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ABSTRACT

A revision of the leader's manual, "Human Relations Training for Supervisory Personnel in Sales and Merchandising Organizations," the human relations training manual for supervisors consists of eight two-hour sessions. The first session is devoted to laying a framework for developing a human relations attitude. The second, third, and fourth sessions are devoted to the "four keys of good human relations." Session five covers communication. Grievances and discipline are covered in session six, and the seventh and eighth sessions cover the "four step method to problem solving." Materials for handouts and transparencies are provided at the end of each session. (Author/VA)

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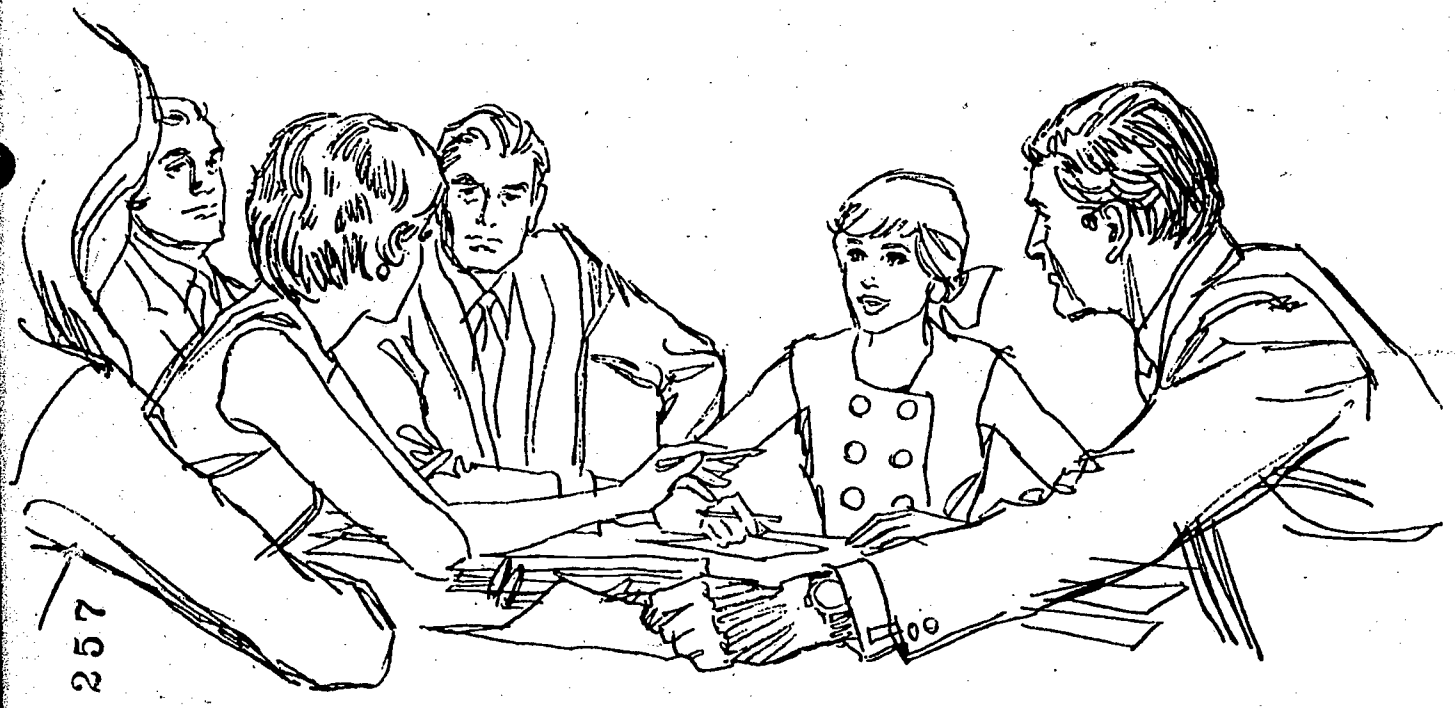
Human Relations

Revised



CE005257

A Training Course for

People Who Manage People

H U M A N R E L A T I O N S

REVISED

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INTRODUCTION

This manual in human relations training for supervisors, is a revision of the leader's manual, Human Relations Training For Supervisory Personnel in Sales and Merchandising Organizations. It has been developed in order to up-date much of the information, and to place it in a more relevant form for many different types of supervisory positions.

The design of this manual is to provide information for the instructor to develop a background in human relations and to present him with much needed instructional material. It is hoped that the instructor will develop some of his/her own techniques for covering the information.

The human relations program should be taught to meet the needs of the class, which means that some material in this manual may have to be eliminated and more information found in other areas.

Much of the information presented in this manual has been taken from various sources. The sources have been listed whenever possible next to the instructional material. Also, information has been taken from the previous human relations manual.

The course is designed for eight, two-hour sessions, although fewer sessions may be used if desired. The time schedule should again be developed according to the needs of the class members.

The first session, in this manual, is devoted to laying a framework and foundation to build on, for developing a human relations attitude. The second, third, and fourth sessions are devoted to the "Four Keys of Good Human Relations". Session five covers communication. Grievances and discipline are covered in session six, and the seventh and eighth sessions cover the "Four Step Method to Problem Solving".

Handouts are provided at the end of each session. In the manual you will find when each of these handouts are to be used. You may not want to use all of them, but they are made available. Also, you will find copies to be used to make transparencies. It is hoped that by providing these handouts and transparencies, it will make your job of instruction easier. (Make sure that the information which is presented in handout form is covered very carefully.)

Class Size

It is recommended that the class should have anywhere from ten to fifteen class participants. Try to keep the class under fifteen because of the sessions which are devoted to problem solving. This will allow each individual a chance to participate in the discussion.

Room and Equipment

Make sure that the room which you use is appropriate for discussion purposes. You want to place the group in a semi-circle if possible. If possible, allow smoking and have coffee and tea provided. This helps to place the group at ease.

The equipment you will need is listed.

1. Chalkboard
2. Overhead projector
3. Flip chart
4. Possibly a hook n' loop board

Good luck in your instruction of this human relations training program. You will find it educational and rewarding for your class and also for yourself.

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HUMAN RELATIONS TRAINING

Session One

TOPIC OUTLINE	DISCUSSION MATERIAL
Introduction of Instructor	State your name (write on board) position and background for instructing the course.
Explain purpose of the meetings and course	We will be pooling our ideas on a problem common to all individuals, which is how to secure and keep good human relations with everyone. Before we go into that, however, suppose we check our schedule: A. Announce number of sessions and the time of the meetings. B. Location of meetings. C. Suggest that a notebook be kept for handout material.
Put group at ease	Explain that everyone must contribute in order to gain from others experiences.
Get acquainted (pass out name cards)	Have all individuals fill out a name card and introduce themselves, telling about their work and why they are taking the course.
Emphasize confidential nature of the meetings	These meetings are <u>yours</u> and will deal with problems that are bothering you right now. Much of our discussion will be strictly confidential. The problems we discuss here are not to be passed on. Be as honest as you can about your own feelings on any situation which we are discussing.
Questions	What is human relations? Why study human relations? Is there a difference between human relations and good human relations?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on board or flip chart Ask as an overhead question (Definitions may be placed on a transparency)	QUESTION #1 What is HUMAN RELATIONS? Definition: The integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction. This definition may be very difficult to understand. In order to make human relations not seem difficult, definition #2 is offered. "The development of productive, satisfying group effort." To make human relations really seem simple one can say, "Human Relations is the art of getting along favorably with one another."
Place on board or flip chart Ask as an overhead question	QUESTION #2 Why study human relations? Human relations or one's relationship with another is something which affects all of us day in and day out. It is something that concerns everyone in all phases of business. Everyone has definite human relations responsibilities.
Place on board	1. You Can't Ignore It. 2. You Can't Shake It Off. 3. You Can't Postpone It.
Place on board or flip chart Ask as an overhead question	QUESTION #3 Is there a difference between human relations and good human relations? YES. In defining human relations we refer to it as being the way people get along together - whether good or bad. "Good human relations" refers to people that can get along without unnecessary friction. The key to the previous statement is "unnecessary". No group of individuals can work day after day without some friction or misunderstanding taking place. The way in which the friction or misunderstanding is handled will determine whether the human relations principles applied are good or bad.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on board	How does one gather information for solving human relations problems?
Handout #1-1. Definitions of personality, and how to gather....	There are three easy and basic ways to solve human relations problems. They are: 1. Your Own Life 2. Observations of the Acts of Others 3. The Findings of Experts
Discuss each area with the group. Know well enough not to read	<u>Your Own Life</u> Valuable information can be gained through experiences one has in his day to day living. The relationships with close friends, with your family, etc., gives us an insight into handling human relations problems. The same techniques used to get along with your close friends and relatives can be applied to our business associates and acquaintances.
	<u>Observations of the Acts of Others</u> Observing other people can help an individual better understand what makes people the way they are. People are individuals and everyone acts differently in different situations. Watching people work with other people and the way they work together can reveal how some individuals can cope with human relations problems while others cannot. By observing what happens when <u>good</u> human relations is used, and <u>bad</u> human relations is used, one can learn how to work more effectively and efficiently with people. Mistakes in handling human relations problems should be made only once and the individual should learn from his mistakes.
	<u>The Findings of Experts</u> Many books and articles are published in the area of human relations. Depending on the depth one wants to get into in human relations will determine the type of publications one reads. Courses such as this one will not answer all questions, but enough depth will be

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	covered that through practice and experience one should be able to handle any type of human relations problem that may arise. The experiences received in this course and the knowledge gained will help you in your family, social and business life. These meetings are yours and will deal with your personal problems that you are facing right now. The interaction of the group and the information which a group can offer will help us to understand how to best handle human relations problems. As already mentioned good human relations training is a practical way to help individuals develop skill in getting along with people and helping everyone to work as a team rather than individually.
This section to be used if class has a number of supervisors in the class.	<u>Supervisors' Role in Human Relations</u> Good handling of human relations is the most important factor in the work of supervisors. Ability to handle people is a skill that can be acquired. We can study, analyze and dissect, with resulting constant improvement in our own techniques. Skill in dealing with workers has its roots in an innate liking for people, but it can be developed fully only through training and experience.
Ask group if they understand supervisors role in human relations.	The success or failure of a company depends largely upon the supervisors relations to the employees in the department. The supervisors need all the help they can get to meet their responsibilities. Too few people realize the complexity and difficulties of the supervisor's job. Management wants output and quality and to

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

attain it means good equipment and improved working conditions. But these are not enough. In addition we need the loyalty and cooperation of people. Can we do something that will improve this loyalty and cooperation? This is the point of these meetings.

When a new machine is installed in the company a handbook comes with it giving directions for keeping it in good operating condition, or telling you what to do when it breaks down or refuses to operate properly. Or perhaps a mechanic specially trained to adjust or repair and maintain it comes to assist you.

Store supervisors get new people all the time, but handbooks don't come with them. Even with experienced employees it is often necessary to make adjustments, eliminate friction, or repair human breakdowns. How are you going to keep the employees in your department working together? What will you do if one fails?

Employees judge the department or the company in terms of the treatment they receive from their immediate supervisors. The establishment and maintenance of harmonious relationships between employees and their supervisor will result in more satisfied employees, reduced turnover, lower sales costs and greater customer satisfaction.

"We have inferred that supervision must be good. Good supervision means that the supervisor gets the people in his department or section to do what he wants done when it should be done, and according to the standards of performance required."

This is the minimum for good supervision. The best supervisors attain these goals by working with people in such a way that they get personal satisfaction and enjoyment while they work.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #1-2. Use in discussion, see if everyone agrees with the responsibilities (Supervisory Respon.)	Supervisory Responsibilities 1. A supervisor has a responsibility to get a job done. 2. A supervisor has to respect the rights of others. 3. A supervisor has a responsibility to develop in others an awareness of their responsibility and a willingness to accept this responsibility. (A) It is necessary that the supervisor communicate clearly and definitely what is expected of the employees. (B) Provide motivation to perform well. 4. A supervisor needs to develop the ability to access in others the results of his own actions. 5. A supervisor needs to be able to place human relations in its proper perspective. No one from the outside can come in and tell you what to do in handling a personnel relations problem with one of your employees and I certainly am not trying to do that. Experienced supervisors have developed skill in handling the problems that face them. These skills can be learned. The possession of these skills save supervisors a lot of headaches, time, trouble and embarrassment. This is what we will try to accomplish in human relations training. Personality To better understand how to work effectively with people it is necessary for an individual first to understand himself. This can be accomplished by studying and understanding one's own desires and mental makeup. This

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	is better known as looking at one's PERSONALITY.
Ask for a definition of personality. List the answers given on the board.	What Is Personality?
Use handout #1-3 for further discussion - then give them definition number 8 as the one which will be discussed.	Definition: Personality is the sum total of one's physical, mental and emotional characteristics as seen by others.
	Breaking the definition down will show how encompassing the definition actually is.
Discuss each area of the definition, but allow discussion to take place.	The sum total - states that everything connected with it is included.
	of one's physical - includes the structure, or physique of the body, as well as posture, body movements, facial expressions, health, grooming, dress, mannerisms, and speech.
	(1) Mesomorphic (2) Endomorphic (3) Ectomorphic
	Impressions can be made by the manner in which one presents himself based on only physical characteristics.
	First impressions are almost always based on only physical characteristics, such as appearance. First impressions may be right or wrong.
	mental - consists of intangibles such as intelligence, attitudes and moral character.
	(1) Intelligence - the ability to learn or understand from past experiences and to acquire and retain knowledge. (2) Attitudes - the way you act, look, or think that shows your disposition or opinion toward a subject. (3) Moral character - the reputation one has developed.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	and emotional characteristics - referring to an individual's reaction to certain situations. All people do not act the same way under similar circumstances. Some people cry when they are happy, while others smile or laugh. Each individual has different things which will cause him to act a certain way. Examples of these may include: excitement, fear, anger, love, etc.
	as seen by others. - It is very difficult for a person to actually see himself as others see him. Not everyone sees a person the same way, or even an object the same way.
Question	Does an individual have a personality when he is alone?
	Most people will answer yes. The question is how does the individual know what his personality is at any particular point in time. An individual's personality is determined in most cases by how he is observed by other individuals.
	The point which is being made is that people tend to judge other people before they actually get to know them. We tag people and place them into slots. Many times that first impression is wrong and has to be changed. For example, everyone of you prejudged me before I started to talk. After I opened my mouth you developed another impression, and as time goes along I will either change the impression you have of me now, or I will further develop the impression you started with.
	Heredity and Environment
	Based on the information that everyone has a different personality, it can be assumed that no two people are exactly alike. This can be further emphasized when looking at

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	two dominant forces that help to mold and shape our personality.
Ask question - What two forces would you say help to mold and shape our personality?	
	These two forces are HEREDITY and ENVIRONMENT.
Which force has more of an impact on our personality?	Heredity - A person's talents, his physical appearance, color of his hair, his eyes, build, etc., results from one's heredity. These are things which an individual has little control over and must learn to live with.
	Environment - The most influence on an individual's personality is the environment in which he grew up, and the environment he lives in now.
	Our background and experiences, rules learned at home, our associates, status of father and mother, climate in which we live, whether we live in a city or the country have the greatest effect on our personality.
	In discussing personality, it is important to remember that if an individual wishes to change his personality he can. To understand what type of a personality an individual has it is necessary to look at one's self and find out the good and bad points possessed.
Handout #1-4.	Questions to ask the group
Don't wait for any answers. Ask each individual to check himself on each question.	1. How often do you judge a person's personality before you have enough information about him to formulate a sound conclusion? 2. Are you satisfied with your own physical appearance? 3. In what ways would you like to be different? 4. How does your physical appearance affect other people?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	5. Try to recall instances in which you changed your impression of a person after longer acquaintance. 6. How do you think you affect people when they meet you? 7. To what extent are you able to control your emotions?
Discuss with group what a personality trait is.	Personality Traits One's personality is made up of many intangibles. These are things that a person cannot touch, but one knows they are there. There are many intangibles that go into personality which cannot be touched, but they can be seen in people. These intangibles are called personality traits.
Handout #1-5. Personality Traits	Listed here are only 20 personality traits, but there could be well over 100 which could be considered. Each trait listed has a unique characteristic that can be found to some degree in all individuals. Each trait may be strong in some individuals and may be hard to find in other individuals, but the potential is there. It is important to look at ourselves when going through these traits. We should rate the strengths we have on each trait and ask ourselves if that trait can be further developed.
Ask group to define each trait and discuss each one if time allows.	1. Ambition 2. Industriousness 3. *Persistence and Patience 4. Dependability 5. Forcefulness 6. Effective speech 7. Self-confidence 8. Friendliness 9. Adaptability 10. Tact 11. Cheerfulness 12. Good Judgment

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	13. Sensitiveness to criticism 14. Ability to size up people 15. Memory 16. Neatness 17. Health habits 18. Discrimination 19. Economy 20. Capacity to delegate work *Persistence and Patience are possibly the most important on the list.
After discussing each trait use handout #1-6.	Again, it is necessary to understand that all people are different and will possess a different degree of ability in each one of the traits.
Handout #1-7. Why I am Liked or Disliked	Why I am Liked or Disliked A form has been provided which can be used for you to get a better understanding of yourself. Rate yourself and see how you look at yourself. After your rating, have another person who knows you well rate you, then compare the ratings. The comparisions of the ratings may show areas where others do not see you the way you think you are. (Use honest ratings)
Have individuals rate themselves.	We have actually been discussing in this section self-awareness. Self-awareness is that of knowing everything there is about oneself. This is many times very difficult to do because everyone is made up of three different people. They are:
Place on board and discuss each one of the three with the group	(1) The person you think you are (2) The person others think you are (3) The person you are
	The Art of Getting Along Getting along with people is sometimes very difficult, but it is necessary for good

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	human relations. Some days it is easier to forget all about understanding other people because of the attitude which we have on a certain day.
Handout #1-8. The art of getting along. This handout may be used to emphasize the need to get along with others. Also, this handout may help in a little humor in the presentation.	It is necessary for a person in his knowledge of human relations to understand what he can do to improve himself and how to develop the type of attitude necessary for good human relations.
Ask the group if anyone uses goal setting. If anyone does ask them to explain how.	If an individual wishes to change his personality and his attitude for good human relations one needs to know some of the techniques that can be used for self-improvement. One technique which is recommended by many individuals, is that of goal setting. This is done by setting "short range" - "intermediate" and "long range" goals.
	Goal setting can be used for almost any type of self-improvement. It does not necessarily have to pertain to personality as we are applying it here. It can also pertain to areas of future discussion which you would like to change.
Place example of goal setting on the board.	<u>Example of Goal Setting</u>
This area may be expanded if desired.	Long range goal - To become a more effective speaker.
	Intermediate goal - To develop a better vocabulary.
	Short range goal - To read thirty minutes every day.
	The short range goals will help the individual reach his intermediate goal of develop a better vocabulary, which in turn will help the individual reach his long range goal of becoming a more effective speaker.
	Goal setting is something which can be done for every area in which an individual needs

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
If time allows, have each individual set a couple of long range goals	improvement. It must be done after an individual knows his weaknesses and when he has a sincere interest in improvement.
Handout #1-9. Self-Improvement	Another way to change your personality or to change your attitude is that of following the <u>fifteen rules for self-improvement</u>
Discuss briefly each rule.	1. Look for techniques you can use. 2. Break new ground every day. 3. Experiment with all kinds of techniques. 4. Hedge against possible failure. 5. Seek to stimulate definite reactions. 6. Learn to plan for success. 7. Judge the outcome in advance. 8. Notice how each technique works out. 9. Carefully observe your mistakes. 10. Analyze the causes of your failure. 11. See what you might have done instead. 12. Don't shy away from difficult people. 13. Act the part you want to play. 14. Don't step too far out of character. 15. Make notes on your accomplishments. It may be difficult to accept all of the fifteen rules, but a couple of them may help you become the type of individual you would like to become.
Ask group if they can define an attitude.	<u>Positive Attitudes</u> In our discussion so far reference has been made to attitudes. Like personality and human relations one possesses a good attitude or a bad attitude. Bad attitudes can destroy morale within an individual and within a group. A simple definition of an attitude is:
Place definition on board.	"The way you act, look, or think that shows your disposition or opinion toward a subject. Attitudes can be physical, mental, or emotional." Proper attitudes need to be developed by concentrating again on weaknesses an in-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	dividual has. As an individual your attitude can be shown in your work. If you dislike your work, people you work with, etc., it will show in the quality of work you do. The improper attitude possessed on the job may also reflect on your social life, and the friends that you have. People may prefer to stay clear of you because of your attitude.
	Positive Attitudes
	If you are a supervisor your attitude may have a bearing on the attitudes of the people under you. A supervisor has the responsibility of developing the proper attitudes of the workers under his supervision. He must first understand each of his workers as individuals and then try to find the best way to develop good attitudes.
Handout #1-10 and discuss. (Only the first sentence is discussed.)	1. When you are positive, you are energetic, highly motivated, productive, and alert.
	2. Your future, to a large extent, depends on what people think of you.
	3. A negative person curtails the productivity of others.
	4. People like you when you are positive.
	5. Attitudes are caught - not taught. Both negative and positive attitudes are transmitted on the job.
	6. Management will always be interested in the influence you have on your fellow workers.
	Develop A Positive Attitude
	This course in human relations will help you to determine some things which a person can do to develop proper attitudes and how

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	to work with people whose attitudes are less than desirable.
Handout #1-11 and discuss. (Only the first sentence is discussed here.)	1. Look for the good things in the people you work with and for. 2. Look for the good things in your company. 3. Look for the good things in your department. 4. Don't permit a fellow worker with a negative attitude to trap you.
Close the session.	Thank the group for their cooperation and participation. State that you will be happy to discuss any points that they have questions about after class.
Mention what will be covered in the next session.	Next week we will become involved in the "Foundations for Good Human Relations." Give the time and location for the next meeting.

