

## HUMAN RELATIONS AND INDIVIDUAL MOTIVATIONS

Dr. Robert J. Agnew

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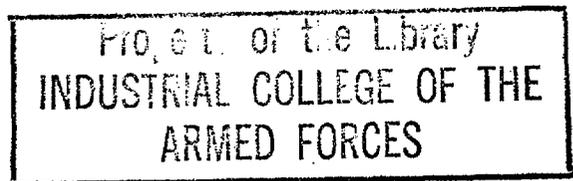
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5 December 1963

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Reporter--Grace R. O'Toole

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CAPTAIN O'TOOLE: Admiral Rose, Gentlemen: In our current unit of study we are reviewing human and material resources in many aspects. We hope to learn and to update ourselves in the development and management of these resources.

Among all the factors affecting management and productivity probably none are more important than the relations between people and the motivations that make people act or react. We have even heard it said that perhaps our rapid increase in automation is due to the fact that machines won't talk back. In any event, we all recognize that before we can lead people we must understand them.

We are most fortunate this morning in having with us a scholar, teacher, consultant, and practitioner to discuss "Human Relations and Individual Motivation.

May I present to you Dr. Robert J. Agnew.

DR. AGNEW: Admiral Rose, Captain, Gentlemen: It gives me considerable pleasure to be here this morning for several reasons. One is that I am quite impressed with this podium. I am also quite impressed by the fact that the chair in which I sat has a little plaque on it indicating that General Eisenhower, then President Eisenhower, sat in that very chair when he dedicated this auditorium. Another reason why it gives me great pleasure is that when I look around I see a few familiar faces.

I think some of these faces were with me long enough ago so that this constitutes a new pitch. Many of mine are dogeared and get retyped about every five years, but I think that those of you who were with me more than a year ago will find that this is a little bit different.

Now, you have read Human Relations--Boon or Boggle, an article which I heartily recommend, and if you skimmed it you might go back and read it a little more closely. This is one of the few discussions of this entire human-relations area which does not set up a series of straw men and then proceed to demolish them, as most of the critics of the human-relations approach do.

I think we have come a long way since the days of the Hawthorne experiments and our development of what we know about people in the organizational context, what we know about people in the small-group context, and what we know about people as individuals.

What I am charged with doing this morning is discussing the general area of human relations and human motivations. This, of course, is a tremendously important area. But I should like, if I have the permission, to turn the coin over. Most of us consider motivation, I think, from a point of view of "Why won't they do what I want them to do?" and sort of approach barriers and blocks to motivation in the individual whom we are attempting to motivate.

I should like to look at the obverse of that particular coin this

morning and ask the question: Why can't you motivate? Many times we are inclined to feel that the individual whom we can't motivate is just lazy, or something. It turns out that he has the nicest garden on the block or has a hobby at which he works extraordinarily hard. In some pursuits he may be a community leader, yet on the job it is almost impossible to motivate him. So I think I am about to suggest that sometimes the fault may be in the motivator rather than in the individual whom we are attempting to motivate.

Peter Drachner, one of the better known authorities in this area of management, has indicated quite correctly that the human resource is the least effectively used of all resources. That is to say we have developed engineering techniques that enable us to make the most effective and efficient use of capital resources of land. We have developed a variety of analytical techniques that enable us to make the most effective and efficient use of materials. But we are still sort of bogged down in getting the most out of this tremendous area of the human resource.

In the area of motivation, the basic question, of course, is: How do you get who to do what? That properly has three parts: How, who, and what. Of course, the goals of the organization dictate the what. I mean, it's very easy to motivate people. I could motivate you very easily by simply saying, "Well, I have been talking for seven minutes. Now, that's enough. Let's go home." and I'd immediately get a tremendous following here. And my abilities as a motivator would be

manifest. But unfortunately this is an unworthy purpose. So that, to motivate you, let's say, to listen with some degree of care and perhaps to remember a little bit, if you will, is a completely different thing. So that the what is essentially set by the goals of the organization.

The who, to a very great extent, is also set by the circumstances. Very few of us are given the ability or the opportunity, rather, to build an organization from scratch, to pick our own who's. As a general rule, the who's are sort of wished on us by the imperatives, again, of the organization in which we are working.

So that this leads to the individual motivator, then, essentially only the how. Of course here there are a variety of areas, a variety of manipulations, of punishments and rewards that constitute the how's. What I want to look at this morning are some of the things that may get in the way of the proper utilization of these how's that are available to the individual motivator.

Motivation, of course, is an extremely personal thing. We don't motivate people, as a general rule. We motivate a given individual. So that we have to ask, then: What are his drives? What does he need? In my opinion, an approach to the understanding of the drives and the motivations of other people begins inevitably with a kind of self-analysis. The poet, Pope, has indicated that the proper study of mankind is man. Shakespeare has indicated, "To thine own self be true." Both of these, I think, have to be involved in any inquiry in the area of motivation.

