Chapter XVII

Staff Management

MANAGEMENT A SPECIAL TECHNIQUE. All the foregoing policies for the effective relationship of the individual employee to his organization will fail unless the executive himself maintains satisfactory personal relationships with his whole staff, professional and non-professional, and is able to organize it in a fair and orderly way. He must delegate responsibility equitably and in accordance with the abilities of each worker. He must supervise the work to see that it is properly planned and carried out; train his staff members for increasing usefulness to the organization; try to secure their happy and willing participation in its activities; and, finally, enforce discipline when necessary—promptly, firmly, and justly. These are all factors in the maintenance of morale.

They are also important elements in the technique of administrative efficiency, as contrasted with that of the personal efficiency already described. An executive may be thoroughly efficient in doing his own direct work. Yet he cannot be a successful executive unless he can so organize and stimulate the work of his staff that the whole group operates as a co-operative, smoothly working team.

FREE REIN FOR THE EXECUTIVE. Succcessful management demands, of necessity, that the executive of a private agency be given a free rein by his board in fixing salaries within the budget and the approved salary classification plan; in developing and maintaining (within the general policies of the organization) sound personnel practices; and in dealing with the duties, required amounts and quality of service, and the relationship of employees to each other and to the organization as a whole. The executive should maintain an advisory relationship with the board and the administrative committees. He must, however, have freedom to execute in his own way and in the light of his own judgment the over-all task assigned to him and the policies which have been established. The constitution, the bylaws,

and the general policies of the organization usually give the social work administrator ample scope to exert all the leadership and managerial skill of which he is capable.

Public welfare agencies operate under tighter restrictions of law and regulation than private agencies, but the public official nevertheless has plenty of room in which to exercise the arts and techniques of competent management.

EXECUTIVE QUALITIES. The demands of administration bring out numerous qualities which the executive must possess for the adequate leadership of his staff. These attributes in general have already been discussed in Chapter VIII. Still, certain qualities important in staff management are worth special injunction here:

Courtesy—be as polite to the office boy as to the president of the organization.

A constructive and sympathetic imagination—put yourself in the place of your workers and understand the consideration due them.

Suggestibility—welcome suggestions from staff members and, when suggestions are made, do something definite about them.

Accessibility—always be accessible to employees and willing to talk over their problems and hear their complaints about conditions, real or fancied.

Temperateness—handle difficulties by discussion rather than arbitrary action.

Fairness—never show favoritism. Make adjustments to individual needs. Try to give each employee an opportunity to attain his legitimate goal in the agency and in his profession. Give your workers credit for work well done and realize that enthusiasm is stimulated by praise. Assume the blame for employees' mistakes, for you chose the employees and you supervise them.

Kindness—be gracious toward all employees. This attitude should be matched by the manifest expectation of high standards of performance, lest the kindness be presumed upon.

Pleasantness—use a pleasant tone of voice, never a harsh or accusatory inflection.

Ease and informality—avoid the appearance of "chilled steel efficiency." Give the impression not of a boss but of a leader and collaborator in a joint task to which each is giving all possible ability and experience and in which each has an interest.

Reserve—guard against too great an intimacy with your staff. Avoid idle chaffing and undue flippancy. Exercise a warm reserve.

The executive should be a reliable example which the staff mem-

bers may find it well to emulate in greater or less degree as they in turn progress toward executive responsibility. If the executive conducts himself in the ways enjoined here, the workers will reciprocally express the same attitudes and qualities; mutual good will and enthusiastic co-operation will become the general relationships in the agency from top to bottom.

One executive told us he thought the greatest compliment ever paid to him occurred when he left a job in one city to go to another —a scrubwoman in the building where his office had been cried when she knew he was going to leave, because he had always been pleasant to her. Scrubwomen are not the only people who like to be treated as human beings.

The principles of successful administration can be boiled down to the Golden Rule in modern terms: "Do unto your employee as you would have him do unto you and thou shalt inherit the kingdom of an effective organization."

PLAN OF ORGANIZATION. These qualities of effective personal relations with the staff must be exerted by the executive in terms of an adequate plan of organization. This will be a valuable help in making sure that each function of the agency is performed rapidly, smoothly, and without confusion.

(*a*) *Plan for Function, Not Personality.* The organization of a social agency from the point of view of staff assignments should be worked out not on a basis of personality but on that of the work to be performed. Moral: do not change the job to fit the person; get the person to fit the job (unless you are making a place for a genius —who is not likely to turn up).

Too often, as an agency grows, employees take over new responsibilities without much regard to their ability or to the general principle of specialization. Then, when the executive becomes aware of the situation, he may find three people each doing a third of three different jobs. Jobs should be so rearranged that each is handled by only one person. The orderly executive will carefully analyze all the functions of his agency, including its social service and its business administration.

(*b*) *Chart of Organization.* In order to plan adequately the relation of the staff to its work, the executive should draw up an organization chart. This should show the main functions to be performed and should indicate in writing the lines of responsibility and the titles of those responsible. Complete and effective detail for the chart would involve the job descriptions which have already been

discussed, as well as written standard practice instructions for each job. Outlines of the main lines of responsibility should be given in the office manual, which will be discussed later.

(*c*) *Break Up the Staff into Manageable Groups.* In preparing a chart and plan of organization, the executive must bear in mind the fundamental principle of having small and therefore manageable groups. No supervisor should be responsible for more people than can be handled without undue loss of personal contact.

For example, in an office with twenty employees—typists, clerks, and accountants—an office manager would probably do his work better if the group were divided into three sections—one of typists, one of clerks, and one of accountants—each of them with a section chief; then, if all worked under one supervisor the office manager could work with and through the section chiefs, who in turn would work intimately with the employees assigned to them. When the office force had to be expanded in time of emergency, such as a financial campaign, the section chiefs would have sufficient experience in management to handle considerably larger groups without any strain on the fundamental practices of accuracy and speed of performance.

(*d*) *Clearly Defined Lines of Authority.* Effective organization requires clearly defined lines of authority, so that each employee may know just what is his job. Good administration also requires division of work according to function. In that way the workers, individually and by groups, may specialize according to the types of work they can do best.

A sound plan requires simple organization. Competent department or section heads, with initiative and skill which entitle them to the co-operation of those they supervise, are necessary. A good plan also requires that organization charts shall be kept up to date by reference to actual conditions in the agency and that job descriptions and standard practice instructions shall be continually revised to correspond to the agency's actual practices.

Furthermore, the executive must have a thorough knowledge of the work of the organization, continually refreshed by detailed knowledge of what is going on. Thus only can he see the interrelationship of all parts of the work and organize in terms of the whole job and the entire group of employees at his disposal.