DEFINITIONS: HUMAN RELATIONS

DEFINITION #1.

THE INTEGRATION OF PEOPLE INTO A WORK SITUATION THAT MOTIVATES THEM TO WORK TOGETHER PRODUCTIVELY, COOPERATIVELY, AND WITH ECONOMIC, PSYCHOLOGICAL, AND SOCIAL SATISFACTION.

DEFINITION #2.

THE DEVELOPMENT OF PRODUCTIVE, SATISFYING GROUP EFFORT.

HOW TO GATHER INFORMATION FOR SOLVING HUMAN RELATIONS PROBLEMS

1. YOUR OWN LIFE.
2. OBSERVATIONS OF THE ACTS OF OTHERS.
3. THE FINDINGS OF EXPERTS.

SUPERVISORY RESPONSIBILITIES

1. A SUPERVISOR HAS A RESPONSIBILITY TO GET A JOB DONE.

2. A SUPERVISOR HAS TO RESPECT THE RIGHTS OF OTHERS.

3. A SUPERVISOR HAS A RESPONSIBILITY TO DEVELOP IN OTHERS AN AWARENESS OF THEIR RESPONSIBILITY AND A WILLINGNESS TO ACCEPT THIS RESPONSIBILITY.

    A. IT IS NECESSARY THAT THE SUPERVISOR COMMUNICATE CLEARLY AND DEFINITELY WHAT IS EXPECTED OF THE EMPLOYEES.

    B. PROVIDE MOTIVATION TO PERFORM WELL.

4. A SUPERVISOR NEEDS TO DEVELOP THE ABILITY TO ACCESS IN OTHERS THE RESULTS OF HIS OWN ACTIONS.

5. A SUPERVISOR NEEDS TO BE ABLE TO PLACE HUMAN RELATIONS IN ITS PROPER PERSPECTIVE.

DEFINITIONS OF PERSONALITY

1. "That which constitutes distinction of person; distinctive personal character; individuality; magnetic personal quality."

2. "Personality is the sum total of those habits a person has formed in adjusting himself to life situations."

3. "Personality is what people see when they look at you, and what they hear when you speak and what they feel when in your presence."

4. "Personality is the extent to which the individual has developed habits and skills which interest and serve other people."

5. "Personality: When I met him I was looking down and when I left him I was looking up."

6. "Conscious control of all one's energy, directed with the greatest efficiency."

7. "The totality of qualities and characteristics of a given person, ordinarily attributed to original nature, expressing themselves in modes of carriage, language, manners, clothes, ways of speaking, interest, attitudes, and other reactions to the social milieu."

8. "Personality is the sum total of one's physical, mental, and emotional characteristics as seen by others."

PERSONALITY

JUDGING PERSONALITY:

How often do you judge a person's personality before you have enough information about him to formulate a sound conclusion?

PHYSICAL TRAITS AND PERSONALITY:

Are you satisfied with your own physical appearance?

In what ways would you like to be different?

How does your physical appearance affect other people?

DISPOSITION AND PERSONALITY:

Try to recall instances in which you changed your impression of a person after longer acquaintance.

How do you think you affect people when they first meet you?

EMOTIONS AND PERSONALITY:

To what extent are you able to control your own emotions?

PERSONALITY TRAITS

1. AMBITION
2. INDUSTRIOUSNESS
3. PERSISTENCE AND PATIENCE
4. DEPENDABILITY
5. FORCEFULNESS
6. EFFECTIVENESS OF SPEECH
7. SELF-CONFIDENCE
8. FRIENDLINESS
9. ADAPTABILITY
10. TACT
11. CHEERFULNESS
12. GOOD JUDGMENT
13. SENSITIVENESS TO CRITICISM
14. ABILITY TO SIZE UP PEOPLE
15. MEMORY
16. NEATNESS
17. HEALTH HABITS
18. DISCRIMINATION
19. ECONOMY
20. CAPACITY TO DELEGATE WORK

PERSONALITY -- ITS 20 FACTORS AND HOW YOU CAN DEVELOP THEM

How To Determine The Strong And The Weak Points In Your Personality

There are twenty traits without which, though you may have plenty of ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. Here they are---Question yourself with regard to your standing on each trait.

1. AMBITION:

   Have you the will to improve yourself? This means real will; not merely a vague, intermittent desire. If this article points out certain important defects, will you take energetic steps to remedy them?

2. INDUSTRIOUSNESS:

   Have you the ability to drive yourself steadily? Examine yourself to see whether you hold yourself to the faithful performance of tasks that are distasteful.

3. PERSISTENCE AND PATIENCE:

   Look back over the various plans you have made during the past years; enumerate all you can remember, and see how many of them you have actually put through.

4. DEPENDABILITY:

   Can you be relied upon to carry out plans assigned to you by other people? How many times in the past month have you failed to get work done within the period in which it should have been done? How many times have you fallen down in your social obligations in the past month?

5. FORCEFULNESS:

   Do you give people the impression that you are capable and self-controlled? Are you self-reliant? You will find out a good deal about how you stand in these things by your ratings on: (6) effectiveness of speech; (7) self-confidence; (12) initiative, resourcefulness; (13) sensitiveness to criticism.

6. EFFECTIVENESS OF SPEECH:

   Can you express your ideas clearly and convincingly? Do you speak with a "piping" voice, or have you studied how to place your voice so that you are not unpleasant to listen to?

7. SELF-CONFIDENCE:

What are the things you have done in which you have a right to be proud? If you lack self-confidence, write down at least a half dozen of these things to remember one when you are feeling less than confident.

8. FRIENDLINESS:

Are you too critical in your judgment of other people? Make a list of six people whom you dislike, and analyze impartially your reasons for disliking them. Have you been acting justly?

9. ADAPTABILITY:

Do you find it easy to listen to what other people are saying? Are you keen to ask questions when people bring up new subjects or business plans? If so, you may be strong in this attribute. But if you are hardly able to wait for a change to air your opinion, you need to cultivate this trait.

10. TACT:

Can you work in harmony with other people? Do other people like to be with you? Do you know a man who especially likes to be given credit for the work he does? Do you give it to him, or do you like to make him think that you, or someone else, deserves the credit, because you gave him the idea he has carried out, or because you assisted him in some other way? How often do you find yourself praising people for what they have done?

11. CHEERFULNESS:

Do you depress other people, or are you a cheerful companion? When your affairs are not going well, can you keep from showing it in your manner? When other people tell you of their plans and hopes, do you take an enthusiastic interest in their affairs, or are you bored and unresponsive?

12. GOOD JUDGMENT:

Examine yourself particularly in regards to initiative and resourcefulness. How many suggestions have you made to your employer in the past six months? How many of these has he approved? If he gives you work to do and you run into some difficulty, do you always go to him for advice, or do you solve the difficulty yourself? Are you sometimes able to see a half dozen different ways of solving any one of the problems that come up in connection with your work?

13. SENSITIVENESS TO CRITICISM:

How do you take the criticisms, direct or implied, from employer, friends and associates? If you brood over them, if the sting of criticism keeps you from seeing that it may be useful nevertheless, you may be oversensitive.

14. ABILITY TO SIZE UP PEOPLE

Do you see only good in some people and only weaknesses in others? When you discover weaknesses in people, does this keep you from seeing their strong points? Are you observing enough to be able, after talking with a new acquaintance for fifteen minutes, to specify how he impressed you in regards to the following traits on this chart---neatness of dress, effectiveness of speech, friendliness, tact, and cheerfulness?

15. MEMORY:

Are you good at remembering names, faces, and personal incidents about the people you meet?

16. NEATNESS:

Are you painstaking in regard to your personal appearance?

17. HEALTH HABITS:

This is not a matter of your endowment of physical health. Severe illness may not mean that you are short in this trait. Ask yourself whether your habits are those that make for or against good health, and how they tell on your working ability and mental attitude day by day.

18. DISCRIMINATION:

Can you discriminate between more important and less important matters? Do you clog your daily routine with unnecessary work on comparatively unimportant details? Have you realized the importance of putting aside work and personal problems when it comes time to relax and rest?

19. ECONOMY:

Do you save time and effort by doing things in the right and easiest way without waste motion?

20. CAPACITY TO DELEGATE WORK:

This quality is expecially important for those who are, or hope to become executives. Executives often fall short in this trait because they lack persistence of a certain kind or because of vanity or selfishness.

WHY I AM LIKED OR DISLIKED

Place a + sign for "usually" and a - sign for "seldom" after each of the following statements.

		+	-
1.	I carry out my promises.	____	____
2.	I go out of my way to help others.	____	____
3.	I refrain from exaggeration.	____	____
4.	I avoid sarcasm.	____	____
5.	I make an effort to be modest about my achievements.	____	____
6.	I avoid losing my temper when people annoy me.	____	____
7.	I avoid losing my temper when people don't listen to me.	____	____
8.	I enjoy working with other people.	____	____
9.	I cooperate with others in social activities.	____	____
10.	I avoid criticizing others behind their backs.	____	____
11.	I feel sorry about the misfortunes of others.	____	____
12.	I give help when it is needed.	____	____
13.	I avoid telling others what they should do.	____	____
14.	I listen courteously to the conversation of others.	____	____
15.	I avoid temper tantrums.	____	____
16.	I am cheerful and happy.	____	____
17.	I avoid arguing with others.	____	____
18.	I disapprove of gossiping.	____	____
19.	I speak in a quiet and controlled voice.	____	____
20.	I have my work done on time.	____	____
21.	I avoid asking for special consideration.	____	____
22.	I practice tolerance.	____	____
23.	I avoid flattering people for personal gain.	____	____
24.	I try to avoid embarrassing others.	____	____
25.	I return what I have borrowed.	____	____
26.	I am careful of my appearance.	____	____
27.	I tell the truth.	____	____
28.	I accept blame for my failures.	____	____
29.	I am loyal to my friends.	____	____
30.	I respect my employers.	____	____
31.	I obey my parents.	____	____
32.	I put things where they belong.	____	____
33.	I am punctual in meeting appointments.	____	____
34.	I consider the interests of my friends.	____	____
35.	I avoid showing jealousy of the success of others.	____	____

THE ART OF GETTING ALONG

Sooner or later a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take. He learns:

* That it doesn't pay to be a sensitive soul---that he should let some things go over his head.

* That he who loses his temper usually loses.

* That all men have burnt toast for breakfast now and then, and that he should not take the other fellow's grouch too seriously.

* That the quickest way to become unpopular is to carry tales and gossip about others.

* That most people are human and that it doesn't do any harm to smile and say "good morning" even if it's raining.

* That most of the other fellows are as ambitious as he is, and that they have brains that are as good or better, and that hard work and not cleverness, is the secret of success.

* To sympathize with the youngsters coming into business, because he remembers how bewildered he was when he first started out.

* Not to worry when he does not make a hit every time, because experience has shown if he always gives his best, his average will break pretty well.

* That no man ever got to first base alone and that it is only through cooperative effort that we move on to better things.

* That people are not any harder to get along with in one place than another, and that "getting along" depends about 98 percent on himself.

SELF-IMPROVEMENT

1. LOOK FOR TECHNIQUES YOU CAN USE.
2. BREAK NEW GROUND EVERY DAY.
3. EXPERIMENT WITH ALL KINDS OF TECHNIQUES.
4. HEDGE AGAINST POSSIBLE FAILURE.
5. SEEK TO STIMULATE DEFINITE REACTIONS.
6. LEARN TO PLAN FOR SUCCESS.
7. JUDGE THE OUTCOME IN ADVANCE.
8. NOTICE HOW EACH TECHNIQUE WORKS OUT.
9. CAREFULLY OBSERVE YOUR MISTAKES.
10. ANALYZE THE CAUSES OF YOUR FAILURES.
11. SEE WHAT YOU MIGHT HAVE DONE INSTEAD.
12. DON'T SHY AWAY FROM DIFFICULT PEOPLE.
13. ACT THE PART YOU WANT TO PLAY.
14. DON'T STEP TOO FAR OUT OF CHARACTER.
15. MAKE NOTES ON YOUR ACCOMPLISHMENTS.

POSITIVE ATTITUDES

1. When you are positive, you are energetic, highly motivated, productive, and alert. Thinking about negative factors seems to drain our energy. A positive attitude seems to open the gate for our inner enthusiasm; a negative attitude seems to close the gate. Every healthy person can have enthusiasm; it's a matter of releasing it.

2. Your future, to a large extent, depends on what people think of you. The impression they have of you is important. If you think negative, you will unconsciously transmit this feeling to others. They will pick it up, and it will change their impression of you.

3. A negative person curtails the productivity of others. If you are negative, it is more difficult for others to work next to you. Management will notice this, and it will have an influence on the impression they have of you.

4. People like you when you are positive. They like to be around you. You are fun. They respond to you. When you are negative, people prefer to stay clear of you. A negative person may build good relationships with a few other people, but they cannot build good relationships with everyone.

5. Attitudes are caught---not taught. Both negative and positive attitudes are transmitted on the job. They are "caught" or "picked up" by others. A persistently negative attitude, like the rotten apple in the barrel, can spoil the positive attitudes of others. It is never easy to work next to a person with a negative attitude.

6. Management will always be interested in the influence you have on your fellow workers. Management constantly "reads" your attitude, even though you may feel you are successful in covering it up. They can tell by your approach to your job, your reaction to directives, the way you walk, your facial expressions, and especially your relations with others, including customers.

DEVELOP A POSITIVE ATTITUDE

1. LOOK FOR THE GOOD THINGS IN THE PEOPLE YOU WORK WITH AND FOR. IF YOU DO THIS, IT WILL BE EASIER FOR YOU TO LIKE THEM AND EASIER FOR THEM TO LIKE YOU.

2. LOOK FOR THE GOOD THINGS IN YOUR COMPANY. EVERY ORGANIZATION HAS MUCH TO BE SAID FOR IT IN A POSITIVE WAY. LOOK FOR THESE FACTORS AND THINK ABOUT THEM. IF YOU THINK POSITIVE, YOU WILL ACT POSITIVE.

3. LOOK FOR THE GOOD THINGS IN YOUR DEPARTMENT. WHAT ARE THE FACTORS THAT MAKE IT A GOOD PLACE TO WORK? A POSITIVE PERSON IS NOT A WEAK PERSON. THERE IS SUCH A THING AS RIGHTFUL INDIGNATION, AND YOU DON'T WANT YOUR POSITIVE ATTITUDE TO MAKE YOU A PASSIVE PERSON.

4. DON'T PERMIT A FELLOW WORKER WITH A NEGATIVE ATTITUDE TO TRAP YOU. YOU MAY NOT BE ABLE TO CHANGE HIS ATTITUDE, BUT AT LEAST YOU CAN PROTECT YOUR OWN POSITIVE ATTITUDE.

TREAT PEOPLE AS INDIVIDUALS

Session Two

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open second session.	Welcome group to the second session.
Review.	Review first session - ask if anyone has any questions regarding the first session.
State what will be covered in this session.	Our discussion for the second session will focus on the first element in the "Foundations for Good Human Relations." There are four basic elements in "human relations" training. They are:
Place the four elements to good human relations on the board.	1. Treat People As Individuals 2. Make Best Use of Each Worker's Abilities 3. Provide Job Satisfaction 4. Plan and Work Together
	The element which will be covered in this session will be "Treat People As Individuals."
Discuss with the group the idea of why it is important to treat people as individuals.	Many times it is easier for a manager or a supervisor to look at his workers as a <u>group of people rather than as a group of individuals</u>. He may feel that it makes his job easier because he can treat everyone the same and that everyone will be happy. Sometimes this works, expecially when it relates to breaks on the job, starting time, salary, lunch hours, etc. In this situation everyone must follow specific rules and procedures.
	One of the basic responsibilities of management and supervision though, is that of getting the most out of their employees as it relates to job performance. By treating everyone the same when it comes to job performance, the manager or supervisor is not allowing for individual differences. As discussed in session one, everyone has a personality which is unique and which is different from another person. This same principle applies to job performance. Every

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	individual has different reasons for working and this may be revealed in his performance on the job.
Individual differences	Not everyone has the same interests, attitudes, aptitudes, and desires in life. A manager and a supervisor must understand these individual differences in each of their employees, and work with these differences in order to improve the performances of the employees.
	Employee Wants Before discussing why it is important to Treat People as Individuals, it is necessary to discuss certain employee wants.
Question - Place question on the board and list their responses.	What are basic employee wants?
Handout #2-1. Employee Wants. Discuss each of the 10 wants and see how they compare with the list which the class came up with.	Employees state: 1. We want good leadership. 2. We want to be informed. 3. We want to be treated with human dignity. 4. We want incentive and opportunity to grow and progress. 5. We want relative independence and freedom in the conduct of our affairs. 6. We want the society and respect of others. 7. We want a relative degree of security and safety. 8. We want working conditions and comforts comparable to the best which our associates have. This includes pay. 9. We want to accomplish useful work. We want a feeling of achievement in work that contributes to social needs. Participation helps us get a sense of achievement. 10. We want to be treated fairly. This is equity, which means that action will be consistent and in accord with the total situation, not just "the letter of the law."