This self-analysis requires a kind of honesty. This kind of honesty may well be obtainable. I think we have to begin with the question: What motivates you? Now, of course, you may approach this question from a number of points of view and with varying degrees of cynicism. You may say, "The buck, of course." Yet I would imagine that each one of you in this room is working considerably harder than he would have to work just in order to be assured of his pay check. So that you must be motivated, then, by something above and beyond the simple motivation of the pay check.

Well, you have yourselves, then, a particular motivation; something is motivating you. It might be proper to inquire: Is the method that you are using to satisfy these needs that constitute your motivation working? Are you getting the maximum satisfaction, let's say, out of your occupation?

It would appear from most of the studies that the successful administrator, executive, or whatever you choose to call him, is probably motivated by approval, competition, or a fear of criticism. These are pretty common motivators. But I think it has been demonstrated that the successful executive, the successful manager or administrator is probably more highly motivated by competition and by a fear of criticism than he is by approval.

You might try an experiment sometime, if you feel that you are not getting maximum satisfaction through the particular set of behaviors that you are indulging in now, and if you are really secure, as we say in the

academic profession, if you have tenure, and they can't fire you. One of the beauties of the academic profession is that I have tenure and they can't fire me, unless I would get caught raping the Dean of Women in the commons room or something of the sort. If any of you have seen our Dean of Women you know that my job is in no danger.

But you might try and experiment, and try a different set of behaviors in a particular direction, and see if this works any better. I think most of us determine our behavior to a very great extent through the process of projecting, the projecting into our boss, projecting into our superior the behavior which we expect in him. We don't always get it but we expect this behavior. We expect that a boss is going to feel a particular way or that a boss is going to regard a particular activity as tremendously important. He may or may not. Yet we are projecting into him the behavior which we expect in him.

One immortal study which was made originally in Britain and later replicated here with essentially the same results was directed at finding out just what it is that managers do with their time. As part of this study they asked this management group to keep a very careful diary of just all of their contacts and just how they did spend their time.

They would discover in the big boss's diary a notation: "Fifteen minutes giving advice and counsel to John Smith." Well, in John Smith's diary they would find a notation for the same time: "Twenty minutes receiving orders and being shooed out." Not only did the fact that he was reacting with his boss increase his time perspective but it also

gave him a completely different view of the situation. He was projecting, in short, into his boss behavior which he expected in him.

No more than two months ago I had a very heartrending and disturbing experience. I do quite a lot of teaching in the evening school, because I prefer adult education. A student who sort of became attached to me 4 or 5 years ago, working for his degree in the evening school--we'd get together perhaps after class and maybe blow the foam off one every now and then--surprised me by waiting for me--he had since graduated--outside my class room. We went to my office after the usual pleasantries and he closed the door. This surprised me quite a bit. He proceeded then to break down. If you have ever seen a grown man cry, this is quite disturbing. He did break down. It came out in the course of his telling me his troubles that he had just been fired. This he found particularly disturbing and he used as his pretty consistent defense, "I have never been late with a report in my life." I mean, this was his principal defense. This is what he regarded as the principal element--getting reports in on time.

I happen to know his boss a little more casually than I know him. So the next day I called and asked just what the difficulty was. It seems that this man, in his desire and effort to get the report out on time, would in effect slough off the rest of his job the last five days of each month. It got so the boss just couldn't stand it any more and just had to let him go. He had spoken to him about it I imagine peripherally.

The point that I am attempting to make here is that this man had

projected into his boss a particular value system, a particular set of value behaviors that he expected in him, and yet the boss did not have that value system actually.

Another experiment that you might try in your own jobs, when you get back to gainful employment, is very interesting. You can take each of your subordinates, each of the people who report directly to you, and list, 1, 2, 3, 4, 5, up to 10, the most important things that that individual does, and get that individual to list, 1, 2, 3, to 10, the most important things that he does. Then compare the lists and I think you will be surprised. I think you will be surprised at the low degree of coincidence there is in your view of what it is he should be doing and his view of what it is he should be doing. He is projecting then, into you, behaviors which he feels you should have or do have. Well, we do it, too.

Now, once you inquire whether you are projecting into your boss's behavior things you sort of expect, we move along to another question, and that is: What action on the part of your boss motivates you? Certainly you come out of some contacts with your boss with some real, Gung-Ho attitudes that "We are going to get this off the ground; this is going to work," and you come out of other meetings with your boss more or less with the attitude, "Well, if he says so, we'll try it." What action on the part of your boss motivates you? Why do you come out one time really Gung-Ho and then come out the other time sort of dragging your feet?

A nice, comfortable rationalization, of course, is, "Well, I get charged up over his good ideas, and the ones that I am against are his bad ideas." This may or may not be true. So, what action on the part of your boss motivates you?

