Workplace Leadership for the 21st Century

By Captain Bob Webb

The case for blue-collar decision making responsibility.

Responsibility and learning opportunity work together. If an employer wants employees to assume responsibility and make quality decisions, they must organize in a way that offers learning opportunity.

Who has the efficiency advantage?

Below are two warriors who will complete the job, but at what efficiency level? Each works under a different leadership style that is based on worker responsibility, or command-and-control. These styles produce different results, sometimes opposite -- they cannot be considered equal. The organization's leadership style determines workplace efficiency.

Efficiency under worker responsibility!...
People who are first aware of elementary problems have full authority to prevent or solve them while the problem is minor. Management is not involved with them, they are focused on new trends and technology. Management's priority is to GET THE JOB DONE.

Efficiency under command-and-control leadership!... The front line does not have authority to solve or prevent elementary problems - they must go through management before authority to take action is granted. Some of these problems pile up and become a never ending burden on the frontline while other problems grow until they explode, at which time they are recognized. Management is preoccupied with the exploding elementary problems. Management's priority is CONTROL.
21st century workplace leaders are visionaries with the ability inspire and motivate. In addition to product visionaries; they are leadership visionaries who invent entirely new ways of organizing human effort.

An employer that supports employees’ dreams/ambitions will develop a highly motivated workforce.

Personal achievement goals are both in and outside the workplace.

When Captain Bob was hired by the Panama Canal Company, Panama, he had big dreams of sea and jungle adventure lifestyle. The company environment offered opportunity to fulfill his dream. See end of this document for details.

Money, power, influence are not goals, they are rewards only for personal achievement.
The information at this booklet is based on my experience and research that agrees with my experience. There is a lot of garbage and wishful thinking floating around out there. Using my experience as a guide, I can sort out and focus on concepts that I found to work.
Barriers

Barriers are the result of a lack of experience, skills, or knowledge. To overcome them these issues must be addressed.

The Box

Inside the box represents the status quo, doing things the way they have always been done.

Outside the box represents creativity, exploring ideas for a better way.

Overcoming Barriers

The Motivation Tool Chest website offers hundreds of ideas that will help overcome barriers.
Topics

Workplace of the Future 1
Workplace leadership style, skills, expanded learning opportunity equals productivity.

Short History of Worker Leadership 3
There are two basic types of leadership, control where top leadership makes all decision, and responsibility with decision making powers are delegated to all levels.

Working on the Panama Canal 5
When I was in my early 20s, like most people, I wanted to be somebody and attempted to set goals that seemed to be out of reach. I was searching for the unknown while pressures to accept the status quo were slowly killing my grand dreams.

Employee Motivation at the Panama Canal 10
Company pride creates employee motivation. A highly motivated workforce creates an efficient workforce.

The Case for Upward Mobility Opportunity 13
The Panama Canal Company has an extensive employee training program. Their goal is to give as many employees as possible upward mobility opportunity.

Captain Bligh and Leadership -- Mutiny on the Bounty 15
Captain William Bligh's problems on the Bounty is an example on how one man changed from control leadership to team unity in a matter of minutes, 200 hundred years ago.

Workplace Leadership for the 21st Century 16
Google, Inc. has a leadership style that inspires the organization to be a leader in technology.

As a Leader, What is Your Priority? 17
The question may be asked, "Why do people want to be leaders? What is their priority? What personal benefit does one seek as a leader?"

What is Your Leadership Style? 20
This chart is based on leadership styles that inspire or kill creative thinking and the type of people that it will attract.

Motivation and Leadership Styles 22
Leadership style influence level of motivation. However, throughout a lifetime, man’s motivation is influenced by changing ambitions and/or leadership style he works under or socializes with. Command-and-control leadership drains off ambition while worker responsibility increases ambition.

Elements of Visionary Leadership 25
Today, fast growing organizations are built on leadership innovation.
Why Some Leaders are Efficient and Others Not 29
Worker responsibility is highly efficient, but rejected by most managers. WHY? Human nature and natural instincts.

Some Notes on Natural Instincts and Attitudes 30
Subordinates attitudes are a direct result of leadership style.

Concepts to Consider 31
In many of today's work environments, employees' primary goal is quitting time and payday. Leaders' priorities are power, control and maintaining the status quo.

Efficiency of Learning Opportunities 33
Employees with learning opportunity are developing skills to accumulate wealth for their employer. This also gives employees opportunity to apply these skills to their lives, thereby, creating wealth for themselves. Employees under control leadership do not have this opportunity, they just follow orders.

Efficiency of Responsibility 35
Opportunity with responsibility is the only way to discovery true capabilities of employees and the workplace as a team.

Responsibility Increases Knowledge 37
Responsibility creates learning environments -- likewise, control creates non-learning environments. The concept is... If people are considered intelligent, they will think and act that way. If they are considered irresponsible, they will think and act that way. This concept is based on self-fulfilling prophecy.

Nine Rules for Worker Responsibility 39
These nine rules are based on the belief that level of elementary problems controls efficiency. If there are many elementary problems, productivity will be negative, likewise, low level of problems puts productivity in the positive column.

The Search for Personal Achievement 41
Steps to reaching a goal

Work Habits that Create Wealth 42
A leadership structure that creates wealth for the organization and its employees.

Employee Wealth and Workplace Leadership 43
Employee wealth is base on the leadership style they work under.

Employee Pride and Customer Reaction 44
Employee pride level, high or low, radiates its feelings to coworkers and outsiders.

Social Prejudice 45
Prejudice in any form, racial or social, is destructive and costly to society.

Creative Input, Employees versus Consultants 47
Every organization is searching for creative ways to expand interest.
Mission Statement, a Uniting Power 48
A mission statement defines the goal of the organization.

Elements of the Visionary Organization 49
21st century workplace leaders are visionaries with the ability inspire and motivate. They are not only product visionaries; they are leadership visionaries who invent entirely new ways of organizing human effort.

Merging the Workplace with Education 51
Motivation in the classroom and workplace

The Workplace - A Life Long Learning Center 55
The workplace should be considered the primary education center, because the average person spends 40 years of their life there.

Technical Schools & Natural Talent 57
When blue-collar employers hire from technical schools, what do they get, intellectual talent or technical talent?

Survival During an Economic Downturn 59
Dramatic changes are taking place in the workforce. People who embrace new technology are discovering new opportunity while those who fight it are not fully aware of the fundamental changes taking place in our society.

Self-education 61
It is possible for man to educate himself without help or support from others. In fact, when we learn the art of self-education (learning how to learn versus how to be taught) we will find, if not create, opportunity to find success beyond our wildest dreams.

About Captain Bob Webb 63
As a teenager, Bob dreamed of jungle and sea adventures. During his early years he believed dreams were just that, dreams, they really don’t come true. At the age of 27, he found the courage to take action to make those dreams come true.

About the “Motivation Tool Chest” Website 67
Most topics in this booklet can be found at my website where there is more information.
Workplace of the Future

The 21st century will be a world of fast changing technology. To keep skills current, employees will need learning opportunity on and off the job because of changing technology. To stay current employees must adapt self-education skills.

Workplace leadership style, skills, expanded learning opportunity equals productivity.

One hundred years ago, workplace leadership was highly abusive, the assembly line reduced skill quality, and there was no need for learning opportunity. This trend produced a generation of human robots. For a while this produced high profit margins where there was no competition.

As competition grew, business were searching for ways to gain the competitive edge and adapting quality leadership became the means to do that. This trend continues today. Competitive productivity depend on leadership that promotes learning opportunity in the workplace. These organizations are on the leading edge of technology and cannot afford employee turnover. Productivity is depending on employees learning new skills to keep current. Formal education will help land a job, but will not be a qualifier for keeping it, expanding skills will.

The basic concept is for engineers to develop the program, supply equipment, and other resources, then let the frontline make decisions necessary to carry it out. The organization then has a workforce of innovators and quality decision makers at all levels. All employees are in a lifetime learning mode with a love to learn. Moving responsibility to the frontline removes layers of management.

Today there are organizations that promote workplace decision making at all levels. They are built on leadership innovation by social visionaries, those who invent entirely new ways of organizing human effort. Because of opportunities employers offer and skills employees acquire, organizations have a rock solid, dedicated workforce. An economic downturn has limited effect. If an employee does lose his job, multipliable skills make it easier to get back into the job market.

A hundred years ago, societies mindset would not support today's workplace leadership style beyond a few innovators. Today, society's mindset will not support tomorrow's workplace leadership style beyond a few innovators. There are reasons for this:

- Social prejudice in the workplace prevents recognition of skills and communication between groups of people. In some organizations there is social prejudice between levels of management. Social prejudice is well documented between white-collar and blue-collar employees. Our education system promotes this division.
- Lifetime learning in the workplace requires a love to learn. For most people, the desire to learn is turned off once they leave the formal education system. The public education system does not inspire a love to learn, they focus on memorizing and testing, not inspiring students through discovery. Their goal is to supply basic skills for students to land a job, but not to keep one should the economy go south or current skill become obsolete. Private schools do a better job of teaching survival skills.

The workplace will be where employees discover their true potential. Their expanded skills will increase the wealth of the organization through greater efficiency.
Leadership and the Competitive Advantage

Leading technology leader is:

- A product visionary with the ability to inspire and motivate.
- An organizer visionary with the ability to inspire and motivate.

There are few people, if any, that have both product and organization visionary skills. The entrepreneur has to evaluate his abilities and hire skills that he lacks. To do this, he needs a leadership style that will attract and keep skills the organization needs. Silicon Valley, California, is the home of many technology entrepreneurs. Their success is based on inspiring employees to be visionaries where new thinking produces new products. Employees that stay and advance have natural talent that is in harmony with their assigned task.

During the 1960s, Kmart developed the big box marketing format. They were a product visionary with revolutionary new marketing ideas. Their concept was so successful they put many of their competitors out of business. The business had one major flaw; leadership did little to inspire employees.

Sam Walton of Wal-Mart stores saw the possibilities of the Kmart format. Using Kmart’s marketing concepts he added a new revolutionary concept, leadership that inspires and motivates its employees. This was achieved by delegating responsibility. Employees with natural talent are quickly recognized and given more opportunity. Because of Wal-Mart’s leadership policies, they are putting Kmart out of business.

Most young people do not know what their natural talent is; the only way to find out is through opportunity. When someone discovers their talent, they are highly motivated and want to expand that skill. If an employer helped them discover it, they then become a strong supporter of the organization. Their enthusiasm inspires coworkers pride and that influences customers’ pride. Pride produces dedicated customers.

Another advantage to discovering and selecting employees with natural talent is their ability to be efficient. When marketing became computerized, Wal-Mart selected its programmers based on the natural talent test. They created highly efficient product management software. Kmart hired programmers with impressive résumé writing skills but limited programming skills. It was difficult for the company to keep up with changing technology.

High efficient organizations have highly motivated employees. This is achieved with product visionaries and leadership visionaries.

Priority order control decisions—decisions control efficiency.

<table>
<thead>
<tr>
<th>CEO/company goals</th>
<th>Employee/company goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a product</td>
<td>Employees first</td>
</tr>
<tr>
<td>Service to its customers</td>
<td>Personal achievement/goals</td>
</tr>
<tr>
<td>To get the job done</td>
<td>Leadership to support personal achievement</td>
</tr>
<tr>
<td>To make a profit</td>
<td>Opportunity to expand skills</td>
</tr>
</tbody>
</table>

Motivation Tool Chest motivation-tools.com
Short History of Worker Leadership

There are two basic types of leadership; control, where top leadership makes all decision, and responsibility with decision making powers that are delegated to all levels. Control leadership has always been inefficient, because employees do only as told without input. Leadership based on responsibility has always been efficient. Today, where profit margins are tight, decision making responsibility is a requirement to stay in business. For organizations to keep up with fast changing technology and trends, leadership has to delegate responsibility. The front line is required to be in a learning mode and people learn when they have responsibility. Opportunity is lost if information has to go up the chain of command and a decision has to come back down.

Leaders like control because it makes them feel important with the feeling only they can make quality decisions. They resent subordinates learning skills that can challenge their decisions. This kills workplace learning environments. The type of people that stay in organizations like this have no opinion and will follow orders. This sets the environment for exploding problems where management is spending all its time solving problems.

In California, during the 1850s gold rush, independent minded people came from two different continents. From the west came Chinese. The Chinese and their leadership style was so efficient that laws were passed that made it illegal for them to seek jobs or enter into businesses that Americans wanted. The Chinese then entered businesses that Americans reject such as laundry service. This is why Chinese are associated with the term "Chinese Laundry."

In late 1860s, the Central Pacific Railroad Company was pushing construction of the railroad from Sacramento California into the Sierra Mountains. Someone at the Central Pacific noticed the efficient work habits of Chinese. It was obvious that Chinese ingenuity could do the impossible so the company decided to experiment with a Chinese construction crew. Company managers also adapted the Chinese leadership style, giving full control of the project to front-line work teams. As a result, track laying increased until it reached a record ten miles in one day, a record that still stands today. The worker responsibility concept was so successful most railroad construction companies adapted it. This is not true for the operation of the railroads where the desire for power and control came roaring back. With high profit margins control and abuse was affordable.

Why did the worker responsibility system work? First, the railroad owners wanted to get the job done, there was no profit until the trains were running. Second, American leaders had to overcome their own prejudice related to social class and race. These leadership skills and attitudes were then carried to the construction and operation of the Panama Canal where I was employed for 25 years.
1904 - The Panama Canal

John Wallace was the first chief engineer of the Panama Canal. He developed his engineering and management techniques in the eastern railroads and was a member of many engineering societies. His leadership style was by control. In Panama, his eastern leadership methods worked against him. His attitude, "the needs of blue-collar employees are of little concern to the company or the project. They are the same as machines."

In the eastern states there were ten men waiting to be hired for every job. Under abusive conditions, the work force could be maintained and workers could survive. Not in Panama! Because of abusive living and working conditions workers died by the hundreds and there was no one to take their place. In Panama it became obvious Mr. Wallace knew nothing about leadership associated with motivation and efficiency. After one year he threw in the towel. He blamed his failure on lack of money, not leadership.

John F. Stevens became the second chief engineer. His formal education was limited to grade school and he did not belong to impressive engineering societies. He came from western railroad construction camps where worker leadership was the norm. In the western construction camps worker turnover was lost productive time and finding replacements was extremely costly. Mr. Stevens learned how to motivate and maintain worker loyalty by treating them as valuable asset.

The type of people who came to Panama were the same type that ventured west of the Mississippi River, highly independent, self-confident, stubborn, strong-willed, hard working, but difficult to get along with. Stevens knew how to organized work environments that energized and motivated this type of worker. The Panama Canal was completed as scheduled and under budget.

When I was hired by the Panama Canal Company in 1963, worker leadership, installed by John F. Stevens, was still in place. When I retired and moved back to the States, I discovered that American companies are trying to implement worker leadership programs. These programs were similar to what I had worked under most of my adult life and what the Panama Canal Company has been using for almost a hundred years. Responsibility has always been highly efficient.

If worker leadership is so efficient, why are not more companies using it? Answer: Most leaders do not want to give up control. Control is job security and/or a feeling of importance. The typical engineer will not give up ownership of a project to blue-collar craft people. A CEO will let a company go bankrupt before trusting others with responsibility he thinks should be his.
When I was in my early 20s, like most people, I wanted to be somebody and attempted to set goals that seemed to be out of reach. I was searching for the unknown while pressures to accept the status quo were slowly killing my grand dreams. There was an internal fight going on. The fight stopped when I decided to take bold action against the advice of my friends. First, some background.

