WLL FTGS	5192	5192	5252	5252	CP
2	42	4	400	LA	INSTL TEMP PROT EXTG BLDG OP	5162	5222	5192	5252	4
8	9	10	8000	LA	ST ERECTG EXT HM & MSNRY	5262	5262	6092	6092	CP
7	10	5	2500	LA	COMP EFRP MSNRY WLL FTGS	5262	6052	6022	6092	5
11	14	10	8000	LA	C ERECTG EXT HM & MSNRY	6122	6122	6232	6232	CP
9	12	2	400	LA	ST EXT/INT RUFF BKFLG	6122	6222	6132	6232	8
9	13	2	650	LA	CONSTR EQPT BASES/MECH ROOM	6122	6232	6132	6262	9
14	16	3	400	LA	C EXT/INT RUFF BKFLG	6262	6262	6282	6282	CP
15	16	2	1200	LM	SET SUPPLY FAN MECH EQUIP RM	6142	6272	6152	6282	9
16	17	8	12500	LA	ER RF STRUCT STEEL	6292	6292	7112	7112	CP
17	21	6	5500	LM	EIB UG UTIL & DUCT WORK	7122	7122	7192	7192	CP
17	19	3	9500	LA	ER RF MTL DK & NAILERS	7122	7172	7142	7192	3
23	28	4	2500	LA	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	200	LM	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	2200	LE	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
28	32	2	5400	LA	CONST SOG	7262	7262	7272	7272	CP
32	36	11	5100	LM	ST INSTLG OH DUCT WK	7282	7282	8112	8112	CP
32	38	10	2500	LE	ST INSTLG RUFF ELECT WK	7282	7312	8102	8112	1
32	37	8	3200	LM	ST INSTNG OH PIPING	7282	8022	8082	8112	3
17	20	4	1200	LA	ER STONE COPING	7122	8072	7172	8102	18
34	40	9	2500	LA	INS & GLZ EXT ALUM SH & ENTRS	7282	8072	8092	8172	6
22	25	5	11000	LA	LAY INSUL & RFG	7182	8112	7242	8172	18
37	54	10	3300	LM	C INSTLG OH PIPING	8092	8142	8222	8252	3
38	55	10	3000	LE	C INSTLG RUFF ELECT WK	8112	8142	8242	8252	1
36	53	10	5000	LM	C INS OH DUCK WK & INSUL	8142	8142	8252	8252	CP
39	51	9	2600	LA	ER INT MSNRY WLLS	8142	8162	8242	8282	2
17	18	5	6100	LM	ST INSTLG EQUIP&PIPG MECH RM	7122	8172	7182	8232	26
25	30	6	2400	LA	INS PLSTR SFT & FASCIN VEST	7252	8182	8012	8252	18
40	52	6	3500	LA	ST INSTLG CLG SUSP SYSTEM	8142	8182	8212	8252	4

NETWORK MODEL FOR LAKE CITY

J. STEPHENSON P.E. CONSULTANT

DATES ARE SHOWN AS MONTH, DAY, YR CP IN TTT COL INDICATES CRITICAL ITEM

ISSUE NO. 1 MAY 10

DWGS ISSUED 1,2

I	J	DAYS	LOC	CD	AND DESCRIPTION	LATE FINISH		SEQUENCE		TF
						E/S	L/S	E/F	L/F	
1	2	96	0		T/R	1032	1032	5152	5152	CP
2	3	3	6500	LA	STRIP SITE & LAYOUT BLDG	5162	5162	5182	5182	CP
2	4	2	200	LA	LAY UP & AP BRK SAMPLE WLL	5162	5172	5172	5182	1
2	41	2	700	LA	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	2000	LM	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	41	2	1500	LE	INSTL TEMP ROADS & UTIL	5162	5172	5172	5182	1
2	5	1	500	LA	SET CONSTRUCTION OFC & SIGN	5162	5182	5162	5182	2
1	8	102	2000	LA	DAFD EXT HM FRAMES	1032	1052	5232	5252	2
6	7	5	2500	LA	ST EFRP MSNRY WLL FTGS	5192	5192	5252	5252	CP
2	42	4	400	LA	INSTL TEMP PROT EXTG BLDG OP	5162	5222	5192	5252	4
8	9	10	8000	LA	ST ERECTG EXT HM & MSNRY	5262	5262	6092	6092	CP
7	10	5	2500	LA	COMP EFRP MSNRY WLL FTGS	5262	6052	6022	6092	5
11	14	10	8000	LA	C ERECTG EXT HM & MSNRY	6122	6122	6232	6232	CP
9	12	2	400	LA	ST EXT/INT RUFF BKFLG	6122	6222	6132	6232	8
1	15	110	4000	LM	DAFD SUPPLY FAN	1032	1242	6052	6262	15
9	13	2	650	LA	CONSTR EQPT BASES/MECH ROOM	6122	6232	6132	6262	9
1	16	125	1500	LA	DAFD RF STRUCT STEEL	1032	1052	6262	6282	2
14	16	3	400	LA	C EXT/INT RUFF BKFLG	6262	6262	6282	6282	CP
15	16	2	1200	LM	SET SUPPLY FAN MECH EQUIP RM	6142	6272	6152	6282	9
16	17	8	12500	LA	ER RF STRUCT STEEL	6292	6292	7112	7112	CP
17	21	6	5500	LM	EIB UG UTIL & DUCT WORK	7122	7122	7192	7192	CP
17	19	3	9500	LA	ER RF MTL DK & NAILERS	7122	7172	7142	7192	3
23	28	4	2500	LA	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	200	LM	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
23	28	4	2200	LE	FFG & SET IFW FOR SOG	7202	7202	7252	7252	CP
28	32	2	5400	LA	CONST SOG	7262	7262	7272	7272	CP
1	34	144	2100	LA	T/R DAFD ALUM SASH & ENTRIES	1032	1142	7242	8042	9
17	20	4	1200	LA	ER STONE COPING	7122	8072	7172	8102	18
32	36	11	5100	LM	ST INSTLG OH DUCT WK	7282	7282	8112	8112	CP
32	38	10	2500	LE	ST INSTLG RUFF ELECT WK	7282	7312	8102	8112	1
32	37	8	3200	LM	ST INSTNG OH PIPING	7282	8022	8082	8112	3
1	39	120	2000	LA	T/R DAFD INT HM FRAMES	1032	2282	6192	8152	40
34	40	9	2500	LA	INS & GLZ EXT ALUM SH & ENTRS	7282	8072	8092	8172	6
22	25	5	11000	LA	LAY INSUL & RFG	7182	8112	7242	8172	18
17	18	5	6100	LM	ST INSTLG EQUIP&PIPG MECH RM	7122	8172	7182	8232	26
37	54	10	3300	LM	C INSTLG OH PIPING	8092	8142	8222	8252	3
38	55	10	3000	LE	C INSTLG RUFF ELECT WK	8112	8142	8242	8252	1
36	53	10	5000	LM	C INS OH DUCK WK & INSUL	8142	8142	8252	8252	CP
25	30	6	2400	LA	INS PLSTR SFT & FASCIN VEST	7252	8182	8012	8252	18
40	52	6	3500	LA	ST INSTLG CLG SUSP SYSTEM	8142	8182	8212	8252	4
25	31	2	7000	LM	INSTL RF MTD MECH EQUIP	7252	8242	7262	8252	22
39	51	9	2600	LA	ER INT MSNRY WLLS	8142	8162	8242	8282	2
58	60	5	1200	LA	ST INSTLG LAY IN CLG TILE	8222	8282	8282	9012	4

Project: Lake City Community College

Item	Code	Contractor or Vendor	Code	Lead Time Req'd.--wkg.dys.					Earliest		Latest		Best		Actual		Remarks
				Detail	Approve	Fabric	Deliver	Total	DTO	DOJ	DTO	DOJ	DTO	DOJ	DO	DOJ	
Struct Steel	5	Frey Erectors	4	10	4	10	2	26	5/23	6/29	5/23	6/29	5/23	6/29			
Alum sash	11	Bell Bros.	9	9	5	12	2	28	6/17	7/28	6/27	8/5	6/17	7/28			
Excavation	3	Mate Bros.	2	—	—	—	—	2	5/12	5/16	5/12	5/16	5/12	5/16			
Roofing	9	Cicotte Roofing	8	—	—	—	—	15	6/24	7/18	7/21	8/11	6/24	7/18			
Brick	10	Richardson Inc.	6	—	—	—	1	1	5/13	5/16	5/16	5/17	5/13	5/16			Sample wall
Plastering	16	Robert Plastering	15	—	—	—	—	10	7/11	7/25	8/4	8/18	7/14	7/28			

Abbreviations

Fabric = Fabricate

Wkg = Working

Dys = Days

Requird = Required

DTO = Date to order (calendar)

DOJ = Date on job (calendar)

DO = Date ordered (calendar)

Purchasing Schedule Example

Project _____

Date _____

Sht _____

ITEM PROCESSING SCHEDULE

<i>Item</i>	<i>Date shop dwgs to be submitted</i>			<i>Date of shop dwg approval</i>			<i>Date fabrication complete</i>	<i>Date item on job site</i>
	<i>Subm 1</i>	<i>Subm 2</i>	<i>Subm 3</i>	<i>Subm 1</i>	<i>Subm 2</i>	<i>Subm 3</i>		

COLOR CODING

	1	2	3	4	5	6
IS TASK CURRENTLY PAST EF DATE?	N	N	Y	Y	Y	
IS TASK CURRENTLY PAST LF DATE?	N	N	N	N	Y	
WILL TASK MAKE LF DATE?	Y	N	Y	N	-	
COLOR CODE GREEN	X					
COLOR CODE ORANGE			X			
COLOR CODE BLUE		X		X		
COLOR CODE YELLOW					X	

Color coding is used to qualitatively evaluate project status. The status indicator colors described below are drawn on the solid task arrows, with the end of the color line shown at the approximate percentage of the task complete. The color line end is dated with the current calendar date.

Green

Task on time - currently not past early finish (EF) date.

Orange

Task on time - currently past early finish (EF) date.

Blue

Task behind - currently not past late finish (LF) date.

Yellow

Task behind - currently past late finish (LF) date.