This leads us then to the question: How are you different from other people? Just as we project into our boss quite often we project also into our subordinates. So, how do you treat your subordinates compared with the way a boss treats you? Are you projecting into them your own reactions to your superior? This is quite easy to do. You may find that a certain action on the part of your boss sort of repels you. So you say, "Well, I'm not going to do that." Or a particular action on the part of your boss motivates you quite highly, so you get the idea that this is the way to do it. You try it on your subordinates and it doesn't work.

So that we project quite often in both directions. And quite often, in dealing with our subordinates, we fall into one of the fundamental traps in the whole area of management. This trap is feeling that you know how those people feel because you once worked there. I know how students feel. You see, I was once a student. You see, I can do the same thing. But this is a fallacy, and it is a fallacy for the simple fact that the average guy is still there. You don't know how he feels, and, more importantly, you never did, because you never were one of the average guys at that particular level. The average guy is still there.

Yet we feel, because we have come up through the ranks, or because we have once inhabited a particular level in the organization, that we know how they feel. Well, we don't. Yet we engage in this projection essentially in a downward direction here, and project into our subordinates our own feelings which they well may not have.

Now, we have to ask an additional question: What are your weaknesses and strengths as a motivator? What are your weaknesses and what are your strengths as a motivator? One of these is a very simple one, the question: Can you praise? Praise very often is difficult. It is particularly difficult for the individual who has set for himself a pretty high set of individual standards. Perhaps the boss gives you an assignment and you set a particular achievement level for yourself. It may be that your boss sets a level that is somewhere below that level that you have set for yourself. You finish up somewhere in between those two levels. You have exceeded the boss's expectations, and he says, "Boy, Charlie, what a wonderful job," with a pat on the back. Yet in your own mind you have failed. So what is your reaction to the praise that the boss is giving you? You think, "Why, that phony S.O.B. Who is he trying to con?" The individual with particularly high standards for himself then comes, to a very great extent, to mistrust praise as a motivator. And, since he mistrusts praise, he finds it very difficult to use praise for his subordinates as a motivator. And it's difficult, if not impossible, then for him to appreciate the need for praise in other people.

Another question is: Can you criticise constructively? The ability to criticize, of course, requires a particular variety of guts. Everybody doesn't have it. I find this in myself, for instance, in directing the research of graduate students sometimes. I don't have really enough of this ability. I get too emotionally involved in his paper, and pretty soon it's a little bit of me, and I think it's quite good, and naturally he thinks it's quite good. Then we go to a committee with his thesis, and of course they haven't seen it before, and there's none of their blood, sweat, and tears in it, and they tell the candidate that his baby has two heads. He proceeds then to look at me, thinking, "Why didn't you tell me?"

I suppose that, due to that lack of ability that I have to criticize constructively, it's a good thing that I left what I euphemistically refer to as my career in industry and got into this furlined rat trap of academics.

So, can you criticize? Another one, which was referred by by our Chairman, is: Can you show interest in other people? This is very simple. Of course I talk to all my people every day. There is a world of difference between showing interest in people as people and showing an interest in a person as a person, and showing an interest in him simply as a particular cog in this machine that you are directing. There is a world of difference between talking to an individual about himself and talking to an individual about his job. Are you really showing

interest, then, in the person, or are you showing interest simply in his job? So, can you show interest in other people? The possibility quite often is that you may be too work-oriented.

Another question perhaps is the fundamental question for people in the higher echelons: Can you delegate? Delegation is something that you start reading in about the third page of chapter 2 in almost any book on management. We all pay lip service to delegation, yet we are inclined, I think, to overlook the fact that the capacity to delegate is one of the most tremendous motivators that exist within the ranks of management.

This is a kind of an ability to take a risk. It's a kind, again, of guts. In all probability, there is not one of you who at one time or another has not laid his career, perhaps even his reputation, on the line in defense of a particular idea or a particular feeling that you, yourself, had. This is a kind of courage. You are to be commended for it. But there is a world of difference between that and laying your career on the line for the idea or the feeling of a subordinate. This is one of the things that get in the way of delegation.

Many times the failure to delegate may be the desire to shut the subordinate off from upper-level contacts, because, certainly, to the extent that you do delegate, he gets to know more about that particular area than you do. So eventually, inevitably, he is going to be in some kind of contact with your boss. You probably will be there, but even if you are not this man is going to have access to upper-level contacts.

Now, this desire to shut him off from the upper-level contact may arise out of a variety of things. The least likely is that you are afraid of this man, afraid that, if the boss finds out how good he is, there may be premature retirement or any of those horrible other things that can happen--your being placed in a staff capacity or any of these other modified forms. I am speaking now of industrial organizations.

This is the least likely reason for this fear. It may be more a desire many times to hoard this individual. If the boss finds out how good he is maybe he will get a sort of lateral promotion, and how am I going to get the bagels out the back door of the bakery without old Charlie? Or it may rise out of a desire to protect him. Well, after all, you taught him all he knows, so you know it isn't very much. Of course you haven't taught him all you know. I want to get that cleared up right away. But you might be a little afraid that the boss will find out that he really isn't very good, and this is sort of a reflection on you. I mean, "Is this the best that he can come up with by way of a subordinate?"