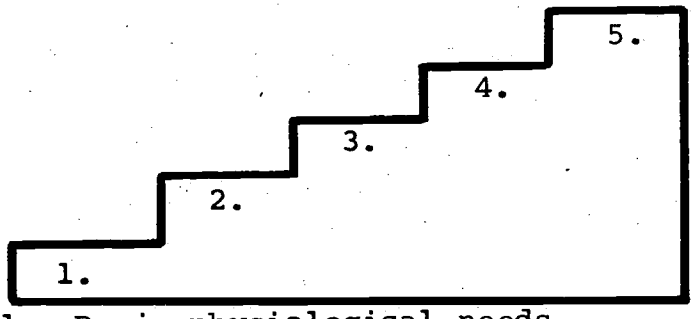
TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Fundamental Desires
Place desires on the board.	Every individual has basic fundamental desires that are common to some degree in each individual. These desires are: 1. A desire for new experiences 2. A desire for security 3. A desire for job satisfaction 4. A desire for belonging to a group
Question - Can you explain why an individual would have a desire for new experiences? Place ideas on the board.	Desire for new experiences Every individual has some form of adventureous spirit within himself. People look for the thrill of doing something new. This thrill and adventureous spirit is possessed in different degrees by individuals, but the basic desire is still there.
Present instructional material.	Men have climbed mountains, driven race cars, gone parachute jumping, etc., just to try something new. To many individuals the above activities do not appeal, but they are willing to try different activities which they have never tried before. Some individuals just day dream about ideas and try to conceive of them as exciting experiences they are having, but they never become a reality. This desire causes management many times to place workers in different areas on the job after they become proficient in one area. The reason for doing this is because of the desire people have to do something different. It may be in the form of added responsibility, or using an employee in an experimental situation when trying a new method or procedure. This desire for new experiences sometimes causes restlessness and frequent change of jobs, especially in young people.
Question - Why do people have a desire for security?	Desire for security Every individual has a desire to feel secure

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place ideas on the board. Present instructional material. Ask the questions, but do not have individuals answer out loud. Give time for them to think.	in his physical well being, home, family and in their job. People purchase medical advice and drugs to increase their physical well-being. They purchase insurance on their home and life so they can have a feeling of security. People are also looking for security in their jobs. They want a job that they are not afraid of losing because of inability to do the work. The fear of job loss, salary cuts, loss of friends, sickness, unpaid bills makes an individual very uneasy. A person without a feeling of security may develop a lack of confidence in himself and it may also reduce one's productivity as a worker. By understanding this desire, management can work better with people and understand why some problems can upset an individual tremendously. Problems which an individual has are not left at home, they are taken to work. Management and supervisors can do their part to reduce the anxiety an employee may receive on the job by asking yourself these four questions. 1. Am I fair with those under my supervision? 2. Do I question my own ability and do I see the most promising workers as a threat to me? 3. Is it a habit of mine to remember faults and magnify mistakes? 4. Do I realize that behavior under stress is not a true measure? The understanding individual helps people build up a sense of security. He recognizes those methods which create a feeling of insecurity and avoids them. He praises when someone is discouraged. He makes people feel wanted and important. The skillful supervisor knows that an atmosphere of security is essential for

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	encouraging initiative and experimentation by his workers in performing their jobs.
Question - Why would a desire for job satisfaction be important to an individual? Place any ideas on the board. Present instructional material.	Desire for job satisfaction Everyone is constantly looking for satisfaction in their job. Work should be a pleasure, but for many individuals it tends to be a drag. They work just to receive a pay check and find no pleasure in their job. Even though the job the individual has is not specifically to his liking, management has done much to help his job seem bearable. Job satisfaction will be covered in greater detail in the next session when we cover "Provide Job Satisfaction". Management realizes that today they not only employ an individual's hands, but the whole man, including his past experiences, his attitudes toward his job as well as the world around him. The supervisor who understands human nature creates job satisfaction by:
Present the methods used to create job satisfaction.	1. Making workers feel important. He helps them see the significance of their contribution to the successful operation of the company. 2. Studying each individual in his area to discover his skills and abilities and making use of them. 3. Giving specific praise for work well done.
Question - What does management do in order to help provide job satisfaction? List ideas on the board.	Some of the areas in which management has helped to develop a sense of job satisfaction for their employees are: 1. Incentive programs which offer prizes. 2. Training programs. 3. Suggestion boxes for employee ideas.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. Service awards - recognition for individuals who have worked for the company a specific number of years. 5. Articles about employees in company newsletters and papers. (Human interest stories.) 6. Employee promotion plans.
Question - Why do individuals have a desire for belonging to or being a part of the group? Place any ideas on the board. Present instructional material.	<u>Desire for belonging to the group</u> The desire to be part of the group is a want which each individual has. In certain social groups people want to be recognized as being part of it. The same principle applies for individuals on the job. They want to belong to the group. The more an individual feels a part of the group the better his attitude and morale. When employees are knowledgeable about the total operation of the company, and when management keeps them informed as to the changes that will occur, employees feel more a part of the company. Again, management has to remember that they cannot use the same methods and get the same results with all people. Each person has a different level in his mind when he feels that he is actually a part of the group and management must seek to find this level or work with the individual until he feels as though he belongs. Some of the things management can do to help the worker feel as though he belongs are:
Discuss ideas with the class.	1. Asking advice of employees. 2. Encouraging social activities and functions. 3. Making new workers feel a part of the group by introducing them to fellow employees. 4. Give added responsibility to employees who can handle it.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss with group	Priority of Needs To emphasize why human relations, motivation and other phases of supervision must be individualized can be seen by discussing an individual's priority of needs.
State that you are presenting A.H. Maslow's hierarchy of needs. Later some basic reservations to Maslow's hierarchy will be presented.	A.H. Maslow developed what he calls his priority of human needs. These are needs which every individual has but to some individuals the degree to which his needs must be satisfied are different. Two classifications are given to needs. They are:
Write on board	1. Basic physiological or primary needs. 2. Social and psychological needs called secondary needs.
	Physiological needs are: hunger, thirst, sex, sleep, air to breathe and satisfactory temperature. These needs arise out of the basic physiology of life and are important to survival and the preservation of the species. They are, therefore, virtually universal among people, but they exist in different intensity.
	Secondary needs are more nebulous because they represent needs of the mind and spirit, rather than the physical body. Examples are: rivalry, self-esteem, sense of duty, self-assertion, giving, belonging, and receiving affection. The secondary needs are the ones which complicate the motivational efforts of managers and supervisors. Nearly any action management takes will affect secondary needs; therefore, a basic idea of human relations is that management planning should coincide the effect of the proposed action on the secondary needs of employees.
	Secondary needs vary among people much more than primary physiological needs. They may even exist as opposites in two different persons. Secondary needs are also called secondary motives, because they motivate a person toward a certain behavior.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #2-2.	Discuss the bottom part of the handout. It is important to understand what a person's primary and secondary needs are, but this does not answer the question of which ones are important at a particular time and place. Psychologists recognize that needs have a certain priority. As more basic needs are satisfied, a person then seeks the higher needs. If his basic needs are not met, they claim priority, and efforts to satisfy the higher needs must be postponed. A priority of five levels is established by A.H. Maslow. These level of needs are:
Handout #2-3. (This may be used as a transp.)	 1. Basic physiological needs. 2. Safety from external danger. 3. Love, affection, and social activity. 4. Exteem and self-respect. 5. Self-realization and accomplishment.
Question - What are some physiological needs? List on board. Discuss instructional material.	Physiological Needs The most basic of human needs, according to Maslow, are the physiological needs: Food water, oxygen, shelter, and so forth. These are the needs of the body, and they are essentially the same for man or animal. Unless these needs are largely satisfied, they remain the prime determinants of the individuals behavior. Where hunger, for example, is a chronic and critical condition, it is highly unlikely that an individual (or society) will be much concerned with art or status or grandeur.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	For the man who is extremely and dangerously hungry, no other interest exists but food. He dreams food, he remembers food, he thinks about food, he perceives only food and he wants only food.
You may want to use other examples.	Nor does such deprivation affect only one's current actions. The individual experiencing such a long standing condition structures his long term aspirations around this currently critical need. Thus the chronically starving person begins to conceive of Utopia or Heaven as a place where no one is hungry, and where food is plentiful. His entire philosophy will revolve around food. Such a condition is not to be confused with one's appetite for food in an affluent society. Here, with the sources of gratification all about, the hunger sensation is more a signal for anticipated pleasure, rather than crisis. It is thus probably very difficult for the unhungry of the world to fully understand the critically hungry.
Question - What are safety and security needs? List answers from the group on the board. Discuss the instructional material.	<u>Safety - Security Needs</u> Although there are some Americans who continuously lack adequate physiological satisfactions, most of our society is reasonably well fed, clothed, housed, and so forth. That is, their physiological needs are typically satisfied. When a need is largely satisfied, that need ceases to exist and thus ceases to influence behavior. A new need now comes into existence and directs the individual towards its satisfaction. According to Maslow, the second most important need is the need for safety or security. Having satisfied the bodily survival needs, the individual now seeks to assure that such satisfactions will continue to flow.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Some individuals in their desire for security increase their spending for medical insurance and retirement systems, as well as union drives for seniority provisions and the preference of individuals for positions with tenure. Frequently, human behavior that seems irrational has its basis as the preservation of the individual's existing position. For example, consider the executive who refuses to accept a promotion because it involves moving to a new city. At least two security oriented motives may underlie this decision. 1. This man is comfortable in his current social surroundings and doesn't wish risking a move to a less satisfying social environment. 2. The executive may feel uncertain that he can handle the new position: The perceived consequences of possible failure outweigh the opportunity for growth. Such a decision, then, may well be based upon a need for security, a desire to preserve the status quo. The manager who refuses to delegate authority may also be a victim of a strong security need. It may be that he fears the rapid development of his subordinates who may possibly challenge his position. The more physical side of the security need results in locks on doors, pistols in bedroom drawers, seat and shoulder harnesses in automobiles, the fire department, and many other safe guards.
Question - What are social needs? List the groups answers of social needs on the board.	<u>Social Needs</u> When an individual is physiologically satisfied and feels reasonably secure, he begins to yearn for close social relationships. He feels the need to love and be loved to become an integral part of a group and its endeavors.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss instructional material.	The penalty many times for violation of group norms is often isolation of the offender - completely ignoring his presence. Work groups tend to form social groups and communicate among themselves to satisfy their social need. Some individuals want to be recognized as belonging to or being a part of a particular social group. Many clubs, groups, and organizations require a fee to become a member. By paying this fee and becoming a part of the group builds some individuals' status in their community. Companies and certain businesses may require some of their important employees to live in a certain community for social reasons because it is good for the company.
Question - What are esteem needs? List the groups answers to esteem needs on the board. Present the instructional material.	<u>Esteem Needs</u> The esteem needs of an individual can many times be closely related to the physiological need (love) and to the social need already discussed. Individuals want people to like and respect them. Again, people want to be known as belonging to that special group, club or organization. A position of high status and respect within the group reflects upon his capability and his likeability. Moving up the ladder in business fulfills many individuals' esteem need. Each move represents possibly more responsibility and with this responsibility comes economic success. One's wage level is a status symbol indicating one's value and role within the organization. The type of car one drives, the home one lives in and the type of education one has also relates directly to the esteem need. Many times the esteem need becomes so important that many of the basic necessities of life may have to suffer in order to have the "success" desired.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Question - What is meant by the term self-actualization? Present instructional material.	Self-Actualization This is referred to as a man's desire to grow, to develop to his fullest potential, to become what he is capable of becoming. Self-actualization is the hardest for most individuals to understand and to accept. The need for self-actualization may be reflected in a drive for achievement. In order to reach the achievement desired, an individual may have to increase his responsibility or upgrade his present skills. --- Chris Argyris, in his book, "Personality and Organization", New York, Harper & Row, 1957, pp. 49-53, states that man's personality can range from little self-awareness to great self-awareness and self-control. The main idea of Maslow here is that of people becoming and achieving all they are capable of becoming and achieving. Although Maslow's hierarchy of needs is accepted in many management circles, this is not to say that the theory is beyond criticism or that it should be accepted at face value. Maslow's theory incorporates a diverse group of human motives. His theory stresses the tendency of human motives to shift along a generally predictable sequence, rather than seeing man as unchanging and single tracked. ---
Emphasize that one should use his own judgment as to what part of Maslow's theory he wants to accept.	Some often stated reservations include the following: 1. Do needs develop in the indicated sequence? Even Maslow admits wide variations here, although he maintains that his hierarchy is the predominant one.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

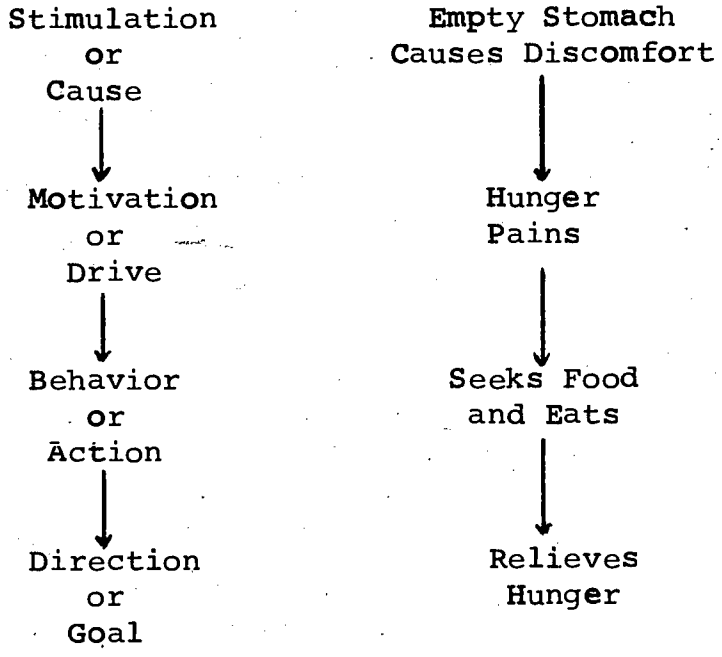
2. Is security really a distinct need, applying solely to the physiological realm? Or is security probably associated with each need? For example, an individual who has attained high status within a group becomes concerned lest he loses his existing satisfaction. He may be willing to sacrifice the chance for higher status, rather than risk the loss of existing status.

3. As previously mentioned, the "Self-Actualization" need is not universally recognized.

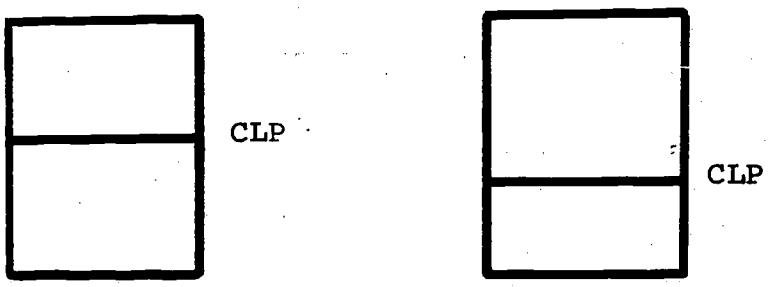
Despite everything which is stated, individuals have some form of a need hierarchy. This may not be the same as Maslow's list but each individual has needs which need to be filled and the desire to be accepted by people.

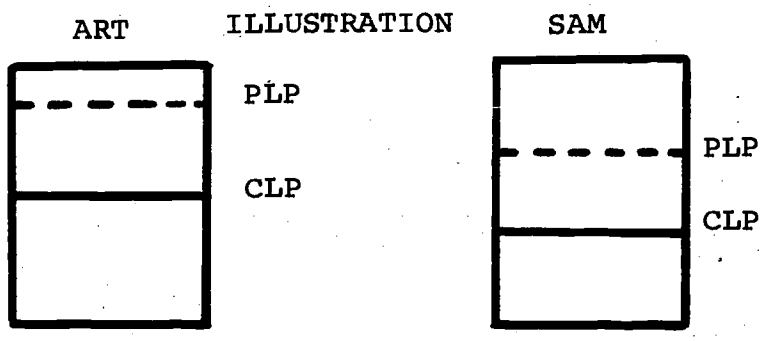
(The information on Maslow's needs was taken from - Paul E. Torgersen and Irwin T. Weinstock: Management---An Integrated Approach, New Jersey, Prentice-Hall, 1972.)

Frederick Herzberg and his colleagues at the Psychological Service of Pittsburg also suggests a theory of hierarchy. (The steps are the same as Maslow's) He uses his hierarchy in talking about motivation. He states there are various levels of motives, and that it's the lowest unfulfilled motive that drives a man. As soon as that motive is fulfilled, it no longer motivates and one must move up to the next higher set of motives in the hierarchy. Because the lower level motives usually are fulfilled in our society, it's generally necessary to concentrate on either the social or ego needs, which become virtual drives with most individuals.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #2-4. Place the diagram on the board. It can also be presented with the use of a transparancy.	A Working Concept of Human Behavior and Motivation  Based on Maslow's and Herzberg's hierarchy of needs this diagram shows how an individual can satisfy his basic physiological needs. An individual has a particular need, and when that need becomes strong enough he does what is necessary to relieve that need. This same procedure is used to obtain levels 2,3,4, and sometimes the fifth level, although most individuals never reach the 5th. level.
Handout #2-4. Human behavior. Discuss.	Human Behavior Work requirements vary greatly in their need for mental and physical abilities. When a person's abilities and ambitions are matched with the demands of the job held, much satisfaction can be derived from job requirements. If abilities exceed the requirements of the job, boredom may result because of lack of stimulation and challenge. Conversely, if the demands of the job exceed the abilities and/or ambitions of the worker, the job may be frustrating and defeating.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	To further help in our understanding why it is important to "Treat People as Individuals" one should also look at worker productivity.
	Worker Productivity
	Information taken from, "Your Attitude Is Showing", Elwood N. Chapman, Science Research Associates, Inc., Chicago, 1964, pg. 39.
Question - What is worker productivity?	Productivity is a difficult word to understand fully. It means different things to different people, depending on the kind of organization an individual works for. Stated simply, it means on-the-job performance. The work one does. What is accomplished in an hour, day or a year.
	Management uses the term productivity to indicate the output or the performance of individuals in different areas of the company. One of management's main concerns is that of increasing productivity. Supervisors are asked to get the most out of their workers because of the constant increase in wages, and department or company costs. Sometimes workers are pushed to produce by management in order to get the job done. This may create dissatisfaction on the part of the employees, but management has attempted to keep them satisfied by establishing breaks, lounges, cafeterias, etc.
Question - How is a worker's productivity determined?	One of the problems when it comes to productivity, is that sometimes management rates the productivity of individuals, by comparing one employee to another employee. This seems like the most simple way of checking and comparing productivity, but one has to be careful not to assume too much until he has all the facts.
	Employees can sometimes be rated on their productivity by their output. In some other situations the supervisors or management may have to rate an individual's productivity when it cannot be readily determined.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	For our purposes we will assume that management can determine the level of productivity of each worker.
Handout #2-5 and #2-6.	Art and Sam In our discussion of worker productivity we will discuss two different workers, Art and Sam.
Show illustration of Art's and Sam's current level of productivity.	Through management's studies of the two individuals, they were able to determine each worker's current level of productivity.
Place illustration on the board or use transp.	ART ILLUSTRATION SAM  CLP CLP
Question - What does this illustration show? (It only shows that Art is producing more than Sam.)	If management's main concern is getting the most out of their workers, they can say by comparing the two individuals that Sam is not producing as well as Art and that something must be done in order to get Sam's production up or to increase his productivity. Management may also consider the thought of getting rid of Sam and hiring someone who can produce on or about at the same level as Art.
CLP - Current Level of Productivity.	By only looking at an individual's current level of productivity one does not have the total picture. The area which is missing is the individual's potential level of productivity. Management must also determine what each individuals potential is, and then they can compare an individual's current level of productivity with an individual's potential level of productivity.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #2-7 and #2-8. Show illustration of Art's and Sam's potential level of productivity with their current level of productivity. Place illustration on the board or use transp. Question - What does the illustration show now? PLP - Potential Level of Productivity. Discuss what management should do in order to increase worker productivity.	 In looking at the same two individuals, Art and Sam, management would see the two men in another light. When having all the facts and understanding the potential of each employee it is easier to draw a conclusion as to which individual worker is doing his best and working hardest. In this situation Sam's current level of productivity is lower than Art's, but Sam is working closer to his potential level of productivity. Instead of management now developing a technique in order to encourage Sam to work harder they must consider ways in order to encourage Art to increase his productivity closer to his potential. Like all employees, Art and Sam both have potential levels of productivity higher than their current level. Seldom, if ever, does an individual reach his full potential. Management's main concern should be that of how to close the gap between both Art's and Sam's "current level of productivity" and their "potential level of productivity." This can only be done by treating each of the employees as individuals, and working with their individual differences. Incentive programs and motivational means do not affect everyone the same way. Incentives used by management are many times aimed at the total work force, instead of individuals, in order to increase worker productivity.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	To some individuals certain incentives may cause them to work harder, while other individuals could care less about the stimulus used. Incentives and motivation will be covered in a later session, but we can say here that incentives which are used individually to increase productivity will mean more to each individual than incentives which are used to encourage group productivity. Management must remember to treat people as individuals and accept them as individuals rather than as a group of workers.
	Another two theories of management are being presented which further reveal why it is important to "Treat People As Individuals."
	<u>Theory X and Theory Y</u>
Handout #2-9. Discuss Get ideas as to how the group feels about Theory X.	The writings of Douglas McGregor have recently had a profound influence on leadership theory and practice. McGregor states that conventional superior-subordinate relationships are based on a set of unrealistic assumptions about the nature of man as a worker. This set of assumptions, labeled Theory X, visualizes the worker as inherently lazy, passive, and unambitious. 1. The average human being has an inherent dislike of work, and will avoid it if he can. 2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. 3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and above all wants security.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	The assumptions carry with them some obvious leadership implications: They call for close supervision, emphasis on money and security rewards, the creation of narrow, highly specialized, fully programmed jobs; decisions regarding policies, procedures, objectives, and the like are to be made solely by management and staff specialists (the worker must work, management and staff must manage.) Thus the leadership practices attributed to the "scientific management" disciples are thought to be based on the Theory X set of assumptions. As McGregor states, the validity of Theory X is, at best, questionable. The concept of inherent laziness contradicts clear scientific and "common-sense" evidence that physical and mental activity are sought out and are, indeed, necessary to human health. The simplistic notions of human motivation, conflict with current motivation theories. It is suggested, further-more, that the frequently observed worker inertia, lack of ambition, and avoidance of responsibility result from management systems based on Theory X and are not inherent human traits. Why should a worker show initiative, and innovativeness, and organizational concern within a Theory X management environment? How could he do so if he desired? Perhaps, then, he is taught to behave in the manner expected of him in the first place by the Theory X manager. Apathy, inertia, and even hostility are said to be the predictable results of a system in which the worker is restricted to simple, repetitive tasks with a minimum of opportunity to influence work procedures and the reward structure.
Handout #2-10. Discuss	In place of the Theory X assumption, McGregor proposes a new set of premises, which he terms Theory Y. The principle elements of Theory Y are: 1. The expenditure of physical and mental

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	effort in work is as natural as play or rest. 2. Man will exercise self-discretion and self-control in the service of objectives to which he is committed. 3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards, e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives. 4. The average human being, under proper conditions, learns not only to accept but to seek responsibility. 5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population. Man is seen herein as the possessor of various physical and mental energies that can readily be channeled toward organizational objectives if his ego and growth needs are thereby also satisfied. The challenge is to create a system in which the satisfaction of one's activated needs occurs as an integral part of the process of achieving the firm's goals.
Question - Which theory makes the most sense? Theory X - Theory Y	
Close the session	Ask if there are any questions over the material presented in this session. Thank the class for their responses and comments. State the time and place for the next session which will cover "Make Best Use of Each Worker's Abilities" and "Provide Job Satisfaction.

