

SENYO ADJIBOLOSOO

The Human Factor  
Approach to Managerial  
and Organizational  
Efficiency and  
Effectiveness



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*even the mighty sun*

*throughout the whole day  
the great and mighty sun  
displays its grandeur and power  
sprinkling every living thing  
with the glowing lights of its ray  
and the scorching heat from its heath*

*yet, as it prepares for bed  
it exhibits its beauty and pride  
in the theater of the blue skies  
there, it begins to struggle and gasp  
for breath and strength  
with which to overpower  
the fearless mist of the Great Victoria Falls  
a battle rages between the mighty*

*even the mighty sun  
is gently but forcefully pushed to yield  
paying homage and reverence  
to the powerful Victoria Falls  
there imprisoned for a season  
and allowed to bud the next morning  
Sealing their peace accord*

*the glorious rays of the sun  
and the gorgeous mist of Victoria Falls  
happily hug throughout the day  
displaying their collegiality in a rainbow  
that smiles all day long*

*Senyo Adjibolosoo (June 27th, 1999)*

*I am delighted to dedicate this book to all my undergraduate students for the past and the present. Their desire and willingness to gain a deeper understanding and its relevance to the human future fuels my own commitment toward helping all others to gain a much deeper and better comprehension of the reasons for our gross lack of knowledge and understanding as to why most people frequently fail in successfully designing, implementing, monitoring, and enforcing human resources laws and practice.*

*It is my hope that as everyone else as well as my own students read more thoroughly, critically dissect, and become much more familiar with the primary Achilles' heel of the various experience in our human resources practices. To know and become rather familiar with this Achilles' heel—severe human factor decay—is to be fully prepared to lead people out of total ignorance of human resources to great enlightenment of a redemption package that is eternally freeing.*

*September 12th, 2017*

## PREFACE

It is undeniable that the field of human resources (HR) and its ancillary disciplines are paramount to everything we do to increase wealth and also enhance the quality of our lives at any time. Yet, as is well known, this field is fraught with a diversity of problems and challenges. Some of these challenges include legal proliferation, diverse variances among managers, leaders, and their subordinates. In addition to these challenges are the various difficulties regarding how to attain and sustain productivity growth, efficiency in its diverse forms, individual as well as group competence, and collegiality. To deal with these challenges and many others, this field has now become a haven for legal proliferation. This reality is primarily an outcome of the human failure to discuss alternative solutions to workplace challenges. It seems to be the case that whenever any problems and challenges emerge at the various workplaces as well as marketplaces, the easiest thing to do is to create and establish new rules and regulations as to what people must do to either solve or transcend the problem(s) on hand.

As a result, this field is now saturated with a countless number of laws and legal practices that hardly ever pave the way toward dealing more effectively with the relational as well as productivity challenges at the various workplaces. Evidently, the avid love for the enactment and implementation of new laws hardly ever nip the problems in the bud. As a result, this failure produces many more difficulties and challenges to business owners, managers, leaders, and other employees. As it is well known in popular culture that insanity is doing things the same way over and over again expecting a different result, it seems to me that if people's performances and interactions

in the human domain in the various workplaces were to advance and remain successful, it is imperative that we find other better and more effective solution sets to the mere promulgation, implementation, and enforcement of laws.

With the foregoing challenges in view, the key theme this book is twofold. First, the contents of this book highlight the challenges being faced in the field of human resources and the degree to which these together fuel the mushrooming of human resources laws and administrative practices. In the book, a brief history of the commencement and advancement of human resources laws are presented and discussed. Second, it is argued that if the infinite number of human resources problems we face in the various marketplaces are to be dealt with as effectively as possible, we must gain a deeper understanding of what the human factor is; its key role in the initiation and propelling of legal proliferation; and what it is that must be done to either minimize or subjugate this challenge in human communities. After having done so, recommendations are made as to how to deal more effectively with the perennial failures we experience in fashioning, implementing, and strictly enforcing management regulations and human resources (HR) laws. The primary argument put forward toward this solution set is that when we acquire a much truer understanding of the significant role our own human factor qualities play in what we do we will mount a much more effective problem-solving agenda that will lead us to transcend the tyranny of severe human factor decay.

The contents of this book provide readers with the knowledge they require to gain a deeper comprehension of the real-life reasons for our moral failures in the various global marketplaces. It is argued that by making the best use of this knowledge, and the deeper insights it gives birth to, toward personal advancement in the moral sense—live conscience, educated mind, reformed and a sensitively loving heart—we will become successful in breaking the backbone of the various problems and challenges that dog us in the various global marketplaces.

San Diego, CA, USA

Senyo Adjibolosoo



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One of the greatest things that can happen to a man or woman is to have a friend who can be trusted under all circumstances. Such a friend is always there for you and is more than willing to provide you with any assistance you may need. Indeed, I have found such a friend in my wife, Sabina. I wish to acknowledge her invaluable contributions to my writing of this book. Without her patience and the willingness to make a great deal of sacrifice, this book would not have become a reality. In the same way, I am grateful to Selassie and Selorm for their contributions to the preparation of this book. Their sacrifices are highly acknowledged.

I also owe a heavy debt to my students and colleagues. My undergraduate students have channeled great input into the writing of this book through in-class discussions. I am also indebted to the Palgrave Macmillan staff for their commitment and excellence in making the writing and publication of this book a reality.

## ABOUT THE BOOK

This book is about the significance of the quality of the human factor in the effectiveness and efficiency of human resources practices and human resources laws. It is argued in this book that the ongoing proliferation we experience in the promulgation and implementation of human resources laws all over the world is due to severe human factor decay. Using real-life empirical evidence and theoretical analyses, it is shown in this book that the best way for dealing with the various challenges we face in human resources management is not necessarily the creation, implementation, and stringent enforcement of human resources laws. It is concluded in this book that those who are sincerely interested in successfully dealing with the diverse problems within the domain of human resources management must concentrate available financial, energy, effort, and time (FEET) resources on the development of the positive human factor qualities. It is concluded that the failure to do so is a clear vote for more bad human resources practices and ongoing legal proliferation.

# CONTENTS

Part I	Introduction	1
1	Introduction	3
Part II	The Evolution and Implications of HR Laws	15
2	The Evolution and Implications of Human Resources Regulations and Policies	17
3	The Proliferation of the Legal Solution in HR Administration: The Scorecards	41
Part III	The Human Factor in Action	73
4	A Human Factor Approach to Human Resource Management and Organizational Development	75

<b>5</b>	<b>The Essence of Leadership Development and Performance Effectiveness: A Human Factor Perspective</b>	<b>97</b>
<b>6</b>	<b>Achieving Optimal Quality and Productivity: Human Sentiments and the Passions</b>	<b>125</b>
<b>7</b>	<b>The Human Factor Quality of the Workforce in Achieving and Maintaining Global Competitiveness</b>	<b>141</b>
<b>8</b>	<b>Transcending the Limitations of Global Organizational Profitability and Longevity: Preparing People for the Tasks and Challenges of Management</b>	<b>157</b>
<b>9</b>	<b>A Productivity and Quality Improvement Model for Global Business Managers and Leaders</b>	<b>193</b>
<b>10</b>	<b>Human Factor Engineering: The Best of All Alternatives</b>	<b>219</b>
	<b>Part IV Conclusions</b>	<b>231</b>
<b>11</b>	<b>Concluding Remarks: The Human Factor Quality and the Way Forward Toward Effective and Efficient Human Resources Management</b>	<b>233</b>
	<b>References</b>	<b>239</b>
	<b>Index</b>	<b>257</b>

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**Senyo Adjibolosoo** earned his PhD (Economics) at Simon Fraser University, Burnaby, Canada, and his Education Specialist Master's Degree from Point Loma Nazarene University, California. His research concentrates on the significance of the human factor in human resources development and management. Senyo Adjibolosoo is the founder and president of the International Institute for Human Factor Development (IIHFD), the Human Factor Leadership Academy, Transcending Excellence Incorporated, and the Editor-in-Chief of two academic journals, *Review of Human Factor Studies* and *Journal of Gleanings from Academic Outliers*. He has published numerous articles and books and conducts seminars on spiritual intimacy and marriage enrichment. She is great public speaker and engages in motivational public speaking. Senyo Adjibolosoo and his wife, Sabina Adjibolosoo have two daughters, Selassie and Selorm. Dr. Senyo Adjibolosoo is Professor of Economics at the Fermanian School of Business, Point Loma Nazarene University.

# LIST OF FIGURES

Fig. 4.1	Measuring the human factor qualities for deployment	90
Fig. 6.1	Two distinct pathways to HR administration and practices	134
Fig. 9.1	Positioning leadership functions and tasks in the wheel of love	211

## LIST OF TABLES

Table 2.1	Foundational laws for HR regulations and policies in the United States	22
Table 3.1	Case Law: The outcome of challenges to various aspects of HR law	43
Table 3.2	Techniques for dealing with violations of HR regulations and policies	55
Table 3.3	Deadly mass shootings in the USA	56
Table 4.1	The composition of the human factor	80
Table 5.1	The essence of being and leading	109
Table 6.1	A menu of productivity and quality improvement techniques	127
Table 6.2	Productivity and quality enhancement guiding principles	128
Table 6.3	Managerial perspectives on workforce quality	131
Table 7.1	Ranking of human qualities as they affect worker effectiveness, efficiency and productivity	149
Table 9.1	$\varphi$ and corresponding $\lambda$ values	204
Table 9.2	Key factors to improve productivity from the perspective of top and middle managers and workers	213

PART I

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# Introduction



## Introduction

Today, it is undeniable that the operation of all business organizations as well as the public school system and/or any other institutions is carried out within the confines of federal, state, and case law (i.e., at the courts). As a result, the daily functioning of public schools (e.g., in terms of academic, nonacademic, and administrative practices) as well as other private and public institutions is under the domination and control of the officials of a multiplicity of highly complex federal, state, and local agencies (Martyn et al. 2017; Cahn and Donald 2010; Wright and Wright 2007; Bartlett et al. 2006). The custodians of these agencies work through ordinances, rules, and regulations. These proclamations are birthed through the relentless voices and efforts of those who lead and manage the countless number of federal, state, and local government representatives (See Webb and Norton 2012). Through the promulgation of regulatory measures, almost every aspect of employment in the whole nation is strictly under human resources laws (HR laws) as revealed in regulations, policies, and administrative practices.

As is always the case, the interpretation of legislative and judicial proclamations is subject to the judicial arm of government. And because HR laws are pervasive in every sphere of public life and operation, every public and private administrator is expected to be either familiar with the laws that inform the HR function and administration or be able to seek the appropriate legal help when they need to do so. That is, they are expected to not only seek legal counsel when the need arises, but also comprehend fully

their rights, obligations, and responsibilities as they provide oversight to public school administration (Cascio 1998).

In general, therefore, the basic intent, concepts, and thrust of the HR laws, in terms of public school administration, concentrate on issues of social, economic, political, educational, religious, legal, family, scientific, and technological interests. Some of the key areas among these interests include the various aspects of employment as are evident in recruitment, selection, hiring, collective bargaining, due processes, terms and conditions of employment, sexual harassment, induction, tenure, promotions, discrimination, and other hiring practices and decisions. Based on state and federal constitutional and statutory protective measures, public school employees are to be protected from the whims and caprices of those who may consciously intend to unconsciously harm them in one way or the other. As Webb and Norton (2012) observe, state statutory and regulatory provisions for the purposes of employment speak to such activities as certification, citizenship, and residency requirements, health and physical requirements, competency testing, the employment contract, tenure, due process, discrimination, and adverse employment decisions.

These practices have successfully positioned the HR function and administration in the Weberian paradigm of institutional development. In light of this conclusion it is, therefore, not surprising after all that HR administrative practices are mostly about the relentless pursuit of regulations, plans, policies, projects, and programs and their enforcement—in every regard. The general belief is that the development, implementation, and enforcement of HR laws will improve the work environment and its climate. It is the hope of those involved in the design and implementation of the HR function that these action steps will also ensure fair, just, equitable, and respectful treatment of everybody at the workplace. Though one would be tempted to think and believe that employers will always hire the best qualified people, this is usually not the case due to the presence of severe human factor decay. Thus, HR laws primarily exist to both prescribe the best HR practices and also prohibit premeditated acts of blatant discrimination against others on the basis of certain personality characteristics as well as social constructs (e.g., race, color, creed, etc.), mere witch-hunting and bigotry. Let us now turn to further discussions on specific HR regulatory measures, 4Ps portfolios, and action steps and the corresponding case laws they have spawned throughout the foregoing decades.

In the fields of management, HR laws, personnel development and management programs, leadership and managerial effectiveness,

organizational efficiency, operations management, employee productivity, professional competence, technological innovation, development, uses life-style choices, and the governance of the workplace, personal as well as group integrity is paramount. For these reasons, for centuries, as human beings in our various communities, regions, and countries we have never ever relented in our passionate quests for the best practices and solution sets we can deploy and work as effectively as we so desire. For this reason, just like the game fondly referred to as the wheel of Fortune, we never ever relent in our search for the pieces of the puzzles of the greatly disheartening experiences of the rather high failure rates we daily experience in our perennial attempts to successfully solve the problems and challenges that have dogged us for centuries in the various marketplaces (i.e., economic, business, sports, entertainment, social interactions, governance in its diverse forms, other recreational activities, work, and others). We are not only tenacious in our minds, but also resolute in the desire and commitment to discover perennial solutions to that which militates against our long term efficiency, pleasure, and the good life. Yet, most often, whenever we arrive at certain points in time—when we believe and become so sure that our newly discovered solution sets will, without any doubts, lead us to the right and workable answers, it does not take too long a time for us to realize that our highly acclaimed and revered solution set does not deliver the expected eternally effective solutions we have been yearning for centuries. As a result, we most frequently transition from one disappointed generation to another—grossly disillusioned. Like losers in the game of the wheel of Fortune, we feel rather empty within—though carrying and portraying artificial faces that are fully populated with fake smiles that expose us—revealing our own phoniness to all others. Sadly, though, almost everyone except ourselves are aware of having been exposed. For the longest time, we remain clueless to the truth that we have been busted! From this point onward, we are filled and consumed with disappointment—remaining helplessly hopeless—from one badly traumatized, disoriented, and bitter generation to others from one generation to others, one at a time . . . ad infinitum.

Yet, as has been our perennial practice and experience, in every country today, all over the world, people have created variously great technologies, complex government departments, ideologies, institutions, structures, management practices, leadership styles, organizational setups, HR laws, personnel development programs, agency structures, tools, and procedures for arbitration, that are employed to accomplish intended management objectives. These include greater productivity increases, long-term

profitability, global competitiveness, and company longevity. We set up modern business and economic organizations with similarly complex varieties of sizes, purposes, methods, and practices. In a simplified manner, we are able to classify people who work in and for diverse businesses and economic entities either as owners, employees, workers, managers, or leaders. These individuals are expeditiously lumped together and fondly referred to as *the human resources* of the organization. As the key proponents of the traditional business philosophy and practices prefer to have it, employees are to be organized in teams and managed for performance efficiency in the short term as well as the long term and the very long term. The realities of the very long term are kept in perspective—regardless of any doubts and fears we harbor in our hearts and minds. In the disciplines of public administration and management, the acts and practices of improving and sustaining worker efficiency are expected to translate into ongoing productivity growth, increased global competitiveness, profitability, and organizational longevity. To accomplish these objectives as well as many others at any time, a variety of methods are appealed to and applied toward the enhancement of the HR function. Various academic studies show that the work environment exerts tremendous long-term impact on the degree of successes and failures that employees, managers, and all other leaders—together—experience (Daft 2015; Kruse 2015; Tulgan 2014; Liraz 2013; Clampitt 2012).

## THE INTENT OF HR REGULATIONS AND POLICIES

Today, in terms of administration, HR laws concentrate on issues relating to all kinds of family, government, economic, legal, educational, and religious interests. Above all these, the most primary and key areas within these interests involve recruitment, selection, hiring, collective bargaining, the pursuits and practices of due processes, conditions of and regulations for employment, sexual harassment, induction, tenure, promotions, discrimination, and many more.

These interests and other related areas of great infatuation have repositioned the functioning and administration of HR laws in the Weberian paradigm of institutional development. As a result of these realities, therefore, HR laws with their diverse administrative practices are largely concerned with and consumed by the avid and determined enforcement of their regulatory policies. Proponents of the development, implementation, and enforcement of HR laws believe and argue that the foregoing action

steps ultimately lead to great improvements in the work environment in the long term. Above all, they ensure equitable distribution of resources, positions, and the humane treatment of all employees. HR laws, therefore, exist to both prescribe the best HR practices and also to prohibit the various kinds of the modes and methods of discrimination at the workplace. Some key examples of HR laws deal with issues relating to a barrage of discrimination based on race, creed, gender, sexual orientation, and other ideological perspectives.

With the foregoing observations in perspective, the primary objective of this book is to offer the reader with knowledge that provides excellent guidance toward a better understanding of the true and exact foundation of the deadly moral failures of all humanity in general within the globally diverse marketplaces. The applications of this knowledge toward personal advancement beyond the teething hills of gross immorality and moral trappings, and ultimate failures in living a moral life; possessing and expressing live conscience, educated mind; a reformed heart that is steeped in universal moral principles; and a sensitive and loving heart will assist and guide us to rise far above and beyond.

With these new realities in perspective, we exceed the mere attainment of mediocrity and pitiful bottom-line considerations in our business dealings with all others anywhere in the whole wide global village. By using this knowledge as an excellent input with which to hone and strengthen our own deepest core of inner being in principle-centeredness, we will work toward the primary goal of becoming effectively equipped to deal with the myriad of dilemmas that emerge from the weaknesses and death sentence that severe human factor decay unleashes upon us—and, therefore, crippling our long-term efficiency, survival, and enhanced quality of life.

With the foregoing in perspective, the key themes of this book include the human resources administration and function, the scientific management and its contemporary movements, and the significance of the human factor quality toward the enhancement of the practices of HR regulations, its challenges, and the new directions forward. These key themes and arguments presented in this book provide excellent guidelines to every human being who is interested in and committed to learning and gaining a better understanding of the degree to which the quality of the human factor serves as the most important raw material upon which the precise foundation as well as the primary superstructure of any premeditated human action in the social institutions (i.e., diverse marketplaces and spheres of life) is built and/or reflected.

The foregoing ideas, concepts, and issues in modern HR management and practices form the primary core of this book. This book differs from all others on HR development, deployment, and management in that it concentrates on the human factor dimensions of the issues raised in the foregoing paragraphs. The key themes of the whole book are presented in the following section.

### THE KEY THEMES OF THE BOOK

1. As the reader, you will experience diverse kinds of personal transformation in manners that positively impact your personal capacities and capabilities for effective moral decision-making, leadership effectiveness, and excellence in managerial performance.
2. The diligent and thorough reading through the contents of this book will take any reader on an eye-opening adventure that is challenging as well as fascinating—leading you to embrace the invitation to take an extended tour through the diverse spheres of human endeavor—discovering and articulating how we can together—as human beings—improve upon workplace interactions, dialogues, and effectiveness.
3. Through your extended commitment to the reading of this book, you are provided with glorious opportunities to experience one of the most powerful tools for the successful integration of knowledge gleaned through many years of extensive human factor research regarding the primary source of the challenges we face in our own communities and elsewhere.
4. By diligently reading through this book, you will gain a better understanding of the human factor foundation of overt as well as covert attitudes, behaviors, and actions of people within the diverse marketplaces—especially as expressed by the various categories of business owners, managers, leaders, employees, and other categories of labor input.
5. The content and themes of this book provide a clearer guidance to you, the reader, with regard to our successes and failures in our HR administrative practices. Through this knowledge, you will discover the degree to which your own as well as any other person’s human factor qualities impact company-wide practices of personnel management, personal effectiveness in business activities, the actual sources of

power, and the energy through which the social institutions efficiently perform anywhere and any time.

6. You will also discover the key reasons for why the quality of the human factor is both the greatest propellant of managerial and employee successes and failures in everyday business activities, relationships dealings, and the actual source of the deadliest Achilles' heel of every failure experienced at the diverse workplaces and/or marketplaces.
7. You are premeditatively guided to better assimilate the connectedness among the infinite number of human factor qualities through which employees function in the various employment opportunities in the various marketplaces within which they find themselves.
8. Finally, it will become clearer to you that employee efficiency is not necessarily propelled and sustained through any abusive and/or paralyzing barrage of calculated fears unleashed by the progenitors of HR law and administrative practices in the managerial sense. Instead, you will learn that the most primary factor in HR administration and management is composed of their own combined human factor qualities.

Every reader who studies diligently the contents of this book will reflectively know his or her own true significance to effective management. Readers who have spent valuable time productively mulling over and discussing the contents of this book with others either individually and/or in groups at the various marketplaces and any other settings will:

1. Understand better the significance of the human factor foundation of the profitability and long-term survival of the business organization, economic systems, and all the other social institutions.
2. Discover your own strengths and weaknesses in the diverse areas of the human factor qualities.
3. Work to improve the quality of your human factor; and by so doing become fully equipped to assist all others to do likewise.
4. Begin to initiate your own personal development plans by taking the requisite steps to develop the positive qualities of the human factor, while minimizing those qualities that are negative and hinder personal motivation, commitment, willingness, and the desire to remain productive—regardless.

5. Recognize that any positive human factor qualities you acquire through personal intentionality and the commitment to engage in transformational development education will improve your own personal as well as team members' efficiency, productivity, profitability, and company longevity.
6. Comprehend the depth and breadth of the precise impact the quality of the human factor exerts on the personnel of the social institutions and your own well-being.
7. Perceive that global competitiveness, ongoing profitability, and the long-term survival of the business organization is intricately intertwined with the quality of the human factor of its employees, managers, and leaders.
8. Become fully convinced that neither citizens of any nation state, nor leaders, managers, or civil servants as well as employees of any enterprises and economic organizations can achieve and sustain progress without having honed the positive qualities of the human factor.
9. Truly become inspired and readily willing to commit to leadership effectiveness as well as sound managerial decision-making processes that honor the dictates of the universal spiritual and moral principles.

When these objectives or a combination of the intended goals discussed in the book are attained in your own life, your personal professional performance on the job will be enhanced. When these outcomes as well as many others become a long-term reality, this book will have achieved its primary intended objectives.

The process of legal proliferation in the area of HR administrative practices is, however, a circumventive phenomenon. It avoids focusing on programs aimed at the development of the positive human factor. For example, the avid concentration on the regulation of wrongful behaviors, attitudes, and habitual practices diverts attention away from the precise assessment and understanding of the root causes of problems at the workplace. Thus, in terms of the practices of HR administration today, either cursory attention is paid to the development of the positive human factor qualities or it is completely ignored or insanely and tightly regulated! For example, HR development programs solely focus on training in human capital (i.e., knowledge and skills) acquisition and a deep wealth of knowledge in the existence and thrust of the laws within this particular sphere of human endeavor.



Unfortunately, however, these practices are not sufficient for the subjugation of the diverse problems at the various workplace because human capital is just but a small aspect of the full dimensions of the human factor. The full dimensions of the human factor are classified into six categories as *spiritual capital, moral capital, aesthetic capital, human capital, human abilities, and human potential*. The definitions of each of these components are presented and discussed in detail.

The book is presented in four parts. Part 1 is composed of Chap. 1. This chapter is the introduction to the whole book. Its primary goal is to present the reader with a brief synopsis of HR laws; their intent or thrust; contributions to date; and the challenges these laws face in terms of their inability to deal with the very challenges they are created to deal with. The key focus of the Part 2 of the book is devoted to the human factor in action. It is made up of Chaps. 2 and 3. The content of Chap. 2 focuses on a review of the evolution and implications of human resources regulations and policies. Through the contents of this chapter, the reader is led to gain a deeper understanding of why management rules, HR laws were fashioned and implemented and that which denies them the power and authority to provide effective and long-term solutions to the various problems at the workplace. The contents of this chapter lead the reader to become more familiar with the thrust and the teething problems of HR laws. The implications and evolution of HR laws are presented and analyzed. Discussed too in Chap. 2 are the primary genesis, performance effectiveness, and the primary as well as secondary implications of management rules and HR regulations and policies in the various marketplaces. This discussion is presented from a critical human factor perspective. The proliferation of the legal solution in HR administration is presented and discussed in Chap. 3.

Part 3 of the focuses on the human factor in action. It is composed of Chaps. 4, 5, 6, 7, 8, 9 and 10. The contents of Chap. 4 are concentrated on the human factor approach to HR management and organizational development. Viewed in this light, this chapter concentrates on discussions regarding leadership effectiveness and managerial performance in the diverse marketplaces. Chapter 5 deals with leadership effectiveness from the human factor perspective. In Chap. 6 is the presentation and discussion on how to achieving and sustain optimal quality and productivity growth as they relate to human sentiments and the passions. In this chapter is the presentation of the highlight of what it takes outside management rules and HR laws to attain and sustain optimal product quality and greater employee

productivity. The primary role of human sentiments and passions in quality enhancement and productivity growth are thoroughly highlighted and analyzed in Chap. 6. This chapter concludes with recommendations for the maximization of the magnitude of the human factor quality for performance optimality. In Chap. 7 is the presentation on the human factor quality of the workforce in achieving and maintaining global competitiveness. In general, it is arguable that the passing of numerous management rules and HR laws does not necessarily lead to achieving and maintaining global competitiveness. With this truth in perspective, it is argued too in this chapter that if the members of any company's workforce are to achieve and maintain global competitiveness, it is critical that more of their scarce financial, effort, energy, and time (FEET) resources must be channeled into the training, education, and development of the workforce. It is argued in this chapter that to ignore this reality is to deny the company the glorious opportunities it requires to excel in everything done in its confines to attain and sustain global competitiveness. In this chapter are also presentations and discussions on the human factor approach to enhancing employee productivity growth and managerial efficiency.

Chap. 8 discusses how any limitations on global organizational profitability and longevity can be transcended. Written from the human factor perspective, it is argued in this chapter that leaders, managers, and employees must work hand-in-hand to attain and sustain the various limitations imposed on the company's competitiveness from within and without. It is pointed out that by channeling some of a company's scarce FEET resources into programs that enhance the human factor qualities of its own employees, any company can transcend the various limitations that mitigate against the efficiency of its employees. It is noted also that when a company's personnel achieve this goal, they will also increase profitability and long-term organizational flourishing and longevity.

The main thrust of Chap. 7 is a human factor approach to HR management and organization development. This chapter focuses essentially on the human factor approach to human resources management and organizational development. The contents of this chapter speak to the degree to which the human factor model leads to the ongoing enhancement of the management function and the HR laws. The contents of the chapter reveal the degree to which the human factor model trumps the traditional model of management and human resources development. The main thrust of Chap. 8 is about how business owners, managers, leaders, and any other categories of employees must aim at transcending the limitations of global

organizational profitability and longevity. As part of the contents of this chapter is how to prepare people for the tasks and challenges of global management.

The contents of Chap. 9 are concentrated on how to assess and also improve productivity growth and quality using a model for global business managers and leaders. This chapter focuses solely on how to assess the quality of the human factor and its long-term contributions to productivity growth and the long-term company survival. In this chapter, the presentation focuses solely on a model aimed at the achievement and maintenance of labor force productivity growth in the long term. It is noted that this model is an excellent tool for leaders, managers, and human resources personnel and can appeal to those with the sole purpose of ameliorating any existing kinks within the framework of their productivity growth and quality improvements at the workplace in the whole industry. Through the contents of this chapter, the reader is guided to become more familiar with the various alternative measures global business managers and leaders can use to enhance their practices as well as productivity growth anytime.

The concluding chapter of Part 3 of the book is Chap. 10, Human Factor Engineering: The Best of All Alternatives. In this chapter is presented and discussed certain best alternatives that can be used for the ongoing development of the positive qualities of the human factor.

In Part 4, the final section of this book, is Chap. 11. The contents of this chapter concentrate on selected concluding remarks regarding the human factor and its role in effective and efficient HR management.

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PART II

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The Evolution and Implications of HR Laws

# The Evolution and Implications of Human Resources Regulations and Policies

## INTRODUCTION

To fully comprehend where we are today in terms of human resources (HR) administrative practices, it is imperative that we acquire more knowledge and deeper insights into what HR administration means (Hays 2016; Rebores 2011, 2014; Wright et al. 2005; Wall and Wood 2005; Purcell 1999; Paauwe and Boselie 2003; Paauwe 2004). Similarly, it is also critical that we all become more aware of how the practices embedded in the HR function came into being, where we are at in terms of effectiveness and efficiency, and what we need to do to arrive at our ultimately intended destination. As is well-documented in the concept of the HR literature, there are various perspectives on, and definitions for, HR Administration. Tead and Metcalf (1920), for example, in their book, *Personnel Administration, Its Principles and Practices*, view HR administration in terms of how to direct and coordinate the various aspects of human relations in organizations to attain maximum return from the least input. Stahl (1962) concludes that personnel administration aims at dealing with everything that is of a tremendous concern to the organization and its effectiveness. To Van Zwoll (1964), personnel administration is about the array of activities an employment agent concentrates on in order to derive the highest productivity from its hired personnel in terms of achieving organizational objectives.

In the views of Rebores (2001), the primary objectives of the personnel function include hiring, retaining, developing, and motivating loyal employees for the purposes of achieving the intended goals and objectives of the stakeholders of the organization. Through the personnel function, each staff member is to be assisted, equipped, and enabled to attain his or her highest performance potential. By so doing, each employee is to be placed on a path that leads to the successful accomplishment of his or her own highest productivity goals and career objectives. Similarly, Castetter and Young (2000) argue that the HR function is aimed at finding the best employees and retaining, developing, equipping, and then positioning and guiding them to use their knowledge, understanding, talents, skills, and abilities to accomplish organizational *Vision*, *Mission*, and *Plan* (Miller 2016; Lussier and Hendon 2016; Gensing-Pophal SPHR 2010).

Viewed from this perspective, the HR function is aimed at the attainment of optimal employee commitment, performance, and long-term loyalty. That is, the HR function is about the ongoing pursuits of higher standards, efficiency, greater levels of productivity growth, and many more. The HR function also paves the way for the amicable forging of reconciliation between employees and organizational objectives. On the significance of HR to performance and management, see also Boxall et al. (2008), Legge (2005), Harzing and Van Ruysseveldt (2004), Dowling and Welch (2004, 2002), Wright et al. (2003) and Guest (2002).

Coagulating and consolidating these various views and concepts into one, Webb and Norton (2012, p. 4) define HR administration as being “[t]hose processes that are planned and implemented in the organization to establish an effective system of human resources and to foster an organizational climate that enhances the accomplishment of educational goals.” Seen in this light, Webb and Norton view and position personnel administration as a set of activities that serve as the real foundation of any HR system that leads to the establishment of the best practices and the long-term attainment of the primary objectives of the institution.

As Webb and Norton (2012) note further, HR administration, as we know and practice it today, did not exist prior to the year 1900. According to these authors, up until 1900, employees performed their duties in relation to personnel matters. Where possible, such duties were delegated to the frontline supervisors and foremen. These individuals, therefore, took it upon themselves to hire, train, and fire employees, as they believed was appropriate and fitting. During that period of time, there were hardly any existing professional bodies or groups of people that provided effective and

efficient oversight to the HR administration during the pre-1900 years. As far as education was concerned during those years, the task of hiring school personnel was assigned to a group of selected lay people, *selectmen*, who recruited the required personnel (see details in Lucio and McNeil 1969). It was this group of people who controlled school policies and provided extensive supervision for teacher behavior and the subjects taught as part of the school curriculum. They also provided ongoing criticisms, suggestions for hiring, and recommendations for the dismissal of ineffective teachers and other personnel (see Webb and Norton 2012, p. 5).

However, after the year 1900, leaders of educational institutions began to develop and introduce similar personnel practices into education as has been hitherto used in business organizations to elicit enhanced performance. In the views of Moore (1966), the ideology and practices of personnel administration today (i.e., recruiting and training) came into being during the years of the First World War (1914–1918). Moore (1966) argues that university leaders began to establish personnel departments aimed at the management of personnel in the 1950s and 1960s. Moore further points out that by 1966, there were about 250 personnel administrators in public schools in the United States.

One of the greatest desires of the HR administrators and any other interested individuals is to enhance the quality of the work environment to improve morale, increase employee efficiency, and productivity. As a matter of fact, the development of diverse regulatory practices is based on conclusions drawn from the works of scholars who spearheaded the scientific movement in the field of HR. Today, HR Laws have taken center stage in dealing with diverse workplace violations and excessive abuses. The indiscriminate use of HR regulations and policies to deal with workplace problems is impotent. It is essentially aimed at problem accommodative procedures or promoting and sustaining quick-fix solution measures. Yet, it is common knowledge that these kinds of solutions never ever ensure any long-term successes in overcoming the weaknesses embedded within the HR function. Arguably, therefore, the development, implementation, and enforcement of HR regulations and policies will not successfully deal with the primary root causes of the gamut of hindrances that militate against the efficiency of those who are involved with the implementation and management of the HR function.

Since it is the quality of the human factor that exerts the greatest impact on the workplace environment, climate, and individual performance optimality, those involved in the HR function will be more successful in



accomplishing their tasks more effectively and efficiently by committing to and engineering the positive human factor qualities in the members of its workforce. One of the greatest concerns about the workplace today, as well as in the past, is how to improve employee efficiency and also sustain productivity growth. In terms of daily business operations, this kind of concern translates into planning, policies, projects, and programs (4Ps portfolios) that are aimed at how to enhance the daily outcomes of the production processes. However, as is well known, the quality of the business environment exerts great impact on the degree of employee successes through the daily operations. Thus, for many decades, there have been various ideological conceptions, movements, prescriptions, and proscriptptions as to how to effectively enhance the HR function to improve the workplace environment and its climate for the purposes of effective employee morale and efficiency.

In recent years, one of the key areas of primary focus in terms of improving HR administrative practices is the development and implementation of HR regulations in any fields involving work. At the base of this kind of thinking and emphasis is the strong belief in the potency of carefully doctored 4Ps portfolios. This reality is evidenced in the astronomically mushrooming of the formulation, implementation, and enforcement of HR laws. Today, this practice has become a fully entrenched tool for combating HR problems at the workplace. It is also viewed as the best administrative method for fostering a conducive and more propelling organizational environment that offers the most fertile climate within which employees have the best chances of succeeding and thriving. Viewed in this light, the general belief is that these HR regulations, policies, and their associated practices will effectively propel the wheels of the HR function. By so doing, it leads and propels the HR engine to accomplish the daily desired effectiveness and efficiency of those who are at the core of the key administrative tasks.

These observations have not only revealed the true worth of their contributions, but also established that HR scholars have together made significant contributions toward the evolution of personnel administration and HR management laws. From the scholarly efforts of this honorable gallery of academicians, who contribute copiously to the scientific management movements, we gain deeper insights into their collective minds, insights, and contributions toward the significance of the human dimension and the institutional aspects of employee effectiveness in any organizational settings. In light of these observations, it is grossly disheartening to know that almost

everything the HR function is concerned with today is exclusively aimed at strengthening the institutional (i.e., legal) aspects of people's performance in the organization to the gross neglect of the need to improve the quality of the human factor.

Unfortunately, though, real-life empirical evidence from personnel management within its various marketplaces neither validates the Weberian view of the legal solution nor corroborates today's HR administrators and their avid commitment to the stringent regulations of the workplace and its practices. For example, today, new HR regulations and policies are being created and implemented indiscriminately to prop up either the dead or very old and failing ones (See [Appendix](#)).

Yet the more of these HR regulations and policies we craft and actuate the more devastating failures and painful experiences we all encounter and go through as a result of our warped views of the significance of HR administrative policies and practices. Thus, we unsuspectingly shoo ourselves into the strangulating meshes of the web of severe human factor decay. As a result, the more we fail in our HR practices as revealed in the proliferation of HR laws we fashioned and implemented, the many more workplace regulations, policies and practices we pursue more aggressively.

In our attempts to strengthen these impotent HR regulations and policies, we naïvely act just as the members of a shoal of fishes trammed in the meshes of nets laid across the length and breadth of the deep oceans do. Without any questions we act in ignorance—blindly charging and solely with excessive brute force—and yet remaining helplessly and hopelessly as ignorant as a clueless gazelle soon to become turned into dinner by a famished python. Sadly, therefore, the fashioning, development, implementations, applications, and enforcement of the HR Laws we create neither improve the quality of the workplace nor do they minimize in any way the intensity of workplace problems or the exponential growth in the number of lawsuits, diverse bitter court battles, and outrageously high financial settlements and payoffs. At best, these evolutions lend more support to the acceleration of archaic HR practices aimed at accommodating the perennial problems that plague us. In the following sessions of this chapter, the primary foundations of current HR practices are presented and discussed.

**Table 2.1** Foundational laws for HR regulations and policies in the United States

<i>Specific act</i>	<i>Purpose of the act</i>
The Comstock Law of 1873	Prohibited the dissemination of sexually obscene materials.
The Davis–Bacon Act of 1931; the Copeland Act of 1934; the Walsh–Healey Act of 1936; and the Anti-Kickback Act of 1948	These acts together legislate that employees of federally funded projects receive the prevailing wages. They also prohibit excessive wage deductions as well as under-the-table payments of employees to be given work.
Fair Labor Standards Act (FLSA) of 1938	Imposes on covered employees minimum wage and overtime requirements for covered activities.
Labor Management Relations Act (LMRA) of 1947	Gives employees the right to engage in concerted, protected activity, including, but not limited to union activities.
Revenue Code of 1954: The Federal Wage Garnishment Law, Consumer Credit Protection Act’s Title 3 (CCPA)	Regulates the relationship between labor organizations and their members.
Labor-Management Reporting Disclosure Act (LMRDA) of 1959	Prohibits gender-based compensation differentials for work requiring equal skill, effort, and responsibility.
Equal Pay Act of 1963	To eradicate employment/wage discrimination on the basis of race, color, religion, national origin, and gender, and to substitute job-related standards for employment decisions. It also deals with recruitment, hiring, job classifications, transfer, promotion, compensation, and termination.
Title VII of the Civil Rights Act 1964	This act mandates that any federal service contractor with contracts exceeding \$2500 must pay employees prevailing wage/fringe benefits for the geographic area of operations—with safe/sanitary working conditions. Employees must be made aware of the minimum allowable wage rate.
Service Contract Act (1965)	The Act rules against discrimination against individuals who are between ages of 40 and 70, for the purposes of employment.
Age Discrimination in Employment Act (ADEA) of 1967	The right to a safe and healthful working environment.
The Fourteenth Amendment	Protects handicaps. Protects “otherwise qualified” handicapped individuals from discrimination. Prohibits employment discrimination against an “otherwise qualified” individual with disability.

*(continued)*

**Table 2.1** (continued)

<i>Specific act</i>	<i>Purpose of the act</i>
OSHA of 1970	This act is aimed at assuring safe and healthful working conditions for men and women who work. It also assists and encourages States to assure safe and healthful working conditions. It also makes provisions for information, research, training, and education in such fields as occupational safety, and health, and many more.
Rehabilitation Act of 1973	This Act was enacted to replace the Vocational Rehabilitation Act. Its primary purpose was to revise and extend the authorization of grants made to States for the primary purpose of the rehabilitation of vocational services. Its emphasis was services rendered to people who experience very severe disabilities. It also called for the expansion of special Federal responsibilities in regard to making training available to individuals with disabilities, and others.
Fair Labor Standards Act (FLSA) of 1938	Imposes on covered employees minimum wage and overtime requirements for covered activities
Revenue Code of 1954: The Federal Wage Garnishment Law, Consumer Credit Protection Act's Title 3 (CCPA)	Regulates the relationship between labor organizations and their members
Labor-Management Reporting Disclosure Act (LMRDA) of 1959	Prohibits sex-based compensation differentials for work requiring equal skill, effort, and responsibility
Equal Pay Act of 1963	To eradicate employment/wage discrimination on the basis of race, color, religion, national origin, and sex and, effect to substitute job-related standards for employment decisions. It also deals with recruitment, hiring, job classifications, transfer, promotion, compensation, and termination
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<i>Specific act</i>	<i>Purpose of the act</i>
Title VII of the Civil Rights Act 1964	The Act rules against discrimination against individuals who are between ages forty and seventy for the purposes of employment
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### *The Birth of HR Laws*

Table 2.1 lists some specific HR laws and their intended objectives. For example, the Davis–Bacon Act of 1931 guarantees prevailing wages in federally funded projects. As a result of obvious and subtle discriminatory practices in the labor market, Title VII of the Civil Rights Act of 1964 is aimed at the eradication of employment discrimination and inequities. The Fourteenth Amendment of the U.S. Constitution protects women’s equality of opportunity in government employment. A federal contractor’s obligations under the Executive Order No. 11,246 imposes nondiscrimination and affirmative action requirements on federal contractors and subcontractors.

The evolution of HR laws illustrates the value of legal solutions to workplace problems. Most people believe that little can be accomplished in the workplace without HR laws that are effectively enforced.

Regardless of their wide application, some have challenged in court certain HR regulations and administrative practices for legality or unconstitutionality. Table 2.1 lists selected important representative cases.

Violations of HR regulations and policies concerning breach of contract or other forms of illegality create fertile ground for painful and fierce legal battles. People who believe their rights have been either violated or trampled upon are often willing to bring the issue to the courts, at least in the USA. Plaintiffs who win expect financial compensation or reinstatement to an employment position they were fired from or denied entry into. Such cases reveal that conflicts between individuals or groups of individuals are

not necessarily institutional in origin but involve, instead, rather simple social relationships between co-workers, managers, and leaders.

This empirical observation from case law confirms the conclusion that the primary root cause of workplace litigation is actually severe human factor decay. This reality is the result of the total neglect of education programs that are aimed at producing positive human factor qualities in leaders, managers, and employees. Therefore, HR laws have become the primary panacea for dealing with problems that stem from severe human factor decay in the workplace as well as the various marketplaces. These judicial developments in HR legal policies provide strong evidence of society's dependence on legal processes in dealing with workplace problems. Continuing severe human factor decay indicates that resulting *contractual violations* in the diverse workplaces may require more litigation.

### FACTORS THAT AFFECT THE DEVELOPMENT OF HR LAW

Many factors affect legal development in HR laws and administrative practices in the USA as well as the rest of the global village. As Lawrence Friedman once noted, "Change the power system, and the law too will change. . . . Despite a strong dash of history and idiosyncrasy, the strongest ingredient in American Law, at any given time, is the present: Current emotions, real economic interests, concrete political groups." (1973, p. 14). Legal developments in the HR domain track changes in all aspects of human life—economic, educational, family, religion, government, and the law itself. Today, those involved with the development, implementation, and enforcement of HR laws, policies, and though aggressive in that which they do, are grossly ineffective in dealing with challenging workplace problems. To our utter surprise, the more legal protection we seek and receive at the workplace due to bitter disputes, the more instances of pure hatred, discriminatory practices, cheating, and all other kinds of abuses we unleash upon ourselves as well as our opponents on the other side of the walls of acrimonies! The disarming fears and insecurity we feel in the workplace is not only deafening but also paralyzing beyond expectations. The only effective solution set with which we must approach these problems and yet have blatantly rejected is the development of the positive human factor qualities.

In the foregoing decades alone in recent memory, numerous chief executive officers (CEOs) and chief financial officers (CFOs) of huge business conglomerates torched the hitherto untouchable as well as non-flammable

financial bags of companies like Enron, Arthur Anderson, Global Crossing, and many others, and forced them into eternal bankruptcies. As the naked facts have revealed to date, most of these CEOs and CFOs earned their academic degrees from Ivy League business schools of renowned universities and colleges, where they were forced to take and earn excellent course grades in principles of ethical studies!

While engaged in the study of courses aimed at completing the necessary college graduation requirements for their degrees in business administration as well as other relevant academic and professional degree programs, these individuals were required to take either a course or two in business ethic. By having been exposed to the contents of the required course(s) in ethical studies, the general presupposition is that they are fully prepared and well equipped with adequate ethical knowledge, understanding, and sound moral reasoning with which to respond to real-life dilemmas and the challenging moral questions that arise at the workplace and various marketplaces.

However, when these intelligent students graduate and become employed within any of the social institutions, they realize sooner or later that the huge and shiny knowledge kit they paid thousands of dollars for to acquire and bring along with them to the workplace is virtually empty of strong moral sense, live conscience, and various kinds of thinking skills—though filled to the brim in their minds and steaming hot with disciplinary theoretical knowledge and untested sets of skills! Its contents are bankrupted of that which produces a seasoned moral acumen and principle-centered conscience. The tools their morally bankrupted academic knowledge bags contain are insufficient with which to cogently deal with the perennial human moral weaknesses, challenges, and the key ethical dilemmas their owners face at the various global marketplaces. These immoral minefields have confronted all humanity—regardless of where people dwell on Planet Earth—for centuries and continue to do so today with great vengeance. Their existence has for generations caused acts of immoral dealings and utter spiritual ignorance wherever humans are found. When most of these graduates arrive in any of these marketplaces, they do so with an excellent stock of academic brilliance haphazardly stored in their minds. The heart is sadly empty of moral truth and the commitment to engage in principle-centered living. Such an impressive storage of a convoluted data bank of information is neither easily accessed nor precisely applied toward effective problem solving. Their sole integrity account has been long

overdrawn and is in the negative or dangerously within the premises of the financial red zone!

These graduates are undeniably adept in ethical knowledge, questioning, thinking, and analyses. They are able to identify easily, articulate their theoretical positions seamlessly well—with stellar clarity—and effectively analyze the prevailing moral questions they face at any time. Yet, unfortunately, they pathetically fail to make morally right and ethically sound decisions. They are unable to engage in any deeper levels of spiritual or moral reasoning. Sadly, therefore, their strength embedded within the depth of their practice of strength of critical thinking is no stronger than that of a pot noodle! They remain woefully unable to understand in order to prudently respond to any spiritual and moral challenges of the day. Worst of all, these college graduates lack the wisdom that leads to the minimization of acts of moral ineptitude in the diverse marketplaces. They neither know, nor do they understand, the primary sources of the challenges we all face, and we are no more familiar with the right direction we must be heading at any time in life. These college graduates lack the appropriate tools with which to successfully transcend the moral challenges that populate the highways of their own career paths and that into which their own lives unfold. These failures are results of having graduated with intellectually swollen heads that are filled to the brim and dripping with crumbs of academic brilliance or intelligence. Sadly, though, the owners of these heads of mere knowledge storage possess neither live nor sensitive hearts, deeply reflective minds, or live conscience.

It is, therefore, evident that the forcing of students to take one or two required courses in the various functional areas of business and its highly acclaimed courses in ethics does not necessarily provide them with any guarantees regarding the possession of the ability to minimize any kinds of scandals in business, education, politics, economic dealings, legal manipulations, religious dogmatism, and short-sightedness—that is, in their social as well as professional lives. For the lack of the appropriate leaders and managers, those involved with and in charge of the social institutions actually struggle to survive. Most frequently, they are unable to transcend the boundedness of the challenges they face as a result of the degree to which their employees are morally crummy (i.e., managers, leaders, and their subordinates impose upon them anytime). These graduates are grossly ill-equipped and unable to precisely deal with the ethical problems and moral dilemmas they are exposed to and expected to transcend.



Arguably, therefore, corporate America as well as the global business world is on fire! But this fire is not the kind that burns and consumes houses, shrubs, and trees. It is neither the kind of physical fire that consumes the wealth of individuals as well as whole communities nor electrical systems nor technological tools nor hectares of green tropical rainforests. Instead, it is the kind of fire that is representative of all kinds of fraudulence, accounting scandals, immoral financial schemes, deceitful Ponzi business schemes and the diverse forms of corrupted entrepreneurial dealings. Its intensity and fierceness supersede that of the burning molten mass of lava which freely and effortlessly oozes out from within the womb of certain deadly volcanic actions. It is rather so unstopably deadly that it leaves no living things along its path. Thus, after its slow and gorgeous passing, it takes a countless number of generations for any good and encouraging signs of an impending rejuvenation of life to appear.

Sadly, the depth of the destructiveness, helplessness, and hopelessness it imposes on its victims pins them down in the ashes of deadly cowardice to such a degree that they are unable to arise and attempt to rebuild once again. Ultimately, it maims, cripples, and kills the mind and heart. It strangulates the people's drive to succeed at the receiving end of its devastation and humiliation. Long after the deadly volcanic action, those who serve as its fuel would have neither moral sense nor live nor active conscience nor principle-centered emotional feelings with which to gather inspiration and strength to rise up and attempt to rebuild. These individuals are ruthlessly reckless. They neither care for truth nor good judgment nor justice. That for which they live and work is to deceive, defraud, and dispossess all others for their own meager survival and existence. To remain in this position for as long as is possible is their best action primary step and most frequently about how to conceal the trails of their acts of immorality and destructiveness.

### *The Significance of the Scientific Management and Other Movements*

In the early 1900s, the works of the leaders of the scientific management philosophy and its programs and other movements brought in ideas that made a permanent imprint on personnel administration and employee performance (Taylor 1911; Gantt 1961; Griffin 1987; and many others). Webb and Norton (2012) noted that the scientific management philosophy was introduced into the educational administration during the early decades of the 1900s. Scholars, whose pioneering work influenced personnel

management and development in education, include, amongst others, Weber (1910), Urwick and Gulick (1937), and Fayol (1949).

