

MANAGEMENT TRAINING COURSE CONFERENCE OUTLINE

NO. 18

DEVELOPING INITIATIVE AND CONFIDENCE

OBJECTIVES

1. To stress the importance of fostering initiative.
2. To present a method of developing initiative in subordinates.
3. To define the qualities that men look for in a real leader.
4. To develop a technique whereby a supervisor can gain the confidence and whole-hearted cooperation of his subordinates.

AIDS AND MATERIALS

1. Worksheets 94--97.
2. Chart Nos. 2, 3, 25 and 26.
3. Film Strip, "It Takes Time" (25 min).

----- TIME SCHEDULE -----

20 min	I. The Importance of Fostering Initiative
20 min	II. A Method of Developing Initiative in Subordinates
25 min	III. Qualities that Men Look for in a Leader
20 min	IV. A Technique of Winning Confidence
<u>25 min</u> 110 min	V. Summary: Film Strip

- I. The Importance of Fostering Initiative (20 min.)
- Turn to Chart No. 3. Announce that with today's conference the fourth and final phase of the Management Training Course begins.
- First, have the group arrive at a clear understanding of the meaning of initiative. Have the conferees cite examples of initiative shown in their own units. Let the group as a whole evaluate each example given.
- Chart No. 3
- Referring again to Chart No. 3, have the group discuss the relationship between initiative and the three previous phases of management and supervision. Use other charts that apply.
- Next, have the group discuss the importance of initiative as one of the qualities necessary in a supervisor.
- Then, get the opinions of the conferees on how much consideration a supervisor should give to fostering initiative among his subordinates.
- Ask each conferee what he has been doing to foster initiative and how successful he has been thus far.
- Worksheet 94
- Distribute Worksheet 94, "Some Results of Initiative." Have the group read it over quickly. Ask the group why top management of a concern would reward a supervisor who obtains results by developing initiative not only in himself, but in his men, in regard to small details as well as to large projects.
- (20 min. to here)
- II. A Method of Developing Initiative in Subordinates (20 min.)
- Ask the group if there is a sure method of developing initiative in a few months' time. Or is initiative one form of expression of a person's basic personality and character and therefore is a quality that cannot be developed through artificial stimulus?
- Assuming that initiative can be developed to a certain extent in subordinates through

- Chart No. 25 artificial stimulus and through encouragement, use Chart No. 25, "Initiative," and take up the steps through which a supervisor can gradually bring out initiative in a subordinate through orders, instructions and suggestions, until finally the subordinate reaches the point where he makes decisions and acts spontaneously on his own.
- Worksheet 95 Then, have the group turn to Worksheet 95, "Pauline Develops Initiative." After the conferees have glanced it over, let them discuss this case study.
- (40 min. to here) Let the conferees bring up as many examples of this kind from their own units as time permits.
- III. Qualities that Men Ask the conferees to forget for a while
Look for in a that they are supervisors and try to imagine
Leader that they are ordinary workers. Then
(25 min.) ask them what qualities they expect in a
leader. Make a list on the board.
- Chart No. 2 Refer briefly to Chart No. 2.
- There will probably be no general agreement on some of the qualities suggested. Many of the conferees will continue to have a trace of the feudalistic concept of leadership based either on wealth and position or on force. Many will continue to believe that a sharp gap must exist between the leader and the followers if the leader is to command the respect of his followers.
- The conference leader, himself, must have a clear-cut idea of what a real progressive leader is. Guidance in discussing this problem is of extreme importance, for a false understanding of leadership can undo all the good that has so far been accomplished through this training.
- After the qualities of a leader which were listed on the blackboard have been well studied, and after mistaken ideas are pointed out and corrected, suggest to the conferees that they use it as a standard by