So there may be a variety of reasons for this failure to delegate. Delegation in and of itself is at the core of this entire motivation problem. We have a number of concepts in motivation. Certainly the outstanding concept, I think, at the upper levels of the organization, at least, is ego involvement, this feeling that we want to do it. If this doesn't work out, if this doesn't get off the ground, a little bit of me dies. I fail if this fails.

Now, we do best what it is we like to do. I think this is a truism. We do best what we like to do. We also should turn that over and say that not only we do best what we like to do but we like to do that which we do best. For example, suppose the foursome goes out to the club to play golf and there is a delay in teeing off. Two of them go to the practice tee and two go to the practice green. Four will get you five that it is the good drivers who go to the practice tee. The good drivers will go to the practice tee and the reasonably good putters will go to the practice green. There is no fun standing up on a practice tee and hitting nothing but banana balls. If you can send one whistling down the fairway, this is something you like to practice. The big difference between the pro and the amateur is that the professional practices his bad shots and the amateur practices his good shots. The same thing is true in the area of management. We like to do that which we do best.

So what do we delegate? Well, generally we delegate the things that we don't like to do. This means, then, that we delegate the things that we are not very good at, and since we are not very good at them, manifestly they can't be particularly important. If they were important we'd be good at them. So that what we delegate to our subordinates, then, essentially are things that we don't like to do, things that we are not very good at, things that we don't think are important, and we wonder why they can't get excited about them.

Of course, the most effective organizations, of course, are those

where the buck stops at the lowest level. It is said of former President Truman that behind his desk he had that sign, "The buck stops here." Now, everybody in an administrative capacity in an organization should have that sign behind his desk, in miniature. I mean, you don't want to overdo this thing, or you will really find yourself in trouble.

This is the kind of participation I mean. If your subordinates, for instance, are willing to make the buck stop there, then they are participating. Oh, we pay lip service, I suppose, to the concept of planting ideas, you know, out there so they will sort of grow, and they'll think they are their ideas, and they get really Gung Ho about it. I think a lot of times we do this in a relatively cynical fashion. It's difficult. It costs you something in the coin of the spirit when a guy comes in and says, "Gee, Chief, I just had a wonderful idea. What do you think of this?" It is very difficult to resist the temptation to say, "Why, you simple so and so, that's exactly what I told you last week." Many time we don't say it but we sort of greet it with a superior smile. Well, inevitably the man comes to realize that he is being conned. And I don't think there is anything that most of us resent more than that.

So that this belief in participation, you see, has to be a sincere thing, yet it represents really the only way that we can get this ego involvement, this feeling that "I want to do it." I can get as enthusiastic as the devil over one of my ideas. I find it a little more difficult to get enthusiastic over one of my Dean's ideas. I can get much

more Gung Ho about something that I thought up. If my boss gives me a problem I fall in love with my solution. I am determined to make it work. If my boss gives me a problem and the solution, O.K., I'll try it. I think we are all that way. So that this kind of ego involvement in getting the thing done and making this work can develop only out of participation, and participation can develop only out of delegation.

Now, we have been talking about motives here. What is a motive? What is a drive? Of course, a psychologist, which I am not, would define a motive or a need as a tension state. Something is stretched or pulled, and is under tension. In short, it is kind of an anxiety state. Child psychologists tell us that, if parents didn't teach their children the game of peekaboo, the children themselves would invent it. The child usually begins playing this game of peekaboo with its mother. She is the center, the be all and the end all of its existence. So it goes like this, and the reaction is, "Oh, my God, where has she gone? Ah, there she is," and the feeling of relief, the feeling of escape from anxiety, is such a tremendous reward that the child does it again. So it's very much like hitting yourself on the head with a hammer because it feels so good when you stop.

But actually this is quite deeply involved in the matter of motivation. Many people, you see, deliberately put themselves in an anxiety state because the reward of getting out of it is so great. This appears to be true, particularly of successful executives, who are inclined to take on a challenge. Now, if it be a challenge, manifestly, you are not

certain that you can do it. If you were certain that you could do it it wouldn't be a challenge. So that what the successful executive does essentially is to put himself deliberately in an anxiety state.

I indicated at the outset that successful executives, probably more than the lesser breed of men, are motivated by competition and by a fear of criticism and a little bit less by approval. When we move toward a goal we are really moving away from something, too. I mean, we are trading in effect the unknown for the known. We are putting ourselves deliberately in an anxiety state, reacting to a challenge.

So that the drive to succeed many times may be a fear of failure. I have indicated that the successful executive is more likely to be motivated this way, but we are back at our old friends the dangers of projecting into our subordinates these same feelings, the feeling that, since we like to take over a challenge, we like to enter the unknown, we like to put ourselves under that black cloud, and are motivated more by getting out of that anxiety state than we are really pulled toward success, they are also reacting similarly.

