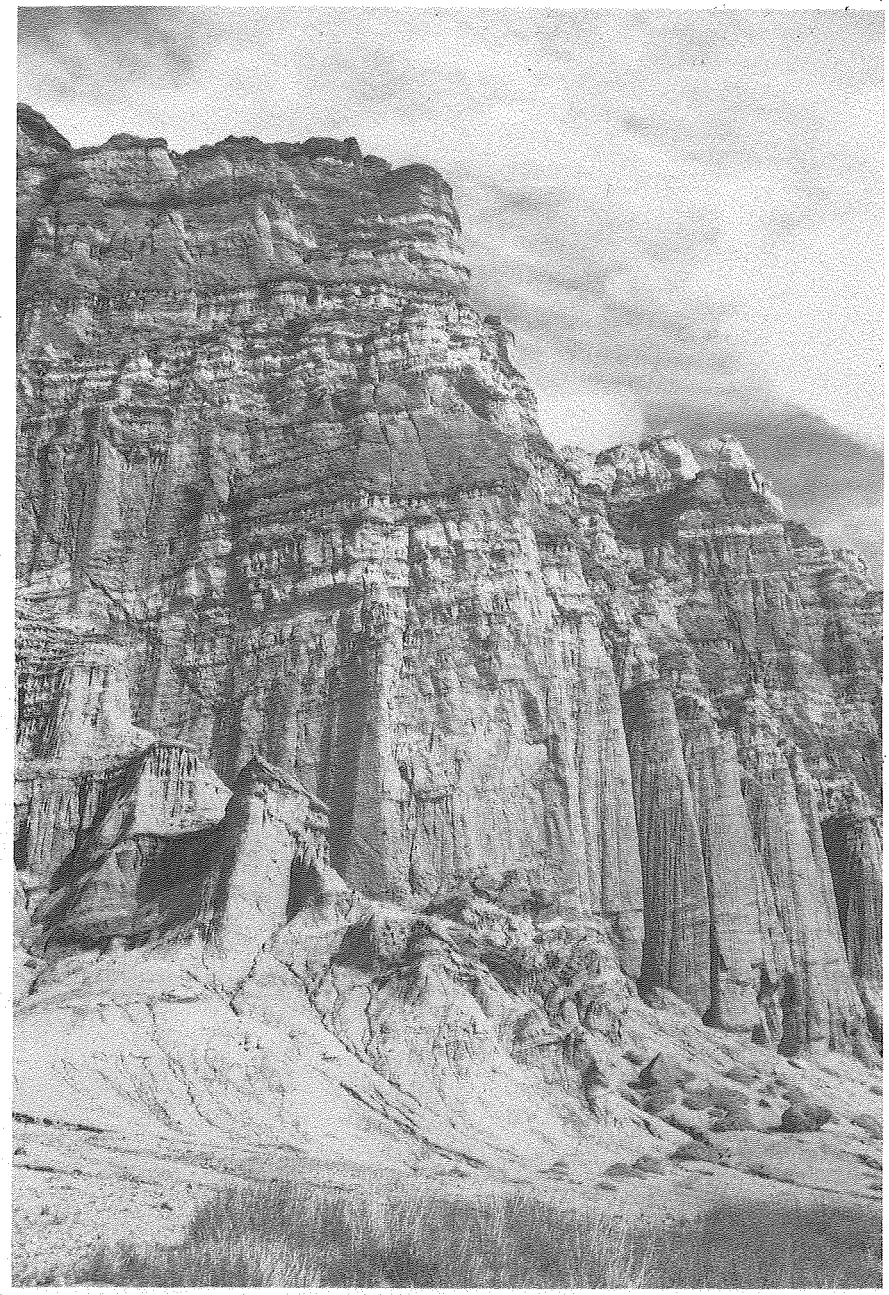
The California Ranger

A JOURNAL FOR PARK PROFESSIONALS



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Interpreting the Visitor

by Parker B. Potter, Jr.

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When interpreters get together to talk shop, discussions often focus on interpreting something *to* a particular audience or *for* a particular audience. I want to talk *about* the audience—about interpreting the visitor. I will explore the issue of finding a place for our visitors in the interpretations we present.

My starting point is a fascinating tour I took at Canterbury Shaker Village in Canterbury, New Hampshire. I was at Canterbury in August 1990 with a group of graduate students who were taking a course I was teaching at Plymouth State College. The topic of the course was archaeological explanation, and I visited Canterbury with my class to study ways in which the museum used material culture to interpret nineteenth-century history.

The tour began on what was, to me, an unfortunate note. The guide introduced herself by first name only in what I call restaurant-worker style ("Hi. I'm Parker, and the scallops are very good tonight.") This is a little thing, and a first-name introduction is certainly better than no introduction at all. But another sentence or two and a last name ("Good afternoon. My name is Parker Potter. I am a graduate student in anthropology at Brown University, and I'm spending the summer here in Annapolis giving tours and collecting data for my dissertation.") would have gone a long way toward placing the guide in the same contemporary social world inhabited by the audience.

Acknowledging this connection is important because the basic acts of tourism and visitation are, when you think about them, pretty weird and unnatural. One person conducts a group of strangers on a procession of organized voyeurism through a world that is usually foreign to both. One way to counteract the weirdness is to ground the experience in the real world inhabited by visitor and guide. Many of the techniques used for this sort of grounding were taught to me by Philip Arnoult, media consultant to "Archaeology in Public in Annapolis" and director of Theater Project in Baltimore, Maryland. Arnoult insisted that every archaeological site tour was a unique event—a meeting between today's visitors and a specific group of people that took place in a particular "here" and "now."

