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Young's ongoing problems widen rift with suburbs

DO YOU remember Coleman Young's inaugural speech as mayor of Detroit? He made a number of promises and statements, but his most quoted remark was his advice to criminals to "hit Eight Mile Road" — In effect, to get out of town, to stay on the other side, almost anywhere on the other side, of the Eight Mile barrier. Although the statement was measured political rhetoric and had no effect on controlling crime in Detroit, the symbolism endures.

controlling crime in Detroit, the symbolism endures.

Today there is, more than ever, an aimost perceptible barrier around the city. Eight Mile is the dividing line between Detroit and Oakland County and Detroit and Macomb County. Telegraph Road might be considered a dividing line between Detroit and western Wayne County. Traffic easily traverses those barriers but the imposing economic, social, psy-



chological and political barriers are mak-ing Detroit an island unto itself.

MAYOR YOUNG'S continuing battles and troubles and the problems with trying to get a metropolitan consensus on matters of vital interest to the area are manifestations of the distrust with which subman interests, view Detroit interests and particularly Coleman Young's interests.

Some part of it may be racial, as Young

frequently contends, but his own racial favoritism has contributed to the sense of mistrust.

Young must be given credit for doing any number of things that have helped give Detroit a solid government, a reduction in tensions between cilizens and the police and economic boosts, such as Renalssance Center.

He was the man who seemingly bridged the gap between white interests and black interests, and he had the confidence of the titans of business and industry.

But his attitude of Detroit first, last and always has also contributed to the sense of combativeness that exists between Detroit and many suburban areas and suburban

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WE HAVE recently seen an appeals court rule that Detroit's water system had

taken advantage of its monopolistic status to overcharge suburban customers.

We have seen the continuing battle over SEMTA's transportation plan for the metropolitan area and for taking over Detroit's Department of Transportation lead to nothing but frustration, recrimination, loss of service and almost no chance of convincing voters that public transportation is worth supporting with a tax levy.

The controversy over the Detroit Insti-tute of Arts has seemed more and more like a battle between Young's supporters and political allies and the DIA en-trenched interests over control of fat cat jobs and free-wheeling expense accounts.

AND NOW the testimony in the case in-volving the Vista sludge-hauling contro-versy casts at least some kind of suspicion

upon the way Young handles the manage-ment of Detroit affairs.
Those who have always been akeptical and outstpoken in opposition feel they have grounds for antagonism. Those who have adopted a more benign approach feel that they should be more suspicious about dealings with Detroit.

Public transportation will continue to hrap along. The water rates case will con-tinue to be fought with little hope of re-conciliation and the DiA controversy will die out because those in power will see to

The specter of Vista will hang aroun the mayor for some time to come and will continue to make it that much harder for the city and the suburbs to try to become accommodating partners in problems of

Bad employee performance? There's often reason

(Guest columnist Jack Bolo-gna is president of Odiorne In-ternational, Inc., and manageri-al consultant and computer se-curity firm headquartered in Plymouth.)

WHEN EMPLOYEES don't per-WHEN EMPLOYEES don't perform or behave the way you want
or expect, the discrepancy between
your level of expectation and their
level of performance or behavior
often causes frustration or anger.
In such a state of mind, managers tend to generalize and jump to
conclusions (conclusions which often are more wrong than right).
You can't seem to back away and
assess the situation with dispassion
and rationality. Your emotions
take over and you begin to think or
sty things like:

. "Why is he/she so stupid, or lazy, or obstinate or insubordinate, or incompetent?"

Or worse yet, "He/she has a bad attitude" or "they're unmotivated."

attitude" or "they re unmotivated."

WIII.E ON A FEW occasions these descriptions may be appropriate, more often than not there are other, more real, causes for such inadequate performance.

First, are you asking too much?
Is your expectation realistic? Can anyone satisfy your expectation, i.e. perform at the expected level? Or is it a goal which only a few can attain?

Is the effort required to achieve the goal of such heroic proportions that successful performance is limited to the few, rather than to the many?

Unrealistic standards — those designed for the few — will ultimately "turn off" the many and in-

stead of motivating them to achieve the standard, goal or expected level of performance, they become de-motivated.

What's the use. I tried with everything I have and it didn't work. I must be a failure.

work. I must be a failure.

A GOAL to be achievable, must be realistic and attainable.

A goal cannot be based on pie-in-the-sky assumptions. Otherwise, it demotivates. If it is patently unachievable, few people will even try. Only the hardy, ignorant or perfectionistic types try what seems to be patently unachievable for most people.

Requiring Herculean effort for goal accomplishment is an almost certain failure.

But what of the other causes of failure?

If we are going to back away from accusation, exhortation and

them to behave or perform the way we want them to. (A potential instruction problem).

They have a piven them more accurate labels so you wont have to be unsclentific in the fur. (You can call them by hame, rather than calling names. We simply call them performance problems).

WHEN PEOPLE don't behave or perform the way we want them to. (A potential instruction problem).

WHEN PEOPLE don't behave or perform the way we want them to. (A potential instruction problem).

They don't know what we exert them to. (A potential instruction problem).

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They don't know what we exert them to. (A potential instruction problem).

They don't know what or expect of them. (A potential accurate pic in fact, perverse and obstinate. (A potential attitude or gain in accomodating us. (A potential accurate instruction problem).

They don't know what or expect of them. (A potential communication problem).

They don't know how to perform the way we want them to. (A potential instruction problem).

They are no personal interest in behaving or performing the value of the problem.

They see no personal interest in behaving or performing the relation problem).

They see no personal interest in behaving or performing the value was and obstinate. (A potential attitude or gain in accomodating us. (A potential accurate problem).

They accurate them to. (A potential instruction problem).

They are no personal interest in behaving or performing the value was them to. (A potential instruction problem).

lem).

They don't know why we want

dissonance problem).

• We vaciliate and confuse them. (Inconsistency problem).

• They are lazy, stupid and ungrateful. (A recruitment and selection problem).

• They don't relate well to the work or task at hand. (An interest problem).

• They can't take orders. (An authority adjustment problem).

• We haven't provided them the necessary resources, i.e. time, material, manpower, tools and equipment. (A resource inadequacy problem).

• We are expecting more than they can reasonably give. (An expectation problem which can lead to stress and "burnout").

These are but a few reasons for inadequate performance. If you give it some thought, you probably can list more.







422-5200