In *Fayollian* terms, for example, the key activities of administration (i.e., administrators) are *planning, organizing, commanding, coordinating, and controlling*. According to Fayol, therefore, these activities are to be carried out in an integrated fashion with the primary objective of achieving a higher productivity growth rate in the organization. The *Gulikian* view of personnel management extends the *Fayollian* perspective by adding two additional dimensions to the personnel management activities. These two additional dimensions are *reporting* and *budgeting* (for further detail see Webb and Norton 2012).

However, regardless of the beauty and intensity of the works of the scholars of the scientific management movements, it is obviously clear that one of the key individuals whose scholarly work exerted the greatest impact on the present day HR administrative function is Max Weber (1864–1920). Writing about his own concept of what actually determines the ideal organization, Weber (1910) argues that not only must promotion be tied to performance, but also that the individual employee's security must be ensured through established (i.e., proven) bureaucratic practices. Such practices, according to Weber, would shelter employees from unfair dismissal schemes and other capricious personnel practices. To Weber, therefore, these kinds of bureaucratic protection minimize disharmony in the workplace. And by so doing, lead to the attainment of optimal employee efficiency and effectiveness on the job.

In Weberian terms, there exist three types of organizational authorities. These are the *charismatic, traditional, and legal authorities*. Of these three, Weber made the case that it is the legal authority that provides the strongest and most powerful foundation to the ideal bureaucratic organization. Viewed in this light, it is arguable that Weber's conclusion regarding the supremacy of legal authority has powerfully but surreptitiously influenced, shaped, and directed HR administrative practices ever since. A more detailed review and thorough analyses of the contents of Chap. 10 of Webb and Norton (2012, pp. 319–362) also reveal that HR programs aimed at maximizing employee performance concentrate mostly on institution building as is reflected in regulations and policies rather than *human factor engineering*. In general, therefore, the primary objective of HR administrative practices is to either locate or create 4Ps portfolios as well as remuneration packages through which to successfully motivate employees to perform at their best anytime on the job. When viewed from

the human factor perspective, though, Weber is dead wrong in his perspectives and conclusions regarding the role of the legal authority.

A careful and diligent review, study, and analyses of the Weberian view on the primacy of the legal authority reveal that educational administration and the HR function today continuously draw tremendous inspirational ideas from Weber (1910). Thus, as Webb and Norton (2012, p. 10) observe, the primary emphasis HR administrators today place on "...accountability, teacher evaluation, merit pay, teacher selection, scientific supervision, on-the-job training, and job analysis..." is a direct offspring of the scientific management epoch. Scholars such as Follett (1924), Mayo (1954), and Lewin et al. (1939) significantly contributed to the human relations movement. The proponents of the behavioral science movement highlighted the significance of the interactions between the institutional dimensions and human element to productivity growth. They also argued that the ongoing symbiotic relationships between institutions and human beings significantly impact behavior and the degree to which organizational goals and objectives can be achieved. The key scholars of this paradigm include Barnard (1938), Maslow (1954), Herzberg et al. (1959), McGregor (1960), Trist (1963), Haimann and Scott (1970), and Kempton (1995).

## APPENDIX: EMPLOYMENT LAWS

The listing below is made up of the United States federal laws that deal with employment and also the federal laws that relate to public employers in Montana. Also included are the various state laws regarding employment. Readers interested in the federal laws can refer to the United States Codes at: <http://uscode.house.gov/search/criteria.shtml>. For the Montana Codes, visit: [http://leg.mt.gov/bills/mca\\_toc/index.htm](http://leg.mt.gov/bills/mca_toc/index.htm). At this URL, the reader will find the Montana Annotated Code 2015.

### *Federal Laws*

1. Age Discrimination in Employment Act (ADEA) (29 USC Sec. 621, et seq.)
2. Americans with Disabilities Act (42 USC Sec. 12,181, et seq.)
3. Civil Rights Acts—(42 USC Sec. 2000, et seq.)
4. Davis–Bacon Act (40 USC Sec. 276a, et seq.)

5. Employee Retirement Income Security Act (ERISA) (29 USC Sec. 1001, et seq.)
6. Equal Pay Act (29 USC Sec. 206[d])
7. Fair Labor Standards Act (29 USC Sec. 201, et seq.)
8. Family Medical Leave Act (29 USC Sec. 2601, et seq.)
9. Federal Bankruptcy Code (Wages due within 90 days of filing are priority claim) (11 USC Sec. 1001, et seq.)
10. Immigration and Reform Control Act (8 USC Sec. 1324a, 1324b)
11. Job Training Partnership Act—Job Training Programs (29 USC Sec. 1501, et seq.)
12. Labor Management Relations Act (29 USC Sec. 141, et seq.)
13. National Labor Relations Act (29 USC Sec. 151, et seq.)
14. Occupational Safety and Health Act (OSHA) (29 USC Sec. 651, et seq.)
15. Portal to Portal Act (29 USC Sec. 251, et seq.)—Adds to Fair Labor Standards Act
16. Service Contract Act (41 USC Sec. 351, et seq.)—Extends Davis–Bacon Act to service contracts
17. Social Security Act (42 USC Sec. 301, et seq.)
18. Unemployment Tax Act (26 USC Sec. 3301–3311)
19. Veterans’ Reemployment Rights (38 USC Sec. 2021, [4321] et seq.)
20. Wagner–Peysner Act (Federal Employment Service) (29 USC Sec. 49, et seq.)
21. Worker Adjustment and Retraining Act Plant Closure Law (29 USC Sec. 2101, et seq.)
22. State Directory of New Hires (42 USC Sec. 653a)

*Popular Name of Law*

1. Age Discrimination in Employment Act\*
2. Americans with Disabilities Act\*
3. Civil Rights Act\*
4. Family Medical Leave Act
5. Veterans’ Reemployment Rights
6. Worker Adjustment and Retraining Act Plant Closure Act

**Note:** \*Regardless of the total number of employers involved, the Montana State Laws cover them all.

### *Collective Bargaining*

1. Arbitration for Firefighters (Title 39, Chapter 34)
2. Collective bargaining for nurses (Title 39, Chapter 32)
3. General limitations on collective bargaining rights (Title 39, Chapter 33)
4. Construction
5. Construction Contractor Registration (Title 39, Chapter 9).
6. Hiring/Firing
7. Blacklisting and Protection of Discharged Employees (39-2-801 to 39-2-804).
8. Child Labor Standards Act (Title 41, Chapter 2)
9. Deception as to character of employment, conditions of work, or existence of labor dispute prohibited (39-2-303).
10. Discrimination prohibited for lawful product use during non-working hours—exceptions (39-2-313).
11. Employment of aliens not lawfully authorized to accept employment prohibited (39-2-305).
12. Employment of persons under eighteen as bartenders prohibited (39-2-306).
13. Lie detector tests prohibited (39-2-304).
14. Regulation of blood and urine testing (Title 39, Chapter 2, part 2).
15. Unlawful for employer to require employee to pay cost of medical examination as condition of employment (39-2-301).
16. Wrongful Discharge from Employment (39-2-901 to 39-2-915).
17. Human Rights
18. Human Rights (Title 49, Chapters 1 to 4). Prohibits employment discrimination based on race, color, national origin, religion, sex, age, physical and mental disability, marital status, and (for public employers only) political beliefs or ideas; includes hiring, firing, and all terms and conditions of employment; requires reasonable maternity leave; prohibits sexual harassment.
19. Equal pay for women for equivalent service (39-3-104).
20. Insurance/Benefits`
21. Occupational Disease Act of Montana (Title 39, Chapter 72)
22. Silicosis Benefits (Title 39, Chapter 73)
23. Unemployment Insurance (Title 39, Chapter 51)
24. Workers' Compensation (Title 39, Chapter 71)
25. Safety

26. Boilers and Steam Engines (Title 50, Chapter 74)
27. Construction Blasting (Title 37, Chapter 72)
28. Hoisting Engines (Title 50, Chapter 76)
29. Occupational Safety (Title 50, Chapter 71)
30. Safety Culture Act (39-71-1501 to 39-71-1508)
31. Safety in Coal Mines (Title 50, Chapter 73)
32. Safety in Mines Other Than Coal Mines (Title 50, Chapter 72)

### *Wages and Wage Protection*

1. Minimum Wage and Overtime Compensation. The Department enforces the payment of minimum wage and overtime compensation (39-3-401 to 39-3-409).
2. Montana's Little Davis-Bacon Act (standard prevailing wage) (18-2-401 to 18-2-432).
3. Payment of Wages. The Department may investigate and enforce the payment of wages through administrative actions, hearings and Court enforcement (39-3-201 to 39-3-217).
4. Reciprocal Agreement for Collection of Wages Act. The Department may enforce Montana's wage payment laws through reciprocal enforcement in agreements with other states (39-3-301 to 39-3-306).

### *Others*

1. Apprenticeship (Title 39, Chapter 6)
2. Employee and Community Hazardous Chemical Information Act (Title 50, Chapter 78).
3. Professional Employer Organization Licensing (Title 39, Chapter 8). Employee leasing firms and similar suppliers of labor must be licensed in order to do business.
4. Seats for employees (39-2-201)
5. Women in Employment (Title 39, Chapter 7) State training and child care programs.

### *Montana Codes, United States Codes, and Federal Laws*

Some of the Federal and State Laws for Montana Public Employers Only are:

1. Closure or Layoff at Government Facility (39-2-1001 to 30-2-1003)
2. Collective Bargaining for Public Employees (Title 39, Chapter 31)
3. Government Code of Fair Practices (Title 49, Chapter 3)
4. Handicapped Person's Public Employment Preference (Title 39, Chapter 30)
5. Indian Employment Preference (2-18-111) for state agencies on reservation.
6. Smoking in Public Places—Montana Clean Indoor Air Act (Title 50, Chapter 40)
7. Veteran's Public Employment Preference (Title 39, Chapter 29)

**Source:** <http://dli.mt.gov/resources/laws>

### *Federal Laws*

1. Fair Labor Standards Act (FLSA): Deals with Minimum Wage, Overtime, Child Labor Laws, and requirement for record-keeping.
2. Family and Medical Leave Act (FMLA): It offers to employees who have been covered by this law with up to 12 weeks of unpaid and job protected leave with which to take care of either a new or sick child; or a spouse or parent who has certain *serious medical condition*.
3. Title VII: This law prohibits discrimination on the basis of race, color, religion, sex or national origin.
4. Americans with Disabilities Act (ADA): Debars discrimination against qualified people who suffer from disabilities and need their employers to offer them reasonable accommodations (except in cases when such accommodations are too burdensome).
5. Age Discrimination in Employment Act (ADEA): Prohibits discrimination against persons over 40 years old.
6. Pregnancy Discrimination Act (PDA): Prohibits discrimination on the basis of pregnancy, childbirth, and other related medical conditions.
7. Genetic Information Nondiscrimination Act (GINA): Prohibits discrimination of employees or applicants due to genetic information.
8. Affordable Care Act (ACA): This law requires that employers provide access to health care benefits to employees.
9. Uniformed Services Employment and Reemployment Rights Act (USERRA): Prohibits discrimination against employees who volunteer or are called to military duty and requires reemployment of returning soldiers to their old or equal jobs.

10. Occupational Safety and Health Act (OSHA): Sets employment safety and health standards.
11. National Labor Relations Act (NLRA): Guarantees the right of employees to organize, bargain and engage in “protected concerted activity.”
12. Health Insurance Portability and Accountability Act (HIPAA): Provides rules for protecting the confidentiality of private health information.
13. Immigration Reform and Control Act (IRCA): Prohibits hiring of individuals without legal authority to work in the United States, sets requirements for verification of eligibility to work and documentation requirements.
14. Employee Retirement Income Security Act (ERISA): Sets minimum standards for most voluntarily established pension and health plans in private industry to provide protection for individuals in these plans.
15. Consolidated Omnibus Budget Reconciliation Act (COBRA): Provides continued insurance coverage for employees after termination of employment and requires employers to provide certain notices to employees upon termination.
16. Employee Polygraph Protection Act (EPPA): Prevents employers from using polygraph tests in pre-employment screening or during the course of employment, with some exceptions.
17. Consumer Credit Protection Act (CCPA): Federal law governing wage garnishment.
18. Fair Credit Reporting Act (FCRA): Governs how pre-employment background checks are to be conducted and what notifications need to be given to applicants. Laws and regulations specific to your industry (i.e., Department of Transportation).

### *State and Local Laws*

A great deal of state laws parallel those of the federal *Equal Employment Opportunity Laws*, though in many cases, these laws are not generally identical. Diverse municipalities create and enforce their own laws that govern the workplace. In most cases these laws are cover broader domains/issue than those the federal and/or state laws make provisions.



### *Government Agency Action*

In addition, various government agencies are now becoming more and more active in their practices of reviewing employers' policies. The various changes and key points of emphasis from these agencies are acknowledged below.

#### *National Labor Relations Board (NLRB)*

In March 2014, the NLRB entered into an arrangement with the Occupational Safety and Health Administration (OSHA) whereby OSHA agreed to notify complainants who file untimely whistleblower claims of their right to file a charge with the NLRB, which employs longer statutes of limitation. In August, the NLRB issued a memorandum advising that its agents would reciprocate with OSHA and would engage in a similar practice with respect to wage and hour issues. The potential outcome is for employers to experience an increase in charges being filed. For employers who are proactive and regularly conduct compliance audits, the risk of agency referrals and/or resulting penalties can be greatly reduced.

There has been a flurry of activity by the NLRB attacking employer policies that the Board believes infringe upon employee rights guaranteed by Section 7 of the National Labor Relations Act. As a result of recent decisions rendered by the Board, employers should review their handbooks and work rules to determine if revisions are required. Language that has been historically viewed as permissible and compliant with the Act is now being struck down.

#### *Equal Employment Opportunity Commission (EEOC)*

**Harassment Taskforce**—On January 14, 2015, the new EEOC Chair, Jenny R. Yang, announced the establishment of a task force to develop strategies to prevent and correct harassment.

**Pregnancy Discrimination**—The EEOC's Guidance on Pregnancy Discrimination makes clear that while pregnancy is NOT a disability, pregnancy-related impairments would qualify an individual to protections under the ADA (Americans with Disabilities) Amendments Act.

**Increased Scrutiny of Wellness Programs**—The EEOC continues its focus on employer wellness programs, issuing proposed regulations on the interplay between these programs, the Affordable Care Act (ACA) and anti-discrimination laws such as the ADA and Genetic Information

Nondiscrimination Act (GINA). The EEOC has also filed several lawsuits challenging employer wellness programs.

*Department of Labor (DOL)*

New Overtime Regulations—On May 18, 2016 the DOL, Wage and Hour Division issued its Final Rule regarding the “white-collar” exemptions to minimum wage and overtime requirements imposed by the federal Fair Labor Standards Act (FLSA). The Final Rule takes effect December 1, 2016. Read our alert on this topic here <https://www.dol.gov/whd/flsa/>.

Revised definition of spouse under the FLMA—In light of the United States Supreme Court’s decision in *United States v. Windsor*, a new regulatory definition of “spouse” went into effect on March 27, 2015, expanding the definition to include legal same-sex marriages. Read our Tax and Estates alert on this case here <https://www.dol.gov/whd/fmla/>.

Increased Fair Labor Standards Act (FLSA) litigation—FLSA lawsuits in federal courts were up another 5 % in 2014 from 2013 and are up 438 % since 2000—and that doesn’t count the increases in state litigation. It is expected this trend will continue.

Increased DOL attention to misclassification (employee/contractor).

Increased Family Medical Leave Act (FMLA) investigations and focus on systemic FMLA compliance issues.

Internal Revenue Service (IRS)—The IRS has made clear that it will increase scrutiny of worker classification in an effort to ensure that those workers who are employees and should be having payroll taxes deducted from their checks and paid by their employers are not improperly classified as independent contractors.

Office of Federal Contract Compliance Programs (OFCCP)—The last several months and years have seen a remarkable increase in the requirements for businesses who work with or sell to the federal government.

**Source:** <http://www.whiteandwilliams.com/resources-alerts-Human-Resources-Best-Practices-and-Audits-Laws-and-Regulations-to-Consider.html>

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## The Proliferation of the Legal Solution in HR Administration: The Scorecards

The desire and willingness to establish current HR administrative practices and policies according to scientific ideas and knowledge gleaned from the works of the various pioneering scholars and their offspring from the scientific management, human relations, and the behavioral movements somehow pried hitherto shut-off doors open as wide as was possible. As a result, most scholars interested in this field concentrated their own scarce FEET (financial effort, energy and time) resources on institution-building (i.e., developing, implementing, enforcing, and channeling more resources into the movement's effort. The most primary efforts made throughout the decades to develop the HR function and its associated practices mostly concentrated on the legal aspects.

In what follows, a series of presentations are made to substantiate the observations and conclusions that the indiscriminate pursuit of the Weberian view regarding the primacy of the legal authority led to the limitless proliferation of the legal solution in the domain of HR administration. The scorecards of this practice are presented, evaluated, and suggestions made for better improvements.

## THE BIRTHING OF HR LAWS: SPECIFIC REGULATORY MEASURES AND POLICIES

Examples of specific HR laws and their intended objectives are listed in Table 3.1 and the Appendix in Chap. 2. For example, the *Davis–Bacon Act of 1931* legislates that employees of federally funded projects receive the prevailing wages. As a result of the subtle discriminatory practices in the labor market, *Title VII of the Civil Rights Act of 1964* is aimed at the eradication of employment discrimination on the basis of race, color, religion, national origin, and sex. This Act also deals with recruitment, hiring, job classifications, transfer, promotion, compensation, and termination. *The Fourteenth Amendment* protects women’s equality of opportunity. *A Federal Contractor’s Obligations Under Executive Order No. 11,246* imposes nondiscrimination and affirmative action obligations on federal contractors and subcontractors (See other regulatory measures listed in Table 3.1).

Clearly the ongoing evolution of HR laws is indicative of the significance and weight we place on the legal solution to workplace problems (i.e., laws regarding the treatment of the members of the lesbian, gay, bisexual, transgender (LGBT) community). We are now at a critical stage in the evolution of the American civilization where we believe, without any shadow of doubt, that there is little we can accomplish without having to appeal to diverse forms of the law and the appropriate legal actions. Viewed in this light, in the USA, the only solution set appealed to most frequently in every sphere of life to deal with workplace challenges is the appeal to and the creation of laws any time the need arises. It is the only path to problem-solving American citizens know, commit to, and practice with great constitutional fervor, zeal, and action! As a result, we have fallen into a complex, and thoroughly consuming maze of regulatory, prescriptive, proscriptive, and punitive laws that hardly ever attain and sustain their intended objectives. As a result, we have been overtaken by certain expressed attitudes, behavioral practices, and action steps that easily yield themselves to certain personal conclusions as revealed in such phrases as well as sentences as: “You’ll hear from my lawyer,” “I’ll see you in court,” “We’ll settle this issue in court,” or “Let the lawyers and judges decide that between us,” and many others like these.

Most frequently, any violations of HR regulations and policies (i.e., the breach of contract or trust) or other forms of allegations create fertile grounds for long-term bitter and emotionally draining legal battles to ensue. For example, when people feel that either their human or property rights or both simultaneously are either violated or that they have been

**Table 3.1** Case Law: The outcome of challenges to various aspects of HR law

<i>The case</i>	<i>The issues under consideration</i>
Flanery v. Barrett (1912)	It is unlawful for a district to pay an uncertified teacher.
Albemarles Paper Company v. Moody (1975)	The courts disallowed competency testing on the grounds of discrimination against minority groups.
Pittsburgh Federation of Teachers Local 400 v. Aaron (1976)	Residency requirement for all district employees of the Pittsburgh school district.
United States v. South Carolina (1978)	Upon the challenge to the testing of employees in education and the use of minimum scores to determine passing and failing grades, the federal court ruled the validation procedure sufficient to support job relatedness and test rationally related to a legitimate state purpose.
Ambach v. Norwick (1979)	The U.S. Supreme Court permits the exclusion from employment opportunities of individuals who are non-US citizens.
Jones v. Alabama State Tenure Commission (1981)	When an Alabama case guidance counselor was dismissed for refusing to perform assigned supervision duty prior to the opening of school, the case went to court. The court upheld the dismissal.
Pullman-Standard v. Swint (1982)	In a case involving the accusation of disparate discrimination, the Supreme Court maintained that one can only establish discriminatory intent by showing actual motive rather than presuming it from existing employment data.
Arline v. School Board of Nassau County (1988)	Further investigations and legal procedures led to the reinstatement of Arline to her previous position with back pay.
Arline v. School Board of Nassau County (1987)	The US Supreme Court upheld the decision of a lower court that a teacher who was suffering from tuberculosis be asked to leave.
Skinner v. Railroad Labor Executive Association (1989)	Justification for the mandatory testing for drugs and alcohol
Babb v. Independent School District No. 1-5 (1992)	Using declining enrollments and shrinking budget constraints as key factors an elementary school librarian was dismissed by an Oklahoma School Board. The board then turned around to re-employ non-tenured teachers to fill the positions the librarian filled. The court ruled and maintained that the district was wrong in manipulating job assignment in a way that works against the rights of tenured teachers. It also went around the purpose and spirit of the law.

*(continued)*

**Table 3.1** (continued)

<i>The case</i>	<i>The issues under consideration</i>
Horton v. Jefferson County-Dubois Area Vocational Technical School (1993)	The courts usually upheld dismissals based on accusations of immorality as reflected in certain categories of conduct involving sexual conduct with students and non-students; homosexuality, making sexually explicit remarks; the distribution of sexually explicit materials; the use of obscene, profane, and abusive language; the possession and utilization of prohibited substances; dishonesty, and other forms of criminal misconduct—all results of severe human factor decay
Wineger v. Des Moines Independent Community School District (1994)	This was a case in which an industrial arts teacher received a four-day suspension without remuneration and later got transferred for having got into a fight with a student. The court maintained that since the teacher had a property interest in ongoing employment because of his tenure status and liberty interest and long-term stigmatization due to the charge of child abuse, the teacher should have been granted a due process hearing with the School Board—regardless of the fact that during the investigative process, he was offered the chance to provide his version of the events leading to the charge.
King v. Jefferson County Board of Education (1995)	A case in Alabama about the recommendation for retention of a probationary teacher with positive evaluations over a period of three years. The teacher's contract was not renewed. When the case went to court, the Board's decision was upheld on the basis that the districts adoption of evaluation for non-tenured teachers did not suggest contract renewal.
Sullivan v. River Valley Sch. Dist. (1998)	A Michigan Court upheld a school district's suspension of a tenured faculty for three years and required that return to work be preceded by physical and mental examination—at the cost of the school board.
Burlington Industries v. Ellerth (1998) Faragher v. City of Boca Raton (1998)	Cases involving hostile environment harassment, a school will not be held liable if it can show that it does not only possess sexual harassment policy, but also that the complainant did not take any steps based on the existing preventative safeguards to avoid the incidence and harm caused.

*(continued)*



**Table 3.1** (continued)

<i>The case</i>	<i>The issues under consideration</i>
Gould Public School v. Dobbs (1999)	This case was about the termination of a non-probationary cook without notice or hearing. The Supreme Court of Arkansas held that though the School Board had the right to terminate employment at any time and for any reasons, it violated the terms of the Arkansas Public School Employment Hearing Act.

forced to experience some form of rather demeaning forms of discrimination, they bring the issue to the attention of trial lawyers and judges—seeking help. For example, issues relating to perceived acts of harassment and discrimination usually lead those involved to call in diverse lawyers and judges to roost (see details on cases in Table 3.1). Other phenomena that also shoo members of conflicting or warring parties into hurtling and herding themselves in a hurry to the court of law include, but are not limited to, absenteeism, shirking at work, tardiness, insubordination, alcohol and drug abuses, acts of incompetence (e.g., quality of professional preparation and certification), allegations of discrimination, breach of contracts and/or trust, the violation of due processes, lack of authentic legal status, debilitating and higher levels of stress, mental illness, and harassment. Most frequently, such allegations are investigated, tried, and the ruling made either in favor of the plaintiff or defendant—or in the rare cases, the reality of hung juries! The winner may be granted either hefty financial compensations or the immediate reinstatement to a previous employment position that is under contention and litigation (see the case of Arline v. Board of Nassau County—1987 and 1988 in Table 3.1).

It is, however, important to note that regardless of their acceptance, certain HR regulations, policies, and administrative practices have usually been, and continue to be, challenged in the courts of law on either the pretense or premise of their unconstitutionality (see the various cases listed in Table 3.1). These developments in law and their accompanying regulations and policies provide strong prima facie evidence as to the continuing and excessive legal proliferation and our overdependence on the law to deal with workplace problems. As a result of continuing exacerbation of the speed at which severe human factor decay proliferates and is experienced in American society today, we have become increasingly convinced and

more confident than ever that the only best way to deal with contractual violations, disagreements, and tort at the workplace is through the various and painfully draining, as well as devastating, legal battles fought in the courts of law (see Table 3.1).

Today, while certain lawyers serve as the most primary and key players, who are knowledgeable and experienced in the applications of legal techniques of decoy, plaintiffs and defendants are ushered into the spectators' seats where they either elect to be mute throughout the whole period of hearings or take the witness stand during the proceedings. In most cases, though, some of these contestants choose to not speak at all during the court trials, leaving everything in the hands of their legal counsels and/or representatives. This is what they pay their lawyers to do on their behalf.

When one travels across the whole of the USA, visiting and having conversations with a diversity of individuals, one learns rather quickly how pervasive the legal path to problem-solving in every sphere of life in the USA is. The most common areas of life where HR regulations are present everywhere in the USA include, but are not limited to, wages, child labor, family issues, equal employment opportunity, drugs and alcohol-related abuses and testing, worker privacy, private employment agencies, whistleblowers, violence, hours of work, and accompanying remunerations, agriculture, and many more (see Richard Nelson 2001).

Speaking to the gamut of U.S. labor laws, an author of a well-researched and written article posted on *Wikipedia* observes:

United States Labor Law sets the rights and duties for employees, labor unions, and employers in the United States. Labor law's basic aim is to remedy the "inequality of bargaining power" between employees and employers, especially employers "organized in the corporate or other forms of ownership association." Over the 20th century, federal law created a series of minimum social and economic rights, and often encouraged state laws to go beyond minimum to favor employees. The Fair Labor Standards Act of 1938 requires a federal minimum wage, currently \$7.25 but higher in 28 states, and discourages unhealthy working weeks over 40 hours through time and a half overtime pay. There are no federal or state laws requiring paid holidays or family leave yet, but the Family and Medical Leave Act of 1993 creates a right to at least 12 weeks of unpaid leave in larger employers. There is no automatic right to an occupational pension yet beyond federally guaranteed Social Security, but the Employee Retirement Income Security Act of 1974 requires standards of prudent management and good governance if employers agree to provide pensions, health plans or other benefits. The Occupational Safety and

Health Act of 1970 requires employees have a safe system of work. A contract of employment is always capable of improving standards beyond the minimum statutory rights. But to get fair terms beyond the minimum, employees are most likely to be successful if they can organize a labor union for collective bargaining. The National Labor Relations Act of 1935 creates rights for most employees to organize a labor union, without any detriment by unfair labor practices. Under the Labor Management Reporting and Disclosure Act of 1959, labor union governance always follows democratic principles. In any workplace where a majority of employees support a union, employing entities have a duty to bargain in good faith. Unions can take collective action to defend their interests, including withdrawing their labor on strike. While there are not yet general rights to directly participate in enterprise governance, many employees and unions have experimented with securing representation on corporate boards.

As noted in the Appendix of Chap. 2, other key areas of legal proliferation in the USA, as well as other countries all over the world, include *the Civil Rights Act of 1964*; *Equal Pay Act of 1963*; *Gender Pay Gap*; *Age Discrimination in Employment Act of 1967*; *Americans with Disabilities Act of 1990*; *Sexual Orientation or Identity Discrimination*; *Job Security Rights in the US*, laws aimed at ensuring that the terms of collective agreements are followed through without unfair discharges (i.e., there must prevail just causes for to do so); and *the Worker Adjustment and Retraining Notification Act of 1988*.

Just as there are federal laws aimed at attaining and sustaining full employment using monetary policy and ongoing investment in, there also exist laws regarding the development as well as the repair of infrastructure. Similarly, there are international trade policies that are aimed at the repositioning of labor practices within the context of international agreements to ascertain the certainty that labor practices within the open global markets never lead to higher levels of unemployment in the USA. [Visit [https://en.wikipedia.org/wiki/United\\_States\\_labor\\_law](https://en.wikipedia.org/wiki/United_States_labor_law)].

## THE FOUNDATIONS OF CURRENT HR PRACTICES

During court hearings, judges do their best to not only remind everyone involved, on either side of the dispute, about the law and its procedural decorum and practices in the courts. The members of the jury most frequently hold an unparalleled authority and wield strong powers with which to decide the winner of the legal game of words, intelligence, and shrewdness! Not only do they evaluate the lawyers' knowledge of the law, but also

their eloquence in the effective articulation of arguments, verbal utterances, meaningless gestures, bankrupted academic pomposity, dirty tactics, and fear-ridden confidence. The winners of these legal battles and word games are most frequently those who possess the requisite FEET resources with which to hire top-notch lawyers—regardless of whether truth is exonerated or vanquished. Some losers, feeling painfully betrayed and emotionally drained, appeal the stipulated rulings and the case is then moved up to another higher level of court hierarchy where the battle begins all over again; and then again; and then again, . . . ad infinitum or until the case is finally settled either in or out of court. Real-life evidence reveals that such hostile legal encounters most frequently go on for longer periods of time as people seek legal facts and truth.

As the process finally concludes, we discover previously hidden but hitherto now glaring inconsistencies and shortcomings of the existing HR laws, their diverse interpretations, political challenges, and long-term implications. To ameliorate these legal deficiencies, we either create tenuous or fishy amendments to the existing HR laws with the sole purpose and hope of promptly dealing with the glaring weaknesses embedded within them, or annul the law and then replace it with fangled ones that are believed to be better and more powerful—though most frequently useless—solutions. Unfortunately, though, it is just but a matter of time before people perceive that through the trying of fresh cases and challenges and the kinds of verdicts arrived at through the highly heated-up football game of legal intelligence and shrewdness, that neither the new laws nor the amendments to old ones are all that great in terms of effectively dealing with the primary challenges posed by the problems of severe human factor decay after all. Newly discovered loopholes become the current reigning sources of bitter and acrimonious contentions among the lawyers and other interested individuals who emerge later and rapaciously engage in battle cries for repealing these newly fashioned statutes, rules, and regulations. Obviously, these processes of fashioning laws, fighting to ward them off, repealing and replacing them, and subsequently returning to the previously heated repealing battlegrounds are perennial!

Examples of cases that have brought tremendous challenges to HR regulations and policies over the years include those listed in Table 3.1 (see also details in Alexander and Alexander 2001; Imber 2001; McCarthy et al. 1998). The descriptions of the cases listed in Table 3.1 and the circumstances leading to these steps reveal that the existing conflicts between individuals or groups of individuals involved in these legal battles

were not necessarily based on institutional problems. Instead, these were rather based on relationships between people from diverse groups and persuasions who are impacted in various ways with various punitive measures (i.e., mistrials, wrongful convictions, acquittals, miscarriages of justice of people from diverse groups and/or communities—making these laws either more or less appealing to members of certain groups of people). For these reasons, when a people conclude that certain laws of the land do not lead to true, honest, and fair outcomes, they are repealed. Certain examples of such laws include the following:

1. **Immigration: The Chinese Exclusion Act (1882)**—The California Gold Rush sparked an anti-Chinese sentiment among white miners and prospectors with racial tensions increasing as more and more Chinese moved west and created competition for jobs. Congress passed the Chinese Exclusion Act in 1882 allowing the USA to suspend Chinese immigration. The law was intended to last for 10 years, but wasn't repealed until 61 years later when China allied itself with the USA in World War II, in the 1943 Magnuson Act.
2. **Cash: The Anti-Gold Futures Act (1864)**—The first recorded instance of federal government regulation of derivatives was the Anti-Gold Futures Act of 1864, where Congress prohibited the trading of gold futures. The act was passed by Congress because of the low value of cash money in trading in comparison to gold at the time. Congress believed the decline in value was a result of a failure of the private market, but after the act was signed, the value of green bucks continued to fall. Two weeks later Congress repealed the act.
3. **Free Speech: The Sedition Act (1918)**—During World War I, the public largely criticized the U.S. government's involvement abroad. In response, Congress passed the Sedition Act of 1918 which forbade any expression of opinion that cast the government or the war effort in a negative light. Eugene V. Debs, a Socialist who ran for U.S. president five times, was arrested and sentenced to 10 years in prison under the Sedition Act after delivering an anti-war speech. Debs' sentence was commuted after Congress repealed the law in 1921.
4. **Prohibition: The Eighteenth Amendment (1920)**—Want a cold beer to cool off from the summer heat? The Eighteenth Amendment made drinking that beer a crime, mandating a nationwide prohibition on alcohol in 1920. Bootlegging became a major illegal industry in

the U.S. and gave rise to gangsters and organized crime. Congress repealed the law with the ratification of the Twenty-first Amendment in 1933.

5. **Slavery: The Act in Relation to Service (1852)**—Slavery may seem morally wrong to most people today, but 1852 was a different story. Slavery was legalized in the Utah Territory by the Act in Relation to Service. However, after one year of bloodshed in the Civil War, Congress passed legislation abolishing slavery in all U.S. territories. After President Abraham Lincoln’s Emancipation Proclamation, Congress passed the Thirteenth Amendment in 1865. The amendment officially repealed the Act in Relation to Service by outlawing slavery and involuntary servitude.
6. **Jim Crow Laws: The Civil Rights Act (1964)**—Dr. Martin Luther King Jr. spoke at the March on Washington for Jobs and Freedom in 1963, where an estimated 250,000 people rallied for human rights. One year later, Congress passed the Civil Rights Act of 1964 outlawing major forms of discrimination against African-Americans and women, including racial segregation. The law repealed the Black Codes and Jim Crow Laws, which denied rights to blacks, including the right to vote and the right to testify against whites in court.
7. **Speed Limits: National Maximum Speed Law (1974)**—High oil prices and supply disruptions during the 1973 oil crisis pushed Congress to pass the National Maximum Speed Law (NMSL), which prohibited speed limits higher than 55 miles per hour throughout the USA. Congress repealed the NMSL in the 1995 National Highway Designation Act, returning speed limit setting authority to the states. Since then, 34 states have raised speed limits to 70 mph or higher on some portions of their roadway systems.

**Source:** CNN Sans™ & © 2016 Cable News Network. <http://www.cnn.com/2012/07/11/politics/gallery/repealed-laws/>

The foregoing list of laws that have been repealed reveal how human ignorance and parochial-mindedness leads to the senselessness in the creation, implementation, enforcement, and the repeal of certain laws. Above all, these kinds of actions—coupled with our perennial failures and the strong drive toward the creation, implementation, and repeal of certain laws from our statutes books—are indicative of, and excellent confirmation for, the reality and truth that the most primary root cause of the massive volume of workplace litigation is severe human factor decay; a result of the

gross neglect of appropriate 4Ps portfolios that can be successfully used to engineer the positive human factor qualities in citizens. This empirical observation as well as evidence from the history of case law can rarely be denied.

As the industrial revolution ensued and the personnel of the big corporations gradually replaced the family and small business units, the emergence of big associations (e.g., labor unions), and big governments (e.g., rivalry among the leaders and members of political parties), and enormous consumer associations (e.g., consumer groups) led to the gradual erosion of the vital intimacy and civility that previously existed among members of various families, friends, and neighbors. Similarly, the technological explosion has now made it possible for people to depend mostly on themselves in diverse ways. While this process continued to advance, it did not take far too long for people to realize that life in their own society was not only becoming too formalized in the legal sense, but also less and less intimate, collegial, and fulfilling as always desired. Throughout the foregoing centuries, people have become more interested in their own welfare in many more selfish and unfair ways than those of their neighbors. Thus, as time progresses, avid selfish behaviors have continuously led to the choking and the overriding pursuits of non-principle-centered personal self-interest pursuits that lead to the diminishing of the welfare and progress of others—be they their neighbors, friends, colleagues, co-workers, or adversaries.

This phenomenon gradually promotes strong avid individualism and the ultimate craving for personal wealth and private property acquisition—regardless of the morality of the modes being deployed and the countless number of people being badly wounded and/or hurt in the process of ongoing expressions of the personal cravings for affluence. People are, therefore, left feeling that if they have to survive through the relentless exertion of their own personal expressions of scarce FEET resources alone by walking the tight and slippery ropes of insidious human interactions in life, they must acquire and store sufficient wealth for both the present moment and future uses. This belief, no doubt, encourages people to seek personal financial prosperity and the security it offers to the winners and yet sadly at the expense of the losers! Thus, people are now much more protective of their financial wealth and other personal property than was probably the case the centuries past.

Throughout the centuries, human beings in their unique habitats have become fascinated with the law, its prevailing orthodox procedures, and practices. These are seen as excellent tools to be easily deployed to deal with

pertinent problems and challenges humans face in the day-to-day operations of the social institutions: the family, economy, education, government, law, and religion. In addition to these challenges are those that emerge from advances in science as well as the infinite numbers of technological problems (see Adjibolosoo 1998). The law, as is the case today, is used to adjudicate disputes between people who lock horns in complex manners as ways of settling quarrels, disagreements, and other kinds of conflict situations. For example, it has now become fashionable to drag one's opponents or adversaries of any kinds or persuasions to court at will and when one chooses—depending on the particular conflict situation that needs to be dealt with and resolved. And because of people's faith and trust in the law, they place their full confidence in the existing HR laws and their associated regulations, policies, and administrative practices as the primary vehicles for dispute resolution at the workplace as well as the diverse marketplaces. The general human belief is that the law has the power and authority in and of itself to effectively deal with the various problems that arise between and/or among people at the various workplaces and/or marketplaces. Yet, though this is a mistaken belief, new bills are continuously being developed and filed at speeds that are much greater than that of light.

The fear that people's rights and privileges may be violated forces us daily to draw formalized legal contracts and rules to guide and inform our quests. Such contractual arrangements also provide us with the opportunity to go (legally) after those who either trample upon our individual constitutional rights and/or also violate the terms of contracts and agreements. Acrimonious legal battles fought in the presence of financially hungry and yet morally bankrupt lawyers, judges, and magistrates have now become commonplace phenomena in American society today. The frequency as well the perennial nature of the practices of class lawsuits in recent years have not only shot through the roof, but also produce billions of huge payoffs that the lawyers freely parcel among themselves—and yet throwing pittances at those who were actually hurt—the real reason for these lawsuits! That is, at the conclusion of these bitterly contested lawsuits, billions or even trillions of dollars are offered in settlement. Sadly, though, most of these financial payoffs freely become channeled into the already fat bank accounts of crummy lawyers rather than the people whose lives and rights were touched and violated in the first place. This practice has now given birth to numerous HR lawsuits and complicated legal contests—even between close friends, family members, business partners, separated or divorced couples,



employers and employees, co-workers, leaders and their subordinates, businesses and their customers, and many others. The perennial phenomenon of legal proliferation in the HR sphere is, therefore, alive and in full swing today in all human communities.

Yet in most communities, people have come to see the law as the only true and most powerful savior for dealing with certain workplace problems such as sexual harassment and bad hiring practices as they relate to firing, promotions, compensation packages, job definitions, tenure, and many others. To avoid grotesque problems at the workplace, people appeal to HR laws. In cases where a combination of both legal proliferation and technological advancement does not seem to accomplish individually as well as group members' desired objectives, diverse insidious problem accommodation measures are implemented and ruthlessly enforced. (see examples of such measures presented in Table 3.1.) These measures are classified under four categories as:

1. The law in its various forms;
2. Technology in terms of electronic systems or machines;
3. Problem accommodating techniques; and
4. Human capital acquisition (see Chap. 4).

The applications of each of the specific measures listed in Table 3.1 are expected to effectively deal with diverse HR problems at the various workplaces as well as marketplaces. HR development and training programs ignore the development of all six but one of the dimensions (i.e., human capital) of the human factor. From the human factor perspective, therefore, this kind of gross omission is an excellent recipe for failure in the long term within the various marketplaces. Existing empirical evidence substantiates this perspective.

We will present some of this evidence later in the book. In the various marketplaces, diverse HR problems prevail. Some examples of these problems include:

1. How to deal with a negative coworker: negativity matters.
2. How to implement strategic planning: vision statement, mission statement, values.
3. When management systems fail: why employees don't do what you want them to do.
4. How do you know when it's time for you to go?

5. Personal courage and conflict resolution at work.
6. Workplace conflict resolution: managing your human resources.
7. Achieve your dreams: six steps to accomplish your goals and resolutions.
8. Rise above the fray: dealing with difficult people at work.
9. Bad to the bone: dealing with a bad boss or bad managers.

**Source:** <https://www.thebalance.com/dealing-with-difficult-people-at-work-1917903>

The short-term, as well as the long-term, implications are most frequently eternally devastating. Yet where we fail in terms of dealing effectively with these problems, and many others not listed above, relates to our inability to decipher their primary source, intensity, and the specific potent solution to appeal to, deploy, and enforce in order to deal with them promptly and effectively. In most cases, the various kinds of solution sets employees, managers, and leaders appeal to in their calculated attempts to deal with these problems focus essentially on either quick fixes or problem accommodation measures. More often than not much of what are touted as excellent solution sets relate to mere bragging that is hidden behind empty words and ineffective threats. Fowler (2017), for example, argues persuasively that motivating people does not work at all.

However, it is obvious that by ignoring the development of the positive human factor qualities, we must of necessity evolve and pursue the legal dimension of the HR function. This effort is believed by its proponents as well as adherents and henchmen to enable us to deal effectively with the problems that arise from severe human factor decay—a ubiquitously deadly syndrome of deterioration in the human factor quality. It is, therefore, not surprising why those who are involved with the HR function in modern times solely concentrate most of their precious FEET resources on structural designs, institutional design, organizational improvement, and development. Those who believe in, accept, and pursue this path have, therefore, accepted and become totally sold out to the Weberian view that legal authority is the best way by which to make bureaucracies function and remain functional in effectively dealing with workplace problems. That is, within the context of the Weberian conceptualization of organizational effectiveness, the stringent and relentless applications of the law yield optimal outcome. We will return to this issue later and discuss in detail.

Unfortunately, however, these solution sets are nothing more than inadequate corner-cutting and/or quick-fix measures (see Table 3.2). Not

**Table 3.2** Techniques for dealing with violations of HR regulations and policies

<i>The law in its various forms (1)</i>	<i>Technology in terms of electronic systems or machines (2)</i>	<i>Problem accommodating techniques—tools for corner cutting (3)</i>	<i>Human capital acquisition—this is through all means (4)</i>
<p>Bills: Proposed legislation                      Acts: Statutory law. A Bill enacted into law by the Legislature. As such, the terms “law” and “Act” are used interchangeably.                      Laws—Treaties, Rules, and Regulations                      International Conventions &amp; Declarations                      Contractual arrangements or agreements between people                      From these arise rules, regulations, policies, and various practices aimed at ensuring peace, tranquility, and harmony</p>	<p>Surveillance through security cameras installed at the workplace                      Monitoring employee computer use                      Using password systems to protect and ensure employee and employer privacy                      Personnel identification numbers                      These devices are usually installed or implemented to help ensure that those involved do not engage in attitudes, behaviors, and acts that are contrary to legal prescriptions and proscriptions</p>	<p>Affirmative action plans                      Multiculturalism                      Guidelines on non-discriminatory recruitment methods and performance appraisals                      Recruiting procedures                      Safety and health considerations                      Policy for sexual harassment                      Discipline and termination                      Litigation over breach of trust                      Progressive discipline systems                      Outlawing practices                      Countering discrimination in the workplace                      Negotiation and enforcement of collective bargaining agreement</p>	<p>Programs aimed at the acquisition of knowledge, skills, competencies, etc. These include:                      Schooling                      Training                      Apprenticeship                      Workshops                      Seminars                      Professional development                      Conferences                      Seminars                      Reading                      Debating                      Reflections                      Instruction                      Experiences                      Institutional discussion groups                      Media in its various forms                      Parental nurturing and guidance                      Peer groups and their activities                      Community activities and associations</p>

**Table 3.3** Deadly mass shootings in the USA

<i>City and state</i>	<i>Year</i>	<i>Number of people killed</i>	<i>Number of people injured</i>
San Ysidro, California	1984	21	19
Edmond, Oklahoma	1986	14	6
Killeen, Texas	1991	22	20
Blacksburg, Virginia	2007	32	17
Fort Hood, Texas	2009	13	32
Binghamton, NY	2009	13	4
Aurora, Colorado	2012	12	58
Newtown, Connecticut	2012	27	1
San Bernardino, California	2015	14	21
Orlando, Florida	2016	50	53

Source: <http://timelines.latimes.com/deadliest-shooting-rampages/>

only do they propel the desire to use quick fixes, but also appeal to useless problem accommodation measures. Since they are just powerless quick-fix techniques, their applications make little impact on bringing amicable solutions to workplace disputes in the long term. In certain cases, arbitrations and/or solutions based on these regulations and policies have only produced complex and long-drawn-out deadly legal battles that ended in more debilitating workplace shooting, killing, and scapegoating.

Given the foregoing perspectives, it is, therefore, arguable that the failures of the proponents, designers, implementers, and enforcers of HR regulations and policies also lead to school shootings—a selection of cases in point include that of Columbine High School (April 20, 1999) and a countless number of which some are listed in Table 3.3). For decades, rather than minimize the nature of violence against persons through fire-arms uses, its trend is rather upwards instead. In the last 50 years, there have been some of the deadliest instances of mass shooting in various spheres of American life. Examples of these kinds of shooting instance occur in such places as educational institutions, other public places such as shopping malls, hospitals, nightclubs, parks, movie theaters, highways religious worship places, and many more. Even homes—deemed to be safe havens—have never been spared.

The existing evidence reveals that the most common places of gun violence include: private residences, public areas, malls, health care facilities, small businesses locations, strip malls, businesses open to pedestrian traffic, restaurants, bars, law firms, theaters, grocery stores, private civic

organization spaces, public as well as private social event venues, institutions of higher education, manufacturing centers, packaging and distribution facilities and factories, warehouses, assembly plants, commercial vehicle maintenance, storages, repair facilities, public as well as private properties, board and staff meetings, institutions of higher learning; government facilities such as courthouses, administrative buildings, town halls, military property or schools; open spaces, public streets, open parking lots, parks, military properties, USA government properties (e.g., military bases, airfields, sea ports, and training ranges); hospitals, clinics, urgent care, and hospice care; retirement facilities, houses of worship and also public as well as private facilities dedicated to religious activities (i.e., churches, temples, synagogues, mosques, and other religious activities).

The real source is FBI (2013, pp. 46–47). In 2015, police assassinated over 100 unarmed black people in the USA (see also <http://mappingpoliceviolence.org/unarmed/>). Since May 1, 2013 up to January 14, 2017), in the USA, the total number of people killed by U.S. police is at least 4055. See the reports on the detailed documentations of these killings at: <http://www.killedbypolice.net/>.

On June 12, 2016, a 29-year-old man, Omar Mateen, shot and killed 50 people and injured 53 at nightclub in Orlando. He was killed by members of a SWAT team. More critical and thorough reviews of the contents of the [Appendix](#) reveal a selection of the various instances of death caused through violent acts of shooting by various individuals between 1984 and 2016. The feeling of personal pain and agony that hits anyone who reviews the data in the [Appendix](#) highlights the degree to which our legal solution reveals our perennial ignorance and foolishness regarding the belief that one more gun control law will make the challenges of shooting and death in our communities go away. Yet, regardless of the pain, helplessness, and hopelessness the actions of those who take innocent lives by engaging in acts of senseless shooting people unleash upon us—despite the avalanche of existing gun control laws, we never seem to get it that our brilliant legal maneuvers will *never ever redeem us from the pangs of gun violence and death prevalent within our communities*.

Sadly, however, rather than going back to the drawing board to rethink our views, ideologies, theories, and perspectives as to why such huge proportions of gun violence occurs within our communities, we become more emboldened to fashion, implement, and enforce new gun control laws. Without any further questions, most of the time, our newly brewed gun control laws die even long before their actual implementation time. Those

who violate these laws are most frequently similar and too far ahead in their own thinking and action steps than our lawyers, and law enforcement agents. What a pity! The information buried within the womb of the data presented in [Appendix](#) reveal that we are, indeed, married and committed to perennial failures when the issue of guns as well as all other forms of violence against people hit us in the groin. The painful feelings we experience each time when such atrocities occur are never ever sufficient to sway us to alter our useless legal strategies and/or solution sets. As a result, we remain helplessly hopeless—always frozen stiff within our own icicles of stupidity and mindlessness.