Note that the evaluation is made on the basis of the current date. Changes in color are significant, indicating a deteriorating or improving sequence of work depending upon the progression. Color coding is primarily used to locate undesirable trends in work progress and to show job history.

June 14, 1972

Subject: Monitoring Report #1

Lake City Community College Lecture Hall

Project: 66:4

Date of Monitoring: June 3, 1972 (working day 110)

Actions taken:

- Inspected project
- Reviewed general progress with Mr. Carl Franklin, superintendent
- Color coded field networks
- Evaluated job progress

During early stages of the Lake City project, monitorings will be made every other week. Frequency will vary later as additional trades are brought on the job and progress smooths out. Copies of monitoring reports will be sent to Mr. Carl Franklin, job superintendent, Mr. William Litt, project manager for the contractor and Mr. Joseph Rindquist of Physical Plant for the college.

As of June 3 (working day 110) the project is in fair condition with major building work meeting early start/early finish dates. Presently the building has been laid out, wall footings are 90% complete, and erection of hollow metal and exterior masonry is well in work. Expediting on hollow metal was good, with delivery to the job site May 20th, well in time for start of exterior masonry. Other projected deliveries appear currently in line with early finish/late finish target dates.

One item that lags is installation of temporary roads and utilities. This task was due for a late finish of May 18 (working day 100). Presently it is expected to finish on June 6 (working day 112), giving a projected lag of approximately 12 working days. The task was inserted in its present position in the logic plan to allow easy delivery of heavy brick loads. To date the weather has been relatively dry and deliveries have been no problem. However, if the weather turns wet, the delayed road installation can be serious. Reason for the delay was that the owner was unable to move stockpiled athletic field bleachers as promised on May 16th. These were moved on May 25th (working day 104).

Monitoring Report #1
Lake City Community College Lecture Hall
Page two

RALPH J. STEPHENSON, P. E.
CONSULTING ENGINEER

Reviewing items to start, continue or be completed in the next two weeks, we find the following, read from the late start and late finish sequences:

- Complete, excavate, form, reinforce and pour masonry wall footings
- Continue erect hollow metal and exterior masonry
- Complete temporary roads and utilities
- Expedite delivery of roof structural steel
- Expedite delivery of supply fan at mechanical room
- Continue buying out and expediting all long lead time items

Overall, the project is moving well with several critical points coming up within the next two weeks to a month. The most important of these at present is to insure structural steel is delivered by June 29 (working day 128). Erection of steel is critical and unlocks all succeeding work.

Ralph J. Stephenson, P. E.

RJS
m

To: Mr. Carl Franklin
Mr. William Litt
Mr. Joseph Rindquist

WHAT DO YOU THINK ABOUT THE YOUNGER GENERATION

Directions: In the blank space in front of each item, place the letter(s) that indicate the extent to which you agree with the statement.

SA -- strongly agrees
A -- agree
U -- uncertain
D -- disagree
SD -- strongly disagree

- _____ 1. Young male workers with shoulder length hair generally tend to cause more trouble on a job than the older worker with properly trimmed hair.
- _____ 2. By and large, the younger employee doesn't try to do a good job for his/her employer.
- _____ 3. Most young people today don't believe in the precept of "Work hard and you'll ultimately get ahead faster in this world".
- _____ 4. Young men today are much more inclined to homosexuality than a generation ago.
- _____ 5. An economic depression would sure change the attitude of a lot of young people today -- for the better.
- _____ 6. Young people have a much looser moral code than the previous generations.
- _____ 7. The current youthful generation has higher ideals about ecology, consumer protection, politics and society in general, than their elders.
- _____ 8. Young people today seem to be unmotivated.
- _____ 9. The kids want everything NOW, they don't want to earn their rewards.
- _____ 10. Youngsters today use excessively foul language.

TODAY'S YOUNG WORKERS

INTRODUCTION:

A short time ago, an in-depth interview/survey was conducted at the Ford Pinto auto assembly plant in Milpitas, California; the object was to solicit an expression of the attitudes of today's young auto assembly workers. What they said epitomizes a growing chorus that is rapidly becoming a battle hymn signaling a crisis of the post-industrial society; the "blue collar trap" syndrome is the modern sequel to the biblical leaders' plea of long ago..."Let my people go."

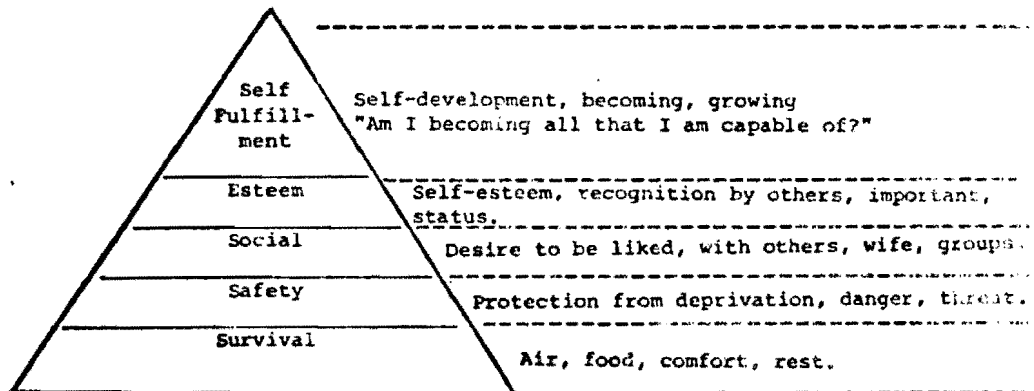
1. The Failure of Scientific Management with Today's Young Workers

The hero of one generation may become the villain of a subsequent generation. Such may be the case of Frederick Winslow Taylor, referred to as the "father of scientific management."

2. Scientific management was originally accepted because it was consistent with the Protestant Work Ethic, prevalent at the time.

3. Scientific management was originally accepted because it conceived of man at a certain level of human need, which was a correct perception of man at that time; however, scientific management failed to foresee the significant shift upward in the needs of man, and the role work would play in helping to meet those needs.

Maslow's
Hierarchy
of Needs



4. Much of old scientific management no longer works with today's worker. Because of modern prosperity, people are more free than ever before; they no longer are slaves to the threat of not having a job.
-
-

5. Scientific management, specifically work simplification and specialization, ignores the very core of human uniqueness; it makes two fundamentally fatal assumptions with respect to organizing work for human beings.

1st Assumption -- the assumption that because it works well to analyze work in its simplest constituent parts, therefore we should also organize it as a series of individual small parts, each, if possible, carried out by an individual worker.

This assumption confuses a principle of job analysis with a principle of job organization.

2nd Assumption -- the assumption that planning work should be separated from the doing of the work; planning before doing is fundamentally sound but it does not follow that planning and doing should be done by different people, i.e., management and workers.

6. The traditional application of scientific and management has been resisted by today's workers because:
- A. A worker is taught motions rather than given a job; his ability and need to learn and grow is stifled; he accumulates experience in narrow mechanical habits rather than increasing knowledge, understanding and personal growth.
-
-

- B. It tried to apply a principle for mechanical work to human work.
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-
-

THE JOB REVOLUTION

1. Young workers today are asking two questions that were not asked in previous generations:

A. Why am I working?

B. What will this job provide besides money?

2. The incentive to work today is not fear and compulsion as in the past, but rather a search for participation and fulfillment.

3. Leadership has a vastly different connotation in the minds of today's worker than in the minds of yesterday's worker who labored in the autocratic world of the early 1900's.

4. The promise of freedom so eloquently extolled in grammar school civics textbooks has not been present in the work lives of people after they grew up. Since virtually one half of one's waking life is spent working, therefore one half of worker's lives has not been free.

5. Work itself is often impersonal, intangible, and without an observable end. Workers have not been given the kind of work that allows the development of a prideful personal identity through true artisanship.

6. Besides not providing for positive experiences, work has nurtured a smoldering backlash. The effects of job hatred are real and measurable though not always immediately discernible. When workers "misbehave" through absenteeism, tardiness, daydreaming, etc., they are behaving entirely normally, i.e., in a way to avoid pain, the psychological pain of an inhuman job.

7. Enlightened managers are dealing with today's workers in a variety of ways, all having a similar theme of involving the workers as the adults they are. In general, management's answer for this problem must include a relinquishment or a sharing of those heretofore jealously guarded management prerogatives of planning, organizing, staffing, decision-making, controlling, and appraising. This will be accomplished through the most powerful management practices known today--namely:

a. Participative management

b. Management by objectives (or commitment)

c. Job enrichment

d. Personal goal-setting and career planning

e. Transactional analysis for managers

8. Putting It All Together - A Plan for Action Now

A. Management, in the traditional sense, must change now because those to be managed have changed. Many of yesterday's time-honored management principles were developed as a response to people of an era long since past.

B. A correct way to begin trying the "NEW MANAGEMENT" way is to, first, set down a list of the new management practices one would like to include in his repertory of management behavior; second, arrange them in an order starting with those that appear will be most comfortable to assimilate; third, work with one new idea at a time until you are comfortable with it, then proceed; fourth, don't be reluctant to be honest with your people in admitting, if they ask, that you have learned some things which you feel might help you do an even better job.

C. Charting your success along the new management route can be gauged by regularly asking yourself, "Am I genuinely enjoying my role as a manager in getting my greatest satisfactions from helping others to be successful and therefore helping them to enjoy their jobs?" If the answer is yes, you're on the way.

MANAGEMENT WITH TODAY'S YOUNG WORKERS

1. Management Essentials for Today's Workers

- A. We begin to understand the management paradox when we discover the best management is really a form of non-management - when we discover personal commitment as a vastly more powerful force than outside threat or coercion.
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- B. The formula for quick remedial action is to begin treating workers as responsible adults who will work because they are honorable people and stop assuming they are like children who must be forced (to practice their piano lessons) to work.
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- C. Getting on the right track, in our own management philosophy, involves our understanding management as the "people business," not the technical principles of production.
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- D. Acquiring the proper supervisory style for today's young workers requires the recognition that they consider work an important part of their lives; they require the invitation to participate in traditional management prerogatives. This will require a democratic supervisory style.
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-

- E. The manager with today's young workers recognizes he should be studying people more, improving his sensitivities to them, and ministering to human needs more than studying critical path method and PERT.
-
-

2. Practical Psychology for Those Who Must Manage with Today's Young Workers

A. The most common management mistake is the assumption that criticism will lead to behavioral change; it doesn't. Coaching, however, will lead to the desired change. Managers must learn to substitute coaching for criticism.

