

Exploring helps people develop good judgment. Explaining retards the development of people's judgmental skills as well as their sense of being capable.

Encouraging rather than directing

People feel encouraged when we invite participation and contributions rather than directing and demanding compliance. When people are encouraged to contribute, they are generally willing, cooperative, and responsive. When we encourage people to explore possibilities, we help them develop positive attitudes toward learning from experiences, and even from failures.

Directing is born of expediency. It is much easier to direct others to do things our way than to allow them to do things their way. If you insist on telling people how to perform every detail of a task, you create feelings of hostility, aggression, and resistance. But when you ask people to contribute, they believe you feel they have something of value to offer.

Celebrating success rather than pointing out failure

People live up to (or down to) what we expect of them. So, if we want the younger person to be a capable manager, we should convey our expectations to them and provide them the freedom and support to meet our expectations. However, by expecting, we often set high standards and then point out the person's failure to meet these standards.

The problem is not with the standards but with the expectation of meeting the standards. The proper approach is to have high standards, but to realize that

people will grow to meet these expectations in small incremental steps.

Too often we are preoccupied with what people have done wrong rather than celebrating what they have done right. When we celebrate any movement in the right direction, we are affirming and validating the other person and their newly acquired management capabilities. As a result, he/she is often interested in doing more. It is easier to tame a fanatic than to put life into a corpse.

Respecting rather than holding accountable

Young people cannot gain wisdom as long as they are afraid to have an experience, or as long as we analyze it for them. If we insist on our superior knowledge, young people will be inhibited from gathering knowledge. By showing respect, we realize the uniqueness of each individual. If we do not show respect, we deny our diversity. Our uniqueness as individuals is our greatest value, both to ourselves and our family.

However, we often hold others accountable for having all of our expert knowledge. It refers to the bad habit of requiring others to read our minds and think the way we do. It makes others who fail to think, see, and understand exactly as we do to feel unacceptable by our standards.

. . . and justice for all

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Many materials can be made available in alternative formats for ADA clients. To file a complaint of discrimination, write USDA, Office of Civil Rights, Room 326-W, Whitten Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call 202-720-5964.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jack M. Payne, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.
