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## VOLUNTEER ADMINISTRATION

A quarterly journal devoted to the promotion of research, theory, and creative programming of volunteer services.

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## **VOLUNTEERS: A CREATIVE FORCE IN AMERICA**

**Wilbur J. Cohen, Secretary of Health, Education, and Welfare\***

In recent years we have witnessed in the United States a remarkable transformation in social awareness and social thought. The American conscience has been reawakened. There is growing concern and new awareness of the importance of the individual. New attitudes toward the importance of the quality of the individual's life are emerging. Determined efforts are being made to strengthen and enhance the quality of life by reducing poverty, raising educational levels, improving health and general welfare.

This social transformation has been reflected in a series of innovative Federal legislation. Under the leadership of President Lyndon B. Johnson and President John F. Kennedy, the Congress enacted the most significant array of laws to deal with modern human social problems. Medicare, The Economic Opportunity Act, The Model Cities Act, The Civil Rights Act, The Elementary and Secondary Education Act, The Vocational Rehabilitation Amendments, and the Community Mental Health Centers Act are just a few of the monumental legislative landmarks of the past few years.

We have seen already some of the results of the new programs.

- The extent of poverty has been reduced by about 2 million people in the past two years.
- In the first year of Medicare 4 million persons age 65 and over had hospital bills totalling \$2.4 billion paid by Medicare.
- 900,000 needy college students benefited from federally financed and insured loans, educational opportunity grants, and work-study programs in the last school year.
- An estimated 9 million disadvantaged children were helped by special educational projects under the Elementary and Secondary Act of 1965 during the 1966-67 school year.
- More than half-a-million disabled persons have been rehabilitated into productive lives during the past 4 years.

Encouraged by the progress that has been made and recognizing that there are still many unmet needs and critical problems facing this nation, President Johnson recommended to the Congress this year that some existing programs be expanded and strengthened, that bold, new

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\* An address to the Junior League, Los Angeles, California, October 10, 1967.

programs be developed, and that all resources, public and private be brought to bear on the persistent problems of poverty, ignorance, and disease. The forward thrust begun in this decade to improve the quality of every American's life--rich or poor--continues. In fact, the momentum has accelerated. The President recommended, and the Congress is now considering proposals to:

- Substantially increase social security benefits.
- Expand child health and welfare services.
- Strengthen Head Start and strengthen its opportunities in a Follow Through Education program.
- Establish more neighborhood health and welfare centers.
- Improve employment programs, using all available public and private resources.

These and a number of other proposals the President recommended are designed to bring us closer to a better society.

The Congress has already enacted this year the President's proposals to improve mental health, vocational rehabilitation, and college work-study programs.

#### PRIVATE EFFORTS

The great desire to improve our society has also been reflected in the efforts of many groups and individuals. One of the encouraging signs of the times is that citizen concern and involvement in social issues is growing. Individual, State, and community responsibility has grown. The growth of Federal programs has not diminished these other efforts, it has encouraged them.

For example, most of the Department of Health, Education, and Welfare programs are carried out at the State and Local level. The Department deals with a wide range of human needs through a variety of organizations in numerous ways. It works with States, local communities, and universities and private and voluntary organizations.

The end result of HEW programs depends on the performance of these other groups. The Federal Government provides resources and support. But it's the teacher in your school district and your family physician that determine the success or failure of a program.

The Department encourages activities that will invite volunteer participation. In every sector of the health, education, and welfare fields there are critical personnel shortages. One of the biggest

bottlenecks to the success of many of the social programs is the lack of manpower and womanpower. We face serious shortages of doctors, nurses, teachers, social workers--practically every kind of professional and skilled worker you can think of.

To help solve this problem we must train more professional workers--which takes time. We must also use all the human resources available more efficiently and effectively.

One of my favorite subjects is womanpower. Womanpower is one of the Nation's important assets and great potentials. In the coming decade it will become even more important. For as we advance with new health, education, and welfare programs we shall find, as we already have today, that their success depends on competent people to implement them. In the health field, for example, the need for womanpower is critical. Similarly the shortages of teachers and social workers are approaching crisis proportions.

There is a tremendous job to be done and more of our people must be willing to help if we are to do the job.

There is another reason why the Department of Health, Education, and Welfare encourages volunteer activities. A new tide is running in our modern world. More people today than ever before are seeking a meaningful involvement in the great social issues of our time. Health, education and welfare programs are a place where both the problems and the programs converge, a place where in the language of our youth, "the action is."

The cry of youth today is to be heard, to be recognized, and to help solve some of our grave social problems. They are expressing their need for a meaningful involvement in life. Contrary to rumors that youth today is apathetic and indifferent, I think more of them are more enthusiastic, more willing to be involved in social issues and to work for a better world for all people. The tremendous response to the Peace Corps, the Teacher Corps and the Poverty Program is proof that many young people today are ready for the challenge of a job to be done.

#### IMPORTANCE OF VOLUNTEERS

Voluntary activities make possible many of the services that most communities need but might not have for various reasons. Pilot projects initiated by citizens organizations or voluntary associations are developing widely adaptable model programs in many fields;

for example, after-school centers for cultural enrichment and occupation of teenagers; community centers for health education and information; counseling and employment opportunities for older persons; aids to homemakers and older persons; parent education programs; day care services for children of working mothers. Once the value of these pilot projects is demonstrated they are quite frequently adopted on a wider basis by public agencies.

Today, voluntary organizations are getting their members from many new sources. In the past, minority groups and low-income persons have been pretty much left out of volunteer work, but they too are now being encouraged to actively participate. It has been found that volunteer activity can be carried on at all levels, depending on the qualifications of the interested individual and the job to be done. In many cases, volunteer service can upgrade a person's skill if it is accompanied by training. It's particularly valuable for young persons in preparation for responsible citizenship, as well as a testing ground for a subsequent career. Volunteer services can also reach out to the retired professional who can contribute highly trained skills.

Some fields of work, social work and health for example, call for high levels of volunteer performance. It would seem to me that there could be some way of giving credit for this valuable work experience if the volunteer seeks paid employment.

Volunteer services could be made even more effective through coordinated and imaginative planning among agencies and organizations for recruitment, training, and placement. The number of volunteers could also be augmented by tapping the large reservoir of additional potential among youth, retired people, members of minority groups, and women not now in volunteer activities.

I think we are going to see a great expansion of volunteer activities. The American people's demands and aspirations for health, educational, or social services are rising more rapidly than the usual channels can possibly accommodate. There are so many unmet needs. Just take a look around your own community. What are some of the problems and unmet needs? Every community has some. What can you do to solve them? What priorities should be assigned? Although the answers will depend on your own community, your own interests and the time you can devote, there are some problems that are common to most communities and actions that can be taken.