What about the kinds of shooting instances carried out by certain members of the police force whose job it is to protect the citizens of the various communities and constituencies of the USA? Today, it is sadly true that there are high-profile instances of police shootings in the various communities throughout the 50 states of the USA. Real-life examples of killings are present everywhere (see <http://www.gunviolencearchive.org/reports/mass-shooting?page=1>). The various instances of mass shootings as well as police brutalities and heartlessness in killing others with the gun remains alarmingly high and devastatingly demoralizing across the whole country. See the details of some of these kinds of shootings for the USA in 2016. Again, as is obvious, though we do have a countless number of laws against these kinds of killings, we remain vulnerably unprotected by the police officers who are tasked to enforce these laws to our best advantage. Without any questions in my mind, in our helplessness and hopelessness, the best we are ever able to do is to call for and make sure that we prevail on our congressmen and women to obey our demands by first fashioning new bills and subsequently enacting them into new laws—thinking and believing that these rules and regulations will protect us. See other examples of mass shootings at the following URL: <http://www.cnn.com/2013/09/16/us/20-deadliest-mass-shootings-in-u-s-history-fast-facts/>. The facts about some of the deadliest mass shootings in U.S. history are available to any interested individual at the foregoing URL (see also [FBI 2013](#)).

Thus, our relentless pursuit of institution building (i.e., legal developments and applications) have now brought us to the point of helplessness, hopelessness, fear, and the total crippling of and the incapacitation to act promptly and prudently. Though the authority of HR laws is strong and powerful, their justness, equitability, fairness, and honesty in applications depend on the quality of the human factor of the custodians of our laws (i.e., law makers, judges, lawyers, juries, and many others). Neither do any

applications of lethal force in any way (see *The Washington Post* 2017; Street 2016; Lower 2016; Stonehem 2016; Ukasz Kamieanski Lecturer in Political Science Lukasz Kamienski 2016; McCallion et al. 2013).

The passionate and relentless romance between raw human emotions, obtuse HR regulations, policies, and problem-accommodating techniques perpetuate our ongoing cravings for quick-fix legal solutions (see Table 3.2). Jaffe (1954, 1964) vividly describes how humanity has easily succumbed to avid and senseless regulations. The explosion of litigation in the USA is thoroughly discussed in Olson (1991). To prop up our love-hate relationship with applications of HR regulations and policies, we install and use technology and other corner-cutting procedures (see Table 3.3). In the final analysis, economic, educational, political, scientific, religious, family, legal, technological, and other relational problems remain permanently unsolved. During and after every subsequent round, we either call for new and more stringent HR laws or ask for special amendments or both simultaneously.

Many factors drive and impact legal developments in the domain of the HR function and administrative practices in the USA and elsewhere. As Friedman (1973, p. 14) correctly notes: “Change the power system, and the law too will change. . . . Despite a strong dash of history and idiosyncrasy, the strongest ingredient in American law, at any given time, is the present: current emotions, real economic interests, concrete political groups.” Obviously, legal developments in the HRs domain trail social phenomena, economic behaviors, business activities, cultural practices, and all other forms of changes that take place in society and also affect human life in either positive or negative ways.

As is the current tradition, changing human ideals and their accompanying attitudes, behaviors, and actions promote legal proliferation in HR administrative practices. As a result, the larger the number of laws we make to protect us from those we believe hate us, the more insecure, unprotected, and vulnerable we feel and act! Today, HR laws and their associated regulations and policies have become the most basic but grossly abused and ineffective procedures for dealing with workplace problems.

## PROBLEM-SOLVING AT THE WORKPLACE: HR LAWS AND THEIR PRIMARY INTENT

Due to the growing incidents of the diverse forms of violations of regulations and policies at the workplace, people whose rights are violated and privileges indiscriminately terminated cry foul and pursue vigorously their offenders through legal means. Where the necessary laws are nonexistent, these people and their advocates lobby harder for the enactment, implementation, and stringent enforcement of new HR regulations to protect other employees in the community of workers. The degree to and the frequency with which people either appeal to or call for the creation of new HR regulations and policies have an exponential relationship with the severity of human factor decay. HR laws and their specific regulations, policies, and programs most frequently serve as the primary solution set for workplace violations and disputes. Gruen and Panichas (1997, p. 3) note: “Currently, many Americans are working for policies and laws which protect gays, lesbians and bisexuals from discrimination in the workplace, in housing, and in other public arenas” (See also Marcus 1992).

The promulgation, implementation, and enforcement of any kinds of laws in any community are expected to produce good attitudes, behaviors, and action steps on the part of people. Through these action steps, we believe and hope that through obedience and respect for the laws of the land, a people will live in peace with each other anytime (Plato, *The Republic*; and Cairns 1997). According to Friedman (1973, p. 25), for example:

In traditional cultures, law was a divine or time-honored body of rules, which defined people’s place in the order of society. In modern times, law is an instrument; the people in power use it to push or pull toward some definite goal. The idea of law as a rational tool underlies all modern systems, whether capitalist, socialist, fascist, whether democratic or authoritarian. Law was a prime social mover in England, and then in America.

As the law moves from one phase of life and its entrenched behavioral, attitudinal, and action steps to another, it gets heavily entangled in the processes and activities aimed at correcting its previous exaggerations, struggling to redefine its new function and relevance. Through tort law, for example, permits for the imposition of punitive damages are imposed on the offending party as a way of pacifying those wronged and also deterring those who may want to wrong others (see Wolferstan et al. 2010 (1860);



Friedman 1973; Keeton 1984). As the family, education, political, religious, economic, legal, scientific, and technological environment become more complex over time, the development and practice of tort law changes tremendously (Friedman 1973, pp. 263–264).

## THE IMPLEMENTATION OF HR REGULATIONS AND POLICIES: THE SCORECARDS

Thus, regardless of how much financial resources are consciously and diligently channeled into legal developments, the rate at which people engage in any kinds of wrongful attitudinal and behavioral practices in the workplace grows at a faster rate than that at which our legislators are able to enact new HR laws to catch up! Empirical evidence reveals that our lawmakers and those who enforce them play catch-up with those who break the laws of the land. This outcome is due to the fact that the violators are most frequently a countless number of steps ahead of the lawyers, implementers, and the law enforcement agents. Abuses occur every moment (see examples in Howard 1994, p. 32). People who monitor legal violations and enforce the laws of the land and other government programs are themselves inefficient and ineffective. Howard (1994, p. 12) notes that as of 1994 the Occupational Safety and Health Administration (OSHA), for example, employed and paid over 2000 inspectors (Refer to Friis 2015; National Institute for Occupational Safety and Health, Occupational Safety and Health Administration, U.S. Coast Guard, U.S. Environmental Protection Agency 2014; Schneid 2011). It spends billions of dollars each year to deal with occupational safety and health issues. Unfortunately, however, issues of occupational safety and health have not actually made any significant and permanent improvements in the lives of employees since the establishment of OSHA in 1970 (see HR laws listed in Tables 2.1, 3.1, 3.2, and Appendix).

Overregulation numbs and paralyzes the engine of personal integrity and trustworthiness as people look for loopholes through which they can beat the law. More people become hopelessly disillusioned. In attempts to make up for this loss, further restrictive laws are made and supported with severe punitive measures taken against violators. A new process of HR violations, therefore, beginning with pleas for new regulations and policies, become commonplace phenomena. The new laws are enacted, implemented, and

enforced. And once the cycle is completed, it begins to repeat itself all over again, ad infinitum. In the final analysis,

We seem to have achieved the worst of both worlds: a system of regulation that goes too far while it also does little. This paradox is explained by the absence of the one indispensable ingredient of any successful human endeavor: use of judgment. In decades since World War II, we have constructed a system of regulatory law that basically outlaws commonsense. Modern law, in an effort to be “self-executing,” has shut out our humanity. (Howard 1994, p. 11)

Feeling defeated, lawmakers repeat the process of either repealing and replacing or aggressively tightening existing regulations and developing new laws. The various custodians of our courts have now been turned into painfully destructive legal battlegrounds for lawyers to either win huge financial payoffs for those on the winning side or suffer humiliating defeats and leaving their clients poorer at the end of it all. Lawyers who win cases are those judged by the jury as being the most knowledgeable, skillful, eloquent, sly, smooth, argumentative, and above all, entertaining! Unfortunately, however, their victories do not necessarily bring justice, equity, fairness, peace, and freedom to the violated members of the community in the long term.

Speaking to the issue of our pathetic legal performances in dealing with criminal issues and justice, Lacayo (2001, p. 57) observes:

If justice is the most profound responsibility of public life, it is also the one we are least suited to fulfill. It’s no mystery why this should be. We’re human. Our byways are complicated. The institutions of law are infected with the same shortcomings—greed, dishonesty, weakness, indifference, and anger [all outcomes of severe human factor decay]—that give rise to injustice in the first place. On the everyday working level, criminal justice is like chemotherapy. We throw our little poisons at big ones. This may be the most entertaining irony of human affairs (literally entertaining—we get any number of our movies, books and TV shows out of it.). In such an ancient predicament, can anything new ever happen? Sure it can. Proposing to tell God himself that he has no right to treat you unjustly was once a big advance (see the *Book of Job*). So were trial by jury and the right to remain silent. So were fingerprinting and DNA evidence. So was the electric chair. We want to be good. We want to be bad. Between these sides of ourselves, we construct the wall of the state,

which is porous, since it's made of ourselves (see Bill Clinton). Assuming that you're in favor of justice, anything that makes it stronger is good news, right?

To add insult to injury, the decision made by the members of the jury is most frequently determined by the degree and/or strength of emotional attachment each member has to the issues at stake or persons involved. In this process, legal combatants (or contestants or performers?) become intricately entangled in a vicious war of legal technicalities rather than the sincere search for truth, fairness, equity, people-centered judgment, justice, and reconciliation. In the USA today, jury nullification is a flourishing problem as well as injustice in that race and other forms of affiliation and solidarity become significant factors in the decision-making process as members of the jury deliberate. Each juror has his or her own unspoken adage: *You don't send one of your own to jail—regardless of the facts, evidence, antagonism, the fierceness, and intensity of the legal battles both in and outside the courthouses.*

Howard (1994, p. 21) observes that in the USA the legal language is made up of millions of trip wires that prevent people from acting sensibly—with commonsense. Indeed, while people in their own society focus on legal developments, hate, anger, unforgiving spirits, wickedness, and vindictiveness escalate at the workplace on every blessed day. As a result of these realities, HR laws and associated regulations and policies have now replaced the spiritual and moral core of our humanity (Howard 1994, pp. 22–29). Commonsense, reason, principle-centeredness, and respect for each other's life and possessions have been chased out through the windows of fluid and rotten human emotions. At the point of their eternal banishment, they are most frequently warned to never again return to be part and parcel of our being. There is usually little room for private negotiations to settle certain minute as well as nagging disputes. When someone messes up with you, you neither dialogue nor seek peace.

When you do any of these you are deemed to be a chicken. To avoid this eternally derogatory label, you must at all costs call your lawyer and ask him or her to take up the case on your own behalf. To make good on this, you prepare yourself to win by spending any amount of money as well as other available resources you have direct access to. In the USA, it is deemed a personal weakness, both to apologize and to seek peace with all others—especially those deemed to be adversaries. Thus, when anyone spits into your face, you must return the favor in either a similar or even more vindictively vicious manner. It is wrong for you to tell the truth. Instead,

you must talk to your lawyer first. This practice helps you to protect yourself from the treacherous and unexpected. Indeed, the standard Miranda right or warning is read and repeated to you:

“You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning.”

That is, anytime you are not sure as to what you must and/or do, either call your lawyer or seek a better and more powerful one (i.e., a bulldog!).

Consequently, the custodians of the law continuously fail to successfully pursue and aggressively bring about liberty, justice, equity, fairness, and tranquility for all. Sadly, though, the severe deterioration in the quality of the human factor, as a result of long-term total neglect, makes the applications of HR laws, regulations, and policies ineffective and ludicrous. It is, unfortunately, too hard for the proponents of HR laws to recognize that HR regulations and policies do not only have their own limitations, but also are only as effective as the quality of the human factor of those who make, implement, and enforce them. As a direct result, we slip permanently into what I refer to as the *Humpty Dumpty Syndrome* (see Adjibolosoo 1996). Viewed from these perspectives, the scorecards of our nonsensically avid pursuits and applications of HR laws and policies are clearly and accurately revealed in the words of the following nursery rhyme:

Humpty Dumpty sat on the wall  
 Humpty Dumpty had a great fall  
 All the king's horses and all the king's men  
 Couldn't put Humpty together again.

Some of the key questions that emerge from the foregoing nursery rhyme include the following:

1. What, in your view, does Humpty Dumpty represent in this rhyme?
2. In your own views and understanding, what factors may have contributed to Humpty Dumpty's deadly fall?
3. What reasons do you have toward the explication of why the king's horses and men in charge couldn't put Humpty Dumpty together again?
4. Given your own understanding of our combined knowledge base and practices, what, indeed, are the primary points of comparison between our own human plight today and that of Humpty Dumpty's?

5. Given the scorecards regarding our own fruitless attempts at improving our own human condition within the communities we dwell in, where, then, do we go from here?
6. Are we any *better* or *worse off today* than previously?
7. What kinds of cogent reasons are we able to provide—both individually as well as corporately—to explicate our eternal miserably painful failures to make life in our communities much better today as well as tomorrow?
8. In what ways can we transcend the challenges and burdens of suffering severe human factor decay poses to and impose upon us?

That is, we do not only fail to achieve our own desires and willingness to create a more conducive environment and climate at the workplace, but also lose the battle aimed at the attainment of personal freedom, fairness, equity, integrity, respect, and justice.

Like Humpty Dumpty, the designers and custodians of HR laws, regulations, and policy offspring are yet to rescue us from the decaying human factor quality, resurrect our sinking humanity, and give us hope to rise above our perverted self-interested behaviors in the long term. The failure on the part of the king's horses and men to put Humpty Dumpty together again is due to their lack of the precise knowledge, understanding, abilities, intentionality, and the willingness regarding what actually went wrong with Humpty Dumpty in the first place. Not even the king himself could alter for the better the humiliating fate Humpty Dumpty suffered. Any laws he could have made would not have helped either. Sadly, therefore, as a result of the gross thick clouds of personal as well as group ignorance, no one could retrieve and resuscitate poor Humpty Dumpty. Humpty Dumpty's plight is a perfect reflection of that of humanity throughout the centuries. Undeniably, therefore, the current state of all of our own legal developments in the area of HR development and management mirrors precisely and also substantiates the Humpty Dumpty Syndrome (Adjibolosoo 1996, pp. 24–26).

In light of these observations, it is undeniably true that the quality of our combined human factor—as reflected in our attitudes, behaviors, and actions—contributes immensely to the ongoing corruption and excessive waves of dehumanization that are prevalent in the workplace anywhere in the global village. If, indeed, we truly and sincerely desire to minimize the problems we experience in the various workplaces, the only alternative, which we have consistently and continuously avoided to pursue to date, is an ongoing human factor, engineering 4Ps portfolios that will get us to our

intended objectives. We must, therefore, of necessity turn to the various kinds of the 4Ps portfolios of the human factor engineering agenda and use them to improve the human environment and work climate in the various marketplaces.

### RIDING DEAD HORSES

In traditional managerial thought and practice, whatever has been tried, failed, and retried with no different results becomes the only primary way those involved in the management process know how to continue on with the problem-solving process. Since most of these managers, leaders, and subordinates are usually unable to shake off the old habitual ways and cultural practices, they seem to be committed to living and experiencing continuing failures. By so doing, business managers, leaders, and workers are dangerously trapped and fully submerged in their own blind and unproductive pursuits of worthless practices and dead works—*flogging and riding dead horses*.

The activities of these managers and leaders are captured vividly in a write-up on the managerial and leadership practice of unwise businessmen and women. On this issue, a joke that appears on one website points out the truth that when it is clearly obvious that one is riding a dead horse the best action step to pursue is to dismount. Yet they hardly ever do!

Unfortunately, however, in business, government, education, and elsewhere in the domain of the social institutions most managers, administrators, leaders, and employees prefer to continue to act in the old, stale, barren, and deadly ways.

Without any further questions, the theme of the foregoing rhyme smacks the issue regarding the complete failure of certain managerial as well as leadership practices in business, government, education, and the remainder of the social institutions right on its head! The practice of riding dead horses is a result of severe human factor decay in employees of all corporations and the social institutions whose leaders, managers, employees, and financiers fail to recognize the true sources of their perennial problems. We turn to this issue in the next chapter.

Unfortunately, however, the avid applications of the wrong legal medicine (i.e., institutional development) to workplace disagreements, conflicts, and performance (i.e., outcomes of severe human factor decay) lead to the infinite number of the ongoing deadly disconnections between the various legal solution techniques on the one hand and the problems and their

escalation on the other. As a result, therefore, we experience excessive legal proliferation rather than the attainment of long-term solutions to the diverse problems in the workplace.

As noted in the foregoing presentation in this chapter, recall how the evolution and the playing out of the key ideas of the scholars and proponents of the scientific management revolution and its associated ideologies led to the birthing of two critical and integrative wings of HR administration—*the human aspect* and *the institutional dimensions*. For the effective and efficient operation of the existing HR function and its associated administrative practices, these two aspects of the scientific management revolution must of necessity be engineered and simultaneously applied to HR administration and function. By conscientiously doing so, the existing symbiosis or commensalisms between these two dimensions,—just as is the reality of the functioning of the wings of an aircraft—will synchronously operate together as a unified team to successfully accomplish the HR function in an optimal way.

Unfortunately, however, after having come out of the scientific management revolution and its sister movements, the HR function and its administrative practices became saddled with the infatuation of its scholars and engineers with institution building and organizational development through the design and implementation of regulations, policies, and a rigid gallery of checks and balances. As a result, the hitherto worn out wheels of the HR function were ignorantly and senselessly driven into a quagmire of human desire and the willingness to concentrate people's scarce FEET resources on the ongoing development of the institutional dimensions by way of the law. While locked up in this dichotomously quarrelsome state, existing HR laws sloughed into new and yet deadly serpentine regulatory practices and bad policy measures (Table 3.1). It is this ongoing process that breeds and sustains the burgeoning phenomenon of Case Law in the USA (see Table 3.2).

For example, in the USA today, we have belliciously pursued the institutional dimensions of the problem (i.e., lawmaking) to the total neglect of the necessary and sufficient attention to the human dimension (i.e., the perennial presence of severe human factor decay). And because we have either discarded or completely avoided the development of the positive qualities of the human factor, we have unsuspectingly ushered ourselves into an era within which the syndrome of severe human factor decay prevails, blooms, and thrives unchecked (Table 3.1). Thus, regardless of how many laws, regulations, and the 4Ps Portfolios we create, implement, and

enforce, the perennially nagging HR problems in the various workplaces and market structures grow from bad to worse. To attempt to deal with these problems in utter ignorance and total blindness to their true source is to push harder and furiously in the creation of many new HR laws to appease the more vocal community members. Sooner or later, we fail again and again and again. . . *an infinitum!*

As a result of the continuing presence of severe human factor decay we experience, citizens, policy activists, and congressmen and women belligerently pursue the path of the creation of new laws to counteract the unfavorable and unacceptably demeaning attitudes, behaviors, actions, and practices in the workplace. Most of these laws were aimed at promptly dealing with unethical and/or immoral behaviors that lead the abused or their advocates to cry foul in regard to discrimination at the various workplaces. These laws lead to the spawning of stringent but circumventive regulations and policies (i.e., quick fixes and problem accommodation measures). The implementation and enforcement of these regulations and policies are expected to foster a perennially positive and propelling work environment and climates that promote optimal employee performance at the workplace.

Unfortunately, though, as the quality of the human factor decays further because of our own total neglect to develop it, not only do established HR regulations, policies, and administrative practices result in circuitous failures along our chosen path of legal, but also call for more new laws, regulations, policies, administrative practices, and other forms of stringent legislative controls. The long-term implications of these developments relate to the ongoing legal proliferation that accompanies a degenerative trajectory of many more experiences of total disillusionment, helplessness, hopelessness, fear, illnesses, and death! As a result, people are now beginning to recognize that our own combined avid but misplaced love for, and aggressive pursuits of the methods of, the legal solution (i.e., the churning out, implementation, and enforcement of the laws of the land) will not necessarily provide us with any long-term effectively redemptive reprieve from our eternal failures to develop the positive qualities of the human factor. However, our total and long-term focus on the legal solution to the problems that dog us has already taken center stage within our own hearts and the whole core of inner being. This kind of failure is, however, contrary to our short-term as well as the very long expectations.

Without any further question, it is clearer now that the chosen legal path has taken us on a deadly goose chase—raising the primary question:



“Where, then, do we go from here after a countless number of centuries of the painful human failures to either minimize or even subjugate the problems that have dogged us in everything we do in our diverse countries?” The remainder of this book is dedicated to providing the kinds of answers we did have deeper inklings about and yet sadly ignored or paid unproductive lip service to for centuries—and still counting.

With the foregoing observations and conclusions in perspective, the primary question is: “Where do we go from here?” The answers to this key question form the basis for the remaining contents of the whole book. Thus, in the following chapters, our primary focus and/or emphasis is situated on the quality of the human factor, its significance and how to hone it in the best possible manner.

#### APPENDIX: A SELECTION OF THE DEADLIEST USA MASS SHOOTINGS (1984–2016)

1. DEC. 2, 2015: 14 dead, 22 wounded: San Bernardino, California
2. NOV. 29, 2015: 3 dead, 9 injured: Colorado Springs, Colorado
3. OCT. 1, 2015: 9 dead, 9 injured: Roseburg, Oregon
4. JULY 16, 2015: 5 dead, 3 wounded: Chattanooga, Tennessee
5. JUNE 18, 2015: 9 dead: Charleston, South Carolina
6. MAY 23, 2014: 6 dead, 7 wounded: Isla Vista, California
7. APRIL 2, 2014: 3 killed; 16 injured: Ft. Hood, Texas
8. SEPT. 16, 2013: 12 killed, 3 injured: Washington, D.C.
9. JUNE 7, 2013: 5 killed: Santa Monica
10. DEC. 14, 2012: 27 killed, one injured: Newtown, Connecticut
11. OCT. 21, 2012: 3 dead, 4 injured: Brookfield, Wisconsin
12. SEPT. 28, 2012: 6 killed, 2 injured: Minneapolis, Minnesota
13. AUG. 5, 2012: 6 killed, 3 injured: Oak Creek, Wisconsin
14. JULY 20, 2012: 12 killed, 58 injured: Aurora, Colorado
15. APRIL 2, 2012: 7 killed, 3 injured: Oakland
16. OCT. 12, 2011: 8 killed, 1 injured: Seal Beach, California
17. JAN. 8, 2011: 6 killed, 11 injured: Tucson, Arizona
18. AUG. 3, 2010: 8 killed, 2 injured: Manchester, Connecticut
19. FEB. 12, 2010: 3 killed, 3 wounded: Huntsville, Alabama
20. NOV. 5, 2009: 13 killed, 32 injured: Ft. Hood, Texas
21. FEB. 14, 2008: 5 killed, 16 injured: Dekalb, Illinois
22. DEC. 5, 2007: 8 killed, 4 injured: Omaha

23. APRIL 16, 2007: 32 killed, 17 injured: Blacksburg, Virginia
24. FEB. 12, 2007: 5 killed, 4 injured: Salt Lake City
25. OCT. 2, 2006: 5 killed, 5 injured: Nickel Mines, Pa.
26. JAN. 30, 2006: 6 dead | Goleta, California
27. MARCH 21, 2005: 9 killed, 7 injured: Red Lake Indian Reservation, Minnesota
28. JULY 8, 2003: 5 killed, 9 injured: Meridian, Miss.
29. OCT. 28, 2002: 3 killed: Tucson
30. MARCH 5, 2001: 2 killed, 13 injured: Santee, California
31. DEC. 26, 2000: 7 killed: Wakefield, Massachusetts
32. NOV. 2, 1999: 7 killed: Honolulu
33. SEPT. 15, 1999: 7 killed, 7 injured: Fort Worth, Texas
34. JULY 29, 1999: 9 killed, 12 injured: Atlanta
35. APRIL 20, 1999: 13 killed, 24 injured: Columbine, Colorado
36. MARCH 24, 1998: 5 killed, 10 injured: Jonesboro, Ark.
37. DEC. 7, 1993: 6 killed, 19 injured: Garden City, N.Y.
38. JULY 1, 1993: 8 killed, 6 injured: San Francisco, California
39. MAY 1, 1992: 4 killed, 10 wounded: Olivehurst, California
40. NOV. 1, 1991: 4 killed, 2 injured: Iowa City, Iowa
41. OCT. 16, 1991: 22 killed, 20 wounded: Killeen, Texas
42. JUNE 18, 1990: 10 killed, 4 wounded: Jacksonville, Florida
43. JAN. 17, 1989: 5 killed, 29 injured; Stockton, California
44. AUG. 20, 1986: 14 killed, 6 wounded: Edmond, Oklahoma
45. JULY 18, 1984: 21 killed, 19 wounded: San Ysidro, California

**Primary Sources:** Times research (Originally published July 20, 2012).

**Secondary Source:** <http://timelines.latimes.com/deadliest-shooting-rampages/>

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PART III

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The Human Factor in Action

## A Human Factor Approach to Human Resource Management and Organizational Development

Though the significance of people to the performance effectiveness of an organization must never be overemphasized, it is an unchanging fact that without the appropriate quality of people, the long-term profitability and success of the global business unit can be in jeopardy. It is in light of this view that one can argue that organizations that are concerned with maintaining their global competitiveness must of necessity recruit, retain, and sustain a high quality work force. In order to effectively achieve this, management needs to recognize the human factor traits and competencies that are critical for the organization's successful achievement of its mission. In view of these observations, the primary purpose of this chapter is, therefore, twofold. First, it reviews the current literature on the processes and procedures organizations are currently using to manage and develop their employees. Second, drawing on the knowledge gained from a literature review, the chapter argues that one of the most effective assessment mechanisms for identifying and analyzing the performance gaps in an organization is through human factor analysis. Using examples from a random selection of global companies, it is concluded that both employee performance effectiveness, and the long-term profitability and success of the organization can be assured through effective human factor engineering programs.

Though the significance of people to the effectiveness of the employees of an organization cannot be overemphasized, it is an unchanging fact that without the appropriate quality of people, the long-term profitability,

success, and survival of the global business unit can be jeopardized. It is in light of this view that one can argue that organizations that are concerned with maintaining their global competitiveness must of necessity recruit, retain, and sustain a high-quality work force. To achieve this level of success, however, leaders and managers of private and public organizations must effectively manage the organization's resources, systems, processes, and procedures to its best advantage.

Since the Industrial Revolution much research has been done as psychologists, anthropologists, sociologists, and economists worked to explain why people do things and how the work environment and/or the individual can influence the desire to achieve higher production goals. Motivation theorists like Maslow (1954), Alderfer (1969), and McClelland (1961, 1969) attempted to identify the key factors that drive individual decisions to achieve. Herzberg et al. (1959) discussed motivation from an environmental perspective. He identified factors within the work environment that contribute to lack of motivation. In the ensuing years, organizational behaviorists used these theories to create programs to influence employee performance. In recent years, some scholars have begun to look at how *spirituality* can be integrated into the work environment (Conger 1994; Mitroff and Denton 1999; Guillory 2000). Other scholars continue to look at *emotional intelligence* (Goleman 1995, 1999) and identifying emotional competencies that are present in successful organizations.

Hackman and Oldham (1976), through their review and study of job design, discussed how the employees' performance on the job could be improved by ensuring that 5 *Core Job Characteristics* (i.e., such as skill variety, task identity, task significance, autonomy, and feedback from job) are present and developed within each job situation. In their view, since every individual is unique and different from all others, they noted that three *moderators* or *contingencies* such as *context satisfaction*, *knowledge and skill*, and *growth-need strength* must be taken into account to ensure employee performance effectiveness on the job.

Leadership theories also abound to help in the understanding of how leaders/managers exert either positive or negative influence on organizational performance. Such leadership theories focus on traits: behaviors (Blake and Mouton 1982); contingencies of follower readiness (Hersey and Blanchard 1988); transformational aspects (Kouzes and Posner 1995); and servant leadership (Greenleaf 1977). Each of these perspectives is an attempt to explain the appropriate behaviors and actions a leader must possess or demonstrate to ensure organizational success.

Similarly, there are those scholars who have studied and written about organizational design. These researchers focused on the identification of the most appropriate and effective design for managing the organization, taking into account the organization's size, age, sector, industry, and competitors. Senge's (1990) description of the learning organization is looked upon as a design that allows for constant creativity, flexibility, and growth. Ulrich and Lake's (1990) discussion of organizational capability is another design that is respected for its integrative features. The implementation of these designs, however, requires significant shifting in how leaders behave and how people are managed and rewarded. The works of Walton and McKersie (1965) and Thomas (1976) opened the doors for us to understand how to manage conflict using several models to facilitate our understanding of and how to deal with union–management relations.

Obviously, as is well-known, these procedures and the practices they lead to are yet to effectively deal with workplace challenges in every shape and form. This failure is a direct outcome of the proponents and users of these models and recommendations to engage in those 4Ps portfolios that facilitate the enhancement of the human factor qualities of all members of the various categories of employment in the organization—including entrepreneurs, business owners, managers, leaders, and other employees. With this truth in perspective, let us take a more thorough look at the *human factor model* and its long-term potency in regard to the orthodox models of union–management relationships.

## THE HUMAN FACTOR MODEL

Conclusions from the studies presented in the previous section of this chapter are great revelations as far as understanding the factors relevant to organizational success. However, they are usually studied, acknowledged, and applied distinctly in an organizational setting. Each of these theories, models, and concepts most frequently form the core of all HR policies, procedures, and/or programs that ignore the significance of the human factor quality. As a result, none of them actually captures the complete essence of all the variables that determine organizational dynamism and success in both short and long term. In view of this observation, it is imperative to appeal to a more inclusive model that calls for a human factor-based model that has a much better power in expanding the key factors that not only shed light on organizational performance, but also



possesses greater power toward the attainment and preservation of higher labor force efficiencies and improved bottom line.

To overcome the weaknesses inherent within the qualities of those involved with each mode model, the human factor model recommends that people's successes within organizations are mostly human factor-determined. This is the truth because it is people who either make organizations succeed or fail—depending on whether they have positive or negative human factor qualities respectively. This view not only reveals but also suggests that those who desire to improve organizational effectiveness must—without fail—concentrate their organizational building efforts on human factor development.

The object of ongoing human factor development programs is to achieve positive and long-lasting results. This model is currently being used in economic theory and analyses to describe and map out the extent to which national leaders and citizens are capable of becoming more economically successful in their pursuit of increased productivity through effective ongoing human factor development programs. The combined effort of individuals whose programs are based on ongoing human factor development are expected to increase total factor productivity (Adjibolosoo 1995b). In more thoroughly and deeply studying this concept, however, it becomes clearer that its significance is not limited to economic development alone, but also that it can be extended to employee productivity growth and higher levels of organizational profitability. It is, therefore, applicable to leadership effectiveness and better employee performance in organizational settings. The human factor model is also applicable when organizational leaders wish to better understand and manage employee efficiency. Thus, by gaining a deeper understanding of and implementing the human factor model, entrepreneurs, business owners, managers, leaders, and other employees are placed in a much better position to successfully identify the strengths and weaknesses in all areas of the organization and employee performance.

The people who are involved with the HR function focus on strengthening the legal aspects of organizational performance. Yet those who fashion these laws are not only bankrupt in knowledge, understanding, wisdom, and also in many other regards, but they also neglect the need for making improvements to the quality of the human factor in the long term. The concept, *human factor*, refers to:

The spectrum of personality characteristics and other dimensions of human performance that enable social, economic and political institutions to function

and remain functional over time. Such dimensions sustain the workings and application of the rule of law, political harmony, a disciplined labor force, just legal systems, respect for human dignity and the sanctity of life, social welfare, and so on. As is often the case, no social, economic or political institutions can function effectively without being upheld by a network of committed persons who stand firmly by them. Such persons must strongly believe in and continually affirm the ideals of society. (Adjibolosoo 1993, p. 142)

In light of this definition for the human factor, it is obvious that employee performance is *sine qua non* to people's successes as well as failures in their own organizational setting. This is why it is imperative for leaders and managers to not only comprehend the significance of the human factor and the relevance of its model to the organization, but also realize that without the positive human factor traits resident within the labor force, their efforts will amount to nothing in the long term. For these entrepreneurs, business owners, managers, leaders, and other employees, the starting point is, without question, definitely their own knowledge of and a much clearer understanding of the main components of the human factor.

The human factor is, indeed, the array of the range of the various dimensions (i.e., the positive and negative qualities) that can impact human performance at any time. It reflects the diverse personality characteristics that define and reveal the individual's blend of the diverse positive and negative qualities that impact his or her performance. These qualities—made up of the blending together of both the positive and negative spheres of the being—allow the individual within the social institutions and other ancillary organization to function and remain operational over time (see Table 4.1). The positive dimensions of the human factor are applied toward the effective maintenance of the mechanisms and ideals such as the rule of law, political accord, a spiritually and morally regimented workforce, the acknowledgment of and respect for the sanctity of life, human dignity, decency, and respect for all. No social institutions are capable of efficiently operating without the existence of people whose human factor qualities are reflective of more positive than negative qualities blended together—propelling the collaborative expenditures of the available scarce financial, energy, effort, and time (FEET) resources among members of a group of people who believe in, remain committed to, and are readily available and willing to support, promote, and propel the organization's ideals within the context of spiritual discernment and moral awareness—as embedded in the vision and clearly stated in the mission statements.

**Table 4.1** The composition of the human factor

<i>Human factor (type of capital)</i>	<i>Description</i>
Spiritual capital	The aspect of the human personality that is usually in tune with the universal laws and principles of human life. It equips the individual to see beyond what the five senses are able to tap into and grasp—furnishing him or her with deeper insights into the non-material world.
Moral capital	Represents habits and attitudes of the human heart that are based on universal principles regarding right and wrong. It refers to the qualities the individual possesses that lead him or her to conform or not to conform to universal principles of life. Its constituents include integrity, humility, justice, charity, patience, honesty, sensitivity, fairness, and many more.
Aesthetic capital	The encapsulation and reflection of the individual's deep sense of insights into and love for beauty in diverse forms. It includes a strong sense of and passion for music, art, drama, dance and other artistic capacities (imagination and creativity are strong components).
Human capital	The know-how and acquired skills (i.e., technical, conceptual, intellectual, analytic and communications). It embodies knowledge attained or gleaned from diverse human experiences. It reveals the depth of one's own intelligence, physical well-being, emotional health, and many others.
Human abilities	The composite of the individual's blended together the diverse capacities with which to competently undertake tasks or problem-solve or engage in projects or effectively perform tasks that require mental as well as physical effort. It is the acumen the individual possesses with which to undertake and successfully accomplish tasks by using knowledge acquired. Required for the effective use of human capital. Examples include wisdom, vision, commitment, determination, diligence, courage, accountability, judgment, responsibility, competence, motivation, human energy, optimism, endurance, self-control, objectivity, reliability, and so on. In general, it is human competence.
Human potentials	The human talents that may or may not be harnessed and employed for human utilization. These may be referred to as the yet undeveloped and unused dimensions of the individual's human factor qualities.

Source: Adjibolosoo (1995a)

## THE COMPOSITION OF THE HUMAN FACTOR

The human factor has six main components (see Adjibolosoo 1995a, pp. 33–40). These include: *spiritual capital*, *moral capital*, *aesthetic capital*, *human capital*, *human abilities*, and *the human potential*. To integrate each of these aspects of the human factor into the organizational management process, it is imperative to understand each component in relation to organizational successes and/or failures.

Every human being is born and endowed with a body, soul, and spirit. All three aspects of the individual need to be developed and nurtured for the person to experience true self-fulfillment and effective performance. We are born with the human spirit. The first of the six dimensions of the human factor is *spiritual capital*. As it becomes developed, the individual diligently works towards the formation of his or her spiritual capital. *Spiritual capital* is about having knowledge and a sense of something beyond which the five senses cannot easily grasp by themselves. *Spiritual capital* is the component of the human factor that assists the individual to recognize and be in touch with a greater being (i.e., the divine) within his/her life. The environment within which we live and work will have a much greater influence on how and when this component is developed. Recent research continues to reveal that the more successful companies are those that create the requisite environment or communities within which their employees get in direct touch with their own spirituality, and thus be personally successful (Conger 1994; Mitroff and Denton 1999; Guillory 2000).

The second component of the human factor is *moral capital*. *Moral capital* “represents habits and attitudes of the human heart that are based on principles relating to *right* or *wrong*. It refers to the qualities individuals possess that lead them to conform or not to conform to ethical principles and standards of conduct” (Adjibolosoo 1995a, p. 35). This component is developed and influenced by an individual’s environment and culture. The strength of the individual’s *moral capital* is, however, significantly influenced by the extent to which one’s spiritual capital is developed. Thus an individual whose spiritual capital and moral capital are well-developed will reject the influences of his/her environment and culture if the morality expressed in this environment is in contradiction with his/her well-developed spiritual. In his work on emotional intelligence, Goleman (1995, 1999, 2015) refers to a similar concept. In assessing organizations within which people are successful he showed through his research that their successes are results of these organizations having leaders who possess

emotional intelligent; self-awareness, self-regulation, motivation, empathy, and social skills—all elements of the human factor.

The third dimension of the human factor (i.e., the third aspect) is *aesthetic capital*. This is the capacity we develop to acknowledge and appreciate beauty. It leads the individual to differentiate between what is either beautiful or ugly. Adjibolosoo (1995a, p. 35) describes aesthetic as “a strong passion for music, drama, dance and for other artistic capacities.” Watching small children create things with blocks or play with pots and pans without any direction or guidance from adults, demonstrates the presence of the natural endowments of the sense of aesthetics in children even at a very young age. To ensure that creativity and innovation occurs within our organizations, we need to assist the individual to develop his or her sense and qualities of aesthetics.

From these is derived the fourth dimension of the human factor referred to as *human capital*. For example, the skill of reading becomes of great value to a child when he/she can take a book off the shelf and look at the squiggles on the page, and understand what they mean. As that child grows older, continues with the process of education, and then enters the workforce, his/her human capital has marketable value to the employer too.

The recognition of the value of human capital becomes greater when the acquired knowledge and skills are successfully used to solve problems and accomplish intended tasks. People who have gained mastery over the use of acquired knowledge and skills have now developed the fifth dimension of the human factor referred as *human abilities* (HA). As we learn and work through activities, those aspects of our perfected *human potentials* are transformed into our human abilities. Human abilities becomes of great worth to us, and others, as we engage in the various tasks and perform them in exceptional ways (see Table 4.1).

To understand this concept better, consider the case of a long distance runner. All of us, other than those who have physical disabilities, can run. We have the skill, and some of us have the knowledge of how to run effectively. However, only a few people have developed the ability to run and win races. Those who run well have the stamina and an internal sense of what to do to win the race. Recent research on intellectual capital demonstrates the strength of human abilities and the importance of acknowledging the power of explicit and tacit knowledge (Hariharan 2015; Collins 2012; Prahalad and Hamel 1990; Edvinsson and Malone 1993; Saint-Onge 1996; Savage 1996; Stewart 1997). All leaders in organizations need to

understand the significance of HA in order to effectively develop employees and place them in appropriate roles in the organization.

The sixth component of the human factor is the *human potential*. It is the untapped talents and potentials the individual possesses. From birth, these human potentials are discovered as we are taught to use our hands to grasp and hold things, use our feet and legs to support our weight as we learn to stand and walk, and our tongue and lips to form words to communicate. As we get older and are sent off to school, we gain more knowledge and acquire certain skills and abilities as our teachers lead and help us to tap into our potential to learn and also apply the knowledge we acquire.

Through our understanding of what the human factor actually is and its true significance to our lives and how to optimize our own potentials—working with excellent synchronicity in every regard with all others—by learning about and becoming more familiar with the possible solutions, we must combine together to deal effectively with the diverse problems and challenges that have perennially dogged us in the various spheres of life within which we live, move, interact, work, play, and have our individualized as well as collective being. Every one of us who is exposed to the various disciplinary perspectives and philosophical views about the human condition on planet Earth and the proposed solution set will, without fail, acknowledge the true significance of the quality of the human factor to our advances in the various domains of life on earth. Working together with great knowledge, understanding, and wisdom we blend together our own views and those of others—using our existing perspectives to examine critically as we pursue answers to our problems through the lenses of human factor theory.

Sadly, however, most—if not all—prognosticators as well as administrators of HR laws either give cursory attention to developing the positive human factor qualities or completely ignore it. As presented in Table 4.1, the human factor is composed of six critical dimensions. These components are *spiritual capital*, *moral capital*, *aesthetic capital*, *human capital*, *human abilities*, and *the human potential*. As is well known to date, while HR development and training programs focus solely on one of the six critical dimensions (i.e., human capital) of the human factor, the vast majority of them do pay both some attention and lip service to few more of the other five spheres of the human factor. Yet, as is evident from the human factor perspective, to remain eternally ignorant of the five other very important dimensions—and yet concentrating on only one of them, *human capital*—is to miss the primary source of HR regulations. That is, to do so

is to set up and follow a formula that leads to constant failure in every attempt to implement, enforce, and sustain the effectiveness of HR laws.

In view of the foregoing observations, HR administrators who are sincerely and truly interested in attaining and sustaining managerial as well as leadership efficiency and higher employee productivity must manipulate the legal processes of HR laws to resolve the primary teething and destructive problems that arise from severe human factor decay. Not surprisingly, those who deal with HRs development concentrate, instead, most of their available scarce FEET resources on institutional and organizational development. They are sold out to Weber's misleading view and belief that legal authority is the best possible way to improve the bureaucratic function of HR development, managerial and/or organizational productivity, and the efficiency of all staff members.

Today, a little over two decades of human factor theorizing, research, and policy formulation and its implementation have undoubtedly revealed and confirmed unequivocally that the existing real life empirical evidence does not validate Weber's view and the current HR administrative practices that are established on people's ardent belief in the legal solutions to the prevailing problems in the various workplaces. Due to avid ignorance, people indiscriminately develop new HR regulations to prop up old and useless ones. To these individuals, the law of the land is the most powerful tool for dealing with the diverse challenges humans face in their own communities. Yet, viewed from the human factor perspective, nothing could be that farther away from the truth. As a result, the more of these types of policies people craft, the many deadlier problems and failures are experienced in the various workplaces. In a vicious cycle, the more people fail in their own perfunctory applications of HR practices of court rulings—as revealed in the proliferation of severe human factor decay—the more policies they craft. Sadly, however, these policies hardly ever lead to the desired long-term positive solutions. The institutional development paradigm based on the applications of HR authority and laws has not worked. Obviously, a people who are ignorant of the centrality of the quality of the human factor will not only fail in successfully subjugating their key teething problems, but also suffer under their combined weight.

Arguably, however, a much better alternative to the HR laws and their ongoing administration is the development and an effective deployment of the positive human factor qualities at the workplace. The primary focus of the human factor model is, therefore, about how its custodians must concentrate the expenditure of the available FEET resources on how to make

and sustain continuing improvements to the human quality. Once HR administrators become and remain successful at this effort, certain persistent HR problems in the workplace will gradually lessen over time.

Applying the wrong medicine (i.e., HR laws) to workplace conflicts (i.e., disagreements, discrimination, and many others among business owners, managers, and so on) escalates both workplace problems and case overload on the court system. As the human factor qualities decay from total and long-term neglect, established HR regulations and administrative practices result in protracted court cases, with resulting new laws and policies, ad infinitum. The long-term implications of this circuit are ongoing long-drawn-out legal processes that frequently involve complex and diverse degenerative trajectories of insidiousness, disillusionment, helplessness, hopelessness, frustrations, anger, vindictiveness, and blatant revenge—completing and then reigniting the cycle! People, therefore, recognize that the massive dreams of HR laws do not necessarily provide any long-term respite from the constant underdevelopment and severe decay of the human factor qualities. Sadly, we remain clueless of both our own ignorance and our failure to recognize that at the core of our problems, challenges, and failures is severe human factor decay.

Yet, nevertheless, our avid but foolish focus on and relentless pursuit of the legal solution to HR problems and organizational ineffectiveness have taken center stage, at least in the USA, which has the highest number of cases of civil litigation in the world. Worst of all, the financial awards are not only insane, but also mind-boggling! To deal successfully with the perennial love–hate relationship people all over the globe have with HR regulations, the citizens of the USA use technology as well as other cost-cutting procedures. Sadly, however, in the final analysis, the diverse workplace challenges and certain relational problems remain eternally unsolved. These daunting outcomes reveal in no uncertain terms the true real-life failures of the proponents, promoters, and protectors of HR laws and the various sanctions they impose, secure, sustain, and promote. The creation of the widening lacuna in our relentless attempts to subjugate the problems of severe human factor decay has led to the development and positioning of this manuscript.

Thus, in the following sections, our primary focus is on detailed analyses of these components of the human factor; how their diverse aspects are currently being successfully applied in organizations that are achieving and sustaining their short- as well as long-term goals by identifying and developing the positive human factor traits of their employees.



## THE APPLICATIONS OF THE HUMAN FACTOR QUALITIES IN SUCCESSFUL ORGANIZATIONS

To assist us in recognizing that the personnel of successful organizations exhibit positive human factor qualities, we will look at some of the organizations that have been identified in the literature as being successful, and then assess them using the human factor indicators. The challenge with this activity, however, is to define what the term *successful* refers to. The concept of organizational success (i.e., a business unit within which labor force is efficient) refers to many different views in many different situations and industries. Success can be defined in purely survival terms, or in relation to the achievements of his or her levels of revenue or in more broad terms as having a committed and productive work force. When we look at these three indicators, though, it seems as if each of them is somewhat related to the others in that the sustaining power of the organization is a result of the financial achievements which, in turn, is as a result of a committed, productive work force.

This being the case, the examples we look at are representations of the successful organizations identified in *Fortune Magazine* as the 100 Best Companies to Work for in America (January 20, 2000). The personnel of *Fortune Magazine* select its annual list using an index developed by Levering (1988). The index is designed to assess organizations on the following criteria: credibility, “the trustworthiness and competence of management,” respect, “recognition of personal and professional worth and contribution,” fairness, “equitable sharing of opportunities and rewards,” pride, “value attached to one’s job and association with the company,” and, camaraderie, “friendliness and sense of community.” In addition to rating high in these five dimensions, these organizations have also performed well financially. “Companies that do right by employees seem to do right by stockholders. Shares of public companies on the list rose 37% annualized over the past three years” (*Fortune*, January 2000, p. 83).

All of these dimensions are identifiable as some of the elements of the human factor model. In addition, there are other organizational characteristics that are needed by people working in organizations to achieve higher levels of human factor ratings. These include having:

1. An empowering work environment
2. A community feeling
3. Family friendly policies

4. Comprehensive safety programs
5. Employee assistance programs
6. Above average salary and benefits plans
7. Positive union–management relations
8. A concern for the external community and environment
9. An enjoyable work environment
10. Progressive training and development programs
11. Career paths and career planning
12. Promotions from within
13. Succession planning
14. Employee involvement
15. Low turnover rates.

When assessing the top 100 organizations from a human factor perspective, it is revealed that there are several indicators of the various qualities of the human factor. Nearly 50 % of the 100 companies in 1999 had a turnover rate of 10 % or less. Of the 58 publicly held companies, 36 offer financial options to all employees. Many offer flexible work schedules, day care, and additional family friendly work options. At Aflac (#18), employees can take 12 weeks at full pay to care for an ill spouse, child or parent. At Edward Jones (#7) managers are encouraged to “do what is right and human” when it comes to negotiating flex-time. On-site university courses are offered by 53 of the companies, and 91 have tuition reimbursement, with 24 reimbursing more than \$4000 per year. The average amount of professional training time per employee per year is 47 hours.

The personnel of many of these organizations also demonstrate their concern for the individual employee’s worth to themselves as well as to their local communities and the small businesses and corporations they work for. One of the guiding principles at Plante & Moran (#17) is “individual staff members will not be required to perform work that offends their personal principles.” (*Fortune*, January 2000, p. 84). At Timberland (#30) employees get 40 hours of paid time a year for volunteer work. At Finova Group (rated # 16) employees are given unlimited paid time off for charity work.

Southwest Airlines (#2) is frequently identified in the literature as a fun place to work, where Herb Kelleher, the CEO, is frequently rubbing shoulders, and sometimes dancing on stage, with the employees. At Synovus Financial (#5), CDW Computers (#11), Continental Airlines

(#23) and Cisco Systems (#3) the CEOs also acknowledge the benefits of having a special relationship with their employees.

The above illustrations give us a sense of how organizations can be successful by developing and applying the positive qualities of the human factor components in the various spheres of the organizations. These pictures, however, only provide us with the end result. They don't particularly give us a sense of where and how the human factor began in these companies. To get a clearer understanding of how these organizations achieved success we need to also identify the positive human factor of the employees.