Job "A"

In Oklahoma City, one of my first jobs as a machinist was with a small company that paid rock bottom wages. The foreman was extremely sharp, but his main responsibility was to keep his people busy from whistle to whistle, 40 hours a week, and no overtime. This left no room to adjust to varying workloads, which was frequent. To have plenty of work for slack periods, the foreman created time-consuming work habits by changing assignments frequently. This meant always starting, stopping, and changing setups before the run was complete. When this did not work we manufactured garbage, parts that would never be used. The foreman’s priority was to keep people busy, not get the job done.

The foreman was on salary. On Saturdays with no additional pay, he had to work by himself as a machinist. Sometimes he manufactured garbage because there was nothing else to do. He had to be there to please the engineer who was trying to impress the owner. The owner’s goal was to squeeze a little more out of the employees for nothing in return. After two years I realized promotion meant to be taken advantage of. There was no opportunity, so I quit. The foreman quit too.

Job "B"

I found a small aggressive company that seemed to value its employees. They paid fair wages and plenty of overtime. Machinists did whatever was necessary to complete an assignment. The foreman worked as a foreman, but the system gave him no responsibility. He was little more than a messenger between the shop and the engineer. He did nothing but walk around the shop all day, could never answer a question, and never had an opinion about anything. He did have the option, however, to adjust workloads to overtime hours. There always was work to be done. The employees were much more productive than on my last job. The down side - there was no interaction or helpful information between coworkers. Everyone was assigned a job, did as told, and cared less about others.

Desiring to be treated fairly, I asked for the same pay as the foreman’s son who was the least experienced with the highest pay. I was told it was none of my business how others are paid. I discovered opportunity was reserved for friends and relatives and everyone else was to do-as-told. Fighting the system was pointless.

I could feel the status quo trap closing. If I did not take bold action soon I would be standing behind the lathe for the next 30 years. A promotion meant being like my boss, a messenger. Not wanting to be trapped at a dead-end job I made plans to move on.
On to Panama

I always desired adventure, but felt that real people didn’t do this sort of thing. Anyhow, I found courage and took local buses along the Pan American Highway through Central America. I arrived in Panama just before Christmas, 1962. My money was almost gone and I needed to find work or go back to the states.

During the job interview with the Panama Canal Company, locomotives built in 1912 were pulling 900-foot long ships past the window. I was told that skilled craftsmen operated the locomotives. When there are no transiting ships craftsmen perform maintenance on them along with other locks’ equipment, including 18 foot diameter valves, and 75 foot tall gates. The pay was twice my job in Oklahoma. I was in opportunity heaven. January 2, 1963, two weeks after the interview I started my career with the Panama Canal Company.

First Days at the Panama Canal

I was hired on my word that I was a machinist and was given 90 days to prove that I could do the work. I was assigned to the machine shop with a mentor, a coworker. I felt free to ask any kind of question. All the other craftsmen worked on equipment somewhere on the mile long Miraflores Locks.

Coworkers were the friendliest I have ever met. They introduced themselves and told me what they were doing. Some suggested I come and work on their team and asked the supervisor. He said "no." Being fought over on the first day boosted my ego and established my attitude towards coworkers and the company. I did not know it at the time, but shop machinists support field machinists when they need it. Craftsmen are graded by their ability to get jobs done and they are always looking for ways to make their job easier.

Rarely did a supervisor give me an assignment or tell me what to do. It is the craftsman’s responsibility to be aware of needs, find jobs, and stay busy, not the supervisor’s. At first, this lack of control shook me up. I needed to prove my machinist skills or I was out. My mentor told me to relax, that I will have more work than I can handle. It was not long until the shop telephone rang. A field machinist asked if I could make a part and gave me the details. I was excited that a coworker asked me to help. Soon electricians and welders also stopped by asking for help. It did not take long to be loaded with work by coworkers. This attitude was completely different from other shops where I was told what to do by supervisors and had little interaction with other employees. Coworkers were grading me and their opinion would determine if I would stay past the 90 days. Four areas being tested were:

- Could I do the work?
- Could I work without supervision?
- Could I get along with coworkers?
- Could I get the job done under difficult conditions?
At this time I did not understand team responsibility concepts, but I was doing my best to support the various teams. Whatever I could do to make jobs easier for others was a plus for me. I wanted to be a part of a team and worked hard to be accepted.

**Customers Came First**

The Panama Canal Locks Division’s responsibility is to lift ocean liners from sea level to canal height, 85 feet above sea level. Towing locomotives are used to guide the ships through the locks and every craftsman was required to be qualified in their operation. Ships were the customers and keeping them moving was everyone’s goal. When there are problems, craftsmen are usually in the area to assist with problems to keep the ships moving. This includes relieving a locomotive operator to use the rest room. Cooperation is expected and no permission is required. Cross training and freedom of workers to assume responsibility is the key to rapid response service.

**Training**

After 90 days I started my cross training program. I was given a sheet of paper that listed the specialty skills I needed to learn. This would take about two years. To become qualified on the towing locomotives was the first order of training. My instructor was a welder and the training period was for six weeks. Then I would be on my own. Handling 900-foot long ships with hand signals from a pilot is an experience that takes time to master.

The next training phase was to spend one or two months with each team. The cross training program ensured that every Locks Division employee would be qualified in every phase of operation within his craft level. I was assigned to Mr. Anderson's team who worked out of a small field shop. Workdays start at 7 AM and it was 7 when I walked into his shop.

He said, "Sit down and have a cup of coffee."

I did not understand this. Every place I worked before management wanted the machines humming when the whistle blows, even if the machine is not doing anything. Mr. Anderson took his time, described what we would be doing that day and listed the tools we would need for the job. We would need the assistance of an electrician and welder. Mr. Anderson got on the phone and called the needed craftsmen and asked if they could help. He told them where and the time he needed them. If one could not help, he called another, no permission from supervision, on either side, was needed. Employee productivity was measured by cooperative attitudes and the ability to get the job done.

There was always listed and unlisted work to be done. As Mr. Anderson was planning the day’s assignment, he was also bragging how he solved a past problems and how he prevented a major problems. Again, I did not know it, but he was telling me how good planning makes the job easier and saves time. Also, his bragging was informing me of workers’ attitudes, responsibility, and the company goal, "Do the job right the first time."

This was all new to me and I must have been sitting there with my mouth wide open. Job planning, total responsibility, can-do attitude and associating with highly motivated coworkers was a new experience. Only real work was done, no look-busy stuff. I also learned the difference between working hard and working smart. Without proper planning people can knock themselves out and not accomplish anything.
Some assignments seemed impossible. Only once did I suggest we tell our supervisor the job can’t be done. My mentor strongly informed me that we have to find a way. If you can’t do a job you will be replaced by someone who can and your career opportunities will be limited. This was a hard lesson to grasp. I always called the boss when the going got tough. Perseverance, asking another craftsman for assistance when needed, and doing the seemingly impossible was a learning process. A few years later I was training new employees to do the impossible.

Teams had total responsibility and the team's priority was to get the job done. (Versus control) When I first started, I worked hard to be accepted by team members. In a short time, team leaders were asking the supervisor to put me on their team. Coworkers are first to recognize capabilities. My name being mentioned frequently put me high on the recognition list. When I became leader, workers asked to be put on my team. The supervisor knew my team would get difficult jobs done without dragging in management. An empowered team exposes natural talent by coworkers and limits the influence of people who want control.

The Panama Canal operation is twenty-four hours a day, seven days a week, 365 day a year. Craft supervisors work days, Monday to Friday. On shift work there is no pure supervisory position. There are teams with team leaders who each have their own responsibility. When there is a crisis such as an accident, there is an understood chain-of-command that takes control, uniting all teams, until the situation is back to normal. It is the duty of all workers to

The top left photo shows the 850-foot Tokyo Bay moving to the lower chamber of the Miraflores Locks.

The lower left photo shows the same 1,000-foot long chamber empty during an overhaul.

Above: In 1963 one of my first jobs was to guide ships through the locks using 1914 towing locomotives. Every craftsman was required to qualified on their operation. In 1965 these were replaced with the ones in upper left photo.
assist other teams in emergency or at the request of coworkers. Personal relationship affects the smoothness of cooperation.

Ships coming through the locks are the customers. The goal is to have equipment in reliable running condition so as not to delay any ship. For every minute a ship is in canal waters, it cost the Panama Canal and the shipping company money. If one of the locks’ machines fails and causes a ship delay, it is recorded. If the ship is delayed more than ten minutes, a full report is written and passed to all levels of the Panama Canal Company. It is the craftsmen’s responsibility to drop what they are doing and service failed equipment. There is no time for lunch or breaks until the equipment is operating again. Accidents, ship delays, and overtime hours are analyzed. Trends signal leadership quality, which is what supervisors and craftsmen are judged on. The goal is to keep the ship’s time in canal waters to a minimum. This is how workforce efficiency is measured.

Notes:

- Front line workers starting a shift with a cup of coffee may sound like lost production time, the opposite is true, this unites the workers into a team with a common goal, "get the job done." In non-team environments there is no common goal, workers are searching for ways to do less while leadership is trying to get the job done. With opposing goals, everyone may look busy, but they are not efficient, because the elements that makeup efficiency is not there. Read the next note.

- When people assume responsibility they brag on how they did a job, prevented problems, and/or solved problems. This bragging is sharing of knowledge. Coworkers learn from the braggars experience. People who share knowledge are motivated and motivation is education, which increases the value of the employee. Productivity increases for everyone.

- Following orders produces the opposite effect. Employees, who don't assume responsibility, don't brag and don't share knowledge. They are not motivated and there is no education involved, therefore, the value of the employee does not increase. Management has a status quo workforce that rejects change.

At the Panama Canal, teams are in constant change by team members and/or job assignments. Some teams or assignments last one day, most stay together one week, and some for a month. The Panama Canal Company has a policy of adapting state of the art technology and learning opportunity motivates participants to learn new skills and adapt.
Employee Motivation at the Panama Canal

Company pride creates employee motivation. A highly motivated workforce creates an efficient workforce. This document is based on my experience when working for the Panama Canal Company as a blue-collar employee from 1963 to 1988. There are three primary elements:

1. Personal management
2. Administrative communications
3. Training programs

Personal management

During the construction years of the Panama Canal, 1904 to 1914, the type of people that ventured to Panama were highly independent, strong willed adventures that knew how to get things done, but they were difficult to get along with. In 1905 the second chief engineer, John F. Stevens knew how to manage people like this. He had his engineers give blue-collar craftsmen plans, equipment, and other resources and then told them to stay out of their way.

Craftsmen debate among themselves, collecting ideas on how best to get the job done. In this group are people with strong organizing skills, creative skills, and leadership skills. Very often the debate is confrontational, but the best way to get a job done is usually agreed on, which is the primary goal. The canal construction was completed under scheduled and under budget.

Some facts about responsibility that applies to both white-collar and blue-collar employees:

- People that have a sense of ownership will move heaven and earth to make things work.
- People brag about the decisions they make. This is a form of training for coworkers and passes along attitudes they have for the organization.
- Bragging and debating inspire new ideas.
- People that have responsibility have pride that motivates them.

Engineers are the creators of a project and feel they have the right to control its development which makes it difficult for them to let go. In a worker responsibility leadership structure engineers have to transfer ownership of the project to craft employees while supplying equipment and resources in support of the workers. Craft employees have different skills, perspective, and will enhance the project with fresh ideas. This is why worker responsibility creates an efficient workforce. The Panama Canal was still using worker responsibility and engineers were giving support when I started working there in 1963.

If craftsmen have no responsibility other than to do as told, the organization has lost an element that can increase efficiency. In fact, people that only follow orders fight efficiency and reject change.
Note 1: The Panama Canal craftsmen level have leadership positions where promotions are offered from journeymen to leader to supervisor with specialty skills in between. Promotions are based on experience, organizing ability, leadership skills, and attitudes towards the job. Years on the job are not a factor. Supervisors being owners of the project have the responsibility of getting the job done.

Note 2: During my early years as machinist I worked for a company where the foreman was nothing more than a messenger between the production floor and engineers. He assigns jobs handed down from engineers, had no opinion, and would not make any decisions. Engineers were seldom seen on the production floor, their only knowledge of what was happening was through the messenger/foreman. I soon realized coworkers had no ambition other than be a messenger/foreman when the current one retires. I was looking for opportunity to grow and this place was not for me. This kind of organization structure cannot implement worker responsibility leadership or keep leadership talent at the craft level.

Administration communications

During the construction years of the Panama Canal most employees were single. Management realized they needed a family environment to keep skilled workers. They created a public relations office that had three duties:

- Support the commercial news interest.
- Supply information to customers.
- Keep employees and their families informed of activities associated with the organization.

When I started working for the company in 1963, they were producing several publications targeted for employees and their families. All employees receive copies of the publications at no cost.

- A by-weekly four page newsletter about management and employees activities. Topics covered; a letter from the company president, about canal improvement projects, about employees and their jobs, about employees’ hobbies and personal activities. I was written up very often about my jungle and sea adventures. Employee activities are inspiring to other employees.
- Every six months they published a high quality magazine about the history of the canal, life in the Canal Zone, and Panama. There were articles on things to do and see.
- On anniversary years such as the 50th, they published a book about the history of the Panama Canal.
- One of the employees was a hobby artist and the company commissioned him to paint a series of paintings of ships transiting the canal. Every employee received a set suitable for framing. The originals were displayed in the administration building.
- The Public Relations office maintains a library of documents including photos from the construction days. Anyone could purchase copies of photos they wanted. They also have staff of photographers to record ongoing events.
- The Public Relations office has tour guides for dignitaries, school groups, and day visitors.

Keeping employees informed of current activities and frequent documents about canal history creates pride and pride motivates.
Training program

The Panama Canal is a blue-collar organization. During the construction years very few craftsmen had a formal education. Chief engineer, John F. Steven’s formal education was limited to 8th grade. At that time, people that knew how to educate themselves were high on the demand list. Today, people in third world countries, like Panama, that get ahead are self-educated. They do not have education opportunities that are available in the United States. In America, formal education is so commercialized that self-education has become a lost art.

The Panama Canal Company is a leader in adapting new technology. With no experienced people and no training available, they depend on self-educated people to implement leading technology programs. The personal computer became available in 1980. At this time the company installed IBM PCs in offices throughout the organization. No training was available and it was up to units to find and qualify people. I was working as a machinist when I was reassigned to the office to write computer programs that would support office personnel. The only software available was BASIC programming language and word processing (today’s Microsoft notepad.exe). The only thing I knew about computers was what I read in Popular Science magazines. By reading the manual, I wrote my first program that did away with repetitive task for office clerks. I retired as supervisor of the computer department.

With established skills the company offers training sessions. The goal is to train current employees for upward mobility opportunity. Employee being offered training is depended on their attitude towards their job. For me, I was sent to hard hat diving school. On the job this tripled my wages while diving. I was a prevented maintenance scheduler when I was sent to the United States to learn more about industrial maintenance. When I retired I qualified for eight professional skills. This opportunity inspires pride in myself and the company, plus being offered opportunity is highly motivating.

During my growing up years the formal education system was a disaster for me. I was in the 10th grade when I walked away from the system. I educated myself and the Panama Canal Company gave me opportunity to prove myself. Because of my self-education skills, I had opportunity beyond my wildest dreams.