Returning to Canterbury, the guide's introduction was followed by an interesting and well-presented tour that was quite competent but not transcendent. The magic moment occurred at the end of the tour.

As we sat in a Shaker schoolroom, our guide told us a little about the history of tours at Canterbury Shaker Village. The Shakers have been in decline, at least numerically, since the 1850's. The Shakers in Canterbury started giving tours of the village in the 1920's, and before that they had always welcomed visitors. In the 1960's, the Shakers stopped taking in new members, and, in the same decade, Canterbury Shaker Village was incorporated as a nonprofit museum. Today there is one Shaker left at Canterbury (there were two when I took my tour), and there are fewer than ten in the whole world. One way to see Canterbury Shaker Village is as a depressing relic of a dying religion, inhabited mostly by ghosts. It is hard not to think morbid thoughts while buying a tour ticket thirty feet from the bedroom of one of the last two Canterbury Shakers. But the conclusion of the tour solved all that.

Our guide retold a prophecy attributed to Ann Lee, the spiritual mother of Shakerism and its founder in the United States. Ann Lee predicted that when the number of Shakers grew so small that all the world's Shakers could be counted on the fingers of one hand, the religion would experience a great revival. Our guide then explained that the Canterbury Shakers saw tours of their village as a way of proclaiming the values of Shaker life and perhaps as a way of setting the stage for the revival predicted by Ann Lee.

Our guide told us what I've never before been told by a guide. She told us why we were there from the viewpoint of our hosts. By explaining what the Shakers thought of us and why we had been invited into Canterbury Shaker Village, our guide brought her audience into her interpretation. She accounted for her presence *and* our presence at Canterbury. She interpreted the visitor.

Being interpreted in that way made me immensely more comfortable in my role as tourist. Knowing why I had been invited made it possible for me to accept or decline the invitation. This knowledge immediately chased away the ghosts and made me feel less like a voyeur. Most importantly, knowledge of how my hosts saw me and my tourism made me feel as if they were in control, not me, which is wholly appropriate since I was on their turf, in their village. Ultimately, the guide's explanation of why I

was there empowered both me and my hosts. Once my hosts declared their interests, I could decide whether their interests were identical to mine, parallel with my interests, or in conflict with them. By enabling this negotiation of interest, albeit at the end of our tour, my guide freed herself and her audience from the conventional roles that force so many guides and visitors to sleepwalk through outdoor history museums.

My point is that any piece of interpretation needs to interpret the visitor. As interpreters, we need to acknowledge and explain the contemporary social context in which we and our visitors come together. Why have we issued an invitation to visitors? What do we expect them to want to know? What do we want to teach them and why? What do we want them to do as a result of hearing what we have to say?

As I have already suggested, even though we take it for granted, the social environment of interpretation is a very strange thing. To make it less strange, we need to tie its participants together and then tie the whole situation to the real world. To do this, we need to stop *assuming* the interpretive situation and start explaining it. At the same time, we would do well to study ethnographically the conventions of tourism and visitation. What are the interests served by interpretations that do not account for the visitor? Who benefits from the mutual, though tacit, agreements between interpreters and visitors to ignore the contemporary social structure that envelops their relationship?

Regarding these issues, Dean MacCannell has some interesting ideas about contemporary western tourism. In *The Tourist: A New Theory of the Leisure Class,* MacCannell suggests that western-style tourists spend two weeks each summer in search of what is missing in their daily lives. He characterizes tourists as alienated, in the Marxist sense, and in need of the opportunity to see (representations of) lives that are free from alienation. The search for authenticity may or may not be what brings visitors to your sites or mine, but analyses like MacCannell's are a vital first step toward understanding and acknowledging the interpretive situation.

Such an acknowledgment lets visitors know what is expected of them. It also lets them know what they can ask and, in certain circumstances, what they cannot ask or what they cannot expect to learn. Because the interpretive situation is so different from real life, it often produces discomfort that manifests itself in silence or aggression. We've all seen or enacted both kinds of visitor behavior. Some visitors withdraw, ceding total control to the interpreter, while other visitors work in various ways to dominate the interpretive situation. Much of this happens when interpreters fail to define the interpretive situation by neglecting to account for their presence and the presence of their visitors. We need to ask ourselves the following question when we find ourselves on either side of an interpretation: What am I doing here?

Once visitors have made the decision to come to the interpretations we present, we interpreters have the responsibility to do what we can do to define the interpretive situation, at the very least, as a courtesy to our visitors. In Annapolis, Maryland, I wrote a tour for an archaeological site that explicitly connected our archaeological finds with contemporary everyday life. Specifically I pointed out to visitors the artifactual evidence for a series of cultural transformations that ultimately led to the introduction of vacations and tourism into modern American life. Alongside this artifactual argument, the tour discussed some of the ways in which various versions of Annapolis history have tried, subtly, to guide the behavior of visitors to the city. In short, the 1986 "Archaeology of Annapolis" tour at the Main Street site was a tour about tourism delivered to tourists.

There is no question that talking to visitors about themselves (and ourselves) is a complex and delicate interpretive undertaking. The third person flows off our tongues rather more easily than the second person or the first person. After all, the first and the second persons are the people who make up any interpretive situation. In Annapolis, we didn't quite do what my Canterbury Shaker Village guide was able to do. Our tour was designed to connect itself to what our visitors were doing before and after they took our tours. At least in part, we interpreted our visitors.