B. A powerful and good management practice you can start tomorrow is to begin to deliberately look for the good in people's work and comment on it to the person.

C. "Changing people" can be a tough job, if it is considered as an outside force that impinges on peoples' learned behavior patterns. People resist being changed; they don't resist change per se. Secret: Involve people in the discussions and decisions leading up to the change.

D. It is possible for any manager or supervisor to manage like big corporation managers do it; it involves much attitude and some behavior. Here's what they do: they define end results desired, time frame for accomplishment, constraints and other parameters; they leave means and strategy and tactics to the workers and their supervisor. They have a basic trusting attitude that people can decide means to reach goals.

E. The cardinal principle of management human relations is to remember that the people who are rendering the service (workers) are to be considered as important as the service they render.

F. Studying the technique of other successful (and sometimes famous) managers can yield valuable ideas worthy of our emulation.

G. The absolute essential to your success as a manager is to realize, believe and act consistent with the belief that it is the people, the workers, who will make you, the manager, a success. Their success is your success. Your primary job, therefore, is to do whatever is necessary to help your workers to be individually successful.

H. Helping people to see how they can reach their personal goals through performance on the job will tap a most powerful form of motivation.

3. New Sensitivity in Employee Communications Today

A. Today's young worker wants to know why what they are being asked to do is important. They want to have the internal conviction that the way they are spending their lives really counts for something.

B. People (workers) want management orders couched in the language of requests or suggestions. Management communications must always recognize the option that the worker has a right to say, "No;" today's young worker considers this a fundamental attribute of freedom. The right to make choices is a basic right and demand of the adult in a free society.

C. The least understood (and practiced) fundamental principle of communications is that workers want to communicate back to management.

D. The scientific secret of communications that explains the core of it instantly is contained in the subtle truism "Meanings are in People, Not in Words."

E. Some new theories in communications have applicability in the management area.

F. The newest communications tool available to managers today is understanding communications in terms of transactional analysis. Today's young worker expects an adult-to-adult relationship.

G. Giving management orders can be free of authoritarianism if the manager speaks in terms of "we" and if he can explain management orders in terms of goals to be accomplished through cooperation with the order.

H. Workers' mistakes should be dealt with so that the worker does not "lose face." This can be accomplished by the manager talking of his own mistakes too. Managers would do well to remember the management philosophy of NASA - "We never punish for error - we punish for the concealment of error." The only practical attitude is contained in the words, "What is yet left to be done?"

I. Employee appraisals, if not properly done, can undo in one hour the good work of six months. Traditionally, appraisals have been ego deflating experiences. They have been dreaded and avoided by employee and manager alike, with good reason.

Employees will welcome appraisals that are forward-looking, goal-setting in tone, instead of backward-looking judgmental in tone. Personality trait checkoff rating forms are disappearing as a management tool. Judgments of the whole person must be avoided; only work results are relevant issues to be judged. The adult-to-adult relationship is the ideal goal in the appraisal process.

4. Creativity - Problem Solving - Decision Making

- A. Getting the best ideas people have is accomplished best when people feel secure that they will not be depreciated for offering unworkable ideas. A manager must have the attitude, "What is right, not who is right."
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-

- B. Solving complex problems simply may be contained in two principal ideas - brainstorming and seeing the obvious.
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- C. Making hard and good decisions may be accomplished by considering these guidelines:

BUSINESS DECISIONS

Four characteristics of any business decision are:

- A. Degree of Futurity -- how long into the future does it commit the company--how fast can the decision be modified or reversed.
-
-

- B. Impact on other areas -- how are other functions, areas or the business as a whole affected by the decision.
-
-

- C. Principles of Conduct -- what ethical and moral issues are involved --is any precept violated or bent.
-
-

- D. Recurrent or Rare -- if recurrent, is now the time to formulate a policy or procedure?

Decision making involves these steps:

- A. Define the problem -- Ask the right questions to determine the critical factor(s)--set the objective for the problem solution--determine the rules under which a solution is acceptable.
- B. Analyze the problem -- What are the causes of the problem--determine who must make the decision--who must be consulted--who must be informed--get relevant facts.
- C. Develop Alternative Solutions -- Get more than two alternatives --weigh advantages and disadvantages of each--consider doing nothing as an alternative.
- D. Decide upon best solution -- Criteria
 - 1. Risk against gains
 - 2. Economy of effort
 - 3. Timing
 - 4. Limitations of resources
- E. Execute or present to executive -- If idea must be "sold" rather than simply presented--consider what this may mean.

Harnessing the power of a group can be accomplished by the leader (manager) playing the right role and following a few simple rules:

5. Dealing with A Supervisor's Special Problems

A. Handling a sticky discipline problem smoothly can best be accomplished if the manager steadfastly maintains an adult-to-adult posture and states the performance results required within a definite time-frame. He should be positive and optimistic in his expectation that the employee can perform and should express essentially the attitude, "I know you can do it." He should then praise the first improvement noted and each thereafter. This follows the principle of positive reinforcement.

B. Becoming a competent counselor is largely learning to be a patient and active listener; counseling is not giving advice and telling others what they ought to do; it is helping others to see all the options available to them, helping them to weigh the options, and letting them make the decision without offering your own judgment about their decision or stating what you would have done. This takes great maturity, great ego strength, and great restraint.

C. The successful handling of conflict may depend on being able to discern and separate idea issues from personality issues. The initial goal in beginning to resolve conflict is to find the areas of agreement first, emphasizing those, thus fostering a positive tone at the outset. Often what is needed is not an adjudication by a judge or arbiter but rather real understanding on the part of the adversaries. If possible, the manager may try the approach of asking the parties to come up with some alternatives that will allow each party some measure of satisfaction.

D. Building team strength is largely a matter of having clearly defined and commonly understood team goals with individual commitments to individual goals. In addition, the manager must have the self-image of a coach, facilitator, optimistic cheerleader. He must find real reasons and evidence for people to feel progressively successful along the way to the team goal.

E. Every complaint must be given a full and patient hearing. Many complaints can be effectively handled if the manager (or supervisor) will simply listen patiently and respectfully to the complainant.

6. Today's New Employee: Selection - Orientation - Training

A. Selecting the best job applicant can be accomplished by deciding first what the job to be filled requires in technical ability and temperament.

B. Interviewing will be much more productive and comfortable if an interrogation atmosphere can be avoided. The technique of simply getting to know the person through friendly conversation will often yield the best information and results. Trusting gut level feelings is a valid test for gauging temperament and interpersonal style.

C. A simple technique to get new employees off to a good beginning is to make them productive immediately. Combine orientation with doing the job from the very first day. Help them feel useful and make them successful from the very beginning.

D. Training or teaching new employees can be made practically failsafe if this training sequence is planned.

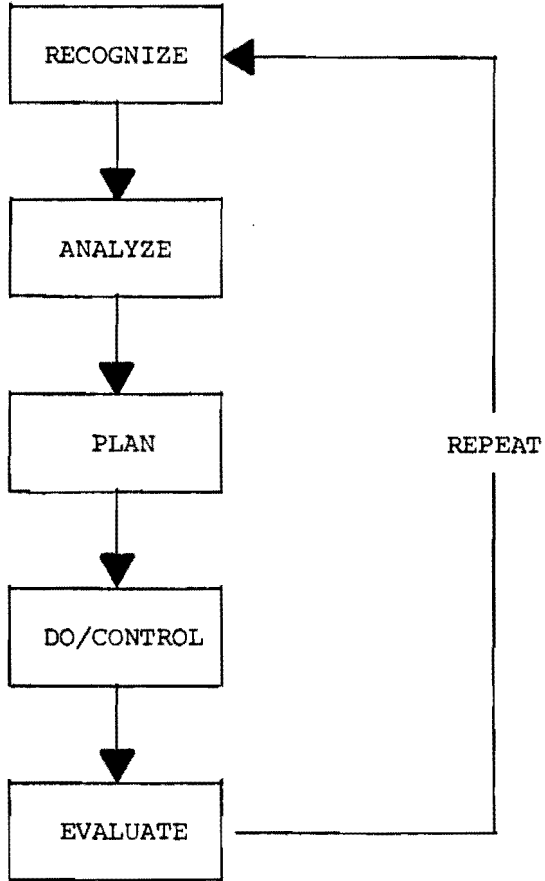
- 1) Tell the new employee what you are about to show him.
- 2) Show him - do the procedure while explaining what you are doing and explain why.
- 3) Do it again without explanation.
- 4) Let employee do it while you watch.
- 5) Have employee do it again, this time explaining what he is doing while doing it.
- 6) Leave employee alone to do the job for awhile - check back later.

- E. The (sometimes) special challenge associated with inducting and training an employee from a disadvantaged background can be helped most if the supervisor remembers to carefully program the early stages of the new employee's work experience so that he can experience early success. He must develop a positive self-image of "can do" from the beginning. This develops the important attitude of self-confidence.
-
-

ACCOUNTABILITY ACCOUNTING

I. BUSINESS MANAGEMENT PROCESS

A. Business Success Cycle



1. *RECOGNIZE*

2. *ANALYZE*

3. *PLAN*

4. *DO/CONTROL*

5. *EVALUATE*

CONCLUSION: All elements of business success cycle depends on good,
reliable, accurate, meaningful "INFORMATION."

1. Recognize

A successful business is one that solves problems as they occur and takes advantage of fruitful opportunities. Hence, to be successful you must be able to recognize problems and opportunities.

2. Analyze

Once a problem/opportunity has been recognized, an effort must be made to gather information from internal sources as well as external sources in order to analyze the details of the situation.

3. Plan

Following the recognition and analysis of the problem/opportunity, a step-by-step action plan should be formulated to correct the problem or take advantage of the opportunity. Depending on the specific problem or opportunity, the plan will be simple or complex.

4. Do/Control

The do/control phase is the execution of the action plan, doing the actual work and controlling the work such that the solution to the problem or the execution of the opportunity is achieved.

5. Evaluate Results

Once the problem is solved or the opportunity taken advantage of, a learning process of improving the process of a business success cycle and hence providing a feedback mechanism for improved management success.