### ASSESSING THE QUALITY OF EMPLOYEE TRAITS

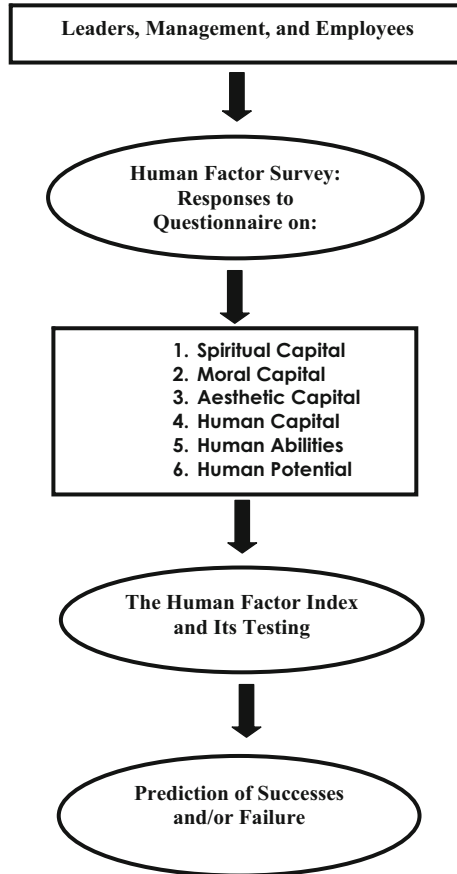
*The human factor theorist* maintains that while employees who have acquired the positive human factor qualities (e.g., responsibility, accountability, commitment, honesty, and integrity) increase productivity, those in the labor force who are rich in certain negative human factor qualities engage in such practices as shirking, absenteeism, lack of integrity, and irresponsibility (see Adjibolosoo 2016, 2013). Not only do these behavioral practices diminish productivity, but also threaten the long-term global profitability and organizational survival. In view of this, the human factor model is essentially applied toward helping employees to identify their own human factor deficiencies. Secondly, they work harder to acquire and use their acquired positive human factor qualities to engage in and also perform assigned tasks as effectively as expected.

For the long-term profitability and survival of the organization, the qualities of all the components of the human factor are well-developed and efficiently deployed. In cases where these components of the human factor are not well-developed in the employees, it is imperative to engage in appropriate human resource managerial activities and organizational development interventions to hone each component of the human factor in each individual in and with the organization. To be successful in the human factor engineering process, one must begin with programs aimed at ascertaining the nature and state of the human factor qualities of entrepreneurs, business owners, managers, leaders and other employees within the organization. In what follows, a model that provides effective guidance to organizational leaders and managers who are keen on knowing the current state of employee human factor qualities and working to improve these qualities of each employee is presented and discussed.

In order to effectively engage in human factor development entrepreneurs, business owners, managers, leaders and other employees must have a greater and deeper understanding of the significance of the components of the human factor. They must also channel the requisite amount of the company's scarce FEET resources into facilitating and honing the development of the positive qualities of the human factor in the labor force. To successfully accomplish this task, they thoroughly review, study, and understand the contents of Eugene V. Debs (1888, 1955). First, the human factor assessment questionnaire is administered to every employee. From the responses, the human factor traits of each employee are assessed and identified (review the information presented in Fig. 4.1).

Using information gathered through the questionnaires, interviews, and focus group discussion sessions, each employee's *spiritual capital*, *moral capital*, *aesthetic capital*, *human capital*, *human abilities*, and *human potential* are reviewed and measured. After having successfully measured each component of the human factor qualities of every employee, a composite *Human Factor Index (HFI)* is developed (see details in Adjibolosoo 1999, 2005, 2013, 2016). This index reveals the quality of each employee's human factor qualities. It clearly identifies the areas of each employee's development on which company leaders and managers must focus. Also, the means (i.e., averages) of the individual indices could be used to make judgments on the human factor traits of the personnel of the whole organization. After having ascertained the HF traits of employees, training and development activities can be carried out to deal with any observed human factor deficiencies. A final assessment process can then be carried out, making effective use of feedback inputs (see Fig. 4.1).

We must point out that according to the human factor model, employees that have successfully developed their own positive qualities of the human factor do not necessarily require any external forms of motivation to perform at their best. Truly, when the human factor traits are well developed, production costs will decline precipitously. This is why we are convinced that rather than focusing on employee motivation techniques, it is more productive to assist workers to acquire and hone their own positive human factor qualities. Though continuing human factor development programs may seem costly to begin with, they are more cost-effective in the long term (Adjibolosoo 1999). This is why we argue that human factor development programs will yield better results than leadership motivational programs such as seminars, speeches, workshops, conferences, and so forth. Note also that while economic returns from these programs are short-lived in



**Fig. 4.1** Measuring the human factor qualities for deployment

most cases, human factor development programs provide excellent opportunities through which permanent and/or long-term yields are attained and sustained. In what follows, therefore, we describe and discuss the kinds of educational programs that are relevant for the development of the positive human factor.

## EDUCATION FOR HUMAN RESOURCE DEVELOPMENT

In the words of Robert Owen (1770–1857), daubed as being *the Prince of Cotton*:

Any general character, from the best to the worst, from the most ignorant to the most enlightened, may be given to any community, even to the world at large, by the application of proper means; which means are to a great extent at the command and under the control of those who have influence in the affairs of men.

Leadership and management education programs in every business unit must be continuously focused on the development of the positive human factor qualities. If leaders and managers of private and public organizations are truly concerned about preparing their labor force for a life of devoted service to the corporation, they must rethink their existing leadership and management education programs and activities. Currently, such programs focus essentially on knowledge and skill acquisition. To overcome this problem, leaders and managers must focus on developing the caliber of employees they need to build and sustain organizations in the twenty-first century and beyond. As Adjibolosoo (2000) notes:

Currently, the quality of graduates being produced through public educational institutions does not seem to meet the expectations of business leadership. Due to their frustrations regarding the quality of new employees, the members of the business community continue to engage in their own management training programs. Their primary objective is to re-train university and college graduates to perform better in their jobs as expected. When these new graduates enter into their maiden jobs, they are usually unable to perform as expected, given their qualifications. Though they are neither academic wimps nor intellectual pigmies, they are, however, dwarfs in terms of the necessary wisdom that works, human relations skills, conceptual skills, analytic and problem-solving skills, the positive personality traits, team skills, and sound communication skills. In addition, many of these graduates lack knowledge of principles of life and work ethic. Few possess sound and ennobling personal philosophies of life and service. These limitations are reflective of what goes on in grade as well as high schools, colleges, universities, and graduate schools. These institutions continue to produce young graduates who are not fully equipped to engage in lifestyle choices that are characterized with integrity, accountability, responsibility, commitment, honesty, self-control,

trustworthiness—without which long-term personal success, fulfillment...and service to all humanity are not possible.

The task of leadership development and the preparation of managers and the workforce must never ever be left in the hands of the personnel of existing public educational institutions alone. To date, the personnel of such institutions seem to have failed in their tasks and practices. This failure is essentially the result of how educational administrators and professors continuously focus on the pumping of ideas, disciplinary principles, theories, and concepts into the heads of students during the years they spend in schools, universities, or colleges/universities.

Unfortunately, however, when most of these students enter into their first jobs, they learn quickly that the actual tools they need to cope with prevailing workplace practices and problems on the job are missing from the toolboxes they purchased from the officials of their universities or colleges. At this point in time, they sadly realize that they paid for knowledge they cannot use. Yet, they cannot return these useless toolboxes for any immediate refunds. To correct this problem, some degree holders go back to school to make up for the shortfall.

The good news, however, is that entrepreneurs, business owners, managers, leaders, and other employees of any organizations that pursue principle-centered development program of activities have a much greater chance of minimizing all forms of abuse and discrimination in their businesses and communities in the long term. Such a program of activities must commence from the cradle and run throughout one's entire lifetime. The program of activities people engage in must teach and model love, grace, compassion, forgiveness, trustworthiness, integrity, accountability, responsibility, loyalty, respect for the sanctity of life, human rights and dignity, the civil liberties of all others, and the rule of law. Any leaders who fail to create, implement, develop, and establish such an educational program denies their employees the real-life opportunities through which they are capable of successfully meeting the basic needs of the organization and their own basic necessities of life.

It is therefore imperative to engage in the most appropriate and relevant developmental programs aimed at waking up the human conscience and consciousness from its deep and long slumber and ignorance. This task can be accomplished in many different ways. Some examples include the following:

1. Learning about the universal principles, living by them, and striving against one's violation of their dictates. Pursuing continuing exhortation or counseling to live lives based on the dictates of the universal principles. People need to know and comprehend that going against the dictates of these eternal principles will only lead to painful human miseries and ultimate destruction in the long term.
2. Mentoring people who are struggling to live by the dictates (i.e., prescriptions and proscriptions) of the universal principles and guiding and directing them to discover the true path of life is critical. Living a life of being in the mode of continuing and complete subjection to the dictates of the universal principles is sine qua non to excellent leadership development and employee performance effectiveness.
3. Teaching people to comprehend and learn that they are expected to partake in the process of building sane and livable human communities. It is important to guard against wrong teaching, behaviors, attitudes, and actions that have the potential to destroy the organization in the long term. People's reference point must be determined by the elements of the universal principles.
4. Pursuing personal peace and affable relationships with all people. It is critical to not allow any seeds of personal dissatisfaction and bitterness to germinate and destroy the expected long-term gains.
5. Demanding obedience, loyalty, and honest living from all members of society.
6. Learning and willing to give up one's rights in certain circumstances in order to preserve peace, tranquility, and good relationships in society. This does not imply that wrongdoing should not be acknowledged and properly dealt with. Instead, it calls to people to tamper justice with mercy as is deemed appropriate and timely. Principles, however, must never ever be compromised.

By engaging in these activities, people stand a much greater chance of successfully dealing with the prevailing social, organizational, economic, and political problems. These activities have authority and power in them to achieve their intended objectives because they focus on the development of the positive human factor qualities.



## CONCLUSION

Employee performance effectiveness does not necessarily require long-term extensive motivational speaking programs, conferences, and seminars to stir it up. Though such programs may work well in the short term, they will create significant problems in the long term when they no longer engage the desires and attention of the employees—especially those who have worked for the company for many years and yet have established neither ownership nor self-esteem. At that point in time, the power and effectiveness of these programs break down completely. To avoid this plight, it is far better for leaders and managers to focus on programs aimed at long-term human factor development. Since these programs will foster well-developed positive human factor traits in the labor force, they stand a greater chance of ensuring the long-term profitability and survival of the organization. As our discussions in this chapter have revealed, we are convinced fully that this is the route to take in the twenty-first century and beyond in assuring enhanced employee performance and organizational success.

Heath (1994, p. 128) notes the following:

1. Ethical values such as honesty, integrity, commitment, and fairness impact personal performance effectiveness.
2. Self-attributes such as openness, confidence, and reliability exert positive impact on personal efficiency.
3. Cognitive strengths as revealed in personal intelligence, good judgment, and knowledgeability are critical to employee input in diverse ways.

Heath (1994, p. 128) noted further that interpersonal strengths are the core of human adaptability. To Heath, education for citizenship and community leadership and development are great inputs into employee effectiveness. Similarly, personal intellectual curiosity, self-direction, and self-reflection are necessary strengths required to be a productive and successful manager.

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# The Essence of Leadership Development and Performance Effectiveness: A Human Factor Perspective

## INTRODUCTION

Since the beginning of time, men and women have always tried to look for ways and means of making life better and worth living. As such, various individuals have tried throughout the years to make a significant difference not only in their own lives, but also in the lives of others. As is always the case, it is people who make the difference in the creation of organizations, development programs, management functions, government operations, direction of business activities, and the accomplishment of leadership tasks throughout society. Similarly, the human qualities acquired by people play a significant role in the performance of business and economic activities, global competitiveness, personnel management, organizational effectiveness, development administration, day-to-day government operations, leadership development, productivity and quality management, conflict resolution, decision-making, team effectiveness, group dynamics, interpersonal relationships, and so on.

It is in light of this knowledge that the question about good leadership has preoccupied the attention of all humanity throughout the centuries (Bass 1990). As has always been the case, men and women have discovered that for any critical task to be successfully accomplished and on schedule, it is important to have readily available men and women to take charge, lead, motivate, inspire, and direct others to pursue intended objectives. Thus, if societies, nations, organizations, associations, and social institutions are to

perform at their best, they need the type of leadership that is poised and ready to make a difference in the lives of the people they lead and the organizations they run. This being the case, scholars of leadership theory have, for many years, channeled tremendous resources and human energy into developing ideas, models, theories, and principles about what makes a person a leader and the various activities he or she must engage in and the critical functions to perform to make others accomplish the intended tasks alongside him or her.

In view of these observations, many scholars have come out with great ideas regarding what they believe leadership is, what it entails, and how its function can be successfully accomplished (see Bass 1990; Bryson and Crosby 1992; Klenke 1996; and the references therein). In the existing literature on leadership, there are numerous conceptualizations of models and theories regarding leadership, the making or birthing of leaders, the ingredients that go into making a leader, the key qualities of a leader, leadership performance, and many others. By plowing very conscientiously through the voluminous literature on various aspects of leadership, it becomes extremely confusing to decipher, know, and comprehend exactly what leadership implies, what it entails, and what leaders do. Indeed, scholars do not agree and some theorists may have already given up in despair saying that it cannot be studied.

Yet, regardless of the huge volume of literature on leadership and the various leadership training programs, lectures, seminars, conferences, and so on, we still experience very serious leadership inadequacies and failures in every circle of life (i.e., in business, marriage and family, relationships, church, organizations, associations, government operations, plans, policies, programs, projects, and so forth). As has always been the practice, leadership models and theories have attempted to explain the basis of leadership performance effectiveness. Indeed, there are as many models as there are definitions for leadership. As abstractions of reality, leadership models and theories provide us with significant insights into understanding the various types of leadership and their relevance to the human enterprise. Although some of these models and theories compete against each other, each is unique in its own way. What all these models and theories have failed to accomplish, however, is twofold. First, existing leadership models and theories have been less successful in explaining the primary reasons for the ongoing leadership failure in society. Second, leadership theories have also failed to evolve appropriate schemes that could be used to deal effectively

with the continuing leadership failure being experienced in almost every sphere of human life and endeavor.

In view of these observations, it is therefore critical to discuss further how these observed phenomena can be effectively dealt with. Thus, in what follows, what I view as the Type I leadership model is put forward as one of the primary ways to successfully deal with the ongoing leadership crises. That is, this work presents a treatise on the Type I leadership concept, its relevance to, and implications for the human enterprise.

In addition, it is argued that if human societies are keen on overcoming their leadership crises and associated problems, it is imperative to create relevant programs aimed at the development of appropriate personality characteristics that are conducive to leadership performance effectiveness. However, to successfully accomplish the tasks of this essay, it is necessary to isolate exactly what a leader is perceived to be and what makes an individual either a good or bad leader. The remainder of this chapter<sup>1</sup> is organized as follows. While the next section of the chapter briefly reviews some of the existing definitions for leadership and its functions, the following presents and discusses the essence of being and the extent to which it affects one's ability to lead others to accomplish intended tasks either successfully or unsuccessfully. Immediately following this section is a thorough focus on the Type I leadership concept and its relevance. It also classifies the various factors that impact leadership performance effectiveness into two categories as the primary and secondary factors, using the various definitions for leadership. The significance of this classification is thoroughly highlighted and discussed. Using this classification, leadership efficacy and efficiency are discussed. The remainder of the chapter focuses on making good leaders through human factor development, and policy recommendations for the development of leadership, followed by the conclusions.

## LEADERSHIP: A REVIEW OF THE LITERATURE

There are as many definitions for leadership as there are scholars of leadership theory (Viteles 1934; Tead 1935; Kimball 1947; Yoder 1948; Given 1949; Loken and Strong 1949; Gardner and Moore 1950; Martindell 1950; Morris and Seeman 1950; Heinrich 1951; Shartle 1951a, b, 1956; Appley 1952; Carter 1953; Halsey 1953; Gibb 1954, 1969; Lindgren 1954; Schleh 1955; Brown 1956; Calhoun and Kirkpatrick 1956; Marrow 1957; Lundy 1957; Blakely 1959; Bass 1960; Jennings 1960; Taylor 1962; Stogdill 1975; Engstrom 1976; Schriesheim and Kerr 1977; Bass 1990;

Bolman and Deal 1991). Sample definitions of leadership focus on issues such as personality traits, behaviors, influence, processes, power, politics, authority, change, goal achievement, management, and so on (see details in Klenke 1996, pp. 6–8). Definitions that focus on such items can be found in Borgadus (1934), Janda (1960), Katz and Kahn (1978), Burns (1978), Kuhn and Beam (1982), Carroll (1984), Hagbert (1984), Rost (1991), Cantor and Bearnay (1992), Kotter (1992), Bolman and Deal (1995), and many others. Klenke (1996, pp. 6–8) observed that:

Leadership has been formally defined in terms of traits, behaviors, influence, processes, power, politics, authority, change, goal achievement, management, and transformation among other concepts. It also has been defined as drama and an art . . . Leadership not only means different things to different people, to scholars as well as laypersons, but probably has as many definitions as there are persons defining the concept. For some, leaders are heroes and heroines, supermen and superwomen; for others they are villains, exploiters, demagogues, or powermongers. Leaders are spellbinders and dreamers, pathfinders and trailblazers: they are champions such as Isabella of Spain and Napoleon, saviors such as Florence Nightingale and Moses, servants such as Mother Teresa and Mahatma Gandhi, visionaries such as Joan of Arc and Martin Luther King, and revolutionaries such as Rosa Luxemburg and Fidel Castro who are imbued with superhuman qualities.

Indeed, different people view leadership differently. In the same way, different leadership theorists stress different qualities that make a particular individual a unique leader.

Bass (1990, p. 3) observed that “Greek concepts of leadership were exemplified by the heroes in Homer’s Iliad. Ajax symbolized inspirational leadership and law and order.” He also noted that other critical qualities admired and extolled by the Greeks in their leaders include justice and judgment, wisdom and counsel, shrewdness and cunning, and valor and activism (see Bass 1990, p. 3 and Sarachek 1968). Regardless of the intensity of scholarly work done on leadership theory, it is still very difficult to pin down a specific definition for leadership. Indeed, the studies of many scholars, including those of Rost (1991), Bennis (1959), Borman (1990), and Polster (1992) reveal the immense difficulties faced by scholars who have tried in the past to define leadership in their own ways (see also Bavelas 1960; Hollander and Julian 1969; Pfeffer 1977).

Recognizing many centuries ago that it is extremely difficult to take the lead in introducing new ideas or an order of things, Machiavelli (1513)

believed that leaders must be steadfast and firm and make sure that authority and power are maintained by all means. Bass (1990, p. 11), after having perused the various definitions of leadership and their inherent ambiguities, was convinced that the concept of leadership means different things to different scholars. As such, the primary conclusion from his analysis led him to point out that:

Leadership has been conceived as the focus of group process, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions.

In the midst of the confusion regarding the leadership concept, however, most scholars, civil servants, private citizens, businessmen, and women, and every other person believe that leaders have significant roles to play in government, organizations, associations, institutions, and the lives of the people they serve and lead (Bennis and Nanus 1985; Bass 1990; Nanus 1992; Bryson and Crosby 1992). It is, however, true that despite the inability to find an acceptable definition, most people know a leader when they see one.

In the views of Klenke (1996, p. 10), rather than attempting to coin additional definitions for leadership, it might be worthwhile to highlight the critical leadership qualities that could be combined in many different ways to paint various pictures of what leadership is. Some of these qualities include integrity, trust, veracity, commitment, morality, shared experiences, and so on. To Klenke (1996, p. 10), therefore, “leaders embracing these values exhibit self-determination and risk-taking, courage, decisiveness, and a strong sense of ethics. They believe in the importance of thinking systematically (that is, seeing connections between people, issues, and outcomes), metaphorically, globally, and futuristically.” Zand (1997, pp. 4–5), for example, observed that:

Effective leaders harness three forces—knowledge, trust, and power. Like three horses pulling a chariot, these forces, if coordinated and working together, provide a swift and exhilarating ride. But if one force is mismanaged or pulls against the others, the ride is bumpy and can end in disaster. . . Effective leaders synthesize knowledge, trust, and power to develop and implement a strategic vision. Working with their staff, they astutely select a path and then sharpen concepts, learn from errors, and make adjustments,



refining their strategy and its implementation as they go along. . . Leadership, therefore, as we use the term, consists of the principles, skills, and attitudes that harness and integrate knowledge, trust, and power.

As is obvious from this quote, society demands a great deal from its leaders. That is, leaders are expected to be shakers and movers—a unique breed of men and women who must be readily available to carry out the tasks of leadership in all spheres of human endeavor.

However, regardless of the difficulties encountered by scholars in defining leadership, the ongoing research has produced many leadership theories (see a detailed review of each of these theories in Bass 1990, pp. 37–55). Though an exhaustive review of the literature on leadership theories is outside the scope of this book, it is, however, critical to draw the reader’s attention to some commonly discussed models in the literature. These classifications include: (1) Trait leadership theories (relate to the belief that a leader is made by the characteristics he or she possesses); (2) Power and influence theories (discuss the sources and the extent of power wielded by leaders and how they use the power); (3) Behavioral theories (study the activities and managerial functions of a leader to discover the behavioral categories of what leaders engage themselves in); (4) Contingency theories (focus on the various factors, especially, the unforeseen contingencies that push leaders to act in certain ways in given situations); (5) Symbolic Theories (essentially examine the realities of social interactions between leaders and followers); and (6) Spiritual theories (deal with the link between a leader and the perceived source of power, usually viewed as being divine, and how this source of power inspires and directs the individual to act in the manner he or she does) (see details in Bass 1990, pp. 37–55; Hackman and Johnson 1991, pp. 41–70; Page 1995, p. 89; Lewis 1996, pp. 17–102).

In the leadership literature, many scholars usually agree on what constitutes the qualities of a good leader. Some of these qualities, among others, include a clear sense of purpose and direction or vision, persistence, strong self-image, the craving for relevant knowledge and education, a love of what they do and to do what they love, ability to energize and attract others, emotional maturity, caring, commitment, integrity, responsibility, accountability, ability to listen, accessibility, optimism, honesty, trustworthiness, motivation, enthusiasm, excellent followers, and many others. Indeed, leaders are viewed as individuals who possess the ability to simultaneously attract and inspire others, working alongside, managing, and directing them to get involved in a course of action they have come to believe in. However,

the mere recognition of these qualities as being crucial to leadership performance has not minimized the failure rate of leaders.

This ongoing failure demands a detailed explanation. In the traditional leadership literature, this failure is usually attributed to personal greed, selfishness, ignorance, pride, moral laxity, or bankruptcy, and so forth. In many other cases, leaders have been brought down by some very bizarre sexual scandals, the ongoing abuse of power, the excessive love and craving for money, and also external circumstances that were not handled successfully. However, in order to fully comprehend the experiences of leadership successes or failures, one needs to first gain significant insights into the various weaknesses in the personality characteristics of a leader, what the Type I and Type II leadership concept is all about, the essence of being, and how people who lead do so by doing what they really are in their inner person.

### THE ESSENCE OF BEING AND LEADING BY DOING WHO YOU ARE

As is usually the case, human beings are creatures of habit and association. That is, consciously or unconsciously, human beings usually engage themselves in thought processes, behavior, and actions that mirror exactly who they really are deep down in their inner personalities. It is this inner personality or spirit that controls, rules, and directs the individual to act or behave in the manner commensurate with its dictates and/or instructions. Thus, regardless of the nature and intensity of external stimuli, a person's attitude, behavior, and actions are determined by what he or she is. Indeed, whatever an individual's inner person is made to be by all the factors that have shaped him or her throughout the years, it is these same factors that determine that person's whole being. This being the case, the masks that people sometimes put on cannot permanently hide or obscure who they really are for very long. Those who fake and act deceitfully usually reveal themselves unconsciously to others. Thus, in most cases, the bottom falls out at the moment when the temporarily suppressed or bottled-up human attitudes and personality traits that form the foundation of these people's humanity for many years usually spill out in the final analysis. Indeed, the behavioral crocodiles hidden inside their inner personalities emerge unsuspectingly to haunt and torment them.

Similarly, people who pursue a life of virtuosity and live by the universal principles that guide human life develop personality characteristics that form the foundation of their being. These are human beings who live the real

essence of their being human. In both cases, a person's inner being or spirit is reflected in his or her spoken word, attitudes, behavior, action, and others. Just as a road or city or contour map is a vital guide and/or companion to the geographer or traveler, so also is *a person's map of being* to those who are interested in deciphering and comprehending his or her attitudes, behavior, and actions. Truly, the inner person or spirit is *the individual's map of being*. This map reflects the individual's personality characteristics. In this manner, it is also a significant reflector of his or her whole being. Indeed, this map of being hardly ever lies about whom a person is. This fact about human attitude, behavior, and action was taught by Jesus Christ approximately two thousand years ago. Speaking to his disciples, Jesus said: "For it is from within, from the human heart, that evil intentions come. . . All these evil things come from within. . ." <sup>2</sup> Thus, as is usually the case, one cannot pick grapes from an orange tree (Mararike 1995, pp. 91–99). It is therefore true that in most cases, people do and act who they are. Indeed, "for where your treasure is, there will your heart be also." <sup>3</sup> This being the case, it can be conclusively argued that true leaders lead by doing what they actually are and how it captivates them. In what follows, this issue is explored in detail.

The idea of leadership as personality has been discussed by Bowden (1926), Bernard (1926), Bingham (1927), and Stark (1970). In this regard, leadership is equated with the strength of personality (Bass 1990). To scholars who adopt this view, leaders are viewed as individuals who possess a reservoir of various personality traits and unique character (Bingham 1927). Such leaders, according to Bernard (1926), must command high levels of prestige and be able to motivate people to accept, own, and work toward the accomplishment of critical objectives.

Though this conceptualization of leadership is intuitively sensible, it does not necessarily differentiate between positive and negative personality characteristics that lead the individual on either the path of becoming a good or bad leader—each of which can be extremely successful in accomplishing the intended vision. <sup>4</sup> If, however, we are interested in differentiating between good and bad leaders who have been successful in carrying out their avowed missions, then we need to take a detailed look at each individual leader in relation to who he or she is as a person—whose character is revealed in the human spirit—and what the final outcome of his or her leadership is. In this way, it may become easier to perceive and predict outcome of leadership performance effectiveness by knowing who the leader is as a person or human being.

Gleaning from the discussions presented in this section, I classify the existing leadership vintages into two unique types as Type I and Type II leaders. The Type I leader is the individual who aspires to and leads by the universal principles of life (see details on universal principles in Adjibolosoo 1998). This individual is not only a unique trailblazer in serving and leading others, but also begins and ends with the right concepts; confronts critical issues promptly without procrastination; exercises courage and boldness in pursuing justice with fairness; and focuses on serving others rather than being served. Regardless of what the resulting consequences may be (i.e., whether successes or failures), the true Type I leader never ever compromises personal integrity, responsibility, accountability, commitment, and trustworthiness. Indeed, the Type I leader usually learns to serve others continuously.

Contrariwise, the Type II leader pursues contemptible human ideologies and personal power and uses them to accomplish intended objectives regardless of whether the means being employed are commensurate or not with the dictates of the universal principles of life. The Type II leader draws his or her inspiration and power from his or her personal emotional clock and image. The Type II leader always demands unabashedly the service, praise, and allegiance of other people without any reservations or questions. Indeed, in the courts of the Type II leader, there is no room for dissenters. The utterances of such a leader are always laws that override the power of the rule of law in society. Such laws cannot be challenged by opponents without dire consequences—severe torture and subsequent loss of life.

In contrast with the Type I leader, Type II leaders have extremely high likelihood that they may become dictators, ruling ruthlessly with blood and iron. They are usually thoughtless, hard-hearted, cruel, and mercilessly mean to their subjects. Since they are usually convinced in their minds about what they intend to do, they have little respect for the lives of their opponents and previous supporters who have recently fallen out of their favor. Indeed, they have little notion of what it means to serve others. Their leadership feeds on both hearsay and gossip on one hand and personal hunger for power on the other. Their loyalty to the universal principles of life is as flickery as the flames of kerosene lamps positioned in tornado-infested fields. As such, these leaders lead and rule others according to the spirit of anger, bitterness, and vindictiveness that lies at the foundation of their personal character. Indeed, whatever they are feeling at a particular moment of time becomes the law for everyone but themselves to obey.

They take pleasure in making and seeing others suffer while their leadership tasks are being accomplished.

To fully comprehend leadership successes or failures in society today, one needs to delve deeper into the minds of both the Type I and Type II leaders. However, in order to articulate successfully the concept of leading by doing who you are, I choose to focus the remainder of the discussion on the Type I leader.

### THE TYPE I LEADER

In all fairness, clones of the Type I leadership concept are not new (see Adjibolosoo 2013). Biblical accounts and other ancient records reveal that most people who became leaders in certain ancient societies were servants first before assuming the role of leadership.<sup>5</sup> Cases in point include Joseph (served Pharaoh), Joshua (served Moses), David (served King Saul), Nehemiah (served King Artaxerxes), Esther (served King Ahasuerus) and many others. About two thousand years ago, Jesus Christ of Nazareth modeled, taught, and emphasized the concept of Type I leadership to his disciples. However, because most people of his day and others from subsequent generations did not comprehend Jesus' view on the concept of Type I leadership, such a vital concept of leadership did not catch on until recently when theories about servant leadership began to appear in the leadership literature (see Greenleaf 1970, 1977, 1996a, b, 1988;<sup>6</sup> Hall 1991; Kelley 1988, 1992; Page 1995; and many others). For example, to Greenleaf (1996b, p. 1),

The servant-leader is servant first. . . It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. . . The difference manifests itself in the care taken by the servant—first to make sure that other people's highest-priority needs are being served. The best test, and the most difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived? [emphasis in the original]

To the Type I leader, therefore, “the great opportunity is to discover in one's mature years an unrealized growth potential. Growth, not in terms of external achievement, but in the things that are important in the quiet hours

when one is alone with oneself; growth in the capacity for serenity in a world of confusion and conflict, a new kind of exportable resource as youthful prowess drops away” (Greenleaf 1996b, p. 7). In the view of Larry Spears of the Greenleaf Center for Servant Leadership,<sup>7</sup> the 10 critical characteristics of a servant leader include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

Discussing the issue of becoming a leader in its business training manual, Networking Alliance for Today’s Opportunities (N A T O), a Vancouver networking company notes that the:

Most great leaders began in the capacity of followers. They became great leaders because they were intelligent followers. With few exceptions, the person who cannot follow a leader intelligently, cannot become an efficient leader. The person who can follow a leader is usually the person who develops into a leadership role most rapidly.

What is obvious from this quote is the assertion that great leaders are also excellent followers. Hegel (1830) believed and argued that after having served first as a follower, a leader will be in the best position to comprehend his or her followers better.

In view of these observations, it is obvious that those who aspire to leadership positions must first have developed followership qualities (Greenleaf 1977, pp. 1–48). In this regard, the primary question is: “How could one become a Type I leader if he or she had never learned to follow and serve others in the past?” Truly, Type I leaders have had to hone their leadership qualities while at the same time serving and ministering to and with others. Examples of such Type I leaders are abundant in the *Holy Bible*. The list of names in this category includes Moses, Joshua, David, Nehemiah, Esther, Samuel, Daniel, and Paul. The Pauline concept of Type I leadership centers around commitment to the universal principles, selflessness, self-sacrifice for the welfare of others, courage, and hard work.<sup>8</sup> The one individual who modeled servant leadership accurately and perfectly is Jesus Christ of Nazareth. Recall how Jesus Christ washed the feet of his disciples and made them understand that they needed to serve one another.<sup>9</sup> Indeed, he who serves others and seeks their welfare, according to Jesus Christ, is not necessarily the servant, but the leader, even among equals. Serving rather than being served is both the best acid test for and the greatest mark of a Type I leader. Such a leader leads on the basis of divine

love, mercy, and grace rather than personal power and human aggrandizement.

A well-developed Type I leader is hardly ever lured and led into faking what his or her real personality characteristics are. This individual knows very well and believes in the true essence and sanctity of human life and how to lead others to understand and pursue life and living in noble ways.<sup>10</sup> Such a leader does not only grapple with the critical questions relating to the origin of human life, pleasure, suffering, and afflictions, but also strives to develop his or her character in the direction relevant to serving and leading others to do likewise so that they too can gain insight into the realities of life and the true essence of the human drama on planet Earth. Because of the beautiful inner person or being the mature Type I leader possesses, he or she is able to act with overarching personal conviction, integrity, honesty, trustworthiness, accountability, responsibility, commitment, humility, and selflessness (see Table 5.1). Indeed, a true Type I leader leads by doing what he or she has been made into through continuing adherence to the universal principles of human life. That is, in everyday life, the thoughts, attitudes, behavior, and actions of the well-seasoned Type I leader are direct reflections of who he or she is in the inner person. Such Type I leaders do not depend on quick-fix solutions. They avoid it. It is fully engraved in their personality that a Type I leader cannot do better than who he or she is.

That is, he or she knows that a leader cannot easily pull out of the hat such qualities as courage, commitment, integrity, trustworthiness, accountability, responsibility, and such like, when a crisis is at hand. This is so because these human attributes are usually developed over many years of a person's life through socialization and other forms of interactions. In view of this truth, Roberts (1987) once noted:

Those of you who are overly ambitious may attempt to acquire [leadership] qualities over a short period of time. As I, Attila [the Hun] have found in my own life, these qualities... simply take time, learning and experience to develop. There are few who will find shortcuts. There are simply rare opportunities to accelerate competence, and without paying the price, no matter how great or small, none will become prepared to lead others. (quoted in Klenke 1996, p. 240)

Wess Roberts could not have been any more accurate than this. Truly, human development is a lifetime process. It requires many years of making conscious and continuing efforts to educate and train oneself to acquire the

**Table 5.1** The essence of being and leading**A. Leadership***The art of:*

1. Identifying universal principles of life and keeping the standards they prescribe (i.e., the way, the truth, and the life)
2. Seeing, perceiving, knowing, and articulating the mission
3. Nurturing, directing, and helping others to accomplish intended tasks
4. Learning to be like Jesus and living out the divine love

Indeed, a true leader is a trailblazer who prepares the route on which he or she and associates travel and work together to accomplish their intended vision, mission, and plan.

**B. Engaging in the leadership task or function**

1. Have the right concept of where to begin from and what is involved
2. Identify and isolate issues being faced with
3. Confront critical issues and/or problems right away
4. Be bold, courageous, and prescriptive
5. Eschew the sinful spirit of procrastination

**C. Dealing with ALL issues and problems***The model: realization, repentance, and restoration*

1. Acknowledge ALL mistakes and shortcomings—do not cover up
2. Confess ALL unworthy practices of the past—leave nothing untold
3. Take care of ALL errors committed in the past—remove every knot or crumple

In ALL cases, you must engage in either personal or one-on-one or group sessions as is appropriate.

**D. What to learn and practice***Personal:*

1. Integrity
2. Responsibility
3. Accountability
4. Commitment
5. Trustworthiness

**E. Personal development**

1. Participating in (guided) education and training (formal or informal)
2. Engaging in accountability schedules & mentoring programs

**F. Reaction to success or failure**

Both the leader and his or her associates need to learn to deal effectively with successes and failures. In fact, they must utilize these experiences to their greatest benefit. No witch hunting should be permitted.

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appropriate personality characteristics that are conducive to effective and efficient human performance in every field. It must, however, be borne in mind that for certain leaders, the strength of their character and the appropriateness of their human qualities are usually affected by the levels of trust<sup>11</sup>



produced and promoted by the culture within which they live and operate. However, regardless of the levels of trust pertaining in any particular culture, the Type I leader performs his or her duties as determined by the universal precepts of human life—usually reflected in the types of personality characteristics acquired over many years of personal professional development activities or programs engaged in.

In view of these facts, true Type I leaders can be distinguished easily from other types of leaders in the following ways. They:

1. Make relentless efforts to ensure that real attention is paid to the needs of the brokenhearted, the helpless, and the hopeless because they see limitless possibilities of each day.
2. Do not only love life and promote it, but also help others to learn to live in harmony and peaceful coexistence with others and nature through personal understanding or enlightenment.
3. Act according to the dictates of the primary universal laws of life rather than their personal emotional fluidity, chemistry, and the hounding of the people they serve and work with.
4. Place the needs of others above their own and seek the comfort of all others rather than their own.
5. Surrender themselves completely to fighting for the attainment of the kinds of human causes they have come to believe in.
6. Sharpen and share their knowledge, understanding, and wisdom with everyone who comes across their paths, hardly ever withholding from others anything vital to human success and survival.
7. Serve all people indiscriminately and engage themselves in doing good, wherever they are.
8. Burn all visible and invisible bridges—human hindrances may serve as significant barriers to their ability to accomplish the vision to which they have already dedicated their lives.
9. Pose searching questions in non-threatening ways to the people they serve and work with in order to learn more about their ideas, views, experiences, and expectations.
10. Question failing conventional wisdom and bring forth new and more relevant ideas, concepts, and knowledge that have greater potential for leading to positive changes in society.
11. Pursue fair judgment, justice, and the universal truth.
12. Gain relevant insight into the mind-set, views, feelings, and expectations of the people they serve, direct, assist, and work with.

13. Do not continue to look over their shoulders for past wrongful behavior, expecting and fearing that the ghost of some wrong they committed in the past would suddenly surface and haunt them. This is usually the case because they do not only live transparent lives, but also exhibit appropriate personality characteristics that mirror the universal laws of life.
14. Avoid the wisdom buried in the ostrich solution and embrace instead the intent of the bullish solution.
15. Do not necessarily take pleasure in losing their temper and acting foolishly thereafter.
16. Avoid being too evasive and tell the whole truth in all circumstances even when such an action is hurtful to all parties involved.
17. Acknowledge their mistakes and errors in judgment as soon as their attention is drawn to them—thus not using crafty and insidious defensive mechanisms.
18. Investigate thoroughly and use the truth and actual facts discovered through thorough investigation to confront in love, gentleness, and sincerity those who have made errors in judgment and/or have engaged themselves in either behaviors or actions that are contrary to the cause being fought for.
19. Serve and lead others by convictions rather than guilt, coercion, and indoctrination.
20. Seek, build, and continuously establish their own personal inner strength and exhort the people they serve to do likewise.

Indeed, real Type I leaders know and believe that:

Blame never affirms, it assaults  
 Blame never restores, it wounds  
 Blame never solves, it complicates  
 Blame never unites, it separates  
 Blame never smiles, it frowns  
 Blame never forgives, it rejects  
 Blame never forgets, it remembers  
 Blame never builds, it destroys

(Anonymous)

The Type I leader is the individual whose humanness or humanity is so well-developed that he or she always sees beyond what the ordinary average human being sees and grapples with. Such a leader has developed a

tremendous human capacity that is able to love, forgive, and affirm the good in others regardless of who they are and what their levels of personal enlightenment, race, station, or creed are. Their ability to inspire and motivate others to rally together around an identified cause and work as a synchronized team toward task accomplishment is directly proportional to the magnitude of the beauty (i.e., its sweetness or pleasantness) or the ugliness (i.e., bitterness and displeasure) of the *counsel of the inner person* that has made them who they are. Without the sincere counsel of the inner person, they lose their inner sense of bearing, conviction, and the continuing glow that has always attracted others to them and the cause they represent and of course their will to serve. Because of their intelligence and insights, they are both great teachers and coaches. What keeps them going is not necessarily the results of their daily activities, but rather their inner convictions as determined by the universal principles of life and their associated well-seasoned personality characteristics. Thus, just as it is usually the case that when one eats garlic, one smells of it, so also it is the case that Type I leaders smell like their own individual personality traits—characteristics determined by what dwells in their inner person.

Indeed, the influence of their leadership effectiveness, efficiency, and performance is directly proportional to the magnitude of their acquired personality traits. Similarly, the integrity of their efforts is also directly proportional to the strength of their human qualities. Truly, a Type I leader is an individual who has dedicated himself to a lifestyle that is aimed at pursuing continuing spiritual heart surgery, mind transformation, personal maturity, noble aspiration, and the will to conform to the dictates of the known universal principles he or she holds and promotes (see Adjibolosoo 1998). His or her heart is always broken by everything that demeans the sanctity and sacredness of the human person, habitat, and the universal principles of life. A Type I leader is intimately acquainted with the primary problem of all humanity and makes himself or herself available to lead others to work together to overcome it. A Type I leader does not delegate duties or assignments with the object of avoiding making critical decisions that significantly affect the lives and welfare of the people being served. Similarly, the Type I leader does not engage in teamwork in order to shift his or her primary responsibilities to subordinates—an attempt to avoid both accountability and responsibility for his or her decisions and actions in extenuating circumstances.

To Greenleaf (1977, pp. 14–15), therefore, the natural servant usually persists and works assiduously to alter views regarding the best ways a leader

can serve others as new evidence on critical issues becomes available. He or she is always ready and willing to lead the way, even when the path to be followed is uncertain. Those who belong to this type of leadership possess two intellectual abilities—a sense for the unknowable and the ability to foresee the unforeseeable. In the words of Greenleaf (1977, pp. 21–22), “this is partly what gives leaders their ‘lead,’ what puts them out ahead and qualifies them to show the way” [emphasis in the original]. The Type I leadership concept requires that the individual in his or her position acquire the appropriate human factor qualities. As noted elsewhere in this book, the human factor is “the spectrum of personality characteristics and other dimensions of human performance that enable social, economic, [business], and political institutions to function, and remain functional, over time. Such dimensions sustain the workings and application of the rule of law, political harmony, disciplined labor force, just legal systems, respect for human dignity and the sanctity of life, social welfare, and so on.” (Adjibolosoo 1994). Indeed, without these qualities, few people can successfully play their leadership role. Thus, in what follows, the significance of the human factor in following and leading is presented and discussed.

## THE HUMAN FACTOR IN TYPE I LEADERSHIP PERFORMANCE EFFECTIVENESS

As noted earlier, Type I leaders become excellent leaders by first learning to be serving followers. Their servanthood is not only lifelong, but also critical to their leadership success because they learn and develop their pertinent human factor qualities. The significance of the human factor qualities in leadership performance should not be devalued. As I have discussed elsewhere,<sup>12</sup> it is people who have acquired the positive human factor qualities who make things happen. Thus, as is often the case, people who are bankrupt of the positive human factor qualities, and yet find themselves in leadership roles might produce results that society neither wants nor deserves (i.e., Adolf Hitler). Indeed, as is usually the case, the difference between good and bad leaders is determined by the kinds of human factor qualities they have acquired. While a good leader may be successful in accomplishing his or her vision for the benefit of all humanity, a bad leader who has also been very successful in accomplishing his or her vision may simultaneously cause significant pain and grief for all humanity.

Type I leaders possess acute interests in and sense of fair human judgment and justice. They are led and directed by the universal principles of life to articulate their personal visions, mission statements, plans, and courses of action. Through real life experiences, they identify their own strengths and weaknesses. Indeed, by rubbing shoulders with colleagues and all other types of people, their enlightenment about their own personal vision increases. As their HF traits on the one hand, and vision, mission, and plans on the other hand, interact continuously, they focus on how to rise above their limitations.

Type I leadership success or failure is contingent on factors that I have referred to earlier in this essay as the primary and secondary factors. While the primary factors refer to the individual leader's personality characteristics, the secondary factors encompass the vision, mission, plan, and the intended courses of action of the Type I leader. The performance effectiveness of the Type I leader is determined by his or her ability to successfully balance the primary and secondary factors. The more efficiently and effectively their primary and secondary factors mix and interact together, the better Type I leaders they become. Indeed, both categories of factors must always be viewed as being complementary rather than competitive. For example, individuals who have acquired the appropriate personality characteristics and yet lack vision, mission, plans, and appropriate courses of action will not make effective Type I leaders. Similarly, people who have great visions, excellent mission statements, grandiose plans, and sensible courses of action, and yet lack the critical human qualities will fail to be great leaders.

In both the formal and the informal schools of human life and experiences, Type I leaders acquire knowledge, understanding, and wisdom. From out of these come a strong and well-established personal integrity, trustworthiness, honesty, accountability, responsibility, commitment, and so on (see Table 5.1). It is these kinds of people who will lead and help society to deal successfully with its pertinent problems. However, when this caliber of leaders fails to appear in societies produce, people will find it extremely difficult to create a society worth living in. Even if they do, such a society or civilization will decline in the long term.

## POLICY RECOMMENDATIONS

Although leadership performance efficiency and effectiveness are very essential to the success of the human enterprise, its development is not an easy task. For many centuries, although men and women have come to

acknowledge the significance of the leadership role, they have always failed to discover the best way to assist people who aspire to become leaders to hone their personality characteristics that are necessary and sufficient for becoming excellent leaders. This inability to produce Type I leaders through the formal educational and training institutions has produced huge amounts of leadership casualties. To avert these types of failure, government, business organizations, educational and training institutions, and associations continue to establish ad hoc programs aimed at producing tomorrow's leaders today. Today, as well as a few decades ago, educational reforms aimed at the achievement of this goal have worsened and continue to destroy rather than correct the problem at hand because they most frequently fail to address the real root causes of leadership failure in societies. One of the primary reasons for this failure is because the people who are in charge of developing and implementing these programs do not have the right inner character themselves. In many cases, they lack the necessary knowledge and concept of the universal principles of human life.

In view of these observations, a nagging question that lingers on in one's mind is: "Where do we go from here?" Although this is an extremely difficult question to answer, it can be argued that the successful development of leaders requires that whatever programs men and women pursue, they must make adequate provisions for HF development (see Table 5.1). Any successes achieved in this regard will provide conducive environments within which the Type I leader can be developed.<sup>13</sup> Aspiring leaders must be properly mentored and encouraged to develop personality characteristics that are relevant to becoming Type I leaders. These individuals must be involved in situations that will help them to recognize who they really are and how they could educate and train themselves for the tasks of leadership that lie ahead of them. Indeed, such leadership programs must help every aspiring Type I leader to die to self, be buried to its remains, and resurrect with a new personality that is ready to engage himself or herself in Type I leadership roles or functions.

It must be borne in mind that the mere teaching and learning of academic subjects will not necessarily develop Type I leaders. In the same way, the creation and teaching of new academic subjects or courses will also fail in the long term if such subjects or courses fail to view HF development as the integrating core of academic teaching and learning. Educators and college or university administrators will fail to accomplish their intended missions if what they solely care for is the acquisition and use of state of the art technology in the classroom. However, the acquisition of technical

knowledge and other related skills is necessary but not sufficient for a person's performance effectiveness. The acquisition of human factor qualities, however, is. Since both historical records and stylized data corroborate this view, it is imperative that society places a strong emphasis on human factor development (see Table 5.1). It is only through this attempt that we can hope to effectively prepare young men and women for a life of Type I leadership and service to all humanity. Continuing failure to develop the positive human factor qualities will be extremely costly in every regard to every man or woman.

Any programs aimed at developing the appropriate human factor qualities in both present and future leaders must pay particular attention to the existing voluminous wisdom literature. For example, reading about and getting acquainted with the tenets of the major religions is worthwhile. Similarly, philosophical and ethical studies will also contribute significantly to personal development because of their concern with questions relating to humanity and the proper conduct of human life. In recent years, significant research has been done on personal development. In this regard, the works of Carnegie (1964), Pirsig (1974), Peale (1952, 1967, 1976), Covey (1989), and Covey et al. (1994) are appropriate and useful. Academic programs need to make room for students to develop their personality characteristics. Where applicable, both instructors and university and college administrators must model principle-based lifestyles to students.

Whatever programs are being pursued to this end, the primary object must be to help students to develop personal integrity, responsibility, accountability, commitment, trustworthiness, and so on (See Table 5.1). Though these qualities may not be successfully taught in the classroom, students should always be directed and encouraged to read relevant literature that deals with personal development. Relevant books on poetry, short stories, novels, plays (drama), and such like are very pertinent to HF development. Younger students should be advised to stay away from the kinds of literature that have little to do with the acquisition of the appropriate HF qualities. In general, those who aspire to leadership positions must be well-read, well-informed, and extremely knowledgeable in critical issues regarding life and living in today's world.

It is also helpful for individuals who are keen in developing their positive human factor characteristics to engage themselves in personal development seminars, courses, and conferences. While in attendance at such functions, each person must meditatively think through the issues and principles being taught and emphasized. Participants must ask searching questions regarding

ideas that seem strange and puzzling to them when they first heard them. In the same way, discussions engaged in both inside or outside formal settings will provide them with the opportunities to react to new ideas or information. Continuing attendance to and participation in leadership seminars and/or conferences (both local and international) will also provide leaders with the opportunity to rub shoulders with renowned leaders from whom they will learn. They will also have the opportunity to engage themselves in serious discussions with such people and quiz them about the secret behind their successes or failures.

## CONCLUSION

Much research work has been accomplished on the issue of leadership. Though scholars have paid significant attention to this important area of human endeavor, the critical problems being faced by leaders in their roles still remain unsolved. Today, leadership failure is commonplace. Since the many attempts being made by governments, businesses, associations, organizations, and many others to deal with shameful leadership problems and subsequent failures do not seem to be making any significant progress, it seems to me that it is now time for all humanity to become much more serious about engaging in practical activities or programs that can bring positive results. Indeed, by developing the appropriate HF qualities in its leaders, society will be in a vantage position to overcome its ongoing leadership problems. In this regard, leaders will be properly prepared and equipped in every regard to handle successfully the pressures and problems of leadership in the modern world. Our failure to accomplish this task will lead to the perpetuation of the ongoing leadership problems and failure.