If we do not interpret our visitors and ourselves, we leave the entire interpretive enterprise disconnected from everything. Without some sort of group reflexivity, we and our visitors are trapped in an interpersonal no man's land. When this happens, it becomes almost impossible to see the point of what we are doing because we are stuck with the fiction that our interpretations exist exclusively for the benefit of our visitors. The reality is that there are, always, at least two sets of interest served by any piece of historical interpretation. The best thing we can do for our visitors is to interpret them, and then let them choose what roles they wish to play and what actions they wish to take.

Parker B. Potter, Jr., is the administrator for the Bureau of Planning and Registration at New Hampshire Division of Historical Resources in Concord.

Studies In Lithic Technology

Thomas Wheeler
State Archeologist II

Illustrations By

Thad Van Bueren and Thomas Wheeler

As an archaeologist with the Department I have long had an interest in the production and use of stone tools by California's Native American people. Recently, with the help of the CSPRA Scholarship, I was able to attend a workshop on prehistoric lithic tool technology.

The class, given by Dr. John Fagin at the Inyo National Forest Work Center, was an exceptional learning experience with a rigorous seven-day schedule.

Starting with the extraction of raw materials (obsidian), several lithic reduction processes were demonstrated and then replicated by the participants. These included: split cobble, bipolar, angular core, blade core, and bifacial techniques. Tools manufactured from the flakes resulting from these knapping experiments were used in the production of dart tips and projectile points. The final task of the class was the fashioning and testing of arrows, tipped with the points we'd made.

Core and tool manufacture were carried out using both percussion and pressure flaking. Percussion flaking requires striking a stone with a hammerstone or billet. Hammerstones are usually made of basalt, quartz, limestone or any rock resistant to fracturing. They vary in size from small pebbles, 2 to 3 inches in diameter, to larger rocks 6 to 8 inches long. Billets usually consist of thick, dense shafts of deer or elk antler. The size and shape of the hammerstone or billet will vary according to the hardness, density, and thickness of the material being flaked.

Pressure flaking is the technique of shaping and thinning stone by applying direct pressure to its edge with an antler tine. Flakes are forced or lifted from the tools edge to thin or notch it. This technique is usually used for tool shaping, notching, or re-sharpening dulled tools.

In this article, as in the class, the materials discussed are primarily black volcanic glass or obsidian. Obsidian forms from rapidly cooling rhyolitic lava flows. For the last 10,000 years obsidian has been the preferred material for many types of tool production in California. This is due to the sharp edge it produces, and its ready ability to conchoidally fracture. This makes tool formation relatively easy compared with the harder silicates such as chert.

Raw Materials

The first step in tool manufacture is acquisition of the raw material. This entails finding material appropriate to the tool forms to be produced. Because of variations in the chemical make-up of rhyolitic obsidian and the inclusion of other minerals, quarries are variable in the quality of their materials. Some sources contain too many inclusions to be useful in the production of finer tool forms, and all vary in their degree of hardness. All of these factors affect the ease by which tools are fashioned.

The particular form an obsidian deposit takes will indicate the methods of collecting. Some quarries, such as Casa Diablo, require digging through the overlying sandy ash covering the lava flow. Others, as the Bodie source, may be gathered as cobbles from the hillsides. Some areas, as Mono craters, require the forceful extraction of obsidian from rhyolitic outcrops.

Once the raw materials are obtained, step two begins. The forms of the material collected and the type of flakes desired determine the strategy by which cores are produced for later use. Since sources of the most valued materials are usually some distance from the home village, raw materials must also be prepared for ease and efficiency of transport. This requires shaping in a manner to facilitate transportation as well as to produce the flake forms necessary for the types of tools needed.

Reduction Methodologies

Four reduction methodologies are discussed here. these are split cobble, bipolar, angular core, and biface.

Split Cobble

Using a split cobble technique, cores are formed by using a hammerstone to split naturally shaped cobbles or nodules. This produces two halves, one with dorsal and the other with a ventral flake surface. The edges of the halved stones are then used as platforms to drive flakes either from their exterior (cortical) or interior (ventral) surface. Although reduction of this type of core produces a wide variety of flake types, it may be used specifically

to produce blade flakes. These are usually long and thin with one or two ridges running down their dorsal length. Using a blade core technique the primary intent is to develop and maintain a platform from which blade flakes can be struck. This requires establishing platforms and constant maintenance through edge trimming to maintain a platform angle amenable to proper flake production. Flakes derived from this process may be used in the production of projectile points or cutting tools.

Bipolar

In the case of stones too small for easy handling, a bipolar technique is used. Here a pebble is placed on a rock platform and struck with a hammerstone. Ideally this splits the rock and produces a few small flakes suitable for the production of small projectile points such as the desert side notch or cottonwood triangular forms.

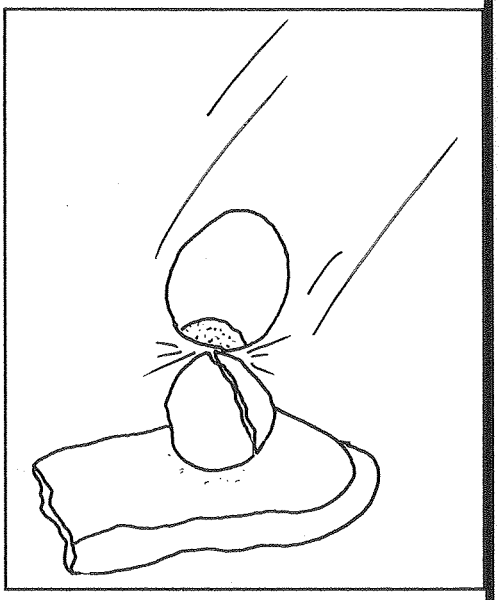

Figure 1, Bipolar

Angular Core

Using an angular core technology, pieces of irregular, blocky stone are flaked in an opportunistic fashion, using naturally available platforms. This process of percussion flaking produces a wide variety of flake types. Cores formed from such a technique may be ovate in shape and lenticular in cross section. This makes them easy to transport and suitable for the production of a variety of useful flake forms for later tool manufacture.