#### POVERTY

In the midst of the most affluent nation in the world's history,

there are still about 30 million Americans who are poor. About 43% of the poor are children, many living in city and rural slums. They do not have adequate housing or recreational activities. Of the 14½ million children living in families too poor to feed or house them adequately, only 4 million received Federal financial help last year. Millions of these children live in families where the father has a full time year around job but still earns too little to escape poverty. The mothers of many of these children would be willing and able to work if there were adequate day care facilities available. There are nearly 3 million children who need the care and protection that day care offers because they are in one parent families or because both parents work and the family has a marginal income.

Under one of the provisions of the 1967 Amendemnts to the Social Security Act being considered by Congress, the Federal Government would pay 75% of the cost of providing day care for youngsters presently receiving Aid to Families with Dependent Children, when the mother is receiving training, or is already employed as the breadwinner of the family.

Meanwhile it is an appropriate time for everyone to take a good hard look at the facilities for day care that exist in your community today. Does your community need to establish more day care centers under the guidance of trained personnel who can give children opportunities to learn and develop their full potential?

Does your community provide day care services in private homes for the child who is not yet ready to participate in group activities?

Do you know whether all the day care services in your community are required by law to meet optimum standards for well rounded programs?

While you are drawing up a checklist of community services, it would be worthwhile to investigate the availability of homemakers services.

Many children live in families where the mother is ill--physically or mentally disabled and is not able to carry out her household responsibilities. A homemaker service could help to hold this family together.

Today we have about 10,000 full time homemakers in the 700 voluntary agencies and public health and welfare agencies in the United States that have set up homemaker programs. But if every community is to



have homemaker services--and every community needs them--we must have a task force estimated at 200,000 homemakers.

#### ADOPTIONS AND FOSTER CARE

Increasing numbers of children are being placed for adoption each day but there continues to be many more children needing adoptive homes than there are couples wanting to adopt children. Similarly there are more children needing foster family care than there are foster parents available. The need is especially great in many parts of the country for homes for children age 2 years and over, children of minority groups, handicapped children, children with behavior problems, and groups of brothers and sisters who need to be kept together.

Your organization could play an important role in spearheading community campaigns to increase public understanding of the need of children for adoptive and foster family homes--and particularly the needs of special groups of children for whom it is difficult to find homes.

#### NEGLECTED AND ABUSED CHILDREN

Children are among the most tragic victims of the tensions of modern life. Thousands of children are brutally mistreated by parents each year. Thousands of others are being reared in homes where they receive too little care because parents are mentally ill or retarded or in trouble themselves. Sometimes children are deserted by their parents. Sometimes they are sick and their parents don't try to get medical care for them. Some must fend for themselves in the home or on the streets without any help or guidance from the parents. Over one-third of all the children served by public child welfare agencies need help because they are neglected.

Although over one-half million children benefit each year from the services of professional child public welfare workers, there are still more than 1,000 counties in the United States that do not have child welfare services. Other counties have too few workers. In many large cities, abandoned babies remain in hospitals because of the lack of home finding services.

The Federal Government helps the States establish and develop public welfare services for homeless dependent and neglected children.

As every community attempts to provide the protection and help that children really need, volunteers can play an increasingly valuable part--working with either a public child welfare agency or the many

voluntary agencies in this field.

Volunteer programs in public welfare agencies have been growing since 1962 when increased Federal aid became available to help defray the costs of getting them organized and of keeping them operating.

Federal grants to the States can be used to help support volunteer services, either through 100% funding for a demonstration project or through 75% funding as a regular staff activity. Many State public welfare agencies have one or more persons on their staffs who are interested in developing successful volunteer programs and who know how Federal resources can be drawn upon.

Let me give you a few examples of what the volunteer programs in public welfare departments are doing:

- The Junior League in San Francisco is funding a volunteers' program through the public welfare department.
- In Springfield, Illinois, a group of women set up a "Train a Maid" project which helped train and find jobs for women on public assistance.
- An "Institute for Living" was held in Eugene, Oregon, using the professional skills of a lawyer and physician to assist people who were troubled with legal and medical problems.
- A group of speech therapists have set up a speech therapy program in the District of Columbia's home for dependent and neglected children.

With the increasing public welfare emphasis upon social services and the growing recognition of the importance of helping deprived individuals and families enter or continue in the mainstream of American life, more and more public welfare departments must use the valuable resources of volunteers.

#### CHILD HEALTH

One of the Nation's most glaring problems is child health.

- At least 10 other nations have lower infant mortality rates than the United States; last year there were about 90,000 infant deaths.
- Each year 125,000 infants are born mentally retarded.
- Over a third of the pre-school children who need treatment for eye disorders do not see a doctor. Three million children who need glasses today do not have them.

Among poor children the number of conditions that remain untreated is far greater than among children of middle and upper income families.

- In low income areas, 6 out of every 10 children who suffer from one or more chronic conditions are not receiving necessary treatment.
- Sixty-five percent of the Nation's poor children between the ages of 5 and 14 have never seen a dentist, although tooth decay attacks 97 percent of all children by age 5 or 6.

There are at least 2 million children in the United States who are mentally retarded. Trained personnel and services are grossly inadequate to meet the needs of these children and their families. Only about one out of every 50 pre-school children suspected of being mentally retarded is able to be served through State maternal and child health programs.

With Federal assistance, great strides are being made in increasing the number of clinics providing specialized training for professionals and getting research studies underway to help increase knowledge of, and improve services for the mentally retarded.

But have you looked around your community to see if all the accepted modern techniques which combat childhood diseases and handicaps are being utilized?

Newborn babies, for example, should be screened for phenylketonuria, a form of mental retardation which can be circumvented if it is detected and handled with a proper diet right after birth. And Amblyopia, the condition in which a weak eye gradually surrenders its ability to see, can be controlled if diagnosed in the early years of childhood.

In addition, vaccination is at last available, not only against diphtheria, whooping cough, smallpox, tetanus and polio, but even against measles--the childhood disease we once thought every youngster had to get. As a matter of fact, 1967 has been designated by the Surgeon General as the year in which measles could be totally wiped out in the United States, and many communities are involved in measles eradication campaigns.

While we are discussing child health, let's find out if your city is interested in the preventive aspects of dental care. All your communities children--rich or poor--should be seeing a dentist regularly. Does your city fluoridate its water supply and, if not, is information getting out to the public on the scientific basis for

fluoridation? Research confirms the fact that tooth decay can be reduced by approximately 65% among children who begin to drink fluoridated water early in life. To fluoridate a community water supply is relatively inexpensive, costing about 10¢ per person per year. The overall impact of fluoridation on dental care costs is dramatically illustrated by the costs per child for dental care provided in the summer 1966 Head Start program in a number of California communities. The costs of providing dental care services for Head Start children in San Francisco and Vallejo, both fluoridated communities, were almost two-thirds lower than the same basic dental care services in non-fluoridated California communities.

Could your organization join with the American Dental Association and with many other scientific and professional organizations in the campaign to provide the benefits of fluoridation to every American community?