(*e*) *Mutual Interchange between Departments.* Integration of plan and action between departments and sections is essential, especially in departmentalized organizations. If one department be-

comes interested only in its own work, the organization itself may lose. Making "water-tight compartments" of departments and sections should be avoided. Although responsibility must be subdivided, the executive must be sure that each department sees its relationship to the work of all others and that services and workers are exchanged when necessary to carry on the work of the agency as a whole. Division of work within the organization should not be so rigid that an employee will refuse to do a piece of work because it is not usually required of him. On the other hand, each ordinary task should be charted and described, and the responsibility for it should be carefully placed. This is best achieved through staff conferences. In these the executives and sub-executives should plan together and agree upon the course to be followed.

DELEGATION OF RESPONSIBILITY. A carefully worked-out plan of organization must be activated by the continuous delegation of responsibility by the executive.

(*a*) *Decentralization Necessary.* Manifestly, except in the very smallest agency, no executive can do all the work himself. He must learn to give staff members work they can do as well as he can (or even better). Thus he will free himself for those things which are his particular responsibility and for which no one else is so well qualified.

Many venerable business slogans attest the validity of the principle of delegation: "Plan your work and work your plan"; "Organize, deputize, and supervise"; "What is everybody's business is nobody's business"; "Never do yourself what you can get someone else to do for you." As one experienced executive told us, "Knowledge of how to select personnel to whom tasks can be assigned and then really assigning them is half the executive's job."

Howard S. Braucher, President of the National Recreation Association, wrote us recently as follows:

> I have myself come to believe more and more, in theory, in as complete decentralization as possible. A member of our family has worked in the Aluminum Company of America. I have been impressed in that company with the very complete decentralization—with the attempt to get individuals way down the line to make just as many decisions as possible and to show just as much initiative as possible.
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> After workers have received training and have learned the background of an organization and have the necessary experience, the larger the measure of freedom that can be given to the individual worker the better it is. This, of course, does make it of the greatest importance that workers be carefully chosen.

Delegation of authority should be in accordance with the plan already set up for the organization. If that is no longer feasible, the plan should be changed (except in the case of emergency assignments). If the boss ignores the plan, how can the staff be expected to observe its diluted dictates? Further, the work delegated should be within the competence of the person made responsible for it, or else of such a nature that through doing it he can attain the ability to handle it.

(*b*) *Work of the Executive.* In each organization there are some things which the executive necessarily must do himself if they are to be done satisfactorily. There may be influential board members whom the executive, rather than a staff member, should see. In a case work organization there may be clients who because of their particular difficulties can better be handled by the executive himself, with his special background and skill, than by anyone else. There are plans which the executive must work out and develop because no one else has the broad knowledge and wide experience necessary for their preparation. Nevertheless the staff should be called in to discuss these plans when he has done his utmost in preparation.

The executive, however, should avoid delegating only petty details to his staff, with the result that he overburdens himself with things which he fancies no one else can do. This attitude works an injustice on himself because it does not keep him for his major tasks. It is unfair to the organization because important work is often delayed in the neck of the executive bottle. It is unfair to the staff members, for they do not get the experience which is necessary for their growth.

GIVING ORDERS. In the delegation of responsibility the executive of a modern social agency is not like the fictional "snappy" business executive who each morning gives curt instructions for the day to a line of humbly waiting assistants.

(*a*) *A Matter of Mutual Consent.* The executive's method should be rather that of suggestion and question in accordance with the advice of the late Mary P. Follett:[1]

> . . . his suggestions are so subtle that they are not recognized as such and the planning seems to come from the staff as a whole. We are beginning to think of the leader not as a man who is able to assert his individual will and to get others to follow him, but as one who knows how to relate different wills in a group so that they have driving force. Even

[1] "Some Discrepancies in Leadership, Theory and Practice," Chapter XVI in H. C. Metcalf's *Business Leadership*. Isaac Pitman & Sons, New York, 1931.

if one man did know enough to make all the decisions, he could not get any possible "following" unless his followers are convinced; and you can convince them in only one way—by allowing them to share in your experience. . . . The leader tends not to persuade men to follow his will; he shows them what it is necessary for them to do in order to meet their responsibilities, a responsibility which has been explicitly defined. . . . In the best modern practice the leader is the man who can show that the order is integral to the situation. It carries weight because it is the demand of the situation. The word "order" is being used less and less. In scientifically managed plants few orders are given in the old sense of that word—that of arbitrary commands. We have method sheets, instruction cards. What is called the work order is given in some plants by the dispatch clerk. . . . Orders are coming to be considered as the outcome of the requirements of the situation, as information in regard to standards, as training in methods. A leader gets an order followed, first, because men do really want to do things in the right way, if he can show them that way, and secondly because he, too, is obeying. Sincerity more than aggressiveness is a quality of leadership.

Orders should never be arbitrary—never say "Do this." Rather, say, "Please do this," or "I wonder if this wouldn't be a good plan," or "What do you think of doing it in this way?"

(*b*) *Written Orders.* The assignment of work should be stated as clearly as possible, so that there may be no misunderstanding as to the exact responsibility of each staff member for his part of the task. As has already been suggested in the discussion of executive efficiency, it is wise for the executive to put in writing all staff agreements and all instructions or orders of any consequence. The typed memorandum should be initialed to indicate its correctness. This procedure should make misunderstandings impossible. It provides a basis for correction if directions are not clear. It enables the staff member to carry out without confusion a project for which several days may be needed. It stimulates precise and prompt performance; the worker knows that the executive has an accurate basis for a check-up on the work in the flimsy but potent shape of a carbon copy of the instructions.

The executive need not always give instructions in writing. Surely verbal instructions can be given on simple matters. As in the case of a beefsteak, formal writing of instructions or memoranda of conversation may be overdone just as it may be underdone; one hardly knows which is worse. The realistic executive should look beyond the mere formula which prescribes written instructions, to the fundamental principle that their purpose is to make sure that the work is done exactly as planned. The executive should put his

instructions in writing only when that purpose will be served. Otherwise there is the danger that the staff will spend most of its time in writing memoranda rather than in settling matters in face-to-face conferences or going ahead without conversation—difficult as such non-verbalized action may seem.

(*c*) *General vs. Special Orders.* Distinction should be made between general orders, which cover the working of the whole organization, and individual written orders and memoranda which cover specific operations. Frank E. Chapman evidently had both kinds in mind when he said in his excellent book on hospital organization:[2]

> Orders by word of mouth are subject at all times to misinterpretation. Such orders are easily forgotten, which is a condition which cannot be allowed to exist in orders affecting the vital performance of a single department or of interdepartmental performance. It is therefore suggested that a scheme of written orders be developed. Bound and printed orders are subject to the very definite criticism that they are not easily corrected and that shortly after a set of rules and regulations has been printed a certain number of them become obsolete. It is suggested, therefore, that an order system be developed in loose-leaf form. Such a system is flexible to the greatest degree and permits of any order being cancelled or modified by subsequent orders without destroying the content of the order book as a whole.