Biface

The term "biface" describes an artifact which exhibits facial retouch scars extending over one-third or more of both opposing surfaces (S. Goldberg, E. Skinner, and J. Burton, et al. 1990:389). In its formal finished form it is an artifact which is frequently associated with what we imagine a spear head or knife may have looked like. This confusion arises from the well-defined oval to leaf shape, and lenticular cross sections. In reality, although bifaces may have served that purpose, their shape may also derive from the ease of transportation and their facility to produce flakes or other tool forms.

Biface production has been categorized into six stages of production. Although a somewhat arbitrary classification, it attempts to define steps in a process more akin to a continuum. However, for ease of explanation the term stage will be adhered to. The following reduction is carried out by percussion flaking with a hammerstone or billet.

Stage I: Acquisition of a Blank. A cobble, nodule or, appropriately shaped obsidian or chert flake is selected.

Stage II: Edging. In this step dorsal ridges are established and square edges removed. A midline is established and a rough oval to leaf shape begins to take form. The thick bulk of the original blank begins to thin. A process of edging the blank sets the correct edge angles between 55° and 75° enabling the later removal of thinning flakes.

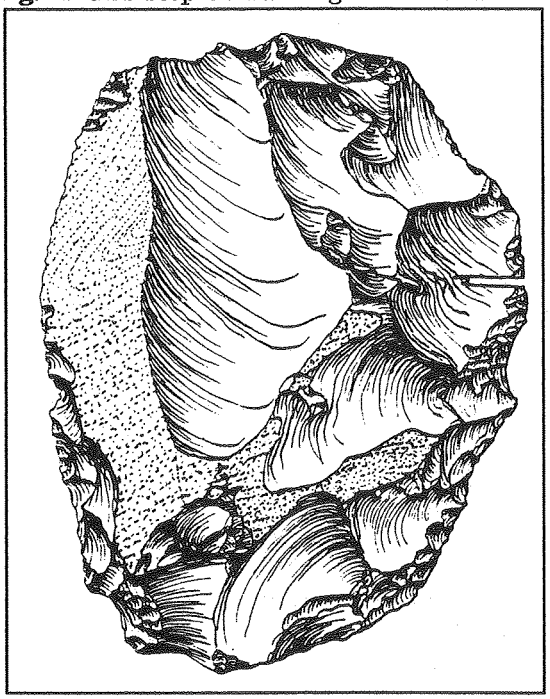

Figure 2, Stage 2

Stage III: Primary Thinning. During this stage platforms are formed around the edges enabling thinning flake removal. Flakes removed from each face extend beyond their mid-line helping to remove major humps, hinges and step fractures thus reducing the central thickness of the blank. The biface form begins to regularize while becoming thinner, taking on a lenticular form.

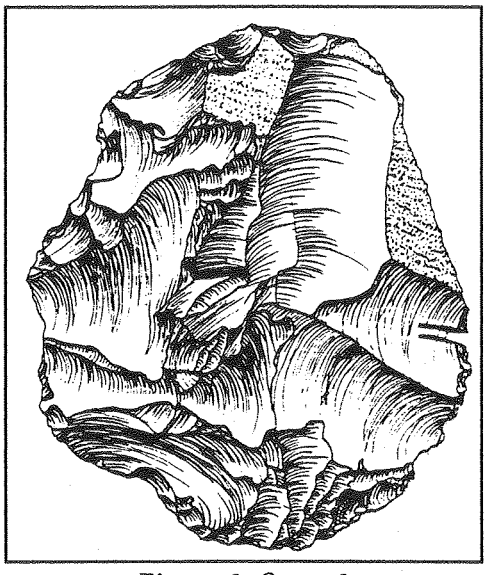

Figure 3, Stage 3

Stage IV: Secondary Thinning. In this stage platform preparation along the edges increases and flaking becomes more patterned. Secondary thinning begin to extend across the face undercutting each other from one margin to the other. This flattens the surface and the biface becomes thinner with a width to thickness ratio between 4:1 to 5:1.

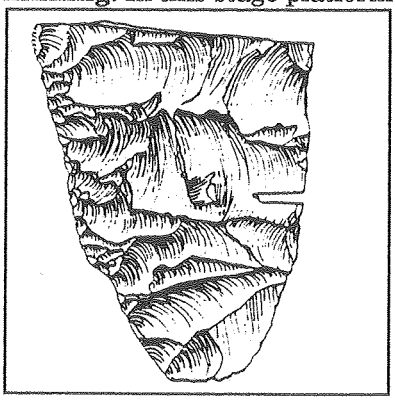

Figure 4, Stage 4

Stage V: Preform Shaping. In this stage a preform becomes finalized with the establishment of uniform edges and patterned flake removal. Its optimum lenticular form has a width to thickness ratio between 5:1 and 6:1. Stage VI is the finishing of the preform into its final form either through final regularizing of its edges or the adding of hafting notches, shoulders, serrations, or basal constrictions. At this point the knapper may continue working or leave further modifications for later when circumstances define the final form.