In health, as in education, the early years are often critical ones. Ill health often is the result of poverty and deprivation, contracted in childhood, crippling for life, adding to poverty and despair and passed on to the next generation.

The whole society pays the toll for the child who goes without medical care; the toll of suffering; unemployment resulting from disablement and expenditures for special programs for the handicapped. Ill health ranks only below education as a cause of sub-employment.

Despite unprecedented wealth and abundance of resources, striking advances in medical science and technology, there are still many people who are not getting the medical care they should get. Who are most of these people? The poor and their children. In some parts of the country, in some neighborhoods, among some groups of people, effective health services just do not exist. Millions of people are still barred access to high quality medical care. They are denied basic services in preventing early detection and treatment of disease. Poverty is sharply reflected in maternal and infant mortality. Infant mortality in some slum areas is two to three times that of the suburbs in the same cities. High infant mortality for the poor is related to the absence of adequate medical care, lower educational levels, poor housing, and low income. Tuberculosis, heart disease and a number of other diseases also take a higher toll of the poor than the non-poor population.

Education is without a doubt related to health. Housing and nutrition, too are closely associated. Another related factor is health

manpower and facilities. A good example of the unevenness of health facilities distribution and its effects was highlighted in a study by Professor Milton Roemer which showed a far lower ratio of physicians, dentists, public health nurses and hospitals to the population in the Watts area as compared to other sections of the city and State.<sup>1</sup>

The level of health status in Watts, as could be expected, is low. This pattern applies specifically in mental health, for example: While the rate of admissions of psychotic patients to State mental hospitals from Los Angeles county as a whole was 92 per 100,000 population in 1964, it was 163 in the south district and 145 in the southeast district of Watts.

I might also add that in Watts it required three bus transfers and a wait of three to four hours before a patient could receive treatment in a clinic. It is encouraging, though, that neighborhood health centers are being established which will help to solve some of these problems.

I don't think there is any doubt that expanded health services for the poor will result in better health and other benefits to the individual and society.

The Social Security bill passed by the House of Representatives would extend and strengthen child health programs by increasing funds for maternal and child health programs, particularly for screening and treating children with disabling conditions, and for expanding family planning services, and for improving the methods of delivering health care through new types of health workers. But the Administration would like to see the program extended even further.

As I mentioned earlier, the scarcity of trained health manpower looms as a real barrier to the improvement of health care. One of the major aims of the Congress in establishing the Medicaid program was to improve the health care of children living in poverty. However, projections of the number of pediatricians and general practitioners show that we must significantly improve our methods of delivering health care. Unless we make better use of professional time our children will never have comprehensive health care. We must explore the use of physician's assistants and other health personnel in ways that will improve the quality and multiply and expand the scope of the physicians' services in order to bring good care to large numbers of patients, particularly in areas that lack adequate maternal and child

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<sup>1</sup> Roemer, Milton I.: "Health Resources and Services in the Watts Area of Los Angeles." CALIFORNIA'S HEALTH, pp. 123-143. February-March 1966.

health care. Volunteers can play a significant role in the development and training of new types of health personnel.

## EDUCATION

Now let us take a look at what volunteers can do in the schools.

In the past 4 years at least 19 major pieces of Federal education legislation have been enacted. And again the programs established by these laws are carried out primarily at the State and local level. They are not Federal programs but rather partnerships with the States, school districts, universities and professional associations. There has never been a time in history when the effort to improve education has been so widely shared.

We want to improve the distressingly poor education provided in most low-income areas. We want to overcome early educational handicaps of deprived children. We want to upgrade teaching staff. We want to prepare young people for a world of work which will be considerably different than the one today. We want to provide lifelong learning opportunities. And these are tasks that cannot be left to the educators alone. Parents, school board members, and local officials have to help in this difficult and exacting job of re-designing the educational system. The great hope for the future of America lies in the school system. But it is going to take a vast expenditure of imagination, energy, and money. The new Federal legislation has given schools the leverage to work on vital national challenges to education. The Federal Government does not assume day-to-day financial support of schools. This is the job of the States and localities. And it is up to the citizens of their communities to institute the changes they want made in the schools. Working through PTA organizations or other groups, or through your own organization you can influence the decisions that are made about the educational system.

Many of our cities' schools are in trouble in numerous ways--economically, socially, and culturally. Their problems will be solved only through a coordinated, intensive effort, and effective use of all available resources. The need for new ideas from every available source is critical. A wide range of groups and organizations, public and private, must work together. The Junior League, the Urban League, the local Community Action Agency, the PTA and local Boys Clubs working together might be able, for example, to devise a better program for dropouts than the school could do alone.

You might start by surveying the school system.

- Does it have adequate facilities?
- Are there a sufficient number of highly specialized teachers for special needs?
- Are services in health, recreation, counseling, job placement and education of the handicapped provided?
- Are parents involved in the educational process?
- Does the school keep its door open after 3:30 in the afternoon so that it can serve as a cultural and family center?
- Does the school provide adequate instruction in training for responsible parenthood? Does your school provide adequate instruction in the health hazards of smoking, alcoholism or drug addiction?

Perhaps your organization might have new ideas that could be adopted in your community.

Why not develop consortiums, such as are developing at the college level, for elementary and high schools? All schools could have open enrollment, and a student could attend the school that best suited his needs for the course he is interested in.

Why not establish a pupil-teacher ratio at a level of 20 to 1 by letting a group of 20 attend class half a day--instead of 35 all day. The group not attending class could be provided opportunities to use language labs or computer instruction or to go on field trips chaperoned by volunteers or teacher aides.

Why not consider making space available in ghetto schools for such commercial establishments as grocery stores or beauty shops? This would be an excellent way to provide new services to the community, part-time job opportunities for students and extra revenue for the school system.

Why not offer students more alternatives for part-time enrollment in school? Why not explore the possibilities of work-study programs?

Why not provide rent-free space in the schools for local craftsmen-artists, potters, silversmiths with the provision that they devote some of their time to teaching interested students?

Why not develop new approaches to involving the parent in his child's life as a student and in the school itself? We must give parents a larger role in school planning, school decisions, and school operations. This may mean more than just PTA activities. It means a permanently established program in which parents become a part of the formal school structure, perhaps as aides and as participants in the

decision making process.

It could also mean introducing new courses that parents and children could participate in together. For example, a course in family life instruction. Some schools sponsor an evening class in which daughters attend with their mothers and another class for sons and fathers on the subject.

The Office of Education of the Department of Health, Education and Welfare supports the training of health and guidance personnel, as well as teachers in family life education. In an attempt to introduce new and creative methods of instruction, the Office of Education also supports research and demonstration projects which would help parents either carry out their tasks of preparing young sons and daughters for their future roles in marriage.

Your organization could also sponsor a campaign to assure that adequate instruction is being given on the health hazards of smoking. Every day about 4,500 school children start smoking. In the face of the rising incidence of lung cancer--the number has more than tripled since 1945--we must launch an all out war on one of the greatest health menaces the world has known.