In 1999 the canal was turned over to Panama and American control ended. I do not know if the new administration kept up the successful employee relation policies.
The Case for Upward Mobility Opportunity

The Panama Canal Company has an extensive employee training program. Their goal is to give as many employees as possible upward mobility opportunity. A frequent argument against this is; someone that has been in a leadership position for a long time is very experienced. When he moves up the vacant position is taken over by a less experienced person. There is a learning curve for the new person and he will not be efficient as the old for a while. The theory goes, limit advancement so as to keep experienced people in their position as long as possible. For long term health of an organization, this concept is devastating. Consider the following example:

During the Second World War Japanese aviators were kept in combat roles until they were killed. Leaders did not want to replace experienced pilots with inexperienced ones. As a result fatigue shortened their life and their experiences could not be passed on. With skilled pilots no longer available fighting units had to take pilots without proper training. The units were becoming less and less efficient as a fighting force, the intelligence level was dropping, and it was too late to change policies.

US aviators were in combat for three months and sent back to the states for R&R and training of new recruits. This was considered an investment. This kept the US side supplied with highly trained and skilled pilots. Fighting units were increasing their efficiency and intelligence.

In Japanese society, the people were trained to respect their elders, do as told, and not express an opinion. This created a multilevel social where information could not pass from one level to another. There were people that were aware of the dangerous policies towards the pilots, and there were people aware that the US had cracked their communication code, but because of culture habits they could not pass them on to a higher social level. Ridged social barriers limit the flow of information. Another problem, people in a social group had little compassion for people in a lower group, they were expendable.

Workgroup 1: Where employees are considered an investment, people are attracted to the organization with the following characteristics.

- Leadership skills, assume responsibility.
- Love to learn, self-educated.
- Self-motivated, self-development interest.
- Have self-motivated projects, hobbies.
- Seek opportunity.
- Creative, think outside the box.
- Have clearly defined goals.
- Change offers opportunity.
- The organization goal is to promote employees and offer learning opportunity when possible. It expands skills.
- The workplace is an extension of continuing education.
Workgroup 2:
- A blend of group 1 and 3.

Workgroup 3: Where employees are considered a cost, people are attracted to the organization with the following characteristics.
- Reject responsibility.
- Only interest is quitting time and payday.
- Bring the body to work, but leave the brain at home.
- Motivated by pressure.
- No self-development interest, no goals.
- Rejects change. Change is a threat to current skills.
- The organization is slow to promote employees because of the cost to retrain replacements. They hire needed skills from the outside.
- Once needed skills are mastered, there is no additional learning opportunity.

Workgroup 2 represents a new employee with a blend of characteristics entering an organization. Leadership style and organization structure influences the type of employee he becomes. Opportunity is motivating and will influence them toward workgroup one. Stuck in a position with no way out creates boredom, at which time an employee will drift backward toward workgroup 3. The once enthusiastic employee has lost his drive.

Workgroup 3 was the employee job attitude 100 years ago. It soon became apparent that negative job attitudes were preventing the company from reaching its potential. To stay competitive the company had to change employee attitudes or go out of business. The automobile industry changed and is still in business today. The textile industry did not change; their products are now manufactured in third world countries.

Workgroup 1 can be found in Google.com and Amazon.com. They are extremely fast growing organizations creating new employee positions all the time. By giving current employees priority to fill positions, the organization knowledge level expands, increasing the quality of all employee creative skills and decisions. If they were not workgroup 1 type when hire, they fast become that type. Expanding knowledge as a group makes fast growth possible.

Very few people know their true potential until they have opportunity for self-discovery. People in workgroup 1 inspire each other, motivating coworkers to do things they did not know they could do. It exposes natural talent. Self-discovery creates a new vision. Being motivated with a vision and learning opportunity they will make assignments work. In their personal lives they apply work ethics with potential of creating wealth for themselves. They learned their potential is beyond what they once considered.

Employees are searching for the same thing as employers; personal achievement.
A CEO helping employees achieve their goals, will in turn help the CEO achieve his goals.
A CEO trying to achieve his goals on the backs of employees will have problems.
Captain Bligh and Leadership

Mutiny on the Bounty

Captain William Bligh's problems on the Bounty is an excellent example on how one man changed from control leadership to team unity in a matter of minutes, 200 hundred years ago.

Captain William Bligh micro managing the HMS Bounty crew and wanted everyone to know he was the boss, which was more important to him than efficiency. To compound the problem he considered maximum control as a means to achieve efficiency. As a result everything went wrong. The crew finally had enough, mutinied, and cast Captain Bligh and eighteen crewmembers adrift in a lifeboat. Without charts or navigation interments they sailed the open boat 3,600 miles to the Dutch colony, Timor, near Java. This outstanding achievement is only possible with a team united behind a common goal and the use of comfort zone navigation, the art of using intuitive forces where facts are not available.

The above story has elements of every work environment, the struggle between getting the job done and leaders desire for control. Social prejudice and intuitive forces are always working in the background that will develop a supporting or fighting attitude. In Captain Bligh's case he managed by control and the seamen were resisting control. Each side was in a fighting mood and each was searching for ways to outwit the other, not an efficient way to get things done.

Aboard the Bounty, Captain Bligh's priority was total control. In the lifeboat things were different, priority was survival, or get the job done. Survival automatically unites people into a team where team members are willing to listen to others opinions, free of social prejudice.

There were three teams on board the Bounty, each with their own goal as follows:

1. Scientist - they were focused on Bounty's mission.
2. Officers - they searched for ways to increased control over the seamen.
3. Seamen - they searched for ways to resist control.

After the mutiny the mission was survival and everyone involved was totally focused on that common goal. Captain Bligh was now willing to listen to the opinions of the crew. Getting the job done became more important than control.

Team unity was used to overcome a disaster, not run a ship that would have prevented a disaster. Had the crew been motivated to achieve a common goal from the start, the voyage would have been a huge success.

Above I stated, "Captain Bligh changed his leadership style in a matter of minutes." What had changed from the ship to the lifeboat was the structure of organization. On the ship there were three divisions, each with their own goal. On the lifeboat there was one division with a single united goal. The structure of organization caused him to change his attitude, which caused an apparent change in leadership style. In short, organization structure controls leadership style.
Workplace Leadership for the 21st Century

Google.com has a leadership style that inspires the organization to be a leader in technology. The Panama Canal Company, Panama, was the technology leader when organized in 1904. The leadership style that made the company a leader was in full force when I became employed in 1963. The following list are some leadership elements. This booklet is based on my 25 years with the company, which helps to understand leadership secrets that make Google, Inc. a technology leader today.

The highly visionary 21st century workplace:

- Top leadership is visionary with the ability to inspire and motivate. He sets an example of the leadership policies he wants the staff to follow.
- Employees from top to bottom feel like they are part of a team and what they do is important.
- Employees that advance are in a perpetual learning mode embracing a love to learn. They also have self education skills. This is the secret to innovation. Third world countries, like Panama, do not have education resources compared to the United States. People that advance are self educated.
- Employees at all levels are expected to assume responsibility and are given decision making powers. This is how the knowledge base of an organization grows. There is risk of bad decisions, but benefits outweigh the risk.
- Inspire employees to be creative and be decision makers. If it is their idea they will make the impossible work. This allows people with unique talents to be discovered.
- Create work teams where they share knowledge. Hands on experience increases development of high quality job skills.
- High motivation means a highly efficient workplace.

Leadership based on control kills innovation, moral, pride and many other positive characteristics. Employees that do only as told learn nothing. This prevents the workforce knowledge base from growing.

Employees with decision making responsibility will develop the following skills. The deeper in the organization skills are allowed to develop, the more knowledgeable the workforce will become.

Learning methods
- Classroom
- Team Learning
- Self education
- Personal Goals
- Perceptive Insight

Social Skills
- Loyalty
- Morality
- Ethics
- Integrity
- Team Player
- Communication

Job Skills
- Reasoning
- Persistence
- Responsibility
- Decision Making
- Problem Solving
- Time Management
- Applying Technology
- Acquire & Evaluate
- Information
As a Leader, What is Your Priority?

The question may be asked, "Why do people want to be leaders? What is their priority? What personal benefit does one seek as a leader?"

Priorities:

1. to control others.
2. for monetary gain or cash flow.
3. to get the job done.

All three cannot have the same priority because they are conflictive and each has different personal goals and rewards. A leader base decisions on a single priority, which may be conscious or unconscious. This priority controls his leadership style and efficiency.

The assigned job of a leader is to get the job done. If the leader's personal priority and satisfaction is based on getting the job done, then his decisions will be based on that priority. The result is a super efficient leader. But, if leaders' personal priority is control or money, then decisions will be based on that priority that will interfere with getting the job done. I'll explain.

A leader seeking control wants everyone to know he is the boss and wants subordinates to depend on him for decisions. This gives a feeling of superiority, power, control and a feeling of job security, the feeling that the organization cannot get along without me. The problem is - this is breeding grounds for minor problems that, in time, explode into uncontrollable problems. Control leaders want to deal with high visibility problems only; they don't want to be bothered with minor problems and will not give authority for others to deal with them. By giving authority, he loses control. Ignoring minor problems will, someday, give leaders many major problems to solve. This will enhance his status as a problem solver.

- Subordinates learn to live with minor problems.
- Control increase overhead cost and reduce efficiency, getting the job done is a byproduct.

A leader seeking monetary gain or controlling cash flow is a barrier to getting the job done, because all decisions are based on money. When money controls decisions, leadership resist supplying subordinates the resources needed to get the job done efficiently. These people appear to be extremely busy, but most of their time is spent searching for ways to get the job done with available resources. This may appear to reduce cost, but down the road cost explodes out of control. Leaders' seeking monetary gain at the expense of subordinates reduces morale, increases overhead cost, and drives away customers.

A leader that is focused on getting the job done has authority to acquire the resources he needs and is willing to pass on responsibility to his subordinates with the authority to acquire needed resources. (Responsibility) Minor problems can be solved by the people who are first affected by them. Up front cost may be high, but this is the stage where project cost can be controlled.
**The learning factor:** Every new employee comes into an organization eager to learn and contribute his skills to the team. With worker responsibility this desire grows, under control leadership it dies. Employees that make decisions learn, they are challenged, they brag about the decision they made. This bragging is educating others, passing on knowledge and everyone learns. Employees that only follow orders do not learn, do not brag, and do not pass on knowledge. They reject change because this means more one-way orders from the boss.

**Employee turnover factor:** Under responsibility leadership, people who have the ability to make decisions stay, people who only want to follow orders leave. Under control, people who have the ability to make decision leave, people who only follow orders stay. The leadership style controls efficiency by the type of people who remain with the organization.

**The motivation factor:** People who make decision search for efficient ways to complete tasks. Trial and error and finding a way is highly motivating. For people who only follow orders, their motivation is quitting time and payday.

*A leader's priority will determine the efficiency of his subordinates.*

**Additional notes leadership priority**

Where get-the-job-done has priority, cost is up front and controllable. Where cost has priority, real cost is uncontrollable, because the project has to deal with a pile of problems that are caused by cost control.

An example: A worker is assigned to drill a hole using an electric hand drill that is plugged into an extension cord with a loose fitting outlet. As the worker is drilling, the plug keeps falling out and he has to stop what he is doing and spend time getting the drill to work again. It would cost $10 to repair or replace the cord and the worker could stay focused on the job. Lets use this illustration to compare two work environments where cost has priority versus get-the-job-done has priority.

**Where cost control has priority** — All decisions are based on cost. The worker has been struggling with the extension cord for months and is aware of company policy not to replace anything that is not totally broken. For the last year, this minor problem cost the company $1,000 in lost production time. Where cost has priority and workers have limited authority, workers and/or supervisors adjust to minor problems, they are not going up the chain of command to complain about a defective extension cord. It will be added to the list of minor problems, where no action is taken, that allows lost production time to pile up. There is no way to control cost on a stack of elementary problems that no one is willing to deal with.
**Where get-the-job-done has priority** — All decisions are based on getting the job done. The worker with the defective extension cord can order it discarded and get a new one from the tool room. The person affected by the problem has authority to take action to correct it. It does not have to go through a chain of command. Minor problems are handled NOW, and they DO NOT pile up. Getting the job done has priority and is automatic cost control.

The above example may be simple, but what kind of problems are workers and supervisors allowed to correct without going through chain of command? What kind of problems requires management to be called in? With command-and-control leadership, workers and sometime supervisors are not allowed to take action on any problem, no matter how elementary, without approval. In this environment, the only problems addressed are major; this is why efficiency is in the basement. This is why companies have to pay low wages -- they have to pay for a growing list of unrecognized list of problems.

The defective extension cord, in the above example, is not going to affect anyone in management, but they are going to pay for lost production time. Unrecognized elementary problems cost money.

**Some notes on leadership style**

- Wages is a subject that is always sensitive, but there are distinct patterns for low wage and high wage companies. First, low wage companies are training grounds for high wage companies. High wage companies can hire the best of the best, thereby, maintaining a high quality, highly efficient workforce. In low wage companies, managers and workers are in combat, because managers do not have the resources and/or skills to be quality performance leaders. The lack of resources inspires problems that spiral out of control. Management blames workers and workers blame management. In high wage companies, managers have resources to maintain quality and they got their position because of their leadership skills.

- Sometimes people from a high performance company end up in a low performance company. As a rule, during an interview, the prospective employee’s positive attitude is out of harmony with current employees and is not hired. If hired, he is in conflict with low performance leadership and quits, if he does not quit, he will soon be fired. Leaders with low performance management skills do not change, they eliminate quality because they consider it a threat to their authority. Leadership quality and performance can be no higher than the CEO’s.

---

<table>
<thead>
<tr>
<th>The order of priorities produces very different outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Get the job done/service</td>
</tr>
<tr>
<td>Priority 2: Cost</td>
</tr>
<tr>
<td>Priority 1: Cost</td>
</tr>
<tr>
<td>Priority 2: Get the job done/service</td>
</tr>
</tbody>
</table>

Motivation in the Workplace
Leadership styles (policies) influence the success level of an organization. Kmart was a visionary leader developing the big box marketing format. Its leadership style was standard at the time. They were highly successful until Wal-Mart came along. Wal-Mart using the same marketing concept uses a leadership that motivates its employees by giving them opportunity to discover their capabilities. Customers like shopping at businesses where employees are motivated and have pride in their organization. The rest is history.

The founder of Google was a visionary with a unique idea. An idea is only half of the story; his leadership style attracted the kind of support needed to make the idea a success that it is today. The same is true for successful social networking sites. Under control leadership these organizations would never have gotten off the ground. Visionary people support organizations that offer opportunity.

“Do it” leadership brings benefits by encouraging employees to promote ideas. In every organization there are employees that have specialty knowledge that can benefit the

Motivation Tool Chest motivation-tools.com
organization or see a concern that they feel needs attention. Very often leadership does not want to be bothered with subordinates interest or concerns, they are preoccupied with their own responsibility. Under “Do it” leadership, employee can take action to initiate an activity. If they are right they are rewarded, if wrong they could be fired. When leadership is aware of risk and want employees to take action, they will accept blunders. Blunders are learning tools, learning what works and doesn’t work. Also, “Do it” leadership allows employees to address issues before they become time consuming problems. The result is employees feel they are an important part of the team and they are motivated.

Under “Don’t do anything until I tell you” leadership, employees with specialty knowledge or concerns will not say anything. They know leadership does not want to be bothered and will not give authority to take action anyhow. This is how minor problems explode into major problems where leadership, then, must spend a great deal of time. In many organizations like this, leadership is always dealing with exploding problems that they blame on someone other than themselves. After all, the problem started on the frontline where no one was allowed to deal with it.

**Boy Scouts of America is a hands-on education organization**

Boy Scouts of America is a project based education program where leadership is 98% volunteer and their leadership style is “Do it.” The projects they are assigned are fun which hides the education benefit. The Scout manual outlines activities which are associated with advancement. Advancement is non-competitive, which means, each member advances at their own pace depending on interest and skills. The program is successful because each member has opportunity for input on how the scout unit is managed and to promote their ideas. They also customize activities to meet the interest and skills of the unit.