## APPENDIX: THE HUMAN FACTOR FOUNDATION OF PERFORMANCE IN SELECTED SPHERES OF OUR LIVES

The Characterization and Composition of the human factor perennially feature in every sphere of human life. Anything we do and either succeed or fail at is tremendously impacted by the qualities of our own human factor. Viewed in this light, it is undeniable that the nature of impact and the implication of our individual as well as the combined human factor qualities are glaringly evident in our:



1. Business and Economic Operations
2. Global Business Operations and Competitiveness
3. Institutional and Organizational Effectiveness
4. Plays and Competitiveness in Politics and Government Operations
5. Spoken, unspoken, intimations, and practices of Ideological Effectiveness
6. Identifying, pursuing, and Meeting Our Basic Human Needs
7. Expressed Human Attitudes, Behaviors, Actions, and Performance
8. Religious Beliefs, Lifestyle Choice, Superstitions, and Clergy Performance
9. The Human Factor in Building Organizations and Strategic Relationships
10. Leading Successful as well as unsuccessful Change, Revolutions, others
11. The creation as well as the Resolution of Conflicts and Attaining Cooperation
12. Vision, Mission, Leadership, Productivity Growth and Management
13. Prudent as well as indiscreet Decision-Making and Team Effectiveness
14. Invention, Innovation, Creativity, and Technological Advancement
15. The Resiliency of or Changing Cultural Practices, Progress or the Lack thereof
16. Personal as well as Group Performances and Competitiveness in Diverse Spheres of Human Life
17. Promoting or Hindering the Various Human Rights, Privileges, and Freedoms
18. Creating, Exacerbating, Solving, and Diminishing Environmental Problems of Decay, Degradation, Helplessness, and Hopelessness
19. Deviance Activities, Criminal Practices, Vindictiveness, and Destructiveness
20. The Nature and Quality of Professional Practices, Conduct, Competence, Incompetence, Perennial Successes, and Failures
21. Human Dealings, Social Contracts, Protocol, Ethos, Moral as well as Spiritual Practices
22. Child Care and raising as Evident in the Selections of the Nature of Academic as well as non-Intellectual Life
23. Relationships as Reflected in Marriage & Family as well as Love and Hatred

24. Clothing Choices, Designs, and Feelings as these Impact the Diverse Sentiments, Feelings, and Expressions of Individualized as well as Group Practices
25. The Nature and Practices of Interactions, Discussions, and the Quality and the Nature of Successes and Failures
26. Collegiality, Respect, Acrimonious Behaviors, Belligerence, and Vindictiveness
27. The Various Practices and Nature of the Kinds of Property Ownership and Disposal avowed—as well as Aggressively Pursued or Prohibited
28. The Nature of Personal as well as Group Cleanliness, Health, and Caring
29. Personal Spirituality and Moral Practices
30. The Nature and Quality of the Functioning of the Whole World Wide Web
31. The Practices and Nature of Communications in Its Diverse Forms
32. The Practices and Expressions Revealed and Engaged in through the Various Forms of Social Media: Facebook, LinkedIn, Twitter, Instagram, and Others
33. Others Such as: . . . , . . . . , ad infinitum!

## NOTES

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2. See details in *Mark* 7: 21–23.
3. See *Matthew* 6: 21.
4. Note that the success or failure of both good and bad leaders is not necessarily determined by the nobility of the causes they pursue. In view of this, it is usually the case that both good and bad leaders can fail or succeed in accomplishing their intended missions.
5. A case in point is leadership succession in ancient Israel.
6. See additional references to Greenleaf's writings in the references.
7. Larry Spears is the Executive Director of the Greenleaf Center for Servant-Leadership, Indianapolis. This listing of his ten critical characteristics of a servant-leader appears in Greenleaf (1996b, p. 4).
8. See details in *Acts* 21: 1–14; *I Corinthians* 4: 1–18; *Philippians* 2: 19–24.
9. See *John* 13: 1–20.

10. Examples of Type I leaders include Jesus Christ of Nazareth, Mahatma Gandhi, and Mother Teresa.
11. For enlightening discussions on the issue of low and high trust cultures (societies), see Fukuyama (1995).
12. See Adjibolosoo (1993, 1995a, b, 1996, 1998).
13. See details regarding human factor engineering in Adjibolosoo (1996b).

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## Achieving Optimal Quality and Productivity: Human Sentiments and the Passions

The quality and productivity revolution has produced many breakthroughs in improvements in the continuing quest for productivity and quality products. Many techniques in use are aimed at the monitoring of employee performance, systems enhancement, and technology improvement. Since productivity and quality managers believe that poor quality and low average labor productivity are due to weaknesses inherent in the existing system and technology in use, entrepreneurs, business owners, managers, leaders, and all other employees channel tremendous amounts of the available precious financial, effort, energy, and time (FEET) resources toward the primary purpose of improving systems effectiveness and technological efficiency. In this chapter, it is argued that there is more to poor quality products and low employee performance on the job than any other observed defects in the system and the technology in use. It is concluded in this chapter that to achieve higher levels of productivity and greater quality, the labor force must be educated and trained to develop a passion for excellence and the commitment to improve its own human factor qualities.

To date, the quality and productivity revolution has come a long way. Yet, without question, when viewed through the lenses of the twenty-first century, it seems to have probably either lost its original powerfully pent-up energy or steam (i.e., its primary and ultimate driving force) and had already fizzled out or completely disappeared forever! For a countless number of years, human beings, regardless of where they dwell on planet Earth, have tried rather too hard, using mere brute force, to develop techniques and

procedures for enhancing productivity growth and quality improvement. This revolution has led to the achievement of diverse breakthroughs in product quality improvements. In many cases, total quality management (TQM) techniques used are measures put in place to effectively monitor employee performance. Thus, the TQM revolution has come at a high cost to business owners because huge financial resources are annually used to monitor workers. In some cases, since many have come to believe that poor quality and low average labor productivity are results of the weaknesses inherent in the system and/or technology in use, the belief has been that those business owners, managers, leaders, and other employees that desire to improve quality and employee productivity must spend huge amounts of their scarce FEET resources toward making the desired rather than required improvements upon the systems in use and their ultimate efficiency.

Although this view has much validity, it is argued that there is more to poor quality products and low employee performance on the job than defects in the existing system and/or the technology in use. The chapter concludes that to achieve higher productivity growth and improved quality levels, it is crucial to aggressively promote and foster a personal passion for excellence among the members of the labor force. To achieve and sustain this objective will not only lower annual financial monitoring and systems improvement costs to the company, but also lead to continuing quality enhancement and productivity growth in the long term.

### TRADITIONAL PRODUCTIVITY AND QUALITY ENHANCEMENT TECHNIQUES

Since the 1970s and beyond have seen the proliferation of productivity and quality improvement programs and techniques in many businesses all over the world. A countless number of business owners, employees, managers, and leaders have come to the realization that business successes and ongoing survival are two different issues. Viewed in this light, while a business venture can be temporarily *successful in the financial sense*, it may not survive over the long term. One of the major discoveries in recent years is that employee productivity and quality of other inputs are sine qua non to the long-term survival of the business company.

In view of this, many different techniques have been developed to ensure that both productivity and quality are enhanced. Shetty and Buehler (1985, p. 6) note:



**Table 6.1** A menu of productivity and quality improvement techniques

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Quality circles (QC)
Suggestion systems
Job restructuring
Quality of work life (QWL) projects
Automation and robotics
Statistical quality controls
Work specifications
Methods improvement
Just-in-time inventory systems
Zero-defects programs
Computer-aided design/manufacturing (CAD/CAM)
Computerization
Laser beam technology
Check sheets
Control charts
Cause-and-effect diagrams
Employee training
Others

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Because productivity is defined arithmetically as a ratio of outputs to inputs, a decline in outputs or an increase in inputs automatically means lower productivity. When quality deteriorates at either end of the line, the results include disrupted schedules, delayed deliveries, increased rework, more scrap, wasted manpower and materials, and lost machine time. Such disruptions and wastes obviously reduce productivity.

Evident in the foregoing quote is the view that existing company culture exerts a significant impact on both productivity and quality. The goal of productivity and TQM programs is, therefore, to successfully deal with the inherent problems of the existing systems and also the technology in use. To achieve this goal, many businesses institute a variety of productivity and quality improvement techniques. A detailed listing is presented in Table 6.1.

Productivity and quality gurus like Deming (1982), Peters and Waterman (1982), Juran (1974, 1978a, b, 1981), Crosby (1980, 1984), and many others have explored several dimensions of productivity enhancement and TQM techniques and have come out with many recommendations to businessmen and women to follow as guidelines for the implementation of productivity and quality enhancement programs. Some of these guidelines have been used to develop varying criteria for productivity and quality improvement programs by several companies. A few of these guidelines are listed in Table 6.2.

**Table 6.2** Productivity and quality enhancement guiding principles***Ford:***

- Quality comes first
- Customer focus
- Continuous improvement
- Employee involvement
- Surpass competitors in overall performance
- Partnership with suppliers/dealers

***Japan steel works:***

- Institute clear-cut policy goals
- Clarification of lines of responsibility and the institution of a system that facilitates the attainment of goals
- Make quality circles effective
- Educate all levels of employees
- Audit the whole company
- Management must put quality first

***General summaries:***

1. Productivity and quality improvement must have company-wide commitment.
2. Productivity and quality concerns should receive strategic focus.
3. Human resource is the key to productivity and quality.
4. Linkage of human resource system to company strategy is important for successful results.
5. Productivity and quality measurement and standards are preconditions.
6. A variety of programs, techniques, and tools have potential for improving quality and productivity.
7. Quality improvement is a catalyst for productivity.
8. Recognize that all organizational activities have potential for improving productivity and quality.
9. Productivity and quality improvement efforts must be managed for continuous results.

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Source: Shetty and Buchler (1985, pp. 149–150, 321–327)

The continuing focus on and the growing embrace of these techniques by many businesses have come to suggest to many managers that the key foundations of productivity and quality improvement are the enhancement of the system's efficiency and technological advancement. Yet, regardless of how effectively these programs have been applied in various companies, the general outcomes have been massive failures. Myers and Ashkenas (1973, p. 17) noted that:

1. A survey of the membership of an American Electronics Association revealed that 73 % of them failed to achieve reduction in quality defects through TQM.

2. A study conducted by McKinsey and company regarding quality programs showed that 67 % of the 30 programs surveyed failed to attain improvements in quality.
3. T. Kearney's survey of about 100 British firms, shows that only 20 % were positive that TQM programs led to quality enhancement.
4. Out of the 500 American manufacturing and service companies surveyed by Arthur D. Little, only 33 % had the feeling that TQM had impact on their company's competitiveness.

Though many companies' personnel give continuing consideration to human resources management and development, they also point out that progress made in enhancing employee capabilities is usually inadequate. Yet many authors of the productivity and quality writers emphasize the importance of quality people to productivity and quality enhancement programs. With this observation in perspective, the key question is about "what can be done to improve this dismal record?" In the next section of this chapter, the discussion focuses on the *systems fallacy syndrome* and how it can be corrected by developing the positive human factor qualities required to enhance and sustain total quality enhancement. As noted in Chap. 1, the delineation of the human factor points out that it is the primary requisite for people's successful performance in every job, business, and economic activity.

## DEALING WITH EXISTING SYSTEMS FALLACY SYNDROME

In an article entitled: "Personal Connection to Quality," Coats (1993, p. 10) writes:

Has your company started marching in the quality parade? Are these horns blaring the sounds of continuous improvement? Do you hear the drums pounding the beat of TQM? Is the leader at the head of this parade the Malcolm Baldrige Award? We see enormous energy and resources being put into the quality effort today. Corporate visions are being resculpted to demonstrate commitment. CEO speeches are scrutinized to ensure the correct words are being communicated from the top. Quality teams and quality consultants are everywhere, quality training is snowballing, benchmarking has become a new career, and organizations are continually testing themselves against the Baldrige Criteria. Are you satisfied with progress?

Though much has been said and done, not every company that has used TQM programs has been successful. While some are still struggling with the concept, others are making their best efforts to derive the greatest benefits from TQM. Yet as pointed out by Coats (1990), there are many unanswered questions regarding the successes or failures of TQM programs in different companies.

Techniques devised and used for productivity and quality enhancement in global companies are no more than empty calls for internal cosmetic changes. Although they may lead to the attainment of short-term minimal outcomes, it is impossible to use such techniques to achieve any significant long-term impact on the TQM agenda. The primary reason for this outcome is that as soon as their initial zeal—as well as the thrill-creation impact—declines, any initial gains made becomes eroded in the long term. Similarly, the effectiveness and successes of productivity and quality enhancement techniques are only as good as the brains that conceptualize, develop, and implement them through the old management style which was castigated by Edward Deming for many years.

With the primary thrust of the foregoing presentation in perspective, it is arguable that contrary to popularly held beliefs, low productivity and poor quality items and/or services rendered are not necessarily due to poor systems and inefficient technology and/or techniques. To drum up this view and stand by it is to remain ignorant of the source of poor quality items and services. Without any questions, systems, technologies, equipment, practices, modes of deployment, and operational tools are people created. As a result, regardless of the artificial intelligence, they are, however, inanimate (Adjibolosoo 1994). The truth is that their efficiency levels do not only depend on the abilities of the end user, but more so on the human factor qualities and the strength and precision of the ingenuity of those who create the ideas and apply them toward the precision and the human factor qualities of the individual who manufactures the equipment. Yet, without question, when precision is desired, it will never be achieved without the required positive human factor qualities for doing so. Viewed in this light, the attribution of human deficiencies and failures to systems and technology is that which I refer to as the *Systems Fallacy Syndrome*.

Peters and Waterman's view that "employees are the root cause of productivity, quality, and growth" couldn't have been more accurate. His perspective aligns with the truth that blaming the system is a fallacy.<sup>1</sup> Similarly, anyone who does everything possible to blame any inanimate things for his or her own mistakes, failures, moral ineptitude, and

**Table 6.3** Managerial perspectives on workforce quality

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1. Understanding customers well enough to provide solutions—not products, not services, but solutions! Possessing the ability to identify minor problems (relating to systems, personnel, customers, etc.) before they become major challenges.
  2. Enthusiastic and diligent workforce that is well informed and is able to pick up customer needs/requirements and must have the ability to accurately translate this information for processing. Must have a sense of pride in a job well done.
  3. Workforce that is highly motivated through self-enthusiasm to keep up-to-date with new developments in operational procedures, technology, and managerial techniques.
  4. Continuing flexibility and adaptability to changing situations. Must have the ability to sustain foreseen and unforeseen fluctuations.
  5. Personality compatibility (i.e., with co-workers, customers, vendors, etc.).
  6. Clarity of vision; the ability to communicate it; and the persuasiveness in gathering co-workers together to create viable programs aimed at fulfilling the vision.
  7. Visible evidence of high levels of professional competency and respect for universal principles of life and strong commitment to company goals.
  8. Qualified and highly experienced employees having extensive multidisciplinary knowledge of international economic, global politics and social trends; deeper personal knowledge of continuing global changes. Must possess the ability to read global markets and be able to identify customer needs.
  9. Self-motivation engendered by personal integrity, trustworthiness, responsibility, reliability, accountability, consistency, and many other such traits.
  10. The ability to lead teams to jointly utilize the technical, conceptual and people's relationship skills with human qualities and/or characteristics.
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perfunctory handiworks lacks the true understanding of that which impacts performance and quality. Peters and Waterman point out that the foundation for enhanced productivity and quality are people rather than statistical quality control measures and/or tools, quality circles, automation, robotics, and many others. These programs are necessary but not sufficient aids to productivity and quality improvement. Thus, a company's desire to improve input productivity and also enhance quality must either be preceded or immediately followed immediately by programs aimed at ongoing human factor development 4Ps portfolios.

A recent survey<sup>2</sup> we conducted of different levels of management in Vancouver (Canada) and its suburbs asked managers to rank different human factor qualities as they are viewed to affect worker effectiveness, efficiency and productivity at the workplace. The results are presented in Table 6.3.

The results that emerge from the survey data of the 244 managers are illuminating indeed. The summary results presented in Table 6.3 suggest

that these human qualities can be classified into three broad groups. These are:

1. *Production Skills* (responsibility, commitment, knowledge, accountability);
2. *Personality Traits* (integrity, sensitivity, courage, humility); and
3. *Thinking Skills* (judgment, creativity).<sup>3</sup>

With the exception of integrity, a personality trait that ranks fourth highest, the ranking of managers surveyed reveals that positive human factor qualities that are channeled into and included within the production process are more critical to worker effectiveness, efficiency, and productivity. *Thinking skills* are also ranked higher than *personality traits*. Integrity has been ranked rather highly among all the human qualities. This implies that managers know that *this personality trait is key to employee effectiveness, efficiency, and productivity*. Although most of the personality traits have been ranked low on a scale that varies between 1 (lowest) and 10 (highest), managers in the service industry ranked them high. The wide variations in ranking across industries is evident in the higher standard errors associated with the personality traits of sensitivity, courage and humility<sup>4</sup> (see Table 6.2). The survey results, in general, suggest that human factor qualities are sine qua non to employee job performance.

Managers and leaders who are concerned about enhancing input productivity and product quality must recognize that productivity and quality do not necessarily depend on mere technology and the systems put in place to accomplish these intended goals. Productivity and quality are affected by the quality of the human factor and the state of the existing systems and/or technology.

Business owners as well as entrepreneurs of various persuasion who are concerned about productivity growth and quality improvement must place top priority on programs aimed at the development of the positive human factor qualities within the core of inner being of their workforce. Ongoing activities aimed at human factor development creates a workforce that has a total affinity and passion for integrity, responsibility, accountability, commitment, knowledge, understanding, the ability to use information, creativity, judgment, and other deeper insights. Properly developed human factor qualities will ensure higher productivity and the effectiveness of the various TQM programs in use. Pennington (1994, p. 19) observes that:

Assurance provides the guarantee of both word and deed. True assurance comes from a deep sense of integrity, accountability, and a personal commitment to do whatever it takes to honor promises, priorities, and purposes. It is the desire to assure quality in products, services, and relationships that drives individuals and organizations to perfect their performance. This same commitment makes them do whatever it takes to correct the errors which occur.

There are no quick-fix methods for the attainment of improved productivity and quality. The whole program must begin with a detailed plan regarding the development of the positive human factor qualities in the employees at the various levels of the organizational structure. Programs aimed at the attainment and preservation of these goals must essentially focus on effective development of the positive human factor qualities.

The aggressive efforts aimed at channeling any proportion of the existing FEET resources into the development of systems and/or technology must be viewed as means of creating additional cooperant factors that can be deployed further to enhance the quality and effectiveness of the company's labor force anytime. Shetty and Buehler (1985, p. 9) note that:

If the best-run companies' simple formula for success is the magic of constant experimentation, superior quality, superior customer service, and customer courtesy, then the root cause of such success is people. . . In short, people are the most important source of productivity, quality, and profitability in a company. They are the foundation and the cornerstone on which it is all built.

The interaction between the qualities of the human factor on one hand, systems and technology on the other, and their corresponding impact on productivity and quality are presented diagrammatically in Fig. 6.1.

A careful study of Fig. 6.1 reveals that first, the human factor is required for the development of systems, technology, cisterns, and any other kinds of tools as well as institutions. Second, although the qualities of the human factor tremendously contribute to the creation of systems and technology,<sup>5</sup> people also require well-fashioned systems and technology to be used by employees at all levels to complement and also enhance their levels of productivity growth and quality improvement. While the qualities of the human factor equip business owners, managers, leaders, and all other categories of employees as well as the whole workforce—in general—with the required qualities necessary for effective and efficient planning, organizing, developing, directing, and controlling systems and technology, these in

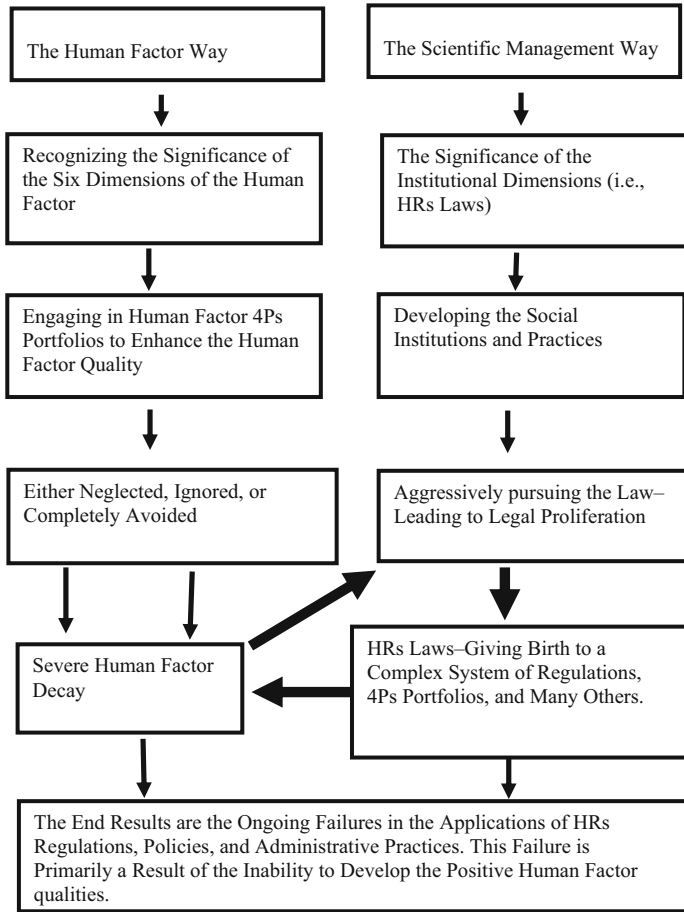


Fig. 6.1 Two distinct pathways to HR administration and practices

turn lead to the establishment of orderly procedures for the accomplishment of the most critical set tasks and/or objectives (Fig. 6.1 illustrates this process).

The efficiency with which these tasks and objectives are accomplished lean more heavily on the strong foundation created by those employees who



are affluent in the positive qualities of the human factor. (It people who are rich in the positive human factor qualities who are capable of making the most efficient use and applications of the existing systems and technology see the details in the left-hand-side of Fig. 6.1). The continuing interaction between human factor qualities, systems, and technology usually lead to either a high or low state of productivity growth and quality improvement.

Sadly, however, as is clearly obvious from Fig. 6.1, when the members of the diverse categories of company employees suffer from severe human factor decay, it is impossible for the business owners, management, leaders, and the other categories of employees to successfully work together to move the business organization toward the best possible state of global profitability. Without any questions, severe human factor decay has the most powerful potency to destroy morale and subsequently the desire to aspire for greater company productivity, larger market share, longevity, and long-term company survival. Arguably, therefore, the greatest threat to the survival and long-term successes of any global corporation as well as other kinds of organizations are employees who suffer from the syndrome of severe human factor decay (see Fig. 6.1).

The last part of Fig. 6.1 reveals that there exists a perennial vicious cycle between company personnel who are smitten by and committed to the creation, implementation, and enforcement of various HR laws and regulations. The nature and state of the existing vicious cycle exists between the presence of severe human factor decay and the burning desire of those involved in the creation, implementation, and enforcement of the existing as well as the newly created HR laws. This practice produces and also entrenches the boisterous waves of severe human factor decay. Obviously, the farther the quality of the human decays, the more useless and/or impotent existing HR laws are. The more ineffective these laws become, the more deterioration in employee performance is experienced within the company. When this reality is not dealt with promptly, it has the potential to destroy the efficient operations of the business organization. Arguably, therefore, when this kind of vicious cycle is not promptly dealt with, it will ultimately jeopardize the long-term profitability, global competitiveness, and the very survival of the business organization. Viewed in the light of human factor theory and its unlimited applications in every sphere of human life, it is undeniable that any global business organization that is forced into this state will ultimately become annihilated in time (see Adjibolosoo 2005, 2013, 2016).

It is crucial that those involved in the operation of the business organization remain keenly aware that the development, manufacturing, and operations of systems and technology is carried out by company employees. For this reason, it is a mistake to think and believe that any systems, techniques, and products just turn out to be either good or bad. This is never the case at all. In the real world, these activities and products automatically assume the character or qualities of those who design and manufacture them. Thus, any beauty or ugliness or defects they come out with from the factory floor are excellent reflections of those who worked on their design, creation, and manufacturing. It is in this light that the human factor theorist argues that product defects do not emerge from systems, technologies, formulae, and any other inanimate items. Those who think, believe, and act on this belief end up creating more problems for the whole organization. They are unable to deal with some of the most challenging problems that emerge in the organization. In their ignorance, they focus their energy as well as company resources searching for technological solutions to human factor-based problems. Sadly, they fail in the final analyses. If, indeed, we gain a much deeper understanding of the quality of the human factor and its significance to the human enterprise in every sphere of our lives, we will do much better and also remain more efficient as well as successful in the attempts we make to enhance the way we do things and also our own quality of life. Indeed, the most primary factor, without question, is the quality of the human factor. To continually ignore it is to do so at our own peril. The failure to do so is to push ourselves into business and/or organizational practices that crucify us and ultimately make us slaves to that which the human factor theorist fondly refers to as the *systems fallacy syndrome* (See details in Adjibolosoo 1995a, b, pp. 82–96).

### ILLUSTRATIVE EXAMPLES

Nakayama (1985, pp. 191–213) notes that the key factor to higher productivity growth and improved quality is well-educated employees and more efficient procedures for accomplishing tasks. Using this view, he outlined the aims of JSW Hiroshima's quality circles as follows:

- Self-management activities and improvement programs were used to raise employee consciousness and participation.
- Employees were educated to increase their awareness of problems and ongoing improvements.

- Education consciousness was developed in each employee.
- A congenial work environment was created to promote harmonious relationships and team work.

As is obvious from these objectives, the focus of JSW Hiroshima's productivity and quality improvement programs is on the development of various dimensions of the human factor qualities in its employees. This refers to total human factor development rather than the mere acquisition of productive skills alone.

Boschetto (1985, p. 176) points out that the productivity and quality enhancement success story of Cyclop Technologies was made possible through the change in the attitude of workers. These workers developed new excitement for the company's success and became more responsible, assertive, and decisive.

In his 14 points to productivity and quality enhancement, Deming suggested that it is crucial to put in place educational and retraining programs. The majority of the points, however, seem to suggest that the responsibility of management and the ability to meet people's needs are essential to the productivity and quality revolution. In their article titled "Pontiac Profits from Deming Concepts," Moen and Laile (1985, p. 170) note that Pontiac concentrated on *purpose, process and people* in its pursuit of productivity and quality enhancement.

Le Boeuf (1982, pp. 53–70) observes that to the Japanese, once excellence in human resource development is achieved, productivity and quality automatically follow. Truly, the Japanese have learned and perceived at the initial stages of their industrial development and reconstruction programs that well-educated people constitute the pillars of progress. They did not hesitate, therefore, to channel the necessary financial resources into people development in terms of the acquisition of the positive human factor qualities.

In our Western capitalistic society, we have come to *worship systems and/or technology* to the total neglect of the role of the human factor qualities in human progress. It is now time for change, America! The direction of this change must focus on education and training programs that encourage employees to develop an unrelenting avid passion for the relevant positive human factor qualities. The core and foundation passions include responsibility, accountability, dedication, integrity, constancy, commitment, and many others. Employees who are driven by these passions will

be long-lasting assets to the company. Their passion for these qualities will motivate them to do as expected without continuous monitoring.

## CONCLUSION

Attempts made to increase average factor productivity and enhance quality must not only focus solely on technological development, advancement, and process improvement. Since the effectiveness and efficiency of a design (i.e., of systems or technology) are reflections of the existing human factor qualities of the labor force, productivity and quality levels will not improve in the presence of severe human factor decay. To possess better systems and improved technologies without a labor force that has acquired the positive human factor qualities to utilize the system and/or technology is to have set ourselves up for long-term failure. If, indeed, our long term goal is to achieve any gains in productivity and quality enhancement, we must create, implement, monitor, and depend on human factor engineering programs. Truly, the attainment of optimal productivity and quality enhancement requires a strong and continuing entrepreneurs, managers, leaders, and employees who possess strong affinity and/or passion for the acquisition of positive human factor qualities.

Although it is necessary to install productivity and quality enhancement techniques, these programs will not necessarily lead to the intended goal if the positive human factor qualities are not available for commissioning and redeployment. It is, therefore, important that leaders of every business organization pay more attention to the institution of human factor development programs. Leaders of corporations who are successful in this regard will discover later that productivity and quality objectives will become easily achievable for as long as the human factor development process is made both *a chief concern of and an ongoing priority* for everyone involved in the business organization. Employee passion for excellence through the acquisition of the positive human factor qualities will ensure ongoing productivity and quality improvement programs. A company's owners, managers, leaders, and other types of subordinates must never institute and continually enforce productivity and quality improvement programs without having first developed in its employees the passion for excellence and relevant human factor qualities. If the personnel of this organization fails the test, they will catapult themselves into a future of painful global business failures because few programs will work without employees who have acquired the

positive human factor qualities that are necessary and sufficient for the success of these programs.

## NOTES

1. Peters, T. J. and Waterman, Jr., R. H. 1982. *In Search of Excellence: Lessons from America's Best-Run Companies*. New York: Harper and Row. In this book, the authors report their study regarding 43 US model companies and point out that each of the successful (top) companies exhibit certain characteristics which they classify into eight attributes of excellence. From the human factor perspective, as presented in this chapter, the most *primary attribute* among them all is the one acknowledges that suggests that productivity and quality enhancement is accomplished through people.
2. I led a group of students in one of my business economics classes in the Spring of 1994 to conduct a field survey on how managers perceive the impact of human factor qualities on employee performance (i.e., effectiveness, efficiency and productivity) at the workplace. There were 244 responses from managers. The survey questionnaires simply asked managers to rank 10 different human factor characteristics on a scale of 1–10, where the number 1 implies least impact and 10 implies the greatest impact. The survey results are presented in Table 6.1.
3. Further thoughts on these groupings can be found in Allan Moore's class project entitled: *Selection of Desirable Characteristics by Managers*. British Columbia Institute of Technology, Burnaby, BC, Canada (March 21, 1994).
4. It is quite possible that when this survey is done separately for different types of industries, further interesting results will emerge.
5. These are inanimate servants of humanity. Their effectiveness and efficiency are affected by people's levels of human factor development.

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## The Human Factor Quality of the Workforce in Achieving and Maintaining Global Competitiveness

Attaining and maintaining global competitiveness is one of the topmost priorities of the owners of global companies as their managers, leaders, and other employees proceed into a future of technological inventions and great uncertainties. Many businesses are nowadays much more concerned with how to gain and maintain a global competitive edge in the marketplace than ever before. To achieve and sustain this goal, diverse 4Ps portfolios are put in place to sell a company's products to diverse prospective market segments.

With the foregoing in perspective, it is argued in this chapter that maintaining a company's global competitiveness and market share requires more than the mere creation of advertising and sales promotion and management programs to be aimed at encouraging consumers to purchase the company's goods and services. The results of this study are channeled into making policy recommendations to those who manage and lead transnational companies regarding how they must proceed in order to achieve global competitiveness. The available resources are channeled into improving the quality of the workforce. It is pointed out that by enhancing the quality of the workforce, owners, managers, leaders, and diverse kinds of employees of globalized companies will successfully expand their boundaries, win new global markets, and also maintain existing ones.

In the global marketplace, the competition among top-notch companies is nothing more than sporting activity. As owners, managers, leaders, and diverse kinds of employees play the fierce global business game in the global

market arena, they expect to not only become great winners but also to acquire and sustain their long term global market share, profitability, and longevity. It is for this very reason that every individual involved in the company puts in all necessary and sufficient effort to be among the winners in the global marketplaces. The fierceness of the global competitive game is such that only managers, employees, and other personnel of companies whose staff members together know how best to efficiently play the global competitiveness game are able to make huge gains in their market shares, sales, and global competitiveness.

Companies whose owners, managers, leaders, and diverse kinds of employees are weaker and possess little understanding of the global marketplace are usually driven out of the global marketplace in the longer term. Over the years, the personnel of diverse globalized companies have learned how to effectively operate in the diverse global marketplaces. Those who control, manage, and run these companies usually spend huge amounts of their FEET resources on maintaining their global competitiveness in the global marketplace. It is important to remain aware that many new companies are, however, being established to challenge the competitive positions of the more established companies. Members of the leadership teams of these new companies fight for some proportion of the market shares of the more established and mature companies. In addition to this effort, they also develop new markets for their goods and services.

This phenomenon of global competitiveness is not only frightening to the owners, managers, leaders, and the diverse groups of employees, but also demonstrate to them that if they do not develop new and effective strategies to meet these challenges, they may lose their secure market positions. For the owners, managers, leaders, and employees of any companies to achieve and maintain their goals of global competitiveness, they must develop the much-needed 4Ps portfolios to strengthen their global competitive position.

With the foregoing discussion in perspective, the remainder of this chapter is presented in the following manner. While the immediate section is focused on discussions relating to the various changes that affect the global competitiveness of the top-performing companies, the section that follows concentrates on how those engaged in the global marketplace deal with ongoing changes that occur. This segment of the chapter continues with discussions regarding what is being done to equip owners, managers, leaders, and other employees of global companies to attain and sustain great successes in dealing with the diverse factors that impact global



competitiveness. The final two sections of this chapter concentrate on discussions regarding workforce quality and its relevance to company profitability and longevity. The summary and conclusions are highlighted in the final part of this chapter.

## CHANGES AFFECTING THE GLOBAL COMPETITIVENESS OF COMPANIES

In the past, business owners, managers, leaders, and other employees depended strongly on such factors as protective government policies, knowledge of the distribution channels in respective markets, control over strategic raw materials, technology, cost effectiveness, product differentiation, brand loyalty, successful advertising, and sales promotion programs to maintain business competitiveness and also to protect their market shares. To every business owner, these factors have, for many years, served as shelters for their activities from other newly emerging and developing businesses and ventures. In this way, the business assets and new returns have been protected from fierce competition in their various domestic marketplaces as well as industries. Diverse members of business lobby groups in most cases do everything possible to ensure that global as well as national and local government leaders put protective tariffs—both quantitative and qualitative—in place to protect domestic industries from global competition.

In the last century, however, phenomenal global technological changes have occurred. A vast majority of these changes have and continue to lead to the total dismantling of both natural and artificially created barriers such as protective tariffs, time, distance, political boundaries, international barriers of association, and many others. Citizens of diverse nations are now gradually realizing that they no longer have full control over national policies in that family, educational political, economic, legal, and religious institutions as well as other social, environmental, and many other events, issues, and conditions cause different problems for, and/or hindrances to, such policies. For example, earthquakes, famines, political turmoil, military take-overs, tribal wars, oil spills, and environmental degradation in other parts of the world, influence the environment and all other forms of life in other countries. These phenomena also affect the way transnational companies operate their businesses (Adjibolosoo 1991). Similarly, technological advancement has led to new developments such as global banking and

finance; air, water, and land transportation systems; effective and efficient use of computers and other electronic gadgets; telecommunications systems (i.e., the wiring of the globe); environmental awareness (i.e., global warming, acid rain, toxins, dioxins, and CFCs); excessive international migration; and many others have all contributed in diverse ways to the changing global business and environmental landscape of the global business companies. As these changes continue, globalized business owners, managers, leaders, and other lower level employees of the global companies remain aware that old-fashioned and stale methods, cisterns, and techniques are neither any longer effective nor capable of warding off the various sources of deadly threats in order to peacefully accomplish business goals and objectives.

As technology advances in infinitely multiple directions and is also being improved in quality and efficiency, many traditional barriers to global market entry are being dismantled at a much faster pace today than ever before in human history—at a speed faster than that of lightning! The escalating process of dismantling these barriers leaves many previously well-established corporations much more prone to stiffer global competitive conditions. In cases where government policies have traditionally been used to protect both old and infant industries, business owners, managers, leaders, and other employees of these companies continue to realize that the custodians of global firms from other countries continue to bring the competition to their own doorsteps. In diverse ways the newly emerging global companies steal top-performing business managers, leaders, and ingeniously creative employees from these companies. By doing so rather successfully, they dispossess these companies of significant proportions of their own domestic market shares.

The swiftly expanding forces of the globalization of manufacturing make it much easier for the custodians of global companies to develop and manufacture their main products in different locations all over the world. No particular countries have everything it takes to manufacture and market a product any more. Business owners, managers, leaders, and other employees of well-established global companies no longer have any hidden and/or insurmountable advantages over many more new companies thought to be managed and led by novices. For these reasons, since the owners, managers, leaders, and all other employees of newly established global companies possess new knowledge and technology, they are also more cost effective than those of other companies. These new breeds of

global companies' employees make their organizations much more competitive than any others in their own industries.

Yet, unfortunately, this is not the only problem that faces the owners, managers, leaders, and other employees of these companies. Consumers, for example, continue to demand quality products at affordable prices. Market segments are changing every second. For example, in some countries such as Canada, Britain, USA, and Japan, the populations are aging at astronomical rates while others, mostly the developing countries, have much younger and yet unproductive populations. The implication of these realities is that the needs of people in every society are astronomically changing from one period of time to another. While an ageing population definitely requires more palliative healthcare, nursing homes, exorbitant medication and temporarily-passing-through accommodative care facilities during their final moments of life on planet Earth; and walking sticks, scooters, and/or other kinds of gadgets that assist some of them to be able to walk, members of the much vibrant and technologically advanced youth require more appropriate and effective educational institutions, day cares, recreational facilities, and modern and advanced fitness centers through which they become fully prepared to face the challenges of their own time.

These changes suggest that structural changes and deficient aggregate demand in certain industries will, without any shadow of doubts lead to the destruction of certain previously top-performing globalized business corporation. Alternatively, industries that are favored by these changes will continue to grow. New companies and industries will also mushroom. However, firms in declining industries will still survive if their custodians find more long-term efficient ways and effective procedures for successful restructuring.

What all these conditions together imply is that any global companies whose custodians wish to be globally competitive and maintain existing market shares in their own industries have to think much more seriously and deeply about which strategies to adopt and farm within the primary and much more fertile real estate embedded right at the hub of the global marketplace. This, however, cannot be attained without members of a workforce whose members possess the required positive human factor qualities.

Without any tinge of the shadows of doubts, it is clear that in an uncertain and turbulent business world, the custodians of global companies that desire to survive must ride rather much higher above the boisterously wild waves of global competitiveness just as skillful windsurfers and/or

successful bull riders are able to twist and twirl to the unsystematic as well as unpredictable rhythms of the deadly crashing waves and wildly gyrating rhythms of angry bulls. Within the confines of today's business world, traditional techniques are no longer effective and efficient in doing global business. The basic question, therefore, is "How can global companies succeed in the fierce currents of heightened competitiveness?"

To answer this question, it is critical to recognize that the quality of any firm's labor force is not only an invaluable asset, but also the primary resource every leader of the corporation must deploy in order to achieve the long-term goals of improved global competitiveness. In view of these observations, we now proceed with the presentation of arguments in regard to how critical the human factor qualities of the labor force are and what the custodians of the global company must do to be on top of global competitiveness in their own industry through ongoing well-established human factor development programs.

### DEALING WITH THE GLOBAL COMPETITIVE CHALLENGE

Just as quality cannot be inspected and/or worked into any product in order to have it easily sold to the customer, so also global competitiveness cannot be achieved and sustained by aggressively striving to shove products down the throats of consumers through sales promotion strategies and advertising gimmicks aimed at deceiving and convincing consumers to continuously purchase a firm's products. What is required is that the personnel of global companies, who aim at achieving and maintaining global competitiveness, must work required qualities into their products so that each product can hold its turf in the global marketplace. When this goal is achieved, marketing costs can be drastically minimized, especially advertising and sales promotion costs. The ability to achieve this requires a sustaining and viable vision of the members of the workforce. Without question, this is the case because:

Vision is the seed of direction. It involves continually assessing your position and recognizing the opportunities that can take you from where you are to where you want to be. It propels progress. . .A meaningful vision is never static. It evolves as its assumption and ideas are tested Porter (1983).<sup>1</sup>

Porter notes that competitive forces usually shape company strategy. That is, in order to meet the challenges of global competition, the individual

company must isolate and understand the various forces that drive global competition. Porter (1983) notes that:

Knowledge of these underlying sources of competitive pressure provides the groundwork for a strategic agenda of action. They highlight the critical strengths and weaknesses of the company, animate the positioning of the company in its industry, clarify the areas where strategic changes may yield the greatest payoff, and highlight the places where industry trends promise to hold the greatest significance as either opportunities or threats. Understanding these sources also proves to be of help in considering areas for diversification.

The foregoing observation made by Michael Porter reveals that one must not join an industry with the primary view of undertaking competition blindly. In a competitive marketplace, company personnel must not ignorantly run into any of its competitors' traps. Global competitiveness must never ever be entered into and conducted as if it were an act of blind-dating or a process of making a tossed salad. When pursued in such a manner, a company's owners, managers, leaders, and all employees will surely realize their own mistakes too late and be easily forced out of the global competitive marketplace. Global competitiveness has to be based on both strategic and tactical plans that are designed to effectively deal with forces and/or factors of change.

It is, indeed, impossible to properly articulate and implement these plans when both management and employees hardly ever know what forces actually shape the nature, direction, and destination of global competitiveness. The implication is that companies desiring to gain and maintain market shares in their respective industries must do extensive research into these factors and then subsequently develop relevant and appropriate long-term strategies with which to win customer favors and/or loyalty. Success in this area depends strongly on employee quality and on-the-job performance. Porter (1983) suggests further that:

Once the corporate strategist has assessed the forces affecting competition in his or her industry and their underlying causes, the strategist can identify the company's strengths and weaknesses. The crucial strengths and weaknesses from a strategic standpoint are the company's posture vis-a-vis the underlying causes of each force. Where does it stand against substitutes? Against the sources of entry barriers? Then the strategist can devise a plan of action that may include (1) positioning the company so that its capabilities provide the best defense against the competitive force; and/or (2) influencing the balance

of the forces through strategic moves, thereby improving the company's position; and/or (3) anticipating shifts in the factors underlying the forces and responding to them, with the hope of exploiting change by choosing a strategy appropriate for the new competitive balance before opponents recognize it.

To maintain global competitiveness, therefore, the owners, managers, leaders, and all other employees of the global corporation do not only have to develop and produce goods and services desired by consumers, but must also convince all other members of every market segment that their products and/or services are unique and different from those of its competitors.

The technology for achieving this uniqueness must not be easily replicable by other competitors. Ulrich (1991, p. 132) suggests that:

Two criteria must be satisfied in creating and sustaining a competitive advantage. First, a firm must produce a good or service that is valued by customers. Technologically elegant products that do not satisfy customer needs will not translate into competitive advantage because customers will not use them. Second, competitive advantage comes from activities that are unique to the firm and cannot easily be replicated by competitors. These activities create a firm's distinctive competence. If an activity can be copied easily, there is no competitive advantage because customers have equal access to competitor's goods and services.

The true difference is, however, found in the quality of the workforce.

## THE QUALITY OF THE WORKFORCE

The discussion above suggests that gaining higher market share through successful global competitiveness requires the ability to produce and market high quality products and/or services. To achieve this goal, one must know what qualities the workforce must have. In this section of this chapter is a brief discussion of some relevant qualities members of the global company's workforce must possess to put their company on the list of top global competitive firms.

The results of a recent survey of 369 business managers in the city of Vancouver, Canada, and its surrounding municipalities revealed the perception of these managers regarding the role of the quality of the twenty-first century workforce in global competitiveness. A summary of these results is

**Table 7.1** Ranking of human qualities as they affect worker effectiveness, efficiency and productivity

<i>Human quality</i>	<i>Description</i>	<i>Mean</i>	<i>Standard error</i>
Responsibility	Acting without detailed guidance	8.2	1.8
Commitment	Binding oneself to a course of action	7.9	2.0
Knowledge	Theoretical/practical understanding of subject	7.6	2.1
Integrity	Uprightness and honesty	7.4	2.3
Accountability	Answerable for one's actions	6.9	2.2
Judgment	Good sense of discernment	6.8	2.2
Creativity	Originality and imagination	6.0	2.4
Sensitivity	Degree of susceptibility to others or stimulation	4.2	2.6
Courage	Acting up to one's convictions	4.2	2.5
Humility	Having modest opinion of one's importance or rank; meekness or showing high regard for others	3.2	2.5

presented in Table 7.1. These results portray what present day managers view as the expected characteristics of the productive workforce. Most of these qualities are deemed by the managers surveyed as being critical to employee effectiveness and efficiency on the job. Above all, these qualities are linked to the firm's ability to achieve and maintain global competitiveness. Workers must not only possess these qualities, but also successfully use them for intended goals. In truth, members of the global company's workforce must be possibility thinkers who are creative in every regard.

The information presented in Table 7.1 reveals the critical role of a quality workforce to any firm's global competitiveness. Konosuke Matsushita, founder of Matsushita Electric Industrial Company, delivered a speech in the late 1980s in which he observes:

We are aware that business has become terribly complex. Survival is very uncertain in an environment filled with risk, the unexpected, and competition. Therefore, a company must have the commitment of the minds of all its employees to survive. For us, management is the entire work force's intellectual commitment at the service of the company. . . We know that the intelligence of a few technocrats—even very bright ones—has become totally inadequate to face these challenges. Only the intellects of employees can permit a company to live with the ups and downs and the requirements of its new environment. (Quoted in Townsend and Gebhardt 1992, p. 12.)

The quality of the workforce must never ever be brushed aside when a firm is looking for greater market shares and effective performance in the globally competitive marketplace. Matsushita is quite right in his perception regarding the quality of the workforce and company success. Though not referred to directly in the foregoing quotation, he has actually identified and underscored the true significance of the quality of the human factor qualities in continuing global competitiveness.

In view of the foregoing discussions, it is necessary and sufficient to lay down certain essential rules and regulations for creating and sustaining any company's global competitiveness. Companies whose custodians follow these rules will gain and sustain global competitiveness over a considerable length of time. Regardless of what every company's workforce members desire to do, its owners, managers, leaders, and all other employees must engage themselves in programs relevant to the attainment of global success. Some of these programs are listed and briefly discussed in the following sections of this chapter.

### *Engage in General and Specific Market Surveys*

Product development must be based on need and patterns of future changes. A company must not run the risk of developing and producing products with the hope of getting interested consumers to sell the product to. When interested consumers are not available, huge resources will have been wasted. Rather, through market surveys and research, identify relevant market segments; observe the needs of society; and project these into the future. When these research results reveal what current and future needs are, develop and put together a workforce that possesses the qualities and/or characteristics listed in Table 7.1. Welch (1983) notes that: "The Japanese have discovered the one thing all markets have in common—an overwhelming desire for dependable, world standard modernity in all things, at aggressively low prices."

### *Monitoring the Trends of Emerging Changes and Adjusting Accordingly*

To efficiently and successfully monitor the trends of emerging changes and also being able to successfully adjust accordingly, it is imperative that one asks the following key questions:



- Where is the market heading? (i.e., the needs of children, youth, and seniors).
- What is in vogue and for how long will it probably last? (i.e., environmental concerns, fitness, health, and entertainment).
- What does the consumer want? (i.e., consumer desires, expectations, choices, and others).
- What must be done to improve employee quality and effectiveness to meet the growing global challenges? (i.e., the grooming and strengthening of the business owners, managers, leaders, and all other employees).

An excellent working relationship must be developed and subsequently established among diverse customers and the custodians of the global company through those in charge of the various customer service departments. The company must learn to pay full attention to consumer reports and complaints in order to meet the customer's needs. To successfully achieve, maintain, and sustain this mandate, the custodians of the company require the knowledge, understanding, and wisdom about changing customer tastes and growing or shifting global trends. The ability to meet the consumer's needs requires accurate knowledge of changing tastes, culture, and environmental revolutions (i.e., going green).

Successful companies in the twenty-first century will be those that have been created and adapted to respond to emerging changes. Many companies lose vital competitive advantages because of their inability to envision, adapt, and manage industry changes. Successful adaptation, however, involves accurate knowledge/information about the existing and/or reigning concerns of all humanity—regardless of where the global customers dwell (i.e., improving upon the well-being of people). The custodians of companies whose strategies are most frequently chameleonic in their demeanor (i.e., attitudes, behaviors, and actions) possess greater chances of discovering newer market niches to be tapped into, exploited, and reaped.

### *Investment in R&D*

Put adequate resources into research and development (R&D) in relevant areas of global trends. It is necessary and sufficient to combine technical, engineering, and managerial expertise to foster global competitiveness.