So far educational efforts have been modest. There have been significant gains but not enough. Our latest surveys indicate that we have reached a stalemate. Health conscious adults are giving up smoking at a rate of 1,000,000 a year but this is compensated for by the taking up of smoking by young people at approximately the same rate. The proportion of men who smoke continues to decrease yet the number of women who smoke continues to increase.

Education remains our greatest weapon in the overall effort to reduce the hazards of smoking.

#### CONCLUSION

From community health centers to the neighborhood school, the need for volunteers is tremendous. Practically every city has programs established but they need more people to run them. And in every community new programs are also needed. They may be programs to meet a basic welfare need, such as organization of self help community programs in poor neighborhoods, or they may be programs such as cultural activities designed to enrich the life of the community. But whatever they are, they need the support of groups like yours.

Citizens' participation is essential if community problems are to



be resolved. Only through a vast cooperative partnership of public and private interests can the quality of life for all citizens be raised. And as we all come together to assess and extend our resources to increasing numbers of people, our own daily lives become more meaningful....and the future will glow a bit more brightly.

## **VOLUNTEERS**

**In Service to the Mentally Handicapped**

### **THE WHY AND HOW**

**Jane Phillips\***

A comprehensive (re)habilitation program for the mentally ill and mentally retarded accepts, as an underlying tenet, the need of these persons to retain, establish, or reestablish interpersonal relationships, overcome some of the stress they have in dealing with people, and preferably live in or return to a community situation as soon as possible.

Volunteers with a healthy capacity to give and to receive can give these persons practice in socialization to help them relate more effectively to others and to help with problems that concern the organization of their daily lives.

The rationale on which this type of volunteer service is based accepts the existence of basic human needs which must be met satisfactorily if an individual is to function with any degree of effectiveness.

Simply put, these needs must be fulfilled in somewhat the order listed:

1. Physical needs - for food, clothing and shelter.
2. Need for safety.
3. Need for concern - the love or concern of others.
4. Need for self-esteem.

The third one--the need for concern of others--is where the volunteer makes his important contribution. The mentally handicapped need many opportunities for practice in learning to relate to friends and to people who represent persons they knew or could profitably know on the outside.

#### **VOLUNTEERS - IN SERVICE TO THE MENTALLY HANDICAPPED**

The volunteer who works with the patient regularly, week after week, not representing authority, is in a position to bring this all-im-

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portant message of concern and show it in a way which gets through to the patient. This message of concern hopefully makes a contribution to the fourth need, the need for self-esteem. It follows that as a person grows in self-esteem, he becomes more self-actualizing.

Additionally, volunteers reflect community attitudes of the patient's neighbors, relatives, the corner merchant, etc., and represent the community to the patient who is confined to a mental health facility. They bring the freshness of community life into the treatment setting to encourage the patient to think constructively of himself in relation to the community.

The therapeutic value of volunteer work has been recognized for years. In such a setting volunteers are members of the treatment teams, making their own unique contributions to the (re)habilitation processes. Volunteers learn to know patients who are at or near the zenith of their illness. They work with the mentally retarded when they are still very much in need of habilitation. This increases understanding by the volunteers of the patients and, hopefully improves their capacity to aid.

The techniques and activities through which volunteers attempt to work out their relationships or roles with the mentally ill or mentally retarded can be as diverse as the interests, abilities, and ingenuity of the volunteer, treatment staff, and the clients combined.

For example, such assignments may have as an objective activities that help an individual to be concerned for himself. This may be an assignment for the volunteer as a visitor; one who understands the value of silence, listening, and responding. It may include assistance in improving appearance, taking simple exercise such as a walk, or learning to appreciate and use the comforts of daily living. Simple activities of the patient may progress to more active participation with volunteers in the pursuit of hobbies, games, and group activity. For some patients, it is an achievement to get them on their feet.

#### MENTAL HEALTH VOLUNTEERS - THE WHY AND HOW

Staff also find volunteers helpful in encouraging the mentally ill patients to participate in discussion, writing or reading groups. Great Books clubs are of special interest. Volunteers relate very well to patients through participation or as leaders of remotiva-

tion groups. With the mentally retarded, some of these activities bring the volunteer and student together, as do other activities such as learning simple tasks, the kind of practice and encouragement a child might receive daily from his parents, were he at home. Practice in recognizing coins, making change, and going "to town" to actually make a few simple purchases is illustrative of the many tasks learned more easily through the encouragement, practice and fun in doing with a friend who has true concern.

The many specific assignments and variations which can be developed by using staff, volunteer services coordinators and volunteers to achieve the (re)habilitation goals for the mentally ill or retarded would require a long listing.

Often volunteers continue a relationship with patients as they (re)-establish themselves in the community. Much more in this area could profitably be carried on.

We are all familiar with rides with volunteer(s), which, in many instances, is a beginning step toward community (re)orientation. Then come activities involving more patient participation in the community; for example, trips using public transportation, where it exists, visits to the home of a volunteer, trips to explore and utilize the innovations of a modern shopping center, and participation in cultural events of the community. Men patients particularly enjoy watching new buildings and roads which are under construction. Volunteers and patients often go to church together. One of the finest involvements towards helping a patient once again become part of community life is to involve the patient with their volunteer friends, as volunteers themselves.

Plans for collaboration with community based volunteers should be initiated. Through this type of programming, follow-up services can be increased manifold and can truly spearhead the movement of "returning the volunteer to the community."<sup>1</sup> This means delegating or locating much of the work that can be done by volunteers with patients to the community setting utilizing a volunteer corps other than that based at a facility.

The goals, then, to be furthered through the patient-volunteer relationship are: (1) to bring the concern of well-directed, strengthening friendship which will help a person with mental or emotional handicaps to increase in self-esteem and become more self-actuating; (2) to give the patient more experience in being comfortable with

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<sup>1</sup> Harold M. Visotsky, M.D., Mental Health Volunteers

people, i.e., opportunities for interpersonal relationships; (3) to help him with problems involving socialization and organization of his life; (4) to help him relate to the community of which he is a part; and (5) to assist in developing or promoting a suitable community climate in which he can function.

Assignments for volunteers encompass individuals receiving treatment whether confined to a facility, living in a family care/nursing home situation or receiving assistance on an out-patient basis.

The underlying principle for assignments of volunteers is that the activity is a means to a (re)habilitation goal. What the goal is, how it can be achieved, and to whom delegated, is agreed upon in writing between treatment staff and a volunteer services coordinator.

A Volunteer Services Program depends upon the understanding and acceptance of the treatment staff regarding the added dimensions volunteers can contribute. Success also depends upon the willingness of treatment staff to give meaningful assignments, to make vital contributions to the general orientation training of volunteers and to provide good on-the-job training and consultation or supervision. Staff also is called on from time to time to contribute to the overall general training of volunteers, referred to as "in-service training." Without this investment by treatment staff, experience has shown that volunteer services programs for the mentally ill and mentally retarded cannot succeed.

