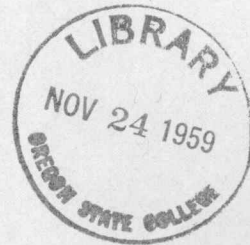


LEADERSHIP IN FORESTRY

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## TABLE OF CONTENTS

LEADERSHIP DEFINED.....	3
QUALITIES NECESSARY FOR LEADERSHIP.....	5
SELECTION OF LEADERS.....	17
DEVELOPING OF LEADERSHIP IN ONESELF.....	26
METHODS USED IN MAINTAINING ONE'S LEADERSHIP...	34
CONCLUSIONS.....	37
LITERATURE CITED.....	

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-PREFACE-

In preparation of this thesis the author does not lay claim to new or quantitative data. He has merely attempted in his humble manner to present in one paper a summary of the general field of leadership. As the title indicates the leadership pertains to the field of forestry but as all leadership deals with persons he has adopted his material from many sources.

It is evident that others have given this subject much consideration. Mr. O. D. Adams, superintendent of vocational education for Oregon, in his opening remarks to the newly-organized class in "conference leading" said that leadership in forestry was the most difficult to teach of any type that he knew because of its broad scope.

The subject of leadership is still in its embryonic stage and controversy about it runs rampant. So it is expected that many will differ with many of the views set forth here. The author does not intend to set forth rules or axioms which, if strictly followed, will make a leader of every one. But it is hoped that some of the views expressed and general ideas brought out will help those who desire it toward a better understanding of the general field of leadership and help them to orient themselves in the field and realize its potentialities.



## LEADERSHIP IN FORESTRY

## INTRODUCTION

The more this writer delved into the subject of "leadership" in Forestry, the more he noted its similarity to true silviculture practice--that is, that few rules can be said to apply throughout. One man may become a leader by an entirely different route than another. One type of leadership will do for one person and not phase another; also, one method of leadership will work on that person at some times and at other times he will ignore it or perhaps become antagonistic toward the one who is attempting to lead him.

Formerly, the fad was a leaning toward "industrial engineers" who made studies of machines in order to increase production; today, we are leaning toward what might be termed "incentive engineers", who are studying men for the same purpose. Today is popularly termed a machine age, but never was there a time when demand for ability and ingenuity of men was greater. According to the Personal Management Bulletin series of 1930:

"The personnel work in the Forestry service has nearly kept pace with that of industrial management, although a government branch is usually not noted for its progressiveness." (12) Lesson No. 1.

This progress has been made possible through the

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FOOT NOTE: The numbers in parenthesis indicate the item in list of literature cited.



exchange of ideas, experiences, and discussions, and by an analysis of personnel problems and other factors which help or hinder the work.

## LEADERSHIP DEFINED

Because of the various experiences, observations, and deductions of many men in their own field, leadership has been defined in numerous ways by different authorities. Charters says in brief: "Leadership is self confidence and assurance, a psychological self-sufficiency." (4) This, although correct in the way he meant it, is not inclusive enough because it does not distinguish between what is ultimately good leadership, that type which will be sustained over a long period of time, and that type of leadership which has apparent success for a time, but finally recedes. The other necessary qualities for leadership will be discussed later under qualities of a leader. According to Wollenberg:

"Leadership involves courage, intelligence, initiative, and knowledge, assumed to make up 50, 30, 15, and 5 percent, respectively, of the total." In speaking of foresters he says, "Foresters have knowledge and a sort of latent intelligence, but their courage and initiative are practically dormant, while in lumbermen, initiative and blind courage predominate." He suggests that combining the two, merging their separate resources and qualities, would make for a well-rounded leadership type. (20)

Wollenberg took his quantitative percentages of each quality from a great military leader who served during the war and later became a leader of a large engineering project. He does not indicate who this

person was, but this figure was probably established on a personal basis rather than on any scientific study; in fact, to date there seems to be no scientific way of getting an actual mathematical analysis of human qualities which is any better than a mathematical statement of a generality. He berates foresters for their laxness in taking advantage of their opportunities for leadership, and points out that by combining the qualities of foresters and lumbermen both groups would be mutually benefited. This is all right if the proper combination can be brought about, so that the best qualities of each are preserved in their proper relation to give a balanced whole. But who is to judge what balance is to be struck? Who knows what combination of qualities is best for the respective groups? From the standpoint of qualities quantitatively combined the definition of proper leadership is as much unsolved as ever. William M. Proctor, professor at Stanford University, says:

"A leader is a person with social, moral, political, or economic ideals which he is endeavoring to translate into concrete achievements. He is one who has such strong convictions that he is willing to stake his entire future upon the forwarding of his purposes. To reach his goal he must not only have great faith in his cause but also an abiding faith in himself. Physical and moral courage must be his in a large measure, and he needs to have such powers of oral or written persuasion as to attract many followers to his banner. Likewise he must be able to dramatize his appeals for support in order to capture the imagination of those whom he wishes to attract to his cause. The qualities which enable a leader to make progress toward his goal we call personality qualities. Most of these qualities are related in one way or another to character. Such



traits are not inherited, they are for the most part acquired, and can therefore be developed through training and environment." (13)

In the preface of David S. Muzzy's new book, "American Political Leaders", he draws this analogy about political leaders:

"The history of the world is similar to an hour glass and the name of an individual, like Washington, Lincoln, and many others, is at the apex or the waist of the hour glass. He is the result of innumerable historical factors. He is the focal point. He gathers the experience of the past, passes that experience through the lens of a distinctive intellectual, emotional and moral endowment, and sends it forth in ever widening rays of influence for good or evil, to grow steadily more penetrating or to fade into feebleness according to the inexorable judgments of time." (11)

#### QUALITIES NECESSARY FOR LEADERSHIP

The question of qualities necessary for leadership by nature somewhat overlaps the field of definitions of a leader, and, as with the definitions, there are different opinions both as to qualities necessary and quantities (if they may be spoken of as such) of each quality necessary for one to become, and to maintain himself as a leader. But in general there is a concurrence of opinion as to several of the most important qualities. It seems to be generally agreed upon that these qualities of leadership are not the same for different individuals, nor do they remain the same over a long period of time for any one particular person.

It can be said that the qualities necessary for a leader are, therefore, those qualities which will best help

him accomplish his purpose. He must be able to visualize for himself and defend, sometimes alone, his objectives. It would be well here to briefly discuss some of the purposes or objectives which a good leader should accomplish. This resolves itself into three phases. First, he must plan the steps necessary to accomplish the task. Second, he must be an organizer--that is, he must arrange the steps or objectives to be accomplished, in the order of their importance and the order in which they may be most efficiently achieved. Lastly, he must bring about the energization of the group with which he has to work in such a way as to give each member an important part in the program, to make him feel as if it was his own plan. This helps a great deal in forwarding the plan because it is a granted fact that people are much more apt to forward their own ends, in preference to the wishes of someone else. Each person should be made to feel that he is the key unit and that he must not be lax in his part of the program. This is sometimes spoken of as morale building, which will be taken up in more detail later.

The qualities which leadership demands seem not to remain constant from day to day, from individual to individual, or from situation to situation. This in itself tends to complicate anything which would tend to approach a satisfactory basis upon which to select leaders. Monroe E. Deutch says in regard to this situation:

"Immature leadership in school or college, while it

may bring one to leadership at maturity, has comparatively little relationship to it." (6) To prove his contentions he cites some statistics showing that from among eighty-one Rhodes scholars representing the United States for the two-year period, 1904-1905, only twenty-seven, or one-third of them, were listed in "Who's Who" during a period ten years after they returned to this country. And they had been chosen for sterling qualities, chief of which was the instinct for leadership.

This alone does not prove conclusively that those who were selected (even on a basis of leadership) were not leaders, but it does point out, in a measure, that present leadership tendencies are not particularly conclusive as to future ability along that line. Also, if the Rhodes scholars were selected upon what might be termed 1905 leadership qualities, by the time they had returned to the United States their type of leadership was partially antiquated. Whatever the reasons why they did not become leaders upon their return, the case points out clearly that a change in qualities necessary had taken place during their absence, and that they did not fit well as their early promise had indicated.

Other traits a leader must have are energy, perseverance, enthusiasm, patience, and courtesy. These qualities somewhat overlap the others, but in general it is well to try to possess them. He must constantly keep studying so that he will keep ahead of the men in at least that particular job; also, study aids his own advancement. He must be able to carry on in the absence of instructions or when the instructions are not specific. The leader must make himself



understood--that is, he must speak in terms the men can understand. He should thoroughly outline his plan, position, and purpose before beginning to carry out the work. To be able to do this the leader must have a technical knowledge of all the things he is trying to put over.