### *Create Cordial Management–Employee Relationships*

Some of the most primary goals of this relationship are to attain and sustain employee fulfillment and quality development (i.e., high morale, good quality of work life (QWL), rising motivation, job satisfaction, and involvement in decision-making processes). This requires the commitment of sufficient resources to human resources development and utilization. Management must be unreservedly committed to this issue. The efficient and dedicated workforce must be made up of:

- (a) Innovators
- (b) Engineers
- (c) Designers
- (d) Creators
- (e) Manufacturers
- (f) Developers
- (g) Sales promoters
- (h) Marketing managers
- (i) Custodians
- (j) All round possibility thinkers.

### *Diversification*

It is imperative that business owners, managers, leaders, and all other employees commit to engage in various forms of effective diversification. They can achieve and sustain this objective through such activities and/or efforts such as entry into new markets and/or industries, mergers, acquisitions, and many others. This requires sufficient knowledge of how sustained long-term changes strategically begins, undertaken, propelled, sustained, and diversified in every regard toward the company's long-term global competitiveness and survival.

### *The Source of the Company's Reputation*

The company's reputation must be based on its employees' positive human factor qualities. Examples of these positive human factor qualities include:

- (a) Love
- (b) Grace
- (c) Compassion

- (d) Forgiveness
- (e) Integrity
- (f) Trustworthiness
- (g) Commitment

Above all, members of the leadership team, managerial team, and subordinates' groups must accept, commit to, and willingly remain in the mode of commitment to the dictates of the universal principles of life. This will be achieved through the concept of continuous improvements in the qualities of the human factor of everyone involved in the corporation's business activities all over the world. That is, the company must always find ways of doing things better in order to improve both quality and productivity. The end result of this strategy will be a sustained competitive advantage in the global marketplace.

There is no question that the quality of the human factor plays tremendous role in every sphere of our lives. Indeed, it is the greatest and most powerful foundation of anything we do or do not tackle. It reveals itself in our ongoing successes and failures. A selection of examples of the various spheres of our lives where the human factor quality tremendously features include those examples listed in the Appendix in Chap. 5. The human factor foundation of the diversity of the problems and challenges that face us and limit our capabilities to make tremendous progress in our own global communities are visible in the following spheres of the human life.

### *The Applications of Quality Control Techniques*

Efficient and effective uses of quality control techniques create a conducive and propelling environment within which every employee of any grouping learns, knows, uses the necessary and available tools toward carrying out activities aimed at propelling the corporation toward the more profitable domains of greater wealth-creation activities. In the long term, these are the more rewarding and propelling spheres of productivity growth, profitability, longevity, and the company's long-term survival. Without question, robust statistical quality control tools must be developed and deployed toward into their best uses toward the primary purposes of creating and sustain more wealth as well as improved quality of life for everyone involved.

### *Updating Techniques*

As the corporation advances, there are ongoing activities and practices aimed at updating and improving upon existing techniques, technology, and ongoing resources use.

### *Commitment to Standards*

Attained standards must be unequivocally committed to, sustained, and propelled anytime. To fail in this regard is to renege on the vision, mission, goals, and objectives of the global corporation. The reality of this oversight puts into motion those forces that will spell the ultimate long-term doom of the corporation.

### *The Commitment to Meeting Community Standards and Expectations*

The owners, managers, leaders, and subordinates of the Engelhard Corporation tried in the 1990s to achieve these goals by getting involved with concerted efforts aimed at the achievement of technological leadership in their industry, providing exceptional technical and customer services, taking advantage of opportunities created due to people's environmental concerns, developing cost-effective technologies aimed at the enablement of compliance with existing as well as new and more stringent regulations, and maintaining a strong dedication to product quality improvement.<sup>2</sup> Engelhard Corporation treats the concerns and desires of its customers as if they are its own. Its entire operation is market-driven. This is an excellent strategy because "the ability to develop innovative solutions to customers' environmental problems holds the promise of a distinct competitive advantage in the 90s."

Products that have been carefully thought out, thoroughly researched, designed, and manufactured, most frequently capture the votes of consumers. Products which are articulated in this manner do not require extensive advertising and costly promotional campaigns that perfunctorily articulated products require. It is, therefore, clear that the attainment and maintenance of global competitiveness not only requires *those nice things the consumer is made to believe*, but also the intelligently articulated design, engineering, and manufacturing processes by business owners, managers, leaders, and the other categories of all company employees. The overall goals of cost competitiveness, the attainment of customer satisfaction, confidence, loyalty, gaining and maintaining large market shares may not

be achieved without a workforce that is rich in the positive human factor qualities (see Table 7.1).

It is an undeniable fact that business programs aimed at the innovation and development of new technology, effective and efficient management, continuing research and development, successful marketing programs, and product development most frequently fizzle away when the corporation's owners, managers, leaders, and all other subordinates lack well-educated, trained and disciplined employees who are responsible, accountable, honest, and committed to the goals set for the corporation. In view of this belief I contend that the primary strategy for effective global competitiveness must begin with the development and institution of education programs to produce a quality workforce.

Other factors and advantages to effectively explore and efficiently taken advantage of existing scale economies, patented/copyrighted technology, managerial experiences and/or maturity, control over natural resources, and many others. None of the foregoing list of desired outcomes will be attainable without a quality workforce—people affluent in the positive human factor qualities.

To achieve every one of these tasks successfully, the development of proper and effective leadership is needed. Reflecting on this issue, Neuschel (1989), for example, observes:

Being successful will call for a leadership steeped in vision, courage and integrity. It will require vision because the future is so ever-changing and uncertain. Management will need a special skill to identify and interpret events and trends. The 1990s will call for a leadership of courage because work will be long and arduous. The risks will be high. The timid will not make it. The competitive climate will call for an unflagging toughness and an abiding sense of self-confidence. The challenge will call for an overall leadership steeped in integrity [and trustworthiness]. Integrity and trust are the bedrock of all enduring, high-performing management. Integrity and trust are critically important where change is the order of the day. . . Employees will more readily accept and better adapt to change in a climate of trust and integrity. Finally, this quality leadership must be dedicated to increasing human effectiveness.

The foregoing presentation reveals that the quality of the workforce is so important to the global competitiveness of the corporation that its development must never ever be ignored. Firms that will win the global competitive game are those whose owners, managers, leaders, and other classes of employees are more frequently willing to channel tremendous amounts of their scarce FEET resources into the development of their labor force in the long term.

## CONCLUSION

The changing nature of the global business environment requires that every transnational company put relevant structures and programs in place to survive in a globally fast-paced marketplace. As has been presented in this chapter, those companies that are successful in evolving unique structures, high quality employees and activities have a greater chance of surviving in the global marketplace. Traditional techniques and/or programs will not necessarily help the custodians of the global company to face up to the challenges of global competitiveness. The sole dependence on governmental protectionist laws will worsen the situation for domestic firms. It is better to learn to survive in the global marketplace without such crutches. By so doing, companies would have discovered their own specific programs that will help them to achieve and maintain their market share. The quality of the workforce is critical and must, therefore, be developed and deployed.

## NOTES

1. For a detailed analysis of this issue, refer to the *Engelhard Corporation Annual Review*, 1989.
2. See page 14 of the company's 1989 *Annual Review* for details.

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# Transcending the Limitations of Global Organizational Profitability and Longevity: Preparing People for the Tasks and Challenges of Management

## INTRODUCTION

In the business world, leadership and managerial functions are critical for the ongoing success of the corporation in terms of sustained global competitiveness, profitability, and long-term survival. Unfortunately, however, in the cases where leaders and managers do not possess the positive human factor, the corporation will run into tremendous problems that will lead to its final demise—bankruptcy. In light of these observations, it is argued in this book that until the positive human factor is developed, it is impossible for any corporation to enjoy its leadership in global competitiveness, profitability, and longevity. Thus, any business leaders and managers that desire to enhance their own performance effectiveness and those of their subordinates must of necessity engage in excellent human factor engineering programs. Without the positive human factor, leaders, managers, and other employees will fail to achieve effective and efficient levels of everyday business problem-solving.

It is well-known that managers play an invaluable role in the performance effectiveness of the business organization (Drucker 1985, pp. 9–14; 1989, pp. 221–231).<sup>1</sup> Managers have the task of making sure that all available resources are channeled into their best alternative uses. The management process, therefore, uses people to perform intended tasks aimed at the accomplishment of company mission. In general, the management process can be viewed as a set of activities aimed at the best use of all inputs and

facilities to accomplish the primary objectives of the business organization. For example, it is the task of the manager to ensure that human, physical, financial, and informational resources are employed to the best advantage of the corporation.<sup>2</sup>

It is clear, therefore, that the duty of the manager is to facilitate the creation of the requisite environment within which all employees can contribute their optimal performance toward the fulfillment of the company's productivity and profit goals. However, the primary question is: "How can managers successfully overcome the challenges they face in a hostile post-modern global work environment?"

To provide answers to this question, the remainder of this chapter is organized in the following manner. While the next section of this chapter primarily focuses on the strategic management process, the subsequent one takes a brief look at the problems with existing managerial practices of today. The contents of the next section emphasize the significance of the human factor and the quality of people required for effective management. The human factor engineering process and its underlying principles are presented and discussed in detail. Also, the management development curriculum is also outlined in this section. The role of the media for communication, education, training, and socialization and the conclusions are presented and discussed in the next and final section respectively.

## THE STRATEGIC MANAGEMENT PROCESS

The strategic management process is about the long-term managerial game plan. It is the blueprint of the managerial decision-making process. Like a lamp set on a hill, this process is expected to beam a brighter light on the path trod by management. It guides managers as they dance to the rhythms of the drumbeats and music of the managerial decision-making process. It focuses on the formulation, implementation, and evaluation of the long-term objectives of the corporation. The foundational set of managerial activities is grouped into four categories: planning, organizing, coordinating, and controlling. The integral elements of these four characteristics of the management decision-making process include activities such as leading, staffing, influencing, communicating and training.



<i>Planning</i>	Outlines the organization's vision, mission, goals, and the appropriate strategies by which these must be accomplished (i.e., being proactive rather than reactive).
<i>Organizing</i>	Determining, establishing, and using the organizational structure that is most conducive to the accomplishment of objectives (i.e., tasks and who to perform them—staffing).
<i>Coordinating</i>	Fitting all together to function as a successful unit. It involves inspiration, motivation, communication, conflict resolution, and others.
<i>Controlling</i>	An act of evaluating performance and monitoring results (i.e., the extent to which they reflect intended goals and objectives). Both individual and company performances are monitored—with corrective measures in place.

All these activities together delineate the key elements of the manager's decision set. They form the primary cornerstone activities of the management decision-making process. In their pursuit of the strategic management process, managers:

1. Develop the company's mission (i.e., purpose, philosophy, and goals).
2. Determine internal conditions and capabilities and evaluate the organization's external environment.
3. Assess the company's options and resources available for meeting the challenges of the external environment.
4. Highlight the best options and confirm the appropriateness of available resources for the accomplishment of company mission.
5. Select objectives and determine the relevant strategies for achieving them (i.e., specify both short-term and long-term strategies that are compatible with objectives).
6. Implement key strategies through efficient resource allocation.
7. Evaluate performance effectiveness and take the appropriate action.

To accomplish the primary objectives of the corporation effectively and efficiently, the manager depends on a number of other individuals who participate in the visioning, mission development, and organizational development process. Viewed from these perspectives, therefore, the total management function is more of a process rather than a one-time event.

In general, the traditional approach to management revolves around:

1. Company philosophy (i.e., ideology, beliefs, values, aspirations, and so forth).
2. Sequential strategy formulation and implementation.
3. Supervision, monitoring, and evaluation (externally induced).
4. Intimidation (i.e., accusations, anxiety, fear, and so on).
5. Eye on the bottom line (i.e., preoccupation with profits).
6. Quick fixes (i.e., corner-cutting measures, problem accommodation techniques, and many other examples).
7. Human resource development and management (i.e., human capital acquisition).
8. Process development and management (i.e., procedures, systems, techniques, and so forth).
9. Letting go and finding replacements (examples include hiring, firing, and layoffs).

### THE PROBLEM WITH MANAGEMENT TODAY

Unfortunately, however, orthodox managerial practices do not always promote employee performance effectiveness and efficiency. In most cases, programs such as quality circles, total quality management, management by objectives, organizational re-engineering, and many others aimed at enhancing input productivity have either been ineffective or failed. These programs are usually founded on wrong assumptions and presuppositions. They, therefore, fail to recognize that at the heart of a company's successes or failures are the personality characteristics of all people involved in the management decision-making process and employee duties. This oversight usually leads to many pertinent problems that work against the ongoing smooth management and performance effectiveness of the business organization.

Today, managers are saddled with complex problems that relate to greed, shirking, absenteeism, pilfering, anger, bitterness, and relationships. In addition to these, some suffer from gross ineffectiveness and inefficiency.<sup>3</sup> These problems pose tremendous challenges or hindrances to the company's global competitiveness, profitability, and longevity in the long-term. If, however, managers do not learn how to successfully overcome these problems, many business organizations will continuously experience

tremendous problems in the twenty-first century and beyond—that is if they can even survive for that long.

In general, therefore, managers face entrepreneurial, engineering, and administrative problems (see Van Fleet 1991, pp. 163–164). A more careful study of this classification of managerial problems reveals that the existing quality of the human factor contributes immeasurably to the nature and severity of the problem the manager faces.

There exist also high-level integrity crises in all aspects and stages of the management decision-making process today. The length, breadth, height, and depth of this integrity crisis exceed imaginable proportions.<sup>4</sup> If not arrested and dealt with in good time, it will surely destroy many corporations in the long term. As of today, we have seen great companies like Enron, WorldCom, Global Crossing, and many others forced into disgraceful bankruptcies as a result of unethical and immoral managerial decisions based on individual greed and craving for financial prosperity. Currently, there are many other companies that are on the verge of bankruptcy in the USA, Japan, Germany, Britain, and elsewhere in the global village for the same reason.

A more careful and thorough review of the problems being faced by managers today brings to mind the following questions:

1. What kinds of people are required to effectively and efficiently perform the managerial tasks in the twenty-first century and beyond?
2. What principles must inform and guide the development and performance effectiveness of these people as they enter into managerial positions?
3. What role does the quality of the manager's human factor play in managerial successes or failures?
4. What can be done to improve the quality of the human factor for the purposes of enhancing managerial performance effectiveness? The remainder of this book focuses on discussions aimed at answering these important questions.

## THE HUMAN FACTOR AND THE MANAGERIAL DECISION PROCESS

Today, if managers are sincerely concerned about preventing poor employee performance, it is important that they pay attention to the development of the appropriate personality traits in themselves and the labor force. Managers who crave for authority and power while at the same time

lack the positive human factor will fail in the long term. Thus, in the presence of severe human factor decay, few managers will survive.

Before presenting the key ideas of this chapter, it is imperative to have clear understanding of the HF concept. This is the case because in order to increase input productivity, the manager must of necessity find ways and means to assist and equip employees to perform at their best. To perform their roles as effectively as possible, managers must possess conceptual, diagnostic, interpersonal, technical, and thinking skills. Above all, the possession of personality characteristics such as integrity, responsibility, accountability, commitment, trustworthiness, respect, trust, love, caring, and loyalty, for example, is necessary for the manager to use the acquired skills appropriately. These are aspects of the positive human factor. As is obvious from our working definition for the human factor, it is an undeniable fact that any managers of the twenty-first century and beyond that fail to use the human factor approach to managerial decision-making will see their own performance effectiveness and efficiency, global competitiveness, profitability, and long-term survival dwindle over time. However, to be in a better vantage position to implement the human factor approach to management, a caliber of people who possess the positive human factor is required. In what follows, therefore, I present a brief discussion on the quality of the types of people required for effective and efficient management.

### *People Required for Effective Management*

In terms of the quality of people required for the national development program, Adjibolosoo (1995a, pp. 84–85) observes that to be able to carry out its objectives of development, every nation requires people who:

1. Have the ambition and the imagination to search for clues; have the intent always to perform and are of one mind; have the willingness to search for, and insist on discovering solutions to existing national problems.
2. Are determined to search for and acquire understanding about current problems, existing levels of available skills and the additional abilities required for the enhancement of productivity, and have knowledge about what must be done and how and the wisdom to use acquired knowledge to solve problems. These people will facilitate

the rate at which solutions are carved for overcoming hindrances to the economic development process.

3. Have the zeal and the willingness to give liberally their best in contributing to the national economic development program. The industry brought to the reconstruction process by each person must grow out of individual free will and commitment to self-interest insofar as it is consonant with national economic development goals.
4. Provide the required leadership that is apt to facilitate the process of providing the opportunities for every citizen to contribute freely to the success of the national program for economic progress.
5. Have the assurance that courage, resourcefulness and hard work will not only increase the wealth of their society but will also lead to the continuing enjoyment of the fruits of their munificence.
6. Possess a sense of purpose, insight, vision and direction; are skillful in wisdom and scientific knowledge; are steadfast in commitment to risk-taking; and are dedicated to personal integrity. These are the people who possess relevant human qualities and know what is good and required for human progress (i.e., effective and efficient maintenance of law and order, respect for the rule of law and property rights, the promotion of hard work and social welfare and an unrelenting respect for the sanctity of human life and the dignity of labor).

When the labor force possesses the positive human factor, it will be placed in the right position to make effective management happen in the business organization in the long term because it will be fully equipped to fashion workable plans, policies, programs, and projects, and the relevant techniques that are necessary for achieving the aims and objectives of the corporation (Adjibolosoo 1995a, pp. 83–85).

It is the continuing failure of both people in leadership and management and their subordinates to undergo proper preparations that make them fail in effectively and efficiently performing their tasks. Because they are unable to discern the exact requisites of the management decision-making process, they most frequently put the wrong foot forward. In the long-term, the haste to make higher profits and personal financial gains through the design and implementation of quick-fix business plans and programs leads to total failure and bankruptcy. To avoid failure, the human factor model of management must be pursued in place of currently existing traditional models of management.<sup>5</sup> To work for the successful application of the human factor-based management model, both people in management and their

subordinates must learn respect, caring, commitment, responsibility, integrity, accountability, loyalty, trustworthiness, and trust. In what follows, I present in detail discussions on the implementation of the human factor engineering model.<sup>6</sup>

### THE HUMAN FACTOR APPROACH TO MANAGEMENT

The human factor approach is therefore *sine qua non* to managerial performance effectiveness and its success in improving input productivity and company competitiveness, profitability, and long-term survival. The principles of human factor engineering expounded in this book will provide every manager with the requisite insights he or she needs to carry out company objectives successfully. It is argued, therefore, that the human factor approach to management must be hailed and practiced by every manager interested in improving employee performance effectiveness and long-term company success. This approach maintains that since it is people who make things happen or not happen, it is incumbent on the manager to first facilitate human factor engineering if he or she expects to obtain optimal performance from each employee and other critical input. The human factor approach to management focuses primarily on:

- The organization's vision and mission.
- Universal principles.
- Human factor development (i.e., the acquisition of positive personality characteristics).
- Supervision, monitoring, and evaluation (internally induced).
- Confidence, courage, and hope (internally induced).
- Responsible outcome (i.e., social responsibility).
- Identifying and dealing with the root causes of pertinent problems.
- Mentoring and nurturing (i.e., personal transformation from within).

In applying the human factor approach to management, the common primary activities include:

1. Thorough search for the caliber of an individual who either has what it takes or are ready and willing to be educated and trained for the tasks at hand.

2. Face-to-face interaction with prospective employees (requires an exhaustive human factor-based interview and selection process).
3. Selection, acceptance, and installation (i.e., a meticulous human factor-centered initiation ceremonies on the first day of work).
4. Pursuing teamwork toward the accomplishment of intended company mission (i.e., interactions between managers and subordinates that are non-human-factor-based will always destroy the organization's long-term global competitiveness, profitability, and survival).

The necessary requirements for the successful implementation of the human factor model are the:

1. Existence of organizational vision, mission, and plan.
2. Availability of the appropriate resources (i.e., inputs).
3. Proven procedures, systems, and methodologies successfully applied in the past.
4. Higher levels of mutual respect, trust, integrity, and appreciation.

The sufficient requirement for the optimal performance of the human factor model is the positive human factor.

The main similarities and differences between the traditional and human factor approaches to management are obvious. For example, it is important to know that the advantage of the human factor model over the traditional approach to management is that it is both timeless and culture neutral. In the presence of the positive human factor, the human factor model is universally applicable.

While the human factor approach focuses on the development of the positive human factor, the traditional model is solely concerned with the development, enhancement, and management of systems, institutions, processes, and technologies. In cases where the traditional model deals with people, its main focus is on human resource development and management. By so doing, the primary concern of the traditional management model is about knowledge and skill acquisition (i.e., human capital acquisition) and their applications. As is obvious from the human factor concept, human capital is only a minute element of the whole human factor. Thus, the human factor is more concerned with the significance of the quality of people's human factor to the management decision-making process.

It is, therefore, imperative that leaders and managers of corporations focus on the development of the positive human factor if they are truly interested in promoting the profitability, global competitiveness, and longevity of the corporation. In light of this conclusion, we now turn to the human factor engineering process.

### THE HUMAN FACTOR ENGINEERING PROCESS

To achieve the intended objectives of the corporation, I argue that the quality of the human factor continuously exerts tremendous impact on the managerial decision-making process—be it positive or negative. In light of this conclusion, any programs aimed at improving the quality of the physical work environment and managerial performance effectiveness must begin first with intensive human factor engineering programs aimed at the development of the positive human factor.

Until human factor engineering programs are successfully initiated and propelled to accomplish the goal of assisting employees, it will be difficult if not impossible to permanently improve the physical environment, organizational governance practices, human performance effectiveness, labor productivity, and continuing organizational growth. As noted earlier, since effective and efficient managerial performance effectiveness requires the development of the positive human factor, it is imperative that everyone interested in the managerial decision-making process understand that without the positive human factor, no organizational reform attempts will work as effectively as intended. We will return to this issue later in the book and discuss it in detail.

From the human factor perspective, education is one of the most important aspects of the human enterprise. This is so because through various education and training programs, we prepare children, youth, and adults for a life of purpose, meaning, and service—not only to themselves, but also to others. Education, whether productive or destructive, begins right from birth and goes through the whole lifespan of the individual—formally and informally. Speaking to this issue, Dewey (1897, p. 77) writes:

I believe that all education proceeds by the participation of the individual in the social consciousness of the race. This process begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions. Through this unconscious education the individual gradually



comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes an inheritor of the funded capital of civilization. The most formal education and technical education in the world cannot safely depart from this general process. It can only organize it or differentiate it in some particular direction. [Also reprinted in Dworkin (1959, pp. 19–20)]

Truly, education is a lifelong process. It works toward the preparation of the individual for life. From John Dewey's perspective, therefore, it is clearer that whether or not there is a formalized education program, the individual always receives education through various means and procedures.

Some of the various techniques humans have used for the purpose of education and training for generations include but not limited to socialization, mentoring, role modeling, role playing, apprenticeship, and theatrical performances (e.g., storytelling, music recitals, drama, poetry reading, oration of mythical legends, art exhibitions, solving riddles and puzzles, and many more). However, none of these techniques are easy to master and use. In light of these, those who plan to make the best use of any of these vehicles in order to achieve optimality in managerial decision-making must do their best to identify precisely their primary objectives, tasks, and challenges. Some of these tasks and challenges that face people in managerial decision-making positions include but not limited to:

1. Realizing the true value of the human personality and its significance to every individual in particular and the whole corporation (and human race) in general.
2. Providing children with the positive school environment and climate—with lots of opportunities and resources through which they can learn to apply their acquired positive human factor (and prepared for managerial positions in the future).
3. Assisting every student to form a peace-loving and caring personality—love, trust, kindness, non-violence, integrity, respect, and others.
4. Leading, encouraging, and motivating students to engage in positive attitudes and behaviors that serve as the true foundation stone for performance effectiveness and efficiency in every human action—especially the managerial decision-making process.

As is expected, only teachers, administrators, and staff members that possess some measure of the positive human factor will be ready and willing to lead

every student on the glorious path toward the development of the positive human factor. These teachers, administrators, and members of support staff must not only be encouraged to assist students in this area, but also be provided with relevant resources and opportunities through which they too can be successful in this venture.

Until members of such a team of educators begin to achieve positive results in terms of human factor development, educational reforms in any country will not produce the critical mass of the high quality of people required for effective global leadership in the long term. In general, educators—administrators, teachers, parents, businessmen and women, CEOs, CFOs, doctors, lawyers, presidents, civil servants, graduates, and many others—must be fully involved in the human factor engineering process. Until these educators focus on engineering the positive human factor, any other attempts (e.g., the alteration of systems, techniques, procedures, legal injunctions and their proliferation, and so on.) they make to improve the school environment and hence student performance will always fail miserably in the long term.

If these individuals are to successfully improve the school environment, every other interested person involved in education must also work assiduously to gain the appropriate knowledge regarding how we all must proceed to achieve our intended educational reform objectives—improving the school environment and climate. Such an activity calls for efforts directed at attaining deeper insights and strong understanding of the various theories and principles that underscore existing curricula in schools. This is critical because without this level of comprehension, it will be difficult to effectively and efficiently enhance the quality of the school environment. Whatever surgery we carry out regarding our desire to improve the school environment, we must ensure that students are the primary focus and benefactors. For when students are placed at the receiving end, our efforts will definitely lead to positive results in the long term. However, until the curriculum is aimed at developing the positive human factor, every attempt we make at educational reform will always fail—in the long term.

In light of this conclusion, every community-based reform plan must first and foremost concentrate on dealing with the various environmental and climatic conditions that affect student performance at all levels—both within and outside the four walls of the school. Educational reform programs aimed at producing quality leaders and managers must concentrate on the development of the whole person (i.e., spiritual, intellectual, physical, moral, social, economic, and so on). This requires that educators devise

procedures for stimulating students and motivating them to work toward the attainment of the positive human factor and higher academic standards in their educational programs. The attainment of personal excellence in every aspect of life must be lauded and promoted. Successes attained in this regard will lead students toward the achievement of great intellectual heights. Failures experienced must be used as opportunities for teachable moments to enhance the learning process in the long run.

The aspects of the positive human factor necessary to improve the school environment and climate include but not limited to commitment, responsibility, integrity, love, respect, loyalty, trust, and self-control. In the long term, the general emphasis educators place on these things by channeling tremendous human energy and scarce economic resources into them will lead to nothing else substantial but disappointing failures. Truly, from the human factor perspective, managerial, leadership, and employee efficiency and effectiveness do not come from things—institutions, techniques, procedures, processes, and machines. Rather, efficiency and performance effectiveness are natural outflows of the applications people make of their positive human factor.

The desire to improve the quality of the school environment and its associated climate must begin with attempts made to assist teachers to better their own internal locus of control—the inner person, which is most frequently reflected in the quality of the human factor and expressed in attitudes, behaviors, and actions. The attainment of excellence has a great deal to do with the positive quality of the human factor. For example, as Adjibolosoo (1999) observes:

Creating new educational institutions to focus on information technology, technical education, [vocational training], knowledge acquisition, and computer literacy will never solve the social, economic, and political problems we face in society today. If we, at the present moment, focus on these programs and channel huge financial resources into them, we will realize later, to our dismay, that these programs do not have what it takes to produce disciplined citizens and/or labor force. As such, within ten to fifteen years down the road, we will all perceive again that our dreams fail to be realized. The glorious ideas and ideals we had fifteen or twenty years ago to begin these programs with will fizzle away very quickly. These programs will crumble on us. They will not be relevant anymore because they failed to develop the positive HF [human factor] quality in people. We will then, unfortunately, have to begin from where we started a long time ago in the past.

The human factor engineering process begins with intensive focus on programs aimed at the discovery of the principles on which the human factor approach to management must focus. The application of the principles of human factor engineering to the national education, training, mentoring, and socialization program of activities will foster the development of effective and efficient managers and labor force. In the following subsection, our focus is on the key principles that must form the pillars of the human factor model—aimed at the effective and efficient managerial development and decision-making.

### THE IDENTIFICATION OF PRINCIPLES

It is critical to identify principles that must serve as the foundation pillars on which management programs are established. In terms of principles, the leaders and managers of the corporation have to think about the role of genuine love in human behavior and effective management. The leaders and managers of the corporation must also think about stewardship, (i.e., people serving or helping others in life and all human endeavor) and social responsibility. It is also important that the leaders and managers of the corporation honor and respect the sacredness and sanctity of human life. This is important because when a people are convinced that life is both sacred and sanctified, those in management will do everything possible to preserve it. It is also useful to realize that any managers who fail to promote personal and group freedom, liberty, equity, and fairness will find it too difficult to deal successfully with the day-to-day operations of the corporation. It is also important to hold in high esteem programs aimed at the ongoing development of the spiritual and moral dimensions of every human being.

Pulling all these ideas together, some human factor-based key principles emerge. These include the following:

1. The most important input in the management development and decision-making process is the positive human factor qualities. All other resources are cooperant factors.
2. Managers who lack the spirit and clothing of the moral virtues (i.e., integrity, trust, accountability, self-control, responsibility, courage, faithfulness, fidelity, love, kindness, patience, respect, and so on) will be barren and unfruitful in performing their day-to-day functions. That is, people who are spiritual dwarfs and moral derelicts have no place in the business of management and leadership.

3. The loving, merciful, trustworthy, and caring individual makes the most effective, efficient, and productive employee in the business organization—be he or she either a leader, manager, or common laborer.
4. Conceptual, diagnostic, technical, communications, interpersonal, thinking, and creative skills are necessary but not sufficient for leadership and managerial performance effectiveness. To achieve optimal returns from the use of these skills, it is imperative that people who hope to face the challenges and tasks of leadership and management in today's complex global environment possess the positive human factor.
5. There is productive counsel, safety, and security in a team of coequals working together to accomplish the vision, mission, and plan of the corporation.
6. People who pursue truth, commit to searching diligently for the best way, and honor human rights, human dignity, and the sanctity of life make authentic and productive leaders and managers.

Today, however, it is unfortunate that the act of nurturing spiritual dynamism and promoting moral development is being neglected. However, to either minimize or overcome managerial problems, the human factor approach to management requires that there be a strong interest in both spirituality and personal morality by all people involved in the corporation's labor force. Otherwise, the task of solving everyday business problems will be too difficult to accomplish. Covey (1991, pp. 285 and 302) observes correctly that:

Attempting to change an organization or a management style without first changing one's own habit patterns is analogous to attempting to improve one's tennis game before developing the muscles that make better strokes. Some things necessarily precede other things. We cannot run before we can walk or walk before we can crawl. Neither can we change our management styles without first changing personal habits. . . . Psychologist William James suggested that to change personal habits, we first make a deep internal commitment to pay whatever price is necessary to change the habit; second, we grasp the very first opportunity to use the new practice or skill; and third, we allow no exceptions until the new habit is firmly imbedded into our nature. . . . When trust is low, communication processes deteriorate. We see a great deal of adversarial communication, interpersonal conflicts, and interdepartmental rivalries. People develop a siege mentality. Often they

turn to a legalistic approach to legislate their wishes. They lobby pressure groups and push for what they want.

At the starting point of the implementation of the human factor agenda, it is important for managers of the corporation to highlight, discuss, select, and promote these principles on which to establish the program of activities.<sup>7</sup> Once these principles are discovered, established, and adhered to as the standards against which managerial and employee performance effectiveness must be measured, the workforce must be nurtured and guided to live and work according to these principles.

If we establish the fact that one of the major objectives of the business enterprises is the pursuit of profits and social responsibility, it follows that all relevant activities must be directed toward the fulfillment of this goal. It is, however, true that the attainment of optimal managerial and employee performance effectiveness requires the whole human factor development.<sup>8</sup> Every effort made by all people involved in the managerial decision-making process must focus primarily on human factor development. The development of each component of the human factor is a challenge to the leaders and managers of the corporation.<sup>9</sup> To be successful, therefore, every business program requires strong underlying human factor development education, training, and mentoring programs. This implies that leaders and managers must develop and institutionalize relevant programs to cultivate every dimension of the human factor in each employee. It is important, therefore, that managerial effectiveness and efficiency do not just happen by themselves. To achieve long lasting success, managers need to be properly trained and educated (Clark 2017; Morrissey 2016; Whitacre 2016; Orey 2014; Gordon and Howell 1959; Piersin 1959; Mahoney et al. 1963; Luthams 1988, pp. 127–132).<sup>10</sup> This preparation process must create conducive environment within which leaders and managers can acquire the appropriate skills (i.e., technical, interpersonal, diagnostic, conceptual, etc.) and the relevant personality characteristics (i.e., respect, integrity, accountability, responsibility, commitment, trust, loyalty, and so on).

Human factor engineering will create continuing progress, provided people have the will and commitment to pursue it relentlessly. As is often the case, human beings have for centuries avoided this route to progress because its fruitful gestation period is usually long—a generation or more. What most people want and delight in instead are quick-fix solutions and problem accommodating techniques. This is why some leaders and managers devote their energies to the pursuit of cosmetic changes. This class of

leaders and managers delight themselves in being perceived as making attempts to deal with existing problems.<sup>11</sup> Whether these programs will be successful in achieving their intended goals in the long term or not is not necessarily an issue of concern to them.

To avoid managerial failure, human factor development programs must, therefore, be aimed at educating people and preparing employees to participate effectively in the productivity and quality enhancement revolution. The human factor engineering process must include a carefully articulated vision aimed at reforming those who have already fallen prey to low productivity syndrome, absenteeism, and shirking. Whenever possible, the process must also prevent other employees from falling into these traps. It is the task of the human factor engineer to focus on the discovery of the truth about employee performance effectiveness and how to stand for it since the possession of true knowledge about this is necessary for progress and peak performance. Those who are trained and educated in this manner may live by and defend the timeless principles of life and work.

When the custodians of business schools, professional institutes, universities, colleges, and business companies fail to educate and train prospective employees to become morally and ethically responsible agents who are committed to their family and work life, company goals, and principles of life and work, the desire to achieve higher levels of productivity, make high quality goods, offer unqualified services, and increase company productivity may not be attainable goals. On the basis of these arguments, it becomes clear that human factor engineering must be made the primary foundation of every management program aimed at progress. A community of people will fail to attain intended goals if the people are not educated to acquire the positive human factor required for the achievement of intended objectives.

In terms of the productivity and quality enhancement revolution, companies that put sufficient resources into human factor engineering programs will make a more permanent gain. Human factor engineering is, therefore, the primary core of the productivity and quality enhancement process. Just as a solidly established foundation is to the life of a building, so also is human factor engineering to the leadership and managerial decision-making process. There can, therefore, be no successes in the pursuit of progress without intensive and effective human factor engineering plans, policies, and programs.

Those who go through existing educational institutions must acquire knowledge, skills, and human qualities that are necessary for effective and efficient human performance. Graduates from educational institutions must

satisfy both societal and business needs. If business people and the rest of society are unhappy about the products being turned out by national elementary schools, universities and colleges, it implies that educators have failed to achieve their primary mandate of human factor development. Truly, if a community of people desires to experience positive changes in all spheres of human life, that community of people needs to alter its existing curricula (i.e., of educational institutions from grade 1 level right up to the university level). The new curriculum must focus on human factor engineering rather than mere human capital acquisition. Any society whose educational institutions neglect human factor development will face serious social, economic, and political problems in the long term.

The mere pursuit of higher degrees and/or advanced knowledge in ideologies through further disciplinary study of principles and theories will not produce expected results. The hope is that by the time students graduate, they will not only have been furnished with a huge tool box of information, knowledge, and skills into which they can dig their hands to pick up relevant tools to be used to solve day-to-day problems, but also they must have acquired the positive human factor. Otherwise, though they would have graduated with higher degrees, they would be social misfits. This will be the case because sooner or later, most graduates will learn that the actual tools they need to cope with every social, economic, business, political, and educational problem transcend the mere acquisition of academic tools made up of knowledge and skills.

I am convinced that the custodians of a society's educational institutions must never cripple their own common future by running students through hodgepodge educational systems and training programs that have little to do with the preparation of people for life. I must also add that I am not talking about education as it relates to mere knowledge acquisition and skill development. Instead, I am talking about education, training, mentoring, and socialization programs as they relate to continuing total human factor development in primary, secondary, college, and university students. It is critical that educational programs and their accompanying activities transcend mere schooling and focus on people development. There is no better way through which to successfully achieve human factor development than by revisiting the existing education system and training programs and altering them in the manner that meets the current needs of society.

The human factor perspective maintains that since institutions, systems, technology, and such like are inanimate, they cannot achieve their optimal performance without having people who have acquired the positive human



factor to manage and operate them (Adjibolosoo 1995b). As such, if business leaders and managers desire to experience continuing success in the operations of their social, economic, political, and educational institutions, they must of necessity develop and implement a curriculum that provides opportunities for vigorous programs through which the positive human factor can be developed in students. As all humanity enters deeply into the twenty-first century and beyond, any educational administrators that fail to implement a curriculum that is aimed at human factor development will make these institutions irrelevant to the future of their own society. Such institutions deserve to be either closed down or given diminished funding.

Every professional and/or academic program developed and run in elementary schools, high schools, colleges, and universities must have continuing human factor engineering as their primary objective. All subject areas—from archaeology to zoology—must be treated as such. Failure to do so will finally jeopardize the collective future of all humanity. That is, by allowing the existing human factor to decay and also refusing to develop it in the youth, human beings will be nursing a future of excessive disappointment, pain, and suffering.

### PROVIDING THE RELEVANT TRAINING AND EDUCATION

At the implementation stage of the human factor approach to the development of leaders and managers, it is essential to educate people to evaluate, understand, and then accept that (a) a life of service to others; (b) loving, respecting, and forgiving others; (c) being loved and forgiven; and (d) honest living, are not only priceless, but also that their intrinsic value cannot be measured accurately. The magnitude of the long-term benefits to be derived from the acceptance and adherence to these practices far exceeds any temporal gratification to be derived from human attitudes, behaviors, and actions that ignore them.

Indeed, all human attitudes, behaviors, and actions based on selfishness, greed, and unnecessary boasting in one's material possessions will abort the success of the management development program in the long term. True human pride must of necessity be based on the beauty of the inner person as brought about by spiritual maturity, moral sensitivity, and sound ethical judgment—adherence to principles of life. These issues are so critical that if a peoples' education, training, mentoring, and socialization systems ignore them, people who are educated and trained in these institutions will not

acquire the necessary human factor traits to make their societies work as effectively and efficiently as they may desire. As such, any people that desire to experience the “good life” must be prepared to base their education and training systems on the identified principles. These education systems and training programs must be carefully crafted and articulated so they can inculcate these ideals and principles in their people. As is often said, prevention is better than cure. Children who are lost to the streets and left on their own may not be transformed that easily for the better. Indeed, an apple tree that had always borne apples cannot, all of a sudden, produce grapes in its old age (See Mararike 1995, pp. 91–99).

### *The Management Education Curriculum*

Develop the new human factor curriculum, discuss, and debate its contents across the nation. For instance, look at the contents of the existing curriculum and make sure that its elements stress intellectual, moral, spiritual, and physical development; the promotion of the principles that relate to integrity, trust, commitment, courage, responsibility, accountability, and so forth; the respect for human rights and human distinctiveness; the inculcation of the skills and qualities that facilitate the peaceful resolution of conflicts and/or all forms of disagreements; the understanding of how to make choices through personal evaluation of the associated opportunity costs to oneself and to the rest of society; and many others. These issues are also vital and must, therefore, not be bypassed. It would be fatal to delete this step in the human factor development process.

When the curriculum is approved by parliament or the highest decision-making body in the country, the human factor development agenda must begin with intensive teacher training, and adult education programs. Since teachers, educators, and parents will be given the mantle for educating, training, and mentoring, they themselves should be educated and trained rather than schooled. For the human factor education and training agenda to work, there must be a large number of trained and educated teachers in addition to other personnel who will be ready to make the system work as effectively as possible.

When all these have been completed, the curriculum must be phased in gradually. In this case, it is important to develop and empower the<sup>12</sup>:

1. Family leaders (i.e., parents—as understood by and constituted in each society).

2. People who work in the education system, training programs, and mentoring arrangements.
3. Government employees, politicians, and business people operating in the system.
4. Defense lawyers, soldiers, policemen and women, and all other people who are involved in the defense sector of the nation to promote human factor development in society.

Leaders of religious institutions must also be brought into the picture and held accountable for their programs and actions. Government officials are not necessarily expected to regulate what people involved in religious organizations should do or not do, but there must be a meaningful dialogue in regard to what is expected of them, what they must be doing in accordance with what their religions allow—must be commensurate with the identified principles of human life and action, making sure that they contribute to the development of the positive and desirable personality characteristics. Any people of religious groups that work contrary to key principles and the corresponding human factor development agenda can either be challenged by other citizens or be made to lose any financial assistance they receive from taxpayers to run their programs.

Heath (1994, p. 128) notes that interpersonal strengths are the core of human adaptability. Indeed, it can be argued therefore that<sup>13</sup>:

1. Education for citizenship, community leadership, and development must focus on helping people to acquire the necessary human qualities (Adjibolosoo 1995a, 1996).
2. Intellectual curiosity, self-direction, and self-reflection are necessary strengths required to be a successful manager (Heath 1994, p. 130; see also the original work on this issue by Evangelauf 1990).
3. Academic and athletic excellence must also be given top priority in the educational and training institutions (Heath 1994, p. 131).

A good personal character is a *sine qua non* to human well-being and performance effectiveness.

The work of Maria Montessori (1912, 1949) reveals that the educational environment must assist children to develop their mind and personality characteristics. It is important to explore the critical principles through the curriculum (See also Erikson 1950; Heath 1994, p. 292). Once the

appropriate interest and motivation are produced in the children, they will be encouraged to learn and work for the benefit of all.

In adopting the human factor approach to management education, the custodians of the existing social institutions must, therefore,<sup>14</sup>

1. Teach and encourage people to seek truth and/or principles that bring about personal fulfillment in life in terms of love, peace, forgiveness, trust, respect, and tranquility.
2. Pursue knowledge acquisition, clear understanding, and wisdom.
3. Help people to learn the value of self-control (i.e., continence) and also strive to attain it relentlessly.
4. Encourage people to learn and practice accountability, loyalty, integrity, respect, responsibility, commitment, and personal endurance.

The educational program must create and promote the environment within which people can cherish and practice love and forgiveness.<sup>15</sup> Adjibolosoo (1998, p. 214) observes that:

The love that transcends all conditions and barriers (i.e., unconditional love) is the true love brought about in the presence of positive human factor. Real love is a crown. It is a permanent foundation to human behavior and action. True love guides and determines personal interaction with people and reaction to circumstances and/or events. The absence of true and sincere love among men and women in society can lead to ugly situations.

A community of people who make sure that their educational, training, mentoring, and socialization programs promote the development of this kind of love will produce managers that are responsible, accountable, trustworthy, committed, loyal, respectful, and above all, practice personal integrity. The human factor development program must utilize existing agencies of education, training, mentoring, and socialization activities to promote the acquisition of<sup>16</sup>:

- Self-confidence.
- Sense of right and wrong.
- Respect for the rule of law, the sanctity of human life, and human dignity.
- Conflict resolving and negotiating skills.
- Personal adaptability and communications skills.

- Ability to identify, articulate, and solve problems.
- Knowledge, understanding, and wisdom.

## MEDIA FOR COMMUNICATION, EDUCATION, AND TRAINING

For any effective transformational education and managerial training program to succeed, it is critical to have in place the appropriate media infrastructure through which educators and trainers can communicate with and transfer principles, knowledge, personality characteristics, and skills to everyone involved in the program. Educators and trainers, using this media, must be able to combine the various component strands to create a powerfully effective environment and learning experience for students. It is appropriate, therefore, to bear in mind that the transfer of information and knowledge alone to those being trained is necessary but not sufficient for education for life. It is one thing acquiring knowledge and skills. It quite another task to make sense of the information and then successfully apply it to solving everyday problems. Each technique or procedure must provide the opportunity for participants to discuss, debate, and analyze the contents of the program and how they are being delivered.

The various techniques that are part of the media infrastructure aimed at transformational human factor-based leadership and managerial education must exhibit certain critical characteristics. For example, they must<sup>17</sup>:

1. Provide opportunity for participants to interact with their trainers and educators. That is, the environment created must allow for questions, dialogues, discussions, critical analyses, and debates.
2. Lend themselves to simultaneous applications. It must be possible to appeal to a combination of these elements of the media infrastructure to assist people to not only comprehend, but also perceive their values.
3. Motivate people involved in the education and training program of activities to uncover their own personal deficiencies in the positive human factor and how to go about acquiring and developing them.
4. Realize that people are both knowledgeable and intelligent. As such, the media infrastructure must allow for both individual and group participation and/or involvement in the learning and transformational process.

5. Assist every individual to not only discover areas of personal gifting, talents, and skills, but also what program of activities to pursue in order to realize one's maximum potential in the long term.
6. Uncover underlying beliefs, assumptions, presuppositions, perceptions, ignorance, attitudes, and behavior that are inimical to effective human transformation processes and programs.
7. Provide people with the appropriate information to facilitate managerial decision-making processes that are based on excellent observations and carefully thought out conclusions.
8. Promote activities that focus on the development of interpersonal and conflict resolution skills and techniques.
9. Be fun and enjoyable for everyone involved.

Used in conjunction with the positive human factor, most techniques currently being applied today are still relevant. People using these techniques must make sure that the appropriate information being communicated and principles being taught are neither lost nor distorted. To assure that everything goes on as successfully as expected, there must be frequent evaluation programs—aimed at continuing assessment, revision, improvement, and re-implementation.

From the human factor perspective, therefore, some of the elements of the transformational educational communication media must include any or combinations of the following techniques listed below.<sup>18</sup>

1. *Music: Songs and dances.*
2. *Literature: Poetry, drama, and the novel.*
3. *Oral Tradition: Narratives, stories, legends, and slogans.*
4. *The Verbal and Visual: Theatre, cartoons, photographs, radio, and television.*
5. *Print Media: Newsletters and magazines.*
6. *The Internet: Principle-centered information exchanged through this medium.*
7. *Principle-Focused Group (town) Discussion Meetings: For brainstorming sessions.*

The appropriate and effective use of these media will facilitate the development of people who are destined to become efficient and effective leaders and managers in the future.

## EMPLOYEE SHIRKING AND PRODUCTIVITY EVALUATION PROGRAMS

Every business organization is to establish to engage itself in the production and marketing of certain services. Traditionally, most business entrepreneurs usually focus on profit-making. This objective is usually viewed as the bottom line. To increase this bottom line, the owner of the business hires an individual or group of individuals who have the capability to plan, organize, coordinate, and cooperate with the intention of facilitating employee performance effectiveness. Individuals who have been hired and installed as the chief executive officers (CEOs) do their best to make sure that business profitability continues to increase through time.

For many years, however, productivity managers have continued to experience significant problems with employee productivity. For example, these managers continue to observe that many employees are in the habitual habit of absenteeism, shirking, poor workmanship, strikes, and many others. In addition to these, relationships among certain employees are sometimes very destructive to effective performance on the job. These sour relationships do not only affect employees psychologically, emotionally, physically, and spiritually, but also deny them the desire to work well in work teams. When these individuals are to work with others to accomplish critical tasks in teams, they do everything to thwart the smooth running of such teams. Similarly, quality circles, quality management, management by objectives, process re-engineering, and just-in-time programs usually fall flat on their back. They fail to enhance employee performance effectiveness.

Fearing for their jobs, incomes, and life of comfort, most productivity managers would carry out productivity evaluation programs. After having accomplished such thorough and detailed evaluations, individual employees whose productivity are found to have fallen short of expectations are usually reprimanded and advised to either shape up or ship out. In some circumstances, some of these employees are immediately fired. They are viewed as posing significant dangers to the profitability and culture of the company. Over time, this has become the general practice in most business organizations.

Sometimes, when such dismissals occurred, employee productivity may rise for a short length of time. Then the problem of declining productivity recurs again in the company. Productivity managers and CEOs then repeat the process of firing and hiring replacements again. By getting themselves locked up in the vicious cycles of employee hiring, firing, and hiring, productivity managers continue to find their tasks not only unfulfilling, but

also exhaustive. In many ways, some of them slip into spells of personal depression. These experiences do not usually promote business success. As such, it has to be dealt with. However, to effectively deal with this problem, both the CEOs and the productivity managers themselves have to discover and also comprehend the root causes of these problems. If this is not done, the vicious cycle of hiring–firing–hiring replacements would finally bring the business enterprise onto its knees.

This chapter argues that by taking a closer look at employee attitudes, behaviors, and actions, one perceives that the methods currently being used to solve the problem of declining productivity would never achieve any long-lasting productivity goals. This is so because the solution procedures begin with the wrong premises. They, therefore, begin their problem-solving practices from the wrong place. The chapter reveals that the primary cause of the problem is human factor decay or underdevelopment. This being the case, both company profitability and longevity could be improved through programs aimed at the development of the appropriate human factor characteristics.

The remainder of this chapter concentrates on productivity. First, it looks at the concept of productivity and the tasks of the productivity manager. This section also discusses how the productivity manager fails to achieve intended objectives by not only focusing on incriminate resources and institutions, but also getting deeply buried in the activity of management firefighting. The following section discusses how employee performance effectiveness could be enhanced through successful human factor engineering programs. Next is presented a set of policy recommendations for both CEOs and productivity managers and, finally, the conclusion.