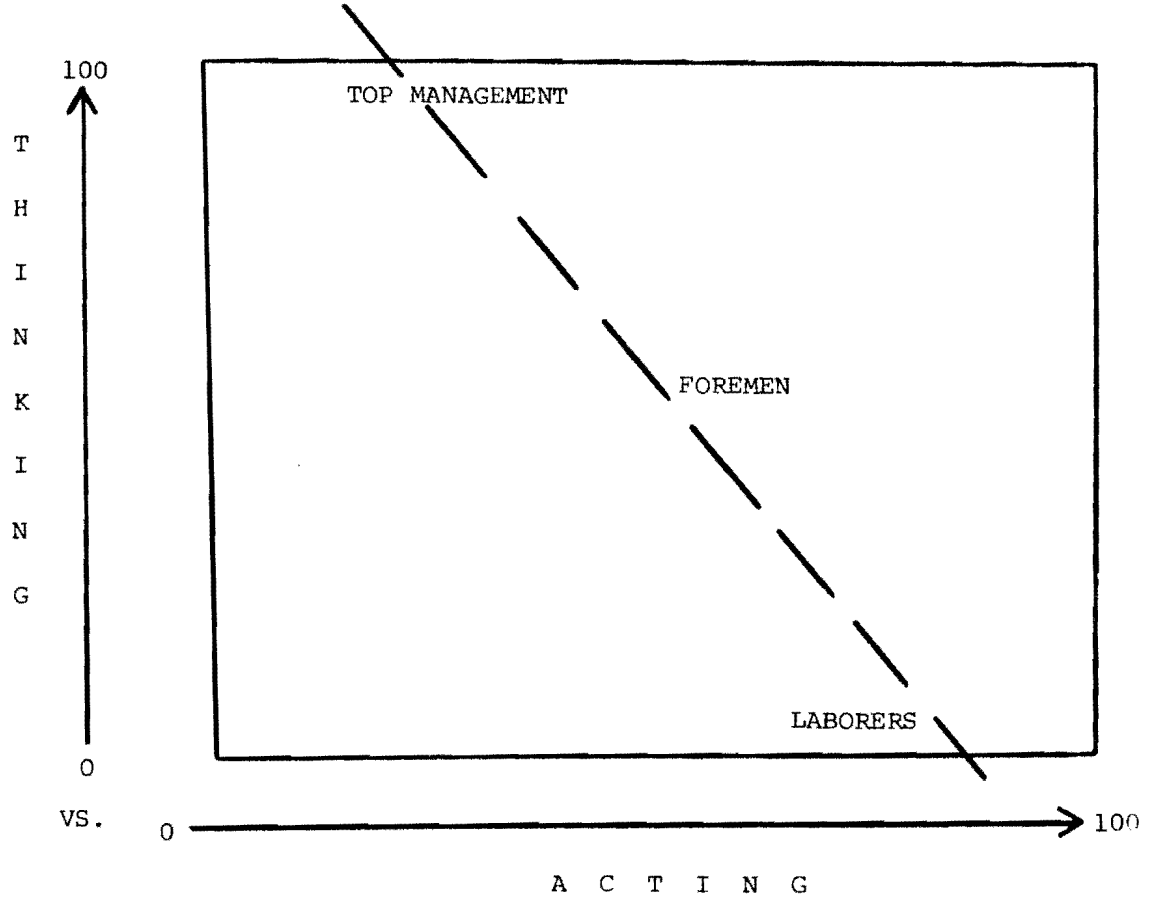
II. EFFECTIVE VS. EFFICIENT

Definition of

EFFECTIVE: _____

EFFICIENT: _____

III. THINKING VS. ACTING



THINKING

ACTING

IV. WHY NOT "SEAT-OF-THE-PANTS" APPROACH?

A reasonable degree of success can be achieved in the contracting industry by using the seat-of-the-pants approach. By staying small, by spending a tremendous amount of time doing the activities of construction and by conservatively following industry leaders, the small electrical contractor can be successful through seat-of-the-pants approach. The seat-of-the-pants approach limits the size in which the contractor can grow by the physical necessity for the Owner/Manager having direct span of control of all activities, and it limits the profitability of the business.

V. CONCLUSIONS ON THE NEED FOR INFORMATION AND IMMEDIATE FEEDBACK

VI. ACCOUNTABILITY ACCOUNTING

A. Definition

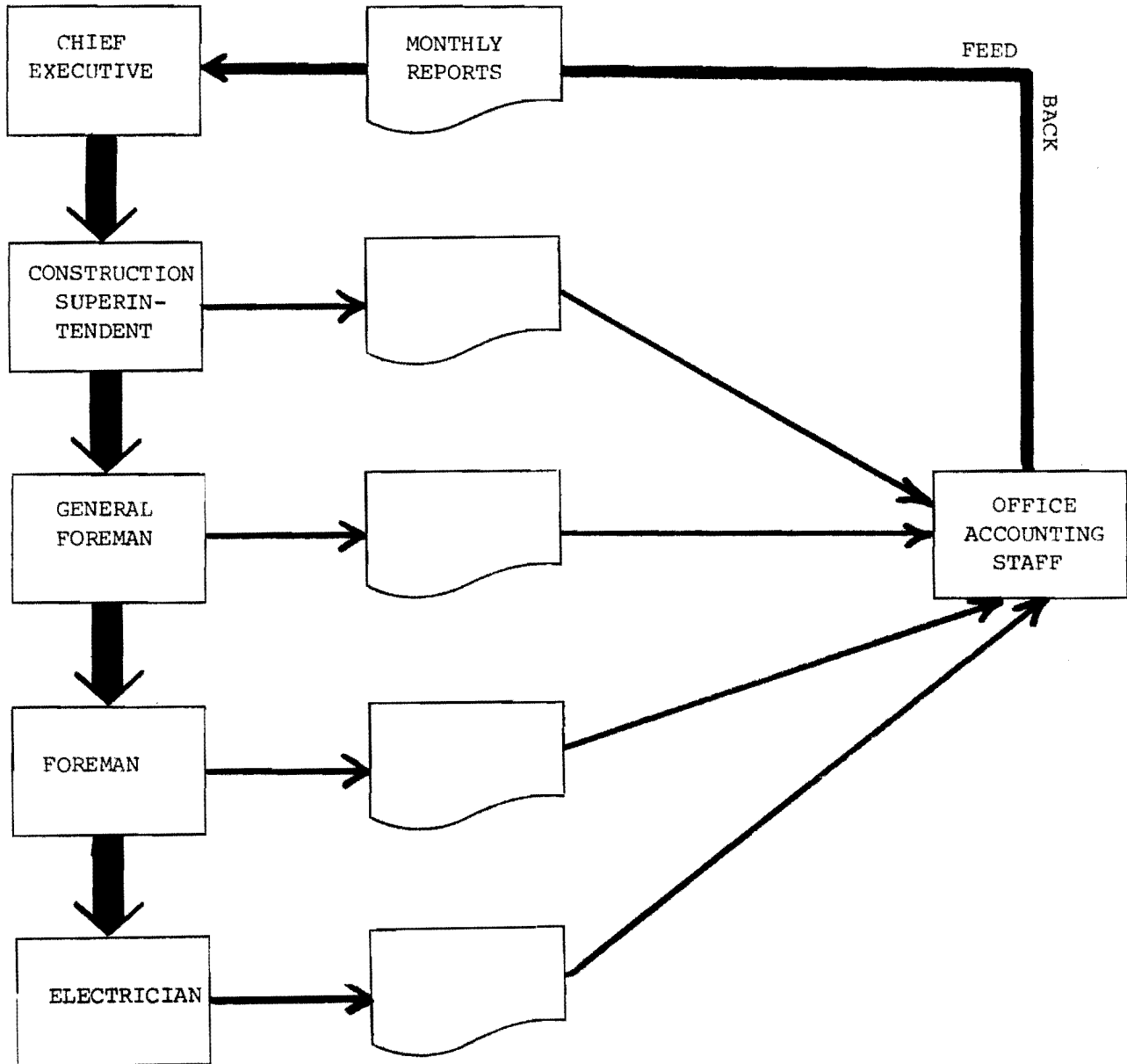
- The process of integrating financial control and evaluation into the normal, daily operating environment.

B. Objective

- Accountability accounting involves every employee in controlling and evaluation to the overall objective of bottom line profit.