- (65 min. to here)
- IV. A Technique of
Winning Confidence
(20 min.)
Chart No. 26
- which they can measure their own worth as supervisors.
- Turn to Chart No. 26, "Building Confidence," and explain that one technique of winning the confidence of subordinates is given here.
- Have the group discuss each step. Is the method too artificial? What will be the reaction of the subordinate? Are the Japanese people too self-centered? Do they lack a genuine interest in the welfare of their neighbors and associates?
- (85 min. to here)
- V. Summary
(25 min.)
- Summarize the foregoing discussion referring again to Chart No. 26. Finally, add the point that supervisors should encourage their men to come see them any time they have problems troubling them.
- Film Strip
- Present the film strip, "It Takes Time." This film shows the difficult problems a supervisor has in trying to win the full cooperation of his subordinates.
- Worksheets 96
and 97
(110 min. to here)
- At the very end of the session, distribute Worksheets 96 and 97 to be used by the conferees for reviewing.

SOME RESULTS OF INITIATIVE

Supervisors often wonder if some actual accomplishments are being made by employees of the Air Force. Occasionally one hears of an improvement. Once in a while a supervisor knows someone who has made a significant contribution.

So that you supervisors will know what is being done, here are actual cases.

A supervisor of some clerical workers had a problem to type material on 10,000 forms. After the forms were finished, segregation into several classifications was necessary. The typist began the job and each of them was accomplishing 40 to 50 per day. An analysis of the job showed that a re-positioning of blanks and copy, the developing of a box with the proper compartments in it, and the use of colors to identify the groupings resulted in an increase in speed as follows:

No. of Typists	No. per Day	Total per Day	Cost per Card	Cost 10,000
5	50	250	\$0.10	\$1,000
5	80	400	\$0.064	\$ 625

A tech. order change required that a little plexiglass window be put in the case of a generator so that a visual inspection could be made of the brushes without removing it from the motor, removing the case and reinstalling it on the motor.

The supervisor after studying the method by which these were being accomplished, decided that rather than have each mechanic accomplish the complete job, he decided to "production-line the job."

The result of this analysis was the doubling of the number of jobs done. Here is his production line:

1. Man removing cover and drilling the holes for the window.
1. Man blowing out drill chips from mechanism.
1. Man inserting the frame holding the window.
1. Man replacing cover and tagging property.

WHAT IS INITIATIVE?Case 1

A stenographer is given a rough draft of a letter and told to type it. In it there is a column of figures which has been added incorrectly.

Should she change them on her own?

Would that be initiative?

Case 2

A worker was given an assignment to stack some supplies on a finished table. He stacked them on as he was told. When the supplies were removed the finish on the table top was marred.

What should he have done?

Would that be initiative?

PAULINE DEVELOPS INITIATIVE!

A few days after Pauline was employed, she was given a letter to prepare from a pencil copy. This letter had several obvious mistakes. On her own Pauline detected the mistakes and checked with her boss to see if the changes should be made.

Pauline had succeeded in the first step. She had detected obvious errors, checked to see if they should be corrected, corrected them and sent the correct letter on its way.

About a week later Pauline was given a letter to write in which the errors were less obvious. There was a date 1942 placed in the letter in a paragraph that discussed the depression. Pauline was aware that the depression was in 1932, so she checked again, received approval on the change and was complimented on her alertness.

Pauline had succeeded in the second step. She had found and corrected a mistake that was rather obscure.

Before the first of the month had passed, Pauline was told to set up a filing system and plan the placement of the file banks. The basic idea of the codes and numbering was explained to her. A few days later the files were complete. Colored tabs had been used so that they indicated certain classification of material. The second drawer from the top contained the material most used, an idea she adapted from her training as a typist when the letters "e" and "i" are placed best on the keyboard because they are used most. The whole office took pride in that filing system. Any paper or copy could be obtained from these files in one minute flat.

Pauline had succeeded on the third step. She had completed a job with only the basic idea given her, then as she proceeded, thinking up things that might make the use of the files effective even beyond the hopes of her supervisor.