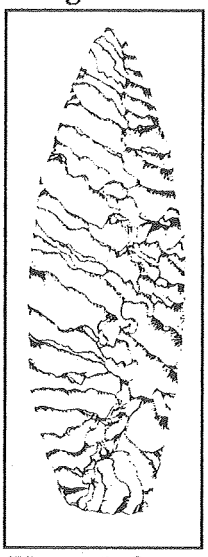

Figure 5, Stage 5

Stage VI: Finishing. Bifaces may be prepared as a blank for a specific dart tip or projectile point form or alternately may be fashioned to produce flakes of specific shapes and sizes amenable to the production of other tools. These may include a variety of scraper forms, burins, or drills.

Figure 6, Stage 6

Lithic Technology and Interpretation

In the last few years California archaeology has begun to develop a better comprehension of the lithic industries used by native cultures throughout the state. A wider knowledge base is allowing us to more fully understand the kinds of activities going on at various sites. State parks which either include obsidian quarries or are close to them include: Clear Lake SP, Anderson Marsh SHP, Annadel SP, Bale Grist Mill SHP, Bodie SHP, Mono Lake Tufa SR. In addition many of our parks lie within the trade corridors to these sources e.g., Bothe-Napa Valley SP, Calaveras Big Trees SP. As a result the tool inventories at Native American villages and camps in these parks reflect the types of lithic industries which have developed using either available or imported resources.

Other methods that have been developed for use by archaeologists to assist in developing and refining cultural chronologies and trade relationships include obsidian hydration and X-ray fluorescence. These two techniques are valuable in the dating and sourcing of obsidian.

Obsidian hydration is a process in which obsidian naturally absorbs water through its outer surface. A freshly flaked tool surface will begin to absorb water at a uniform rate, depending upon its chemical composition and the ambient humidity and temperature of its environment. By thinly sectioning an obsidian tool and mounting it on a slide, the depth of water absorption can be viewed and measured under high magnification. Currently, the rates at which obsidian from different sources absorbs moisture are being studied. Several such scales have already been used to indicate the amount of time that has passed since a stone tool has been flaked.

X-ray fluorescence is a method of determining the source from which obsidian has been collected. The percentage of trace elements within the volcanic glass is unique to each volcanic source. Comparison with samples from other sources can determine the quarry from which the specimens were taken. With these two tools the source and a relative date for obsidian tools can be determined from a population of artifacts from one or several sites.

Advances in the study of lithic technology over the last 15 years have added greatly to our understanding of the role this technology has had in the trading relationships, settlement patterns, and use of regional environment by native peoples. The replication of stone reduction technologies and comparison with excavated collections has contributed much to our understanding of changes in the history of these people. However, these are but initial advances in a field which is proving extremely productive in developing a new and greater understanding of the life ways of California's native people.

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"The Self-directed Work Team"

Comments on a seminar held June 9, 1992, in Bakersfield

by W. R. "Dick" Sly

At the end of the seminar, the facilitator asked for a show of hands indicating which of us thought the concept of the "self-directed work team" (SDWT) would work in our respective "companies"? At the time, I was dubious. While we were shown numerous examples of this concept working in private enterprises (some of which had absolutely flat organization charts), we had been shown only one weak example of this concept applied to a civil service environment. There was also an "employee benefit" of this process that was referred to as "horizontal promotion"—a rather shaky, malapropian contradiction of terms that Jeff Price will surely have fun with! In addition, I was also having trouble visualizing the Deputy Director of Park Stewardship and the three Deputy Chiefs of Park Stewardship accepting decisions made at the hands-on level of our Department. So I raised my hand indicating no—I did not believe it would work.

The next day, with the seminar fresh in my mind, I carefully reread the Phoenix Report. Like most employees, my initial "reading" was a fast once-over with the most of my attention directed at the various organization charts to see where I might fit (or fall) after the dust settled. A careful rereading of the report showed me that the Phoenix Committee (an excellent example of a short-term SWDT) had already accepted this concept very early in their decision-making process! It is clearly stated in the Phoenix Report that "an organizational consultant, Dr. Fadem from UCLA, was brought in for a day to provide different organizational models from business and government. Dr. Fadem recommended the self-directed work team as a viable organizational model now widely used in business and some government situations." With this important decision made, the question is no longer "will the concept work in our organization?" but rather "how will it work in our organization?" That, of course, is the $64,000 question that the Transition Team (notice how the name changed from committee to team?) has been charged with somehow implementing.

Taking a long, hard look at the SDWT concept, it appears that the primary objective of this management process is to reduce the layers of administration and staff position that make up the traditional management pyramid. (Although a legitimate argument can be made that the resulting reduction in P. Y's is a byproduct of this management process, the outcome remains the same!) An implication made by the facilitator of this seminar was that the natural evolution of the SDWT process resulted in a totally flat organization. That is, if the teams were appropriately empowered to effect any change necessary to promote profit while maintaining the quality of the product. Their compensation is relative to the profit their efforts generate. Since this level of empowerment can never occur in a civil service environment, a much diminished level will be necessary. Nevertheless, strange things happen when a group of people are empowered with knowledge normally withheld from them by managers in the "Traditional Management" mode. (Interestingly, "Empire Builders" are said to be among the first to find themselves on a collision course with the SDWT's.)

So it would seem that the SDWT's found in private enterprise are totally committed while their counterparts in civil service are merely involved. The difference you ask? I recall a college professor many years ago in a bonehead English class who explained it this way: "Imagine," he said, "a big plate of fried ham and eggs. It is easy to see that the chicken was involved, but it is equally obvious that the pig was totally committed." As we look around at the many vacancies now in the DPR, I'm sure there are those who would say that we too are "committed!"