Well, as I have indicated many times, this is a fallacy.

Now, one last point--we tend to seek a sense of personal worth. I would be willing to bet that there isn't one of you who would take a particular job I have in mind and perform it for any particular length of time without cheating one way or another.

Let's suppose that a wealthy old eccentric had died and left a bundle, and instead of leaving it to cats, as I gather most wealthy

eccentrics do, she had set up a foundation, because, you see, she loved the earth, and she felt that the earth has to breathe. She set up this foundation, and lo and behold, the directors of it selected you at half again as much as you are making at the moment with good retirement benefits and everything else, and all you have to do is dig a hole and fill it up, and dig a hole and fill it up, and dig a hole and fill it up. There is no sense of personal worth connected with this. What would you do? You would start cheating, one way or another. Either you, yourself, would become a nut, and say, "By God, she's right, the earth does have to breathe," or, as is more likely, you would attempt to interject some worth into the job, and you would stand there surreptitiously and throw a seed in the hole before you filled it up.

We have to feel that we are doing something significant. The same thing is true to a great extent of subordinates. The only way they can get the feeling that they are doing something significant, that they do have a worth, is essentially through this kind of participation which arises out, again, of delegation.

Well, now, to a very great extent, you know, salary is essentially a symbol of worth. I know that in civilian organizations, of course, everybody would like a little more money, but they are not really upset or really unhappy about their salary until they find out what "he" is making. This is disturbing. "Do they think that he is worth more than I am?" "Do they think that I am worth only this little bit more than he is?" It arises essentially out of this sense of personal worth.

In conclusion, let us look at some of the characteristics which make for a good motivator. One of these is the ability to express self-confidence. You see, this creates a feeling of security in the other people. If you look as if you know what you are doing, this gives them some assurance that if they follow you, if they do what you want them to, this will lead to success, and they can get a feeling of worth.

I mean, if fire were to break out and I as the leader in this temporary situation were to say, "O.K., fellows, follow me. I think we'll go. No, I guess we'd better forget about it," nobody would follow me. The same thing is true in any administrative situation.

The second characteristic of a good motivator is the ability to express interest in other people. As I indicated a bit ago, this is interest not just in their jobs but in them. This increases their sense of personal worth, if we show interest in them. One thing that many of us don't realize is that things that are relatively casual contacts for us quite often are occasions for our subordinates. You may meet a guy at the water cooler and say, "Well, what do you think? Are the Redskins going to do something?" Five minutes later you have forgotten it yet he goes home and tells his wife, "I was talking with the boss today." This then increases his sense of personal worth.

Another is the ability to give credit. This is related to the praise thing. The ability to give credit is important because credit can serve as a benchmark to progress. We don't like to see a task or

or anything else stretching out infinitely to the horizon. We like benchmarks. We like landmarks. We like the feeling of making progress. One of the first jobs I ever had shortly after I got out of high school was working in a tube mill. They made pipe anywhere from 6-5/8 inches up to 26 inches. My job was standing up on a platform about this high and punching Cutler-Hammer motor controls to make the conveyor wheels go around so the pipe would go by. As far as you could see in that direction there was nothing but pipe. When you have seen one you have seen them all. But every now and then some kind soul would mark on one of them "50." This give you a nice warm feeling--"There are 50 of the damn things that I'll never see again." It's much like the feeling you get every time I turn over a page of my notes. We like this feeling of making some kind of progress. The ability to give credit, then, delineates this kind of progress.

The ability to give blame or criticism is related again to whether you can criticize constructively. It is a comforting thing and it contributes to the individual's feeling of security, if he knows. He thinks, "If I do not do well he will tell me so." We don't like to float around, not knowing. Not only is it good to be told that we are on the right path, through being praised or given credit, but it also increases our sense of security to know when we get off it.

The capacity for delegation is another characteristic of a good motivator--to permit the sense of freedom in the subordinate and self-expression in his job, so that he is expressing himself and not yourself.

The last may seem to be 180 degrees out of phase with the human-relations approach, but I don't think it really is. That is the capacity to engender a respect which is in a sense a feeling of fear. The subordinate has to know that you have this thunder bolt and that you are willing to throw it. Of course you can't throw it often. You can throw it only in emergency situations, but he has to know that you have it and are willing to use it.

Fear, of course, works best in a situation which demands immediate action. If you attempt to use it all the time you are much like the mother who screams at the child when it gets within three feet of a vase or three feet of a lamp and then has nothing left when the child is three feet from the edge of a cliff. The fear of punishment works best in a situation which demands immediate action and a situation which has essentially short-run consequences.

Well, looking at the clock and looking at my boss down here, I am starting to develop a kind of fear and find myself motivated to say "Thank you," and sit down.