General orders may be posted on a bulletin board and initialed by each one who has read and assimilated them. This device is useful for an agency with a number of volunteer workers who come in at odd times—such as a Red Cross Chapter. Some staff member should serve as editor for the staff bulletin board, to handle all material to be posted there and to remove it when it has served its purpose.

(*d*) *Outline of Assigned Tasks for a Staff.* For making clear the delegation of responsibility and for carrying out a program of work in connection with a specific problem, such as a membership campaign, the following plan has been found excellent: Across the top of a piece of paper, leaving some space at the left, write the names of the staff members so that each heads a column. Down the left side list the various projects to which the organization is committed. Opposite each project put a cross under the name of the staff member responsible for it. In this way the entire program of work can be seen, and responsibility can be definitely allocated and visualized.

[2] *Hospital Organization and Operation*, p. 24. The Macmillan Company, New York, 1924.

(*e*) *Use of Order Forms.* For certain kinds of orders it may be helpful to have a definite form for use by all the members of the organization. The form is filled out in duplicate for each job. One copy is held by the person who issues the order; the other, by the person who is to carry out the task. This work order sheet gives a description of the job, the number of items required (as, for example, the quantity of a mimeographed letter), the kind of material to be used, and the date when the job is to be finished. The supervisor who receives the order and distributes the work writes on the sheet the name of the staff member assigned to the job, the amount of time consumed, and the time of completion. This order sheet is returned with the completed work to the person who ordered it for his O.K. and for suggestions as to ways in which the work might be improved. The O.K.'d original is then returned to the supervisor. Use of a work order form makes instructions on routine jobs specific, obviates delays and running back and forth for additional information, and prevents errors in performance and recriminations regarding them.

(*f*) *Latitude of Individuality.* In spite of the techniques of giving orders and fixing responsibility, the executive should be careful to allow for individual performance. It should always be understood that, unless a contrary agreement is made later, instructions shall be carried out as given. On the other hand, the person who receives them may make suggestions for their improvement either verbally or in a written memorandum. Any suggestions for change in written orders, if adopted, should be confirmed in writing. Then if any question arises regarding departure from the original plan there will be written authority for the deviation. The executive should utilize not only the mechanical ability of the person to whom the instructions are given but also all his experience and all his personality which evidence themselves in his correction and improvement of any process or any plan. Yet it is best to put it in writing!

SUPERVISION. Although orders should be given in as highly participative a way as possible, the performance of those orders still has to be supervised. The Latin root of our word "supervision" means literally "looking over." It describes very well the purpose and method of supervision in which the executive or anyone else responsible for subordinate workers "looks over" what they do.

(*a*) *Purposes of Supervision.* Among the purposes of supervision suggested by executives in various fields of social work are the following:

To see that work which has been agreed upon is carried out in accordance with the instructions and agreements.

To educate and to develop the worker himself so that he will need less supervision in the future.

To assist the supervisor in keeping a grasp on the work being done and to aid him in developing new ideas and plans.

To bring out the best service from the worker of which he is capable.

To evaluate the capacity and performance of staff members.

To produce harmony and teamwork between employees.

To discuss existing faults in the plan of work so as to encourage a thoughtfully critical attitude on the part of the individual staff members with a view to discovering every possible improvement in both the plan and method being used.

To maintain and develop standards of performance.

To produce orderliness in procedure.

To transmit the inspiration of the leader to the rank and file of the organization.

To get at weak spots in performance before they become serious, and to eliminate them.

To make sure that if the measures which have been planned for attainment of the objectives of the organization fall short of the desired results, other measures may be undertaken to make the attainment of those goals possible.

To aid in developing in the worker an understanding of the philosophy and principles of the organization.

These opinions indicate the importance of adequate and thoroughgoing supervision by the executive of the organization, whether one or one hundred are on his staff. He is responsible for results; therefore he must so supervise the work, either directly or through delegation, that he knows those results are being attained as far as is humanly possible.

(*b*) *Philosophy and Technique of Supervision.* To be effective, supervision must be more than just a "looking over." The executive or sub-executive must have a definite philosophy and technique of supervision, just as he should for every other phase of his work. The philosophy would be that of participation. The technique would be that of utilizing and developing, as far as possible, the capacities of the person under supervision.

The good executive will make his supervision almost imperceptible. He will help his staff to grow by the experience it can gain through his stimulating service as a teacher of right methods and right attitudes, rather than through his performance as "director of specific processes." He will give each staff member every possible opportunity to carry out the details of responsibility in his own way. The best supervision, after the job has been outlined, is often by "absent treatment." In this the employee is left free to work out his own solution of the assigned duty, within the limits of the written order, the standard practice instructions for the job, and the agency policies.

The executive should carefully inspect the work of his employees and know by personal observation what they are doing. Yet he should not be a busybody, prowling around to uncover evidences of inefficiency. He should develop in his staff the idea that he is there as helper and adviser rather than as dictator. He should encourage the staff members to consult him on questions of policy and on problems which they cannot handle. He should expect them to report to him progress in the tasks which have been assigned—perhaps in weekly conferences, or more frequently if they wish. He should comment constructively on what has been done, asking the worker how he thinks it might have been done better rather than overwhelming him with objections. The stimulating administrator will try to make each staff member see the relation of his work to that of each other worker. In case of friction, the executive will suggest to those involved that each one endeavor to get the others' points of view and to see the relation of each to the organization as a whole.

(*c*) *A Varied Procedure.* In supervision, the executive will have in mind the personalities, strengths, and weaknesses of his staff members. He will urge some to more strenuous endeavors, will pointedly criticize others, and will warmly encourage still others. In some cases, instead of criticizing, he will suggest that the erring member read significant books and report his ideas on how these ideas might be applied to the organization. This reading may suggest the answers to difficulties which the worker knows exist but of which the astute executive is apparently unaware.

As far as possible the executive will collaborate with committee chairmen yet leave as much initiative as is possible to the sub-executives in working with these chairmen. For example, although the chairman will be expected to report to the board of directors, the secretary of the committee will be expected to discuss its plans with

the executive. Thus the executive will make sure that the committee plans are worked out in accordance with the total plan of the organization.

The executive will be willing to see a subordinate make a mistake (if it is not too serious), so that he may learn not to make the same error again. The administrator may sometimes risk temporary failure in some phases of the agency's work for the sake of the development of the person to whom the work has been assigned. The supervisor will also encourage staff members to think that ideas are their own, even though he had suggested them perhaps at some remote time in the past. He will give his subordinates public commendation for the creation and execution of these ideas. The worker thus supervised will gain confidence, competence, and skill in advancing the service program of the agency.