Yes, there will be many causalities, and yes, there will be some who will say that this reduced work force will not, can not, work! I believe that we've been here before, just as anyone else would say who's worked for the DPR for twenty some odd years. How many of you duffers remember the old Unit concept? For those of you who have not been around that long, let me paint a thumbnail sketch as I remember it.

Such things as numerous specialized positions, highly defined duty statements, unions (as we know them today), armed rangers, sophisticated contracting, and a facility inventory program did not exist. What we did have was a rather tightly knit, small group of people who met in the shop each morning to discuss and plan the day's activities. The discussions and planning centered on the limited resources available. The process was fluid. Collectively the group decided who would do what, where, and when based on the perceived abilities of each of the group members as well as what they thought

should be done. Because they collectively agreed on the objectives, everyone worked hard to accomplish those objectives. They worked hard together and rewarded themselves by playing hard together.

Obviously it didn't work all the time in all the various units; if it had, we'd never have stopped doing things that way. Those of us who work in small districts with units and resources scattered over vast areas have never completely gotten away from practicing the process of collectively conceived objectives. In our situation, it's imperative that rangers get involved with maintenance projects just as it's equally imperative that maintenance personnel assist with first aid emergencies and the collection of fees. If we didn't adhere to this energetic process, we never would have accomplished much of anything! In fairness it should also be noted that the superintendent makes a substantial contribution to this process. The High Desert District flourished under the direction of a man who promoted an atmosphere of open dialog and cooperation among all his staff. Devoid of ego, heavy-handed autocratic direction was not his style. James Geary retired this month and his shoes will be difficult to fill.

Continuing the comparison of the environment found in today's small district with yesterday's unit concept, it's necessary to acknowledge that it's true that we don't have to contend with several specialized classifications. It's also true that we never have seen a union rep. But if one did happen to visit, they'd find energetic, enthusiastic employees who get satisfaction from their work. Unions find no reason for involving themselves in the day-to-day workplace operations in those places where employees enjoy their work. As for those other new ingredients found in our present-day environment (armed Rangers, sophisticated contracting, and facility inventory program), they will merely serve as grist for this new management process!

Yes, it will definitely be a new and exciting work environment for many employees. If you think you were involved with getting things done in the past, you'll be amazed at how soon you'll be willing to become committed in the future. More superintendents like Jim Geary would certainly help the process.

So, to summarize—do I endorse this seminar? You bet! But only if you're interested in learning:

1) More about the mechanics of how SDWT's evolve in stages as a group.
2) Discovering the full potential power of SDWT's.

To learn how the self-directed work team concept will work in the new DPR, you'd do best to wait for direction from the Transition Team!

Self-Directed Work Team

by
Dennis Doberneck
and
Rey Monge

We've all been aware that the reorganization of DPR will result in fundamentally different approaches in how the work of the Department will be accomplished. One organizational goal is the implementation of self-directed work teams. The concept, while new to most of DPR, is really not new at all. Many public and private organizations have incorporated work teams to some degree for years. DPR is but one of a growing number of organizations to consider implementing the work team concept.

To learn more about self-directed work teams, Hungry Valley District Superintendent Dennis Doberneck, Hungry Valley Chief Ranger Rey Monge, and High Desert Maintenance Chief Dick Sly participated in a seminar held in Bakersfield, conducted by Career Track, an organization which conducts management and administrative skills training nationwide. CSPRA paid the tuition cost for this seminar. The seminar, titled "Implementing Self Directed Work Teams," was packed with over 100 participants. Interestingly, while there were plenty of people from private industry, including Mobil Oil Co., Owens-Corning Fiberglass, and even a Bakersfield FM rock radio station, there were many representatives from local governments as well. Staff from several hospitals, and a number of city and county departments, including Tulare County Parks and Recreation Department, were in attendance. Certainly tough economic times, reduced sales revenues, higher fixed operating costs, reduced staffing levels, etc., have driven a wide variety of organizations to explore ways of working differently, more efficiently, and smarter.