Experience has taught those working with the mentally handicapped the value of a well-structured volunteer services program.

For example, "such a program is based on the assumption that in our selection of volunteers, we choose intelligent, organized people." Also, "...volunteers must be trained people, a training that the mental health facility provides....There should be a level of training specific to the level of the job they are doing....As volunteers enter the program they need good orientation training and this must be supplemented by an additional increment of training periodically to make their jobs specialized and specific to the role they are asked to fill."<sup>2</sup>

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<sup>2</sup> H. M. Visotsky, M.D., - Report, December 9, 1963 - Volunteer Services Supervisors Institute, Springfield, Illinois

Techniques utilized by the Illinois Department of Mental Health for implementing the training of volunteers are as follows:

Initial Interview -- Although primarily intended to give the Volunteer Services coordinator background information on which to determine referral, it is also the first step in the total training program. The interview provides opportunity to give information necessary to the candidate's understanding of service requirements and to emphasize the commitment involved on the part of the volunteer.

Orientation Training -- The objective of orientation training is to provide the volunteer with a basic body of knowledge upon which supervisory staff can build, specific to the needs of the therapy program. A time element is used to gradually introduce persons new to this setting and work, and to reduce turnover. The faculty for the course is drawn from the facility's staff.

On-the-job Training -- Treatment staff accepting the services of a volunteer, assumes the responsibility for on-the-job training.

In-service Training -- Training on topics of concern to all volunteers is offered periodically. This training is given by members of the facility's staff to increase the insight of volunteers for their work, to keep them informed of treatment programs, to further a sense of group endeavor, to promote good volunteer-staff relationships, and to afford volunteers an opportunity to be more effective in developing interaction with patients.

To carry out the objectives, both individual weekly volunteers and monthly group volunteers undertake specific assignments on a regularly scheduled basis. They are trained, accepted for assignment, and supervised for their work as members of the therapy team.

Occasional volunteers are welcomed. They are introduced to the facility by the volunteer services coordinator, and their services more often are in the area of entertainment. From these occasional volunteers, individuals and groups are often recruited for regular service.

The service of volunteers and the relationships they are to estab-

lish are based on regularity and continuity of service. For example, a volunteer who discontinues his visiting schedule precipitously may do actual harm. No matter what the reason, such an act can be interpreted by the patient or resident that once again he has been found wanting. The success of volunteer programs is also based on an understanding of the volunteer's role in aiding patients to consolidate gains being made under professional staff. They must possess a flexibility that welcomes a change of assignment when made for the good of the recipient, and have an ability to do with and not for clients -- to establish empathy and avoid sympathy, and a willingness to withdraw as support is no longer needed. A volunteer's reward is in truly seeing those with whom he has worked grow in ability to handle their own problems, no longer needing his help as a volunteer.

Where the administrator and all employees concerned clearly understand and support the role of the volunteer in the (re)habilitation and care processes, the volunteer program will be successful. Additionally, for a volunteer services program to be successful, treatment staff must invest time and effort to develop good assignments, and give orientation training, continuing education, on-the-job training, supervision and consultation.

The coordinator of volunteers operates as a high level administrator and supervisor. He interprets volunteers to staff and staff to volunteers, secures and develops with treatment staff assignments which will attract and hold volunteers, manages a community recruitment program to maintain a sufficient corps of volunteers, screens and refers volunteers for assignment, plans and takes part in their orientation training, plans a program for general continuing education of volunteers, counsels with volunteers and plans for a formal recognition of volunteers' services to increase interest by the community in the program. He serves as a consultant to community groups in the development of their own volunteer groups to work in the comprehensive community mental health plan.

In conclusion, I shall refer again to Doctor Harold M. Visotsky, Director of the Illinois Department of Mental Health, who has said, "First and foremost the role of the volunteer is defined as that of members of treatment teams -- We look to the services of volunteers to accomplish the aims of our new, enlarged concept of comprehensive mental health programs."

## A CONCEPT OF MANAGEMENT DEVELOPMENT

### Part 3: An Organized Approach to Management Development\*

Organization problems are always problems of people--the people in the organization and the people with whom the business of the organization is done. It is the quality of the individual in the organization which measures the quality of the organization itself. He, multiplied, is the organization. It is as much a routine part of good management to continuously value and re-value the individual as it is to inventory the tools and equipment and keep track of the supplies on hand. If this is not done as a matter of policy and practice, emergencies force it.

It is possible to arrive at many operational definitions of the role or function of management in an organization. One which emphasizes the role of the manpower resource is: "The key function of management may be defined as the selection, assignment and organization of individuals for the effective and successful use of tools, facilities and money."

Management can then be arbitrarily divided into: (1) Executive Management whose function is to set the goals and policies (and to develop management for the future) and (2) Supervisory Management whose function is to implement achievement of the objectives (and to develop themselves for the future).

If it is true that people can do only that which they have learned to do and, if we accept the premise that management is different from any other profession, then we need to help people to learn how to manage.

Management Development may be described as all those activities and influences, which recognized and controlled, have a substantial influence in changing the capacity of the individual to perform his present assignment better and in so doing, are likely to increase his potential for future managerial assignments.

With this goes the notion that the best single indicator of capacity for future assignment is performance on the present job.

The philosophy of management development states, therefore:

\* The final part of a 3-part series. Reproduced with permission from "Effecting Excellence in Management Practice in Vocational Rehabilitation", by the Management Center, College of St. Thomas, St. Paul, Minnesota. Howard P. Mold, Director. January 1966.



1. The best approach for development for the future is doing today's job under the guidance of an able and sympathetic superior.
2. People learn to do an activity
  - a. Only by doing the job to be learned
  - b. Only when they have "the will" to learn the job
  - c. Only in terms of their ability to relate the new to past experiences
3. Every member of management must be continuously and permanently in the program.
4. A systematic and organized approach to development is superior to the "informal" approach--for the latter is usually an excuse for doing nothing.

The operational implications of this philosophy are:

1. The "core" of management development is in "on-the-job" learning with coaching.
2. The individual is responsible for his own development. The superior is responsible for providing the individual with opportunities to learn--and with evaluations of progress.
3. Growth is a never-ending process. Assumption of a management position carries with it the responsibility for personal management of an activity.
4. There must be a plan for each unit of the organization and for each individual--a systematic approach to achieve the objective.

The objectives of management development are:

1. Improved performance on all present assignments.
2. A reserve of well-developed management personnel available for possible future assignments

and the schema consists of the following:

1. Analysis of the organization to provide needs determination.
2. Selection of personnel into management and for promotion.
3. Evaluation of the performance of personnel to determine individual development needs.
4. Development activity on part of individuals.
5. Inventory control to constantly provide resources of manpower when needed.

In organization analysis one must determine and fix functions of the operation, position requirements and manager qualifications.