All this does not mean that the executive should let the work of his organization go "at sixes and sevens." On the contrary, he should follow up closely those staff members who have jobs to do. He will be prompt in assigning responsibility when a decision has been made, and will be continuous in his supervision even though that supervision is light. The staff member must realize that if his work is not up to expectation the executive will be aware of it and will want to know the reason for his inadequacy.

(*d*) *First-hand Information.* Although the executive need not supervise every detail of the work, it is a good plan for him to make tours of inspection, covering every department of his organization, at unexpected times. In the office this inspection might include such matters as its appearance and the details of methods by which its operations are performed. Random samples of procedure are sound statistically if done often enough. They correspond to the practice of the telephone companies which do not give continuous supervision to each operator but are able to arrive at a fair average estimate of efficiency by taking frequent samples of the work.

Inspection has a double value. It keeps the executive informed of the quality of work being done. It also keeps up that quality through knowledge that inspection may come at any time. Able workers will be glad of a chance to show what they are doing. Conversely, ineffective workers may be prodded to increased efficiency by the knowledge that the "boss" may be watching them when they least expect it.

As part of the policy of "visiting around" the organization, it is wise for the executive, when possible, to hold conferences with his

employees regarding their work at their own desks or, in districted organizations, in their own district offices. "On the spot" conferences are less formal than when the worker is called to the executive's office. Further, they give the executive a chance to see how the employee is carrying on his work in his own environment.

(*e*) *The Supervisor as Teacher.* The task of the supervisor (whether he be executive or sub-executive) as described by an experienced executive has much in common with education:

> The supervisor must be teacher, adviser, and friend. Unless he approaches his job of supervision with both sympathy and courage, he is apt to create resentment or to prolong bad habits which require changing. Many supervisors unfortunately consider supervision merely a conference period to discuss the worker's problems. Unless out of these experiences are evolved practical technique and helpful suggestions, the supervisor misses the most important need of this contact. Supervisors sometimes fail to take the time to understand the worker under supervision and to correct wrong procedure by careful explanation and suggestion. Hard-pressed supervisors often hurry their jobs. This is the most serious handicap to good supervision.

(*f*) *Methods of Supervision.* According to other executives, specific methods of supervision of staff procedure, both professional and clerical, may include "summary reports, checking up progress in relation to the objectives of the program; study by the supervisor of special reports, literature, etc., produced by the worker" and various others:

> The supervisor should sit in on at least one committee meeting conducted by the supervised worker; also attend some public meetings organized by the worker.
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> The great need is to have work supervised by a person who is himself competent in the field. He must have experience in the field and understand the technique.
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> Study tendencies to see what is back of them. The greatest problem of supervision is to keep a balance between too much involvement in detail and too great remoteness from detail to know what is really happening, as well as a balance between expressing final authority and the democratic expression of those who are really doing the day's work.
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> Inspire the workers as far as possible with a sense of the bigness of the job.
>
> Systematize the work and promote conditions which make for harmony in execution. Establish safeguards at known points of weakness.
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> Invite criticism from the public as well as from the membership of the organization, so that the worker may be made aware of the public

reaction toward his work. This reaction should be sympathetically interpreted by the executive so that the worker will not be discouraged by lack of understanding on the part of the public but may be stimulated to meet the criticism.

As a stimulus to all members of the staff, employ a qualified person from outside the organization to study the work and to compare it with the work as carried on ten years ago.

Require each executive to write out each week his plan for the week and to submit it to his superior officer. At the end of the week require him to turn in a written report on what he has done. Have this report checked against the plan for the week in regular conference with the executive.

All these are elements in the technique of adequate and effective supervision as applied by executives and sub-executives.

INSTRUCTION OF WORKERS. It has already been suggested that supervision is closely akin to education, and that the training as well as the supervision of workers—both old and new—is part of the problem of staff management in a social agency.

(*a*) *A Duty for the Whole Staff.* Teaching is not a function of the executive and the supervisor alone. In a sense, it is a responsibility of every member of the staff, since each aids every other member to do his work in the best possible way.

This practice of mutual learning is a function of the total attitude of the whole staff. It involves the spiritual values and aspirations of the organization. Further, it requires a realization on the part of each staff member that unless all are helped to work to the best of their abilities the staff and the organization will fail to attain those goals which they have united in settling.

Thus each worker, as McCandless says,[8] "should be a student of his own job, an understudy of the man above, and a coacher or instructor of the man or men just below him." The executive should be responsible for training others to take his place, if necessary. In turn, each worker should have some responsibility for training those below him in rank. In consequence, no matter what happens, the organization should always be able to carry on satisfactorily the work of the individual who is temporarily or permanently away from his work.

Growth is the rule of life and of successful organization. Directed growth through training is as important for the staff of a social agency as it is for a child in his formative years.

[8] James W. McCandless, *Association Administration*, p. 163. Association Press, New York, 1925.

(*b*) *Training New Workers.* Training should begin with the entry of a new employee into the organization. He should be introduced to his fellow workers. The equipment he is to use should be explained. He should be shown the various facilities for personal comfort which are available. This "orientation course" should be extensive enough to allow the newcomer to understand the workings of the organization and the many details which are taken for granted by the experienced workers. The background detail to which he will be exposed will depend upon his immediate and ultimate responsibility in the organization.

Following is a good procedure with a new employee who has professional or executive responsibilities: "Introduce him to board members, committee members, and other citizens whom he should know. Have him read a history of the organization. Give him data on the history and nature of the community in which he is to work. Help him to make desirable community contacts if he is a stranger. Give him the office manual to read, to study, and to keep."

If there is no one in the organization specifically responsible for training new workers, they should be "trained on the job" by fellow workers, especially in clerical work. It is often a good plan to assign a new employee to an older one who will act as a "big sister" or "big brother," "show him the ropes," and instruct him about what to do and how to do it. Be sure that he reads and retains, convenient for reference, a copy of the written standard practice instructions for his job.

Many large organizations have special courses of orientation and instruction for new employees, as well as special supervisors for their work.

No matter what course is taken, however, the organization should make sure that every worker is thoroughly familiar with all the processes for which he is responsible and with all the resources in the way of equipment which he may utilize in doing his work more effectively. He should learn, too, the relationship of his job to the purposes and practices of the organization, to other jobs with which his is related, and to the human beings whom his agency serves.

(*c*) *Continuous Education.* After the worker has been shown his duties, his education may proceed with greater or less formality. Staff conferences in which all qualified workers participate may afford valuable education on the progress and methods of the organization.