CAPTAIN O'TOOLE: Gentlemen, Dr. Agnew is ready.

QUESTION: Many writers have said that the best way to motivate people is through the group-- most organizations are associate structures-- rather than through the individual. What are your feelings on that?

DR. AGNEW: Generally speaking, I would be inclined to agree. It is my feeling that group pressures are perhaps the strongest motivation that there is.. Here the face-to-face supervisor I think plays a dual role.

One is that he functions as an individual and the other is that through his role he creates a kind of group climate that permits people to motivate, in effect, each other. I think, however, at the upper levels of the organization, where the President is attempting to run a gang of Vice Presidents, let's say, or where the Sales Manager is attempting to direct the work of a group of district sales people, that the group impact is considerably less.

If the foreman is attempting to run a gang of ditch-diggers, I think that I would definitely agree that the group pressures are much stronger motivators than those of the individual supervisor attempting to motivate a given individual.

But here again we are up against the span of control and a whole range of things. I think it is a safe assumption that you are not particularly concerned with your motivating rank and file. That's somebody else's job. You have to motivate him. I think that this is best done at that level, face to face.

QUESTION: My question is related to the group pressure and also the comments you made about projecting one's self and the need for participation. Will you comment on the so-called role-finding technique in the face-to-face supervisory training?

DR. AGNEW: Well, I would begin by indicating that dominies and divines have been trying for 32 years less than 1963 to affect behavior through exhortation. This is one of the reasons why I think my little excursion here this morning is essentially futile. This is true. You

are not going to change people's behavior by lecturing to them. You have to use some kind of projective technique. I personally incline toward the non-directive method rather than role playing as being more valuable, but, unfortunately, it is also more time-consuming. I would be inclined to think that role playing as a tool in supervisory development is about the best one that we have at our ready disposal.

But now, personally, and I can speak for no one else in this, I use role playing in my supervisory-development courses a bit differently than most. I link it essentially with case studies, so that the role playing grows naturally out of the case discussion. I do this rather than saying, "Well, kiddies, today we are going to role play. Now, you are a boss and you are a union steward." I would much prefer to present a case in which these characters are involved. One of them will say, "Well, what I do is so and so," and somebody else says, "Ah, that wouldn't work. Let's role play. Let's see if it will work." I feel that this gives a much greater degree of involvement in the role-playing situation than if you simply pass out slips of paper saying, "You are this and you are that."

It is a traumatic experience if the individual can immerse himself sufficiently in the role. If he is playing to gallery it loses an awful lot.

But again, in summation, just let me say that I think that, in first-line supervision particularly, it is the best tool that we have readily available.

QUESTION: Sir, how close or how far do you believe the Soviet Union comes in your criteria of motivation?

DR. AGNEW: I suppose I am really from the wrong department to give you a definitive answer. I do have several friends who have had recent experience and exposure to the Soviet Union, one of them in the area of education, who has examined a number of the Russian educational institutions. It appears to me as it appears to him--and my information is purely second-hand--that the motivation of the Soviet Union is a good deal more fear than it is real participation.

As I indicated, fear works better in an emergency situation and in a short-run situation. We know enough about learning theory, for instance, that if we were to split this group in half and if I were to give each of you a list of nonsense syllables and say to this half of the group, "Now, for every one of these you memorize I will give you a quarter," and to the other half, "For every one of these you don't memorize you'll have to give me a quarter," 10 or 15 minutes from now when I came back, the group functioning under fear and punishment would know more syllables than the group functioning under reward. Yet, if by some streak of fortune I were to come back a year from now and you were all here for a nice, happy reunion, I would say, "O.K., kiddies, what about those nonsense syllables?" This group which had been motivated by reward would remember more than the group motivated by punishment.

As I say, my information is essentially second-hand, but that is my impression.

QUESTION: Sir, with regard to theory X and theory Y, your lecture and comments give me the impression that you tend toward theory Y. Will you comment?

DR. AGNEW: Well, since I did my graduate work at MIT, I damn well better. Of course, I will say that I was not exposed during my study at MIT to Dr. McGregor. He was off then practicing what he preaches as the Thespian President at Antioch. But I do feel that McGregor's statement regarding X and Y is perhaps the most substantial, single contribution that I can think of. I would certainly rank McGregor in the top three or five of the writers and thinkers in this area.

So my secret is out. I am a theory-Y man.

QUESTION: Oftentimes in the military, Doctor, we have a situation where we are in control for a very short period of time of many of the people who work with us or for us. We delegate a certain task and the results are not satisfactory. We find we have a real problem. Then to correct these things and change them we scatter them around among the working force. We don't have time to really train or teach them. What is our solution, Doctor?

DR. AGNEW: At the risk of being a little facetious here, you know, every speaker has two talks. He may have any number of titles for his two talks, but he still has two talks. The answer to your question is my other talk.