An audit of the organization provides the balance sheet from which present needs and inadequacies may be determined.

Assuming an organization and management structure satisfactory to the needs of the organization, the analysis must determine two things additionally.

The first consideration is to determine the requirements of each of the management positions in the organization structure. The relationships which exist between the higher and lower elements in the organization should be established as well as the relationships horizontally with other managerial positions at the same level.

The second consideration is the need for determining not only the technical qualifications of the individual essential to fill the position but also his personal qualifications. It's generally true that the ability of the manager to associate and work with his colleagues and superiors as well as with his subordinates often exceeds in importance his immediate technical abilities.

In selection one must look for skill in management and growth potential as paramount with technical skill and years of experience as secondary. Of critical importance is the notion that the first line supervisor is the cornerstone of the management structure. It becomes critical to provide for more careful attention to first level supervisory selection than has been true in the past in most organizations.

In evaluation the elements are:

1. Develop the standard
2. Develop the measuring instrument
3. Measure
4. Evaluate the data

so that you know this about the individual:

- His performance on his present assignment
- His growth on managerial assignments
- His potential for future managerial assignments

Most management specialists are apparently close to agreement as to the need for periodic evaluation of the individual members of management. The form that rating takes follows no common pattern, leading to the conclusion that the fact of periodic rating is of prime importance, whereas the form is less so. This is especially true as we move to the approach called "Results Management".

The elements of evaluation are easy to reach agreement on. The objectives here stated for which we may seek the answer through evaluation are not reached in every instance. In composite, however, the

conclusion is inescapable that for evaluation to be complete as one solution to the problem of improving performance of management, three essential determinations must be made:

1. The rating of an individual should estimate and evaluate performance since the time of the previous rating period and always against mutually accepted criteria.
2. In addition to the evaluation of past performance, a measure of the growth of the individual during the same period of time should be taken.
3. An estimate of the individual's future potential should be made, including the outline of a program for further development and training. This is essential if the organization's plans for future management replacement are to be fully realized.

Development involves:

1. Helping the individual see his deficiencies
2. Development specific plans to overcome specific deficiencies
3. Continuous follow-up on action plans

The objectives of development are as set above and these are easily agreed to. The problems lie rather in the area of HOW and in the area of DOING.

The evaluation process determines the areas where development and training are needed to reach the goals of development.

Successful development is, practically, a question of constant emphasis and continued follow-up to assure progress in keeping with management's planned replacement schedule.

Inventory Control is the control of assets of manpower. This involves:

1. Identifying organizational needs
2. Continuous evaluation of manpower assets
3. Programming for replacement

so that we have the right man in the right place at the right time.

The essential objective of any organization in establishing management reserves is to provide the right man at the right place at the right time.

An examination of the experiences of many organizations leads to the conclusion that those organizations which have recognized the vital necessity of maintaining a perpetual inventory of management assets

are organizations which are apparently satisfactorily approaching this essential objective of management. These organizations are consciously controlling the growth and progress of the individual, are planning for his future and are anticipating and scheduling replacement actions against a forecast of future management needs.

Just as practical experience has demonstrated to the progressive organization the necessity for cataloging, inventorying and controlling material and financial assets, so also have those organizations realized the need for and applied this same technique to their most valuable asset - the man.

We must keep in mind that "measurement permits control" and "control tends to produce achievement of desired results".

A summary of the organized process of management development states: Know what the management structure of your operation must be.

This means plotting out on paper an organization course not only for present needs but also for those which will be met in the future. You might say that this course contains two parts: the first being a manual or guide which describes the principles and objectives of the operation and, in detail, what each position in the organization unit involves. This guide, for example, outlines the functions and responsibilities of supervisors who will fill the jobs, the limits of the authority to be exercised and the relationships each must satisfactorily maintain with other individuals or with groups within the organization. The other document personalizes this guide. It is the organizational chart of the operation, job by job. Upon it the names of candidates for specific positions will be entered and reviewed from time to time.

This double-barreled course is really the expression of management's expectations of what its present organization can grow to become--more efficient, more responsive to the pressures upon the organization while giving more room for individuals to be successful and productive. The course will do this successfully only if both the organizational manual and chart remain flexible instruments. Changing conditions will mean different management functions and it is important that this need for change be recognized. But, still, the first great forward step is for the present management of an operation to know exactly what positions are needed for the organization's best welfare and what each position involves.

At the time of initial selection or promotion, identify candidates

who have the management qualifications required by the jobs.

This, all must recognize, is the heart and soul of any management development program. Identification provides a working list of specific people who show the best prospects for carrying on an organization's management. Yet this must be a broad flexible identification. Listed on the organizational chart will be the "replacement table" of those persons who seem to have the essential qualities of experience, integrity, growth potential, ability to delegate, technical competence, etc. along with the willingness and ability to accept responsibility and make decisions.

Any worthwhile selection program will not put excessive emphasis upon promotion. Superiors are unwise to think--and subordinates often disillusioned in believing--that selection into management means automatic elevation to a higher place in the managerial system. The main emphasis rightfully belongs on development, not promotion. Very often men who are given special opportunities for development may keep the same jobs throughout the rest of their careers. But still the experience has made them far more capable and given them a much greater sense of real achievement than they would otherwise have had.

Establish a simple method of appraising the candidates selected.

The specific methods of appraisal will naturally vary from one unit of the organization to another. But any workable method of appraising performance in the managerial area based on objectives will probably be effective. It will help determine what the individual will need in the way of additional training or background to equip him for other specific positions. Periodic appraisals usually reveal whether selections on the so-called replacement table have been accurately made. They do so by showing whether a man is promotable, adequate, or unsatisfactory for specific positions. Based on these findings, the temporary replacement tables can then be revised.

Good evaluation of supervisors not only helps management, it is of great value to the individuals concerned. Sometimes it reveals an unrealized weakness--the lack of a specific skill, unfamiliarity with basic technical background, a poor attitude or something similar which can be corrected. What it usually discloses, however, is how unbalanced in their backgrounds today's organization men tend to become. Because of the nature of previous work experience, men are found to be greatly overweighted as to certain aspects of the organization and only sketchily acquainted with the rest.

Provide the training necessary to complete the candidate's experience.

One notion of training is to make a man the understudy of someone and let him learn how to handle a job by looking on. This is not possible. But there is a type of learning-by-doing which is far more comprehensive. And it has the added advantage of giving the individual a chance to think and act for himself, as well as exposing him to new and stimulating experiences. This technique is called Coaching.

Most of this development can be acquired in the organization. We will need, in addition, special courses designed to give management talent a grounding in the basic techniques of management as well as in many specialized subjects. Along with these courses, we should maintain a program of providing special work experience. This gives promising managers an acquaintance with many sides of a modern organization to give themselves balance. Employees may work for periods with different departments or sometimes in different departments of the division so as to give them the kind of background they will need for greater responsibility. We might go so far as to earmark certain positions as training slots and make sure that they are filled at proper intervals with new faces. Opportunities provided by vacations or leaves-of-absence should also be seized upon.