The executive may stimulate his staff members to read current

literature and books in the special fields of their interest and may ask them to report their reading at staff meetings. During these meetings the executive may discuss significant articles he has seen in social work and business magazines, asking his staff to read them and report on their possible application to their own work or that of the organization. One executive said that each month he bought a small amount of reading matter—mostly pamphlets, but including a few books—and made it available to all members of the staff. The public library was used for additional material.

The social agency may have its own library or subscribe to magazines in its field. Reading may be encouraged by dangling tempting bits as bait at staff meetings and by distributing the magazines and books on a definite schedule. For example, in one family society a staff committee on literature, under the leadership of a widely read social worker, collected a library, reported from time to time on new books of special value to social workers, and discussed these books at the staff meetings. Books and periodicals in the public library may be brought to the staff's attention through the staff bulletin or through reviews and bibliographies published in the bulletin of the local organization. The public library may be persuaded to prepare and make available a bibliography of books in the field of the agency, to purchase others on request, and to furnish monthly memoranda of accretions in its collection. The staff may be organized into study groups which are held responsible for specific courses of reading and discussion. The time and attention given to reading along lines of professional and vocational advancement are well worth while in enabling the employee to apply to his work increasingly broad and deep knowledge of principles and practice.

Yet more than mere reading is necessary. The organization may encourage staff members who have not completed their professional training to take night courses in schools of social work or may give them time off during the day for such courses. The agency should also encourage workers to attend conferences and institutes, as has already been suggested. Such attendance may be part of a regular program of professional advancement. In addition to the courses that may be taken during office hours, many social and office workers take evening courses in the extension departments of universities. It may sometimes be desirable for the organization to pay part of the expense of a course (when satisfactorily completed) if it will add to the efficiency of the worker. Additional formal instruction is usually well worth while if the employee takes it seriously and gives

some assurance that he will remain with the organization for a length of time sufficient to justify the amount of "time off" granted and any expense incurred by the agency in sharing the cost.

Training workers, however, need not be carried on only outside the organization. Many agencies give specific in-service training courses. This training may consist merely of selecting definite tasks which will have educational value for the worker, assigning them as projects to be worked out, carefully supervising their performance, and then discussing that performance with the student in the light of the lessons learned. From such informal education, training courses may range through various degrees of intensity to collaboration with schools of social work whose students carry on their supervised field work in the social agency and are for all functioning purposes members of its staff. Discussion of professional social work training, however, does not come within the scope of this book. Less formal training may be observed in those social agencies where, once a week perhaps, the executive in charge of the junior staff members meets with them and discusses case work technique, ethics, or other phases of the work. Experienced executives warn against having too many workers in training, lest the quality of the work suffer through lack of trained personnel sufficient to give substance to the service of the agency.

Practically all the methods of training which have been discussed, except the more elaborate ones, are adaptable to the clerical as well as to the professional staff. The application of these methods and the intensity of their use will depend on the community resources available, the training and experience of the workers themselves, the complexity of the work for which they are to be trained, and the energy and time which the executive has for training.

One fundamental point remains: Regardless of the measures followed, the social agency has a continuous responsibility for training each staff member in every possible way to become more proficient as a technician on his particular job, more effective as a co-operator with other staff members, and more serviceable through an understanding of the organization's aims and ideals and of the problems of the community which it is created to serve. A "learning" organization will with increasing adequacy meet the challenge of effective service presented to it by its community.

PARTICIPATION OF STAFF IN MANAGEMENT. The policy of persistently training all employees throughout the course of their working relationship with the agency is without doubt a vital factor in effec-

tive organization, delegation, and supervision previously discussed. One more step in management is necessary if the organization is to be an effective, unified whole under the leadership of the executive. That step is participation. It means, in relation to the staff, expression of that fundamental philosophy of administration which is discussed in the second chapter of this book. Participation is more than democracy, more than teamwork. It means the sharing by all employees, as far as possible, in all the decisions made. It means that the voices of all the workers may be heard in the determination of all those conditions and methods of work in which they may be competent to share.

(*a*) *The Staff and the Board.* Participation may extend so far that the professional staff is authorized to elect representatives to meet with the board of directors. Indeed, in some group work agencies with a definite membership there has been experimentation in the election of representatives of club groups to the board. This may be an excellent device for securing in the widest possible sense the feeling of "belonging" and the realistic action desirable in respect to the service program of the agency. That point of view is interestingly and effectively expressed by Ordway Tead in his *Democratic Administration,*[4] in which he suggests that the board of directors be composed of representatives of various groups which have distinctive outlooks and desires—including the members of the agency, the managerial and professional staff, and the office and housekeeping staffs.

Nevertheless, in most social agencies which deal with a shifting group of clients or patients without any cohesiveness or mutual concern beyond the immediate service rendered, specific representation would seem impractical and ineffective. Our own observation of staff attendance at agency boards is that exercise by staff members of the right to vote might prove embarrassing. As technical consultants, however, qualified staff members can often be helpful.

Generally the executive is the link between the board of directors, the staff, and the persons served. From time to time he may consider it desirable for responsible members of the staff to meet with the board, to explain their work, and to share in discussions in which their technical experience will be of value.

A more practical kind of participation would seem to be that in which each staff member shares in the discussion of all possible phases of the work within the scope of the staff member's responsi-

[4] Association Press, New York, 1945.

bility. The executive then transmits the policies agreed upon to the board of directors for their action and consideration and reports back to the staff the action taken by the board. In some organizations, however, it is desirable for especially experienced staff members always to meet with the board as technical advisers to the executive and to the board. In such cases the staff members serve in their professional capacities rather than as representatives of the staff. The relationship between the executive and his staff in participative management seems to be a different matter which may be developed as a definite procedure of executive technique.

(*b*) *Meetings of Department Heads.* The operation of the principle of participation may range all the way from conferences of heads of departments to meetings of the whole clerical and professional staff. Various kinds of group meetings would occupy an intermediate position.

Almost every agency of any size with a departmental organization has, usually every week, regular meetings of its department heads. These meetings serve as a clearinghouse for the plans of each department. They clear up conflicts between departments. They encourage exchange of suggestions between sub-executives. Such meetings make sure that, so far as executive control is concerned, the whole organization is proceeding on the basis of well-understood plans mutually agreed upon.

In some organizations, such as the Boy Scouts and Girl Scouts, the YMCA's and YWCA's, seasonal conferences of sub-executives and executives are held for one or more days; at these conferences the activities of the previous period are reviewed and criticized, the successes and failures are analyzed, and the results are applied to the work which lies ahead. Plans for each department or each activity are thoroughly discussed. All agreements are written down as a basis for the activities of the whole organization during the coming season, in terms of calendars which may be presented for each department and co-ordinated for the organization as a whole. Such conferences are often held away from the office, in summer camps or other remote places where there will be no interference.