EMPLOYEE WANTS

1. We want good leadership.

2. We want to be informed.

3. We want to be treated with human dignity.

4. We want incentive and opportunity to grow and progress.

5. We want relative independence and freedom in the conduction of our affairs.

6. We want the society and respect of others.

7. We want a relative degree of security and safety.

8. We want working conditions and comforts comparable to the best which our associates have. This includes pay.

9. We want to accomplish useful work. We want a feeling of achievement in work that contributes to social needs. Participation helps us get a sense of achievement.

10. We want to be treated fairly. This is equity, which means that action will be consistent and in accord with the total situation, not just "the letter of the law".

PRIORITY OF NEEDS

TYPES OF NEEDS:

There are various ways to classify needs. A simple but significant one is (1) basic physiological or primary needs, and (2) social and psychological needs, called secondary needs.

Some of the physiological needs are hunger, thirst, sex, sleep, air to breathe, and satisfactory temperature. These needs arise out of the basic physiology of life and are important to survival and preservation of the species. They are, therefore, virtually universal among people, but they exist in different intensity.

Secondary needs are more nebulous because they represent needs of the mind and spirit, rather than the physical body. Many of these needs are developed as one matures. Examples are rivalry, self-esteem, sense of duty, self-assertion, giving, belonging, and receiving affection. The secondary needs are the ones which complicate the motivational efforts of managers. Nearly any action management takes will affect secondary needs; therefore, a basic idea of human relations is that management planning should consider the effect of the proposed action on the secondary needs of employees.

Secondary needs vary among people much more than primary physiological needs. They may even exist as opposites in two different persons. Secondary needs are also called secondary motives, because they motivate a person toward a certain behavior.

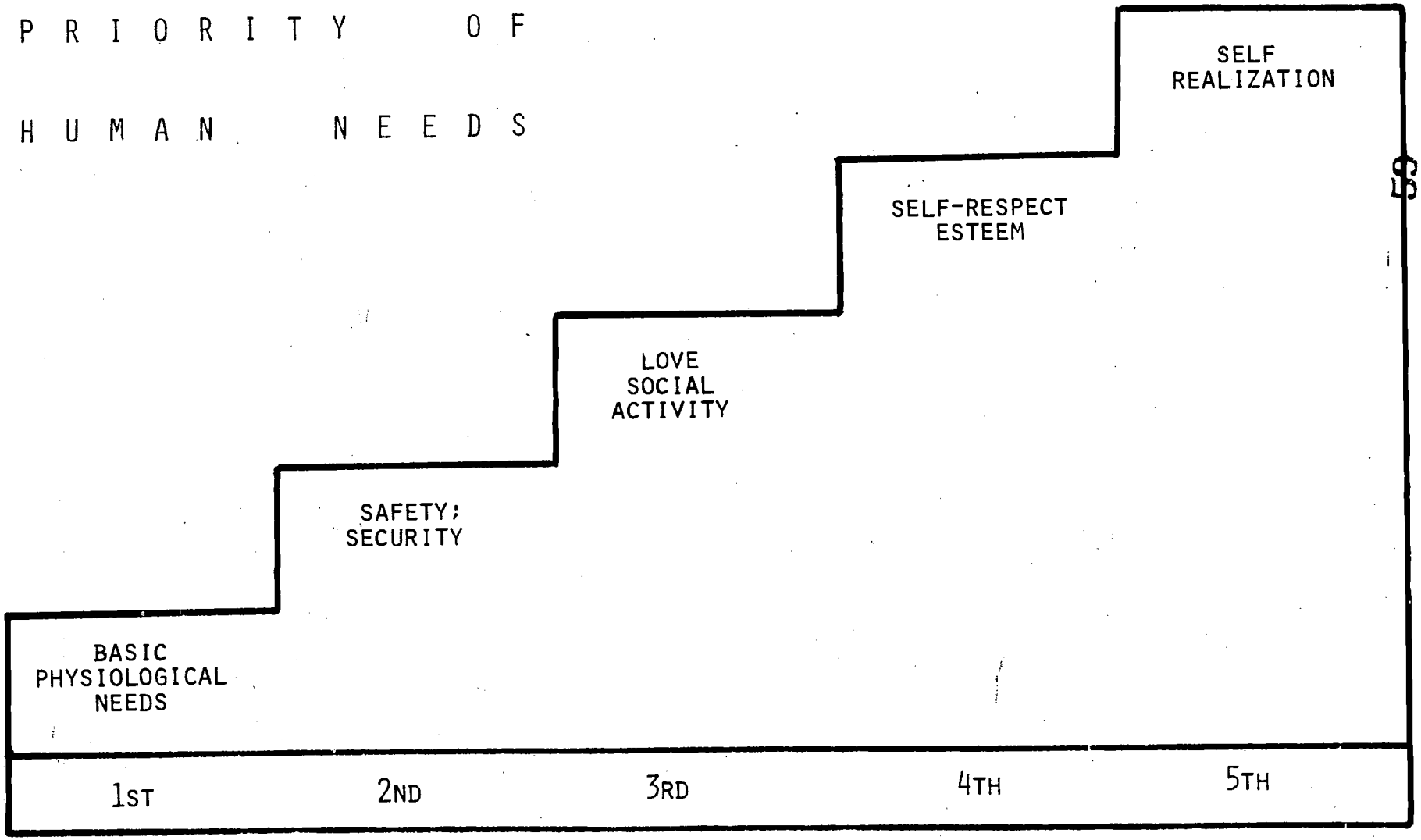
In summary, secondary needs have the following characteristics:

1. They are strongly conditioned by experience.
2. They vary in type and intensity among people.
3. They change within any individual.
4. They work in groups, rather than alone.
5. They are often hidden from conscious recognition.
6. They are nebulous feelings instead of tangible physical needs.
7. They influence behavior. It is said that "we are logical only to the extent our feelings let us be."

A. H. Maslow developed a priority of human needs.

HANDOUT #2-3

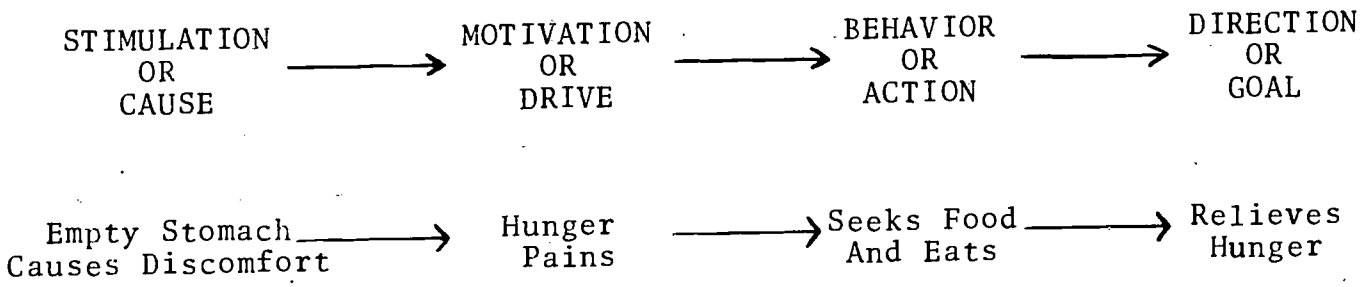
PRIORITY OF HUMAN NEEDS



HUMAN BEHAVIOR

Work requirements vary greatly in their need for mental and physical abilities. When a person's abilities and ambitions are matched with the demands of the job held, much satisfaction can be derived from the job requirements. If abilities exceed the requirements of the job, boredom may result because of lack of stimulation and challenge. Conversely, if the demands of the job exceed the abilities and/or ambitions of the worker, the job may be frustrating and defeating.

A WORKING CONCEPT OF HUMAN BEHAVIOR AND MOTIVATION



A R T

CURRENT
LEVEL OF
PRODUCTIVITY

S A M

CURRENT
LEVEL OF
PRODUCTIVITY

POTENTIAL
LEVEL OF
PRODUCTIVITY

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POTENTIAL
LEVEL OF
PRODUCTIVITY

S A M

TRADITIONAL MANAGEMENT CONCEPTS OF WORKER ATTITUDES

THEORY X

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human chcaracteristic of dislike of work most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

THE MAJOR OBJECTIONS OFTEN RAISED ABOUT TRYING TO DETERMINE EMPLOYEE ATTITUDES CAN BE PLACED INTO SEVERAL CATEGORIES.

1. There is the belief that attempting to find out what employees are thinking is a sign of weakness and something with which the competent manager who has adequate control over his workers will not need to concern himself.

2. Another objection is that determining employee attitudes is unnecessary because employers know already what the workers think and feel; that is, they think and feel in a way that Theory X says they do.

3. The next objection, one based on the belief that the results of any attempt at determining employee attitudes are likely to be inaccurate.

4. A final objection, although less rational than the other and often unspoken, is management's fear of workers. "Let sleeping dogs lie."

Garvell, Fred J. Human Relations in Business

THEORY Y

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

The assumptions of Theory Y involve a set of managerial attitudes and values different from the ones used to support Theory X. Those of Theory Y are dynamic, and they stress the growth and development of the worker as opposed to those assumptions that stress absolute control and place the worker in a static position of limited growth as a person. The assumptions of Theory Y not only place the onus on management to seek the collaboration of the workers, but they also encourage creativity and the sharing of responsibility for planning and obtaining the objectives of the organization. However, despite its seeming advantages, Theory Y has not been accepted uncritically by many practitioners and some human relations theorists. The reasons for this lie in the difficulty of implementing the principles expounded by the theory. It is difficult, if not impossible, to get some managers to relinquish some of the authority that Theory Y would have them share with subordinates.

MAKE BEST USE OF EACH WORKER'S ABILITIES
PROVIDE JOB SATISFACTION

Session Three

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open session.	Welcome everyone to the third session.
	State that the second and third keys in the "Foundations for Good Human Relations" will be discussed.
Place on board.	These keys are: Make Best Use of Each Worker's Abilities, and Provide Job Satisfaction.
	Review briefly session two, and ask if there are any questions.
Discuss with the class.	Make Best Use of Each Worker's Abilities
Get their opinions on how to best use new employee abilities and present employee abilities.	Probably one of the most difficult tasks a manager or supervisor has is that of using each worker's potential to everyone's greatest advantage. Too many times individuals are placed on a job because there is a vacancy without any consideration to the individual's ability. This may also be the worker's fault because he is interested first of all in obtaining a job. From there he may hope that his talents will be seen.
	Many companies test their applicants and interview them to see for what kind of work they would be best suited. This helps to make sure the company places each individual in a job where his abilities can best be applied. There is still no guarantee that this will work for all individuals.
	As we have already seen, people come from different environments, have different likes and dislikes, attitudes, aptitudes, etc. Some people may not even realize some of the abilities they have. People tend to be programmed into channels by their families, friends and community, from birth 'til death.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

It is difficult for people to understand their full potential and in many cases have never had to work at their full potential.

In discussing the problem of "making best use of each worker's abilities," we have to approach the problem in two directions. The first approach is that of hiring new employees, and the second is that of those individuals who are already employees of the company.

New Employees

When an individual looks for employment, many times he accepts a position which he does not really like, but which is the only one open to him. During the interview he may state that there is a particular area of department in which he would like to work. At the present time there are no openings in that area, but there is an opening in another area and he is asked whether he would accept it.

Sometimes people are forced to accept a job in an area which they really didn't want, but because of financial reasons, family reasons, or because no other work can be found they must accept it. When an employee is placed in a position he is really not interested in, he may not do his best work.

If management is really interested in placing each worker in a position best suited for his ability, they will do everything they can to see that the worker eventually gets that position which he wants.

Workers with abilities which are not being used may tend to use that ability in other directions which may not be good for the company. The worker may also be looking for another position where he can use that ability and when the job is located, he may leave with little or no notice.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask the group for their comments on these three points.	For the new employees, management should: 1. Match applicant's ability to a job which requires that ability. 2. If employee accepts a position in another area until the position he wants becomes available, keep him informed as to the approximate date when that other position will become available. When the position does come available make sure he gets it. 3. Watch new employee's progress and attitude. This may give you an indication that the job requires more ability than he has or he may have more ability than the job requires. <u>Present Employees</u> Here, again, it is important to make sure that each individual is placed in the job best suited for him. Questions management can ask to see if abilities match job requirements are: Does each worker seem to be doing his best job? Are any workers dissatisfied with their work? Is each worker doing his job without struggling? The answers to these questions may help management determine their effectiveness in matching jobs to worker's abilities. If management watches their employees carefully they may find individuals who have abilities in other areas where they can be used more effectively. Advancing individuals and changing positions or departments may help the worker by giving him a sense of importance in the company. --- In our discussion of "Making Best Use of Each Worker's Abilities," we will cover: 1. Place worker into job for which he is ready. 2. Let each worker know what his job is and the "why" of what he is doing.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	3. Prepare worker for job ahead.
	Place Worker Into Job for Which He Is Ready
	Sometimes employees have acquired new abilities learned on the job. These abilities though, may not be capitalized on by management. By allowing this to happen management is not using the full potential of each worker. There are four basic questions which could be asked in order to determine whether the worker is placed into a job for which he is ready.
Ask question #1 to the group, but do not wait for a response.	1. Is each worker under your supervision placed in the job for which he is best fitted?
Discuss example with the class.	Example: A young man having a good record in high school, a good personality and the ability to get along well with people, is placed in the stockroom of a large department store. He has had some previous successful part-time experience in selling men's furnishings and likes the work. After two years of work in the stockroom, he has, through no fault of his own, still not received promotion to the sales floor.
Ask question #2, but do not wait for a response.	2. Are any of your workers ready for added responsibility?
Discuss example with the class. Ask how they would determine if a worker was ready for added responsibility.	Example: This may be accomplished by looking at the individual's schooling and previous job records. Results of tests and measurements. Observation of the individual on the job. Talking to them about their interests and ambitions--what they like best to do, and suggestions for improvements which they make.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask question #3, but do not wait for a response. Discussion example with the class.	3. Who can handle the largest number of different kinds of tasks? Example: Some individuals may be able to perform different tasks in a company's operation. They can work well in many different departments and have the ability to handle any situations which might arise. Although certain individuals possess these abilities they are sometimes blocked because they may be infringing upon someone else's job. Instead of not using the individual's ability, management should find where the worker would be happiest and where he would do the most good for the company. Just because an individual can handle many different kinds of operations, does not mean he is satisfied in what he is doing. It also does not necessarily mean he wants to change positions.
Ask questions #4, but do not	4. Who does his work with the least supervision? Example: An individual who can work with little supervision may have just the right qualifications for the job or he may have more ability than is necessary to perform the function. As a manager or supervisor, you will have to determine how much supervision is necessary in any particular area. Too much supervision may cause the employee to lose confidence in himself and his quality and output of work will be lower. Not enough supervision may give the employee the attitude that the company really is not concerned about the type of work which is being done. An employee who management feels works well with little supervision may be the type of

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #3-1. Place worker into job for which he is ready.	individual who could be used to better advantage in another area. Again, the employee should be consultated before the change.
Discuss with class.	<u>Let Each Worker Know What His Job Is and the "Why" of What He Is Doing</u>. The job performance of any worker is directly related to his intimate, specific knowledge of the job. No one exerts full effort on a job the scope or importance of which he doesn't know. We may hope that the worker will, on his own initiative, seek out the facts needed on his job, but in practice we know that such action is not typical. As supervisors we should not expect this of the worker, but rather accept the responsibility of informing him about all the things we expect of him. Before the supervisor accepts this responsibility, however, he should first make certain that he personally knows what he wants done, what specific tools or articles are needed, where the job is to be done, when on a budgeted time schedule it should be done, and <u>WHY</u> it must be done in the manner described. Moreover, an explanation of <u>WHY</u> is important because this will help secure the worker's acceptance of the reasons for doing a job in a certain manner. The supervisor will carry out well the responsibility of letting each worker know what his job is and the <u>WHY</u> of what he is doing, if he will check himself constantly on the following:
Handout #3-2. Let each worker know what.... Ask the five questions, but do not wait for responses. Allow members of class time to think about each question.	1. Do I know specifically what I want in job performance in the various jobs in my department? 2. Where variations in job practice exist, have I been careful to make these clear? 3. Do I ask for job performance that I am not prepared to insist upon?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. Do I explain the WHY of the job to the worker? 5. Do I give the worker an opportunity to make suggestions concerning improvements in job performance?
Discuss instructional material.	Prepare Worker for Job Ahead Opportunities for promotion offers the strongest stimulus for good work. Everyone wants to feel important and that he is getting ahead. Help your workers improve their skill and knowledge so that they will be in line for promotion. Encourage them to work and study for it. Help them with suggestions as to further training available.
Question - How can a supervisor prepare workers for jobs ahead? List responses on the board. Discuss each point.	What are some additional things a supervisor can do to prepare the worker for jobs ahead? (Draw from group) 1. Let the worker know what he must do and know to fit himself for the job ahead. 2. Show him how his own job may be a stepping-stone to better jobs. 3. Share freely your knowledge. 4. Gradually increase the responsibilities of workers who show promise. 5. Encourage workers who take advantage of company's training programs. 6. Show a personal interest in his progress and give him encouragement. 7. Give impartial and careful consideration to requests for promotion. 8. When you make promotions, be sure they are made on the basis of merit.
	The third key in the Foundations for Good Human Relations is: Provide Job Satisfaction. This key is closely related to the proper administration of the first and second key.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #3-3. Job Satisfaction (Success)	Job Satisfaction An individual's job success is dependent upon three principal factors. 1. What the worker can do. (a) his intelligence, skills, aptitudes, training and etc. 2. How well he can get along with his fellow workers. (a) his ability to make adjustments on the job. 3. His motivation. (a) his need to earn money to support his family, his ambitions and his desire to do a good job. Each one of the principles involves good human relations. One must understand that each employee has a different degree of intelligence, skill, aptitude, and training. It is easier for some individuals to adjust to the job than other individuals, and finally some individuals can be motivated easier than others.
Discuss Principle One. This example may cause differences of opinion. Allow time for everyone to express his ideas.	Principle One: John has an I.Q. of 120. Bill has an I.Q. of 85. Which individual will make the best worker? (Wait for a response) Just because John has a higher I.Q. than Bill does not necessarily mean that John will be a better worker. In some areas John may more easily understand the task, but it does not mean he will be the most productive worker. Like having high I.Q., the individual who possesses skills, aptitudes, and training, etc. to the greatest degree will not necessarily be the most productive worker.
Discuss Principle Two. Encourage comments.	Principle Two: This principle is actually human relations. Some individuals cannot get along well with

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	their fellow workers, but as an individual they may be very productive workers. Management may have to determine whether this individual can be helped in his ability to get along with his co-workers; they may leave him alone, have him transferred to a different department, or dismissed. Later in this course you will see how keeping a worker on the job who possesses bad human relations qualities may cause conflict within the group. Before going into greater detail at this point we can say that the ability to get along with people and a good adjustment to the job are important factors in an individual's success.
Discuss Principle Three. Discuss difference between motivating factors and incentives.	Principle Three: Motivation is the key to job success. There are certain reasons why an individual does the things he does. People need some form of motivation to keep them working at a job they possibly don't like. Many labels can be attached to motivation. Some people feel that an individual can be motivated by contests and similar means. This is really not motivation; it is better referred to as incentives. According to the psychologists, motivation refers to what is inside a man - his needs, wants, goals, etc., things which a manager or supervisor really can't change very much. His problem is simply to recognize them and use them to their best advantage. Incentives on the other hand, are generally something like contests, pay and so on - things that are so to speak, outside the man. (Motivate, by J. Porter Henry, Jr., C.M.C. Management World. January 1973, pp. 21-24.) Good human relations is needed when it comes to motivation. There is an art to motivating people. Motivation like any phase of human

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	relations must be handled individually. Group incentives do not affect every individual the same way, and therefore do not motivate every individual.
Handout #3-5. Motivating Factors	Motivating Factors - Helps the individual feel important. 1. Let the man know where he fits in. 2. Let him know why the job is important. 3. Let him know what is expected of him. 4. Offer a challenge. 5. Let him know where he stands. 6. Delegate responsibility. 7. Give Credit. 8. Provide opportunities.
Ask the class what they feel incentives are. List on the board.	Incentives - Gives the individual a reason for doing a good job. 1. Pay 2. Awards 3. Contest prizes 4. Vacations 5. Fringe benefits 6. Etc.
	Many studies have been undertaken in order to determine what motivates workers and what gives them the most satisfaction on the job. (Read the "Western Electric Experiment" to the class.)