Another important quality a leader should have is teaching ability. Teaching can be classified, according to the method used, into two types, subjective and objective. The subjective, or the detailed, type of teaching is generally used for men on short jobs, or with men who may not be able to cope with the objective type. In subjective teaching exact orders are given, the method of procedure clearly shown and each man trained into his specific job which is to be carried out in a given manner. On the other hand, objective training requires group morale for its success. It does not use direct or specific orders as to how the job should be carried out. The objectives or purposes are merely, outlined and a man left "on his own" to choose the method he will use to accomplish his task. This method is only possible with men of high intelligence, a sense of responsibility and morale, and with men in long time, important positions which require balanced judgment on important items. The effect of morale is to "unite the group into a compact unit; it subordinates the will of the individuals to the will of the group." (17) It is the binding power of a common obstacle to be overcome. Any

leader should strive continually to unite his group. Any act of a leader which has punishment for its motive will tend to be reflected in a lessening of morale and a lowering of standards of production.

The choice of the method of teaching depends upon the attitude of the present leader toward situations with which he is faced. The factors such as cost of instruction in time and money; the qualities and intelligence of his men, his own knowledge of the situation, both technically and philosophically, and the attitude of his superiors, are what determine to a large extent the method the present leader will choose. They will also have a bearing on how he will carry out the type of teaching he decides will be best for that particular situation.

In making corrections the leader should act positively and promptly, because errors on the part of the men tend to become habitual. He must explain how and why the error was committed, the things leading up to it, and the results accumulating from it. All this requires infinite patience and toil. In leading or teaching one should not try to cover too much at once or expect too much too quickly. Men of action must act upon a new idea before they fully appreciate it. That is, they must begin to carry out the project before they get its full import.

In leading one must take into account the various instinctive, individual reactions of persons. According

to Thomas (18) there are four important fundamental desires which one must recognize to become a successful leader with the least friction. One is the desire for new experience--it seems there is a bit of wanderlust or curiosity in each of us. This means that the leader should let his men try new ideas which they think are useful and perhaps are actually valuable to the job, thus technically as well as psychologically helping the man whose idea it was. The second is the desire for security. This means that although one has the desire for new experiences, this second desire acts as a governor in suppressing the first. Although these two tendencies counteract each other in a measure, the chances are that first one will hold sway and then the other. Another desire which in opinion of Thomas is quite strong is the desire for response. Under this come things such as love and desire for praise, social prestige, and political power. A leader should give praise when it is justly deserved but it should be used with caution because too frequent use causes it to lose favor, or it may even produce a negative reaction in some people, especially workmen. The fourth fundamental principle is desire for recognition. This means nearly the same as desire for response, except that it is a response from a larger, more varied group of people.

Even while considering the individual characteristics of the men it is necessary to keep in mind the objectives set up by various authorities. President Elliot of Harvard



(8) points out that education should produce three results: First, the power to observe, second the power to describe, and third, the power to make wise decisions and sane judgments on the basis of the facts thus observed and described. Thus a teacher, being an educator and leader, has this same group for his objectives. Complete attainment of these objectives is not possible, but one can strive toward that end. In striving toward the accomplishment of these objectives the problems of the teacher are practically synonymous with those of a leader. "The thing the teacher does indicates the essentials of good executive leadership. He knows definitely what he wants done. He explains how he wants it done. He checks up on what is being done. He has set the minimum requirement and explained the reasons for it."

Another very important quality that is necessary for time-honored success is that of honesty. Honesty does not altogether apply to financial dealings, but it applies to habits of thought in dealing with men. The putting of personnel dealings upon a factual basis is a very human thing to do. It means giving a man a "fair break", treating him as he is and not as the executive thinks he is. As before mentioned the peculiarities of the men's personalities are factors with which the leader must deal. The leader's ability is judged by his success in handling the material at hand.

The leader must be able to energize his group, that

is, get them interested and keep them interested. One method of doing it is to get them mutually interested in something and then swing the conversation around to the channel in which he wants it. Tie them in concretely, show them where they can help, give them a responsibility. Some leaders use Benjamin Franklin's trick: get them to do a favor for him.

Another characteristic which the leader must have to attain the greatest success is a pleasant personality. Perhaps it is best to explain what is meant by personality before stressing its importance. To explain personality, it seems appropriate to hark back to the Latin derivation of the word. It comes from the word "persona", meaning mask, and all too well it fits its present day meaning. Personality or a group of personalities are largely masks. A personality or mask is used which is thought to be appropriate for the occasion. The personality or group of personalities are a product of interactions of nearly all other personalities with which that individual has come in contact, plus a set of reactions toward the various situations in life to which he has been subjected. Personality is not a stable product, but it is in a constant state of flux, changing daily, or hourly. An important event in a person's life can change him almost instantly; for example, the sudden death of some one dear or a jilting by a lover.