(*c*) *Meetings of Staff Groups.* In addition to the regular meetings of department heads, organizations with professional staffs usually hold meetings of their social workers every week or two. Often these meetings are presided over by different workers in turn. The program for each meeting may be prepared by a staff committee of two or three. The committee strives to present programs in the form

of discussions or debates on problems which are disturbing some of the workers at that particular time. Such meetings may be of great value in promoting professional technique, in developing the social work policies of the organization, and in giving every worker a feeling of worth in its service.

Obviously there may be other kinds of group meetings—for instance, those of clerical workers, publicity workers, and so on—to take up matters of concern peculiar to the group and to prepare plans in terms of the experience of the group. Sometimes the meetings may be entirely informal and yet valuable. For example, when a new office procedure is to be undertaken, the supervisor may call together the workers involved in order to discuss the best way to carry on that procedure. Their decision, reduced to writing, becomes the standard practice instruction which applies until a better method is evolved.

(*d*) *Giving the Whole Staff a Share.* All these measures seem but partial steps toward the complete and creative participation of all workers in the plans and activities of the organization, by actually giving the whole rank and file a share in management.

For example, one organization with about 25 employees of all kinds developed a thoroughgoing plan of committee representation. Every member of the staff, whether professional or clerical, was called a junior member until he had served six months. Then he automatically became a senior member. The importance of this event was emphasized by his public introduction as a senior member at the monthly meeting of the whole staff and by the publication of his name in the weekly bulletin sent to all board and committee members of the organization and to the staff as well.

In that organization all senior members voted by secret ballot for members of three committees of three persons each—a program committee, a personnel relations committee, and an office conditions committee. These committees were concerned with the internal affairs of the organization which affected all employees. Elections were held every four months, so that new senior members of the staff could be given a chance to vote and to share in committee activities. Two ballotings were made in each election. The first was a primary election in which all senior members were listed on the ballot. The voters wrote down after the staff member's name the number of the committee on which they wished him to serve. The six persons (twice the number to be elected, because the members of each committee served in staggered one-year terms) who had the highest

number of nominations were then listed on a final ballot under the names of the committees for which they were nominated. All the senior members of the staff then voted for the one member of each committee whom they wished to elect.

The program committee planned as it saw fit for the monthly staff meetings and for the staff picnics and parties held quarterly or oftener as the committee and staff thought desirable. The committee on office conditions considered such matters as ventilation, rest room, eating lunches in the office, and so forth. The personnel relations committee considered problems of tardiness, absence, vacation, schedule, time of dismissal of office force (in relation to congestion of bus and street car traffic), recesses, and so on.

The rules of the organization, worked up and adopted by the staff as a whole, provided that the executive on approval of a committee might meet with it but that he need not do so—and could not unless the committee wished him to. Recommendations of the committees were submitted for ratification to the cabinet, which was made up of executives of the organization. If approved by the cabinet, these recommendations were referred back to the staff for action; if not approved, back to the committee for reconsideration, then to the cabinet, and so back to the staff. If the staff overruled the cabinet, the proposals might be referred to the board of directors of the organization for such final action as might be taken.

This plan had the advantage of giving the whole personnel a sense of participation in those relationships and conditions which affected them, as well as a feeling of responsibility for co-operation in the decisions made. Obviously much of the potentiality for success in such a plan lay in the executive himself. He felt that, if he were unable to persuade the staff of the wisdom of a course he recommended, he should be willing to have the staff take its contrary proposals to the board. He was endeavoring to make his staff a democratic, responsible, co-operative, participating unit. The actual working of the plan seemed to justify his expectations.

Some plan of committee organization, either through subcommittees or through monthly or more frequent staff meetings, might well be adopted by any organization. This would be on the presumption that the members of the clerical force, although doing a kind of work different from that of the professional workers, nevertheless have a direct interest in the conditions of work, and that on successful performance of their tasks the success of the organization very largely depends.

(*e*) *Effective Staff Meetings.* Among the suggestions for successful staff meetings which have been made by various executives are the following:

Have the executive conduct the meeting so as to secure a really creative discussion of the problems presented, in which all members of the staff participate. Make sure that executives do not dominate the program. Have reports from chairmen of staff committees. Have the whole staff discuss the monthly programs of each department, plus a discussion of annual programs at considerable length. Bring up policies of organization which affect the staff and get their advice. Have an inspirational prelude such as the reading of a poem or selection from appropriate literature chosen by the program committee which handles that meeting. Discuss changes in the office manual.

Have representatives of co-operating organizations or of interesting community movements meet with the staff. Have remarks by newly elected officers of the organization or chairmen of committees, who tell how they think the staff can help in carrying out the projects for which they are responsible.

Present agenda for each meeting in advance so that the staff may be prepared exactly as a committee should be prepared for meetings. Write minutes of the meeting as well as of meetings of committees of the organization and have them posted on the bulletin board or summarized in the staff bulletin if there is such a publication.

Introduce the new members of the staff. Present significant bits of interpretation of the work of the organization—such, for example, as a motion picture film prepared for the financial campaign. Have members of the staff, including clerical workers doing typical pieces of work, tell what they consider their jobs to be and what their relationship is to other jobs in the organization. Have significant books and magazine articles reviewed.

Bring in distinguished out-of-town speakers who happen to be in the city.

Give prizes or rewards or make commendations for special service.

Meetings should not be so frequent as to make employees feel that important time is being taken away from their work, or so infrequent as to make the employees feel that the meeting is not a significant part of the work of the organization.

Stiff-minded technicians should not be permitted to prevent staff and committee meetings at suitable intervals because of their objection that more important work is to be done. Nothing can be more important, within the limits of the time available, than to make the staff share in the work of the organization, understand the

work that is to be done, and get a feeling of worth through common endeavor. These values, through the promotion of more efficient and more continuous work, will compensate many times over for the time spent in meetings.

Some staffs hold brief meetings, say fifteen minutes, once a week; others meet for one hour once a month. Some meet only when there is something to discuss. A new staff, unfamiliar with policies and procedures, may need to hold meetings more often than a veteran staff familiar with the work of the organization. Yet the old staff may be in a rut which will make frequent meetings all the more important.

Staff meetings carefully planned and regularly held (at least once a month), well executed on lines of real interest to the staff and securing their active and enthusiastic participation, should be well worth the time and effort expended upon them.

(*f*) *An Example from the Federal Security Agency.* In corroboration and amplification of the above, we present the following excerpt from Training Bulletin No. 2 (not dated but recent), produced by the Training Division of the Federal Security Agency and entitled *Making Staff Meetings More Useful.* (If you want to know more about the subject, borrow a copy from the local office of that agency.)

Staff meetings are most successful when the supervisor keeps his purpose clearly in mind. The two major purposes are:

(1) To give instruction or give and exchange information, and

(2) To permit the group to consider common problems.