The Western Electric Experiment

Probably the most famous studies in motivation and human relations were conducted in the late 1920's at the Hawthorne works of the Western Electric Company in Chicago, Illinois. The late Professor Elton Mayo of the Harvard Graduate School of Business Administration had earlier studied wants and needs of workers in the Philadelphia area, and also those of other industrial workers in Illinois. However, the Hawthorne experiments are still considered the classic study of motivation in dealing with people.

The now famous study began almost routinely with efforts by Western Electric engineers to increase production by installation of better lighting. Using standard experimental procedures, the engineers experimented with various levels of lighting in various workrooms and kept track of productivity rates in each room. They also chose a special group of girls to work in a control room where the lighting remained constant. The results were surprising. For regardless of what happened in terms of the illumination - whether it was made lighter, darker, or remained constant, production increased in every single one of the workrooms, including the control room where the lighting never varied at all. At this point, studies were called for.

A team of industrial psychologists headed by Professor Mayo entered this plant and picked six girls to continue as the control group in a new series of experiments. Over a period of time, several techniques were tried on this control group to determine how they would affect productivity.

The researchers made a special effort to encourage the cooperation of the girls. They were even asked and advised before any of the conditions were changed. Professor Mayo was hoping, of course, to show that if free communications between worker and management were encouraged, mutual respect would follow.

In the beginning, rest periods were introduced. Productivity increased. But oddly, no matter how the length of the break varied, output continued to rise.

Then a piecework program was started. This, too, was greeted by an increase in productivity. Changes were made in the length of the work day. Even with a decrease in the number of work hours, output jumped.

While it would seem, at least on the surface, that rest periods, piecework, and shorter hours might increase productivity, the researchers wanted to test their findings fully. They could have been satisfied to claim these factors as motivating factors, but they wanted to prove their conclusions. So Professor Mayo's team began to reprove the conditions. The rest periods were elimated. Longer work hours were restored. The piecework rate was replaced by a straight salary. The result? Increased output.

What could have caused this strange phenomenon? In his treatise, The Social Problems of an Industrial Civilization, Professor Mayo wrote:

> The major experimental change was introduced when those in charge sought to hold the situation humanly steady . . . by getting the cooperation of the workers. What actually happened was that the six individuals became a team and the team gave itself wholeheartedly and spontaneously to cooperation in the experiment.

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What made these girls different from their co-workers is that they were made to feel as if they were "something special." Being chosen for the test gave them a feeling of importance. This conclusion was supported in over 20,000 interviews conducted to find out exactly what was on the workers' minds and what effect this might have on their productivity. When instilled with a feeling of importance, workers were willing to cooperate. If, on the other hand, they were merely "numbers" to management there was no reason for wanting to cooperate.

Discuss the importance of this study.

Ask for any responses or comments on the experiment.

Let's look at some of the things the supervisor can do to provide job satisfaction.

Place on the board.

Job satisfaction can be provided if the supervisor or management:

1. Tells worker in advance about changes that will affect him - tells why if possible.
2. Creates job interest through showing job value to the individual and organization.
3. Reduces fatigue.
4. Lets each worker know how he measures up.
5. Keeps their promises.
6. Uses praise rather than criticism and neglect.
7. Gives credit and praise when due.

Each one of these points will be discussed briefly to show the importance of each.

Discuss with the class why it is important to tell worker in advance about changes.

<u>Tell Worker in Advance About Changes That Will Affect Him -- Tell Why If Possible</u>

No one would like the experience of going to work some morning and finding his desk moved or finding someone else in his job,

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	or being given instructions to start on a long trip that same day--all without previous notice. All of us would have mental and physical adjustments to make to such changes and we would want to be given at least some advance notice of the changes. One of the job courtesies that a supervisor can show a worker is to give him reasonable notice of changes that will affect him. This will pay dividends and will contribute to the supervisor's effort to provide job satisfaction for the workers responsible to him. Just as it is desirable to point out to the worker the WHY of his job in order to add to his interest and cooperation so it is a good practice to explain to him the WHY of changes.
Create job interest through showing job value to the individual and organization.	<u>Create Job Interest Through Showing Job Value To Individual and Organization</u> The supervisor can create job satisfaction by pointing out to the worker the value of his present job to himself. The young worker is interested in developing himself and putting himself in line for promotion to a better job. Most jobs in a company, even those of a beginning worker, afford the opportunity to learn something of how the department and company are operated. This basic experience is necessary to a person who occupies a more responsible position as supervisor, or as manager. The young worker who acquires right work habits on a beginning job is paving the way for success and greater income in a more important job. The older, more experienced worker is the backbone of the company's organization. He makes a real contribution to his department and to the company and this can be acknow-

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	ledged, not only through adequate wages and bonus but also through various forms of recognition that will show that the company appreciates his services.
Question - What is fatigue?	Reduce Fatigue Another thing that the supervisor can do to provide job satisfaction is to reduce fatigue. Webster defines fatigue as weariness from labor or exertion--exhaustion of strength-excess activity with resulting loss of power. When we do physical work, we are actually burning up fuel in our muscular tissues. This oxidation results in waste products. One of these is carbon dioxide, which is carried by our blood stream to our lungs and is exhaled in our breathing. Another waste product is lactic acid, which accumulates in the muscles and gradually results in a feeling of fatigue. If the accumulation of lactic acid becomes great enough, our muscles finally get so tired that they will no longer respond to our mental impulses.
Supervisors should recognize fatigue.	One should recognize that fatigue is an inherent element in work and should be reduced in every possible way. A desire to achieve definite material goals often blinds a supervisor to the effects of his pressure for production on the physical condition of his workers. A person may be the victim of fatigue, even though he is not on a job requiring physical exertion. (Contributing factors--home conditions, worry, poorly planned outside recreations, etc.)

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	A warm friendly feeling on the part of the supervisor often generates in them energy which carries them past normal points of endurance. Coldness and indifference can freeze production quickly.
Be on the alert for "symptoms" of fatigue. List class ideas on the board.	What are some of the indications of fatigue in workers? (Draw from group.) 1. Slowing down in speed and motion. 2. Loss of power to concentrate. 3. Increased number of errors. 4. Decrease in accuracy of judgment. 5. Increased tendency toward accidents--greater tendency to take chances and short cuts. 6. Irritability. 7. General let-down in appearance (hair, clothes, eyes, etc.)
Causes and contributing factors of fatigue. List causes from the class on the board.	We have just listed several symptoms of fatigue. Let's now think about the causes. Perhaps we can do something about them. What are some of the causes? 1. Too may consecutive hours devoted to one special motion, repetitive tasks. 2. Adverse working conditions such as: (a) improper heating and ventilation (b) poor floor covering (c) unnecessary noise (d) ineffective arrangement of work materials. (e) long hours of work (f) night work (g) poor lighting--glare, inadequate window space 3. Illness (a) eye strain (b) poor posture--insufficient or improper support (c) tired feet--poorly fitting shoes or incorrectly chosen shoes
Effects of fatigue on production and morale.	Fatigue has definite, tangible effects on production and morale. It increases ab-

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	senteeism and sometimes brings on long term illness. Accident hazards increase. Tired workers turn out a poorer quality of work and produce a greater number of errors. Fatigue may also result in lowered morale. It may bring about job dissatisfaction, in fact, actual dislike of work. It can result in irritability, touchiness and short tempers. The fatigued worker often develops a critical, fault-finding attitude.
Remedies List remedies which class gives on the board.	We all recognize that fatigue affects job satisfaction. We have listed some of the symptoms and causes. What can the supervisor and management do to reduce fatigue? 1. Simplify methods of doing work 2. Rotate jobs to provide change for short periods 3. Remove adverse physical conditions 4. Remove the use of long work hours 5. Provide regular relief periods for monotonous, repetitive work 6. Provide medical care for below-par workers--regular medical examinations 7. Treat workers in a warm, friendly manner 8. Encourage suitable recreation 9. Stress importance of adequate sleep and proper food
Discuss why it is important for individuals to know how they measure up in their work.	<u>Let Each Worker Know How He Measures Up</u> Job satisfaction stems from an awareness by the worker of how successful his performance is held to be by those with whom and for whom he works. This evaluating should be done currently and the supervisor should be prepared to justify the standards he sets for the job. The supervisor should establish in his own mind what he believes satisfactory performance to be, then measure the employee

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	against this standard. A simple rating chart may be used. Intangibles which cannot be measured fairly, should be excluded.
Use a personal conference.	A personal conference is the best means of acquainting the worker with his job performance and the worker should be permitted to review his record as this is done. The supervisor should indicate the follow-up he expects to make in the future. He can file away for ready reference the notes of his conference with the worker.
	Most people like to feel that they are working at their highest level of skill and ability. Take advantage of your workers' special skills, interests, and preference for certain kinds of work.
Discuss why keeping promises with employees or any individuals is so important.	Keep Your Promises One of the "earmarks" of a good executive is that he keeps his promises. It is difficult to see how any person in an executive or supervisory position can long keep the respect of those who work with or under him if he doesn't keep his promises. Failure to keep promises is probably one of the quickest ways in which a supervisor can creat job dissatisfaction. This holds true in small matters as well as more important ones. A promise of free time for overtime put in, a promise to tell the "boss" about a good idea submitted, a promise to improve the work-space arrangement--all of these may seem inconsequential from the standpoint of the activity of the whole company, but they are all important in building individual job satisfaction and morale.

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Handout #3-4. Place the chart on the board or a transparency.	Praise Versus Criticism and Neglect A classroom experiment was conducted in an effort to measure the effect of the various kinds of stimuli. A class of 60 pupils was given an intensive drill period in arithmetic for one period each day for one week. A case record was kept of the number of problems finished and the accuracy record of each member of the class. Without the knowledge of the pupils, the class had been divided in advance into three groups of 20 each. The average arithmetic ability of each group was about equal. At the conclusion of the first day's class period the pupils of one of these groups were praised before the class. The teacher read off their names and said, "I want to compliment you on the good record you have made. I am very happy that you made such a good showing. I hope that you will be encouraged to come back tomorrow and continue your good work." The teacher then read off the names of the pupils in the second group and said, "I am very disappointed to have to tell you pupils that your work is not up to standard today. I only hope that you will come back tomorrow and make a decided effort to do better work." The teacher completely ignored the members of the third group. She did not read off their names, and made no comments as to whether their work was good or bad.

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	The teacher followed the same procedure for a week. After each day's work the first group was given abundant praise. The second group was criticized every day. The members of the third group were never given public mention during any day of the experiment. This praise and criticism was given each day, without any relationship to the progress of the individual class member.
	The graph shows the average result achieved each day by each of the three groups. For the Monday class none of the groups had any stimulus. You can see that the average results of each of the groups was almost identical for the first day's work. Let us follow now the accomplishment curve of the praised group. Following the praise given on Monday this group's production jumped sharply on Tuesday and continued upward at a slower pace all the rest of the week. By Friday this group's record of accomplishment was almost double what it had been on Monday.
	Let's trace now the progress of the reproved group. The initial criticism on Monday stimulated it to a production on Tuesday almost equal to that of the praised group. The group members stung by the teacher's criticism tried hard on Tuesday. At the close of this session they were again criticized. Discouragement began to enter the picture. Each succeeding day their efforts brought nothing but reproof and their production fell off slowly but surely.

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	A most interesting psychological study is afforded by the work of the ignored group. On Monday the names of the members of this group were not called off either for praise or for criticism, but they heard the work of others being commented upon. This indirect stimulus served to make them try harder on Tuesday and their score jumped up about 40%. They were, no doubt, hoping that they could come in for some commendation on Tuesday. However, they were again ignored after the Tuesday session and continuation of this treatment lead to discouragement which resulted in a steady decline in number of problems completed correctly. By Friday the score of this group was much lower than that of the praised group. This points clearly to the conclusion that the most dangerous policy of handling people is to ignore them, and it's almost as bad to continuously criticize them.
Discuss inferences group members draw from the chart; then present the five inferences listed.	Here are some of the inferences that we may draw from this chart: 1. We must recognize that the experiment was only carried on for five days. The results of this experiment distinctly do not convey the idea that you should use only praise as a stimulus.

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	2. In the normal course of a supervisor's work he usually intersperses praise with criticism. This chart would, no doubt, indicate to most of us that we are too sparse with the praise, too liberal with the criticism. 3. As a "one-shot" application, praise and criticism appear to provide an almost equal incentive. (Point to Tuesday's results.) 4. When praise is continued for certain periods it seems to provide an incentive. 5. When criticism is often repeated, it seems to lose its stimulating effect and results in discouragement.
Discuss with the class why giving credit and praise is so important to the employee.	<u>Give Credit and Praise When Due</u> Most supervisors are too sparing in their use of praise. They are afraid that the worker will get "swell-headed." It is probable that not more than 2% of the workers are apt to be adversely affected by praise. Don't withhold from 98% of your workers something that will give them stimulus and a "lift." The great majority of workers have somewhere an inferiority complex. Praise is the right medicine for such a mental condition. It stimulates self-confidence and helps workers do their best. Put the emphasis on the skill. That is what you are chiefly interested in. To praise the worker sounds like a personal matter; to praise the work is a business matter. Giving praise in the presence of others is evidence of your sincerity. The group realizes that you appreciate good work. What we have been saying does not mean that you should merely be a "Back-slapper." Praise MUST be earned and based on facts. Get yourself in the habit of looking for

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	small things that you can sincerely praise. If the worker has been doing work that is below par, give him praise for improvement, even if this improvement is only small. Praise given at this point will stimulate him to try to do continuously better work. Indirect praise is frequently very effective. Ask the worker for his opinions as to the methods or progress of a job. This indicates that you value his suggestions and recognize that his opinions and feelings are important to you and the company.
Close the session.	Ask if there are any questions over the material which has been covered. Thank the group for their responses, and comments. State that the next session will cover the fourth key in the foundations for good human relations: Plan and Work Together. Give time and place for the next session.

PLACE WORKER INTO JOB FOR WHICH HE IS READY

1. IS EACH WORKER UNDER YOUR SUPERVISION PLACED IN THE JOB FOR WHICH HE IS BEST FITTED?

2. ARE ANY OF YOUR WORKERS READY FOR ADDED RESPONSIBILITY?

3. WHO CAN HANDLE THE LARGEST NUMBER OF DIFFERENT KINDS OF TASKS?

4. WHO DOES HIS WORK WITH THE LEAST SUPERVISION?

LET EACH WORKER KNOW WHAT HIS JOB IS AND THE "WHY" OF WHAT HE IS DOING

1. DO I KNOW SPECIFICALLY WHAT I WANT IN JOB PERFORMANCE IN THE VARIOUS JOBS IN MY DEPARTMENT?

2. WHERE VARIATIONS IN JOB PRACTICE EXIST, HAVE I BEEN CAREFUL TO MAKE THESE CLEAR?

3. DO I ASK FOR JOB PERFORMANCE THAT I AM NOT PREPARED TO INSIST UPON?

4. DO I EXPLAIN THE 'WHY' OF THE JOB TO THE WORKER?

5. DO I GIVE THE WORKER AN OPPORTUNITY TO MAKE SUGGESTIONS CONCERNING IMPROVEMENTS IN JOB PERFORMANCE?

JOB SUCCESS

JOB SUCCESS IS DEPENDENT UPON THREE PRINCIPAL FACTORS:

1. WHAT THE WORKER CAN DO

   (HIS INTELLIGENCE, SKILLS, APTITUDES, TRAINING, ETC.)