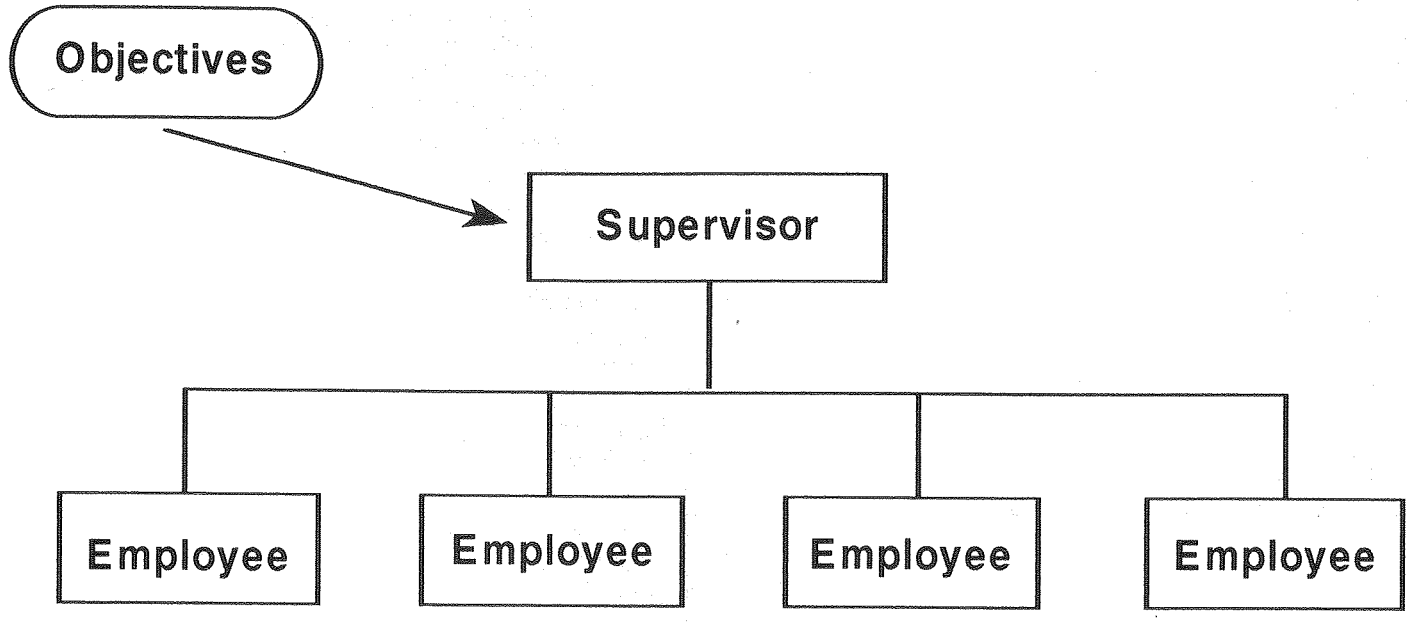
Many books and studies, as well as testimonials from organizations worldwide, have been published which attest to the self-directed work group approach as having been organizational life savers. Productivity increases of 30–40% have commonly occurred. Major reductions in defects and errors have accompanied these efficiencies.

Tom Peters, in his book Thriving on Chaos, advocates that "the self-managing team should become the basic organizational building block." Peters believes that teams can achieve enhanced focus, task orientation, innovativeness, and individual commitment to the organizational goals.

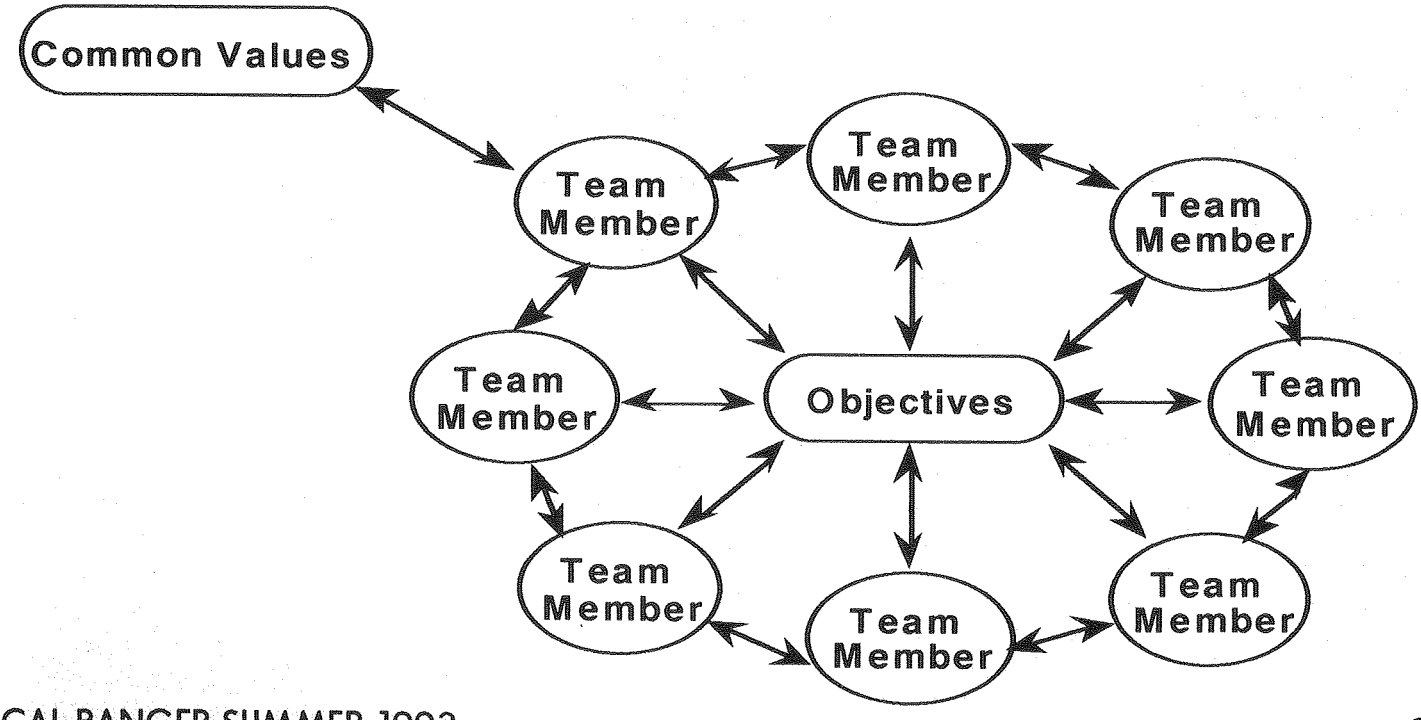
The self-directed work team was defined as a "functional group of employees (typically 8 to 15) which shares the responsibility for a particular unit of production. Members are trained in all the technical skills necessary to complete the tasks assigned. Ideally, they have authority to plan, implement and control all work processes. They are also responsible for scheduling, quality and costs. These responsibilities have been clearly defined in advance."