Staff meetings are less effective when the supervisor uses them for one of these purposes to the exclusion of the other.

In using the staff meeting for giving information, the supervisor saves time by explaining to a group, rather than individually, what they need to know about actions, decisions, changes in policy, and so on. He may give work instructions when all members of the group need the same instructions. He may bring in someone outside the unit to give specialized information.

The staff meeting, however, should not be a one-way street. The supervisor may ask each member of the group for information and ideas that are significant to other members. Each may be called upon to describe developments in his own work that members in related areas need to know about. An important advantage of giving information or instructions in a staff meeting is that there is opportunity for discussion. Any confusion can be clarified and the group may reach a common understanding of the significance of the information and its application to their work.

It is equally important, though more difficult, to use staff meetings to discuss and solve common problems. This purpose grows out of the facts

that the supervisor cannot solve all the problems of the unit single-handedly and that several heads are sometimes better than one. The supervisor, faced with the necessity of making decisions or plans, gets the benefit of the thinking of his staff. On occasion, a member of the group may seek the advice of other members in solving a difficulty in his work.

(*g*) *Staff Bulletins.* Staff participation in the organization's work may be secured in other ways than in meetings. The organization may, for example, distribute among all its staff members a bulletin which is also sent to board members. Still better, the staff in a larger organization may have its own bulletin. In this, matters of personal interest to the staff members may be discussed, events in the life of the organization described, new policies proposed and explained, important books reviewed, and any other matters of interest presented in an interesting way. The bulletin can merely be mimeographed or dittoed. If intelligently prepared it can be a valuable factor in holding together an organization which, because of separation in districts or because of operations on a state-wide basis, may not have much chance for face-to-face informal conferences.

(*h*) *Encouraging Suggestions.* Suggestions of staff members may be invited by placing a locked mail box in a convenient location. Anonymous suggestions should be given consideration if they are of such a character that the employee might hesitate to give his name for fear of being discriminated against. On the other hand, petty criticism should be discouraged. A prize of one day added to annual leave might be offered for the best suggestion each month and presented in certificate form at the first staff meeting the following month. Prizes of one-half day each might be made for every other suggestion adopted. This expenditure would be well justified by savings of expense and by the improvement of methods which suggestions may produce.

Although criticism should be welcomed, both in the suggestion box and face to face, the executive should do his best to make sure that staff members limit their criticism to remarks made to him and do not disseminate it through gossip with the staff or in the community at large. He should make it understood that he will take whatever action is possible either to explain the groundlessness of the criticism or to obviate its need.

CORRECTION. In spite of all that may be done to secure active participation, the time sometimes comes in an organization, as in society, when some employee does not abide by the rules and has

to be disciplined or corrected. To administer discipline is usually the task of the executive or supervisor.

The worst possible policy is for the executive or the supervisor to harbor without expression the feeling that the staff member is not doing his duty properly. The latter may sense a feeling of irritation and yet not know the basis for it, since he himself may be unaware of the actual difficulty.

Certainly the only way to correct an employee whose work is unsatisfactory is through frank and full discussion of the whole situation. In minor matters a sub-executive may deal with the situation. In more serious difficulties, however, the executive himself must step in and exercise all his tact and all his authority when necessary.

Correction need not always be direct criticism. The situation may be mentioned quite innocently, without direct reference to the offender, in the course of a conversation, or it may be spoken of at a staff meeting as a matter which needs attention by some members of the staff, without mentioning any names. All corrections should be handled as a matter not of "bawling out" the individual but of showing him the situations he creates and the way in which he can overcome them. Correction of an individual should never be made in public or before any staff member, and never in anger. The executive should always act on the principle that there is a reason for every action and that if the action is wrong it can be corrected in the long run only by finding the reason and removing the fundamental difficulty. For that reason the executive should be sure he has the facts before he criticizes. Inquiry may prove that the supposed culprit was quite innocent, at least from his point of view.

In extreme cases of friction or unsatisfactory work, the executive may find it desirable to transfer the offender from one department to another. Dismissal, the last resort, should be utilized only when all other means have failed.

Sometimes an employee's activity outside the organization needs correction. It is theoretically true that the executive is not responsible for either the recreation or the actions of an employee outside of office hours. Nevertheless the community may condemn a social agency for the leisure-time conduct of one of its workers. If the behavior of a worker away from the office is such as either to reduce his efficiency in his work or to cause unfavorable comment on the organization for employing him, the situation becomes one which

may demand the executive's attention. Even under such conditions, however, the task of the executive is not ordinarily to apply summary discharge. On the contrary, he will try to discover the causes of the unsatisfactory conduct and to remove them if possible, if for no other reason than that a social agency should give an example of enlightened human relations.

As an experienced travelers' aid executive has suggested: "Social agencies ought to be at least as ready to give people another chance as they advise others to be. In the wide and uncertain field of so-called morals where different people hold different conceptions of what is and what is not moral, the agency should be particularly careful to mind its own business unless it has some very grave reason for not doing so, such as public and open attack. Circumstances might then arise when it would be necessary to ask a worker to go, even though his conduct might not be as lacking in virtue as is the public condemnation. The worker's interest might have to be sacrificed for the good of the agency"—on the ground that, regardless of the morality of the act, the worker as an employee of the organization had no right, so long as he was an employee, to conduct himself in such a way as to damage the good repute of or public good will toward the agency.

Assuredly a staff member who is sharing in the participative activities of a well-organized social agency ought to be so well aware of the mutual responsibility of all the staff for its effective operation that a few words from the executive should be sufficient to bring him to a sense of his own responsibility and to make further discipline unnecessary.

SERVICE IN PERSONAL PROBLEMS. A step removed from discipline, and yet intimately connected with the effectiveness of staff members, is the executive's responsibility to them, when necessary, in their personal problems. Sickness in the family, domestic discord which affects the member's work, or other problems may arise in which the agency through the experience of its staff members and its resources may be of some help. It would seem that a social agency, as a representative of social principles in the community, should be especially mindful of the importance of applying these principles to its staff members. This policy pays in keeping workers loyal and in preserving their efficiency. More than that, the social agency in this way may serve as a constructive example of the value of effective individualized personal relations between the executive and the members of his staff.

The service relationship should not imply a "bossy" paternalism. It does mean, however, that the executive should be available for personal counsel and help when needed.

A social agency should indeed be in an especially favorable position to call upon any of the other social resources of the community when they can be of help in the problems of the individual worker. As an able executive has said, "Advice should be given not only willingly but understandingly and in as confidential a manner as by a case work agency when a client is concerned. An understanding and far-seeing executive could do much to help in the social problems of members of his staff if he himself had an understanding of how to get them to come to him when they really needed his help."

Another executive adds, "A good case work job on a staff member is more than a salvaging process; it releases new energy and brings enthusiasm and increased skill to the job."