There are policies that must be followed. The organization has extensive adult training programs that include youth activities, safety, and relationship between adult and youth. This training is a requirement for adult leadership advancement. The scout organization is an excellent example of “Do it” leadership that motivates people and inspires ideas while still maintaining control.

Boy Scouts of America’s highest award is the Eagle Scout. Teenagers achieving this award have a record of becoming highly productive adults. Gerald R. Ford was an Eagle Scout and became President of the United States. Neil A. Armstrong was an Eagle Scout and was the first person to set foot on the moon. On job applications, Eagle Scouts go to the top of the list, they have character employers are looking for.

**The Desire for Control**

Man has a natural desire to believe his ideas and actions are superior to anyone else. We want to believe we are always right. This natural desire is a trap for people who do not recognize their limits. In workplace leadership positions, this attitude leads to many minor problems that grow and explode into major problems. The people that tolerate this type of leadership are only interested in quitting time and payday. Leadership may have excellent business ideas, but the desire for absolute control keeps the business in the startup stage.
Leadership style influence level of motivation. However, throughout a lifetime, man’s motivation is influenced by changing ambitions and/or leadership style he works under or socializes with. Command-and-control leadership drains off ambition while worker responsibility increases ambition.

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Motivation Type</th>
<th>Motivation is Based on:</th>
<th>Personality Type</th>
<th>Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited supervision</td>
<td>Self motivated</td>
<td>Creativity</td>
<td>Leader of ideas or people.</td>
<td>High</td>
</tr>
<tr>
<td>Worker with decision making responsibility</td>
<td>Team motivated</td>
<td></td>
<td>Independent Achiever</td>
<td></td>
</tr>
<tr>
<td>Mixed styles</td>
<td>Goal motivated</td>
<td>Opportunity</td>
<td>Personality type and efficiency depends on leader's skill and/or the work environment he has created.</td>
<td></td>
</tr>
<tr>
<td>Mixed styles</td>
<td>Reward motivated</td>
<td>Materialism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed styles</td>
<td>Recognition motivated</td>
<td>Social status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High level of supervision Command-and-control</td>
<td>Peer motivated</td>
<td>To be like others</td>
<td>Status quo</td>
<td>Low</td>
</tr>
<tr>
<td>High level of supervision Command-and-control</td>
<td>Authority motivated</td>
<td>Follows policy</td>
<td>Dependency</td>
<td></td>
</tr>
<tr>
<td>High level of supervision Command-and-control</td>
<td>Threat, fear motivated</td>
<td>Reacts to force</td>
<td>Resist change</td>
<td></td>
</tr>
</tbody>
</table>

- Self-motivated or visionaries will not accept authority controlled environments. They will find a way to escape if trapped.
- In a team-motivated environment, dependency types will become inspired and strive to be acceptable with independent thinking coworkers.
- Associates influence the level of individual motivation.
Reaction to Change

Command-and-control leadership is the primary style in our society. It is accepted because efficiency is created by repetitive action, teaching people to resist change. Once acquiring a skill, they do not want to learn another. The worker adapts to level three with an occasional trip to level two.

Worker responsibility is just the opposite -- it motivates people to thrive on change by seeking challenges, finding ways to achieve goals. Level one is the leader of changing technology, finding ways to create efficiency.

Reaction to Efficiency

The efficiency of advancing technology is forcing change. It is up to the individual or business to decide which side of change they want to be on, the leading edge or trailing edge. The leading edge is exciting while the trailing edge is a drag. Playing catch-up drains motivation while leaders of change inspire motivation.

With today’s changing technology, an individual must be willing to abandoned old skills and learn new ones. The ability to adapt is achieved through self-development programs. Because level one thrives on change, they adapt to whatever methods gets things done with the least amount of effort. This brings us to work habits.

In level one, management and front line workers, together, are searching for ways to solve and prevent problems. Decisions are made on the front line where alternative methods are analyzed. Being able to prevent problems is a motivating force. In level three management makes all decision, as a result, management must find ways to solve all problems and find alternative methods. Front line employees may be aware conflicts, but they don’t have the authority to take action and have learned not to be concerned. Supervisors are only concerned with elements that management thinks are important.

Under command-and-control leadership, management considers the opinions or concerns of people on the front line to be trivial. As a result, management takes action only when problems become too big to ignore. If workers have conflicts with their supervisors, they will find ways to increase the magnitude of problems, creating a combative environment. A downward spiral of management implementing more control and workers resisting control develop. Under worker responsibility, management and workers unite to prevent or solve problems.
Reaction to Learning Habits

In level two, young workers are establishing work habits, developing attitudes and learning a professional skill. Out of training and on the job, motivation level will depend on the leadership style they work under. Under command-and-control leadership, ambitions will be associated with maintaining the status quo. Under worker responsibility, ambitions will be associated with opportunity. They will continually expand their skills as the need or as opportunity arises.

Reaction to Goals

Self-motivated people are goal motivated. Once they conquer one goal, they establish another. Every goal is a learning process that requires all the elements in level one. Companies that attract and keep this type of person stay on the leading edge of technology. The CEO is a visionary in customer service and employee leadership. The employees' goals are the same as the CEO’s.

If the CEO desires control, then he will lead in such a way that trains subordinates to lead by control. As a result, the employees' goals are quitting time and payday.

Reaction to Recognition

Recognition is important; it builds positive self-esteem. By itself, its benefits are short lived. Long-term benefits are achieved when the employee feels the job could not have been done without them. This means they were faced with a challenge, which means, they had the responsibility and authority to take action. This environment is found in level one.

Self Motivated Projects

Self-motivated projects' is the ability to start and finish what one has started. Most people, working alone, do not finish what they start.

The ability to finish challenging projects is the secret to being a winner. First requirement is interest, then asking questions which inspires' the learning process. With information, a challenge is presented and a goal set. When action is taken, the barriers of persistence, risk, fear, and failure become a challenge by itself.

Self-motivated projects are difficult because no one cares if they succeed, which is another barrier. This is why most people quit before they get a good start. People, who find ways to overcome barriers and hang in there, are the winners. They develop skills and confidence, which are required steps to larger projects.

Team Motivated Projects

Everyone can be inspired to achievement in a team-motivated environment. With a common goal, team members support each other until success is achieved. In this environment, others do care and team members are needed for achieving the goal. For this reason, team motivation is extremely powerful. The exchange of ideas, information and testing the results, adds to the motivating force. As a result, each member seeks to be a leader of quality input.
Elements of Visionary Leadership

The Objective is to increase workplace efficiency by controlling elementary problems with workplace education tools. Workplace education finds efficient ways to get jobs done.

The Goal - The goal in any task is to get the job done. Leadership style controls efficiency, which controls competitive value of product or service, which determines the winner.

Leadership Innovation – Today, fast growing organizations are built on leadership innovation, that is, they are not built by product visionaries but by social visionaries — those who invent entirely new ways of organizing human effort. Southwest Airlines, Inc. is an example.

Definition of Terms

Visionary Leadership increases efficiency by moving decision-making responsibility to the frontline. Efficiency is achieved with limited supervision. To make frontline responsibility effective, leadership must give workers opportunity to develop quality decision-making skills and learn to trust them. Wal-Mart stores use visionary leadership.

Standard leadership assumes employees to be robots and do as they are told. This is based on man’s natural instinct that only leadership is capable of making quality decisions. This is known as command-and-control leadership. Low efficiency is caused by the disconnect between management and the frontline. Management is busy dealing with problems that affect them while ignoring problems that affect the frontline. Front line problems are only dealt with when they explode into a major problem. K-Mart stores use standard leadership.

Workplace education creates a workforce of quality decision makers. Employees at all levels have the opportunity to discover and develop their unique skills, thereby, inspiring them to become quality decision-makers. The key word is “opportunity.” Not everyone will embrace this opportunity, but the few that do will inspire others with positive attitudes. This can only be achieved with visionary leadership.

Primary Elements

Organization structure controls decision-making responsibility. Visionary leadership allows decision-making responsibility all the way down to the frontline. Standard leadership limits decision making to management.

Priorities – Organization priorities control leadership style.

- When priority is responsibility at the frontline, leadership will seek talent, people he can depend on to complete tasks with limited supervision. The policy will be “do it.” The
frontline develops quality decision-making skills that are also found in layers of management.

- When the priority is control, leadership will be organized in a way that all decisions must have approval. The policy will be “do not do anything until being told.” Layers of management slow the final decision, while lowering efficiency.

**Policies** - Leadership style is controlled by workplace policies. Leaders will adapt their style to the organization priorities and its goals.

- High efficiency workplaces are based on visionary leadership, where workplace policies authorize decision-making responsibility at the frontline. Limited supervision is needed with worker responsibility.

- Standard leadership is based on man’s instinctive desire for control, which is leadership by default. A leader’s changing mood controls policy of the moment and no one knows what the priorities are – mood-changing priorities reduce efficiency. Standard leadership requires a high level of supervision.

**Elementary problems** - Leadership style controls the level of elementary problems, which controls workplace efficiency. Level of elementary problems is controlled, in part, by learning opportunities and leader’s personal priority.

- Decision making responsibility, at all levels, allows minor problems to be solved by those who are first aware of them. Management can stay focused on problems related to the organization goals. As a bonus, employee motivation is high when they feel what they are doing makes a difference.

- A leader’s desire for control prevents minor problems from being solved, because no one can make a decision without approval. Leaders’ priorities are based on high visibility events. As employees adjust work habits to minor problems, they become accepted as normal. The volume of these problems slowly grows and the workforce slowly becomes less efficient. Management blames workers for their lack of ability to get the job done. Assigning blame without responsibility solves nothing.

- Learning opportunity - Quality of worker decisions is controlled by workplace learning opportunities.

- Learning to make quality decisions is the result of worker responsibility, resulting in the development of personal skills. An experienced workforce prevents elementary problems. Continuous learning opportunity is highly motivating—it controls employee inspiration, skill level, and quality.

- People, who only follow orders, do not have learning opportunity, do not develop personal skills, and do not learn quality decision making. A workforce that is indifferent to the needs of the organization increases elementary problems. Workers learn no more than necessary to their job.

**Achievers** – Everyone wants to be an achiever in and out of the workplace. With workplace ambitions, leadership promotes or kills this desire.

- People, who have a burning drive to be an achiever, seek opportunity in organizations that have a reputation of supporting personal ambitions. Their presents inspire
coworkers to do the same or simply be proud of their surroundings. Leadership welcomes subordinates more capable than themselves, because their first priority is to get the job done with limited supervision.

- Command-and-control leadership drives away visionary achievers. Should they become employed, they will soon quit or be fired. Leaders do not want their status threatened by ambitious subordinates or someone more capable than themselves, because their first priority is control. As a result, the workforce waits for official decisions and waits for things to happen. A high level of supervision in needed to keep things moving.

**Natural talent** - Leadership style controls the ability to recognize natural talent. No one knows what their true capabilities are until they are given opportunity and responsibility.

- Where workers have decision-making responsibility, unique skills and natural talent are soon recognized by coworkers and leadership. An employee may discover talent he did not know he had. With discovery, he can search for ways to develop it. Efficiency increases when natural talent is in harmony with assigned tasks.

- Where workers only follow orders—unique skills, natural talent, and discovery of capabilities are lost to the company and its employees.

**Skill level** – The ability and desire to share knowledge with coworkers influences the continuing education level of the workforce, thereby, increasing skill level and the value of their services. Workplace education is dead for people who only follow orders.

**Technology** – Today’s technology is reducing the time it takes to get jobs done. Workplace education is the only way to stay on technology’s leading edge. Visionary leadership, not standard, is the only way for the organization to be a leader in its field.

**Getting the job done** – Projects only have value when the job is completed, until then, it is garbage. Competitive value depends on the efficiency of getting the job done, which is based on keeping elementary problems to a minimum. Efficiency is also a byproduct of employees’ attitude towards their job. Leadership, opportunity, and responsibility influence attitude.

**Elements to Consider**

**Ethical policies** – Ethical policies at the organization’s top filter down to the frontline. It is not possible to have unethical policies at the top and enforce ethical policies at the bottom. Leaders’ ethical policies become the mindset of the organization. A person with high ethical standards will not stay long in an organization with low ethical standards; they will quit or be fired. A potential whistle blower becomes a threat, yet, this type of person makes an organization efficient. Success of workplace responsibility requires high ethical policies from top to bottom.

**Exception to the rule** - The military uses command-and-control leadership, yet the troops are highly skilled, motivated and morale is high. This is opposite the statements stated above. The difference - military organizations are team orientated with continuous training. Troops expanding their skills and experiencing capabilities they never dreamed possible, produces a highly motivated and efficient organization. Learning opportunity and responsibility is the key.

**Hiring a visionary leader** – Very often, an organization realizes it needs to upgrade its leadership. Management can recognize quality in an applicant, but they do not know how to
manage them, should they be hired. The first thing current leadership does is tell new leadership how to manage, using their policies. They are in the habit of giving orders and expect them to do as they say while getting desired results. Current leadership does not want to change, they want the new leader to change subordinates attitudes. Attitudes are reflections of leadership. If leadership wants subordinates to change their attitudes, current leaders must first change their attitudes and develop quality leadership skills. Then they can adapt and benefit from the experiences of visionary leadership.

**Self-education** – Man has the ability to educate himself without instructors – commonly known as self-education. Employees, of organizations that stay on the leading edge of technology, know how to educate themselves. This is the only way to adapt new technology as it comes on the market. The education system waits for market demand before it is offered in classrooms. Organizations that wait for classroom instruction are on the trailing edge of technology.

**Resources** - Efficiency is as effective as available resources—tools, supplies, work environment—to complete tasks. Employees will work hard to get jobs done, but they need quality resources to be efficient. Resources influence pride, which affects efficiency.

**Self-fulfilling prophecy** – If leaders want to control workers, they will lead in such a way that self-fulfilling prophecy will condition workers to do nothing unless closely supervised. If leaders want workers to assume responsibility, they must lead in such a way that self-fulfilling prophecy will condition workers to assume responsibility. Employee turnover sorts personalities, attracting people who fit the leader’s image and rejecting those who do not, thus fulfilling the self-fulfilling prophecy.

**Social prejudice** believes other people are less capable than we are. If we are managers and we think other people are less capable, then we will establish a management policy that reflects that belief. Through employee turnover and self-fulfilling prophecy, our opinion will be proven right.

**Innovators**

- Every successful innovation is the result of a dreamer with a mission.
- Every new innovation replaces someone’s previous innovation. A previous innovator may see it as a threat to their idea and work to prevent it.
- Job insecurity often kills innovation. Who in their right mind is going to innovate themselves out of a job?
- Experts who are familiar with a subject or problem often raise barriers to innovation. They tend to know all the reasons why something will not work. Their over familiarity and previous successes with a problem can blind them to seeing newer better ways to solve it.
- When they believe in an idea they will move impossible barriers to see their idea become a reality.
- Innovators can be impatient, nonconforming, intolerant, obnoxious, and extremely difficult to work with. Those are their good points, but this is the character of innovation.
Worker responsibility is highly efficient, but rejected by most managers. WHY? Human nature and natural instincts.

Man’s natural instincts are self-destructive and must be controlled for the pursuit of compatibility. Children display destructive natural instincts that are corrected by parents. In time, children learn to control their feelings. As society advances, as adults, we learn to control other natural instincts. For example, a man sees a beautiful woman walking down the street and thinks, "I must have her." Natural instinct is to grab her and claim her as his own. (Policy during the caveman days.) The problem is that the results would be undesirable. A man must use persuasive powers to win her over and these powers must be learned, they are not natural. This is leadership and leadership skills must be learned, they are not natural.