The general consensus of opinion has it that the greatest and most permanent sets in one's personality are made in the

first few years of his life. Although the later personalities and contacts with which a person meets may change him some, the change is largely on the surface, so to speak. The fundamental sets are still present and only await the proper situations for their release. To apply this to oneself from a leadership standpoint might at first appear hopeless because we can't go back and change our childhood environment or the personality we have built up, but we can greatly alter our present personalities and they will remain so for all practical purposes. These two sides to personality: the overt part, that which can be seen by others and the covert, that part which is concealed, or hidden within the self, seldom if ever exposed to the "light of day". Both are capable of great change and to be a teacher, leader, or worker of the highest type requires constant effort to improve one's personality.

Mr. J. D. Coffman, in speaking of qualifications for Park Service employees (and it might well apply to Forest Service employees), has this to say in part:

"In National Park service, as well as in every line of work that has to do with public contact, personal qualifications of the highest character are essential, irrespective of the employee's scientific training." (5)

The personality, appearance, and judgment of a leader must be such as to enable him to deal with his men or the public in a manner that will create a favorable impression for the service. Some other essential qualities or



characteristics which will barely be mentioned are that; he must have energy, good physical condition, and stamina to enable him to endure long periods of hard labor. And by no means the least important quality among the others is that of initiative. Coffman said that "unless a man is endowed with these essential qualities, college training will not fit him for the duties of a park or forest ranger or any advancement along that line. Thorough training in English composition and public speaking is highly desirable in any case, and is essential to those planning on entering the educational division. Also courses in psychology, educational methods, and first aid were suggested to better prepare one for a position as a leader. All of these courses are helpful in building up one's personality. They make him feel sure and self-confident, add poise, and aid in creating a better impression upon the men and the public.

On the question of the part personality traits play in life, the Business Educational World has this to say:

"In some types of work it is more important than others; in every case it is an asset--the lack of it a detriment. It is most important when one has to meet the public----". (3)

A short article in the magazine, "American Cookery," entitled "Streamlining" gives a very interesting analogy on personality. Streamline our personality, "don't leave ugly knobs or deep valleys which increase resistance to

your getting along with people." (1) The best thing for one to do to judge whether or not he is actually streamlined is to analyze himself, to see if he is self-centered or not. The article states further that in Mrs. Armbruster's opinion, based on a number of years of close observation, "I believe that disposition, rather than ability, keeps jobs." That discretion and pleasant manners are more at premium than workmanship is evident. In other words, the person with a pleasant personality is harder to find than the man with skill in workmanship. The person with only technical skill is apt to have a more difficult time than the person with the same degree of technical skill plus a pleasant personality.

Personality is the sum of all our attitudes. Attitudes are mental habits or tendencies to act in specific ways toward given objects or persons. They are predetermined modes of response. A certain set of responses that have taken place are much more likely to take place the next time you meet an individual whom you do not like, but you force yourself to smile at him each time you meet him. Each time it will become a bit easier until finally it will require practically no conscious mental or physical effort. You have altered your attitude physically and, in all probability, mentally toward that person. Thus it is that habits and attitudes can be changed. Therefore personality, which is not much more nor less than groups of physical and

mental habits, can be changed. Naturally most changes are subtle and gradual, but change is possible of achievement if one wills it. One need not fear that all his (secret) personality traits will be disclosed. Even his most intimate friend can never know all of his personality; his supervisors can only see him from one or two angles. The men under him can only see, at most, several of his various personality traits and attitudes. In general it is said the more intelligent and integrated a person is the fewer personalities he has. It is said also the more intelligent the person the more adaptable he is to his environment.

In judging the personality of others, the leader should be very cautious about making hasty decisions. He is apt to notice those traits toward which he is most prejudiced. In some of his men he will tend to overlook traits that are harmful. In others he may magnify one trait or fault all out of proportion to its actual size.



## SELECTION OF LEADERS

Leaders have always been needed more or less, and various types of leaders have held the spotlight from time to time--but the era into which we are now moving demands leaders in the fields of economic planning, of social cooperation, and of political control, of a type that will preserve us the objectives of our democratic institutions, not necessarily in their original form but flexing them to meet new conditions. We need industrial leaders who will recognize that ownership of means of production carries with it the responsibility of stewardship, and that this trust must be administered in the interest of the workers and consumers as well as the owners. We need educational leaders who can discern the need for a new type of educational procedure that will result in the discovery, training, and stimulation to effort of the various kinds of leaders.