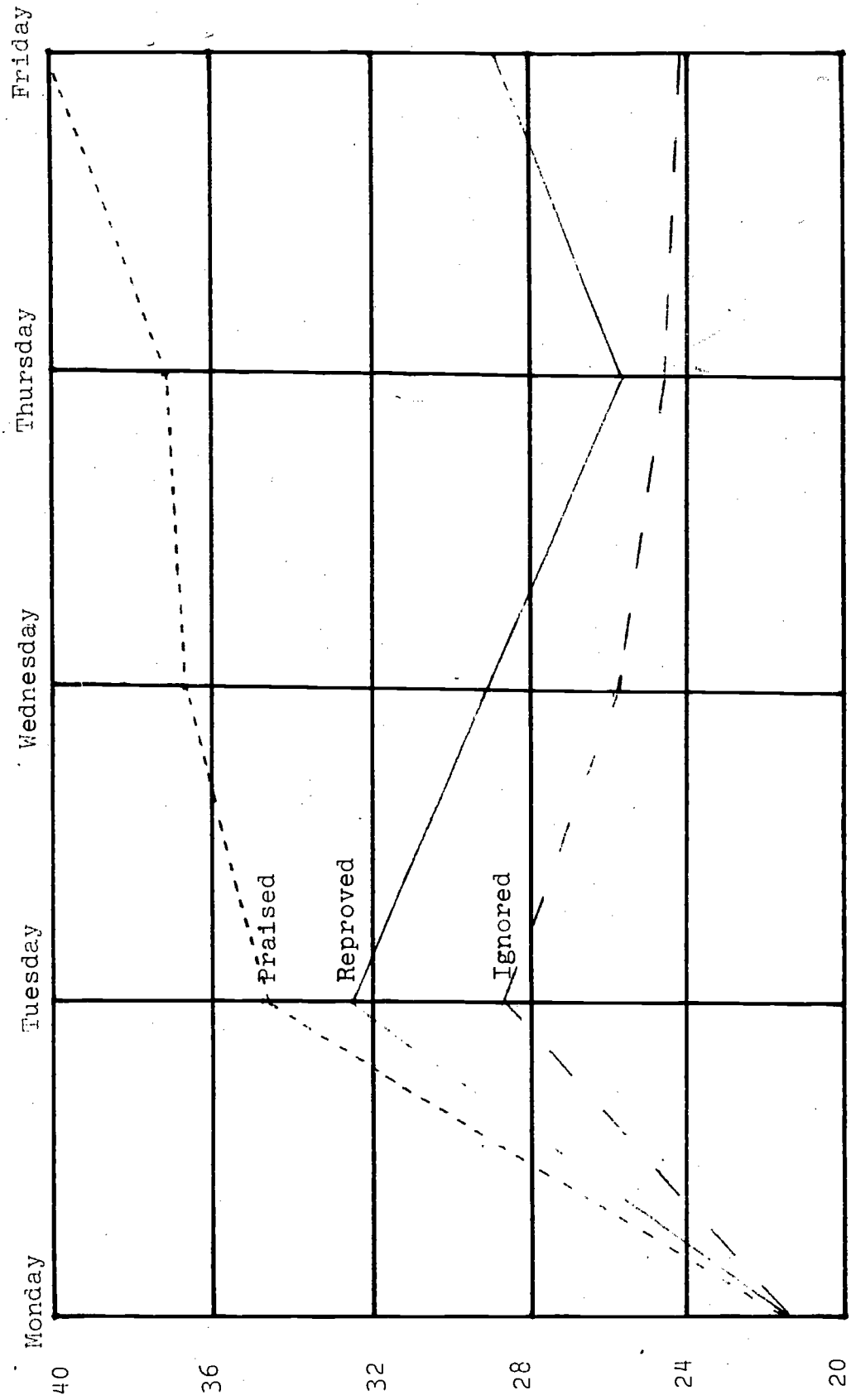
2. HOW WELL HE CAN GET ALONG WITH HIS FELLOW WORKERS

   (HIS ABILITY TO MAKE ADJUSTMENTS ON THE JOB)

3. HIS MOTIVATION

   (HIS NEED TO EARN MONEY TO SUPPORT HIS FAMILY, HIS AMBITIONS AND HIS DESIRE TO DO A GOOD JOB)

EFFECT OF PRAISE, REPROOF AND NEGLECT



MOTIVATING FACTORS

LET THE MAN KNOW WHERE HE FITS IN. Tell him what his contribution will be to the over-all objective.

LET HIM KNOW WHY THE JOB IS IMPORTANT. Identify that it is a team effort and as in a team sport, it is necessary that there be a total contribution from each man in order to have total effort.

LET HIM KNOW WHAT IS EXPECTED OF HIM. Let him know that he will be measured on whatever it is we want him to change.

OFFER A CHALLENGE. If we offer the man a challenge, and he accepts it, then he will be self-motivated to accomplish the standard that has been set.

LET HIM KNOW WHERE HE STANDS. A pat on the back can be either high or low, but at least he will have a reference point by which he can judge his performance.

DELEGATE. Along with his word go other words, such as accountability and responsibility. We must tell the man how much he is held accountable for.

GIVE CREDIT. One of the easiest ways is to give money. But there are other things like status symbols, titles, which indeed can show recognition for a job well done.

PROVIDE OPPORTUNITIES. This allows an individual to express himself. It gives him a chance to be creative and offer new ideas.

PLAN AND WORK TOGETHER

Session Four

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Open session	Welcome everyone to the fourth session in human relations training. In this session we will discuss the fourth key in the foundations for good human relations: Plan and Work Together. Review briefly the first, second, and third keys. 1. Treat People As Individuals 2. Make Best Use of Each Worker's Abilities 3. Provide Job Satisfaction Ask if there are any questions before proceeding into the lesson. In order to understand the best procedures to use when working with people, it is important to understand the different types of leader one can be.
Discuss what a leader is	Leadership Philosophy This information is taken from "Human Relations at Work", McGraw-Hill, New York, 1962, Keith Davis. The type of leader one is will reflect on the type of attitude and job performance of the workers. There are many different labels which can be attached to the type of leader one is, based on the different approaches they take in working with others. Leaders can be broken down into two simple classifications. One type is the "Positive Leader" and the other is the "Negative Leader." The positive leader motivates his people through satisfaction. The negative leader motivates through fear, threats, and making the workers feel unsecure in their jobs.

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Place positive leader and negative leader on the board and discuss the characteristics of each.	Positive Leadership Good human relations suggest that the manager or supervisor should be a positive leader. The positive leader does not issue orders. He interprets the orders, makes sure his personnel have suitable skills and tools, and delegates the authority to carry out the orders. He tells his personnel why a job must be done so that their minds and ideas are involved as well as his. He assigns a fair work load to his personnel. He assigns them to jobs they can do, and recognizes the jobs which are well done. He selects capable personnel, develops them, and trusts them. He takes the over-all positive viewpoint that people naturally want to do good work if given the opportunity and the incentive. Negative Leadership Negative leadership is accomplished through fear. The negative leader acts domineering and superior with people. To get work done he holds over his personnel such penalties as loss of job, reprimand in the presence of others, and demotion. He displays authority with the false belief that it frightens everyone into productivity. He allows no exceptions or excuses - except his own. He is a "credit-grabber" instead of a "credit-passer." He is the boss, not the leader. He takes the over-all negative viewpoint that people need to be forced to be cooperative and productive because they do not naturally want to be so. It is only fair to recognize that both positive and negative leadership gets results. With today's standards management can not continue to use negative leadership. Employees will leave because of the pressure they have to work under. There are times, though, when management has to use some form of negative leadership in order to get

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the job done. This type of leadership must be handled carefully and administered tactfully.

The "positive leader" exercises power through people instead of power over people.

Place the diagram on the board as each leadership type is discussed.

Leadership Types

AUTOCRATIC	FREE-REIN	DEMOCRATIC
Leader	Leader	Leader
Follower	Follower	Follower

(The circle represents where the leadership emphasis is placed.)

To better understand leadership types, three classifications of leaders will be discussed. They are: Autocratic, Free-Rein and Democratic.

Discuss the characteristics of an autocratic type of leader.

Autocratic Leader

The autocratic leader concentrates authority and decision making in himself. He is the individual who feels that all decisions must be made by him because he is the only one capable of doing so. He does not relinquish any of his authority to his subordinates. Work requirements and work policies rest in the hands of the leaders and the workers have little or no say in the operation of the company.

The autocratic leader may have to resort to threats, discipline and any other negative action he can in order to get the workers to see his way of thinking and to get the job done. The workers are treated as a group of people rather than as a group of individuals. Workers' creativity on the job is non-existent,

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	but they do not have to think. All the planning is done for them by the leader.
Have the class try to come up with some advantages of an autocratic leader. List ideas on the board.	Advantages of an Autocratic Leader The decision making power is left in the hands of a competent leader. Subordinates will not have to be as competent because they will only serve as middlemen between the leader and followers. It is fairly effective in getting the work done. Structured policies must be adhered to and if an employee does not want to adhere to them he can leave. Employees do not need incentive plans because the main goal of this leader is to produce.
Have the class try to come up with some disadvantages of an autocratic leader. List ideas on the board.	Disadvantages of an Autocratic Leader 1. Poor morale 2. Insecurity 3. Conflict 4. Inefficiency 5. Loss of respect for leader
Place free-rein leader on the board. Discuss the principles used by the free-rein leader.	Free-Rein Leader Just the opposite of the autocratic leader is the free-rein leader. This leader has certain characteristics which are unique to him just as there were certain unique characteristics in the autocratic leader. The free-rein leader makes few decisions, and depends on the group to set their own policies and work out their own problems. The workers are left to provide their own incentives for work, and they are given no directions. The characteristics of the free-rein leader are almost opposite of those of the autocratic leader. Most of the leadership characteristics in the free-rein leader have to be found in the followers rather than the individual in charge.

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See if the class can list some advantages and disadvantages of the free-rein leader.	Advantages of the Free-Rein Leader The workers can set many of their own rules, judge their own work and produce at their own rate. The employees do not have to worry about interference from the boss. Disadvantages of the Free-Rein Leader 1. Chaos may result
Place democratic leader on the board. Discuss the leadership principles used by the democratic leader.	Democratic Leader The democratic leader makes sure that he works with all people in his organization. Any decisions this leader makes are made for the good of the total group. He is open to suggestions from his employees and does whatever he can to motivate his employees. He understands that people are individuals and must work with them as individuals rather than a group of people to provide job satisfaction. Final authority does rest with the leader, but he takes into consideration the effect of his actions on the individuals. The workers feel more secure in their jobs because of the concern the leader feels toward them. Employee productivity will be high because there is relatively few complaints which the employee can have concerning the job because he possibly had some say in the policies, regulations and procedures adopted by the company.
Ask the class for their ideas concerning any advantages and disadvantages they may find with being a democratic leader.	Advantages of the Democratic Leader There is a better working relationship between the leader and the followers. The leader keeps the concerns of his employees in his decision-making. This type of leader gives the group greater freedom, while still maintaining ultimate control. He multiplies his abilities through others, and he makes all his workers feel they are important by understanding them as individuals.

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	Disadvantages of the Democratic Leader 1. Requires much coordination 2. Good communication
Review the types of leaders briefly.	Summary of Leaders All three of the leaders can be very effective. Every day a leader may have to be all three types at times during the day. Each type of leadership characteristic has some good qualities which each leader may want to possess. At times it is necessary for a leader to be very authoritarian in order to get the job done and then turn around and be very democratic in making decisions. Good human relations suggests that the leader should develop those leadership characteristics which work most effectively for him. The leader must understand how to handle each of the different leadership characteristics and how to decide which should be used, and when to use each to the best advantage.
Place the headings on the board. Get group responses on each item.	Ingredients for Good Leadership A Sense of Mission A belief in your own ability to lead, a love for work of leadership itself, and a devotion to the people and the organization you serve. Self-Denial This essential of leadership is often played down. It means a willingness to forego self-indulgences (like blowing your top). And the ability to bear the headaches the job entails. High Character Few people become successful leaders who aren't honest with themselves and with others, who can't face hard facts and unpleasant situations with courage, who fear criticism or their own mistakes, who

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Place on the board	Tips For Leaders 1. Be predictable 2. Put yourself in the employees' place 3. Show your enthusiasm 4. Be interested in employees' welfare 5. Treat employees equally
Discuss how to work effectively with people.	As mentioned before, to develop the type of "esprit de corps" a company or organization needs, it must plan objectives together and work together to accomplish these objectives. A supervisor must develop the proper techniques of handling people in order to work effectively as a supervisor. One must first decide the type of supervisor he wants to be and then work towards being that type. Any way a supervisor looks at the job he will find out that he has to work with all types of individuals.
Handout #4-2. Six techniques for ...	Working With People There are "Six Techniques For Working With People," which the supervisor can follow that will make his job as a supervisor easier.
For each of the six techniques, let the class members express their ideas and views. Stress the importance of working with people.	1. Be "at home" with people - The supervisor must feel comfortable around people. He should feel relaxed and not have to put on a different "face" when he goes to work and when he goes home. The employees should understand the supervisor as he really is but maintain his respect. 2. Express yourself effectively - Make sure you know what you are talking about and that the employees understand. Expressing yourself may take place over the telephone, in a letter or face-to-face. You must understand also the proper meaning of words. Certain words which

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are insincere or undependable.

Job Competence A man who knows the job he supervises has one of the best foundations for building good leadership.

Good Judgment Common sense, the ability to recognize the important from the unimportant, tact, the wisdom to look into the future and plan for it are the added ingredients that make the best leaders.

Energy Leadership at any level means rising early and working late. It leaves little time for relaxation or escape from problems. Good health, good nerves, boundless energy makes this tough job easier.

Read to the class

Leadership By Inspiring and Molding Ideals

Inspiring Leader	Coercing Boss
Rewards	Threatens
Encourages	Finds fault
Listens	Talks
Keeps them informed	Keeps them guessing
Stimulates others to think	Wants to do all the thinking
Tells why and how to do it	Tells others what to do
Helps others solve problems	Ignores others' problems
Wants long-run loyalty	Wants prompt obedience
Considerate	Blunt
Tries persuasion	Flaunts his authority
Employee-centered	Production--centered
Assumes best in others	Assumes worst in others
High minded	Vulgar minded
Gives a square deal	Takes advantage of others
Considers before acting	Impulsive
Appreciates	Thankless

Handout #4-1.
Leadership by ...

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are used incorrectly may have a different effect than they were meant to have.

Confidence again in yourself will have an effect on the way which you express yourself.

3. Arouse Confidence - Help all individuals by showing them their worth to the company and their contribution. Encourage them even if they make mistakes. Don't watch over someone's shoulder or sneak around looking for their mistakes.

4. Increase your influence with people - Work to become more of a person who individuals will respect, come to for advice and listen to you when you speak.

5. Get yourself favorably known - It is important for individuals to recognize you by name and face. Work with employees closely, but allow them to do their own job. A problem may arise if you become too friendly with certain employees. You may find it difficult to criticize them or find any fault in them or their work.

6. Know how to handle trouble - Know the procedures to follow if problems arise. Try to handle as many of the problems yourself as possible. Make sure you do handle any problems or trouble which may arise. By just passing it off or having someone else handle the situation may cause employees to lose their confidence in you.

The supervisor who understands and applies the principles of good human relations and who is sincere in his relations with workers will achieve maximum results with minimum friction. Workers are willing to make con-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	siderable allowances for the personal peculiarities of the supervisor and to respond more willingly to his requests if they are convinced that he is genuinely and sincerely interested in their welfare. As a supervisor it is very easy for some individuals to feel that they have been bestowed with some blessing of knowledge because of their position. In some cases the supervisor may feel that with his position and knowledge that he knows best in all situations and that any decisions which have to be made should be his and his alone. Proper working relationships with employees would dictate that management/supervisors should work with the employees in making decisions and getting the job done. There are basic differences between a supervisor who is called a "boss" and a supervisor who is called a "leader."
Handout #4-3. Say and act "we" instead of "I". Discuss with the class.	<u>Bosses Say "I" - Leaders Say "We"</u> The boss assigns the task; the leader sets the pace. The boss drives his men; the leader coaches them. The boss depends upon authority; the leader on goodwill. The boss inspires fear; the leader inspires enthusiasm. The boss says "I"; the leader says "We". The boss says "Get here on time"; the leader gets there ahead of time. The boss fixes the blame for the breakdown; the leader fixes the breakdown. The boss knows how it is done; the leader shows how. The boss makes work a drudgery; the leader makes it a game. The boss says "Go"; the leader says "Let's go".

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	A supervisor will be more effective in working with people if his attitude is one of a leader rather than a boss. The leader will maintain the respect of the employees and receive better cooperation.
	The Esso Standard Oil Company's board of directors developed a booklet in 1954, titled "The Way We Work Together." This booklet gave general philosophies and policys of the company in regard to human relationships.
Handout #4-4. We believe ...	To Develop Better Human Relations WE BELIEVE IN THESE PRINCIPLES.
Read and discuss the principle with the class.	Importance of the individual. We believe that actions of business should recognize human feelings and the importance of the individual, and should insure each person's treatment as an individual.
	Mutual Acceptance. We believe that employees their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.
	Common Interest. We believe that employees, their unions, and management are bound together by a common interest - the ability of their unit to operate successfully - and that opportunity and security for the individual depend upon this success.
	Open Communication. We believe that the sharing of ideas, information, and feelings is essential as a means of expression and as the route to better understanding and sounder decisions.
	Employee Participation. We believe that better results come about through seeking a balance of viewpoints and through mutual sharing and solving of problems by the people affected.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Local Identity. We believe that the individual receives the greatest opportunities for recognition, pride, and job satisfactions through close identification with his local work unit. Local Decisions. We believe that people closest to problems affecting themselves develop the most satisfactory solutions when given the authority to solve such matters at the point where they arise. High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.
	Another area which is vital to the proper working relationship with people, is the area of "participation".
Question - Ask the class to define participation. Get their views and ideas. Stress each one of the three views of participation, and discuss with the class.	Participation (Information taken from: Human Relations at Work - Davis, pp. 426-445.) Participation is a term used by many managers and supervisors, but their understanding of the term is vague. Too many times managers and supervisors say that their employees are participating in their company's operation but true participation is not really taking place. Participation can be defined as: Mental and emotional involvement of a person in a group situation which encourages him to contribute to group goals and share responsibility in them. There are three ideas in this definition which are important to managers who will practice the art of participation.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

1. First, participation means mental and emotional involvement, rather than mere muscular activity. A person's self is involved rather than just his body. This involvement in the situation is a product of his mind and his emotions. It is psychological, rather than physical.

Some managers mistake task involvement for true participation. They go through the motions of participation, but nothing more. They hold meetings, ask opinions, and so on, but all the time it is perfectly clear to employees that their manager is an autocratic boss who wants no ideas. This is busy work, not participation. Employees fail to become ego-involved.

2. A second important idea in participation is that it motivates persons to contribute to the situation. They are given an opportunity to release their own resources of initiative and creativeness toward the objectives of the organization. In this way participation differs from "consent." The practice of consent uses only the creativeness and ideas of the manager who brings his idea to the group for consent. The consenters do not contribute; they merely approve.

The practice of consent allows some degree of useful communication, but it does not provide participation in which all members of the group can contribute their ideas.