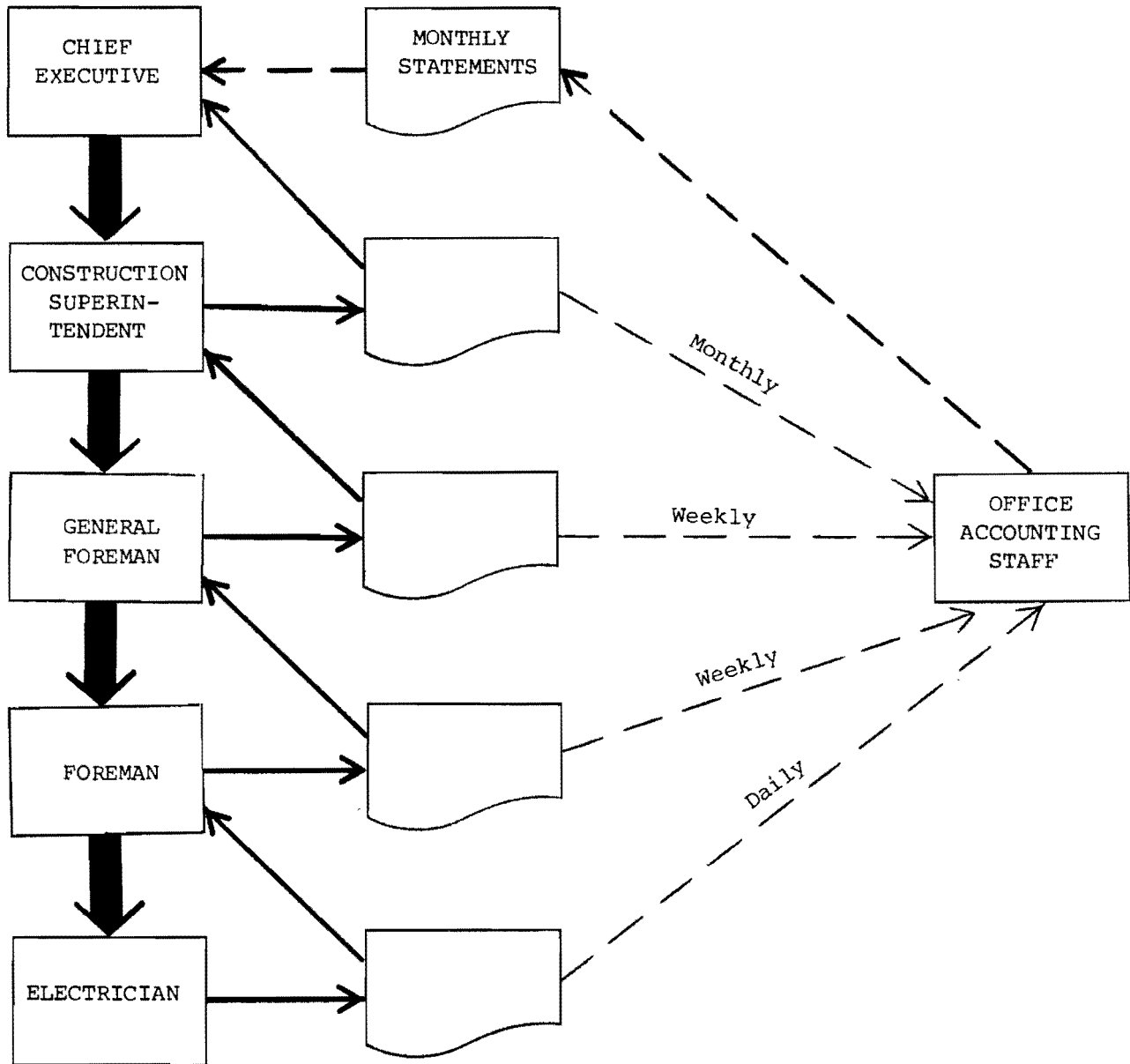
EXAMPLE

NON-ACCOUNTABILITY ACCOUNTING



EXAMPLE

ACCOUNTABILITY ACCOUNTING



VII. ACCOUNTABILITY ACCOUNTING--PROS AND CONS

CONS:

- Electricians and Foremen should not do paper work (cost).

- Foremen are not numbers-oriented.

- Accountability accounting process slows down accounting office work.

PROS:

- Feedback is faster to the manager/doer.

- Problems corrected before top management is involved.

- All workers are tuned in to profitability.

- Information is more meaningful.

- Profits are better as a result.

VIII. ESTIMATING, THE BEGINNING OF AN EFFECTIVE ACCOUNTABILITY ACCOUNTING PROCESS

A. Estimate must be effective.

B. Estimate must be summarized into "logical" construction completion units.

C. Estimate must be in units that Laborer and Supervisor can relate to.

SUMMARIZING THE ESTIMATE

Job Name: _____ Estimate No.: _____
 Job Location: _____ Date: _____
 Closing Date and Time: _____ Bid Depository No.: _____
 Estimated By: _____ Sheet No. _____ of _____
 Checked By: _____ Approved By: _____

- ① Special Materials: A separate column has been provided for special materials if it is desired to segregate such items from standard materials for application of overhead or other purposes.
- ② Job Factor: Note the job factor details for labor hour determination.
- ③ Non-Productive Labor: Note the non-productive labor details for labor hour determination. "Normal" time for non-productive labor is a component part of the N.E.C.A. Labor Unit. Job conditions or your experience may require an increase or decrease in labor man hours.
- ④ Labor Productivity Factor: When actual cost analysis and job experience indicates that the standard labor units you use are either too low or too high, the productivity factor should reflect the variance from standard.
- ⑤ Labor Adder: The labor adder should be accounted for as a direct job expense and must be computed accurately in order to be a component part of Prime Cost.
- ⑥ General Supervision: This cost includes the services of a Field Superintendent, Project Manager, Estimator, Engineer or other such salaried person whose cost could be charged as a part of the prime cost of the job rather than be included in the applied overhead.
- ⑦ Temporary Facilities: This cost can include clean up, temporary power charge, security, sanitary facilities or other items included in the General Contractor's "back charge."
- ⑧ Overhead: Calculate overhead as one item based on a percentage of prime cost OR as two items based on a percentage of standard materials, labor and direct job expense plus a different percentage on special materials. Do not use both methods.

Bid submitted to:	Amount:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Summary comments by the electrical contractor:

Pricing Sheet Nos.	Section of the Job	Code	Standard Materials Cost	Special Materials ①	Labor Man Hours Non-Factored	Job Factor		Non-Prod. Labor Factor		Productivity Factor		Net Labor Hour Adjustments	Labor Man Hours Factored	Estimating Comments Relative to Construction Phases
						+ or -	MH or % ②	+ or -	MH or % ③	+ or -	MH or % ④			
to	Branch Circuit Rough-in	AR												
to	Branch Circuit Wire & Cable	AW												
to	Service & Feeder Rough-in	BR												
to	Service & Feeder Wire & Cable	BW												
to	Panel Bd. & Switchboard	C												
to	Special Raceway Systems	D												
to	Wiring Devices	E												
to	Lighting Fixtures & Lamps	F												
to	Communication & Signal Equipment	G												
to	Hazardous Location	H												
to	Electric Heating	J												
to	Grounding Systems	K												
to	Overhead Systems	L												
to	Motors and Controls	M												
to														
to														
to														
to	Miscellaneous Material													
	Totals		\$	\$										

DIRECT JOB EXPENSES:	DOLLARS	LABOR ADDER % ANALYSIS ④	%	Estimator's Evaluation of Job, Non-Prod. & Prod. Factors	ESTIMATE SUMMARY	DOLLARS
Insurance Add'l For This Job		Social Security		Job Factor Defined	Standard Materials at Cost	
Insurance—Other		Unemployment Insurance		1. Type of Building	Special Materials at Cost	
Insurance—Other		Workmen's Comp. Ins.		2. Working Conditions	Labor Man Hours Factored	
Permit and Inspection Fees		P.L. & P.D.		3. General Contractor	Average Rate Per man/hr. \$	
General Supervision ⑤		NECA Service Charge		4. Electrical Contractor	Total Dollar Cost—Direct Labor (Lab. MH Factored x Ave. Rate)	
Job Site Engineering and Drafting		N E B F			Total Direct Job Expenses	
Storage & Job Shed		Local Health & Welfare		Notes by Estimator:	PRIME COST	
Job Time Keeper and/or Stockman		Other				
On Job Truck Expense		Other			Overhead (Based on Prime Cost) \$	
Job Telephone		Total Labor Adder %			____ % X \$ _____ Prime Cost	
Temporary Facilities ⑥					OR	
On Job Tool & Equipment Costs		Labor Adder Calculation:			O.H. (Std. Mat., Labor and DJE): ²	
Travel Expense		Total Labor Dollar Cost \$			____ % X \$ _____	
Room and Board		Labor Adder %	x		PLUS	
Sub Contract		Labor Adder Dollars ▲ \$			O.H. (Spec. Mat)	
▲ Labor Adder		(Insert as a Direct Job Expense)			____ % X \$ _____	
Other DJE					TOTAL JOB COST	
Other DJE					Net Profit Based on ____ % of Total Job Cost	
Other DJE					SUB-TOTAL OR SELLING PRICE	\$
Other DJE					*Sales and/or Excise Taxes	
Total Direct Job Expenses	\$				**Payment & Performance Bond	
					**Interest on Financing	
					TOTAL SELLING PRICE	\$

CALCULATE TO THE NEAREST DOLLAR AND WHOLE MAN HOUR.

*Can be Included in Material Cost
 **Can be Included in Direct Job Expenses

SUMMARIZING THE ESTIMATE

Job Name: _____ Estimate No.: _____
 Job Location: _____ Date: _____
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- ⑦ Temporary Facilities: This cost can include clean up, temporary power charge, security, sanitary facilities or other items included in the General Contractor's "back charge."
- ⑧ Overhead: Calculate overhead as one item based on a percentage of prime cost OR as two items based on a percentage of standard materials, labor and direct job expense plus a different percentage on special materials. Do not use both methods.

Bid submitted to:	Amount:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Summary comments by the electrical contractor:

SUMMARIZING THE ESTIMATE PRICING SHEET CONTROL

PAGE _____ OF _____

Pricing Sheets Page Nos.	Section Of The Job	Code	Standard Material Cost				Special Materials				Labor Man Hours Non-Factored		Job Factor		Non-Prod. Labor Factor		Productivity Factor		+ or -	Net Labor Hour Adjustments	Labor Man Hours Factored
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
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25																					
26																					
27																					
28																					
29																					
TOTALS																					

IX. ACCOUNTABILITY ACCOUNTING REPORTS

A. Field Labor Report (Weekly Labor Cost Analysis)

- Prepared daily.

- By job foreman.

- From discussion with laborers.

- Contains:

--Type of work performed.

--Where work was performed (structure).

--Listing of men and hours spent.

--Extension of hours by rate.

--Cost of work unit to "estimate."

--Discussion of variance.

WEEKLY LABOR COST ANALYSIS

Job Name _____

Job No. _____

Week Ending _____

Job Phase	Foreman	Date	Labor This Week		Labor To Date		Estimated Labor		% Used		% Comp. Field Insp.	Comments
			Hrs.	Dollars	Hrs.	Dollars	Hrs.	Dollars	Hrs.	\$		

B. Field Progress Report (Summary Analysis of Prime Cost Profitability)

- Prepared weekly.

- By job foreman.

- From daily labor reports.

- Contains:

--Labor cost of work compared to "estimate."

--Material used on job.

--Materials delivered to job.

--Equipment used on job.



Summary Analysis of Prime Cost Profitability

C. Job-Status Report (Job Cost, Overhead and Profit Control)

- Prepared monthly.

- By accounting.

- From field progress reports.

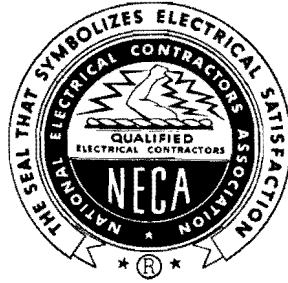
- Contains:

--Labor cost of work compared to "estimate."

--Material cost of work compared to "estimate."

--Equipment and all overhead costs compared to "estimate."

--Plan of activity to come.