During the early 1900s, leadership was by fear and threats, forcing people to follow orders. This is man’s natural instinct. This led to the policy of abuse which produced undesirable results. It became apparent that worker abuse was self-destructive and worker cooperation led to increased efficiency. Leaders had to learn how to win subordinates cooperation and overcome the belief that abuse is leadership.

Today, businesses recognize some of man’s natural instincts, some of which are still in the caveman days. Sexual harassment is one of them. Training programs are implemented to make people aware of its destructiveness. Other destructive instincts are still ignored and these cause conflict and increase overhead cost. Social prejudice is one of them. Recognizing destructive instincts requires the ability to view reaction from another's point of view.

Worker responsibility is the result of management learning to control natural instincts related to: power, control, social prejudice, change, job security. These natural instincts must be understood and controlled just as leaders in the early industrial age had to understand abuse and learn to control it. Worker responsibility increases efficiency.

Man has a natural desire to be a team player where his efforts are recognized and appreciated by team members. Man has a natural desire to learn and has a natural desire to increase his productivity. Productivity will increase when he is allowed to present and implement his ideas. Trial and error is power education, it motivates, it finds a better way, and it increases efficiency.

For the last hundred years command-and-control leadership has killed natural desires and the efficiency they would bring. To bring these desires back to life is a learning process. This is time consuming, because people fight change.
Some Notes on Natural Instincts and Attitudes

Reaction to Leaders Attitudes

Subordinates attitudes are a direct result of leadership style. If leaders don’t like subordinates attitudes, typically they implement policies that force them to comply. Leaders want subordinates to change, they will not change. Yet, for real change to take place, leaders must change and learn how to lead for desired results.

Teaching Employees Not to Learn

Many businesses create profits from workers repetitive tasks and limited skills. This is a non-learning environment where workers soon learn that low know-how helps them tolerate boredom. Their desire to learn and contribute input is dead. The results, workers react by acting dumb and stupid then leaders use worker stupidity as an excuse not to be productive.

Three front-line workers sharing knowledge on a united goal becomes a highly intelligent team. This intelligence can work for or against leaders.

Silent Rebellion

Acting dumb and stupid is a form of silent rebellion. It is an excuse that takes performance pressure off of everyone. When leaders say, "workers are dumb and stupid," less is expected from them. Workers reacting to leaders’ attitude prove him right through self-fulfilling prophecy. Because leaders can’t get efficiency they want management to believe that the workers have a low intelligence level. This reduces pressure on leadership performance and it takes pressure off the workers’ to produce. It also gives leaders a feeling of superiority and job security.

Acting dumb and stupid is not a natural instinct; it is adapted under bad leadership. This may seem extreme, but variations of this attitude are in most work environments.

Laziness

We all have a basic desire to be lazy. This is a powerful motivating force because we dream of being lazy and we work hard to fulfill that dream. Then there are people who don’t dream about being lazy, they are!

- **Constructive laziness** increases creative skills because we don’t like to do more work than necessary. People search for the easiest way to get jobs done. They also work hard hoping to enjoy the good life in a relaxed environment someday. This is a powerful motivating force. (Natural instinct)

- **Destructive laziness** is associated with people who are not motivated. The desire to do less takes over. (Not natural, a developed attitude, usually through rebellion)
Concepts to Consider

<table>
<thead>
<tr>
<th>Priorities</th>
<th>What is Your Leadership Style?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are three priorities, CHEAP, QUICK, and GOOD. You can have any two.</td>
<td>High Efficiency</td>
</tr>
<tr>
<td><strong>A good job quick -- won't be cheap.</strong></td>
<td>Do it.</td>
</tr>
<tr>
<td><strong>A quick job cheap -- won't be good.</strong></td>
<td>Do it, and then tell me what you did.</td>
</tr>
<tr>
<td><strong>A good job cheap -- won't be quick.</strong></td>
<td>Tell me what you are going to do and do it.</td>
</tr>
<tr>
<td>Note: A single priority increases efficiency. At the other end, if all three elements have equal priority the results are reversed, low quality, high cost, and difficult to finish. This is the result of rotating priorities, which means, no one knows what the goal is. Priority of the moment depends on current mood.</td>
<td>Tell me what you want to do and wait for a decision.</td>
</tr>
<tr>
<td></td>
<td>Don't do anything without my approval.</td>
</tr>
<tr>
<td></td>
<td>Don't do anything until I tell you.</td>
</tr>
</tbody>
</table>

In many of today's work environments, employees' primary goal is quitting time and payday. Leaders' priorities are power, control and maintaining the status quo. Getting the job done is down the list. Once needed skills are mastered and employees follow established procedures, the job offers little or no challenge. The unwritten law, "accept Change equals challenge, which is the source of motivation, workplace efficiency, and job security. Because of fast changing trends and technology, work environments are evolving into continuous challenges. Responsibility is moving to the front line where it becomes the workers' responsibility to find the best way to get the job done, not management alone. For this to succeed, the front line must have continuous learning opportunity, be in a continuous learning mode and be continuously adapting to new

The typical job is based on repetitive action with limited need for additional knowledge. Repetitiveness can be one hour or one month, white-collar or blue-collar, and is based on accepting the status quo. Status quo work environments make it difficult to adapt new technology. The US textile industries had to shut their doors because techniques were outdated and the work environment would not allow change. Emerging technology is shorting the time window when current technology is feasible. Today's work environments must adapt to change.
**A Burning Desire, with a bigger than life vision, can Overcome All Barriers**

Level of personal achievement is based on the size of a personal vision. Super achievers have a vision that is bigger then life. Most people limit their goals to socially acceptable standards, not what they feel. Everyone has different talent, interest and learning methods. Goals must be in harmony with these attributes. Finding harmony is another barrier to overcome. When harmony is found and a burning desire established, success will be found no matter what your social surroundings or previous experience.

A burning desire is the foundation for productive motivation. You do not need to hear motivational speakers or have money to start. You already have the startup tool - creativity, just use it. Dreams stimulate creative thinking. Turning dreams into mini projects produces a burning desire, many successful mini projects is preparation for the bigger than life vision.

Every person, at some time, had a desire to be an achiever. For many, this ambition was destroyed. Under the right leadership this latent desire can come back to life.

Decision making responsibility and learning opportunity work together. If an employer wants employees to assume responsibility and make quality decisions, they must organize in a way that offers learning opportunity.

- Teams unite responsibility with learning opportunity. The team acquires and shares knowledge for finding the best way to complete jobs efficiently.
- Power learning is the ability to learn without dependency on instructors.
- Formal training is time consuming and costly. Employees who developed the habit of learning additional skills without instructors are valuable assets to the company. This is possible with self-education and in natural learning environments.

**The difference between a Leader and a Boss**

**A leader** supports his subordinates, inspires, and encourages when the going gets tough. He delegates’ responsibility, wants them to make decisions, is willing to share information, and consider subordinates ideas. A leader is a team player that learns from his subordinates.

**A boss** wants everyone to know he is in charge. To keep others from challenging his authority, he does not share any more information than necessary to get the job done. He wants everyone to come to him for decisions. He is reluctant to consider subordinates ideas for fear of a rising star.
## Efficiency of Learning Opportunities

Employees with learning opportunity are developing skills to accumulate wealth for their employer. This also gives employees opportunity to apply these skills to their lives, thereby, creating wealth for themselves. Employees under control leadership do not have this opportunity, they just follow orders.

<table>
<thead>
<tr>
<th></th>
<th><strong>Learning Environments</strong></th>
<th><strong>Non-learning Environments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunity</strong></td>
<td>Employers that delegate responsibility trust their employees and motivate them to be the best. Trust and responsibility leads to opportunity.</td>
<td>Employers that do not trust their employees, establish work procedures to control them. For lack of trust, there is limited responsibility and opportunity.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cross training</strong></td>
<td>Learning new skills is a result of a company creating opportunity. Employees that become involved in different tasks understand what the company is trying to achieve. The more involved employees become the greater their pride for the company and their part in it.</td>
<td>Control limits responsibility, which limits the amount of training the company will provide. If the company needs new skills, they will hire someone who has them. High employee turnover makes it possible to hire needed skills.</td>
</tr>
<tr>
<td><strong>Conflict, Debate</strong></td>
<td>We all learn possibilities and limits when we debate problems. Each person has a point of view that needs to be considered. The results, everyone has a better understanding of the problem.</td>
<td>People, who never become involved in debates, never learn of possibilities or limits. They are robbed of the learning process that leads to responsibility and opportunity.</td>
</tr>
<tr>
<td><strong>Bragging</strong></td>
<td>Decision making responsibility leads to bragging, telling coworkers how they solved or prevented problems. This is training for coworkers, telling them what works and does not work. Coworkers' experiences have a greater impact than formal classroom training. (This can only happen where coworkers bond and become friends.)</td>
<td>Control limits knowledge-sharing socializing. When workers do socialize, they talk about any subject, other than their job. Job experiences are not passed on except conflicts with the bosses. Socializing as a training option is lost to the company and the employees.</td>
</tr>
<tr>
<td><strong>Socializing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coworker, One on One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis, Survival Training</td>
<td>Risk training is learning to make quality decisions under pressure. Few companies have deliberate crisis training so employees must learn this skill through self-education.</td>
<td>Control systems are not supposed to have a crisis. Problems are covered up until they explode. Very often, recovery is impossible and the company goes out of business.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Leadership Example</td>
<td>Bosses act as a coach; they help employees to be the best they can be. Their example becomes employees' goal.</td>
<td>Bosses want workers to know who the boss is. They fire anyone who opposes him.</td>
</tr>
<tr>
<td>Failure Success</td>
<td>Employees are allowed to fail and try again. Risk takers try and fail until they get it right. Results are highly productive. Employees adapt easily to new technology.</td>
<td>Employees are not allowed to take risk or fail. Risk takers are called troublemakers and fired. In order to adapt new technology they must hire new employees.</td>
</tr>
<tr>
<td>Policy</td>
<td>Employees are considered an investment. Training increases their value. Profits are made by ever-increasing efficiency.</td>
<td>Employees are considered a cost. Extensive training is considered unproductive cost. Profits are made by employees repetitive tasks, limited skills, and limited responsibility.</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology is used to help employees do their job.</td>
<td>Technology is used to control employees.</td>
</tr>
<tr>
<td>Summary</td>
<td>Companies that implement learning environments have low turnover, which makes it difficult for outsiders to become hired. Learning opportunity increases a persons desire to excel and learn new skills, it develops positive self-esteem and self-pride just to name a few attributes.</td>
<td>Companies that promote controlled non-learning environments have a high turnover, they are always advertising for help. Tightly controlled work environments destroys a persons desire to excel.</td>
</tr>
</tbody>
</table>
## Efficiency of Responsibility

Opportunity with decision making responsibility is the only way to discovery true capabilities of employees and the workplace as a team.

<table>
<thead>
<tr>
<th>Decision Making Responsibility versus Control in the Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worker responsibility is inefficient in the short term, but is efficient in the long term.</td>
</tr>
<tr>
<td>Treat a person like an engineer, through self-fulfilling prophecy he will think and act like an engineer.</td>
</tr>
<tr>
<td>Getting the job done has priority.</td>
</tr>
<tr>
<td>Workplace adapts to change, becoming a leader of changing technology.</td>
</tr>
<tr>
<td>There is opportunity for innovation. People by nature search for ways to make their job easier – with responsibility, they have authority to take action.</td>
</tr>
<tr>
<td>Leadership can discover and promote employees that have demonstrated natural talent for a given skill.</td>
</tr>
<tr>
<td>Employees are considered an investment. Employers want to increase the value of their investment. Expanding employees’ capabilities will increase their value. New talent and ideas increases efficiency. This may be costly up front, but it reduces cost on the backside.</td>
</tr>
<tr>
<td>Responsibility attracts people who seek to be on the leading edge of technology.</td>
</tr>
<tr>
<td>Problems are solved while minor, if not avoided.</td>
</tr>
</tbody>
</table>
During idle time, workers with responsibility brag how they solved or prevented problems. This is training time, passing on information to coworkers. Positive attitudes about the company are also exchanged.

During idle time, workers idle talk is about outside activities, what they did last weekend and what they are going to do next weekend. This time is used for an escape from the work environment. Negative attitudes about the company are also exchanged.

- Decision making responsibility offers opportunity to discover natural talent. Until a person is given opportunity, their true capabilities are not known.
- Decision making responsibility inspires one to excel, thereby, realizing they can reach beyond their self-imposed limits.
- Decision making responsibility develops a love to learn. A love to learn opens doors to opportunity.
Responsibility Increases Knowledge

Decision making responsibility creates learning environments -- likewise, control creates non-learning environments. The concept is... If people are considered intelligent, they will think and act that way. If they are considered irresponsible, they will think and act that way. This concept is based on self-fulfilling prophecy.

**Workplace Learning Environment**

- Everyone is searching for a better way. This is possible when negative effects of social prejudice are kept under control.
- The sharing of information increases everyone's knowledge. Sharing of knowledge increases motivation at all levels.
- Because of managers respect for front line employees, their opinions are highly valued.
- When tasks are shared, opportunity is available to understand the whole process.
- Efficiency is the team's responsibility.
- Limited supervision is needed for empowered employees.
- People who are in the decision-making loop have a strong desire to learn. Change offers new learning opportunities.

**Non-Learning Work Environment**

- Management shares knowledge among themselves only.
- Supervision is an information filter. As a result, only selected information travels between management and the front line.
- Because of social prejudice, opinions from the front line are rejected, if heard. It is socially unacceptable for an engineer to ask a front line employee for advice. Social prejudice prevents communication and the lack of it increases overhead cost.
- Management must solve and prevent all problems. Efficiency is management's responsibility.
- People who only take orders soon lose the desire to learn, they are content with receptive tasks. For this reason, they fight change, especially new technology.
**Workplace Learning Environment**

Society says, "Classrooms should provide a learning environment." What about the work environment? There seems to be little consideration about learning environments in the workplace. Learning environments inspire employees to advance their skills. In teams, there is opportunity to share knowledge. Efficiency increases with expanded knowledge.

---

**Non-Learning Work Environment**

A non-learning environment is where employees learn no more than necessary to do their job. The employer creates profits by the employees' repetitive tasks and limited responsibility. Workers soon learn that low-level know-how helps them tolerate their job. Their desire to learn is suppressed and their desire to contribute input is killed. The results, many workers react by acting dumb and stupid, then bosses uses worker stupidity as an excuse not to be productive. With little pride or self-respect, everyone goes into a downward spiral. The best education in the world will not stop a downward spiral of indifference.

---

**The Brain at Work**

Two men appear to be doing the same amount of work with the same amount of energy. In reality, one man's energy slowly dies and efficiency fades away while the other is able to sustain high energy and maintain efficiency. What is the difference?

---

**Worker with decision making responsibility**

The brain is like Peter Pan, searching for a better way. He is stimulated and full of life, because what he does is recognized and will make a difference. It is his responsibility to make things happen.

---

**Command-and-control leadership**

The brain is like Humpty Dumpty sitting on a wall, lifeless, waiting for things to happen. There is no stimulus because all he does is follow orders. To keep his job he must appear to be working hard. Finding a better way is the boss's job.
Nine Rules for Worker Responsibility

These nine rules are based on the belief that level of elementary problems controls efficiency. If there are many elementary problems productivity will be negative, likewise, low level of problems puts productivity in the positive column. In the typical workforce there is no recognition for people who spend time on elementary problems, big problems receive all the attention, yet, big problems start as minor and there are people around who are aware of them. Because of leadership attitudes, employees develop the habit of ignoring problems until they explode, at which time they become big problems, and then, leaders want to go on record for being a problem solver. Leadership attitudes towards elementary problems are corrected with frontline responsibility and solved with team intelligence. Team priority is to get the job done, they have authority to solve or prevent problems while minor.