The prevalent method of selecting leaders has been that of trial and error, which results in loss of time, money, and enthusiasm, perhaps never achieving the goal. If we had experts who could give mental aptitude tests, they could advise us. But as yet we do not know about the qualities needed in various fields, nor do we know very nearly the human qualities possessed by individuals which would seem to fit them to particular life situations. You may venture that if these intelligence tests will not give the authentic information, what will. The point is,

there is too much reliance placed in the validity of these various forms of tests. There is a blind belief that they have the psychic power which never fails to produce the true answer. The absurdity of this belief is shown in the following quotation taken from the Oregon Journal of March 17, 1935:

"Present day intelligence tests have just two claims to scientific validity, it was declared by Dr. H. R. Taylor, acting head of the University of Oregon department of psychology and director of personal research. The first is that the tests measure relative efficiency in a kind of human performance which is remarkably stable throughout a long period of growth, and second, that the ability to do complex and abstract thinking has a surprising degree of generality.

"The most dangerous misunderstanding with reference to the use of intelligence tests results arises when they are regarded as a substitute for the best human judgments that can be made. We live, and must continue to live, in a world where an enormous number of very important decisions must be made day after day in terms of fallible human judgment.

"The trouble comes when we try to substitute a test result instead of using the test for all it is worth as a tool in arriving at better judgments. Test results in the hands of one who knows little about their meaning and is clumsy in handling personal situations may be nearly as bad as proceeding on the basis of pure hunch.

"Dr. Taylor pointed out the limitations of tests, but at the same time warned that the meaning of so-called 'personality tests' is far less certain. Intelligence tests are at present on a much sounder psychological and scientific basis than these other attempts to measure important domains of conduct." (16)

"We need to know all we can find out about his character traits, since these have a great influence upon a person's capacity for leadership." (7)

Dr. John Dewey tells us also that character is not revealed in a single act but is an observed tendency to act in certain definite ways over a considerable period of time. Such traits can be discovered only by careful observations; those tendencies which need strengthening can be developed and those that are over-aggressive can in a measure be toned down so as to be in keeping with the situation.

The selection of both leaders and workers has been carried on in various ways, but most generally it is based on personal judgment. Some of the most prevalent methods used for selection are formal application, the applicant's photograph, a letter of recommendation, personal interview, personnel record, aptitude test, and physical examination, et al. These methods can be classed roughly in two categories. First, those based on the personal judgment of the one selecting, or upon the judgment and honesty of the one who employed the man formerly. Included in this first class are the formal application, photograph, letter of recommendation, personal interview, and personnel record. Sometimes a combination of any number of them is used. They all possess the same inherent weakness: they are based on personal opinion or judgment alone. In many cases this judgment has been formed on what would be statistically termed



poor sampling; that is, an opinion has been formed on only a few incidents, or perhaps only one. It might have been formed upon a chance remark made by someone who is prejudiced and has a poor basis for his remark. In any case, whether this judgment is favorable or not, it is rarely accurate and works an injustice either on the man himself or his co-workers.

The second class is somewhat more scientific, being based on the applicant's intelligence, knowledge, and capability. In this class are aptitude test and physical examination. The former supposedly tests the intelligence and knowledge of the applicant. In general, the aptitude test, if properly administered, will give approximately the desired results. The physical examination likewise will give approximate results from a physical fitness standpoint, but it does not guarantee what a man will do in a crisis, or how much of his physical capabilities he will put forth in honest effort on the job.

In Local Extension circular 165, on the subject of local leadership as an aid to training in 4-H club work, there is this to say, in part: In selecting adult leaders for boys and girls in club work, we need to keep in mind two things: First, what qualities attract the boys and girls to the adult? Second, what is it we desire to

teach the boys and girls? Selection and encouragement are more important than training--to maintain the "fighting edge." (10), the enthusiasm, which is the expression of all leadership, we must give encouragement, appreciation and understanding. Having found qualified leaders, keep them, and most of all do not overwork them.

Throughout this discussion one should be aware of the fact that we cannot speak of leadership without inferring its complement, "followership." Either is practically non-existent without the other. Also, in speaking of a leader, it should be recognized that the same person will at one time be a leader and at another time a follower or even a worker. So what is said of a leader applies to any person who wants to be a successful leader or to be selected for that kind of position by present leaders.

After analyzing the qualities or factors which the individual has and the qualities the situation calls for, training and guidance can begin both in educational and extra-curricular activities. Extra-curricular activities give one the opportunity to unleash the outstanding qualities which he has.

According to the Personnel Management bulletin, one of the outstanding weaknesses of our present leader selection system is that:

"We think we know men, particularly as to value and

characteristics. Our greatest fault as an organization is our failure to use the records we have. One man is rated high by one instructor, low by another--the man is the same but the memory picture held by each of the instructors is different." (12)

When "bosses" rated employees, it was found that the personality and prejudices of the rater entered into the results to almost as great an extent as that of the employee.