3. A third idea in participation is that it encourages people to accept responsibility in an activity. Because they are self-involved in an organization, they want to see it work successfully. Participation helps them become responsible employee citizens, rather than nonresponsible. As individuals begin to accept responsibility for group activities, they begin to be interested in, and receptive to, teamwork, because they see in it a way to do what they want to do.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss benefits of participation.	Benefits of Participation Participation is not just a theory derived by someone looking for a new idea in human relations. There is ample evidence that it works in practice. Proper use of employee participation can bring several benefits. (Developing Employee Participation: Psychology and Human Relations in Marketing, Donald D. Hiserodt, McGraw-Hill, New York 1969, pg.94) Perhaps the greatest benefit is increased creativity. If employees feel involved, they will apply to their jobs the creative abilities they apply to their outside interests. Another benefit of participation is making employees feel responsible. Their work is no longer a mechanical chore; it is a source of pride and offers a sense of accomplishment. A third benefit of participation is that better decisions are made, which means fewer mistakes. More participation provides more information, hence a broader base on which to make a decision. A fourth benefit of participation is that it makes change easier for employees to accept. If they have been involved in discussing the need for change and what the changes will be, they will have a better understanding of the change when it comes. The fifth benefit of participation is that it improves morale. People who are mentally involved in their work have a feeling of self-importance and self-confidence. They are then happier and better adjusted.
Place advantages of participation on the board.	Advantages in the Use of Participation 1. It encourages better decisions. 2. It uses the creativity of all employees. 3. It restores a measure of human dignity, motivation, and mutual interest, which are human relations fundamentals.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. It encourages people to accept responsibility. 5. It improves morale and teamwork. 6. It encourages acceptance of change.
	Closely related to participation is teamwork. (Human Relations at Work - Davis, 419-425.)
Question - Is teamwork really as necessary today to a company's operation as it was 20 years ago. Ans. YES	Teamwork Teamwork is a very important asset to any company whether large or small. Teamwork is coordinated action by a cooperative small group in regular contact wherein members contribute responsibly and enthusiastically ically toward task achievement.
Discuss teamwork and ask for ideas and comments.	A group is able to work together as a team only after each person knows the social and functional roles of all the others with whom he will be interacting. Of course, each person must also be reasonably qualified to perform his job. When this level of understanding is reached, his desire to cooperate can then become effective in actual cooperation. He is able to act immediately as a team member in each operating situation, based upon the requirements of that situation, without waiting for someone to give him an order. In other words, the situation gives orders to team members, and each proceeds to take appropriate action to further teamwork goals.
There are many games which can be used to show the need for teamwork. Try to find a game or develop your own game to show the need for teamwork. The games in Human Relations Games from the Ohio D.E. Materials Lab would be very appropriate here.	Before teamwork can be developed, management must first establish work arrangements, records and supportive measures which encourage it. Teamwork is as appropriate to advanced industrial technology as it is to primitive work, and it appears to be much more essential. Some teamwork is spontaneous, but with our growing knowledge of teams,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	management is able to have more influence. A manager who wants to develop an enthusiastic team needs to be sure that the team has work which it believes is worthwhile and whose job design permits teamwork. He needs to fit workers into harmonious groups, using special sociometric ratings or psychological tests at times. Enough stability needs to be provided to permit group process to develop, and rewards need to be given to the team as a whole, as well as to individuals.
	Another way in which to develop the feeling of "Planning and Working Together" is that of management's encouraging employee suggestions.
Question - How does one encourage employee suggestions?	<u>Encourage Freedom of Suggestion</u>
Ask if anyone has developed a system which encourages employee suggestions, and does it work?	No supervisor can hope to originate and develop by himself all the ideas that can be profitably used for adequate planning, improved methods of work and the best use of equipment.
	To achieve the best possible results it is necessary that suggestions for improvement by employees be considered a regular part of their work routine.
Discuss the material with the class and ask for comments.	Given reasonable encouragement workers will submit suggestions for improvement.
	Obtaining suggestions from workers is successful only when their ideas are welcomed by executives and supervisors, and once welcomed, are promptly recognized, evaluated and put into action. Workers then are eager to submit further suggestions for improvement.
	It is the responsibility of the company to provide a plan for reviewing and processing of ideas for improvement. If employees are

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	given help and encouragement when they submit ideas for improvements they will be stimulated to make additional suggestions. Other employees will be encouraged to present their ideas. Everyone is pleased to have his ideas requested and considered. It makes him feel important. The worker is in a position to have many good ideas because he is the person closest to his job and is familiar with the details of the job. Workers need a specific plan for developing improved work methods in the company and assistance in writing up their suggestions for improvement.
Discuss the suggestion plan.	<u>Suggestion Plan</u> The most successful plan in use by business firms today follows four basic steps in improving the methods used on a job. Let's see what they are:
Place the steps on the board when they apply.	1. The worker selects the job that he believes can be improved, and then lists in order of performance all the steps of the job. <u>STEP 1</u> List the details of the job. 2. Then he questions each detail by these six questions in the following order: (a) Why is this detail necessary? (b) What useful purpose does it serve? (If the detail does not prove to be necessary or useful it may be eliminated.) (c) Where should this be done? (In what place in the department?) (d) When should it be done? (The best time or in what order should this be done?) (e) Who should do it?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	(f) The last question to ask is, "What is the best way to do the job?
	STEP 2 Question each detail.
	3. When the worker has questioned all details, eliminated some, combined and rearranged others and then found the best way to do the job, he has developed an improved method.
	STEP 3 Develop the new method.
	When the three steps have been completed the worker is ready to write up the improved method and submit it as a suggestion.
	4. The fourth step takes place after the suggestion has been approved.
	STEP 4 Apply the new method.
	Proposal for Improvement
	It is recommended that suggestions for improvement of a job be written up. The following form may be followed:
Place suggestion for improvement form on the board, overhead, or use as a handout.	1. To--Head of Dept, Mgr, etc. Date _____
(Form is found with the handouts)	2. From:
	3. Subject of suggestion
	4. Summary statement of savings, advantages
	5. Brief description of how savings, improvement, etc. can be accomplished.
	6. Credit is due _____ for helping me with this suggestion. (For use if some other person has cooperated in the development of the suggestion.)

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	It is essential that the supervisor show genuine interest in and sincere enthusiasm for suggestions submitted by his workers. He must report promptly to the worker on the use and effectiveness of his suggestion. If the suggestion is not practical the reasons why must be explained fully and the worker urged to submit other suggestions. The fourth step is, as we have seen, to apply the new method. Put new suggestions into practice promptly. Let the worker who made the suggestion give the idea a trial. If others are also going to use the improved method be sure that they understand it. When a worker's suggestions are used he should be given public credit promptly. This will encourage future suggestions on his part and will stimulate other workers to offer new ideas. Pay off for good suggestions. This should be done on the basis of money saved and value to the organization. You may allow extra days on vacation or give a percentage of the savings effected. Dramatize the awards in bulletins or in your company paper or magazine.
Discuss initiative.	A final area which needs to be developed when working together, is the encouragement of employee initiative. <u>Encouraging Initiative</u> Initiative is the ability and desire to start things. It is the energy or aptitude displayed in the initiation of an action that tends to develop or open up new fields. A worker develops initiative: (A) To demonstrate superiority of personal power--to gain recognition.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	(B) As a medium of self-expression--a vital outlet for native talents, interests and physical energy. Initiative is often an underdeveloped quality. It is a precious trait but one that is easily stifled. It needs encouragement. Let's see how the supervisor can develop initiative. What are some of the ways that have been successfully used?
Question - How can initiative be developed?	(List on the board the suggestions made by the group. If not mentioned, bring out some of the following points.) 1. Encourage experimentation with new ideas and new methods. 2. Ask worker for ideas and opinions. 3. Give credit for ideas and suggestions used. 4. Assign responsibility--a sense of responsibility is a strong stimulant to a worker's initiative. 5. Avoid forcing workers to do things your way, just because it is the supervisor's way. Blind, unquestioning cooperation, and following the boss's instructions do not stimulate or develop workers to the fullest.
Question - What are some factors which may discourage initiative?	How do supervisors frequently discourage initiative? (Draw from the group) 1. By ignoring the worker. 2. By making light of his suggestions and ideas. 3. Taking credit for worker's ideas. 4. Assuming a dictatorial attitude. 5. Attaching too much importance to minor errors.
Close the session.	Ask if there are any questions over the material covered.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Explain that the next session will deal with proper use of communication. Thank the group for their interest and cooperation.

LEADERSHIP BY INSPIRING AND MOLDING IDEALS

INSPIRING LEADER	COERCING BOSS
Rewards	Threatens
Encourages	Finds fault
Listens	Talks
Keeps them informed	Keeps them guessing
Stimulates others to think	Wants to do all the thinking
Tells why and how to do it	Tells others what to do
Helps others solve problems	Ignores others' problems
Wants long-run loyalty	Wants prompt obedience
Considerate	Blunt
Tries persuasion	Flaunts his authority
Employee-centered	Production-centered
Assumes best in others	Assumes worst in others
High minded	Vulgar minded
Gives a square deal	Takes advantages of others
Considers before acting	Impulsive
Appreciates	Thankless

SIX TECHNIQUES FOR WORKING WITH PEOPLE

1. BE "AT HOME" WITH PEOPLE.

2. EXPRESS YOURSELF EFFECTIVELY.

3. AROUSE CONFIDENCE.

4. INCREASE YOUR INFLUENCE WITH PEOPLE.

5. GET YOURSELF FAVORABLY KNOWN.

6. KNOW HOW TO HANDLE TROUBLE.

SAY AND ACT "WE" INSTEAD OF "I"

BOSSES SAY "I" -- LEADERS SAY "WE"

The boss assigns the task; the leader sets the pace.

The boss drives his men; the leader coaches them.

The boss depends upon authority; the leader on goodwill.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I"; the leader says "We".

The boss says "Get here on time"; the leader gets there ahead of time.

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

The boss says "Go"; the leader says "Let's go".

THE WAY WE WORK TOGETHER

To develop better human relations, WE BELIEVE IN THESE PRINCIPLES:

Importance of the Individual. We believe the actions of business should recognize human feelings and the importance of the individual and should insure each person's treatment as an individual.

Mutual Acceptance. We believe that employees, their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.

Common Interest. We believe that employees, their unions, and management are bound together by a common interest---the ability of their unit to operate successfully and that opportunity and security for the individual depend upon this success.

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High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.

PROPOSAL FOR IMPROVEMENT

1. TO--HEAD OF DEPARTMENT, MANAGER, ETC. DATE _____

2. FROM:

3. SUBJECT OF SUGGESTION

4. SUMMARY STATEMENT OF SAVINGS, ADVANTAGES, ETC.

5. BRIEF DESCRIPTION OF HOW SAVINGS, IMPROVEMENT, ETC. CAN BE ACCOMPLISHED.

6. CREDIT IS DUE _____ FOR HELPING ME WITH THIS SUGGESTION. (FOR USE IF SOMEONE ELSE HAS COOPERATED IN THE DEVELOPMENT OF THE SUGGESTION)

COMMUNICATION

Session Five

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session	Welcome everyone to the fifth session on human relations. Ask if there are any question covering the Four Keys in the "Foundations For Good Human Relations."
Explain what will be covered in this session.	State that this session will deal with the communication process, and the proper use of communications regarding human relations.
Read the article, "A Blow Against Socialized Medicine."	Many times misunderstanding takes place when people expect to hear something or think they hear something. This can be emphasized by this article on socialized medicine which I will read.

A BLOW AGAINST SOCIALIZED MEDICINE

The year is 1990, and by this time, the British Government's policy of socialized medicine has been extended to require any married woman, who has not had a child within the first five years of marriage, must receive the services of a government man who will attempt to be the means of the wife becoming a mother. There are no children in the family of this particular story, much to the sorrow of the husband. It is the morning of their fifth wedding anniversary.

Husband: Well, good-bye dear, I'm off to the office. I suppose the government man will be here shortly. (He leaves the house with his head lowered.) The wife is expecting the government man, but the caller is a Baby Photographer who has come to the wrong house.

Lady: Good Morning.

Man: How do you do? You probably don't know me, but I represent.....

Lady: You needn't explain, Mr. ?.....

Man: Jones is the name, Madam, and I'm a specialist in.....

Lady: Yes, of course, won't you sit down?

Man: Your husband probably told you that I.....

Lady: Oh, yes, we both agree that it's the best thing to do.

Man: Well, in that case, we might as well get busy.

Lady: I'm not familiar with the way to do this. Just where do we start?

Man: Just leave that to me, Madam. I recommend two in the bathtub, one more on the couch, and a couple more on the floor.

Lady: Good heavens! On the couch, on the floor, in the bathtub.....

Man: Well, my dear lady, even the best of us can't get a good one every time, but one out of five is bound to be a honey. I usually have the best luck in the bathtub.

Lady: You'll have to pardon me, but it comes as a shock, and seems a bit informal.

Man: No, indeed, in my kind of work a man can't do his best work in a hurry. He opens album and shows it to her. Look at this. It's a good job, and isn't it a beauty?

Lady: Yes, indeed, a lovely child.

Man: But for a tough assignment, look at this job. Believe it or not, it was done on the top of a bus in Piccadilly.

Lady: Oh! My God!

Man: It really isn't hard when a man in my line knows how. This work is really a pleasure. Now this one I did with one shot in Macy's window. One shot, mind you.

Lady: Even one shot in Macy's window seems a bit public to me.

Man: It really has a story behind it. The mother of the child was an actress, and she needed a little publicity, and did she get it!

Lady: I should think so!

Man: Here's a picture of the prettiest twins in town. I knocked this off in Central Park on a snowy afternoon last winter. It took me from two in the afternoon till five in the evening. I never worked under more difficult conditions with people four and five deep, pushing and crowding to get a look.....

Lady: Pushing and crowding to get a look.....

Man: Yes, people everywhere, just imagine more than three hours under a handicap like that.....I even had two cops helping me. I could have taken another shot or two, but by that time the squirrels were nibbling at my equipment and I had to give up. Well, if you're ready, Madam, I'll set my tripod up and we'll get started.

Lady: Your tripod!

Man: Yes, I always use my tripod to rest my equipment on, as it's too heavy for me to hold it for any length of time and.....

Good heavens, she's fainted!

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss words with possible double meanings.	Words or Language A complicating problem with language is that nearly every word has several meanings. Only the context indicates the proper meaning. Used in one sense a word may be derogatory, but when used in another way, it can be acceptable. For example, the term "dummy" in an argument may be quite uncomplimentary, but its use to refer to the person serving as "dummy" in a hand of bridge is acceptable. Many commonly used words have a number of meanings. The word "face" has 47 meanings, and "round" has 73 meanings. It is fantiastic but true that the Oxford Dictionary records an average of 28 separate meanings for each of the 500 most used words in the English language. No wonder we have trouble communicating with each other.
Show why it is important to understand the meaning of words.	If words really have no certain meaning, how can we make sense with them - how can we communicate with other people? The answer is context. Individual words have so many meanings that they become meaningless, until they are put into context. Consequently, an effective communicator is idea-centered, rather then word-centered. He knows that words do not mean - people mean.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Show different pictures and ask group - individuals to describe what they see. Discuss instructional material.	Pictures A second way of communication is through pictures. They are used especially to aid and clarify word communication. Work organizations make extensive use of pictures such as blueprints, charts, maps, films, three-dimensional models, and similar devices. There is a saying that a picture can be worth a thousand words, which is certainly true when one observes a blueprint or sees a picture of a beautiful girl. A shoe manufacturer who was having trouble getting his workers to maintain quality made good use of pictures to restore careful work. He placed finished shoe rejects in a large room for several weeks and then brought representative employee groups into the room "to browse around and see for yourself." Few words were spoken, but much meaning was imparted by the sight of the rejected shoes. This manager was using pictures effectively as a supplement to his language communication. Pictures are, as the term implies, visual aids, and are most effective when used with well chosen words and actions to tell the complete story.
Know this area well enough so you will not have to follow the outline. The outline should explain itself. Explain the flow of communication.	Communications A problem which faces many individuals in their day to day living and business life is that of proper communication. From the beginning of time people have attempted to find the most efficient and effective way of communicating. Businesses have spent thousands of dollars in order to develop the best techniques for communicating with employees. Disagreements may result, many times, because of lack of communication. Failure on the job may also be partially due to the lack of communications. Communication in human relations is simply defined as "the process of passing infor-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

mation and understanding from one individual to another." A significant point of this definition is that communication always involves two people - a sender and a receiver. Another significant point is that effective communication involves both information and understanding.

Communication: The Mechanical Process

(Effective Managerial Leadership, James J. Cribben, American Management Association, 1972, pg. 160)

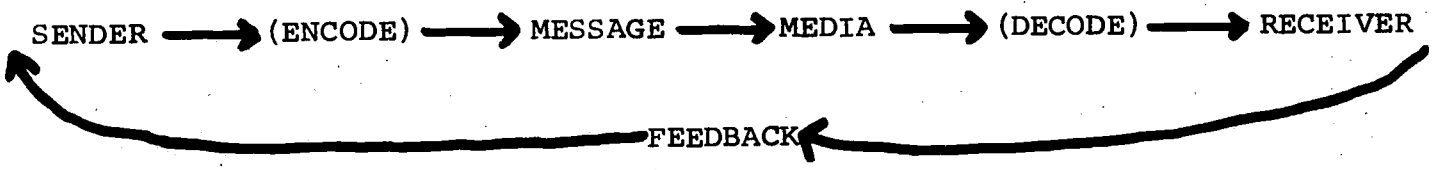
The mechanics of the communication process are easily outlined.

- Two or more people or a person and a machine bear a relationship to each other that necessitates interaction.
- There is a need, problem, or situation requiring communication, and the interchange is mutually beneficial.
- The initiator of the communication has certain objectives that he seeks to attain through the process.
- A message is formulated that presumably embodies the intentions of the sender.
- A channel or combination of channels is selected for the transmission of the message.
- The message is encoded in appropriate language.
- It is transmitted and received.
- It is decoded by the recipient.
- It is understood with the same meaning that it originally had for the sender.
- The sender secures feedback to confirm receipt and understanding.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	- The recipient behaves in line with the objectives of the sender. This process will be further explained through the use of a communication flow chart.

COMMUNICATION FLOW CHART

COMMUNICATION FLOW CHART



The whole sequence of communications involves seven basic steps as illustrated. Each step is very important for proper communication, although some individuals fail to adhere to each.

SENDER - The sender refers to the individual who has an idea, thought, or something he wants to get across to another individual.

ENCODE - The sender organizes his ideas into a series of symbols, words, or pictures which he feels will communicate his ideas to the intended receivers. (Ideas to words)

MESSAGE - Refers to the ideas which he wants to communicate.

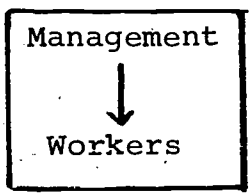
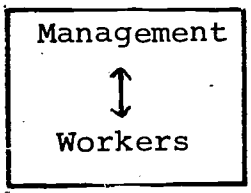
MEDIA - The channel selected which is used to get the ideas or thoughts from the sender to the receiver. The media selected should be selected based on the type of message to be sent.

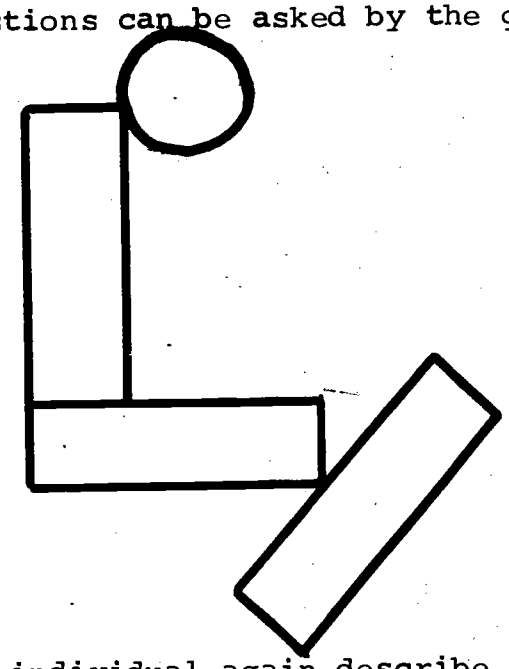
DECODE - This step refers to the translation of the words, pictures or symbols back into ideas. (Words to ideas)

RECEIVER - The person to whom the idea was sent.