1. **Priority #1 -- Get The Job Done!** -- In many work environments top priority is cost control which limits the ability to get the job done. It cost money to control project cost. Focusing on "getting the job done" is automatic cost control. Decisions are based on what it takes to finish a job, not what it cost.

2. **Consider employees as an investment, not a cost** -- In any work environment employees' skills and abilities will reflect the attitude of its leaders. If leadership considers employees a cost, quality of employees will suffer, likewise, if leadership considers employees an investment, then both sides will be motivated to increase skill quality. Greater efficiency is the result.

3. **Employee attitudes are byproducts of leadership style** -- If subordinates attitudes are negative toward the company, it is because of leadership style. If they are positive, it is because of leadership style. If attitudes need changing it must start with the leaders.

4. **Sharing knowledge inspires motivation** -- People who have opportunity to share knowledge feel they are a part of the team. Team members want to impress with their ability to contribute valuable information. It inspires a desire to seek information, excel, accept challenges, and reject the status quo.

5. **Coach, not control** -- People who only follow orders do not assume responsibility, are not motivated, and do not have a desire to excel. Coaching is inspiring people to find solutions to problems. Finding solutions is a motivating force, it also becomes a habit. Coaching is sharing knowledge.

6. **Worker/team responsibility** -- Being responsible for results is a highly motivating force. Also, a group of three or more focused on a common goal, becomes a highly intelligent force. They are aware of minor problems and have authority to manage them. The team is recognized for their ability to prevent problems while getting the job done.

7. **Supply quality resources** -- Efficiency is as effective as available resources, (tools, supplies, work environment), to complete tasks. Employees will work hard to get jobs done, but they need quality resources to be efficient. Resources influence pride which affects output quality.
8. **Opportunity to learn** -- Repetitive tasks kill the desire to learn, an attitude that rejects change and accepts the status quo. There is always a better way of doing a task, including repetitive task, and better ways are found with worker responsibility. Challenges motivate people to learn and the desire to learn is based on opportunity for challenges.


**Notes:**

- On wages it is my observation that low wage companies have higher overhead cost than high wage companies. Quality of leadership seems to be the controlling factor. Leadership quality is based on CEO's priorities.

- Leadership style attracts or repels employees. The style will attract people that are comfortable with his style and reject those that are not. If he wants employees to assume decision making responsibility, aggressive self starters will be attracted to the organization. If he wants control, people whose only interest is a job that pays the bills will we attracted to the company.
The Search for Personal Achievement

Exposure to ideas leads to research
Research leads to self-education - a life long passion
Self-education leads to self-discovery of our natural talent
Discovery of natural talent is the power that motivates us
Motivation leads to a love-to-learn
A love-to-learn inspires us to develop a dream or goal
Implementing a goal leads to opportunity
Opportunity leads to failure and bouncing back until we get it right - developing persistence
Getting it right opens doors to opportunity beyond our wildest dreams
We are aboard the ship that carries us to our dream of personal achievement
Work Habits that Create Wealth

Wealth starts with leadership’s priorities using a proven structure order that offers learning opportunity, at all levels, via responsibility. With decision making responsibility on the front line, issues can be addressed at an early stage. With decision making opportunity the employee learns how priorities and decisions work together to create wealth for an organization. With this skill they learn how to create wealth for themselves.

Leadership style determines the quality of employees that come into the organization. Leaders that share decision making authority attract visionaries. With many people focused on efficiency the organization becomes aware of problems and opportunity at an early stage. Early action produces efficiency.

When people make decisions they brag about what they did. Bragging is a training session. If the decision was a bad one, everyone in the organization hears about it. This is a training session of what not to do. Benefits of frontline decision making far outweigh bad decisions, because they are not repeated and quality decisions are. Bad decisions mean someone is searching for a better way. Most of the time trial and error is the only way to find out what works. Bragging also means they have pride in their job and what they are doing. This pride has tremendous influence with associates and people associated with the organization.

People that have a love-to-learn have the ability to educate themselves; they are always seeking opportunity. Most people do not know what their interest or natural talent is until offered opportunity. When a match is found they are turned on and nothing can stop them from developing that interest. Finding needed talent inside an organization has higher benefits than searching for similar talent outside.

The above leadership structure was adapted by the Panama Canal Company, Panama in 1904. When I was hired in 1963, the job interview was more about what I was doing in Panama than machinist skills for the position I was applying for. I was hitchhiking through Central America headed for my big adventure down the Amazon River. In Panama I was out of money. The interviewer was more interested in my goals than skills. On the job I soon found out why, many coworkers were there because of their grand adventure dreams and ran out of money too. This is the type of employees they want, self motivated driven. Panama is the crossroads of the world for adventures, east and west for sailing yachts, north and south over land. For the first time in my life I worked with coworkers who had big dreams. My visionary and self education skills put me at the top of the list for opportunity and promotions. I found a home and fit in. I retired 25 years later. During that time opportunity I was exposed to, qualified me for several professional skills.

Workplace learning opportunity creates opportunity to learn additional skills. Should the current skill become obsolete the employee has a backup and the organization keeps a quality employee. During an economic downturn the organization and employees are all winners, they do not need to seek retraining when there is no money.
Employee Wealth and Workplace Leadership

Employee wealth is not based on education level alone, it is base on the leadership style they work under.

There are companies that pay rock bottom wages. These companies have low quality leadership that produces low efficiency employees. Low efficiency is the result of a few at the top making all the decisions and everyone else follow orders. This is a non-learning environment. Because employees only follow orders, they do not learn the skills it takes to accumulate wealth.

There are companies that pay top wages. These companies have high quality leadership that produces highly efficient employees. High efficiency is the result of responsibility at all levels. Responsibility requires continuous learning, developing skills that increase efficiency. This is a learning environment. Because all employees are searching for efficiency, they learn the skills it takes to accumulate personal wealth while increasing the wealth of their company.

I worked most of my life in a company that had quality leadership and paid top wages. This website is a summary of that experience.

During my career as machinist, three of my shop foremen were millionaires. Three of my journeymen coworkers owned airplanes. I had a 50-foot ketch that I designed, self-built and sailed half way around the world. Many of my coworkers did not graduated from a technical school. Some did not finished high school. They may or may not have completed a formal apprentice program. I did not finish high school and I did not go through a formal apprentice program. I started in companies that paid rock bottom wages and job hopped until I advanced to hardhat machinist diver making top wages. Craftsmen that I worked with achieved wealth because it was the company's policy that all employees be decision makers and assume responsibility. This success training spilled over into our personal lives.

Learning to accumulate wealth is not learned in the classroom, it is learned in the workplace, under high quality leadership. People working under low quality leadership may never earn enough for a comfortable lifestyle no matter what their education level.

- Everyone has a natural desire to learn, to excel and be somebody. Quality leadership recognizes this desire and base policies on it.
- Leadership that motivates is in harmony with employees' ambitions, it inspires one to excel.
- The above may be over simplification of creating wealth, but the fact is, employees that work under low quality leadership do NOT accumulate wealth, they live from payday to payday.
- Low quality leadership kills ambitions. Subordinates with limited know how are considered job security for leadership. Subordinates with superior skills will not be given opportunity to be recognized.
Employee Pride and Customer Reaction

Employee pride level, high or low, radiates its feelings to coworkers and outsiders. For example, the Panama Canal Company employees had extremely high pride that was felt by everyone who entered the Panama Canal Zone, including visitors. This pride also penetrated the US Arm Forces making Panama the first choice for overseas duty. The Panama Canal Zone was a utopia, the ideal living and working environment for civilians and military. This pride is based on company's leadership style that make employees feel what they are doing is important. The company also keeps pride high with the publication of a biweekly newspaper, quarterly magazine about Panama and the canal, and every five years the company published an anniversary book on canal history. Memorabilia was popular and available from various sources. Retirees established Canal Zone Societies in the States. Today this pride is kept alive on the Internet. A search engine will take you to these sites and you can experience this pride for yourself.

Customers like to associate with motivated employees, it brings them back. Intuitive forces broadcast employees attitudes to customers. Keeping pride high increases business. Wal-Mart and K-Mart are in the same business. Employees at Wal-Mart have a higher pride lever than K-Mart. The success at Wal-Mart tells the story. You can test the broadcasting of attitudes by walking around each of the stores. Compare employee attitudes and decide which group you would prefer to associate with. This is why Wal-Mart has a super quality organization and is the leader; they manage in a way that motivates.

Organizations who depend on customer foot traffic are affected by employee pride. Low pride customers stay away. High pride customers come back.

---

**Leadership Style and Volume of Elementary Problems**

- **Decision Making Powers**
  - Elementary problems are prevented or solved at its source. Getting the job done is the primary goal of management and workers.
  - Responsibility

- **Dependency on Authority**
  - Elementary problems are dealt with by management when large enough to be recognized. When problems are minor no one has authority or interest to deal with them.

- **Abused Workers**
  - Lack of basic leadership skills and the desire for power creates elementary problems. Managers focus on worker control. Getting the job done is down the list. Worker's goal is to find ways to do as little as possible.

**Command and Control Leadership Problems are always out of control.**
Social Prejudice

Self-fulfilling Prophecy

Self-fulfilling prophecy is a phenomenon by which people’s expectations about the future events lead them to behave in particular ways that, on occasion, can cause the expected event to occur. People tend to find what they are looking for. More than that, they may even tend, unwittingly, to create what they seek.

If leaders want to control workers they will lead in such a way that self-fulfilling prophecy will condition workers to do nothing unless closely supervised. If leaders want workers to assume responsibility they must lead in such a way that self-fulfilling prophecy will condition workers to assume responsibility. Employee turnover sorts personalities, attracting people who fit the leader’s image and rejecting those who don’t, thus fulfilling the self-fulfilling prophecy.

Social Prejudice

Prejudice in any form, racial or social, is destructive and costly to society. Up until the ‘60s, society accepted racial prejudice, then the target of racial prejudice rebelled and society realized the destructive force of this attitude. Today, social prejudice is accepted by society and few realize its destructive force. It kills motivation and increases overhead cost in business. It forces students to drop out of school with a failure label that prevents them from discovering their natural talent. Self-fulfilling prophecy does the rest.

Social prejudice believes other people are less capable than we are. If we are managers and we think other people are less capable, then we will establish a management policy that reflects that belief. Through employee turnover and self-fulfilling prophecy, our opinion will be proven right.

Social prejudice is like any prejudice, "I am better than them, I come from a better neighborhood, I have a better education, and therefore I must make all the decisions." Prejudice in any form, racial or social, carries a heavy price, it lowers efficiency and increases overhead cost. Prejudice kills communications, innovation, motivation just to name a few attributes.

Social class is a prejudice barrier between white-collar and blue-collar employees. With leaders prejudice as a role model, other, lesser-defined social prejudice barriers develop in the organization. Departments will limit communication with other departments; craftsmen will consider production workers of low intelligence to name two. At each level, people believe lower levels have low capabilities and this becomes the mindset of the organization. Self-fulfilling prophecy proves everyone right.

Leaders with strong social prejudice use command-and-control leadership. Control is more important than getting the job done. Leaders and subordinates spend a great deal of time in the blame game. It is socially unacceptable for an engineer to ask advice from a front line employee.
Leaders who are free of social prejudice are willing to use responsibility leadership. Getting the job done is more important than control. Leaders and subordinates work together, searching for a better way. Leaders are free to ask advice from anyone at any level. Asking for advice has a motivating influence by itself.

Prejudice Influences Leadership Styles

In business, social prejudice has always been a barrier to the flow of information. Leadership likes the feeling of its power while the targets of prejudice tolerate it. During the industrial age the speed of communications was not critical compared to today and the barriers, social prejudice produced, had limited effect. With today’s fast changing trends there is a need for fast flowing quality information. Social prejudice reduces quality and slows the flow. Social prejudice is a chasm that separates information from the people who need it. Many leaders are too proud to reach across and ask for it, instead, they will ask someone for their opinion on their side of the chasm. In the technology age information is needed from the source, not chain of command, or someone’s theory. To stay competitive work environments must be free of social prejudice and leaders must be willing to cross social class barriers to seek information.

Command-and-control leadership is the most popular leadership style while being the least efficient. Why it is popular? Because it appeals to man's natural desire for power, control, and influence. It gives leaders a feeling of job security, of being needed and indispensable. It is disliked by people who must follow orders, especially when recipients feel the effects of social prejudice. Conflicts between managers and workers increases overhead cost. Managers spend much of their time finding ways to overcome worker's resistance while workers spend much of their time searching for ways to do less. Worker responsibility is a threat to leaders, because their ideas may be challenged, they may feel they are not in control, and they are uncomfortable with advice from those who they feel are inferior.

The reason command-and-control leadership makes money is because all of their competitors use the same management system. When a competitor empowers its workers, overhead costs come down and the command-and-control company will soon be out of business. This is how Wal-Mart stores’ is putting their competitors out of business.

Workers have the same natural desires, "My idea is best and I am in control." When it is the worker's idea and they are responsible, they will make their ideas work. Searching for a better way motivates workers, which makes them efficient. Efficiency is team effort where everyone from the CEO to the janitor is considered to have valuable information. Team responsibility produces a highly efficient work environment. This environment is free of social prejudice.

A small, but growing number of businesses recognize that team responsibility is extremely efficient and that social prejudice is a major barrier. To make responsibility effective they have policies that keep prejudices out of the system - Wal-Mart is an example. In fact, this is the way startups can penetrate the turf of established companies - Southwest Airlines is an example. Many established companies recognize how small startups are gaining the market share and are trying to change the mindset of its workforce. During an economic down turn surviving companies will be the ones who control social prejudice in the workplace and implement team responsibility concepts. The next generation of leaders will be free of social prejudice, will act as a coach, and will delegate responsibility with decision-making powers.
Creative Input - Employees versus Consultants

Every organization is searching for creative ways to expand interest in what they are doing. Primary search methods, is through its associates (usually employees) or consultants. Employees have detailed knowledge of the organization, but their closeness may prevent them from being aware of alternatives. Consultants do not have this detailed knowledge, but being an outsider they view programs from different perspectives. This is the basic service of consultants. But, there are many barriers leadership has overcome to accept or consider advice.

Consultants, problem solving:

When consultants interview leadership they soon discover that leaders are the ones creating the problems, but they blame it on everyone but themselves. Consultants also learn what kind of response leaders want. This is the dilemma; the organization is paying consultants fees, so consultants must tell them what they want to hear. Consultants interview employees, repackage the results, and present it to the organization. In the package consultants suggest ways staff can manage better, which was the problem in the first place. Employees react to leadership style. If leaders want employees to change, leaders must be the first to change; employees will react to the change.

Very often staff cannot do in-house analyze because of social prejudice in the organization. A well known example is between white collar and blue collar employees. There are problems on the frontline and staff does not want to be seen associating with them. A consultant firm goes to the frontline and asks what the problems are and what they think is the solution. They take answers back to the staff and get paid for it. The staff could have had the same information if they went to the frontline and asked questions themselves. It would have the added effect of making the frontline feel they are a part of the team.

Consultants, vision related:

There are organizations that have a clear vision of what they want to achieve, but they lack the knowledge base to achieve it. The consultant’s job is to research and add their expertise to customer’s vision. It is easier for an outsider to see alternatives than insiders. The barrier in this case is direction. The staff is faced with the dilemma of various directions that look promising, but which way to go. Consultants are open to alternatives and offer its opinions. In some cases the staff has already made up its mind which way they want to go and need to sell it to supporters. In this case the consultant firm gives an analysis of what they want to hear.