To give some idea of the reactions to various common situations arising between men and employers, some excerpts from the following article are presented: Carroll L. Shortle, (15) in a short article entitled "A Clinical Approach to Foremanship," in the October, 1934, issue of the Personnel Journal, says that the foremen, in reporting their best methods for handling subordinates, tended not to advocate the stricter methods but to practice suggestion, to give praise for a good job and to consider individual differences. On the other hand, 28% of the workers interviewed preferred a command to a suggestion when being given instructions, and 24% preferred the foreman to use the word "you" rather than "we" in conversing about a job. There was a strong feeling among nearly half the men that home and financial affairs were none of the foreman's business, but that he might be of some help in an emergency. Almost 96% preferred to be corrected in private rather than in front of others, but only 52% preferred individual correction in



which it was suggested that something might be wrong, the worker being given a chance to find and correct his own error.

Nearly 48% of the workers believed punishment, such as layoffs and demotions, to be a good thing. Some 20% preferred criticism to praise, or to equal amounts of praise or criticism. Sixty-four percent reported they liked lots of responsibility.

The majority preferred the foreman to be near their own age, have more experience in the company than they, and be an American rather than foreign born. This latter applied more noticeably among American workers. About 32% considered praise for a good job to be the best thing on the part of the foreman, while 28% felt the one worst thing a foreman could do was to reprimand in the presence of others.

Those workers who preferred being commanded did so because they thought they could understand instructions better. Three employees enjoyed having a stern boss.

Those who preferred considerable responsibility to close supervision gave as reasons either that they feel confident of the job or that having the foreman watching them made them feel uneasy. From the author's personal experience he recalls that when at a task of considerable importance and at which he was not entirely confident, he was made to feel uneasy when being watched closely. But

recognizing that this feeling should not be, he has, under most circumstances, been able to overcome it, thus, indicating to a degree what can be done to improve one's reaction tendencies. These results indicate the importance of taking into account individual differences when handling others. "What one man enjoys--another rebels; and another is frightened. . . ."

In general, all foremen noted for being rather strict with their men were men reared in homes where strict discipline prevailed. Three of the four foremen considered to be lenient with the men came from homes of medium discipline. Four of the workers, thought by the raters to be apt to antagonize others, showed in their case studies a general tendency to resent discipline and to display anger responses in childhood. In general, foremen as a group showed less withdrawal from others, less indifference to actions of others, and fewer antagonistic reactions toward others. The responses to the interest questionnaire, given to the foremen, suggested that the foremen had greater interest in people and things, particularly the former, than did the workers. Also, the foremen had more self-confidence in dealings with people than did the workers. This would indicate that either a foremanship helped one to gain confidence or else his interests and confidence lead him into the job.

It seems advisable to try to match foremen to men;

viz., strict foremen and "strict liking" men. But as this is practically impossible, the foreman (leader) should recognize individual differences, and the workers should try to adapt himself to the foreman.



## DEVELOPING LEADERSHIP IN ONESELF

In approaching the aspect of developing leadership in oneself, the situation is complicated to say the least. The only definite thing of which one can be sure is that no blanket rule will apply. Individual situations as well as individual people must be taken into account. The nearest approach to a formula that could be devised which would meet all situations would be: Study yourself and your reactions, study your employer, and study your employees to see how they get along. Profit by observing their mistakes and note the employer's reactions toward those mistakes. Some men do this almost unconsciously and get on well, but even they could probably profit by systematic study rather than by the haphazard recognition of facts as they appear. By study is meant conscious observation, and perhaps actually reading about and applying the principles that have been discovered.

A simple statement dealing with the way to become a leader would be to say: Get those qualities necessary for leadership. There are at least two schools of thought on the subject of how those qualities are acquired. There is an old conception that leaders are "born", not made--a "gift of the gods", as it were. But recently, this has in some measure been disproved because after the methods of a leader are analyzed into their component parts, into what his objectives are and how he accomplishes his objec-

tives, his methods can be defined and taught. True, they can be taught more quickly to some than to others. The important thing is that they can be taught. A man who hasn't acquired the knack of leadership can acquire it alone by disciplining himself and following the facts that have been brought out in various scientific studies of leadership.

In opposition to this view we find that Monroe E. Deutch, Vice President of Provost of the University of California, states:

"The making of leaders is not one of the objectives of education; that leadership is one of the many things in the world which is the gift of heaven and its appearance is both unpredictable and uncomprehensible-- I fear no prescription for making them synthetically will ever be discovered." (6)

Although this man holds a high educational position, the author cannot find material that corroborates the statements he has set forth. For example, taken from the same issue of the magazine is an article by Professor William M. Proctor of Stanford University, who, in his definition of a leader, states that "such traits are not inherited, and can therefore be developed through training and environment." (13) Perhaps not everyone is capable of learning leadership. But in mathematics not everyone can master calculus, but many can learn some algebra. So it is with leadership; not everyone, perhaps, can master it completely, but an intelligent individual can go a long

way toward helping himself to become a successful leader.