One day the supervisor suggested to Pauline that the girls in the department were taking too frequent and too long rest periods. By the next morning Pauline had prepared a schedule of rest periods which provided rotation and specified a length of time that was sensible. She presented it to the boss for approval but asked that she be allowed to take the matter up in a conference with the girls so that they would be aware of the problem and participate in the adoption of the schedule.

Pauline had succeeded in the fourth step. She had taken a general suggestion, worked out a specific plan by which the problem in the suggestion could be handled and set the plan into operation.

One day Pauline came to the boss and told him that much time was being lost in getting duplicating paper from the storeroom. She requested permission to have some shelves built and to have the storeroom rearranged for efficiency.

Pauline had succeeded in the fifth step. She had, through her own interest in the job, made a suggestion that improved the production and appearance of the unit.

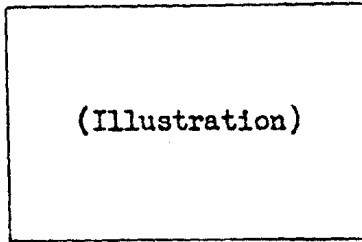
SOME OUTSTANDING CHARACTERISTICS OF A REAL LEADER

1. Knows his job—doesn't just "talk big" or bluff his way through.
2. Never expects others to do things he won't do himself.
3. Helps the other fellow get ahead.
4. Practices at all times the things he preaches.
5. Willing to shoulder blame for his own mistakes as well as for those of others for whom he is responsible.
6. Fair and honest in all his dealings.
7. Never stoops to pettiness.
8. Has an honest and helpful interest in people.
9. Is courteous and kind to all regardless of their background or position.
10. Has high principles.
11. Stands up for others—has a good word for them.
12. Is considerate of others—thinks of others before himself.
13. Realizes that all people are not alike in their ability to receive, understand, and carry out directions with a minimum of "telling."

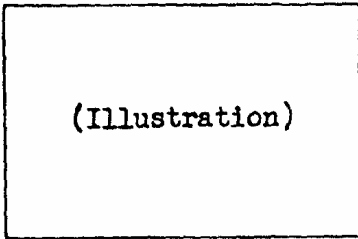
SPECIAL ABILITIES OF A REAL LEADER

1. Is an expert in his own line, yet is willing to learn more from those above him and from those below him.
2. Ability to plan and organize the work for which he is responsible.
3. Ability to instruct others.
4. Ability to chart a course and to follow it.
5. Ability and willingness to delegate wisely.
6. Ability to make prompt, accurate decisions.
7. Has the resourcefulness to accomplish difficult jobs under very trying circumstances.
8. Ability and willingness to consult with others.

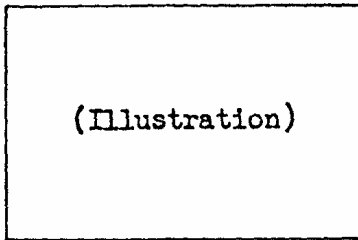
BUILDING CONFIDENCE



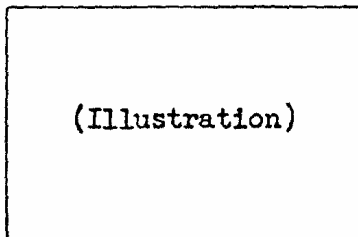
GREET each man in your department every day.—Vary the greeting.



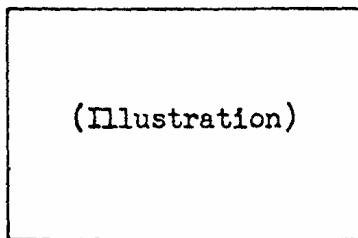
FIND OUT his hobbies and special interests.



SHOW SINCERE and genuine concern about them.



ENCOURAGE men to come to you with their problems.



HELP them with their problems.

Position alone does not command the kind of confidence and respect desired by a supervisor. Neither "ordering" nor "bossing" will gain these results. Confidence and respect cannot be commanded; it must be earned.

Conference 18, Worksheet 97

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