Off-the-job training is important, too, for our management development program. Very often men can acquire orientation in a shorter time from outside specialists than they would when kept isolated within an organization. We should take advantage of advanced management training courses.

These experiences are directly helpful in the work of the people involved, of course. But perhaps the greatest value is the fact that it gives them a bonus in the form of a greater appreciation of things not directly connected with their day-to-day affairs. And--by letting them move off and get a new look at their job and their organization--it gives them the opportunity to understand better the purpose of their work and new approaches to effectively doing it.

This process is rightfully called an organized approach to management development. Certainly evidence today clearly indicates that any other approach is not adequate. The old "cream will rise to the top" theory in particular has been largely discredited. An organized approach is vital to achievement of the objectives of the organization.

Supporting an organized approach to the question, "How Do People Grow

in a Public Enterprise?" must be agreement on principles. Here are ten principles which have special significance for managerial development.

The principles are simple and even obvious. In reading them one may be inclined to say, "Of course, of course--everybody knows that." However, study and observation indicates that these "obvious" principles are more often violated and ignored than observed and honored. Here they are:

#### PRINCIPLE I\*

The development process is a highly individual matter.

No person is just like any other person. The individual is unique. The individual is an individual and he changes with time. No man today is the same man he was last year.

It follows that we cannot successfully develop people by means of cut-and-dried, over-standardized methods. Human development can never be an assembly-line or stamping-machine process. There is no "average man" to whom you can apply uniformly the same method. What is good for one may not be good for another. Not one but many manager development plans are needed, each tailor-made to fit the strengths and needs of a particular person and aimed at helping him develop in the direction that is best for him.

#### PRINCIPLE II

Every man's development is SELF-development.

The organization naturally has an interest in the man's development and the organization can and will help but it has no obligation, moral or otherwise, to "develop" the man. The motivation, the desire, the effort, the obligation and the responsibility for development lie with the man himself.

Development is not something you do "to" a man. If the approach is manipulative, it is very apt to fail or fall short.

Thus we ought to say to our people something like this: "We'll give you a real opportunity to grow and plenty of orientation and edu-

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\* Adapted from a talk by Dr. Moorhead Wright

ational activities. But please don't come in here unless you want to work hard and earn your pay and develop yourself. Don't come to us unless you recognize that the responsibility for your development is primarily yours."

The obligations and responsibilities for development rest with the individual. However much and however often it may be obscured, this principle is finally unavoidable.

### PRINCIPLE III

The development of people cannot be based upon any set of ideal or specific "personality characteristics or traits."

A serious difficulty arises if you are going to work toward any sort of ideal "personality pattern": What, in the face of such a pattern, are you going to say to the managers now in place? Shall we say that they must conform to this ideal pattern or be fired?

How do we account for the fact that we now have some managers--good managers--who are tough and rugged "personalities," others who are quiet and thoughtful men, others who are aggressive, salesmen types and others just as widely assorted--all good managers?

The truth is that there just isn't any standard pattern of personality traits that make a good manager.

The conclusion is that "personality traits" are not something upon which we can base our development approach. We cannot define them; we cannot measure them and only with the greatest difficulty and with a very high degree of unpredictability can we change them. There are only a few really effective ways to change personality traits. One is psychoanalysis; another is religious conversion. Obviously for most of us these are resources we cannot introduce into our operation. In the judgement of those who have tried "rating sheets" based upon "personality traits", they generally failed in actual application. Time and again men who rate poorly turn out to be good managers and vice versa. We have to take men as they are, with the "traits" that they have and try to bring about their development from that basis.

So the focus is upon the "work" rather than the individual "personality." Work can be seen--identified--analyzed--measured. Work is specific, tangible, get-at-able. And work is basic: This whole organization is a group of people who are banded together to do work.



That is what we are all here for: to do work in return for money and personal fulfillment.

In the field of management particularly, there is an important checkpoint in evaluating a man's work, because there is a single common denominator among all managerial jobs. Whether he is in charge of a research laboratory, a cafeteria, or whatever, the management must get results through the efforts of other people. This is the common element. The manager's assignment is always too big for one man to do by himself, so he has other people working with him to get it done.

There are three things that a manager must know: (1) the objectives to achieve, (2) the specialized work of the operation he is managing and (3) the common denominator of getting results through other people. The third factor is the particular work of the manager. With a reasonable amount of breaking-in, he can often learn the first two. But his ability in the common denominator is what really qualifies him.

Therefore, on one's search for managerial talent, one should seek not men with certain "personality traits", but men who indicate or demonstrate an ability to do this kind of work. Further, education or development activities should be directed at teaching or helping to develop abilities to do this kind of work. Managing work can be identified as a separate and distinct kind of work which is becoming more scientific and professional and which can be taught and learned.

#### PRINCIPLE IV

A man's development is 90% the result of his experience in his day-to-day work.

Researching this subject a group of interviewers talked to three hundred industrial managers, men who had developed to the point where they had actually been appointed to positions of managerial responsibility.

The interviewers asked these men: "What do you consider the thing that was most important in your development? What did your company do to help or hinder your development?"

90% of them said, "I got my greatest development when I was working for so-and-so in such-and-such a place. Only 10% attributed major developmental importance to educational background, special

courses, rotation, etc., etc. The outstanding factors by a wide margin in the development of these managers were the manner in which the man was managed in his daily work, the climate in which he worked and his relationships, particularly with his immediate managers. These are the things that helped him develop more than any others. Of course, outside seminars may help provide the climate for on-the-job development.

This same point is proved by another quite intensive (and expensive) piece of research. The records of 890 managers were punched on IBM cards and run off for correlations. The objective was to find out if any significant number of managers had arrived at their positions due to any one significant factor among the 45 factors studied. For example, had they progressed because they had held a lot of different jobs, that is, because of rotation? The answer was "no". Managers held an average of 1.1 assignments since coming with the organization. Significant correlations with education, functional background and many other things were looked for and none was found.

Here was further proof that when the first group interviewed gave only a 10% weight to civic activities, outside courses, rotation, etc., they were probably rating them about right. All these things are important but the direct daily experience is so much more important that there is just no doubt about where the major attention should be directed. Every man is having experience in his day-to-day work that tends to develop him or to retard his development. He is daily reacting to the climate in which he works and to his relationship with his immediate manager. And these appear to be the most important factors in the development process.

#### PRINCIPLE V

##### Opportunity for development must be universal.

Everybody in the organization must be given opportunity to develop. Not just a small group, not even a large group but everybody. There can be no dividing lines between "promising men" who will be developed and "unpromising men" who will be ignored. There can be no separation of the sheep from the goats. Opportunity must be available for everyone who is motivated to accept it and go to work on it.