The self-directed work team concept was presented through a comparison with the "traditional management model." Graphically, the comparison looks something like this:

Traditional Management Model



Self Directed Team Management Model



Some points of comparison are:

• In the traditional model, objectives and goals come from the top. The self-directed team derives its objectives and goals from the team.

• The traditional model is unilateral/autocratic. The self-directed team seeks consensus and allows participation of all members.

• The traditional model is narrowly focused; direction comes through one person. The self-directed team sees a bigger picture and has a broader focus.

• The traditional model may give employees a sense of helplessness. The self-directed team empowers the employee.

• The traditional model shields the employee from personal responsibility. The self-directed team member develops a sense of personal pride and ownership of the organization.

• Promotions in the traditional model are confined to an upward/vertical promotion ladder. The self-directed work team provides opportunity for increased learning and responsibility through lateral, or horizontal, promotions within the team.

Just as important as efficiencies and productivity to an organization, employee morale and commitment become high. Workers truly are part of a participative management team. Full participation is enabled by providing employees with information and training to build a solid knowledge base. Full access to what in many cases has been considered "executive level" information becomes the new standard. Worker empowerment, by way of delegated responsibility for decisions and actions, results in a sense of "ownership" in the organization. A change in the employees' view of the job occurs. The sense is that the job is not paid, but rather the person doing the job is paid for performing.

So far this article has focused a lot on the employee team members. What becomes of supervisors in this type of organizational structure?

A common initial reaction by employees to the team concept is that the employees end up doing all the supervisors' work for them. An understandable concern. Frankly it's a concern to supervisors too. After all, knowledge, decision making, a high degree of control over what happens, and exercising leadership are basic traditional supervisory functions.

With self-directed work teams, the functions and responsibilities of supervisors aren't eliminated; they're focused differently. The supervisor takes on the role of coach, provides access to and interpretation of information necessary for the team to accomplish its tasks, and ensures that the team stays on course. The success of self-directed work teams very much depends on a high degree of support from and interaction with supervision. Our seminar presenter pointed out on several occasions that supervisors "will have never worked harder in their lives" than when working with self-directed work teams.

A well-functioning team doesn't just happen. Selecting and meeting with a group of people and informing them that they are now a team doesn't make it so. Training in this organizational model is vital to its success. Success also depends upon the full acceptance, by all, of the team approach as the organizational culture. In the best of situations, it may require up to 6 months for a team to fully develop. Time frames of 1–2 years to develop teams are not uncommon in some organizations.

Impediments to successful implementation are significant geographic spread among team members, low interdependence or organizational limits which restrict the team from fully exercising its authority, and empowering a team beyond their understanding and embracing of the organizations' mission, values, and objectives.

So, what did we think of this training? It was well organized and it enabled a solid, basic understanding of this organizational model. The training provided a good overview of implementation phases in team development, and allowed each participant to explore and understand the strengths and weaknesses of both traditional management and self-directed team models. The seminar delivered what was promised.

After an intensive full day of learning, what did we think of DPR changing to the self-directed team model? We represented three different supervisory classes, and had three distinctly different initial reactions. Our reactions included a general enthusiasm for this organizational model, qualified and guarded acceptance of the concept, and general overall rejection of the concept as impractical to institute within the Department.

We don't know what training will be provided in DPR, or when implementation of self-directed work teams will begin, only that it is in our future. If you would like to get a better understanding of what organizational life in the new DPR may be like, the following bibliography can furnish you with a wealth of information on self directed work teams.

Recommended Resources

The Breakthrough Strategy by Robert H. Schaffer, 1988, Ballanger Publishing Co.

Conceptual Blockbusting by James L. Adams, 1986, Addison-Wesley Publishing Co.

Creating the High Performance Team by Steve Buchholz and Thomas Roch, 1987, John Wiley and Sons

The Deming Management Method by Mary Walton, 1986, Perigee Books

The Empowered Manager: Positive Political Skills at Work by Peter Block, 1987, Jossey-Bass, Inc.

Empowered Teams by Richard Wellins, William Byham and Jeanne Wilson, 1991, Jossey-Bass Publishers

The Fifth Discipline by Peter M. Senge, 1990, Doubleday

"From Manager to Coach" by Beverly Geber, 1992

Kaizen by Masaaki Imai, 1986, Random House

Leadership Is An Art by Max DePree, 1989, Dell Publishing

Leadership Training Through Gaming by Elizabeth M. Christopher and Larry E. Smith, 1987, Nichols Publishing Co.

"Leading Workers to Lead Themselves: The External Leadership of Self Managing Work Teams" By Charles C. Manz and Henry Sims, Jr., 1987, *Administrative Science Quarterly* 32

"The New Management Work" by Rosabeth Moss Kanter, 1989, *Havard Business Review*

On Becoming a Leader by Warren Bennis, 1989, Addison-Wesley Publishing Co.

Self Directed Work Teams by Jack Orsburn,Linda Moran, Ed Musselwhite and John Zenger, 1990, Business One Irwin

Teaching the Elephant to Dance by James A. Belasco, 1990, Crown Publishers

Team Management by Charles Margerison and Dick McCann, 1990, Mercury Books

Thriving On Chaos by Tom Peters, 1987, Harper and Row

A Whack on the Side of the Head by Roger Von Oech, 1990, Warner Books

When Giants Learn to Dance: Mastering the Challenges of Strategy, Management, and Careers in the 1990's by Rosabeth Moss Kanter, 1989, Simon and Schuster

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