This is a problem and it's a problem for which I am afraid there may not be a viable solution. You can comfort yourself, of course, by

saying, "Well, gee, if I had this guy longer he would be better. It's my predecessor who is really responsible for this goof-up." I suppose then that a greater acceptance on the part of everybody concerned for the necessity for what I feel to be these proper motivating mechanisms is the long-range answer to your problem, in other words, so that your predecessor and your successor, as well as you, are sort of working in the same direction, so that these people are motivated and hence developed, and hence trained--developed, I suppose, should come last.

For a short-range answer, I honestly don't know. Of course you are dealing with a short-range situation. It may be that the more authoritarian method is essentially possible or more desirable than in the long range.

We know from a variety of experiments, for instance, that the authoritarian or highly directive method of supervision in an organization operates with more effectiveness and more efficiency than does the nondirective, democratic, permissive method of leadership in situations which are not rapidly evolving.

Now, where you are in a situation which changes relatively rapid, authoritarian leadership more or less breaks down. In a situation which is rapidly evolving, where there are a number of changes in the nature of the task, changes in the method, and a variety of other things, it appears that the directive method is not so good, and the democratic, permissive function is a bit better.

But here where you have this more or less rapid turnover of the guy at the top, I am afraid that just training everybody is the only long-range answer, and the only short-range answer is relax.

QUESTION: Doctor, would you comment on the impact of automation as a new technique or science on human relations or motivations?

DR. AGNEW: I wish I had saved that gag about my other talk. I honestly don't know. I have studied in some detail the impact of Dieselization on railway labor, and I think that to an extent this may be related. It made the fireman essentially extraneous. One of the things that I looked at is what this did to the fireman's morale. To all practical intents and purposes it ruined it.

I mean, here's a man who had a skill. Being a railway fireman was a skill. It required skill as well as considerable brawn. Now the engineer may well refer to him as "my passenger." We have had a complete downgrading of that particular skill, and the firemen are rather grievously unhappy, those who are old enough to have been with us in the steam-locomotive days.

I was talking just several days ago to an individual who had been not quite an accountant but almost an accountant, with considerable accounting skills, who now finds himself supervising a group of about 3 or 4 girls who are running accounting machines. His morale is just about destroyed. He said, "I spent the greater part of a lifetime learning a particular set of skills and here they are wiped out completely."

Also, I think it is going to affect morale through the medium of

destroying group identification. People are just going to be too far apart, actually, physically. Yet you may recall that just 2 or 3 days ago the President of Chrysler Motor Company indicated that automation in his company had gone just about as far as he expected it to go, that the automated equipment was not as flexible as the human being. If they wanted to make half a million black four-door Plymouths then automation is the thing, but, as long as the consumer wants a white one and a green one, and that sort of thing, automation has its limits.

I think that is probably going to be the essential saving grace in this automated area.

Now, most of my experience with automated equipment has been in the office area, and in that area, of course, there has not really been a substantial dislocation through unemployment, because the automated equipment can develop so much more information that it takes more people to process this new, expanded bit of information.

But I have seen in many of these people a sort of deterioration of skills and hence a deterioration of pride, and hence a deterioration of morale.

QUESTION: Would you please comment on the personal attitude survey?

DR. AGNEW: Well, being against attitude surveys is sort of like being against motherhood, in my field. But I don't think they are worth much. Now, I can't let it go as baldly as that. Bill Henry, who is a consulting psychologist, and perhaps one of the best in the country,

does quite a lot of work for the Standard Oil Company of New Jersey and its various affiliates. I think I could do no better than to give you his opinion, which is essentially mine, too.

He says that he would rather spend about three evenings sitting around on the front porches of workers' homes than he would give the most complicated attitude survey in the world. I have had the dubious pleasure of administering as a consultant a number of attitude surveys, but it just seems that, whenever anybody is faced with a piece of paper with a pencil in his hand, he starts getting cute.

This is true of personality tests when the guy is looking for a job. My graduate students tell me this. They had to take this big battery of tests and they sort of figured out what the guy wanted and attempted to fit it.

One time I was giving an attitude survey I walked in and the group was already assembled. I had been retained to do this because they wanted the appearance of objectivity. These were to be administered by me and collected by me and mailed by me to a consulting psychologist in New York without ever going through the hands of the company. I walked into this and you could almost smell the hostility. So I took about 20 minutes attempting to convince these people that this was purely anonymous, that I didn't want any signatures or names, that they could mix up the order in which they put these things down when they finished. I did the whole bit and really worked at it.

One guy took one look at the first page of this and said, "Well,

you guys can fill this damn thing out if you want to, but I ain't going to. They don't need my name on this because they know that nobody hates this company as much as I do."

That particular group showed up as having pretty good attitudes. Three weeks later they had one of the dirtiest, most vicious strikes that I have ever seen.

So I agree with Bill Henry. I would rather spend three nights hanging around the front porches of employees, or the neighborhood bar, really face to face. I'd much rather do this than all of these pencil-paper attitude tests I have seen.