## THE PRACTICE OF PRODUCTIVITY MANAGEMENT

As noted in the foregoing paragraph, productivity is the heart of the business enterprise. And it hangs almost everything the company does. When productivity continues to grow, everyone involved in the company is very happy about the ongoing achievement. Alternatively, when productivity begins to show continuing downward trend, most people begin to be worried about what the program may be. To avert any such declines in the production of output, the production manager is clear in his or her mind about what productivity is. That is, production in general relates to the total amount of output produced by all inputs involved in the production process. In a sense, it is the overall yield achieved by the organization at a



particular period of time. To achieve the highest level of yield, the production manager pays particular attention to the production line—the systemized genesis of all operations concerned with the production of the specific good or service. Since the magnitude of the output is significantly affected by the specific contributions of each input involved in the process, it is the primary duty of the production manager to make sure that the average productivity of each unit input is as large as possible. In this regard, average labor productivity is defined as the per unit product. That is, the mean output turned out by each input. To the production manager the larger the productivity of each input the greater the output. This achievement also leads to ongoing increases in the profitability of the company.

To ensure that the production process yields the greatest possible out, the production manager concentrates his or her activities on overseeing the allocation and use of the available resources in the company. In most cases, the key inputs of the production function include labor, capital, technology, land, information and entrepreneurship. To the production manager, since it is the labor force that uses all the other inputs in the production process, the management process is essentially focused on the labor input. In the views of the traditional concept of management, for labor to be productive, it needs to acquire both knowledge and skills. It is believed in orthodox theorizing that a skilled labor force is much more productive than unskilled. Thus, the production manager usually passes new recruits through extensive management training programs. The activities involved in these programs are aimed at educating the new employees in the practices of the company. The management trainees are also assisted to acquire the requisite knowledge about the production process and their own activities. In addition, the new employees are encouraged to acquire thinking, conceptual, problem-solving, communications, team, and analytical skills. This type of training is usually referred to training in human capital acquisition. Once new recruits are passed through these programs, they are expected to assume their positions or duties and perform.

As soon as the new recruits begin their production duties, it is now the duty of the production manager to make the necessary inputs available to the labor force. The manager's task now focuses on how to allocate the available resources to individual employees in different segments of the company. The manager's pertinent job is then viewed as dealing with the use of labor, capital, technology, land, information, and other cooperant factors. This belief about management reveals that the production manager's time is allocated between resource allocation and the ongoing

monitoring and supervision of employee performance and also how each individual uses the assigned resources.

In most cases, this practice places the production manager in a category I hereby refer to as the main fire extinguisher. That is, the nature of the production manager makes him the key individual who deals with any problems that arise in the production process. For example, if there occurs any problem in the marketing department, the production manager runs there to make sure that the problem is approximately dealt with. Sooner or later, the finance department goes into flames and the production manager is summoned there. Just as he or she begins to come out with the necessary ideas for solving the problem, the advertising department is in a tornado. The production manager is then on the run again. In general, the production manager is now like a firefighter who hops from one spot or fire to another, doing his or her best to extinguish observed fires. Because there are too many fires to fight, sometimes concurrently, the production is mainly only successful in dampening the intensity of the fires, placing them in smoldering states. Sooner or later, some of these smoldering embers of coal receive some additional oxygen and then flare up again. Indeed, when this happens, a little problem that was not properly dealt with because the manager did not know the primary cause, the whole company may go into uncontrollable flames. The experiences of certain companies reveal that this phenomenon could lead to the demise of the business company.

As a result of this occurrence, the production manager experiences two significant problems—frustration and stress.

### FRUSTRATION

The production manager is now clear in his or her mind that all techniques used to contain organizational problems have been ineffective. Realizing that his or her efforts are being prevented from achieving the intended purposes, he or she becomes discontented and unhappy. At the point in time when this happens, the production manager begins to think about his or her position as a manager. Thoughts of being fired for being ineffective flash through his or her mind. This reflection generates deep feelings of anger against individual employees who are now viewed as the primary source of the problem. Production managers who have the power and authority usually collect names of some individuals and fire them—making them both scapegoats and deterrents to others. Having successfully accomplished the tiring process, some production managers are able to experience

some temporary relief. Yet, since the action taken was much more of a quick fix rather than effectively dealing with the problem, the problem remains. Most managers usually sense this failure a few days or weeks or months down the road. Realizing that danger still lurks like a vicious viper, they begin to be discouraged.

## STRESS

Production managers whose quick-fix solutions did not work sooner or later begin to experience huge magnitudes of personal stress. In certain cases, some of them begin to lock themselves in their offices, refusing to see employees. This is their way of avoiding further stress by no longer listening to any further complaints and problems. Similarly, such production managers refuse to take phone calls, asking their secretaries and immediate subordinates to lie on their behalf. In reality, it does not take too long a time for everybody in the company to be aware of what is happening. Everybody begins to be more frustrated. When the production manager perceives that this is the case, he or she experiences greater levels of stress. In time, depression takes over. The self-fulfilling prophecy is now a reality. The production manager is sooner or later relieved of his or her duties.

This failure, when not properly dealt with, could bring about the demise of the company. Alternatively, it could create formidable hindrances to the company's future success. In certain cases, the use of the traditional approach to problem-solving does not necessarily deal with the problem successfully. This phenomenon has CEOs dazed and usually worried about how to proceed.

However, there is an easy solution for this problem. Indeed, the human factor to management has well-thought-out and carefully laid down procedures through which production managers can successfully deal with any severe problems in the production process. In what follows, I present the human factor approach to management. The hope is that production managers will understand and make effective use of this approach in order to deal with pertinent problems.

## PRODUCTIVITY MANAGEMENT THE HUMAN FACTOR WAY

First, to place oneself in a vantage position to use the human factor approach to productivity management, the production manager needs to fully comprehend the human factor concept. This understanding will open his or her

mind to how the production management process could be achieved using the more effective human factor approach. It is critical for the manager to perceive the human factor.

Knowing now what the human factor concept implies, it is important for the production manager to recognize that the concept of production management is a misnomer. In reality, the primary task of the production manager is to help create the requisite environment within which subordinates can achieve their optimum performance. Unfortunately, in traditional management practices, production managers believe that they are problem solvers. As such, they make themselves monitors and supervisors. Yet, as discussed earlier, they fail in the long term when they focus their energy and time resources on fire-fighting activities.

To get themselves out of this mess, production managers of the twenty-first century need to alter their attitudes, behaviors, and actions as they relate to the production management process. In fact, from the human factor perspective, the production manager must engage himself or herself in two primary tasks. First, the production manager must of a necessity create the appropriate environment within which subordinate can perform at their best. Viewed from the human factor perspective, the ideal environment referred to here is about making available to all others a model environment that sets the standard for personal excellence anytime. The possibility of arriving at this state must serve as a powerful magnet to urge everyone to always shoot for the best that is possible. In order to accomplish this task, the production manager must also evolve and implement relevant programs aimed at assisting every employee to acquire the pertinent human factor characteristics. Every employee must be encouraged to work on the six dimensions of his or her human factor.

The human factor approach to management does not place too much emphasis on problem-solving through continuing monitoring and supervision activities. Instead, the approach is premised on the view that since at the heart of most production management problems are the employees, it is incumbent on the production manager to find ways and means of helping employees to not engage in activities that bring about the problems. To be successful in this regard, the production manager needs to concentrate about 80 % of his or her time on programs aimed at the human factor engineering. This is so because a successful human factor engineering program would diminish the need for continuing monitoring and supervision. In a sense, a production manager who is successful in helping subordinate acquire the precise human factor quality would yield the fruits of

higher employee productivity. This is because, unlike before, employees now engage in self-monitoring or supervision. All the production manager has to do is to assist every employee to outline his or her non-production goals or targets. Once this activity has been successfully accomplished, every employee goes to work—not stealing time to find out whether the manager is looking over his or her shoulder. Instead, the real concern of this employee is how to work harder to meet assigned production targets—taking quality into account.

The added bonus to the company, in general, is that all managers will now have the additional time at their disposal to be channeled into other productive activities. In the final analysis, the total company productivity would increase tremendously. The company's bottom line would skyrocket. In general, the benefits in terms of tranquility, collegiality, caring, acceptance, help, hope, and excellent governance are extremely huge. Some examples of these gains to the company include but not limited to the following long term larger market share, increasing profitability, survival, longevity, and many others.

In general, it is clear that the human factor approach to productivity is not only resource conserving, but also minimizes the rate at which crises may occur in the productivity process. It helps the manager to be on top of things without having to always monitor or look over the shoulders of subordinates. It also places strong confidence in both the abilities and judgment of the employees. As such, it indirectly motivates every employee and encourages him or her to perform and produce optional output. The human factor approach to productivity management minimizes the rate of management frustration and stress. As an approach that focuses on human factor engineering, it helps to draw the best out of each employee. It also helps develop new managers and leaders who can be strategically positioned in the company to perform relevant tasks.

## CONCLUSION

There exists a way out through the difficult and complex tunnels of management problems in the corporation. The actual hindrance to pursuing managerial goals and objectives is severe human factor decay—lack of integrity, dishonesty, fear, greed, and self-indulgence, disrespect for others, and so forth. All these are results of severe human factor decay and/or underdevelopment. Yet, few leaders and managers are willing to put their careers on the line to secure a stable future for the corporation. Many

leaders and managers in the corporation today prefer to put on deceptive masks—pretending to not see the pertinent problems that surround them. All they desire is to be called managers on whom the corporation confers rights and significant financial privileges to be enjoyed all year round. They do not only lose touch with reality, but also engage themselves in activities and/or lifestyles that insulate them against the plights of those who placed them in office. They become leaders and managers without “heads.” As such, they are engrossed fully with the enjoyment of their rights and financial privileges since they suffer from the disease of managerial amnesia regarding why their agents hired them to be their representatives in the corporation.

Regardless of these observations, however, we must not necessarily place the whole blame on them because educators are the people who actually failed to help the people they taught to acquire the positive main in their days of schooling. To deal successfully with this lopsided behavior, the social, economic, business, political, and educational machinery must assist every citizen to acquire the positive human factor. When a community of people is able to accomplish these tasks, the ongoing global competitiveness, profitability, and long-term survival of the corporation will be ensured for generations to come. It will be controlled and directed by leaders and managers that desire the best for all stakeholders.

## NOTES

1. Thereafter, the term *business organization* is used interchangeably with such terms as *organization* and *corporation*.
2. On the definition of the term *management*, see details in Holden et al. (1968), Campbell et al. (1970), Wortman and Sperling (1975), Mintzberg (1989, pp. 48–62), Smith (1984), Stewart (1987, pp. 385–391), Kanter (1982, pp. 95–102), Steiner (1969), Luthams (1988, pp. 127–132), Van Fleet (1991, pp. 8–31), Miner et al. (1985, pp. 2–23).
3. See the literature on the problems of the managers of the Oracle Corps in 1991 in Hitt et al. (1995, p. 318).
4. These problems cannot be solved through such techniques as managing by extrapolation, crisis, subjective, and hope (see David 1995, p. 197).
5. In management and leadership today, such problems as sexual harassment, conflict of interest, nepotism and lying, etc., are common in both developed and developing countries alike.

6. A more detailed discussion is presented in Adjibolosoo (1998, pp. 201–217).
7. Such ideological models of management include those of the classical school (i.e., scientific and administrative management); behavioral school (i.e., the Hawthorn studies, human relations, and contemporary behavioral science); the quantitative school (i.e., management science, operations management, and management information systems); and contemporary management theory (i.e., systems theory, contingency theory, etc.). See detail in Van Fleet (1991, pp. 33–61).
8. David (1995, p. 197) observed: “An unknown educator once said, ‘If you think education is expensive, try ignorance!’”
9. The two relevant universal principles of life are discussed in detail in Adjibolosoo (1998, pp. 193–200).
10. Recognizing this truth, Motorola focuses on intensive training and development program for its employees. In 1992, for example, Motorola spent \$120 m on human resource development. Each employee of the company spends approximately 36 hours per year on formal education and training activities. See details in Hitt et al. (1995, p. 18).
11. The six components of the human factor are spiritual capital, moral capital, aesthetic capital, human capital, human abilities, and the human potential. These are discussed in detail in Adjibolosoo (1995a, pp. 33–40).
12. It must be noted that there is historical evidence to show that leaders who stayed for a long period of time as kings, queens, prime ministers, and presidents and achieved little results failed to focus their attention on development. Examples include Suharto of Indonesia, Mobutu Sese Seko of the Democratic Republic of the Congo, and Ferdinand Marcos of the Philippines. However, any leader that commits himself or herself to continuing human factor development programs will, in the long term, leave a significant legacy of citizens who have either acquired the appropriate human factor characteristics or are pursuing it vigorously. It is also quite possible to note that such leaders might have reproduced themselves.
13. See details in Adjibolosoo (1998, p. 209).
14. Refer to Adjibolosoo (1998, p. 211).
15. The significance of love is discussed extensively in the psychological literature. See, for example, Singer 1984; Byrne 1969, 1971; Kerschoff and David 1962, Levinger et al. 1970; Walster 1970; Walster et al. 1961; Zajonc 1968).
16. Details are presented in Adjibolosoo (1998, p. 213).
17. See the complete listing in Adjibolosoo (1998, pp. 208–209).
18. These media communication techniques are discussed in detail in Adjibolosoo (1999).

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## A Productivity and Quality Improvement Model for Global Business Managers and Leaders

While the degree of interactions among the citizens of countries continues to exacerbate, every second, the rate of growth of global interdependence escalates event at a speed that is greater than that of light. Thus, today, what used to be an uncontested business terrain (i.e., safe, secured, or monopolized markets, and protected profit margins) can no longer be considered and/or deemed as such. That is, just as no particular business company or conglomerate anywhere within the global village can claim that its markets and their accompanying shares are eternally secured and exclusively reserved, so also can no other entrepreneurs, business owners, managers, leaders, and other employees elsewhere in the various global marketplaces can successfully continue to neglect forever what the consumer desires and makes demands for. These realities and observations must, therefore, serve as excellent eye-openers to the employees, managers, and leaders of every business organization who contemplate and plan for the institution of productivity and quality enhancement techniques.

As humanity, regardless of where people dwell on Planet Earth, get deeper and deeper to the twenty-first century, the ability to compete in the diverse global marketplaces becomes crucial in every sphere of our own individualized as well as combined lives. Employees, managers, and leaders of transnational corporations operating both at home and abroad must have to precisely identify and put in place various structures required to successfully compete in the global market. One way for accomplishing this goal is to develop grassroots productivity and quality enhancement techniques.

These techniques must be applied toward the identification of the primary objectives as well as the main sources of the key challenges to productivity growth and the newly emerging problems of quality and competitiveness.

It is also necessary that entrepreneurs, business owners, managers, leaders, and other employees of corporations strategically reposition themselves to face the challenges of cut-throat competitiveness, productivity decline, the manufacture and marketing of low quality products, the provision of, and the offer of poor services to consumers. As most people involved in global business ventures are aware, the entrepreneurs, business owners, managers, leaders, and other employees within their corporations have lost huge proportions of their market share in their own nations to companies from other countries. As has been extensively researched and documented, one of the basic contributing factors to the pertinent problems of globalized production processes, which finally lead to low productivity and poor quality goods and services is the gross lack of the desire, drive, willingness, commitment, keen attention to productivity, and quality enhancement programs. The usually well-known result is a great loss due to increases in the unit production costs and the too many poor quality products most consumer reject. Although this reality is sufficient reason to become more concerned with productivity and quality improvement practices and activities, there are still many more appealing ones, some of which are briefly discussed in the following paragraph.

With the foregoing presentation in perspective, the primary objective of this chapter is twofold. First, this chapter develops a theoretical model to determine and explain how much of a company's existing resources must be channeled into company-wide employee monitoring programs with the sole purpose of ensuring enhanced productivity and company longevity. The development of this model is aimed at how entrepreneurs, business owners, managers, leaders, and other employees must go about to determine the most efficient level of resource use, the recommended amount of monitoring, and the required and conducive level of labor force productivity necessary and sufficient to improve and increase gross output in both the short and long term periods. Second, the contents of this chapter lead to the various recommendations regarding how corporate global managers from all persuasions and departments must proceed to efficiently choose labor force productivity and quality enhancement techniques.

## ENHANCING LABOR FORCE PRODUCTIVITY

Knowledge only becomes useful to humanity when individuals who possess it also have the requisite ability, insights, willingness, and readiness to appropriately use it. Productivity growth and better quality products in the corporation and the social institutions all over the world can be improved through effective and relevant applications of the knowledge acquired through productivity practices and quality management research. To achieve and sustain these objectives, entrepreneurs, business owners, managers, leaders, and other employees alike must work intelligently and harder. Above all, they must pre-meditatively translate this knowledge into efficient productivity and quality enhancement activities. To effectively accomplish this goal in the long term, it is necessary and sufficient for them and their collaborators to select, adapt, and adopt existing techniques that have already been proven to work anytime.

To enhance and sustain higher levels of employee productivity, company profitability, global competitiveness, and longevity, it is necessary and sufficient to develop effective procedures for dealing with problems of declining input productivity and quality products at the initial stages of the design, production, and manufacturing processes. The chapter commences with discussions on the manager's concerns for how to determine the various proportions of the labor force that possess high as well as lower levels of the positive human factor qualities. With the availability of this information on hand, recommendations are made as to how to maximize the best deployment the percentage of the labor force that possesses the positive human factor qualities and at the same time minimizing the proportion of the labor force that exhibits the negative human factor qualities. This chapter is, therefore, aimed at the development of efficient procedures for selecting and effectively employing productivity and quality enhancement techniques. Several recommendations are made in regard to how these techniques can be applied toward the enhancement of productivity growth and quality improvement within the business organization. The balance of this chapter is designed as follows. The chapter takes an epitomized look at the basic definitions for productivity and quality. The traditional objectives of productivity and quality enhancement procedures being used by employees, business managers, and leaders are discussed. Factors that influence average labor productivity and quality improvement are also highlighted. The contents of this chapter are also mainly concerned with the development of

amalgamated criteria for choosing productivity and quality enhancement techniques.

Improvements in average labor productivity exert greater positive impact on human life. For example, *Ceteris Paribus*, improvements in labor force productivity and total quality enhancement lead to increases in the magnitude of the national cake. *Ceteris Paribus*, increasing national income will imply rising standards of living for every member of staff as well as shareholders and many others who are associated with the entrepreneurs, business owners, managers, leaders, and other employees of the organization (i.e., assuming equitable income distribution practices). This increase will later facilitate and strengthen the global competitiveness of the business organization. As the economy grows stronger, leading to increasing disposable incomes, welfare conditions will also improve. This will lead to ongoing improvements in education, health-care, quality of life, and other developments such as infrastructure, recreational activities, and many others. A sizeable proportion of these resources can be used to improve the quality of the environment by dealing with all forms of diverse deadly pollutants. Improved productivity and product quality will also help generate more revenues for the government through higher tax revenues. Since the expected impact of input productivity growth and quality improvement techniques are huge, leaders of governments and business organizations will not neglect the search for more efficient approaches aimed at raising labor productivity. Besides, by successfully implementing excellent productivity and quality enhancing techniques, managers will successfully reposition themselves to effectively deal with problems of declining labor force productivity and quality. This requires adequate knowledge of the diversity of factors that positively affect both short term and long term output growth.

Speaking to the foregoing issues, Gregerman (1984) notes that factors that facilitate productivity growth include:

1. Management interest, commitment, and involvement;
2. Clear company productivity improvement plans and objectives;
3. Communications and employee involvement;
4. Investment in plants, equipment, processes, and technology;
5. Top and middle management skills, attitudes and abilities;
6. First-line supervisory skills, attitudes, and abilities;
7. Incentives and awards;
8. Worker attitudes, skills, and loyalty;

9. Training of managers, supervisors, and the workforce; and
10. Union and employee relations.

Where possible, managers are required to work hand-in-hand with employees to institute the necessary conditions and programs for continuing output growth. For example, Groocock (1986, p. 111) notes that it is important “to work with the people performing the processes to ensure that they are competent and properly trained, that they are motivated to try to make defect-free products, and that they are given recognition of quality successes.”

Programs designed to improve productivity and quality must either detect and correct defects or prevent them from the design and production processes. The use of statistical quality control methodologies for assuring quality, management by objectives, quality circles, participative management, updating and improving existing technology, and effective monitoring of the various levels of the production process may lead to productivity and quality improvement.

Organizational managers and national leaders that desire and also hope to increase labor force productivity and make quality products for the global marketplace must commit to do so. That is, those individuals and members of groups of people committed to increasing labor force productivity have to invest in monitoring techniques since they may not have productivity and quality improving techniques in place as yet.

Productivity and quality enhancement managers must, therefore, identify specific monitoring techniques that fit their unique circumstances. The expected impacts of these techniques on labor productivity must be observable. The chosen techniques must meet the needs of subordinates; motivate employees; reduce absenteeism; raise morale; and enhance the relationship between management and employees.

The balance of the chapter is designed as follows: The following section contains a presentation of an epitomized definition for productivity and quality. The next section develops *a theoretical model* for determining *the optimal monitoring level*. While the immediately succeeding section develops an amalgamated criterion for choosing productivity and quality enhancement techniques in the corporate world, government dealings, and the social institutions, the final section contains the summary and conclusions.

## DEFINING PRODUCTIVITY AND QUALITY

In an attempt to develop criteria for selecting productivity and quality enhancement procedures, it is necessary to know what productivity and quality are. While to Crosby (1979), quality can be defined as *conformance to specifications*, Juran et al. (1974) look at quality as *fitness for use*. In view of these definitions, Groocock (1986, p. 115) suggests that: “the quality of a product is the degree of conformance of all the relevant features and characteristics of the product to all of the aspects of a customer’s need, limited by the price and delivery he or she will accept.” Thus, in the quality literature, there are many different ways for specifying what quality is and how to enhance it. Six major ways for doing so include:

1. Making statements about what the product is designed to do (i.e., its performance).
2. Procedures for testing the product’s conformance to what it is designed to do.
3. The design of the product.
4. Inspecting the product’s conformance to its design.
5. Specifying the various processes involved in the manufacture of the product.
6. Designing and applying different testing procedures to verify whether or not the manufactured product conforms to its original design and expected performance.

In view of these, the production of quality goods and services does not only involve the technical design and the product’s expected performance, but also the product’s ability to aid the consumer to achieve the expected level of satisfaction as well as the expected status one attains for having been a user of the particular product.

From the economist’s perspective, productivity is said to be the average output of each unit of labor (or any other factors of production under use). It usually refers to the amount of output produced by a given factor of production during a specified period of time. The productivity of a factor is said to have increased when it uses less inputs and yet turns out more output or uses the same amount of inputs to produce more output than previously. Productivity and quality cannot be separated in that by improving quality, productivity is also enhanced. In each case, effective and efficient use of inputs is necessary and sufficient.

With these definitions in perspective, the crucial question, however, is. How do we assist the existing labor force to become more productive and also remaining quality conscious? When procedures are instituted to achieve these goals, productivity and quality will improve tremendously. In this chapter, two suggested solutions to dealing with how to enhance quality as well as improve productivity and potential problems and challenges are discussed. There are two suggested solutions presented in the remainder of this chapter. These are the *direct* and *indirect* approaches to productivity and quality enhancement. Let us now turn to each of these and discuss *the Employee Monitoring Model*.

## THE TWO SUGGESTED SOLUTIONS

### *The Direct Approach*

To deal with the productivity and quality enhancement issue, managers must institute productivity and quality improving techniques either by (a) legislating them in every workplace, or (b) through cooperative-type management procedures that involve entrepreneurs, business owners, managers, leaders, and other employees in the technique choice process (i.e., participative management, employee empowerment, and many others) and its application and rules of ongoing engagement.

### *The Indirect Approach*

In cases where direct methods can hardly ever be used, entrepreneurs, business owners, managers, leaders, and other employees have to establish productivity enhancement and monitoring programs. These programs as well as the short- and long-term practices their applications induce must inform and propel those involved to work them to the best of their abilities. The rest of this chapter is solely devoted to the discussions of these techniques.

## THE ASSUMPTIONS OF THE EMPLOYEE MONITORING MODEL

Today, in the presence of severe human factor decay, most entrepreneurs, business owners, managers, leaders, and other employees also suffer from the perennial tyranny of the feelings and practices of shirking and absenteeism. To view these issues in this light is to argue that the state of



performance of the organizational labor force requires efficient monitoring practices and/or techniques to enhance the average labor productivity of everyone involved in the organization. Even though few people would challenge this view, a major question that remains unanswered concerns how much direct as well as indirect monitoring is necessarily required and sufficient toward the attainment of higher levels of labor force productivity growth in the corporation and the social institutions. What proportion of the available productive resources must entrepreneurs, business owners, managers, leaders, and other employees use toward the achievement of this goal anytime? To answer these questions from the human factor perspective, it is imperative we develop a model to assist and guide those involved to successfully determine or ascertain the optimal level of monitoring required to improve the expected labor force productivity. The development of this model requires certain pertinent assumptions. Among these presuppositions, the key ones include the following:

1. The total workforce can be easily classified into skilled and unskilled labor categories. The proportion of the workforce that is skilled is denoted as  $\varphi$ .
2. The proportion of time the individual employee either shirks or absents himself or herself from work within any particular season is represented as  $\alpha$ .
3. On a typical workday, the proportion of time each worker must be monitored in any form is given as  $\lambda$ . This implies that the worker will be left unmonitored  $(1 - \lambda)$  of the time, where  $0 \leq \lambda \leq 1.0$ .
4. Each worker has the tendency to either shirk or indulge in absenteeism or both.
5. The mean productivity for the skilled worker who neither shirks nor practices absenteeism (probably due to higher levels of the positive human factor qualities) is maximum output and is denoted as  $S^{\max}$  and that for the unskilled employee is labeled as  $U^{\max}$ . Similarly, the average productivity for a skilled employee who shirks and/or indulges in absenteeism is coded as  $S^{\min}$  and that for the unskilled employee is represented with  $U^{\min}$ .  $S^{\max}$ ,  $S^{\min}$ ,  $U^{\max}$ , and  $U^{\min}$  are square diagonal matrices whose elements are the outputs of all workers under consideration in each category per period of time.

Using these assumptions, Table 9.1 is derived. It is a pictorial representation of labor categorizations and worker behavioral patterns. From the

information in Table 9.1, the following worker categorizations are possible (but not explored further in the remainder of this chapter):

- (a) The probability that a worker belongs to the skilled class and does not shirk is computed as  $\varphi(1 - \alpha)$ .
- (b) The probability that a worker belongs to the unskilled class and does not shirk is calculated as  $(1 - \varphi)(1 - \alpha)$ .
- (c) The probability that a worker belongs to the skilled class and shirks is derived as  $(\varphi)(\alpha)$ .
- (d) The probability that a worker belongs to the unskilled class and shirks is arrived at as  $(1 - \varphi)\alpha$ .

### MODEL SPECIFICATION

Based on these assumptions and relevant information, if the employee under review is a skilled worker (sw), his or her expected labor productivity per period of time can be computed as:

$$ELP_{sw} = \lambda S^{\max} + (1 - \lambda)S^{\min} \quad (9.1)$$

Similarly, for a worker from the unskilled labor category (usw), the expected value of his or her average labor productivity is calculated as:

$$ELP_{usw} = \lambda U^{\max} + (1 - \lambda)U^{\min} \quad (9.2)$$

where ELP is *the expected labor productivity* per worker per period of time. The task of the manager, therefore, is to minimize wide fluctuations in the expected labor productivity for each worker category specified in Eqs. (9.1) and (9.2). Since these equations specify the values of expected labor productivity for each worker category respectively, the manager's primary goal is to minimize the expected output variance (see preliminary ideas in Adjibolosoo 1987, pp. 32–40). To accomplish this, it is necessary to derive the expected productivity variance for each skill category. That is, from Eqs. (9.1) and (9.2), the variance of the expected labor productivity per period of time for the skilled and unskilled worker categories are derived respectively as:

$$\text{Var}(\text{ELP})_{\text{sw}} = \lambda^2 \text{S}^{\text{max}} + (1 - \lambda)^2 \text{S}^{\text{min}} + 2\lambda(1 - \lambda)\text{Cov}(\text{S}^{\text{max}}, \text{S}^{\text{min}}) \quad (9.3)$$

$$\text{Var}(\text{ELP})_{\text{usw}} = \lambda^2 \text{U}^{\text{max}} + (1 - \lambda)^2 \text{U}^{\text{min}} + 2\lambda(1 - \lambda)\text{Cov}(\text{U}^{\text{max}}, \text{U}^{\text{min}}). \quad (9.4)$$

By combining Eqs. (9.3) and (9.4), the expected variance of labor productivity for both worker categories combined is computed as:

$$\text{EVar}(\text{ELP}) = \varphi \text{Var}(\text{ELP})_{\text{sw}} + (1 - \varphi) \text{Var}(\text{ELP})_{\text{usw}}. \quad (9.5)$$

Substituting Eqs. (9.3) and (9.4) into (9.5), the expected variance of labor productivity per period of time for both skilled and unskilled workers combined is calculated as:

$$\begin{aligned} \text{EVar}(\text{ELP}) = \varphi \left[ \lambda^2 \text{S}^{\text{max}} + (1 - \lambda)^2 \text{S}^{\text{min}} + 2\lambda(1 - \lambda)\text{Cov}(\text{S}^{\text{max}}, \text{S}^{\text{min}}) \right] + (1 - \varphi) \\ \left[ \lambda^2 \text{U}^{\text{max}} + (1 - \lambda)^2 \text{U}^{\text{min}} + 2\lambda(1 - \lambda)\text{Cov}(\text{U}^{\text{max}}, \text{U}^{\text{min}}) \right]. \end{aligned} \quad (9.6)$$

Using Eq. (9.6), the proportion of time ( $\lambda$ ) a worker must be monitored should be selected to minimize the overall expected labor productivity variance. That is, minimize the trace (tr) of  $\text{EVar}(\text{ELP})$  by choosing the appropriate level of monitoring to enhance productivity.

By partially differentiating Eq. (9.6) with respect to  $\lambda$ , we obtain:

$$\begin{aligned} \delta \text{EVar}(\text{ELP}) / \delta \lambda = \varphi \text{tr} \left[ 2\lambda \text{S}^{\text{max}} + 2(1 - \lambda)(-1)\text{S}^{\text{min}} \right. \\ \left. + 2\text{Cov}(\text{S}^{\text{max}}, \text{S}^{\text{min}}) - 4\lambda \text{Cov}(\text{S}^{\text{max}}, \text{S}^{\text{min}}) \right. \\ \left. + (1 - \varphi) \text{tr} \left[ 2\lambda \text{U}^{\text{max}} + (1 - \lambda)(-1)\text{U}^{\text{min}} \right. \right. \\ \left. \left. + 2\text{Cov}(\text{U}^{\text{max}}, \text{U}^{\text{min}}) - 4\lambda \text{Cov}(\text{U}^{\text{max}}, \text{U}^{\text{min}}) \right] \right] = 0. \end{aligned} \quad (9.7)$$

Collecting terms with  $\lambda$  together on the left hand side and all others on the right hand side, the value of  $\lambda$  that minimizes the expected variance is given as:

$$\lambda = \theta/\omega \quad (9.8)$$

where:

$$\theta = \varphi \text{tr}[\mathbf{S}^{\min} - \text{Cov}(\mathbf{S}^{\max}, \mathbf{S}^{\min})] + (1 - \varphi) \text{tr}[\mathbf{U}^{\min} - \text{Cov}(\mathbf{U}^{\max}, \mathbf{U}^{\min})]$$

and

$$\begin{aligned} \omega = & \varphi \text{tr}[\mathbf{S}^{\max} + \mathbf{S}^{\min} - 2\text{Cov}(\mathbf{S}^{\max}, \mathbf{S}^{\min})] \\ & + (1 - \varphi) \text{tr}[\mathbf{U}^{\max} + \mathbf{U}^{\min} - 2\text{Cov}(\mathbf{U}^{\max}, \mathbf{U}^{\min})]. \end{aligned}$$

From Eq. (9.8), it is clear that if the labor force is mostly unskilled (i.e.,  $\varphi = 0$ ), then the proportion of time the worker must be monitored is derived as:

$$\lambda = \frac{\text{tr}[\mathbf{U}^{\min} - \text{Cov}(\mathbf{U}^{\max}, \mathbf{U}^{\min})]}{\text{tr}[\mathbf{U}^{\max} + \mathbf{U}^{\min} - 2\text{Cov}(\mathbf{U}^{\max}, \mathbf{U}^{\min})]}. \quad (9.9)$$

Similarly, if the labor force is mostly skilled (i.e.,  $\varphi = 1$ ), then the proportion of the time that the labor force should be monitored has a value of:

$$\lambda = \frac{\text{tr}[\mathbf{S}^{\min} - \text{Cov}(\mathbf{S}^{\max}, \mathbf{S}^{\min})]}{\text{tr}[\mathbf{S}^{\max} + \mathbf{S}^{\min} - 2\text{Cov}(\mathbf{S}^{\max}, \mathbf{S}^{\min})]}. \quad (9.10)$$

Assuming that there exists no covariation between the performances of skilled workers who shirk and those who do not, and carrying this assumption over to the unskilled worker category, Eq. (9.8) can be re-written as:

$$\lambda = \frac{\varphi \text{tr}(\mathbf{S}^{\min}) + (1 - \varphi) \text{tr}(\mathbf{U}^{\min})}{\varphi \text{tr}(\mathbf{S}^{\max} + \mathbf{S}^{\min}) + (1 - \varphi) \text{tr}(\mathbf{U}^{\max} + \mathbf{U}^{\min})}. \quad (9.11)$$

With this assumption, Eqs. (9.9) and (9.10) also revert respectively to:

$$\lambda = \frac{\text{tr}(\mathbf{U}^{\min})}{\text{tr}(\mathbf{U}^{\max} + \mathbf{U}^{\min})} \quad (9.12)$$

and

$$\lambda = \frac{\text{tr}(\mathbf{S}^{\min})}{\text{tr}(\mathbf{S}^{\max} + \mathbf{S}^{\min})}. \quad (9.13)$$

In the dichotomous cases specified in Eqs. (9.12) and (9.13), simulation results stated in Table 9.1 point out clearly that as the labor force becomes more and more unskilled, it is necessarily required to increase levels of monitoring to assist them remain more productive. While the  $\lambda$  value reported against  $\lambda_{\text{sing}}$  are for a single design matrix, those reported for  $\lambda_{\text{mean}}$  are the average values computed for many different design matrices.

It is just for comparison purposes. The results presented in Table 9.1 point out that as the value of  $\varphi$  tends towards zero, the value of  $\lambda$  increases towards 1.0. This is, however, not the case for the skilled labor force. Starting with higher monitoring levels, as their productivity increases, skilled labor requires less and less levels of monitoring to increase productivity. This is revealed in the value of  $\varphi$ . As it increases towards 1.0, implying an increase in the proportion of the skilled labor force, fewer resources are required for monitoring. In view of this result, it is obvious that members of the skilled labor force (i.e., professionals) who have learned to perform their duties efficiently will do so with little or no monitoring. This being the case, most of the available monitoring resources must be channeled into programs aimed at the enhancement of the productivity of the members of the unskilled workforce.

For the non-dichotomous case specified in Eqs. (9.8) and (9.11) where  $\varphi$  lies between 0.0 and 1.0, the value of  $\lambda$  increases as  $\varphi$  approaches 0.0. That is, the larger the proportion of the skilled worker category in the labor force, the less resources are required for monitoring. It is, however, intuitively sensible to suggest that when the manager is faced with the dilemma of who to monitor initially, the choice must be the skilled worker category (who probably shirks and/or indulges in absenteeism). This is so because resources spent to monitor their work will add more value to total output than when put into monitoring unskilled workers.

**Table 9.1**  $\varphi$  and corresponding  $\lambda$  values

$\varphi$	0.00	0.30	0.50	0.70	0.90	1.00
$\lambda_{\text{sing}}$	0.40	0.35	0.33	0.32	0.31	0.31
$\lambda_{\text{mean}}$	0.43	0.39	0.36	0.35	0.34	0.34

This result leads to the conclusion that in the initial stages of any productive process, members of the highly skilled workforce, who are known to be inclined toward shirking or indulging in any acts of absenteeism, must be supervised more extensively than any others from the unskilled workforce. Over the duration of time, however, as the skilled workforce begins to perform tasks with little supervision (i.e., probably due to their affluence in the positive human factor qualities), resources allocated for monitoring must be shifted fully to the unskilled workforce. It is necessary to concentrate initial monitoring efforts on professionals when necessary because they have the required training, knowledge, and the ability to make things happen—especially those who lack the positive human factor qualities. Their services are required for continuing on to greater levels of productivity and sustained output growth. Their expertise can also be garnered for the primary purpose of assisting the members of the unskilled workforce to improve their productivity on an ongoing basis.

### IMPLICATIONS OF THE RESULTS OF THE MODEL

In view of these derivations and observations made from the results of the monitoring model, the choice of productivity and quality enhancement techniques must be determined by the amount of monitoring required to keep a specific worker category productive. That is, the value of  $\lambda$  is not only a pointer to the degree of monitoring required, but also helps in determining what programs to select for boosting worker productivity. In cases where the value of  $\lambda$  is very small (i.e., close to zero), the workers are already being productive and require little monitoring since they are more skilled. In this case, productivity enhancement programs may not be necessary. What is required is a congenial work environment, appropriate cooperant factors, and excellent managerial attitudes and assistance, and above all, fair remuneration packages as well as the strengths of employee feelings regarding the degree of respect accorded and the reality of inclusivity and respect.

Alternatively, when the magnitude of  $\lambda$  is very high, workers identified as such have to be placed under strict productivity enhancement programs since most of the labor force in this category is the highly unskilled. These programs must be carefully selected to promote company-wide worker productivity. The selection process must, however, involve the workers under consideration. The development and implementation of this process is discussed in detail in the following section.

Using the simulation results, not only does the model illuminate, but also leads us to conclude that since the more skilled workers have a greater tendency for increasing output, management must ensure that acts of shirking and/or engaging in absenteeism are significantly minimized. If this is not done in a timely fashion, the desired maximum output will never be attained and sustained in the business and social institutional settings in the long term. It is, therefore, true from the model's empirical results presented in Table 9.1 that management will be acting more effectively when a greater proportion of monitoring resources are utilized on the appropriate skill category of workers. That is, when two workers from different skill categories are observed to be indulging in the practice of absenteeism, more monitoring resources must be devoted to the members of the highly skilled worker category than to the unskilled employee group. The company's final output will be higher than if scarce FEET resources are used otherwise. This is true because to be productive, every unskilled employee has to be monitored extensively in a 24/7 fashion. However, regardless of how efficiently this action step is accomplished, the unskilled worker may not turn out output levels that are equal to or greater than those of the skilled worker categories. It is, therefore, more intuitively sensible, based on the model's results, to spend most of the available resources to monitor the performance of skilled employees who probably shirk.

Although continuous monitoring may lead to improvements in the productivity levels of unskilled workers, it will be more effective to encourage these workers to undertake more training than placing them under strict productivity enhancement programs. It is crucial, therefore, that members of the management team be careful in regard to which policy to pursue (i.e., further education or productivity improving or monitoring programs). When the value of  $\lambda$  suggests that there be more monitoring, it is management's duty to determine what action steps to pursue. In cases where management suspects that the monitors themselves may not be effective (probably due to their own deficiencies in the positive human factor qualities), education, therefore, will be the best and, therefore, the most frequently selected policy action.

### AMALGAMATED TECHNIQUE CHOICE CRITERIA

Although, as pointed out earlier, many techniques exist for enhancing productivity and quality, it is usually unfortunate that both top and middle level management and workers do not necessarily agree on the ranking of

the effectiveness of each of these programs and/or factors as to how they impact productivity growth and quality improvement. For example, while members of both levels of management sometimes belittle factors that are usually ranked higher and considered to be crucial by employees, these workers in turn place lower premium on factors members of the management class deemed to be important.

This diverging perception must be diminished when the members of the management team want to evaluate the impact of productivity enhancement procedures. To do this, it is necessary to develop some objective criteria that are perceivable and acceptable to both management and workers for evaluating the impacts and roles of the selected productivity enhancement techniques. These criteria must uncover problems relating to:

1. Employee turnovers;
2. Commonly made errors;
3. Sources of defects;
4. The gross waste of time and material resources;
5. Poor communications in all areas within the organization;
6. Insufficient programs aimed effective employee support practices and co-operation;
7. Design-related problems;
8. Unrest between employees;
9. Management and unions;
10. Interference in decision-making;
11. Witch-hunting; and
12. Many others.

Effective and efficient productivity enhancement techniques must be aimed at sparking and sustaining employee motivation, raising morale, and job fulfillment. A fulfilled employee is not only a satisfied and contented person, but also a loyal and productive worker.

Watson (1979, p. 52) notes that participants of management training programs usually do not only want to know how to operationalize techniques, but also how to recognize what one must do or put in place for successful implementation of the theory in question. It seems appropriate, therefore, that when a manager is faced with the opportunity to choose productivity enhancement techniques, the interests, concerns, and welfare of employees must be kept in mind as a topmost priority. The selection and use of productivity enhancement techniques must be accompanied with:



1. Seminars and training sessions.
2. Clear-cut evaluation or examination procedures to test the effectiveness of the methodology being applied.
3. The provision of assistance to those who are implementing the procedure.

Regardless of what productivity managers decide to do, each selected procedure must be organizationally appropriate, attainable, specific, measurable, and effectively coordinated (Watson 1974, 1979).

Research, development, and the most effective applications of available information technology must serve as the basis for productivity and quality enhancement programs. Moskal (1984) suggests that “tightly managed systems and programs to achieve greater employee dedication should be integrated and considered as complementary to each other...” By accepting and adopting this view, it follows immediately that those who are engaged in the creation and development of productivity enhancement methodologies must pay keener attention to factors that drive productivity. Moskal (1984, p. 9) suggests that:

The basic concept of increased productivity, producing more output per unit of input effort, suggests that optimum improvement comes by focusing on both the numerator (output) and the denominator (input) of the productivity ratio—not merely on the denominator (cost) alone. We should therefore examine the key drivers contributing to the productivity accomplishment in both areas of output and input. Volume expansion programs should reflect the best opportunity identified for volume gain, based on the existing or planned strength of business. On the input side, to take advantage of cost, material technology offers a wide opportunity for lowering the cost of products and processes or opening up new markets. Factory automation provides opportunity not only for reduction of labor, but also higher quality. Reliable suppliers, tightly managed systems and programs to achieve greater employee dedication should be integrated and considered as complementary to each other since they affect shorter delivery cycles and inventories, improve quality, lower costs and produce a higher yield from processes.

To Moskal, while output is driven by worldwide view, growth products, share leverage, quality image, focused investment and long-term commitment, the input is driven by factors such as material technology, reliable suppliers, factory automation, quality emphasis, disciplined systems and dedicated employees. By accepting and adopting this view, it follows

immediately that productivity and quality enhancement methodologies must definitely pay attention to these factors that drive productivity. Moskal (1984) could not have been any more accurate when he points out that “Supportive employee attitudes are of prime importance to the achievement of high productivity goals. This factor pervades all functions and activities of the business. Improved work climates, implemented by all management levels, will contribute indirectly to the achievement of productivity objectives.” While some workers may be pleased and excited about productivity enhancement techniques, others may be unhappy about them. It is, therefore, necessary to ensure that techniques being used will enhance free and cooperative employee involvement. Productivity and quality managers all over the world must devise techniques for overcoming every potential barrier to productivity growth and quality improvement. In what follows, I present a model of measurable or observable criteria for determining whether a selected technique or program will be useful or not.

In the modern business world, the main desire of management is to see to it that productivity and quality are improved upon. This is the case because the global competitiveness of nations and businesses depends strongly on it. As noted earlier, there are many techniques usually put in place to help deal with declining input productivity and low quality output and services. Some of the major techniques in use today include asset management, management by objectives, cost effectiveness (efficiency), quality circles, programs aimed at zero defects, value engineering/analysis, teaching and applying fundamental principles of statistical quality control, participative management, updating and improving upon existing techniques and/or technology, effective monitoring of the various levels of production processes, frequent application of productivity and quality measurement techniques, computer-aided design (CAD), checking and controlling suppliers’ systems for quality improvement, and many others. These techniques are extensively discussed in many books on productivity improvement (see for example, Grocock 1986).

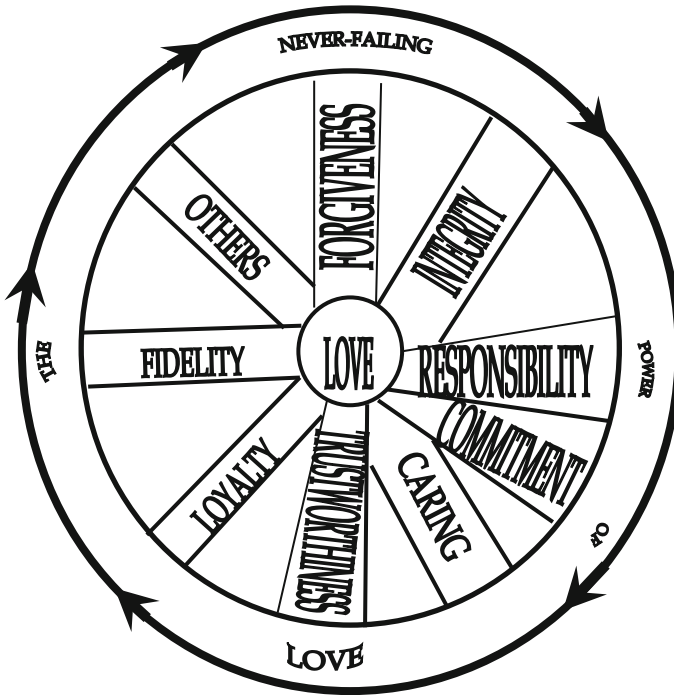
At the inception of the productivity-enhancing program, all employees must be involved in the design, decision-making meetings, and the implementation processes. Since it is the employees who will implement and work all chosen techniques, they need not only be told what the members of the management team desire to do and be commanded to passively listen and obey, but must also be encouraged to provide relevant input. Figure 9.1 models the entire process of technique selection. To successfully accomplish this task, an excellent starting point could be a well-organized

brainstorming session. The philosophy underlying this process maintains that people will not necessarily work against their own ideas. As is usually the case, productivity and quality improvement do not just happen. People who are caring and responsibly involved in the total production and manufacturing processes bring these results into existence.

During organized brainstorming sessions, all employees who would be involved in the implementation of the productivity improving programs must be given the opportunity and freedom to make their own suggestions. There must be no criticisms or discouraging comments while individual suggestions are put forward. In a less intimidating but more structured manner, employees can be asked to list suggested techniques. A facilitator must be elected to co-ordinate the process of amalgamating all suggested ideas. Later, all participants must engage in extended discussion sessions to select the more prominent techniques. All selected productivity enhancement techniques must, therefore, be ranked according to their expected effectiveness.

It is important, therefore, to go through an extensive pre-implementation evaluation process. That is, there must be a thorough discussion of the relevant conditions (i.e., evaluation criteria) that must be satisfied by each productivity enhancement technique for it to be used permanently. Some of these criteria are specified in Fig. 9.1 and discussed later. Assuming that each productivity enhancing procedure successfully passes through practical application procedures or tests (as specified in Fig. 9.1), a program of evaluation must be implemented to test the performance of each technique. When this testing program is in place, both management team members and employees must be able to evaluate the initial performance of each criterion. Every technique that exhibits visible signs of facilitating productivity growth must be applied to productivity improvement programs. The step-by-step process is shown in Fig. 9.1.

If, however (as illustrated in Fig. 9.1), the technique selected through brainstorming and evaluation criteria does not pass initial application tests, the management team members and workforce can do one of two things. First, depending on the perception about the extent of damage caused by this criterion, it can be discarded immediately on the grounds that it has little potential for achieving productivity improvement (see Fig. 9.1). If, however, it is observed that the poor performance of the technique was due to misapplication, although has great promises, its application process can be revised and refined by using new insights gained from its initial application. This technique is then passed through the system a second time. If



**Fig. 9.1** Positioning leadership functions and tasks in the wheel of love (Source: See Adjibolosoo (2005, p. 126))

management–employee perceptions are accurate, this procedure must pass the test the second time. Otherwise, it must be abandoned immediately (See Fig. 9.1).

Productivity and quality improvement evaluation criteria are presented in detail in Adjibolosoo (2005, pp. 119–148). Although there are many different ways to evaluate the effectiveness of productivity enhancement techniques, they all fall under various categories. Whichever technique is used, it must take the interests of the organization, management, employees, and the unions into account. Productivity improving techniques that ignore any members of these groups will experience difficulties. It is not only necessary to accurately evaluate the effects of each procedure on employee motivation, creativity, innovation, and morale, but also its impact on all processes and procedures must be noted. Similarly, the influence of

the technique on management–union relationships and interactions must be evaluated frequently.