The secretary of a family society, however, warns, "One should not make a regular case of a staff member without the permission of that person."

Another executive counsels still further, "Continued supervision after the crisis has passed is usually resented and always affords opportunity for office gossip."

Care must be taken, too, that the staff does not rely too heavily on the executive and his administrative assistance for counseling, lest too much time and energy be consumed. Moreover, there is danger that objectivity of treatment may be lost through the closeness of the employer-employee relationship. Other social resources of the community should be drawn on when the load of service to any one employee becomes too heavy or the relationship too intimate.

The policy of the executive should be to give personal service to staff members with discretion, to provide it when requested, and to discontinue it as quickly as possible. Otherwise the staff member may in a sense be pauperized by the undue attention he receives and cease to be an effective participating member of the staff—and participation is the goal of effective personnel management.

RECREATION FOR STAFF MEMBERS. In modern as in ancient times, a sound mind should accompany a sound body. A social agency must give some thought to the recreation of its staff members to make sure that their minds do not grow stale through lack of such facilities and opportunities. This is less of a problem in large cities where there are many more recreational resources than in small towns.

It is less, too, where the workers are familiar with the community and its resources than when they come from other cities and may have neither the friends nor the ability to make friends easily.

The executive and board will therefore make sure that their staff members have adequate leisure time, with overtime work cut down to the minimum. In addition, they will see that suggestions are made for recreational opportunities to those employees who wish them. This does not mean, however, that the board members have any responsibility for entertaining individual executives or staff members. Social relationships should be mutual. The board members should not give hospitality which is based upon pity and which the social worker cannot return; nor should the self-respecting social worker accept it. The executive or board member can, however, suggest groups which the staff members may find it pleasant and profitable to join. Many boards of directors find it worth while to give a tea once or twice a year, at which all the staff and board members meet and develop a better understanding.

(*a*) *The Executive as Entertainer.* The executive has no more personal responsibility for the recreation of his staff members than do the board members. There is danger that if he spends much of his spare time with some of his staff members the other members may feel that he is showing favoritism. More than this, it is wise for the executive and staff members alike to associate out of the office as far as possible with individuals whose interests lie in different fields, for the sake of getting away from shop talk and broadening their own interests and contacts. Nevertheless the executive should take special pains to make new staff members feel at home. If the staff is not too large he may entertain the members at his home once or twice a year, as a personal appreciation of their work. In general, elaborate schemes of recreation and of "welfare," such as were more popular with industrial establishments a few years ago than they seem to be now, are not necessary for social agencies.

(*b*) *Staff Parties.* Morale may be developed to some extent by staff parties or picnics—held perhaps three or four times a year and arranged by a committee elected by the staff members—to which all the staff members are invited. Parties are usually much more successful if they are planned by the staff members themselves in accordance with their own interests and enthusiasms, than if organized completely under the supervision of the executive. In an organization partly professional and partly clerical the party should ordinarily include the whole group.

At staff parties it is wise for the executive to assume no more authority than that of the humblest member of the staff, to forget any ideas of "bossiness," and to give the recreation committee full scope to work out its own plans without his suggestion unless it is asked for.

The executive might exercise some supervision, if desirable, over the selection of the committee which is to manage the staff party, making sure that those chosen are competent to plan and execute it; or he might offer to advise an elected committee. If the party is not well planned and effectively carried out it is likely to be a complete failure, and this will discourage future staff parties. Our observation, however, has been that the staff committee usually can "pull off" a better party or picnic than we could think up.

In one organization with a staff of twelve a tickler file was kept of the birthdays of all its members. On each birthday there was a luncheon party. Sometimes also the whole group (all but the one who had to keep the office open) was taken in the executive's car for a picnic luncheon in one of the public parks, all returning within the one-hour luncheon period.

One staff committee we knew made up a mimeographed booklet of staff birthdays so that cards could be sent by those so disposed.

In general, recreation should be a spontaneous outgrowth of the common interests and enthusiasms of the staff. Organized recreation is a valuable aid to morale, if natural and mutually agreeable, but a dreadful bore and a creator of antagonisms if not conceived and handled democratically but competently.

CERTIFICATES OF AWARD TO EMPLOYEES. Certificates of award to employees for long periods of service may be a help to staff morale. The Bureau of Old Age and Survivors Insurance of the Federal Security Agency of the Social Security Board has successfully used the seven-year award and recently put into effect a plan for a ten-year service award. Fred C. Rogers, the manager of the Social Security Board Field Office of Houston, Texas, says, "We have just completed a poll in our office as to whether or not our employees would like to receive certificates of award for ten years of service. The staff is 100 per cent for it. I'll make a bet that almost any social agency staff would vote for it, too. Those of us who received seven-year awards several years ago had them framed. They are hanging on the walls in our respective offices."

One of our friends who is office manager of a big public utility says that his company gives service pins to long-time employees. These are good because you can wear them!

STAFF DUES. In some organizations the staff committee has devised a plan for staff dues of 25 cents or so a month with which to pay for flowers for sick members or in case of death and for simple going-away presents for members who leave the organization after a long period of service. This fund may be augmented from the proceeds of a bottled soft-drink machine, if the staff has one.

STAFF GIFTS. Exchange of gifts between staff members at birthdays and Christmas should be discouraged. Gifts to executives or sub-executives from individual staff members or groups of them, on such occasions or any other except departure from the agency, should be absolutely prohibited. The reasons are obvious and, as Mrs. Malaprop might say, odorous.

SOLICITATION OF FUNDS. If appeals are presented to the agency for approved general community campaigns, the executive may assign to the staff committee the task of organizing and conducting solicitation. The agency should be at least as co-operative and generous in respect to these appeals as is a business or industrial organization.

QUESTIONS

1. How does the technique of administrative efficiency differ from that of personal efficiency?
2. In some typical social agency you know, what freedom of action does the executive have in handling his staff?
3. What qualities of administrative leadership are shown by the executive of this agency?
4. Draw up a chart of organization for this social agency.
5. How is the staff organized?
6. What lines of authority does it have?
7. How is co-operation between departments insured?
8. How is responsibility delegated?
9. What personal work does the executive do which is not delegated to someone else?
10. How are orders given?
11. How is performance supervised?
12. How are workers instructed and trained?
13. To what extent does the staff participate in management?
14. How is this participation managed?
15. How are staff meetings handled?

16. Has the agency a staff bulletin? If so, what is its nature and value?

17. How are suggestions and criticisms by staff members handled?

18. How are employees corrected and disciplined?

19. What service is given to personal problems of staff members?

20. What is done about staff recreation?

21. What recognition, if any, is given for length of service?

22. Are there any staff dues? If so, how much and what is done with them?

23. How might any of these factors of staff management in this agency be improved?