JOB COST, OVERHEAD AND PROFIT CONTROL

Company Name: _____

Month _____ 19 _____

Department _____

CASH RESOURCE CONTROL

I. CASH RESOURCE CONTROL

A. Management of cash flow requires planning. People do not like to plan because it:

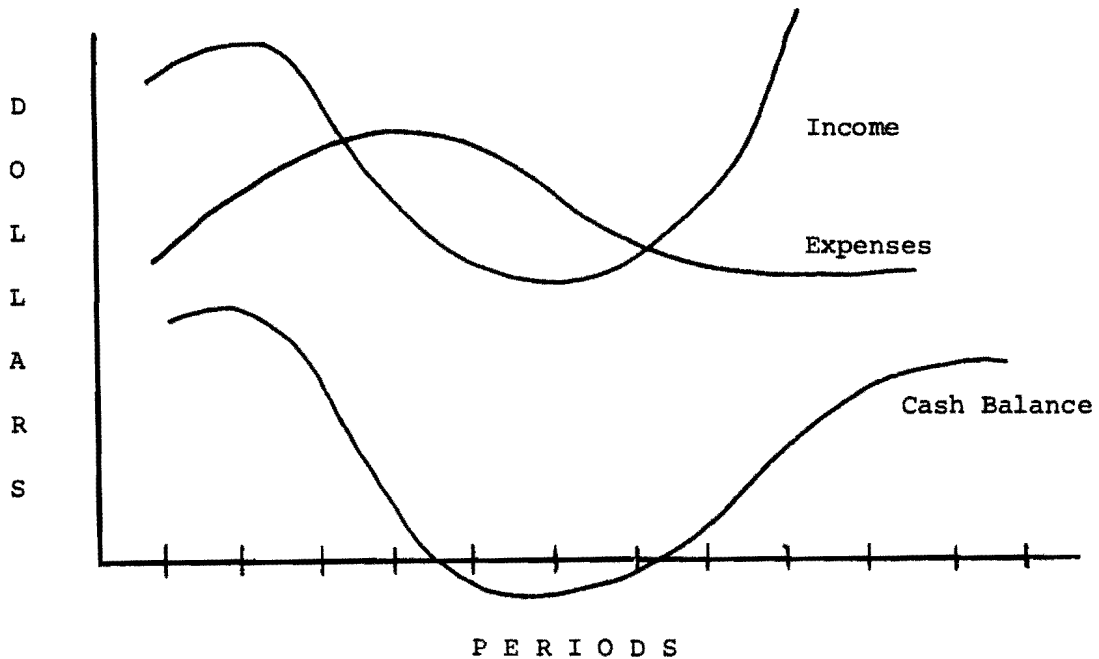
1. _____

2. _____

3. _____

- B. Cash is essential to "efficient" management of the business. Yet, many contractors do not worry about cash until "they don't have any."

Cash planning anticipates the cycles of your business.



- C. Normally, cash in per month does not exactly equal cash out per month.

Scheduling of in versus out is necessary to predict ending cash balance.

CASH RESOURCES CONTROL

(cash flow)

MONEY MANAGEMENT



This management report is a planning guide and control summary for cash flow and money management. Major variances between budgeted cash resources/disbursements and actual cash resources/disbursements each month, or other time equivalent, should be very carefully analyzed and evaluated.

All dollar estimates should be rounded off to amounts that are practicable.

This management report should be used in conjunction with the following N.E.C.A. management control reports:

- 1. Comparative Financial Statement AM 2**
- 2. Comparative Profit and Loss Statement AM 3**
- 3. Operating Budget, Profit and Loss Analysis AM 4**

EXECUTIVE QUALITIES THAT MAKE HIM OR BREAK HIM

The following qualities rather make him:

- _____ Acceptance of authority without resentment
- _____ Tendency to make an upward and outward contribution
- _____ Ability to be a knowledge worker
- _____ Skill to use creative or technical men without himself being in that category
- _____ Tendency to avoid management-by-crisis
- _____ Use of 'critical' and 'alternate' path method
- _____ Ability to be a man-of-the-hour
- _____ Ability to work through 'key men'
- _____ Tendency to maintain a potent bull pen
- _____ Ability to be a pinch-hitter
- _____ Display of time competency (no postponement, right priorities, no glory living)
- _____ Display of self-confidence in handling difficult situations and temperaments
- _____ Decisiveness and ability to concentrate and see through things.
- _____ Drive for success and status
- _____ Ability to bring order out of chaos
- _____ Tendency to attract a following
- _____ Persistent fear of failures
- _____ No remorse for having "left home"
- _____ Sense of compulsion about moving

EMOTIONAL STYLES OF HUMAN BEHAVIOR

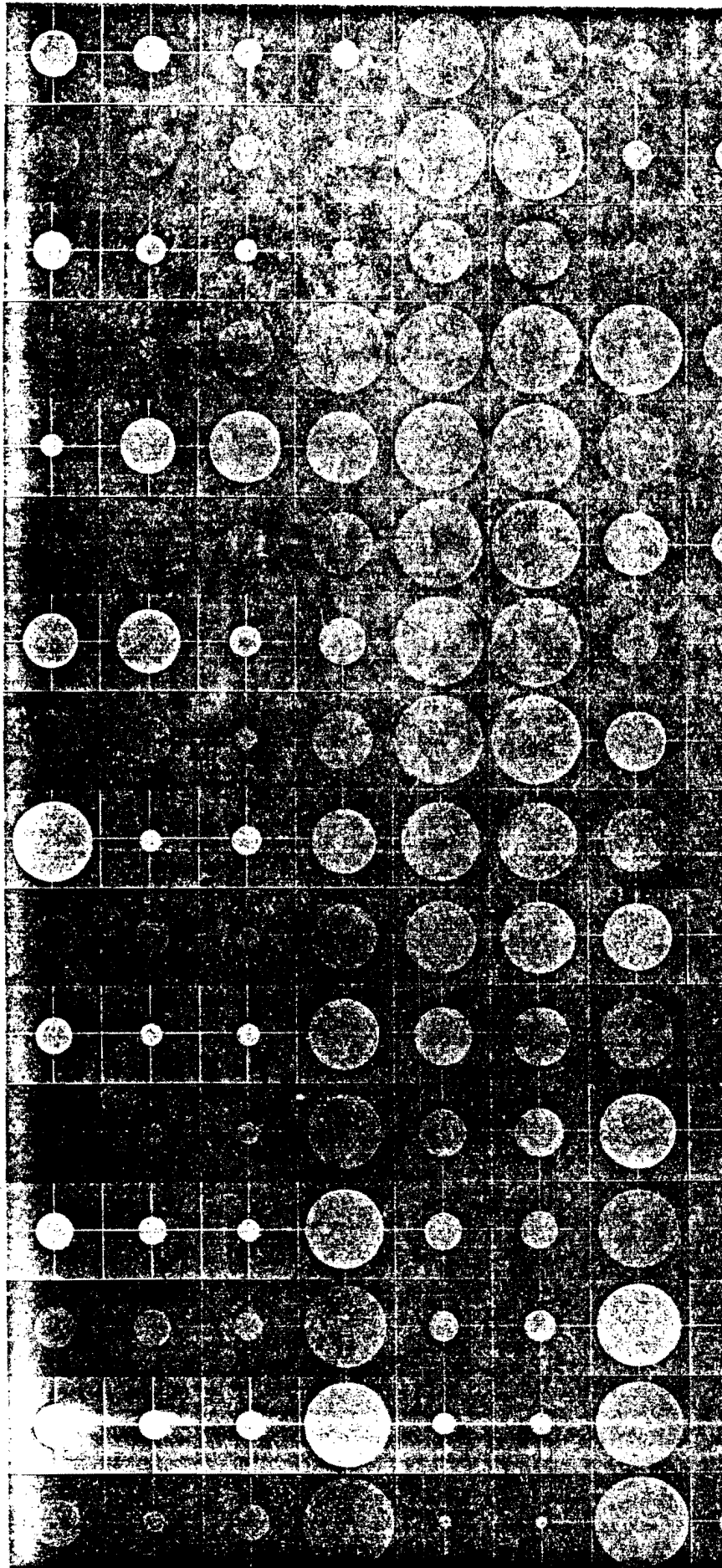
EMOTION	TURNED	CONSTRUCTIVE		DESTRUCTIVE	
		ALL EMOTIONS HAVE CONSTRUCTIVE ELEMENTS WHICH, APPROPRIATELY BLENDED WITH THINKING, RATIONAL BEHAVIOR, MAKE LIFE MORE SATISFYING, MORE MEANINGFUL AND MORE COLORFUL		EMOTIONAL FACTORS, WHEN EXCESSIVE, MISDIRECTED, PERVERTED AND/OR REPRESSED, CAN CONTRIBUTE TO BEHAVIOR PATTERNS THAT ARE SELF-DEFEATING, REPUGNANT OR HARMFUL TO OTHERS, AND IN EXTREME CASES, RESULT IN INABILITY TO FUNCTION ADEQUATELY.	
L O V E	INWARD	SELF-RESPECT. SEEKS TO BE COMPETENT. OBTAINS PLEASURE FROM GOOD WORK.	SELF-CONFIDENCE. WORKS AT SELF-DEVELOPMENT. IMAGINATIVE	NARCISSISTIC--EXCESSIVE EGO ⓑ EGO MANIA. -MUST BE OBEYED. -MUST BE CONSIDERED "RIGHT." -MUST BE "BEST." -MUST BE CENTER OF ATTENTION.	EXPLOITS OTHERS FOR SELF-BENEFIT.
	OUTWARD	SEEKS RESPECT OF OTHERS. COOPERATES. WORKS CONSTRUCTIVELY AND OBTAINS PLEASURE FROM HELPING OTHERS.	GIVES OTHERS A HIGHER PRIORITY THAN SELF. SEEKS TO SERVE OTHERS. WORKS FOR A CAUSE. LOVES AND ACCEPTS LOVE.	WORSHIPFUL ATTITUDE TOWARD OTHER(S) PERSON OR ORGANIZATION. COMPLETE DISREGARD OF OWN RIGHTS AND WELFARE.	
-100- H A T E	INWARD	DISLIKES AND SEEKS TO AVOID OBJECTIONABLE THOUGHTS AND ACTIONS OF SELF		SELF-DEPRECIATING. DESPISES SELF--"I'M NO DAMN GOOD." DEPRESSION	MASOCHISTIC. ACCIDENT-PRONE. SELF-INFLICTED WOUNDS.
	OUTWARD	DISLIKES OBJECTIONABLE ATTITUDES AND ACTIONS OF OTHERS. "RIGHTEOUS" WRATH (OPPOSES TYRANNY, ETC.)	BODY MECHANISMS ALERTED TO FIGHT.	ⓐ MALICIOUS COMPLIANCE PREJUDICED AGAINST OTHERS. SCAPEGOATING. DEPRECIATES OTHERS. HOSTILE. "PEOPLE ARE NO DAMN GOOD."	ⓑ SADISTIC--PHYSICAL OR PSYCHOLOGICAL ASSAULT OF WEAKER PEOPLE TO INSTILL FEAR AND TERROR IN OTHERS. BEATS, FIGHTS, RIOTS, RAPES, KILLS.
F E A R	INWARD	SEEKS TO BE COMPETENT. CONSTRUCTIVE ANXIETY. -DOES SOMETHING TO AVOID LOSS OF LOVED OBJECT.		LACKS SELF-CONFIDENCE. INDECISIVE. DEPENDS ON OTHERS' JUDGMENT. HYPOCHONDRIA.	TOTAL ABSENCE OF SELF-CONFIDENCE. OVERWHELMING NEUROTIC FEAR.
	OUTWARD	AVOIDS VIOLATING NATURAL OR MAN-MADE LAWS BECAUSE OF CONSEQUENCES. APPROPRIATE RESPONSE TO OUTSIDE THREATS.	RESERVED. BODY MECHANISMS ALERTED TO FIGHT OR FLEE.	WITHDRAWING. PARANOID--SUSPICIOUS OF OTHERS WITHOUT BASIS. NERVOUS. PHOBIAS. ⓐ SUBSERVIENT.	ANXIETY PANIC. IMMOBILIZATION.