Very many development programs today have been based on this idea of selecting the "high potential men", picking ten out of a thousand and saying, "These are the men we will develop." So these are anointed and all attention is put on them and the others just are "not on

the development program."

During the process of researching the merits and demerits of this very common practice in a large industrial firm, one of the "promising young men" lists of ten years ago was dug out. There were 143 names on it. The question arose: "Where are these men today?" The researchers proceeded to look around and find out. Only 37 per cent of them achieved the success predicted for them. It shows how wrong these arbitrary "crown prince" theories can be.

It follows, as a basic principle, that everybody must be given a chance and that no artificial distinctions can be made during the developmental process. Obviously the man of limited ability is not presented with the same opportunity that is given to one of your real up-and-coming bright young men. But each of them gets the appropriate opportunity. The lesser man is not cut off from all opportunity. He is offered appropriate opportunity in the beginning and subsequent opportunities as earned. The brighter man will earn them faster and bigger than the dull man. But this is a matter of degree, not of black and white. Nobody was left out. And room is provided for happy surprises, dark horses, poor starters and strong finishers.

This is a considerably different approach from that of the past. It is the hard way in the beginning but the best way in the end--because it looks as if it is the way that works.

#### PRINCIPLE VI

Primary emphasis must be on development in the present assignment, rather than emphasis on a promotional ladder.

There is no attempt here to ignore the importance of promotion as a developmental factor. But if undue stress is laid upon the promotional ladder, everyone begins to feel that he is in his present job only temporarily; that he is on his way up the ladder; that he must devote most of his attention to looking ahead to the next rung and not to getting his present work done. This means that the organization's work doesn't get done and you couldn't have a worse result from a development activity. Furthermore, when main emphasis is on promotion, the inevitable outcome is a lot of expectations that cannot be fulfilled and a lot of promises that cannot be kept. The final result is apt to be unnecessary disappointment all around.

Research to date points to doing something like this: Keep the personnel on doing today's job particularly well. This is the base from which all advancement is made. It also has the great advantage for the man's incumbent manager that it helps get the work done. Thus, while a manager is helping people develop, at the same time he is making his own job easier, not more difficult. It is wise to hold down super-imposed special development activity which cuts too much into the day's work or takes time away from getting results. Most of the development process should be integrated with the normal conduct of the organization so that they work together instead of competing for the manager's time and energy. The manager's work is actually simplified, rather than being made more complex, by the development process.

#### PRINCIPLE VII

Managing is a separate and distinct kind of work which has emerged as another profession, if not as a science.

This fact must be recognized both in planning a man's development and in actually appointing people to managerial positions. We must, therefore, get the best possible answer to the question: "Does this man have the capabilities and drives to enter the profession of managing, or should he continue to progress in his present field?"

Quite often, in the past, the best counselor was made District Manager--and too often he failed. The star individual becomes the manager and he failed. Not always, but often--there are many exceptions. So, many times the outstanding individual performer is made a manager and we lose the good individual performance and get a mediocre manager; all because of failure to realize that managing, in itself, has emerged as a profession, with its own particular professional requirements.

In planning a man's development, the first question is: "Is this man in the right kind of work? Is he headed in the right direction for him?" It is really a difficult decision to make but if man and manager look at it from this point of view, the chances of making good choices are considerably improved.

There are many advantages in being an individual contributor. An adult may yearn after the trappings of prestige but can get them in fulfillment in his work. He wants a clear area of work and teamwork and he often seeks primarily recognition for his professional capability rather than in the social hierarchy of the organization. It often happens that an individual contributor who is getting full recognition

professionally is unhappy because in the social life of the organization he sees men who he believes to be lesser men than he is intellectually but who, nevertheless, are getting certain prerequisites that he is not getting and naturally, it causes him concern. The solution to this lies in other dimensions of the organization.

#### PRINCIPLE VIII

Decentralization of decision-making is a prime instrument of development.

Decision-making muscle is developed only by making decisions with risk. As in golf, bridge and any other skill, learning is done not only with the head but with the muscles and the intestines and this kind of learning comes primarily from doing.

Decision-making opportunities from men working on their development are not available if most of the decision-making power is concentrated among a few of the top executives instead of being spread out at the periphery. Organization in structure, therefore, is an important and inherent part of the development process because it opens or limits the field for individual decision-learning.

#### PRINCIPLE IX

The incumbent line manager at all levels is responsible for the development of people who work under his direction.

This principle is somewhat of a departure from previous practice, so the reasons for it need particularly to be understood.

Many managers say: "My main job is to get the work done and bring it in within the budget. I'll let the personnel man do the developing work or I'll get a staff man or I'll send the man to a school and let them develop him."

It is not possible for a manager to delegate the development process to someone else. He can delegate the legwork and some of the educational activities but primarily he has to carry the responsibility himself.

Very often in cases where the development activity is carried on as a separate and special "program", the results can be detrimental instead of constructive. A man may be "appraised" by someone other than his own manager, he may take special courses and engage in other "de-

velopmental" activities and acquire considerable information and inspiration. This may lead him to see some of the shortcomings and faults in the organization in which he works and he will return to the job full of enthusiasm for improving the whole operation. In many cases this is a good result, but in many others he finds a very apathetic or even hostile reception to his ideas. If the manager with whom he works regularly is not interested in his development and is on the defensive (as they often are) a frustration and resentment will be built up in the individual, which may lead to retrogression instead of development.

Further, as indicated in Principle IV, a man's development is heavily dependent on the climate in which he does his daily work and is particularly sensitive to the relationship that exists between himself and his immediate manager. Thus, it is almost certainly true that the line manager, himself, must recognize his responsibility for helping people develop.

Actually, development work can be one of the most satisfying parts of a manager's job. And rather than hindering or interrupting, it helps him in getting his work done when he operates on an integrated, reciprocal basis rather than on a basis of command, giving orders and holding the whip. The man who feels he is developing through his work performs voluntarily at a much higher level of effectiveness. This is motivation in the true sense.

#### PRINCIPLE X

##### Moral and spiritual values are basic in the development process.

If there is too much emphasis on science, budget and accuracy, the obligations that stem from this key principle may be overlooked. As a matter of fact, not only American society but American history is at a crossroads in this connection. For a long time now we have been growing more and more materialistic, making more and more progress along lines of material science, making great discoveries about the atom and electronics and chemistry and many other things. This multiplying knowledge of the physical world gives man enormous power and with it, enormous obligation to be right.

It seems absolutely necessary that we reach out and try to find some wisdom greater than our own, greater than the merely human. We have to find and clear a guide from some higher source. We have to reach out and up for the great help we need in making decisions with regard to these physical things and to the people involved in them. The de-

cisions of American public enterprise managers are going to have great effect upon the course of the world. This is a management-oriented society. Managers have real leadership in this country. And this country has real leadership in the world.

The quality of our decisions--particularly those in regard to people--must be really good and really high.

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Please Check One:

Payment Enclosed \_\_\_\_\_

Please Bill \_\_\_\_\_