QUESTION: Doctor, you mentioned that the first ability is to express self-confidence and that this in turn provides a sense of security in the people, thus reassuring them and inspiring them. Would you explain whether this works the same at different levels of ability and initiative? I wonder if this would not apply more to your visiting groups than to your executives.

DR. AGNEW: I don't feel that I would make that same differentiation. I suppose that the only real difference would be that the higher, but not highest, echelon executives have a better idea about how the boss would be doing his job than the ditch-digger has about how his boss should be doing his job. So that the individual, if he is confident, just has to have more to be confident about.

I think that the standards are higher, the tendency to second-guess, and a variety of other things. So that it isn't enough just to be confident.

You also have to have something to back it up. But it is to be hoped that in most organizations, unless they are corporate and the name ends in "and Son," the top people do have something to feel confident about.

But you are quite right in that respect. At least it is my opinion that this would make a difference.

QUESTION: Doctor, you defined the capacity in general respects primarily in terms of the leader's ability to create a sense of fear. Is it not true that subordinates are quick to detect the leader's own ability and that giving personal examples of integrity and confidence are at least as important, if not more important?

DR. AGNEW: Very definitely. I refer to this as the thunder bolt. You may remember Johanssen's thunder bolt, which was a tremendous threat until he threw it. Just the fact that he had it affected the outcome of a number of fights. When he finally had to use it things got a little bit different.

The same thing is true, of course, of fear. I think this is as true of a parent as it is of the manager. If this is all you have, the sanctions that are inherent in your particular position, going for you, even in the intermediate run, not to say the long run, you are doomed. But I still think you have to have that.

My wife is quite good with our two children, infinitely better than I, which I suppose is pretty normal. She will reason with them to get them to do something and try to explain it. If it's still now, when it comes to the showdown, she'll say, "Well, because I'm bigger than you are."

Yet, if she tried to use this all the time she would have nothing left for an emergency situation.

So what I attempted to convey there was that this fear has to be served with reserve for what immediate action is required.

DOCTOR, you spoke of/<sup>the</sup>non-directive training device being the most effective. The probably traumatic one which you mentioned is the sensitivity training. Would you speak a little about this, as to its value?

DR. AGNEW: We recently introduced sensitivity training into our eight-week executive-development program at Pitt, of which some of you are alumni. We are devoting our first week to nothing else but. Meaning that the rest of the faculty--I am not doing the sensitivity training because I have a later role to take on in relationship to the group which prevents my doing it--and people we are bringing in to do this have gone through two classes. I think that these two classes have been the two best that we've had for several years. I think the faculty feels that this has been essentially a reaction to the sensitivity training. They work in key groups and a variety of other things.

I have never had the pleasure of going to Bethel, the font of this school, but I have worked with people who have gone to Bethel. I feel that the sensitivity training doesn't give you much in the way of substantive knowledge but I think it does change your attitudes, and it does precisely what the name implies--it sensitizes you.

Now, another one of the places that I had the pleasure of visiting from time to time is the Army Management School. They are beginning to

toy with this. I gather that even their brief excursions into it are regarded very highly by the faculty.

I do a modification of this in my own classes. The first night I introduce myself and indicate a little bit about what the content of the course is going to be. Then, if I can just take a moment here, I tell them, "Look. I have to get a grade on you for the first six weeks. It doesn't make any difference to me how I get this grade. We can draw lots. You can nominate and elect, and use an ouija board. It makes no difference to me. I just want to get something to put in my cotton-picking book after your names. Now, it would seem to me that it would make a difference to you how you are going to be graded for the six weeks. Since it makes no difference to me and does to you, I think you have to decide. When you decide, come out and get me." I walk out of the room and close the door. This shakes them. For many of them, this is the first time in their lives that they have been in an unstructured situation. You are born into one, you are in one in school. If you go to work you still have a boss. But here, for the first time in their lives they are in a complete society of equals.

The same thing always happens. You get laughter as a tension symptom as you walk out, and then they sort of break down into little buzz groups. They look over to the door expecting me to pop back in and say, "April Fool," or something of the sort. But when I don't pop back in, then you get laughter as a tension release. They sort of break down into little buzz groups. Eventually a leader will attempt to emerge.

He may or may not get smacked down. They may or may not accept him. Eventually a leader will emerge. They will make, usually, a decision. The first time around it is a fantasy solution. They answer some other question instead of the one I have given them. But that class is never the same again and the role of the guy who eventually emerges as the leader is never the same again in that class.

Now, I think the class is a good deal better off for having gone through this experience. I think executives are much better off. One of the things it does, of course, is strip away all of the trappings and all of the sanctions. The guy is here psychologically naked, and it's good for you.

So I do approve of sensitivity training.

CAPTAIN O'TOOLE: Dr. Agnew, you have made this an hour of education and a real hour of entertainment. Thank you very much.