FACTOR	Raw Score			Standard Score	LOW SCORE DESCRIPTION	STANDARD TEN SCORE (STEN)										HIGH SCORE DESCRIPTION		
	Form A	Form B	Total			1	2	3	4	5	6	7	8	9	10			
A					RESERVED, DETACHED, CRITICAL, ALOOF (Sizothymia)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	OUTGOING, WARMHEARTED, EASY-GOING, PARTICIPATING (Affectothymia, formerly cyclothymia)
B					LESS INTELLIGENT, CONCRETE-THINKING (Lower scholastic mental capacity)	.	.	.	.	.	.	.	.	.	.	.	.	MORE INTELLIGENT, ABSTRACT-THINKING, BRIGHT (Higher scholastic mental capacity)
C					AFFECTED BY FEELINGS, EMOTIONALLY LESS STABLE, EASILY UPSET (Lower ego strength)	.	.	.	.	.	.	.	.	.	.	.	.	EMOTIONALLY STABLE, FACES REALITY, CALM, MATURE (Higher ego strength)
E					HUMBLE, MILD, ACCOMMODATING, CONFORMING (Submissiveness)	.	.	.	.	.	.	.	.	.	.	.	.	ASSERTIVE, AGGRESSIVE, STUBBORN, COMPETITIVE (Dominance)
F					SOBER, PRUDENT, SERIOUS, TACITURN (Desurgency)	.	.	.	.	.	.	.	.	.	.	.	.	HAPPY-GO-LUCKY, IMPULSIVELY LIVELY, GAY, ENTHUSIASTIC (Surgency)
G					EXPEDIENT, DISREGARDS RULES, FEELS FEW OBLIGATIONS (Weaker superego strength)	.	.	.	.	.	.	.	.	.	.	.	.	CONSCIENTIOUS, PERSEVERING, STAID, MORALISTIC (Stronger superego strength)
H					SHY, RESTRAINED, TIMID, THREAT-SENSITIVE (Threctia)	.	.	.	.	.	.	.	.	.	.	.	.	VENTURESOME, SOCIALLY BOLD, UNINHIBITED, SPONTANEOUS (Parnia)
I					TOUGH-MINDED, SELF-RELIANT, REALISTIC, NO-NONSENSE (Harria)	.	.	.	.	.	.	.	.	.	.	.	.	TENDER-MINDED, CLINGING, OVER-PROTECTED, SENSITIVE (Premsia)
L					TRUSTING, ADAPTABLE, FREE OF JEALOUSY, EASY TO GET ALONG WITH (Alaxia)	.	.	.	.	.	.	.	.	.	.	.	.	SUSPICIOUS, SELF-OPINIONATED, HARD TO FOOL (Protension)
M					PRACTICAL, CAREFUL, CONVENTIONAL, REGULATED BY EXTERNAL REALITIES, PROPER (Praxernia)	.	.	.	.	.	.	.	.	.	.	.	.	IMAGINATIVE, WRAPPED UP IN INNER URGENCIES, CARELESS OF PRACTICAL MATTERS, BOHEMIAN (Autia)
N					FORTHRIGHT, NATURAL, ARTLESS, UNPRETENTIOUS (Artlessness)	.	.	.	.	.	.	.	.	.	.	.	.	SHREWD, CALCULATING, WORLDLY, PENETRATING (Shrewdness)
O					SELF-ASSURED, CONFIDENT, SERENE (Untroubled adequacy)	.	.	.	.	.	.	.	.	.	.	.	.	APPREHENSIVE, SELF-REPROACHING, WORRYING, TROUBLED (Guilt proneness)
Q ₁					CONSERVATIVE, RESPECTING ESTABLISHED IDEAS, TOLERANT OF TRADITIONAL DIFFICULTIES (Conservatism)	.	.	.	.	.	.	.	.	.	.	.	.	EXPERIMENTING, LIBERAL ANALYTICAL, FREE-THINKING (Radicalism)
Q ₂					GROUP-DEPENDENT, A "JOINER" AND SOUND FOLLOWER (Group adherence)	.	.	.	.	.	.	.	.	.	.	.	.	SELF-SUFFICIENT, PREFERS OWN DECISIONS, RESOURCEFUL (Self-sufficiency)
Q ₃					UNDISCIPLINED SELF-CONFLICT, FOLLOWS OWN URGES, CARELESS OF PROTOCOL (Low integration)	.	.	.	.	.	.	.	.	.	.	.	.	CONTROLLED, SOCIALLY PRECISE, FOLLOWING SELF-IMAGE (High self-concept control)
Q ₄					RELAXED, TRANQUIL, UNFRUSTRATED (Low ergic tension)	.	.	.	.	.	.	.	.	.	.	.	.	TENSE, FRUSTRATED, DRIVEN, OVERWROUGHT (High ergic tension)

Name: _____
 Comments: _____

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of adults

- A reserved
- B less intelligent
- C affected by feelings
- E submissive
- F serious
- G expedient
- H timid
- I tough-minded
- L trusting
- M practical
- N forthright
- O self-assured
- Q₁ conservative
- Q₂ group-dependent
- Q₃ uncontrolled
- Q₄ relaxed



Capsule Descriptions of the Sixteen Primary Personality Factors

Low Score Direction

FACTOR A

High Score Direction

Reserved, Detached, Critical, Cool vs. *Outgoing, Warmhearted, Easy-going,*
(Sizothymia) *Participating*
(Affectothymia)

The person who scores low (sten of 1 to 3) on Factor A tends to be stiff, cool, skeptical, and aloof. He likes things rather than people, working alone, and avoiding compromises of viewpoints. He is likely to be precise and "rigid" in his way of doing things and in personal standards, and in many occupations these are desirable traits. He may tend, at times, to be critical, obstructive, or hard.

The person who scores high (sten of 8 to 10) on Factor A tends to be goodnature, easy-going, emotionally expressive (hence naturally Affectothymia), ready to cooperate, attentive to people, soft-hearted, kindly, adaptable. He likes occupations dealing with people and socially impressive situations. He readily forms active groups. He is generous in personal relations, less afraid of criticism, better able to remember names of people.

FACTOR B

Less Intelligent, Concrete-thinking vs. *More Intelligent, Abstract-thinking,*
(Lower scholastic mental capacity) *Bright*
(Higher scholastic mental capacity)

The person scoring low on Factor B tends to be slow to learn and grasp, dull, given to concrete and literal interpretation. His dullness may be simply a reflection of low intelligence, or it may represent poor functioning due to psychopathology.

The person who scores high on Factor B tends to be quick to grasp ideas, a fast learner, intelligent. There is some correlation with level of culture, and some with alertness. High scores contraindicate deterioration of mental functions in pathological conditions.

FACTOR C

Affected By Feelings, Emotionally Less vs. *Emotionally Stable, Faces Reality,*
Stable, Easily Upset
(Lower ego strength) *Calm, Mature*
(Higher ego strength)

The person who scores low on Factor C tends to be low in frustration tolerance for unsatisfactory conditions, changeable and plastic, evading necessary reality demands, neurotically fatigued, fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms (phobias, sleep disturbances, psychosomatic complaints, etc.). Low Factor C score is common to almost all forms of neurotic and some psychotic disorders.

The person who scores high on Factor C tends to be emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale. Sometimes he may be a person making a resigned adjustment* to unsolved emotional problems.

*Shrewd clinical observers have pointed out that a good C level sometimes enables a person to achieve effective adjustment despite an underlying psychotic potential.

FACTOR E

Humble, Mild, Accommodating, vs. *Assertive, Independent, Aggressive,*
Conforming *Competitive, Stubborn*
(Submissiveness) *(Dominance)*

The person who scores low on Factor E tends to give way to others, to be docile, and to conform. He is often dependent, confessing, anxious for obsessional correctness. This passivity is part of many neurotic syndromes.

The person who scores high on Factor E is assertive, self-assured, and independent-minded. He tends to be austere, a law to himself, hostile or extrapunitive, authoritarian (managing others), and disregards authority.

FACTOR F

Sober, Prudent, Serious, Taciturn vs. *Happy-go-lucky, Impulsively Lively,*
(Desurgency) Enthusiastic
(Surgency)

The person who scores low on Factor F tends to be restrained, reticent, introspective. He is sometimes dour, pessimistic, unduly deliberate, and considered smug and primly correct by observers. He tends to be a sober, dependable person.