Although the following purported facts are not thoroughly formulated or understood, they are good guides for one who aims at self-development. "One of these principles is that a leader is or should be responsible for the actions of his men." This is quoted from the Forest Service Personnel Administration bulletin series. (12)

Bogardus says that:

"In order to lead it is necessary to hold back one's self-uncontrolled impulses, feelings, and emotions producing blind results and lowered status in esteem of one's followers. Holding back helps a person to master himself and thus exercise greater control over others." (2)

Charters says that, "Leadership is self confidence, the assurance to go ahead unaided, to be psychologically self-sufficient." (4)

Because many do lack confidence, the best way to attack the difficulty or approach the self-initiated self-confidence theory would be to get at the reasons for a lack of confidence. There are two reasons for the trouble: the actual difficulty, like a physical handicap, such as stuttering; or imagined handicaps, such as an inferiority complex in one, or many, of life's situations.

In general, the best way to remedy any of these difficulties is to find the cause. In some cases, a psychoanalyst should be consulted, but generally an honest facing of facts is all that is necessary to get one on



the right road toward recovery. One of the main features of the cure is to have faith and patience in it. Difficulties which have been with us since early childhood are not easily dislodged. The change, of necessity, must be gradual.

Some people are inclined to excuse themselves because of a handicap, but history is dotted with names of successful men who were seriously handicapped. An article by Alber E. Wiggam (21) in the Reader's Digest, February, 1935, gives this interesting information: Physical defects and handicaps are often a blessing. Edison could have had his hearing restored by an operation--upon the day of the appointment, he refused. He said the deafness shut out a lot of noise and nonsense and enabled him to concentrate better on his work. Other victims testify that deafness leads to greater mental alertness. Alfred Adler, eminent psychologist, maintains that nearly all civilization is the outcome of efforts to overcome feelings of inferiority, often caused by a physical defect.

A few points which may help one along the line of self-improvement are: Attempt to do honest, intelligent work, always. This alone relieves considerable tension and nervousness. If a mistake is made find the cause of it; know why it was made; then do not dwell on the mistake but, instead, remember past successes and attempt to bring

all your work up to them. Discount your failures but remember the reasons for them. Do not secretly compare yourself with others without considering the other person as a whole. To be more explicit, one is prone to compare his own poor points with the good points of a genius and wholly ignore the poor points of the genius. It is fairly obvious that a genius probably does have weaknesses. He may be afraid to go out after dark, or some other such trivial thing which, if you possessed it, would give you a feeling of inferiority. These points can well apply to teaching and working as well as to self-development for leadership.

Sergeant Woodbury (19) of the Oregon State College R.O.T.C., formulated some dozen or so rules which he believes are essential for practically any type of leadership. For one to be a successful leader he should incorporate most of them into his being. The first point he makes is that one must be intelligent. Intelligence, so psychologists tell us, is one factor with which we are endowed a given amount, and we cannot change it. But we can change the amount of use to which we put it. It is said that the ordinary man does not use one tenth the capacity of his brain. Intelligence according to some psychologists can be summed up in one word, "adaptability."

Woodbury also says to be natural, not stilted or officious, because a course of that kind is difficult to maintain and, if pursued at all, it would of necessity need to be maintained constantly or the men would see through the sham.

Be fair with people and your men, both on the job and off. The Personnel Management series lesson has this to say about being fair:

"Don't let prejudice, either favorable or unfavorable, color the facts and the analysis of the situation. Don't let prejudice influence your actions and judgments."(2)

This bit of advice, although sound in theory, is nearly impossible to put into practice. Being honest has a slightly different meaning than being fair, because honesty, usually relates more to material things.

Don't be afraid to admit mistakes. The chances are someone has noticed them already and will spread the word around in an insidious manner, whereas in admitting the error the chances are one will enhance his position in the eyes of his men; at least, there is less likelihood of losing esteem. Be somewhat aloof, yet not snobbish. As Benjamin Franklin once said, "Men ford freely where the water is shallow." Be firm once the course toward the objective is set. This does not mean that new factors arising or discovered should not be taken into account, but it does mean that there should be no vacillating or changing of the course without due cause. Study your men. Some can



stand plenty of freedom and use it properly; others misuse their privileges and must be held in check. Have a sense of humor, but also a sense of balance. Be able to laugh at a thing that is truly funny, but also be able to rule with an iron hand if the occasion demands it. Some men will not respond to kind treatment, so strict discipline is the only alternative.