Employees, creative input:

Employees have detailed knowledge of the organization, have opinions, and could offer creative input if allowed to. As a rule, decision makers ignore input from people below their level, because of social prejudice. At lower levels there are people with skills and knowledge leaders may not have. This could be a threat to job security. Also, leaders do not want to hear negative opinions from people under their control; it is a reflection of their leadership. Organizations that offer learning opportunity and decision making responsibility to frontline employees have limited need for consultants. The organization is open to creative input from people who have hands-on knowledge. People seeking to be recognized, will be recognized.
A mission statement defines the goal of the organization. With a clearly defined goal everyone in the organization is focused, doing their part to achieve it. Many organizations do not have a defined goal which, during difficult times, causes divisions.

Using Captain Bligh and his ship Bounty as an example; the assignment was to sail to Tahiti, collect breadfruit trees, and deliver them to Caribbean ports. During the voyage Bligh had personal goals of demonstrating his power and authority. His personal goals divided the crew, there was rebellion, and the crew mutinied, setting Bligh and some of his loyal supporters adrift in the lifeboat. In the lifeboat there was unity and a new mission was understood, SURVIVAL. Both disaster and success was caused by the same leader. This was one of the greatest survival stories ever written.

Without a clearly defined mission, changing opinions, moods, leaders, to name some, are barriers to unity. The above photo symbolizes an attractive program that lacks unity or focus. Each boat goes out, sails in circles, and returns. The crew learns sailing techniques, but as a team nothing much happens.

With a clearly defined mission statement, people are focused and work as a team, making the impossible happen. The photo to the right symbolizes unity creating the WOW factor. The mission is to sail from point “A” to point “B,” the crew is united, and resources allow them to travel great distances.

A vision is a goal of what we want to achieve. When written out, it inspires then unites people to a common cause. It elevates energy, enthusiasm, and self-esteem of everyone. It conveys a sense of direction, discovery, and opportunity. The vision does not have to be laid out in detail; it is the direction that counts. It does not focus on today's problems, but rather on tomorrow's opportunities. When people rally around a vision, ways are found to overcome problems.

What is true for organizations is true for individuals. People who achieved their dream had it as their goal at one time; their success was not an accident. To achieve anything worthwhile one must be focused with a clearly defined goal.
Elements of the Visionary Organization

21st century workplace leaders are visionaries with the ability inspire and motivate. They are not only product visionaries; they are leadership visionaries who invent entirely new ways of organizing human effort.

Wal-Mart stores, Southwest Airlines, Google.com, and Amazon.com are examples of 21st century leadership. They are fast growing which means they need a continuous supply of new employees that meet their unique requirements. The basic requirement is natural talent. There is one problem with this; most people do not know what their natural talent is or their true capabilities. They can only be discovered through opportunity. This requires employees be offered opportunity at all levels, not just staff, to discover what they are.

Why natural talent?

In the entertainment and sports world, what makes performers popular? It is natural talent that is developed to a high degree. Formal education may or may not be a factor. In fact, these people started developing their skills at an early age through self-education. Because opportunity was in harmony with their natural talent, they became highly creative, motivated, love to learn, and were self-educated. They are the ones that develop efficiency.

Most people do not have opportunity to discover their natural talent at an early age. The formal education system helps some, but not all. The rest have to discover it through self-discovery or with the help of an employer. Only a few businesses are structured to help develop hidden skills. The ones that do are fast growing and highly successful, their leadership is in the 21st century.

Kmart versus Wal-Mart

1. In 1962 Harry B. Cunningham reorganized S. S. Kresge stores into Kmart. He was a product visionary with the ability to inspire and motivate. His vision was ahead of his time that gave him the lead in big box store marketing, but he used standard leadership that was common for the last hundred years. His outdated leadership style cannot compete with 21st century leadership style. They are now closing stores.

2. Sam Walton founded Wal-Mart in 1962. He was a product visionary with the ability to inspire, motivate, plus, he was a leadership visionary. His leadership skill, in time, left his competitors in the dust. They are continually opening new stores.

In Mr. Sam Walton’s book “Made in America” tells how he opened his first Wal-Mart general merchandise stores in rural farm communities. His new employees were young with no retail experience and no college graduate was going to accept a job in a small town general store. In Mr. Walton’s favor, he had a talent for recognizing people with natural marketing skills. To do this he gave employees opportunity to be creative. As a result his first store managers were high school dropouts with limited academic skills, but they quickly mastered marketing skills. He recognized natural talent and self-education work together creating a high degree of motivation.

As Mr. Walton expanded outside the farm environment he hired formal educated managers that majored in marketing. He noticed that his self-educated managers were out...
performing his college educated managers. His experience with inexperienced employees and his policy of developing their skills was sound. Today, Wal-Mart employees are given opportunity to discover their natural talent, when in harmony with company’s needs they are promoted. His store managers are selected from current employees based on natural talent and self-education skills.

During the 1980s the computer age transformed the way businesses operate. Few people at the time understood the potential of this powerful tool or were skilled in it. During this time most skilled programmers were self-educated, which means, this was their natural talent. Wal-Mart stores took the lead in computerizing its inventory and distribution system. The policy of selecting people with natural talent gave them a huge lead in software development. Their competitors could not find quality programmers or did not know how to select them.

**The creativity element**

It is the CEOs vision and his leadership that launches the organization. It is employees and their creative input that expand the original concept. Motivation inspires creativity and comes from any source including janitors and outsiders. People love to be associated with people that create new things and know how to get things done. I call it team education where the sharing of knowledge inspires ideas; then one idea inspires another. The quality is based on opportunity and experience.

**Elements that produce creative knowledge:**

- No division between staff and workers. At most the division is blurry.
- Creative ideas come from any source, in and out of the organization.
- Employees feel an ownership of the project, have responsibility.
- Opportunity with sharing of ideas and knowledge.
- An environment where people are willing to think outside the box.
- Natural talent based on personal interest and activities.
- Education opportunity that is in harmony with natural talent.

**Workplace elements that kill creativity:**

- Only selected people can offer creative ideas.
- Strong division within layers of management and workers. Groups tend to be protective of their information; it is a feeling of job security.
- Limit information to the need-to-know.
- Social prejudice.
- Employees are to follow orders without feedback.
- Leadership holding back rising stars because they are a threat to their security.

The ideal employee has discovered his natural talent and is motivated by it. He has self-education skills with a love to learn. In the education world this person is considered highly intelligent. In the entertainment world he is highly talented. For advancement, the following characteristics are considered:

- Natural talent (is highly motivated and makes quality decisions).
- Self-education skills with a love to learn (lifetime education tools).
- Formal education (introduction to life).
- Self-motivated projects (expanding skills).
Merging the Workplace with Education

Motivation in the classroom and workplace

This document refers to the attached chart that illustrates how the formal education system creates three groups of people. The political education establishment is searching for ways to force people into a one-system-for-all program. With this policy the system produces highly skilled professionals at one end while producing criminals at the other end. Results vary for people between the two groups.

The workplace needs to be managed as a lifetime learning opportunity. The public education needs to be managed in a way that supports workplace lifetime learning. Creating motivation for lifetime learning starts with self discovery, finding what motivates individuals. Project based education can achieve this, because projects are fun and it hides the education element. The workplace is a project based organization. Education that simulates the workplace would prepare students for the real world.

The three groups (See chart)

For people in group one, the current education system serves their needs, and societies needs very well. They have opportunity to acquire skills that gives them a secure future. In the workplace they are required to be in a perpetual learning mode expanding their professionalism. The workplace and education is merged. Their success elements:

- Highly motivated
- A love to learn
- Visionary talent
- Opportunity to share knowledge with coworkers (team education)
- Opportunity to expand skills to stay ahead of changing trends and technology
- The workplace is a lifetime learning center

People in group two do not have opportunity to learn about or develop success elements. They are offered basic skills that qualify them for a job. Once on the job they have limited opportunity to expand their knowledge base. When trends change, technology makes skills obsolete, or in an economic downturn, they are on the street with no marketable skills. With no money and heavy responsibilities they have to start over, possibly, going back to school. If the workplace was organized like it is for group one, their skills would not become obsolete, and they would not have to go back to square one.

People in group three refer to street gangs. They have all the success element that are in group one, except, their use leads to a self destructive lifestyle. They reject the formal education system, but they are highly educated through team education, the sharing of knowledge. Plus, they are highly motivated and visionary. Their goals lead to self destruction; yet, these people have success elements that organizations want and need. A way needs to be found to reach these people outside the current education system.

Group two and three has talent that is undiscovered and undeveloped. Finding ways to inspire these people is a potential gold mine. The education system can help them discover hidden talent with project base education. Projects are fun that hides the education element. The
workplace can help them discover hidden talent with expanded learning opportunity. For the short term, workplace learning opportunity may seem costly and highly inefficient, but over the long haul it brings many benefits to employees and the organization. It influences the mindset, meaning, this organization offers opportunity. Self motivated and visionary people, in all groups, will seek its association.
Leadership elements to consider

- Future visionaries are people who discover entirely new ways to manage human effort that helps people discover their natural talents. The organization and employees both benefit by creating wealth for both.
- Treat a person like an engineer, they will think and act as an engineer. Treat a person like a helper, they will think and act like a helper.
- Locking an employee into a position because he is good at it will lower the quality of all employees. Highly talented self motivated people will not accept a lock-in, if they are, they will seek opportunity someplace else. Policies control level of employee quality.
- Wal-Mart stores offer its employees learning opportunity for the purpose of finding natural talent. When found, they offer more related opportunity. These employees then develop quality decision making skills and move up the ladder. Naturedly talented people in decision making positions, is one element of company success.
- There are people that were once in a self destructive lifestyle, but found a way to break free. These people have the secret to break free. Their stories and how they found alternatives can be a game plan for motivating programs.

Education in game format

Today’s youth are hooked on video games, because they are challenging and fun. This is the new generation and society must join them, not fight them. The education system can offer the same motivation if designed in a game format.

Create a game that starts and runs a company that engages in international commerce during the 18th and 19th centuries. This was the age of world exploration and innovation from wind and water power to petroleum and electric power. Life was much simpler then which makes business concepts easier to understand. How projects were carried out and their results can be researched on the Internet. This would have all the elements of today’s classroom topics plus more, real life research and decision making.

Topics covered:

- International commerce requires understanding geography.
- Understanding political decisions to send exploratory missions around the world.
- Benefits of trade between countries.
- Understanding project financing.
- Understanding why products in one country are desirable in another.
- Suppliers and distributors of products.
- Transportation needed to move products.
- Understanding business concepts and the profit motive.
- Visionaries and how they create products.
- How profits motivate and create new opportunities.

Education tools:

- Project based education is the foundation for learning that is fun. Being fun, the
• 19th century was the start of the technology age. Inventions were very simple by today’s standards. Reinventing the steam engine or light bulb, for example, will inspire visionary skills.
• A traditionally rig sailboat will offer hands-on activities.
• Building models can duplicate inventions at low cost.
• A maritime seaport museum where tourist will offer real life decision making experiences to the students.

Education benefits:
• Reading, writing and math are mastered with real world problem solving that requires decision making.
• International commerce aboard windjammers has an element of adventure.
• They will learn about profit and loss. This includes failure and bouncing back from failure.
• Students will develop strong interest in selected elements of the program. This is discovering their natural talent.
• Research requirement is an introduction to self education, learning without instructors. This inspires the love to learn.
• Projects are risky and challenging. When successful they motivate, when they fail the challenge is willingness to start over. This is the real world.

Workplace benefits:
• On the job, employees will have an understanding of business functions and their responsibility to help the organization succeed.
• Employees will be trained in skills related to their natural talent. This one element that motivates people.
• Job entry employees will already have visionary and decision making skills.
• For the more ambitious, they will find ways to establish their own business.

Games of Commerce:
• Commerce during the mid 1700s between England and American colonies that led to the American Revolution.
• How the demand for whale oil sent windjammers to the four corners of the world.
• How the discovery of petroleum put the whalers out of business.
• The slave trade that influenced the commerce triangle between Africa, Caribbean, and America.
• The steam engine began the rapid expansion of technology. How entrepreneurs found ways to market technology.
• Commerce during the American Civil war. How new technology changed the way wars were fought and entrepreneurs that profited from them.
• How the invention of the telegraph and telephone created opportunity for visionaries.

Games of Government:
• Exploration and conquest. Captain Cook’s exploration of the Pacific Ocean.
• International treaties, negotiations, and conflict.
The Workplace - A Life Long Learning Center

The workplace should be considered the primary education center, because the average person spends 40 years of their life there. Doing their job plus expanding skills and knowledge should be standard policy. When there is an economic downturn there are many people on the street with obsolete skills. During their employment years they did their job, but did not expand their skills. This trap can be avoided with a leadership style that offers learning opportunity.

In 1948, Chuck Yeager was the first human to fly faster than the speed of sound. His formal education is limited to high school, but on the job he was exposed to workplace learning opportunity and took advantage of it. He discovered that his natural talent was flying and discovered he learned best through self education, learning without instructors. Because of his self education skills Mr. Yeager was the pioneer of space flight, but could not be considered for the Astronaut program because he did not have a formal education.

In 1905, John Stevens was the Chief Engineer for the construction of the Panama Canal. His formal education was limited to 8th grade. Starting at the age of 15, during the late 1800s he worked on railroad construction crews where he discovered his natural talent. He was exposed to workplace learning opportunity, took advantage of it, and moved up the ranks using self education skills. Being a product of frontline learning concepts he adapted the same style for his leadership. His success was noticed by President Teddy Roosevelt and was assigned Chief Engineer for construction of the Panama Canal. His leadership style was still in place when I started working there in 1963.

My story

My formal education was a disaster. In high school classrooms I was reminded that I was a failure 5 times a day, 5 days a week. One day I realized I did not have to take this anymore and walked away from the system. As a teenager I joined the Marine Corps, was sent to Japan, and with no training, assigned to the machine shop. With no instructor available I taught myself machine shop techniques. I discovered that being a machinist was my natural talent and discovered that I could educate myself. Back in civilian life I tried to enter a formal machinist apprentice program, but did not qualify because of limited formal education. I worked as machinist in small job shops starting at rock bottom wages. I advanced by job hopping until I was employed by the Panama Canal Company at the age of 27 earning top wages.

For employees, the Panama Canal is a life long learning center.

On the canal, transiting ships are the customers and they have priority. At the locks, where ships are raise and lowered, equipment must be maintained so as not to cause ship delays. I was given a sheet of paper that listed skills I needed to master over the next two years. First was to qualify on operating the towing locomotives that guided the ships through the locks. This training took six weeks with an instructor. Handling 900-foot long ships with hand signals from a pilot is an experience that takes time to master. Every craftsman must qualify to be employed there. After this I was given training on every phrase of locks maintenance. If no one was available for training, I was told to find a way to get it done. Employee rating is based on attitude, assuming responsibility, and ability to get jobs done, especially the seemly impossible.
Every year one of the locks chambers is drained so gates and valves can be refurbished. Steel plates on the 85-foot high wall, that seals the gates when closed, must be replaced. Each plate is 10-feet long and weighs 2 tons. The old plate is removed by blasting them with black powder, working from a hanging cage held by a crane. My leader assigned me the job of blasting, something I had never done before. After 10 minutes of instruction I was in the cage, setting charges, and blasting steel plates off the wall.

The locks needed hard hat divers and I was sent to diving school at company expense.