From the perspective of all employees, the technique must also lend itself to evaluation processes based on employee perceptions, reactions, attitudes, and views. For example, if the application of a particular productivity and quality improvement technique leads to low employee morale, high turnover rates, increased absenteeism, and so on, it has to be either re-evaluated immediately or discarded without any further hesitation. If the technique cannot lead employees to increase productivity and quality, it must not be used. It is, however, necessary to exercise caution in this case. Sometimes, when a technique leads to these kinds of behaviors, a thorough investigation must be conducted before any decisions are made regarding whether or not to abandon it. Just make sure that a technique that has great potentials is not prematurely discarded because one or two employees are opposed to its use. If whatever is causing the grief and pain for these workers can be found and dealt with, it is likely that the technique will prove successful in the long-term. In the same way, caution must be exercised to ensure that each technique in use has the power to create management–employee harmony in the workplace. Techniques that are foreign must be carefully adapted to avoid any cultural dissonance. Procedures selected must be appropriate, specific, measurable, attainable, and effectively coordinated.

Past experiences of both management and labor must not be dispensed with. If some employees once worked in jobs where such techniques produced futile results, these workers must be given the opportunity to describe or explain what they observed. When management and employees are convinced that the technique in question does not meet the expected standards, they must be discarded (See Table 9.2 and Adjibolosoo 2005). Prudent judgment in this regard will not only be rewarding, but also save management from frustrations in the long term.

Although this is an easily applicable model, certain pertinent problems may arise in its implementation. For example, the application of an unexamined productivity and quality enhancement procedure may have devastating impacts on national output. Similarly, frequent changes of management and high employee turnover are not conducive to a proper and effective application of the model. The model requires stable management and workforce interactions and relationships. The effective application of this model in all contexts requires cordial and healthy cooperation between management, unions, and employees. Vigilance and caution are required for the identification of techniques that have few promises. They

**Table 9.2** Key factors to improve productivity from the perspective of top and middle managers and workers

<i>Rank</i>	<i>Factor</i>	<i>Top management</i>	<i>Middle management</i>	<i>Workers</i>
1	Management interest, commitment, and involvement	H	H	M
2	Clear company productivity-improvement plans and objectives	H	H	M
3	Communications	M	H	H
4	Employee involvement	M	M	H
5	Investment in plants, equipment, processes, and technology	H	M	L
6	Top and middle management, skills, attitudes, and abilities	M	M	M
7	First-line supervisory skills, attitudes, and abilities	M	M	M
8	Incentives & awards	L	M	H
9	Worker attitudes, skills, and loyalty	L	L	H
10	Training of managers, supervisors, and workforce	M	M	L
11	Union and employee relations	L	M	L

Source: Gregerman, I. B. 1984. *Productivity Improvement: A Guide for Small Business*. Table 4.2, p. 133

must be discarded as soon as possible before they cause any extended havoc to productivity and quality enhancement programs.

Improving labor productivity in the corporation, social institutions, and national economies must go beyond the wishful thinking and lip service stages. When productivity managers desire to increase labor productivity, they must work to enshrine this desire in the whole educational system. Both teachers and students must work together to improve the quality of instruction and learning. The morality of productivity growth must be taught and made to take roots in the minds of everyone who goes through the formal educational system. It is true that not until cultural mindsets are changed, little change will occur in labor productivity. In a sense, I am advocating for productive work ethic to be developed through new educational programs. There is no magic formula for productivity growth and quality improvements. When managerial attitudes towards productivity increases and quality concerns change in the positive direction, average per capita income will change too. This attitudinal change can neither be legislated nor forced. Effective education regarding the full implications of

productivity growth and quality enhancement would facilitate genuine attitudinal change towards dedication and commitment to attaining positive changes in the corporation and social institutions.

Managers need to study the hindrances to productivity growth in their countries and devise educational programs to deal with them. In this regard, managers have a lot to gain from existing research from advanced countries on productivity and quality management. Productivity and quality changes will not occur by default. They will, however, be achieved through specific and deliberate programs (mostly formal and informal educational programs). It is people who initiate change. Such people always pursue change until they see it happen in their own society.

### OBJECTIVES OF PRODUCTIVITY AND QUALITY IMPROVEMENT PROGRAMS

Several traditional procedures exist for improving upon quality. These include procedures for detecting defects and methodologies to correct these defects; the prevention of defects from the development of the design and production processes; and the use of statistical control methodologies for assuring quality. For example, Groocock (1986, p. 111) notes that:

In manufacturing, there are general methods of defect detection. The first is process capability and control. If products are manufactured by processes that are statistically capable of making almost defect-free product, and the processes are held under statistical control, few defects should be made. The second is a series of methods applicable to running production line that is making defects of different kinds. Data on the frequency and types of defects is collected systematically, analyzed quantitatively, with the causes of the defects being determined and corrected. The third method is to work with the people performing the processes to ensure that they are competent and properly trained, that they are motivated to try to make defect-free products, and that they are given recognition of quality successes.

The production of quality goods and services involves many issues. In general, companies that hope to produce quality items must be committed to doing so. This commitment must involve cost-cutting procedures and techniques that are able to lead to building quality into the product at the manufacturing stage. Businesses committed to quality must have to invest in statistical quality control techniques. All workers of quality control circles must have to be educated to use these techniques. Similarly, such businesses

must have to pay attention to consumer reports and complaints in order to meet their needs. Firms that win the quality war have a great chance of not only improving upon their global competitiveness, but also increasing their market share as long as their customers' needs are fulfilled. Groocock (1986) notes further that:

A company that is serious about quality and quality improvement must ensure that all of its efforts are not nullified by dishonesty. This can only be done by effectively communicating that such behavior is not acceptable to the company. Dishonesty must be excluded from the list of subjects which managers consider in making trade-offs or establishing priorities. Despite pressures for performance and profit, they must know that there are some responses that are not permitted.

It is clear from this that businesses cannot continually profit at the expense of customers by producing and marketing shoddy goods and services. Any dishonesty will be severely punished by consumers by refusing to purchase products that do not meet their required standards and expectations. Managers have to realize that they must cooperate with their subordinates in order to achieve the best for their companies. These are some of the main reasons why productivity and quality enhancement techniques must be selected and applied with care and caution.

Our concerns and rules must help us identify productivity and quality enhancement techniques that can positively affect productivity and quality. That is, expected impacts on business strategies, operations and technologies must be clearly observable. When we develop productivity and quality enhancement methodologies, it is necessary to keep in mind the role of goal setting, effective planning, keeping and analyzing progress reports frequently, concern and care for the needs of subordinates, a constant review of competitors' technologies, reducing employee absenteeism, increasing employee morale, understanding people and processes involved and clear communication with employees in regard to why the company is concerned with productivity and quality improvement.

Gregerman (1984), by combining different surveys conducted by the Gray-Judson Inc. (1981) and the Chamber of Commerce of the USA (1980 and 1981) isolated certain key factors top management and employees deemed to help improve productivity. These results are presented in Table 9.2. The rankings are based on a procedure that assigned 5, 3 and



1 to high (H), medium (M) and low (L) to each management category and workers surveyed. Though these may not represent all the factors that help enhance productivity, they are a broad generalization of many factors that affect productivity improvement in companies. A careful scrutiny of the information in Table 9.2 reveals that there seems to be some bias in the ranking and perception of the role of each factor in enhancing productivity. For example, while both levels of management seem to sometimes belittle factors that are usually ranked high and considered important by workers, so also do workers in turn place lower premium on factors deemed important by members of the management team. This self-selection bias must have to be diminished when we actually want to know and evaluate more properly the impacts of productivity and quality enhancement procedures. To do this, it is necessary to develop more objective criteria for evaluating the impacts and/or roles of selected productivity and quality enhancement procedures.

Above all, these criteria must be able to uncover problems relating to employee turnover, commonly made errors, sources of defects, waste of time and material resources, poor communication in all areas, insufficient employee support and cooperation, design-related problems, unrest between employees, management and unions, interference in decision-making, and witch-hunting.

## CONCLUSION

Growth in global competition will continue to escalate in the twenty-first century and beyond. Every business must have to develop techniques for survival in the global marketplace. This requires immediate institution of productivity and quality enhancement programs. These programs must be carefully selected and articulated so as to achieve what they are expected to. Companies contemplating such programs would find the model useful. They must successfully pass through the selection criteria suggested by the model. To begin such programs, it is necessary to have brainstorming sessions where management and employees can discuss freely productivity and quality enhancement programs.

Every manager, regardless of the field of management duties, has to develop techniques for survival in the global market economy. This requires immediate institution of productivity enhancement programs. These programs must be carefully selected or articulated to achieve what they are designed for. By motivating employees, productivity and quality increasing programs will have the power to achieve expected goals. Managers

contemplating such programs will find the models presented in this chapter useful. Each selected program must successfully pass through the selection criteria suggested by the model. Where these programs are lacking, effective monitoring procedures must be put in place. When these are effectively implemented, positive productivity and quality changes may occur in the organization, social institutions, and national economies.

People of any every nation state have to develop techniques for survival in the global economy. This requires immediate institution of productivity enhancement programs. These programs must be carefully selected or articulated to achieve what they are designed for. By motivating employees, productivity and quality increasing programs will have the power to achieve expected goals. People who are contemplating such programs will find the models presented in this chapter useful. Each selected program must pass through the selection criteria suggested by the model. To begin such programs, it is necessary to have brainstorming sessions where management and employees can discuss freely labor productivity growth and quality improving programs. Where these programs are lacking, effective monitoring procedures must be put in place. When these are effectively implemented, positive productivity and quality changes may occur in these economies.

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## Human Factor Engineering: The Best of All Alternatives

Without question, those involved in the design and implementation of *the human factor model* have a more powerful technique with which to achieve the intended objectives of the HR function other than the avid applications of solution techniques that are based on the indiscriminate legal authority (i.e., the unrestrained creation and utilization of regulations and policies—the Weberian view of bureaucratic effectiveness). Until conscious efforts are made on an ongoing basis to successfully change the current practices of ongoing applications of the legal solution to the HRs Function and its associated practices (i.e., shifting from regulations and policies to human factor development), it will remain too difficult to improve the various work environment, their associated climates, and management–employee effectiveness.

In the remainder of this chapter, a brief review of the genesis of the foundational knowledge and principles of HR administrative practices is presented in the next section. The contents of Sect. 3 of this chapter concentrate on the Outcomes of Institutional Development and Practices (i.e., legal) and its associated practices (i.e., regulations and policies). In this section, not only are specific HR regulations and policies highlighted, but also the scorecards (i.e., legal proliferation and ineffectual case law) of the avid pursuit of the legal solution to the complex problems that have dogged the HR administrative practices to date are presented. That is, in this section, the effectiveness of the legal solution is evaluated in terms of legal challenges to the applications of HR law. The ineffectiveness of the

excessive legal proliferation, the changing nature of law, and the true intent of HR regulations and policies are also interrogated from a critical human factor perspective.

In Sect. 4, *Human Factor Engineering: A Better Alternative to Legal Solutions* (i.e., education aimed at dealing with the neglected the positive dimensions of the human factor) is proposed as a better alternative to the legal solution. It is also pointed out that until the positive qualities of the human factor are developed, it will be difficult—if not impossible—to abandon the legal solution all together. In the event this is the case, we will never find any long-term solutions to the key impediments to effective HR administration.

To be successful in carrying out the HR function, policies, and administration, however, every 4Ps portfolio requires the caliber of people who possess and are affluent in the positive qualities of the human factor. These people are required for the initiation, creation, implementation, and the most efficient execution of the functions of individuals who are involved within the social institutions and the practices of science and technology. Without question, a more thorough reading and re-reading of the message in the poem quoted in Chap. 3 reveals that the heart of the human problem of poor management, leadership ineffectiveness, and labor force underdevelopment is the result of group member ignorance on the part of people involved in the business development processes and the tons of dead works they become engaged in during their day-to-day activities. It is quite possible that as a result of the different kinds of agenda people involved are engaged in, it is usually too difficult to abandon and also leave far behind what is not working to refocus on what works better only in the long term. To alter this long-term dismal and forever deplorable situation, professors of any persuasions also must not only give knowledge and only solely expect its playback to them by their students, but also create the requisite environment and gloriously propelling opportunities through which the learners become fully engaged in the learning activities to become principle-centered business owners, managers, leaders, employees, and co-creators through excellent 4Ps portfolios essentially aimed at ongoing human factor development.

Viewed from the human factor perspective, if any members of communities or countries are to improve the effectiveness of their existing HR administrative policies and practices, it is imperative they fearlessly revisit the works of the various scholars of the scientific management school and its other associated movements in order to re-educate themselves regarding

their views on and contributions to the science of HR administration, policies, practices, and management.

With the foregoing implications in perspective, the primary objective of this chapter is to lead, guide, and show how to discover better procedures and more efficient alternative techniques for dealing with the neglected positive dimension of the human factor and their short term as well as long term implications for HR laws, their administration and enforcement. That is, we must become more keenly involved and forever remain aware that the institutional development paradigm (i.e., the applications of legal authority and its enforcement) has not worked as effectively as we had hoped for since its inception—thousands of years ago. There is definitely a better alternative. This alternative is the *human factor way!* This long-neglected sphere of human life and option is, indeed, the human factor model of HR development, deployment, administration, and enforcement. The primary focus of the human factor model of the HR administration is about concentrating the available scarce FEET resources on developing and improving the quality of people's human factor qualities prior to their hiring and also during their full tenure of employment.

It is, however, crucial to know and remain aware that the indiscriminate as well as inordinate veneration and application of solutions that deal with the prevailing HR problems at the workplace are not only inefficacious quick fix courses of action, but also impotent, unproductive, and useless accommodative procedures that, although may successfully lead to the temporal postponement of the day of doom in the short term, ensure the total failure of the HR function and its practices in the long term.

In light of the foregoing truths, it is important to remain aware that the development, implementation, and enforcement of the existing HR regulations and the implementation of the 4Ps portfolios based on existing procedures and practices of HR laws do not necessarily effectively deal with the primary root causes of the hindrances to the successful accomplishment of the HR function and its practices in every sphere of human endeavors. Since it is the quality of the human factor that exerts the greatest impact on the environment, climate, the existing state of collegiality, morale, commitment levels, and individual effectiveness at the diverse workplaces, those involved in the HR function and its practices will be more successful in accomplishing their intended objectives as well as assigned tasks by channeling more of the existing FEET resources into engineering the positive human factor qualities in the labor force.

To successfully accomplish the main goals and objectives of the HR function and its practices in the most efficient manner, it is imperative that HR administrators concentrate their FEET resources on developing the positive human factor qualities. The HR administrator's available FEET resources must be channeled directly into effective and efficient 4Ps portfolios aimed at the enhancement of the quality of the human factor. Any successes achieved in this direction will bring short-term as well as long-term improvements in the quality of the physical work environment and the climate it births, nurtures, supports, propels, and benefits from. For example, by being successful in assisting employees and other close subordinates to develop their positive human factor qualities, the amount of scarce FEET resources channeled into supervision, monitoring, mediation, amelioration, and other activities like these will be minimal. The general outcome will be a more congenial work climate, higher levels of productivity growth, strong global competitiveness, company profitability, longevity, and long-term survival. This is the case because by being in tune with the universal principles of life, employees will be more intrinsically driven rather being solely extrinsically and temporarily motivated—especially with monetary perks (see Webb and Norton 2003, pp. 319–362).

From the human factor perspective, improvements in educational programs rather than the development of regulations and organizational policies are the most important paths to and significant aspects of improving relationships at the workplace and also enhancing the performance of employees in the work environment. Through the appropriate education and training programs, children, youth, and adults as well will be prepared for a life of purpose, meaning, and service to themselves and all others who dwell in the communities of which they all are integral part and parcel. Poignantly speaking to this issue, Dewey (1897, p. 77) writes:

I believe that all education proceeds by the participation of the individual in the social consciousness of the race. This process begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas, and arousing his feelings and emotions. Through this unconscious education the individual gradually comes to share in the intellectual and moral resources which humanity has succeeded in getting together. He becomes an inheritor of the funded capital of civilization. The most formal education and technical education in the world cannot safely depart from this general process. It can only organize it or differentiate it in some particular direction.

Most scholars agree that education is a lifelong process. It works toward the preparation of the individual for a life of meaning, hope, contribution, and tranquility. From John Dewey's perspective, therefore, it is clear that whether or not there is a formalized education program, the individual receives education through various means and procedures. As Adjibolosoo (2004) observes, some of the tasks and challenges that face managerial decision makers today include:

1. Realizing the true worth of the human personality and its significance to every individual in particular and the whole corporation (and the whole human race) in general.
2. Providing children with the positive school environment and climate—with plenty of opportunities and resources through which they can learn to apply their acquired positive qualities of the human factor (and be prepared for managerial positions in the future).
3. Assisting every student to form a peace-loving, hope-producing, tranquility-generating, and caring personality that is filled to the brim with live currents of love, grace, compassion, forgiveness, trust, kindness, non-violence, integrity, respect, and many more qualities like these.
4. Leading, encouraging, and motivating students to engage in positive attitudes and behaviors that serve as the true foundation stone for effectiveness in any expressed human attitudes, behaviors, and actions—especially in their relationships and contributions to the managerial decision-making process.

As is expected, teachers, administrators, and members of support staff must be encouraged to assist students in this area and be provided with relevant resources and ceaseless opportunities through which they too can become and remain successful in this venture.

In general, therefore, educators—administrators, teachers, parents, businessmen and women, CEOs, CFOs, doctors, lawyers, presidents, civil servants, graduates, and many others who dwell in the community and view it as their home—must be fully and continually involved in the human factor engineering process. Until these educators permanently focus on the engineering of the positive human factor qualities, any other attempts they make (e.g., the alteration of systems, techniques, financial

rewards, procedures, legal injunctions and their proliferation, and so on) to improve the home, school, and the existing business environment and hence student performance will miserably fail in the long term.

### RECOMMENDATIONS FOR EFFECTIVE HR POLICY

As is obvious from the definition of the HR function and administration—including its diverse practices, it is important to recognize that everyone involved in the HR function tremendously impacts the performance of every employee at any time. As such, it is imperative that any purposive 4Ps portfolios aimed at the maximization of those people involved in the efficiency of the HR function, administration, and its associated practices, must do everything possible to create a conducive environment for optimal employee performance and focus on how to improve the quality of the climate within which people function in their employment activities. Unfortunately, though, the growing interests in institutional development as is evident in the creation of regulations and the 4Ps portfolios may not necessarily foster the ultimately desired maximization of employee effectiveness on the job.

Though the establishment of HR laws may temporarily provide sufficient incentives and motivations to employers and employees to be on their guard anytime, it will never lead to the development of the necessary and sufficient positive qualities of the human factor in the long term. Any uncompromising belief in the power of HR laws to foster effective human factor development will lead to disastrous results in the long term. Historical evidence and real-life cases have confirmed the conclusion that the legal solution to the HR administrative problems and challenges has not worked that well and will never ever do so anytime soon. In fact, since diverse kinds of laws are usually made for the lawless, the legal solution to the problems and challenges that face HR administrators will be more effective in environments within which the positive qualities of the human factor are well developed, deployed, and exploited for the long term benefits for all. Similarly, in an environment, where the positive qualities of the human factor exist, there is no need for too many laws in the first place. As of today—all over the world—as human beings, we all are somehow stuck with the legal solution to the problems and challenges that face us. Until we begin to become more successful in our human factor engineering programs, ongoing failures regarding the design and implementation of HR laws and their efficient administration will be our combined plight



for centuries to come—except when we become more open to human factor-based *transformational development education* (TDE) programs (see Adjibolosoo 2007).

Getzels and Guba (1957) came closest in their understanding of the truth that institutional and personal factors (i.e., personality) exert extraordinarily great impact on human attitudes, behaviors and actions. Unfortunately, however, Getzels and Guba too failed to fully perceive and also recognize that nature and power of institutional factors are direct reflections of the human factor qualities of every human being involved at the workplace. If, however, we are to recognize that the efficiency of social systems as well as any other institutional structures is only as great as the degree of excellence of the human factor of the people who design and operate them, we will be better-positioned to achieve greater results with the HRs function and its administrative practices rather than be locked up in the false and foolhardy paradigmatic mode of thinking and believing that institutions, organizations, and systems are sine qua non to the optimal performance of the members of the HR function and administration. The truth is that they are not.

Truly, observed human behaviors—as is evident in people’s expressed attitudes and actions—are representative of the quality of the human factor rather than the existing institutions, organizations, structures, tools, and systems. However, when behavior is temporarily faked or doctored and subsequently acted, it does not necessarily reflect the individual’s true human factor qualities in the long term. Thus, while improvements made to a people’s quality of the human factor are tantamount to their own enhanced performance and efficiency within the institutions and organizations in which they serve in the long-term, transformations made to institutions, organizations, structures, and systems will not necessarily lead to any noticeable improved human performance in the absence of the positive qualities of the human factor in the long term. Though such institutional changes may produce some temporal relief in the short term, these gains fizzle away rather quickly in the long term as a result of the reality of excessive or severe human factor decay.

Maximizing the human potential of faculty, staff, and students of any school system or the employees of any business organization in the long term will never happen outside well-intentioned and orchestrated human factor engineering program of activities. In addition to this conclusion, the view of Getzels and Guba (1957, p. 430) that the integration of institutional and individual demands will lead to the achievement of organizational

productivity is grossly false, misleading, and treacherous in the long term. The gross misapplications made of human motivational theories and conference speeches and presentations during the passing and current decades have grossly misled lawmakers and HR administrators to focus on the wrong solution set—the *legal authority* as Weber (1910) suggested (see also Barnard 1938; Skinner 1938, 1953, 1969; Maslow 1954; Brayfield and Crockett 1955; Herzberg et al. 1959; McGregor 1960; Vroom 1964; Alderfer 1972; Webb and Norton 2003). We must move away from this misleading perspective and the frail solution set it breeds, mandates, and imposes upon us by its progenitors and adherents.

To bring positive and long-term transformation into the school environment and climate, it is not enough for HR administrators to only comprehend human behaviors, attitudes, and action steps through and through, but also be willing to devise great techniques that can be effectively used to improve the quality of the human factor. Without effective human factor engineering programs, it is not possible to achieve and sustain the optimal human potential in the long term. That is, as noted earlier, although some short-term results may be achieved through institutional changes, in practice such reorganizations will never be sustained in the long term.

From the human factor perspective, therefore, it is arguable that HR administrators, who focus essentially on the institutional dimensions to the total neglect of the human dimension, will fail in the long term. This result has been proven through many years of empirical evidence from our total concentration and reliance on legal developments within the HR management arena. While the satisfaction of individual motives does not necessarily guarantee the attainment of optimal organizational capacity in terms of productivity growth, the development of the positive qualities of the human factor will. Unfortunately, however, HR administrators and lawmakers have ignored the human factor model for far too long. This kind of total neglect or rejection of the human factor model is due to their preferences for the applications of quick-fix methods and problem accommodation measures. In their ongoing attempts to achieve instant results, they jeopardize the long-term future of everyone involved in the societal transformation, institutional development, the founding of the organization, and nation-building effort and processes.

## CONCLUSIONS

For centuries, as humans we have never relented in our daily attempts to find workable solutions to the pertinent problems and challenges that face us in our social institutions such as those involving family, education, economy, government, law, and religion. In addition to these, institutions are the key tools we have developed and continue to improve upon; that of science and technology. Through these social institutions and scientific tools and practices, our hope is to boldly confront the problems and challenges that have dogged us for centuries. These attempts so far have carried the human race in many dangerously deadly directions! Today, the search still continues non-stop in the wrong direction. Regardless of the significance of the HR function and its accompanying administrative practices, until our effort and primary thrust shifts away from eternal overemphasis on the development of institutions, regulations, the design of policies, and their enforcement, it will neither improve the work environment nor enhance its associated climate. Today, people are tired of the too many problems that prevail in the diverse workplaces as well as the varieties of communities within which they live. These problems subtract from people's financial earnings and subsequently lead to serious and devastating deterioration in their physical health, emotional stability, and the overall quality of life. As long as HR administrators continue in the direction we have pursued for the last several decades, not much will change for the better in terms of improved work condition, environment, and climate.

As the key scholars of the scientific management movement have revealed to us through their scholarly work, both the human and institutional dimensions of the business organization are important. Thus, to improve our existing and entrenched HR practices, we must not channel all our FEET resources into legal (e.g., workplace regulations and policies) developments alone. Instead, it is now time to pay a greater attention to the quality of the human factor at the workplace and how to improve it on an ongoing basis. We have tried using the legal route to improve the quality of the human factor and miserably failed. To avoid these kinds of ongoing deadly failures, it is critical to design, implement, and operate education and training programs that will provide every employee with the requisite opportunities and diverse environment through which he or she can hone the positive qualities of the human factor. By so doing, HR administrators will become more successful in their attempts to improve the environment and conditions of the workplace. Any successes achieved in this regard will

definitely pave the way for the minimization of the proliferation of ineffective HR administrative laws and practices—regulations and policies. The long-term outcome will be a much healthier and safer work environment and a propelling climate within which employees will be happily poised to function at their optimal levels.

Sixty-three years (i.e., May 17, 1954 to May 17, 2017) after the ruling regarding *Brown v. the Board of Education*, not much has changed in terms of discrimination and excessive inequity in its many forms in the USA as well as the rest of the world. To avoid continuing failures in this regard, we must be intentional about making the next 50 years from today (2017) count by changing course—reflecting on lessons learned from our history and doing our best to boldly search for better alternatives through which we can achieve and sustain our desired goals and objectives. Truly, the ultra vires nature of the qualities of the human factor makes it impossible to improve through mere legislation and its enforcement by government officials' abilities and will. As such, it requires holistic human willingness and across-the-board readiness to channel our scarce FEET resources into its ongoing engineering. The human factor engineering program and process as well as must emphasize education and training programs that are holistic in content and transformational in scope. To avoid continuing failures, disappointments, and hopelessness we must pay a keener attention to activities that can help us to improve the human quality on an ongoing basis. The belief that every human being can be a better person is, indeed, an undeniable conclusion of the scholars of the human factor model. And this belief forms the basis of our long-term expectations and direction for a better future of hope as evidenced in liberty, tranquility, justice, happiness, and the subordination of avid self-interest to the dictates of the eternally universal principles. Let us not allow it to slip through the cracks of ignorance, intellect, reason, selfishness, and greed.

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PART IV

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## Conclusions

## Concluding Remarks: The Human Factor Quality and the Way Forward Toward Effective and Efficient Human Resources Management

Human resource management (HRM) is about doing that which is possible to organize and manage employees for the primary purpose of achieving organizational objectives in the short term and also in the long term. At the core of this objective is the key goal of achieving, enhancing, strengthening, and sustaining company global competitiveness, profitability, wealth-creation, survival, longevity, and above all, the perennial presence of the company in both the short term as well as in the long run. As the business organization grows, profits, flourishes, grows larger and flourishes more than previously, it is imperative that everything possible be done to sustain it into an icon in the future.

Viewed from these perspectives, it is critical that that which is done by way of human resources development and management be pursued with the primary purpose of sustaining the organization and what it stands for over the long haul. Every organizational activity in connection with the essential aspects of the corporation must be managed with staller effectiveness and efficiency. These activities and the action steps they lead to must be about managing people in diverse ways in order to attain and sustain organizational objectives, directions, and the future.

HRM activities, including frequent personnel reviews, stocktaking of company resources, and their appropriateness are aimed at the readiness of available resources for use at any time. For the long-term successes of these activities, HR managers are keenly interested in ensuring that the company's personnel resources are positioned and ultimately channeled

into their alternative and most productive uses. HR managers pay keen attention to the environment within which employees work. They also do their best to ensure that the appropriate resources and conducive environmental conditions are created to facilitate effective and efficient HRM activities. Other topics of great interests to the human resources managers include the relentless search for, interviewing, and recruitment of qualified people who are brought in to participate in and contribute to the development of the organization. Once hired and brought in, HR managers engage in such activities as training, affirmation and/or confirmation, ongoing development, assessment of employee performance, remuneration, and perennial support in other ways. Above all, these kinds of HR training programs include practices and activities aimed at achieving and sustaining employee and managerial collegiality, collaboration, respect, caring, and guidance.

The history of HRM is replete with diverse experiences and activities that reveal and reflect the path and evolution of this field. In recent years, the most primary factor that has shifted the primary focus of those involved in the HRM Function is severe human factor decay. This is the case because as employees of the organization at all levels of management and performance enhancement began to indulge in their habitual acts of laziness, shirking, absenteeism, and the lack of love and respect for the HR managers, who demean and degrade employees at the lower level, certain employees take the laws into their own hands. They begin with complaints regarding mistreatment, discrimination, harassment, deception, disrespect, and diverse kinds of malpractices and maltreatment when it comes to issues regarding employee welfare, remuneration, satisfaction, help, caring, and hope. In certain severely disturbing circumstances, lower level employees as well as middle and upper level staff members become forced into modes and moods that hardly ever bode well for organizational successes. As a result, when those under the gun feel the heavily burdening pressures and the unimaginable weight of certain expressed derogatory attitudes, behaviors, and actions they either leave quietly without any fight or return at a later date to demand that which belongs to them. However, this path is not the only one chosen by all. Sadly, the diverse kinds of harassment, disrespect, demeaning comments, and insinuations are deemed by those on the receiving end as intentionally created conditions/situations to force them to engage in certain kinds of conversations that are viewed as unconscionable. These unleash the sentiments of shamefulness on those individuals at the receiving end. These disgruntled employees are ultimately forced out. At this stage in the whole process, employees who have the capacity to do so



take the leaders who abused—including the organization itself—to court in order to have the issue addressed and resolved in a timely fashion. These individuals who demean their own colleagues are then forced out of the organization.

With the foregoing practices and realities at the workplace, those who come to the understanding and conclusion that they have been abused in every regard pursue the legal route toward a better and acceptable resolution—probably with decent financial payoffs. These practices on the part of employers as well as employees and many others paved the path for the creation, implementation, and enforcement of HR laws. Without question, the globalization of the business unit has also created the opportunity for the creation, implementation, and enforcement of certain international HR laws.

Given the existing challenges at the various marketplaces, those involved in analytic HRM are preoccupied with the building of models that are aimed at providing a better understanding of how HRM works within a broader context. These models are also aimed at providing better understanding as to the actual contributions HRM makes toward the adaptability and flourishing of the business organization (Boxall et al. 2008).

## THE DEVELOPMENT OF A DIVERSITY OF COMPETENCIES

To other scholars in this field, it is important to know and understand the various ways and manners in which those involved in HRM work toward the development of a diversity of competences that can be effectively exploited and used to close any loopholes as well as opportunities through which imitators can pilfer company proprietary knowledge and/or organizational trade secrets and unique copyrighted materials and practices. To succeed in doing so is to secure the long-term stability, profitability, and global successes of the organization. The barriers created through these activities secure company trade secrets as well establish its superiority at the global marketplace (see Boxall and Purcell 2003; Wright et al. 2003; Mueller 1996). Boxall et al. (2008, p. 1) observe:

A second key driver stems from the realization that to work well, HR policies must be effectively enacted by line managers and must positively enhance employee attitudes and encourage productive behaviors (e.g. Guest and Pececi 1992, 2002; Boswell 2002; Purcell 1999; Boxall and Purcell 2003). This means that notions such as organizational culture and constructs associated with psychological contracting and social exchange, which have been

important in the companion discipline of organizational behavior (OB), are now being integrated into models of the process of HRM. We have embarked on a long-overdue process of investigating the way in which HR policies and practices affect job satisfaction, trust-in-management, attitudinal commitment, discretionary job behavior, behavioral commitment, and beyond. This extremely important analytical development has quite a job to do. On the one hand, it means that HRM must become better integrated with theory in organizational behavior and with other accounts of how HRM works, such as those in industrial relations (IR) and labor economics. It also means that HRM research must become more sophisticated methodologically. Not only are there [any] issues around the way HRM researchers measure the presence (or otherwise) of HR practices and systems (Gerhart et al. 2000), but recent reviews of the quality of the evidence for the performance impacts of particular models of HRM find it seriously wanting. (See Boxall et al. 2008. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199547029.001.0001/oxfordhb-9780199547029-c-1>)

Regardless of how much interaction occurs among employers, management, and employees, the fact of the matter is that the proliferation of HR laws continues to indirectly reveal that we are actually failing to successfully deal with the various problems and challenges that prevail in the various workplaces as well in marketplaces. Our aggressive attempts throughout the foregoing decades in academic theorizing have not actually led to the minimization of the legal proliferation. What this means is that the path we have chosen in pursuing the legal solution anywhere in the global marketplace to deal with the various problems at the diverse workplaces will always lead us to more problems, challenges, and ultimate failures. Similarly, the global market-based solutions are not only inefficient, but also a wasted effort. Yet since we have hardly any clues about the significance of the quality of the human factor and its primary role in creating the diverse workplace problems and challenges, we perennially fail in applying every solution set we create that is devoid of the attempts we make to improve the human factor quality. Rather than concentrating our scarce FEET resources on useless solution sets (i.e., the legal path), it is an undeniable fact that our persistent refusal to integrate the quality of the human factor into our models will continue to lead us on wild goose chases. Although it is an academic practice to build models to deal with prevailing problems, the stupidity of such urges for model-building is reflected in our ignorance and/or unwillingness to confront ourselves; pause momentarily, and ask the primary question: “Why is it that regardless of how hard we try to deal with our HR problems—even through the proliferation of laws—we always fail?”

Without question, Boxall et al. are right when they noted that the priority academicians and those involved in the business function to understand better HRM is overstretched. As has been the general practice, HRM is usually aimed at gaining knowledge of and remaining convinced that its function is essentially about supervising members of the organization's labor force and ensuring that the kinds of relationships that prevail among them is conducive to the long-term welfare of the organization. To draw ideas and concepts from the various model-building practices of scholars from diverse academic disciplines only makes HRM a tossed salad. Although it may seem rich in its diversity and amalgamation of ideas from other disciplines, when viewed from the stance of human factor theory, it is neither relevant nor helpful when it comes to increasing the efficiency and effectiveness with which we must pursue and deal with the various problems and challenges that face us in the diverse marketplaces.

Contrary to the views and theories of academic HRM theorists, we do not need many more theorizing in this critical area outside the human factor way. On top of the yet-to-be-fashioned HRM theories, this will lead us much farther away from the sure path (i.e., the human factor way); we must pursue better and more permanent solutions to the diverse challenges we face in our attempts to succeed at effectively and efficiently engaging in the HRM function. Whether or not we see HRM as an integrated sphere of human life is of little relevance to our search for answers toward dealing with the diverse paths of legal proliferation we have taken and miserably failed at to date. Neither will a new move to have newly developed HR concepts integrated into the existing HRM theorizing lead us to better solutions and/or outcomes. What we must do is to switch completely to the human factor way and totally abandon our hitherto faulty and shaky perspectives and/or conceptualizations of the primary thrust of traditional HRM (i.e., the relentlessly aggressive pursuit of the legal solution). For as long as we remain ignorant of the truth that the actual root cause of the decades of our traumatic failures in every attempt we make to enhance our effectiveness and efficiency in HRM is severe human factor decay, we will ceaselessly lose heart and still continue in the wrong direction.

Certainly, the relentless search and drive for the discovery of answers to the problems and challenges we face and experience in the area of HRM in the global village is massive. Yet, the fact still remains that to be labeled an insane individual is to continue on in one's quest for answers in the same flawed direction one has already taken and traversed for a countless number of years—with hardly any great successes to boast of. Arguably, therefore, the time has come to acknowledge that our long-cherished HRM

workhorse died a long time ago. Our best action step at this point in time is to completely and wholeheartedly dismount and replace it with another one that is live and filled with vigor and action. If, indeed, we reject this wisdom too, there is no way we will ride a dead horse toward the sunrise of effective and efficient solutions to the diverse problems and challenges we will face in our search for long-term answers. No amount of detailed and thorough regurgitation and splicing together of previously failed HRM theories, models, and plans will get us to the answers we have sought and continue to search for. Neither will any newly designed curriculum and academic research agendas get us to our perceived and intended destination. Holding conferences and challenging each other in the domain of HRM until we all turn deep blue will never get us off the dead and speedily rotting horse, leading us to the solutions we so desperately seek—for as long as we remain sheepishly clueless about the significance of the quality of our own individualized as well as combined human factor qualities. It is only in our true understanding and incorporation of human theory into our HRM will we stand an excellent chance of becoming more successful in our model-building and theorizing, and make excellent applications of our learning and effort in the long term.

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# INDEX

## Numbers and Symbols

4Ps Portfolios, 4, 20, 29, 51, 65–7, 77, 131, 142, 220–2, 224

## A

achieving and maintaining global competitiveness, 141  
achieving optimal quality, 125–39, 139n1  
acrimonious legal battles, 52  
aesthetic capital, 11, 80–3, 89, 189n11  
affecting the global competitiveness of companies, 143–6  
Age Discrimination in Employment Act (ADEA), 22, 30, 31, 34, 47  
amalgamated technique choice criteria, 206–14  
Anti-Gold Futures Act (1864), 49  
applications of quality control techniques, 153  
applications of the human factor qualities, 86–8  
approach to management, 160, 165, 178, 185

aspects of HRs law, 43–5  
assessing the quality of employee traits, 88–90

## B

best of all alternatives, the, 13, 219–28  
big associations, 51  
big governments, 51  
Birth of HR laws, 22–5  
bitterly contested lawsuits, 52  
*Brown v. the Board of Education*, 228

## C

case law, 3, 4, 25, 51, 67  
charismatic, 29  
Chinese Exclusion Act (1882), 49  
Civil Rights Act (1964), 24, 42, 47, 50  
class lawsuits, 52  
Columbine High School, 56  
commanding, 29  
commitment to standards, 154  
communications, education, and training, 179–80

company reputation, 152  
 compassion, 92, 152, 223  
 competitiveness of companies, 143  
 composition of the human factor, 81–5,  
 117  
 Comstock Law, 22  
 concluding remarks, 13, 233–8  
 conformance to specifications, 198  
 contractual violations, 25, 46  
 controlling, 29, 133, 158, 159, 209  
 coordinating, 29, 158, 159  
 Copeland Act, 22  
 corporate America, 28  
 corporate strategist, 147  
 court of law, 45, 46, 64  
 critical human factor analysis, 75  
 current HRs practices, 47

## D

dead horses, 238  
 decision process, 161  
 defining HR administration, 18, 224  
 defining productivity and quality, 198–9  
 The Development of a Diversity of  
 Competencies, 235–8  
 developments in HR laws, 25  
 Direct Approach, 199  
 Disclosure Act Equal Pay Act, 22, 31, 47  
 discrimination and the workplace, 7, 60,  
 68, 85  
 disease of managerial amnesia, the, 188  
 diversification, 147, 152  
 diversity of competence, 235

## E

education curriculum, 176  
 education for citizenship, 94, 177  
 education for human resource  
 development, 91  
 efficiency and TQM programs, 160  
 Eighteenth Amendment (1920), the, 49

employee monitoring model, 199–205  
 employee performance, 28, 29, 68, 75,  
 76, 78, 79, 93, 94, 125, 126, 135,  
 139n2, 160, 161, 164, 172, 173,  
 181, 182, 184, 224, 234  
 enhancing labor force productivity, 195–7

## F

Fair Labor Standards Act (FLSA), 22,  
 31, 34, 37, 46  
 federal contractor's obligations, 24  
 financial, effort, energy, and time  
 (FEET) resources, 12, 48, 51, 54,  
 67, 79, 84, 89, 125, 126, 133, 142,  
 155, 206, 221, 222, 227, 228, 236  
 financial red zone, 27  
 fitness for use, 198  
 flogging and riding dead horses, 66  
 forgiveness, 92, 153, 178, 223  
 foundational laws, 22–4  
 foundations of current HRs practices,  
 21, 47–59  
 Fourteenth Amendment Act, 24, 42  
 frustration, 85, 91, 184, 185, 212

## G

global competitiveness, 6, 10, 12, 75,  
 76, 97, 135, 141–56, 160, 162,  
 165, 166, 188, 195, 196, 209, 215,  
 222, 233  
 global competitiveness challenge, 142,  
 160  
 global organizational profitability, 12,  
 157–89  
 grace, 92, 108, 152, 223

## H

Health Administration, 61  
 HRs administration, 9–11, 17–19, 41,  
 59, 67, 84, 220, 221



HRs administrative regulations, 4, 20, 29  
 HRs laws, 3–7, 9, 11, 12, 19–30, 42–8,  
 52, 53, 59–61, 63–5, 67, 68, 83–5,  
 135, 221, 224, 235, 236  
 HRs movement, 19, 20, 29, 41, 67,  
 220, 227  
 human abilities, 80–3, 89, 189n11  
 human capital, 10, 11, 53, 80–3, 89,  
 160, 165, 189n11  
 human capital acquisition, 53, 174, 183  
 human factor approach, 11, 12, 75–94,  
 162, 165, 170, 171, 175, 185–7  
 human factor approach to management,  
 162, 164, 170, 171, 186  
 human factor decay, 4, 7, 21, 25, 45, 48,  
 50, 54, 60, 62, 66–8, 84, 85, 135,  
 138, 182, 187, 199, 225, 234, 237  
 human factor development, 78, 89, 94,  
 99, 115, 116, 131, 132, 137, 138,  
 139n5, 146, 164, 168, 172–8,  
 189n12, 219, 220  
 human factor engineering, 29, 65, 66, 75,  
 88, 120n13, 138, 157, 158, 164,  
 170, 172–5, 182, 186, 187, 219–28  
 human factor engineering process, 88,  
 158, 166–70, 173, 223  
 human factor foundation, 8, 9, 117, 153  
 human factor foundation of  
 performance, 117–19  
 Human Factor Index (HFI), 89  
 human factor qualities, 8–10, 12, 20,  
 25, 51, 54, 77–9, 85–91, 93, 113,  
 116, 117, 125, 129–33, 135,  
 137–9, 139n2, 145, 146, 150, 152,  
 155, 170, 195, 200, 205, 206,  
 221–3, 225, 238  
 human factor survey, 90  
 human factor way, the, 185, 221, 237  
 human potential, 11, 80–3, 89, 189n11,  
 225, 226  
 human resource development, 91–3,  
 137, 160, 165, 189n10  
 human resources regulations, 11, 17–37

human resources regulations and  
 policies, 6, 11, 17–37, 42, 48, 56,  
 64, 219, 220  
 human sentiments, 11, 12, 125, 139n1  
 humongous consumer associations, 51  
 Humpty Dumpty Syndrome, 64, 65

## I

identification of principles, 170–5  
 implementation of HRs Regulations,  
 20, 61–6  
 indirect approach, 199  
 institutional development, 66, 84, 219,  
 221, 224, 226  
 institutional dimensions, 30, 67, 226, 227  
 institutions of law, 62  
 integrity, 5, 26, 61, 65, 88, 91, 92, 94,  
 101, 102, 105, 108, 112, 114, 116,  
 132, 133, 137, 149, 153, 155,  
 161–5, 167, 169, 170, 172, 176,  
 178, 187, 223  
 integrity account, 26  
 intellectual curiosity, 94, 177  
 intent of HRs Regulations, 6–8, 220  
 internet, the, 180  
 issues under consideration, 43–5

## J

Jim Crow Laws, 50

## K

key factors to improve productivity, 215  
 key themes, viii, 7–13

## L

labor force productivity, 13, 138, 194,  
 196, 197, 200  
 Labor Management Regulations Act,  
 22, 47

law in its various forms, 53  
 legal authorities, 29, 30, 35, 41, 54, 84, 219, 221, 226  
 legal battles, 24, 42, 46, 48, 52, 56, 63  
 legal solution, the, 11, 21, 24, 41, 42, 57, 59, 66, 68, 84, 85, 219, 220, 224, 236  
 literature verbal and visual, 180, 238  
 love, vii, 68, 92, 102, 103, 107, 110–12, 118, 152, 162, 169, 170, 178, 189n15, 223, 234  
 love that transcends, 178

## M

management decision-making process, 158–61, 163, 165  
 management education curriculum, 176  
 management-employee relationships, 152  
 management process, 66, 81, 157, 183  
 managerial decision process, 161–4  
 managerial effectiveness, 4, 172  
 managerial perspectives, 131  
 managers without heads, 188  
 measures and policies, 42  
 media for communications, 158, 179, 180  
 Miranda right, 64  
 model specification, 201–5  
 monitoring the trends, 150–1  
 moral capital, 11, 81, 83, 89, 189n11  
 music, 82, 158, 167, 180

## N

National Maximum Speed Law (NMSL), 50

## O

occupational safety, 61  
 on-the-job-performance, 147  
 optimal monitoring model, 197

oral tradition, 180  
 organizational efficiency, 4  
 organizational profitability and longevity, 12  
 organizing, 29, 133, 158, 159

## P

people required for effective management, 158, 162  
 personality characteristics, 4, 78, 79, 99, 103, 104, 108–16, 160, 162, 164, 172, 177, 179  
 personality traits, 91, 100, 103, 104, 112, 132, 161  
 perspectives on workforce quality, 131  
 planning, 29, 53, 87, 133, 158, 159, 215  
 positive human factor qualities, 9, 10, 20, 25, 51, 54, 83, 84, 86, 88, 89, 91, 93, 113, 116, 129, 130, 132, 133, 135, 137–9, 145, 152, 155, 170, 195, 200, 205, 206, 221–3  
 practice of productivity management, 182–4  
 preparing people, 162–4  
 primacy of the legal authority, 30, 41  
 principle-focused group, 180  
 print media, 180  
 problem accommodating techniques, 53, 59, 172  
 problem solving at the workplace, 60–1  
 problem with management, the, 158, 159, 183–5  
 productivity and quality, 97, 126–9, 137, 138, 139n1, 173, 193–9, 205–15  
 productivity and quality enhancement techniques, 215  
 productivity and quality improvement, 127, 128, 131, 137, 138, 193–217  
 productivity and quality improvement programs, 126, 127, 137, 138, 214  
 productivity management, 182–4

productivity management and the human factor way, 185–7  
 profitability and longevity, 13, 143, 157–89  
 proliferation of the HR law, 21  
 proliferation of the legal solution, 11, 41–70  
 providing the relevant training and education, 175–9  
 public administration, 6

## Q

quality and productivity, 11, 125, 139n1, 153  
 quality circles quality of work life, 152  
 quality control techniques, 153, 214  
 quality enhancement techniques, 126, 130, 138, 193–7, 205  
 quality improvement model, 193  
 quality improvement programs, 126, 127, 137, 138, 214  
 quality improvement techniques, 127  
 quality of the workforce, 12, 141–89

## R

ranking human qualities, 149  
 recommendations for effective HRs Policy, 224–6  
 regulations and policies, 29, 45, 56, 59–61, 63–5, 68, 219  
 regulatory measures and policies, 42  
 regulatory policies, 6  
 Rehabilitation Act, 23  
 results of the model, 205–6  
 riding dead horses, 66–9

## S

scientific management, 7, 20, 28–30, 41  
 scientific management philosophy, 28  
 scorecards, the, 41, 61, 64, 65, 219

Sedition Act (1918), the, 49  
 self-management activities, 136  
 sentiments and passions, 12  
 Service Contract Act, 22  
 severe human factor decay, viii, 4, 7, 21, 25, 45, 48, 50, 54, 62, 65–8, 84, 85, 135, 138, 162, 187, 199, 225, 234, 237  
 slavery, 50  
 social institutions, 7, 9, 10, 26, 27, 52, 66, 79, 97, 178, 195, 197, 213, 214, 217, 220, 227  
 source of the company's reputation, 152–3  
 sources of competitive pressures, 147  
 specific regulatory measures, 42  
 spectrum of personality characteristics, 78, 113  
 spiritual capital, 11, 81, 83, 89, 189n11  
 standards and expectations, 154, 155, 215  
 strategic management process, 158–60  
 stress, 45, 100, 176, 184, 185, 187  
 systems efficiency, 128  
 systems fallacy syndrome, 129–36

## T

tasks and challenges of management, 157–89  
 technique choice model, 199, 206, 238  
 technology in terms of electronic systems, 53  
 thinking skills, 132, 162  
 Title VII, 24, 34, 42  
 Title VII of the Civil Rights Act, 22  
 tools for corner cutting, 55  
 tort law, 60, 61  
 total quality management (TQM), 126–30, 132  
 toward effective and efficient human resources management, 233–8  
 traditional cultures, 60

traditional legal authority, 29  
training and education, 175–9  
transcending the limitations, 12, 157–89  
trends of emerging changes, 150  
trustworthiness, 61, 91, 92, 102, 105,  
108, 114, 116, 153, 155, 162, 164  
try ignorance, 189n8  
two suggested solutions, 199

## U

underlying sources of competitive  
pressures, 147  
universal principles, 93, 103, 105, 107,  
108, 112, 114, 115, 153, 164,  
189n9, 222, 228  
updating techniques, 154

## V

various aspects of HRs Law, 43–5  
violations of HRs regulations, 24, 42

## W

way forward, 233–8  
Weberian Paradigm, 4, 6  
Weberian view, 21, 30, 41, 54  
Weberian view of bureaucratic  
effectiveness, 219  
worker effectiveness, 131, 132, 149  
workforce quality, 143  
worship systems and/or technology, 137