The person who scores high on this trait tends to be cheerful, active, talkative, frank, expressive, effervescent, care-free. He is frequently chosen as an elected leader. He may be impulsive and mercurial.

FACTOR G

Expedient, Evades Rules, Feels vs. *Conscientious, Persevering, Staid, Rule-*
Few Obligations bound
(Weaker superego strength) (Stronger superego strength)

The person who scores low on Factor G tends to be unsteady in purpose. He is often casual and lacking in effort for group undertakings and cultural demands. His freedom from group influence may lead to anti-social acts, but at times makes him more effective, while his refusal to be bound by rules causes him to have less somatic upset from stress.

The person who scores high on Factor G tends to be exacting in character, dominated by sense of duty, persevering, responsible, planful, "fills the unforgiving minute." He is usually conscientious and moralistic, and he prefers hard-working people to witty companions. The inner "categorical imperative" of this essential superego (in the psychoanalytic sense) should be distinguished from the superficially similar "social ideal self" of Q₂+.

FACTOR H

Shy, Restrained, Diffident, Timid vs. *Venturesome, Socially-bold, Uninhibited,*
(Threctia) ed, Spontaneous
(Parmia)

The person who scores low on this trait tends to be shy, withdrawing, cautious, retiring, a "wallflower." He usually has inferiority feelings. He tends to be slow and impeded in speech and in expressing himself, dislikes occupations with personal contacts, prefers one or two close friends to large groups, and is not given to keeping in contact with all that is going on around him.

The person who scores high on Factor H is sociable, bold, ready to try new things, spontaneous, and abundant in emotional response. His "thick-skinnedness" enables him to face wear and tear in dealing with people and grueling emotional situations, without fatigue. However, he can be careless of detail, ignore danger signals, and consume much time talking. He tends to be "pushy" and actively interested in the opposite sex.

FACTOR I

Tough-minded, Self-reliant, Realistic, vs. *Tender-minded, Dependent, Over-*
No-nonsense protected, Sensitive
(Harria) (Premsia)

The person who scores low on Factor I tends to be practical, realistic, masculine, independent, responsible, but skeptical of subjective, cultural elaborations. He is sometimes unmoved, hard, cynical, smug. He tends to keep a group operating on a practical and realistic "no-nonsense" basis.

The person who scores high on Factor I tends to be tender-minded, day-dreaming, artistic, fastidious, feminine. He is sometimes demanding of attention and help, impatient, dependent, impractical. He dislikes crude people and rough occupations. He tends to slow up group performance, and to upset group morale by unrealistic fussiness.

FACTOR L

*Trusting, Adaptable, Free of Jealousy, vs. Suspicious, Self-opinionated, Hard to
Easy to Get on With Fool
(Alaxia) (Protension)*

The person who scores low on Factor L tends to be free of jealous tendencies, adaptable, cheerful, un-competitive, concerned about other people, a good team worker.

The person who scores high on Factor L tends to be mistrusting and doubtful. He is often involved in his own ego, is self-opinionated, and interested in internal, mental life. He is usually deliberate in his actions, unconcerned about other people, a poor team member.

N.B. This factor is not necessarily paranoia. In fact, the data on paranoid schizophrenics are not clear as to typical Factor L value to be expected.

FACTOR M

*Practical, Careful, Conventional, Regulated by External Realities, Proper vs. Imaginative, Wrapped up in Inner Urgencies, Careless of Practical Matters, Absent-minded
(Praxernia) (Autia)*

The person who scores low on Factor M tends to be anxious to do the right things, attentive to practical matters, and subject to the dictation of what is obviously possible. He is concerned over detail, able to keep his head in emergencies, but sometimes unimaginative.

The person who scores high on Factor M tends to be unconventional, unconcerned over everyday matters, Bohemian, self-motivated, imaginatively creative, concerned with "essentials," and oblivious of particular people and physical realities. His inner-directed interests sometimes lead to unrealistic situations accompanied by expressive outbursts. His individuality tends to cause him to be rejected in group activities.

FACTOR N

*Forthright, Natural, Artless, vs. Shrewd, Calculating, Worldly,
Sentimental Penetrating
(Artlessness) (Shrewdness)*

The person who scores low on Factor N tends to be unsophisticated, sentimental, and simple. He is sometimes crude and awkward, but easily pleased and content with what comes, and is natural and spontaneous.

The person who scores high on Factor N tends to be polished, experienced, worldly, shrewd. He is often hardheaded and analytical. He has an intellectual, unsentimental approach to situations, an approach akin to cynicism.

FACTOR O

*Placid, Self-assured, Confident, Serene vs. Apprehensive, Worrying, Depressive,
(Untroubled adequacy) Troubled
(Guilt proneness)*

The person who scores low on Factor O tends to be placid, with unshakable nerve. He has a mature, unanxious confidence in himself and his capacity to deal with things. He is resilient and secure, but to the point of being insensitive of when a group is not going along with him, so that he may evoke antipathies and distrust.

The person who scores high on Factor O tends to be depressed, moody, a worrier, full of foreboding, and brooding. He has a childlike tendency to anxiety in difficulties. He does not feel accepted in groups or free to participate. High Factor O score is very common in clinical groups of all types (see *Handbook*).

FACTOR Q₁

Conservative, Respecting Established Ideas, Tolerant of Traditional Difficulties (Conservatism) *vs.* *Experimenting, Critical, Liberal, Analytical, Free-thinking* (Radicalism)

The person who scores low on Factor Q₁ is confident in what he has been taught to believe, and accepts the "tried and true," despite inconsistencies, when something else might be better. He is cautious and compromising in regard to new ideas. Thus, he tends to oppose and postpone change, is inclined to go along with tradition, is more conservative in religion and politics, and tends not to be interested in analytical "intellectual" thought.

The person who scores high on Factor Q₁ tends to be interested in intellectual matters and has doubts on fundamental issues. He is skeptical and inquiring regarding ideas, either old or new. He tends to be more well informed, less inclined to moralize, more inclined to experiment in life generally, and more tolerant of inconvenience and change.

FACTOR Q₂

Group-dependent, A "Joiner" and Sound Follower (Group adherence) *vs.* *Self-sufficient, Prefers Own Decisions, Resourceful* (Self-sufficiency)

The person who scores low on Factor Q₂ prefers to work and make decisions with other people, likes and depends on social approval and admiration. He tends to go along with the group and may be lacking in individual resolution. He is not necessarily gregarious by choice; rather he needs group support.

The person who scores high on Factor Q₂ is temperamentally independent, accustomed to going his own way, making decisions and taking action on his own. He discounts public opinion, but is not necessarily dominant in his relations with others (see Factor E). He does not dislike people but simply does not need their agreement or support.

FACTOR Q₃

Undisciplined Self-conflict, Careless of Protocol, Follows Own Urges (Low integration) *vs.* *Controlled, Socially precise, Following Self-image* (High self-concept control)

The person who scores low on Factor Q₃ will not be bothered with will control and regard for social demands. He is not overly considerate, careful, or painstaking. He may feel maladjusted, and many maladjustments (especially the affective, but not the paranoid) show Q₃.

The person who scores high on Factor Q₃ tends to have strong control of his emotions and general behavior, is inclined to be socially aware and careful, and evidences what is commonly termed "self-respect" and regard for social reputation. He sometimes tends, however, to be obstinate. Effective leaders, and some paranoids, are high on Q₃.

FACTOR Q₄

Relaxed, Tranquil, Torpid, Unfrustrated (Low ergic tension) *vs.* *Tense, Frustrated, Driven, Overwrought* (High ergic tension)

The person who scores low on Factor Q₄ tends to be sedate, relaxed, composed, and satisfied (not frustrated). In some situations, his oversatisfaction can lead to laziness and low performance, in the sense that low motivation produces little trial and error. Conversely, high tension level may disrupt school and work performance.

The person who scores high on Factor Q₄ tends to be tense, excitable, restless, fretful, impatient. He is often fatigued, but unable to remain inactive. In groups he takes a poor view of the degree of unity, orderliness, and leadership. His frustration represents an excess of stimulated, but undischarged, drive.

RECOGNIZING DIFFERENT BEHAVIOR PATTERNS

EMPLOYED BY PEOPLE TO ACHIEVE SELF-ESTEEM

Some people try to achieve self-esteem by conforming to the demands of their group, while other people will attempt to gain the same thing by excelling or being different from the rest of the group.

Some basic difficult types are:

1. The people who need to dominate. Their behavior is generally:
 - a. Argumentative
 - b. Easily angered
 - c. Uncooperative with equals
 - d. Servile toward superiors
 - e. Arrogant toward equals or inferiors
 - d. Distorts a problem by seeing only the part they want to see

2. The people who need attention. Their behavior usually includes:
 - a. Unusual mannerisms--different in dress or action
 - b. Horseplay
 - c. Griping or dissatisfaction
 - d. Creates all kinds of excuses to talk to the boss
 - e. Not very stable or dependable on assignment if it will not attract attention to themselves

3. The people who are perfectionists.
 - a. They become unhappy if anyone uses their tools or equipment
 - b. They must have everything in order before starting work
 - c. They are impatient with others
 - d. General unhappiness about the world
 - e. Personal cleanliness of paramount importance
 - f. Avoid making decisions whenever possible

4. The people of action. Their behavior usually includes:

- a. They are optimistic, outgoing people
 - b. Make promises they can't fulfill
 - c. Club joiners--part-time athletes
 - d. Will make decisions about anything, even when not competent to do so
 - e. No insight into their own mistakes
 - f. Well liked by casual acquaintances
 - g. Lack ability to plan
 - h. Lack foresight
-
-

Directing people to change their attitude can be a frustrating, useless expenditure of energy. Creating a supportive environment whereby the people can decide for themselves to adjust, their attitude is a much wiser use of effort--and also more successful.

"HE WHO IS CONVINCED AGAINST HIS WILL,
IS OF THE SAME OPINION STILL"

TOWARD MORE CREATIVE LIVING

"Don't just make a living...make a life"

Three key factors that contribute to personal satisfaction and emotional health are:

1. Good physical condition.

2. Multiplicity of sources of enjoyment. Traditional sources include:

Work	Religion
Family and community	Expression of creativity--art forms
Recreation	

3. The ability to work within the spectrum of limitations and potential.