Late 1970s was the birth of computers in the workplace. The Panama Canal Company has always been a leader in adapting new technology. They installed time sharing computers in offices throughout the organization. No formal training was available except for the instruction manual. From maintenance machinist I was reassigned to the office where it was my job to write computer programs that are helpful to office personnel. There was no commercial software at that time, not even word processing. Writing computer code was the only way to do anything. The only thing I knew about computers was what I read in Popular Science magazines. With the instruction manual I went to work and found the challenge fascinating. IBM PCs soon replaced timesharing and software was coming on the market. To make a long story short, I retired as supervisor of the computer department.

**Opportunity like this** continued for the 25 years I was with the company. By the age of 45 I had an education most college educated people could only dream of. This success is the result of being in an organization that offers life long learning opportunity. Finding a company like this was the result searching for ways to fulfill my teenage vision of the person I wanted to be.
Motivation in the Workplace

Technical Schools & Natural Talent

When blue-collar employers hire from technical schools what do they get, intellectual talent or technical talent? What does the employer want intellectual skills, or technical skills? To enter technical schools students must achieve academic skills before they are allowed to develop technical skills. People who have natural intellectual talent are accepted, people who have natural technical talent are rejected.

Blue-collar employers hire technical students from the top of the class. One skill college students are good at is writing impressive reports, that is how they get to the top of the class. The problem is, people who can write impressive reports do not have natural technical talent. The person who has natural technical talent is on the street looking for employment. He is not an intellectual and his report writing skills are in the dumps. What kind of technician does the employer want, report writers or people who have natural technical ability to get the job done? Supervisors like report writers, because it makes the department look good on paper, which in many companies has priority over getting the job done. For this reason management gives high praise to students from technical colleges.

Technical Training via the Underground Route

It's not hopeless for technical school rejects. The alternative is to enter the professional world through the underground, meaning, bypassing the formal education system. The secret is to start in a small company that pays low wages. Employees natural talents are quickly recognized and opportunity is offered. This is how small companies can attract motivated young people.

The cycle continues... There are always companies that pay rock bottom wages, who always have openings, will ask few questions, and hire anyone willing to accept a position. These companies are entry-level training grounds for the development of technical natural talent.

When the technician gains some experience, he moves to a company that pays average wages. In time, he can advance to a large company at top wages. Top wage companies require wide experience and knows how to get the job done.

I call "job hopping" the underground route to the top. The downside is, many technically talented people never find the underground route, opportunity that would lead them to a professional skill. Employers who need natural talented technicians can’t find them because their hiring criteria place academic achievement high on the qualification list.

The quote, "Job hopping is bad for your résumé," does not hold up in the blue-collar world. Employers want experience and job hoppers have a greater variety of experience than someone who is a one-company person. The personal office will complain about a job-hopping applicant, but will hire him for the variety of experience. In the blue-collar world, an applicant can increase his salary 25% to 50% by changing jobs. He could not get that with his current
employer. Companies that pay top wages are not concerned with job hoppers, they are the end of the line. The plus side, they bring a treasure chest of experience, knowledge, and new ideas to the company.

I job hopped my way to the top.

The above statements are based on my experience as a machinist during my twenties, 1955 to 1965. They also reflect experiences of many coworkers. I was rejected by technical schools and companies with formal apprentice programs. My big break came with the Panama Canal Company, Panama. During the interview, the interviewer seemed more interested in my attitude than my experience as machinist. In fact, at this time, I had not filled out an application form at that time. At the end of the interview I was told to fill it out. On the job I soon found out why the attitude quiz. Craftsmen work with highly motivated coworkers in teams, a leadership style that was adapted during the construction days in 1904. I was assigned to a team and had ninety days to prove myself. Coworkers would determine if I stayed or went. I retired twenty-five years later.

Looking back at the interview, I believe my attitude profile was being tested and found to be in harmony with current employees. What skills I lacked would be learned in team environments. I also believe the interviewer knew I was at the end of my job hopping days and would retire with the company. The starting wages were double my former job, plus opportunity I never dreamed possible.

Some craftsmen I worked with had college degrees, but remained with the trade. Because of the responsibility mindset of the organization, there was greater decision making and promotion opportunity at the craft level than at the engineer level. Engineers made decisions on long-term projects such as adapting new technology, while craftsmen made decisions for the day-to-day operations. Employees, at all levels, developed high quality job skills. As a result, some of my coworkers and craft supervisors became self-made millionaires.
Survival During an Economic Downturn

Dramatic changes are taking place in the workforce. People who embrace new technology are discovering new opportunity while those who fight it are not fully aware of the fundamental changes taking place in our society. During an economic slowdown the fighters of change will be the first to go out the door or companies that fight change will be the first to shut down. In the following article I will compare opposing attitudes, fighting change, versus embracing change.

**Fighting Change** - People who fight changing technology want to maintain their comfort zone with familiar surroundings. (Status quo) As pressure for change grows they depend on others to protect their comfort zone through politicians, unions or other bureaucratic organizations. During their youth they learned a professional skill and plan to ride it till retirement, as their parents did. In the meantime, they do repetitive tasks (hourly, daily, weekly, or monthly) waiting for their turn to be promoted. As fighters resist change their efficiency falls further behind and in time their professional skill has no value to anyone.

**Embracing Change** - People who embrace changing technology thrive on challenges. They are independent thinkers who seek new opportunity, which is found in change. They are leaders of efficiency and they are the leaders of blunders. Trial and error produces blunders and this is the only way to find what works. The casual observer does not recognize increased efficiency of these people they remember their blunders. The person who depends on proven methods can’t understand how blunder’s get promoted ahead of those who maintain the status quo.

Technology is eliminating mid-level leadership. Decision making and responsibility is moving to the frontline by people who carry computers and communication equipment on their belt while providing the physical service. This trend not only cuts overhead cost, it speeds up service, corrects problems while still minor, and allows speedy recognition and implementation of efficient procedures. Competing organizations with layers of bureaucratic management can’t compete.

This trend requires new attitudes in our education system and work place. The assembly line replaced skilled craftsmen of the twentieth century, today; the computer is removing dependency on many academic skills. The new frontline worker is a technician with analytical skills who is in a continuous learning mode. This is achieved with challenges and a habit of solving them through self education.

Off the job, self educated people engage in self motivated projects, which expand the learning opportunity. The first learning phase is failure. With every failure they learn what does not work, then analyze, and develop new ideas of what might work. They also learn to accept failure and bounce back from it. With persistence, they find what works. One of the byproducts is learning how to finish what they start.

In the typical personnel office job applicants are asked how many years they spent in school. In worker responsibility organizations employers want to know what motivates applicants and their ability to manage challenges. Class grades have no value if there is no vision or motivation behind them. Today’s education system does not prepare students for workplace responsibilities, yet this is the future.

Motivation in the Workplace
During an economic slowdown businesses are forced to cut overhead cost. During the twentieth century frontline people were first out the door. During the recession of 1992 and 2003, middle management, people who fought change were first out the door. Today, technology is available to replace the middleman. During the 1990s companies have been slow to take action because of the morale factor in a tight labor market. In an open labor market there is no hesitation. The person who survives, maybe advances, will be an independent analytical thinker who seeks challenges and willing to support change that will get the job done efficiently.

![Life Span of a Professional Skill Diagram]

<table>
<thead>
<tr>
<th>Year Entering Work Force</th>
<th>Life Span of a Professional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900 - 1950</td>
<td>40 Years Skill Good Till Retirement</td>
</tr>
<tr>
<td>1970 - 1990</td>
<td>20 Years Skill Good Till Middle Age.</td>
</tr>
<tr>
<td>2000 - 2010 ?</td>
<td>10 Years Skill Becomes Obsolete at Age 30</td>
</tr>
<tr>
<td></td>
<td>Today, computer technician’s current skill has a three year life, then it is obsolete.</td>
</tr>
</tbody>
</table>
Self-Education

Learning without Instructors

It is possible for man to educate himself without help or support from others. In fact, when we learn the art of self-education (learning how to learn versus how to be taught) we will find, if not create, opportunity to find success beyond our wildest dreams. Self-educated people are not dependent on others for knowledge. If they need a specialized skill, they know how to acquire it without dependence on authority. Unknowingly, people are promoted by their ability to learn new skills fast. Bosses may not recognize how people learn, but they do recognize the results. People, who know how to educate themselves have choices, they have the ability to advance in any endeavor.

There are many ways to acquire a skill that has value to someone else. Everyone is unique and this uniqueness has value, but only the individual can explore and discover what that uniqueness is. People who do not depend on authority for guidance can start now. People, who want someone to show them the way, may never get started. Dependency on self to develop skills is a powerful skill in itself. This is the tool of super achievers.

"All men who have turned out worth anything has had the chief hand in their own education." -- Sir Walter Scott

Dependency on self to develop skills is a powerful skill in itself. This is the tool of super achievers.

Some History on Self-education

Before 1960, self-education was a highly desirable and acceptable form of education. When the astronauts were chosen, the first requirement was a college education. This eliminated the man who made space flight possible, Chuck Yeager. His formal education was limited to high school. From that time on, society no longer recognized self-educated people. It is now becoming a lost art.

Man has always been able to educate himself without instructors. In third world countries, there are limited education opportunities — self-education is the only way to acquire skills. Up until about 1960, a job applicant with self-education skills was desirable. Chuck Yeager was the first man to fly faster than sound, yet his formal education was limited to high school. His skills helped us learn how to put man in space. When the first astronauts were chosen, Chuck Yeager, the man who showed us how, was disqualified because he did not have a college education. From this time on, self-educated people were not recognized on employment application forms. In the last 40 years, self-education has gone underground. It is still active, but is not recognized by society.
The Panama Canal

The Panama Canal Commission has always adapted advancing technology as soon as it was available. This may be tradition from the construction days. Because of the demand for skilled employees in advancing technology and lack of formal training opportunity, the Commission has to rely on the self-educated. This was especially true during the construction days when most of the workers came from Jamaica with almost no formal education.

Mr. John F. Stevens, the chief engineer, did not have a grade school education. He understood self-education concepts and implemented a leadership style that took full advantage of man's ability to educate himself.

"If employers treat their employees like engineers, they will think and act like engineers. If they treat them like helpers, they will think and act as helpers."

The Panama Canal Commission treats blue-collar craftsmen like engineers. As a result, they make decisions equal to that of college-educated engineers in the United States. In most parts of the US, blue-collar craftsmen are treated as helpers.

My ability to educate myself is the secret that open the doors of opportunity. Number of years in the classroom may determine the ease of getting a job, but self-education skill determines the ability to advance.
**About Captain Bob Webb**

Bob was raised in Summit, New Jersey. His school years was a disaster and walked away from the formal education system at the age of 16. His super achievement skills were achieved through self-education techniques, skills he continues to use today. He says, "The ability to educate myself made it possible to break through society imposed barriers and be the person I dreamed of being."

At 17, he worked on an automotive assembly line in Michigan, at 18 he worked for the FE gold mining company in Fairbanks, Alaska. In 1954, at the age of 19, he joined the Marine Corps in Kodiak, Alaska. Six months later, in Japan, his machinist career started when he was put in charge of the 3rd Engineering Division machine shop. (Details in article “How to Make Dreams Come True”.) In 1963, Bob started his employment as machinist with the Panama Canal Company, Panama. In 1968, the company sent him to hard-hat diving school, after which, he performed maintenance on the gates and valves at the Locks Division. In 1970, he worked as machinist for the Navy Undersea Research and Development Division in Kaneohe, Hawaii, helping them develop their mammal warfare program. In 1973, Bob went back to the Panama Canal Company and became preventive maintenance supervisor. He retired in 1988 as supervisor of the computer department. In Guam, in 1990, he received his Coast Guard Captain’s licensed for tall ships and became dive boat captain. His current project is promoting motivation techniques for at-risk youth in the maritime world. He is now living in Goose Creek, South Carolina, USA.

**His Adventures**

As a teenager, Bob dreamed of jungle and sea adventures. During his early years he believed dreams were just that, dreams, they really don’t come true. At the age of 27, he found the courage to take action to make those dreams come true. At that time, he moved from Oklahoma City to Hawaii where he met active adventures, people doing the things he dreamed of. This is when his life as an adventure came true.

- 1962 - Bob helped crew a 36’ sailboat from Hawaii to Los Angeles, a 30-day voyage. One of the crewmembers was 20-year-old Joyce from British Colombia, Canada, who was finishing a two-year trip hitch-hiking around the world. During the voyage, she fascinated the crew with her travel experiences. The association and experiences on this voyage changed Bob’s life forever, giving him courage, motivation and a driving
determination to be an achiever.

- **1962 -** Bob hitch-hiked through Central America with the goal of traveling down the Amazon River. By the time he reached Panama, he was out of money. The Panama Canal was hiring and Bob signed on as a machinist. There he found coworkers who hired on for the same reason, they were traveling through Panama when they ran out of money. The highly motivated attitude of coworkers impressed him. He met a machinist who was a freelance writer for *Yachting Magazine*. A security guard loaned Bob a book he had written and published about the Panama Canal Zone. At the nearby Yacht Club, a number of yachts were under construction by company employees. In this can-do environment, the Panama Canal became home base for Bob’s adventures, on and off the job. He was soon promoted to a hard-hat diver and retired 25-years later as supervisor of the computer department.

- Panama had an environment where Bob could develop ideas into workable projects. He set a goal of rediscovering how the Polynesian people traveled between Hawaii and New Zealand 2,000 years ago. Their boats were dugout canoes and they had no charts or navigation interments. The art of these high seas adventures was lost long before Europeans came to the Pacific. Bob’s next goal was to rediscover this lost art.

- **1963 -** Bob traveled down the Amazon River by riverboat and raft. During this voyage, Bob took notes and made drawings of construction methods with supplies found in the jungle. With the ability to think
and work like people without modern tools, Bob could advance to his next adventure.

- 1964 - Bob had the Choco Indians build two forty-foot dugout canoes. He shipped them to Tahiti where he built a replica of a Polynesian double hull voyaging vessel. The goal was to sail it from Tahiti to Hawaii. During the three days at sea, Bob discovered the two heavy hulls worked against each other and would soon breakup.

- 1970 - Bob sailed a 36-foot single hull dugout with double outriggers, Liki Tiki Too, from Panama to Hawaii. The 5,000 mile voyage took 68 days. Dugouts with outriggers can cross any ocean.

- Bob discovered the Polynesian method of navigation. He calls it comfort zone navigation. He says intuitive senses leads man to any goal he establishes, whether it be in business or sailing a dugout canoe to a distant island. He refers to Captain William Bligh after the mutiny on the Bounty 200 years ago. Captain Bligh and eighteen of his loyal crewmembers were set adrift in a lifeboat. Without navigation tools, they sailed
the open boat 3,600 miles through uncharted waters to the Dutch colony, Timor, near Java. This outstanding achievement is only possible with comfort zone navigation. Intuitive forces helped the crew make the right decisions. Polynesians used the same navigation method.

- 1976 - Bob was navigator on the Panama Canal’s tall ship *Chief Aptakisic*. He helped take 14 teenagers to New York’s bicentennial celebration up the Hudson River. In Panama waters, Bob was Captain.

- Bob had designed and self-built a 50-foot ketch named Hunky-Dory. With his wife Joan, they sailed the Atlantic and Pacific Oceans for three years.
Motivation in the Workplace

About the “Motivation Tool Chest” Website

Most topics in this booklet can be found at my website where there is more information on concepts in this booklet. At the download page you can download this booklet along with others I have written.

- At the home page there is more information on workplace leadership.
- At the download page there are tools to help you become a super achiever.
- At the Motivation in the Workplace webpage there are more topics on workplace motivation.
- At the Education and Motivation section there is information on self education, dealing with obsolete skills, and starting a new career.
- About Bob Webb
- The story behind the website.

People who have a vision control their destiny and lifestyle.

For people without a vision, their destiny and lifestyle is controlled by others.

Bob Webb

motivation-tools.com