There are various methods advocated for such technical points as how to instruct a man or men, where to stand, the language to use, etc. However, it is believed by the writer that the proper application of intelligence would adequately cover most situations of this nature. Some of the major fundamentals with which one should be familiar to save himself any undue embarrassment are: Know your own plan of procedure thoroughly and largely from memory and speak so that you are clearly understood by speaking slowly and clearly and by using simple words. The general procedure is to give the instructions first and let the men go to work afterward. However, this is not an irrevocable rule. Sometimes it is best to let the men make a few mistakes, if they are not too costly, because afterward they will, in all probability, listen more attentively when instructions are given.

The general idea is to make the learning as easy for the men as possible, in keeping with the time and value of

the job and the man's probable future value to the employer. The more important the job the greater the amount of time can be spent in teaching it properly. The same is true of the men themselves. The better a man does his job of leading the longer will he be in that position. The R.O.T.C. Manual (14) gave as its list of qualities or essentials one should have to become a leader the following: A thorough knowledge of the subject at hand--that is, in most cases know more about the job than anyone else on it; have the ability to impart this knowledge to others in the easiest, most logical manner, to have the ability to teach; be an example for the men, for one is an example whether he wills it or not, regardless of conduct. The men reflect their leader many times in magnified form, so a leader must be the best example possible.

The more human relations and human reactions are studied the more we realize the importance of adjusting the man to the job and to his environment. A man will do more and better work if he is in harmony with his surroundings. A man can control his actions but not his reactions. A man can do much toward fitting himself to his environment by consciously attempting to alter his attitudes in the manner stressed earlier in this paper.

## METHODS USED IN MAINTAINING ONE'S LEADERSHIP

E. Fritz (9), in an article in the Journal of Forestry, gave a few high lights upon leadership as it is in the Forest Service today. He says, in part, about a recent meeting of the Society of American Foresters which he had recently attended, that on the program were only high officials, "big shots", busy men, several of whom very obviously prepared their papers hastily and five of whom were not even present. He also said that "the young men", with a single exception, were ignored and more than a few of them commented to him that "it looked as though they would never get a chance to assume the leadership which several speakers said they must assume." Each year some speakers deliver ministerial exhortations on "accepting the challenge", "keeping the faith", "taking the leadership", but challenges are to be acted upon not merely talked about. Or in other words, as Fred Baker, one of the speakers, said, "Practicing it rather than talking about it develops it."

Our interest here is not so much about how the society of American Foresters conducts its meeting or whom they choose for their speakers, but we are interested in noting the method used by present leaders to maintain their positions as leaders regardless of their ability and time or



lack of it or any other factor.

The psychology of executives seems to be that they don't want to lose power. The "smaller" the man or his position the more class conscious he is. For example, the private secretary to the president of a firm is apt to have "high and mighty" ways, whereas the president himself is quite human. He carries no air of satisfaction but is quite likeable, easy to talk to and reason with. Some executives don't consult subordinates because they imagine it to be a sign of weakness. Kin<sup>d</sup>liness is an attribute of a strong executive because he can afford it, and because he can ill afford not to be. A good executive will show good will but he will not be "easy". He will recognize honest effort but he will praise with discrimination. At times, for the leader, forcefulness is necessary to prevent laxness. Orders must be reasonable enforced. Reprimands are necessary, even discharge of the employee at times. He must know what is going on and let them know that he knows. He should balance familiarity with sternness, adjust criticism and praise to the individual.

The new concept of discipline does not mean punishment, but training, drill, restraint, that factor which holds each to his proper place in the organization, whereas control means that system by which the supervisor knows that each unit is doing its part--that any laxness

on the part of members in the unit will be quickly discovered and remedied.

According to the Forest Service Personnel Management bulletin of March 20, 1930, the idea of a moral issue as a disciplinary factor has no place in industry. Every year it causes more trouble. Dissention and hard feelings are also caused. The assumption of such moral right or implication of a moral wrong always causes ill feeling and antagonism.

"Even if there has been a wrong done it is best to stick to facts and let the moral aspect of the situation care for itself. . . . If the work is not up to standard the work should be criticized not the man. Not only has the executive no right to criticize the man, but it is not good business to do so." (12)

The above procedure is not the proper disciplinary method according to Ordway Tead who defines good discipline as:

"That orderly conduct of affairs by members of an organization who adhere to its necessary regulations because they desire to cooperate harmoniously in forwarding the ends which they have in view. They willingly recognize that to do this their own wishes must be brought into reasonable unison with the requirements of the group in action." (17)

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