FEEDBACK - This step is one which is neglected by many individuals, but it is the most important. Here is where we find out whether the person who received the message actually understood it. Feedback is what makes most of the difference between an effective and an ineffective sender.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss what a communication barrier is.	Communication Barrier (How Managers Motivate: Dowling and Sayles, NcGraw-Hill, New York, 1971.) The basic psychological barrier to communication is inherent in the nature of language itself. Strictly speaking, we can't convey meaning. All we can do is convey words. And as for the words, they are what John Locke called them three hundred years ago - "merely arbitrary signs for certain ideas, chosen by historical accident and liable to change." The real meaning of words are in the minds of those who hear them, not in the words themselves. Instead of hearing what people say, we hear what our minds tell us they said, which may be the same thing or something different.
Experiment.	Try a little experiment. Assume you are in a managerial capacity and you observe and hear a group of your subordinates laughing heartily - all you know is what you see and hear. What message comes across to you? There are three common reactions to such a situation. Which one is yours? 1. To the manager who believes work must be unpleasant in order to be productive, the laughter communicates to him that time is being wasted, and that maybe the assignments are too easy. 2. To the manager who believes that contented employees work harder, the laughter communicates that he is succeeding as a manager. 3. To the manager who is personally insecure, the laughter communicates the likelihood that the men are making fun of him.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss channels of communication.	Channels of Communication Communication channels are better known as "One-way channels" and "Two-way channels."
Place examples of one-way and two-way channels of communication on the board.	Examples:  One-way  Two-way
	One-way Channels In the one-way channel of communication management may have a policy of not listening to their workers. This may take place in authoritarian leadership. Feedback is not allowed to take place properly and workers will feel as though they have no say in the company.
	Two-way Channels Two-way channels of communication has management talking to the workers and the workers can discuss problems with management. This allows the workers to feel a part of the company because he has some input. Of the two channels, the two-way channel tends to be the most successful. For human relations reasons we can eliminate the one-way channel because it does not allow for any response by the workers. Even though two-way communication channels is considered best, it still has its draw backs.
	Show how one-way communication and two-way communication channels work by using class participation for an experiment.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask for a volunteer for an experiment. For an actual drawing, use the example in Handout #5-1, but of course do not distribute to the group. (You might also want to substitute "The Communication Game" from Human Relations Games, The Ohio Distributive Education Materials Lab.	Have an individual come up front and describe the drawing below: - The individual can only describe what he sees, and the rest of the group is to draw what is being described. - No questions can be asked by the group. 
Have class members show what they drew.	Have the individual again describe the drawing, but allow questions to be asked.
Again have the class members show what they drew. Place the drawing on overhead projector.	As you can see from this example, it is difficult to sometimes understand what is being said when there is only one-way communication taking place. A better drawing was obtained when you were allowed to ask questions. This is using a two-way channel of communication. The sender also received some form of feedback, and could tell whether the receivers were getting the message.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss three-way communication.	**Three-way Channels** Better than two-way channels of communication are three-way channels of communication. This allows management to communicate with workers; workers can communicate with management; workers can communicate with other workers; and management can communicate with other individuals in management. Each person knows what the other person is doing in this type of communication system, and feedback takes place in all directions.
Place the three-way communications channel on the board.	Example: Worker to Worker Management to Management Three-way
Questions to ask yourself before communicating. These questions may be placed on the board.	Before any communication takes place, the sender should ask himself six key questions. Three apply to him. (1) What do I intend to say or write? (2) What will I actually say or write, sometimes in spite of my good intentions? (3) What will I really mean, what will be the emotional impact of what I say or write? The other three questions apply to the receiver: (1) What does he expect to hear or read? (2) What will be actually read or heard, at times despite what is said or written? (3) How will he feel about what he reads or hears?
Discuss the fundamentals of employee communication.	**Fundamentals of Employee Communication** Even though three-way channels of communication is considered the best, one has to understand the two-way communication system. In an effective two-way communication system between management and employees, the

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #5-2. Ask for the group's ideas and comments.	following principles should be practiced: 1. Management must be genuinely willing to share information with employees. Communications cannot be successful if management assumes an air of secrecy about its acts and intentions. 2. Communication with employees must function as a two-way system, giving workers an opportunity to express their view to management. 3. The distortion of information which occurs in oral transmission from person to person should be avoided by written statements. 4. Communications should be expressed in terms with which employees are familiar, and consistent with their education and experience. 5. Communications media should be prepared by experienced, trained specialists. Communication of important information should not be entrusted to inexperienced personnel. 6. Communications should not be distorted or misleading, but based upon facts presented accurately and temperately. 7. Information should be timely. Speed is important in getting facts to employees to avoid misunderstanding. 8. Repetition is an essential in good employee communication. Employees should be told the facts, and the same facts repeated again in different terms to make them understood. 9. Employees should be given information in small amounts for clear understanding. 10. Responsibility for employee communications should be assigned to the public relations department.

Read the article to the group or be able to discuss.

Feeling of Being In On Things

(Article: Motivation through Communication)

All employees want to know what is going on in their company. They want to know where their

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

particular job fits into the big picture. They want to know what kind of a contribution their position makes. One of the strongest desires of an individual is to become a member of a group—to belong and be accepted by his peers. When management assures a worker the feeling of being in or a part of the store or the company, that management is assuring for itself better motivated employees. Sometimes, management foolishly feels that individual workers are not interested in the company as a whole. If an organization does a good job of downward communications, it might be surprised to find that employees are very interested in company matters.

There are many ways top management in a company can keep employees informed about company goals, company progress, and company news. Some companies use an employee newsletter distributed on a regular basis. Part of the newsletter is employee - written and concerns employee activities, but part of it also is company news, described in a way that makes the employees feel a part of the company. Memos or news bulletins, prepared by top management and distributed to every single employee within a company, are another way companies keep their employees up-to-date about important company activities. Company-wide meetings for employees are also used successfully in some types of companies.

The immediate link between the employee and the company's top management, however, is the supervisor. It is an important part of his job to be a channel of communication between management and worker, not a barrier that divides the two levels. Supervisors can use the same methods of communication used by top management, but in slightly different ways.

Short but frequent meetings are an excellent way to keep a group of workers up-to-date on what is happening, both within the department and within the company. These meetings give employees the feeling of "being in on things." They also are an excellent kind of give-and-take communication,

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for the supervisor can discuss developments and then employees can ask questions about the subject under discussion.

The question does come up: How much should employees be told about a company's operations? The answer: As much as they want to know, and as much as is of interest to them, so long as the information is of a kind that would not be harmful to the company if learned by a competitor.

Too much information, even if it saturates the employees, is better than too little.

Discuss the importance of employee relations and communications.

Importance of Employee Relations and Communications

Failure to inform employees leads to misunderstanding, false rumors, and confusion. If employees are not informed by management about matters which affect their work, they make their own assumptions or turn to outside sources for information.

Employees want to express to management their opinions about their jobs, working conditions, and other matters affecting their interests. Two-way channels of communication should be established to give workers an opportunity to ask questions about the business or to make suggestions to management.

Question - Ask the class members what they feel employees want to know.

What Employees Want To Know

1. Knowledge about the company - its background and present organization.
2. Product knowledge - how products are made and where they go.
3. Advance information about changes in methods and new products.
4. Policy information - especially new policies as they affect themselves and their fellow workers.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Handout #5-3. What employees want to know.	5. What is expected of the employees, and how they are measuring up to expectations. 6. How their jobs fit into the scheme of things and their chances for advancement. 7. The outlook for business and the prospects for steady work. 8. The company's income and its profits and losses. 9. The possibilities and reasons for layoffs, and how the employees as individuals are affected.
Discuss what is meant by management having an open door policy.	Open Door Policy The term "open door policy" has been used by management as a means to show that they have an interest in their employees. Any time employees have a problem they can feel free to take that problem to someone, and he will listen. The open door is very attractive in theory, but it appears to be ineffective in practice. Though the door physically is open, psychological and social barriers exist which make employees reluctant to walk in. Some employees hesitate to be singled out as lacking information or having a problem. Others are afraid they will upset their managers. Some are just "afraid of what's behind the door." The way the open door can be most effective is for a manager or supervisor to walk through it and get out among his people. The door is for managers and supervisors to walk through. Sometimes an open door policy is used to mask a manager's own hesitancy to make contacts with those below him. Or it may express his dislike for contact below or his pride, i.e., "If they want to communicate let them come to me." As one individual said, "The open door is often a slogan to hide closed minds."

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	On the other hand, a genuine open door can be a real aid to upward communication. The true test is whether the manager behind the door has an open-door attitude. This says to employees, "Your viewpoints are welcome." It is the open-ear policy.
Discuss what is meant by "REAL" listening.	Listening (Davis 358-359)
A person can listen to more words faster than an individual can speak. Because of this the listener fills those voids and gaps with other thoughts, which can cause misunderstanding and confusion if he does not concentrate on what is being said.	In communication channels it is very important that proper listening takes place. One can assume that he is understanding what is being said but he may receive a totally different meaning than that which was intended. This is why listening is so important in the communication process.
A typical listener remembers only about 25 per cent of what was said after two months.	Spoken communication has a back and forth pattern similar to the exchange of play between tennis players. The speaker sends symbols, and the receiver's responses come back to the speaker in the form of symbols. The result is a developing play-by-play situation in which the speaker can adjust his message to fit the responses of his receiver. This opportunity to adjust to the receiver is the one great advantage of speaking compared to writing. Listening is, therefore, important to both parties in a conversational interchange and is a dual responsibility of both the speaker and listener.
Listening is, therefore, most effective for understanding general ideas or short-term operating problems. It is not effective for receipt and storage of factual details; here we depend on the written word.	Listening consumes a large part of a manager's time because it is the main way he learns about situations. It is estimated that a supervisor and manager spend 45 per cent of their communication time listening, and 30 per cent talking, making a total of 75 per cent oral communication.
Discuss the major benefits of good listening.	The major benefits of good listening are: 1. A good listener can make better decisions because he has better information.

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	2. A good listener saves time because he learns more within a given period of time. He learns about the person talking, as well as what that person is saying. 3. Listening helps the communicator determine how well his message is being received. 4. A good listener stimulates others to better speaking. 5. Good listening increases understanding.
Handout #5-4. Ten commandments	To improve your ability to be a good listener there are "Ten Commandments for Good Listening." 1. Stop talking - you cannot listen if you are talking. 2. Put the talker at ease - help him feel that he is free to talk. 3. Show him that you want to listen - Look and act interested. Listen to understand. 4. Remove distractions - don't doodle, tap, or shuffle papers. Close the door. 5. Empathize with him - try to put yourself in his place so that you can see his point of view. 6. Be patient - allow plenty of time. Do not interrupt him. 7. Hold your temper - an angry man gets the wrong meaning from words. 8. Go easy on argument and criticism - don't argue: even if you win, you lose. 9. Ask questions - this encourages him and shows you are listening. It helps to develop points further. 10. Stop talking - this is first and last, because all other commandments depend on it. You can't listen while you are talking.
Question - What is a rumor? What can be done about them?	Rumors (Davis, Human Relations at Work) When the communication system is not used properly rumors may start. That is when

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	two-way channels or three-way channels are not in effect, the communication system of the "grapevine" takes over and rumors start. Workers want to know what is going on in a company. Someone may hear bits and pieces of a conversation which may have some direct effect on the workers. Instead of finding out the total story the individual adds what he thinks is going to happen, thus a rumor has started.
Use the telephone game. Have the class get close enough together that they can whisper to one another. Don't allow the individuals to repeat the rumor more than once. Use this demonstration to show how rumors get started.	Telephone Game (START A RUMOR) Whisper a rumor to one individual in the class. Make it complicated enough so the story which is being told will get confused by the time it reaches the last individual. (A) Ask the last individual to repeat what he heard. (B) Ask the first individual to repeat what he heard.
Question - What can be done to discourage rumors?	A rumor is a devastating disease that sweeps through an organization as fast as a summer storm--and usually with as much damage. Rumors should be fought firmly and consistently, but how and what to strike must be known. It is a serious mistake to strike at the whole grape-vine merely because it happens to be the agent which carries rumors. The best approach in dealing with rumors is to get at its causes, rather than try to kill it after it has already started. Getting at causes is wise use of the preventive approach, instead of a curative approach. A cooperative high-morale group has very little rumor-mongering, for the simple reason that its members have little cause

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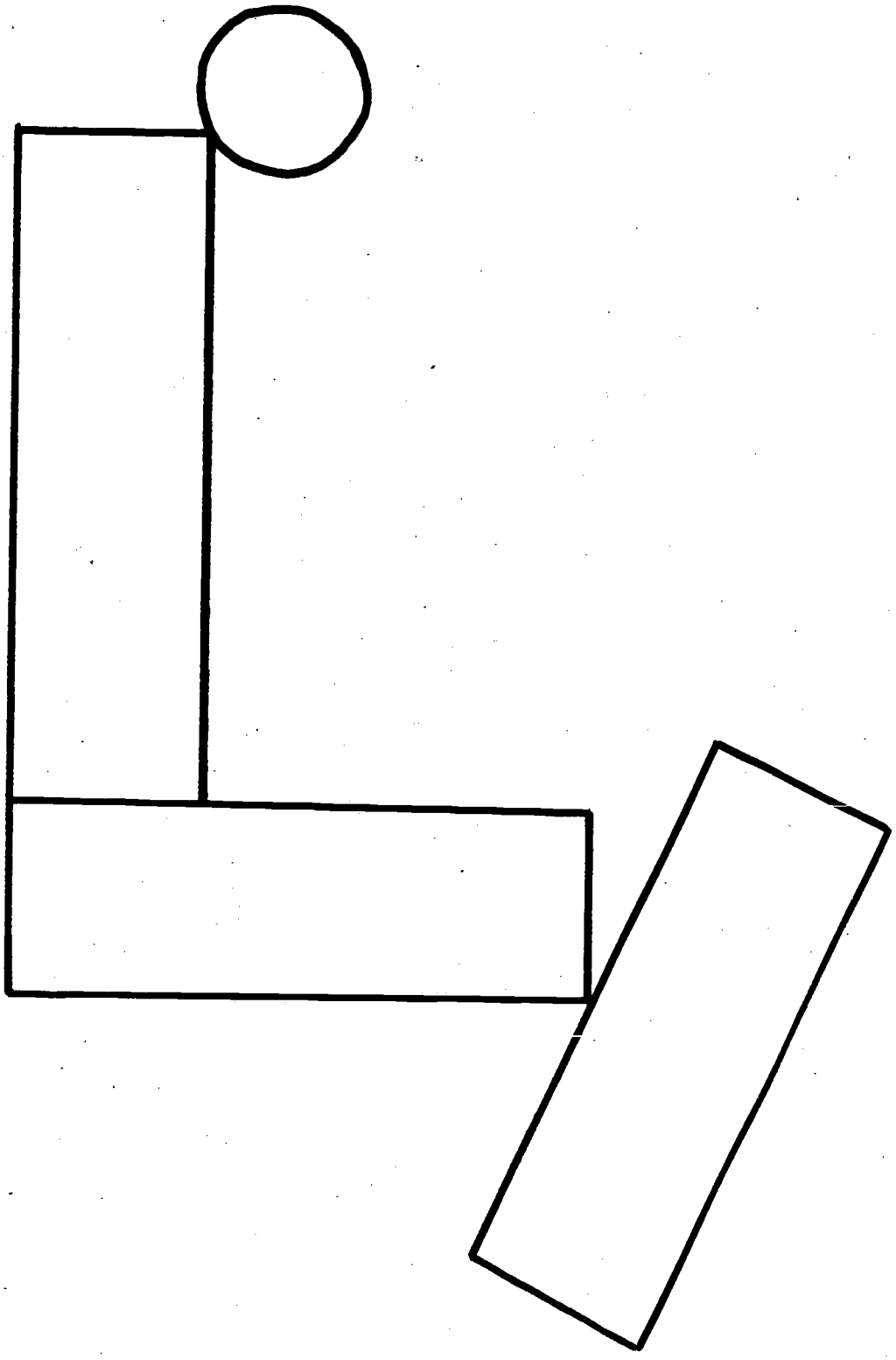
to start rumors. When people feel reasonably secure, understand the things that matter to them, and feel on a team, there are few rumors. But when people are poorly placed in the group, emotionally maladjusted, or inadequately informed about their environment, they are likely to be rumormongers. This is a normal defensive reaction attempting to make their situation more meaningful and secure.

But, in spite of all that can be done, rumors do start. Then what? In general, an attempt should be made to stop the ones that are important enough to be of concern. They should be stopped as early as possible because research shows that once a rumor's general theme is known and accepted, then employees distort future happenings to conform to the rumor. Thus, if employees accept the scuttlebutt that there are plans to move the firm's offices to a new building, then every minor change thereafter will be interpreted as a confirmation of that rumor (even, for example, when an electrician comes to repair a plug). If the rumor were dead, this same change could be made without any employee upset at all.

Naturally not all rumors should be fought, for that would be like Don Quixote fighting windmills; but the damaging ones must be dealt with. Rumors are stopped or weakened by getting out the facts in any way possible. Usually, face-to-face supply of facts is the most effective way, but a word of warning is in order. The facts must be given directly without first mentioning the rumor, because research suggests that when a rumor is repeated at this time, it is remembered just as well as the refutation.

Participation should also help combat rumors because it gives members some part in determining the things which affect them. It is a well recognized principle that "rumors

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	will tend to arise in situations where developments especially relevant to people's existence lie largely outside their control." Regardless of a rumor's importance, it should be listened to carefully because, even though untrue, it usually carries a message. One should ask one's self; "Why did that rumor originate? What does it mean?" In every case, there is some cause which needs to be understood.
Close the session	Ask if there are any questions over the lesson. Mention that the next session will deal with proper handling of "Grievances and Discipline." Thank the group for their responses and comments. Give the time and location for the next meeting.



FUNDAMENTALS OF EMPLOYEE COMMUNICATIONS

IN AN EFFECTIVE TWO-WAY COMMUNICATION SYSTEM BETWEEN MANAGEMENT AND EMPLOYEES, THE FOLLOWING PRINCIPLES SHOULD BE PRACTICED:

1. Management must be genuinely willing to share information with employees. Communications cannot be successful if management assumes an air of secrecy about its acts and intentions.

2. Communication with employees must function as a two-way system, giving workers an opportunity to express their views to management.

3. The distortion of information which occurs in oral transmission from person to person should be avoided by written statements.

4. Communications should be expressed in terms with which employees are familiar, and consistent with their education and experience.

5. Communications media should be prepared by experienced, trained specialists. Communication of important information should not be entrusted to inexperienced personnel.

6. Communications should not be distorted or misleading, but based upon facts presented accurately and temperately.

7. Information should be timely. Speed is important in getting facts to employees to avoid misunderstandings.

8. Repetition is an essential in good employee communication. Employees should be told the facts, and the same facts repeated again in different terms to make them understood.

9. Employees should be given information in small amounts for clear understanding.

10. Responsibility for employee communications should be assigned to the public relations department.

IMPORTANCE OF EMPLOYEE RELATIONS AND COMMUNICATIONS

Failure to inform employees leads to misunderstanding, false rumors, and confusion. If employees are not informed by management about matters which affect their work, they make their own assumptions or turn to outside sources for information.

Employees want to express to management their opinions about their jobs, working conditions, and other matters affecting their interests. Two-way channels of communication should be established to give workers an opportunity to ask questions about the business or to make suggestions to management.

WHAT EMPLOYEES WANT TO KNOW

1. Knowledge about the company---its background and present organization.
2. Product knowledge---how products are made and where they go.
3. Policy information---especially new policies as they affect themselves and their fellow workers.
4. Advance information about changes in methods and new products.
5. What is expected of the employees, and how they are measuring up to expectations.
6. How their jobs fit into the scheme of things and their chances for advancement.
7. The outlook for business and the prospects for steady work.
8. The company's income and its profits and losses.
9. The possibilities and reasons for layoffs, and how the employees as individuals are affected.

TEN COMMANDMENTS FOR GOOD LISTENING

1. Stop talking

   You cannot listen if you are talking.

2. Put the talker at ease

   Help him feel that he is free to talk.

3. Show him that you want to listen

   Look and act interested. Listen to understand.

4. Remove distractions

   Don't doodle, tap or shuffle papers. Close the door.

5. Empathize with him

   Try to put yourself in his place so that you can see his point of view.

6. Be patient

   Allow plenty of time. Do not interrupt him.

7. Hold your temper

   An angry man gets the wrong meaning from words.

8. Go easy on argument and criticism

   Don't argue: even if you win, you lose.

9. Ask questions

   This encourages him and shows you are listening. It helps to develop points further.

10. Stop talking

    This is first and last, because all other commandments depend on it. You can't listen while you are talking.

GRIEVANCES AND DISCIPLINE

Session Six

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session.	Welcome everyone to the sixth session.
Place grievances and discipline on the board or flip chart.	State that this session deals with the effective handling of grievances and discipline. The first part of this session will deal with annoyances and grievances, then proper handling of discipline will follow.
Question.	Why is it important for supervisors to handle annoyances and grievances?
Discuss what grievances are, and how to handle them.	<u>Annoyances and Grievances</u> It is important that every supervisor be able to recognize and prevent annoyances and grievances. An annoyance not remedied promptly may become a grievance. For example, if an individual neglects his share of stockwork once or twice, it is likely to be an annoyance to others in the department. If he continues to manage to avoid stockwork, a real grievance may develop. A grievance is more serious than an annoyance and more difficult to handle. Grievances do not all develop from annoyances. For example, a feeling that favoritism is being shown, or that compensation is unfair, is a grievance in its own right, and not an exaggerated annoyance.
Definition of grievance.	A working definition of a grievance may be defined as, "Any real imagined feeling of personal injustice which an employee has concerning his employment relationship." The feeling does not have to be expressed to become a grievance. Neither does it have to be true or correct; a feeling which

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	arises from imaginary conditions or from erroneous logic is still a grievance if it causes a feeling of injustice. Grievances keep employees from working 100 percent. It would be very easy for management and supervisors just to let grievances go by without giving them any consideration. There are six basic reasons why grievances should be handled properly by management and supervisors.
Handout #6-1. Why handle grievances. Discuss each point.	1. Petty grievances have a tendency to grow. 2. As a supervisor, you should have the first chance of handling situations that upset workers. 3. Because you are at the scene of action, you can handle such grievances more quickly and effectively. 4. You know the workers better than anyone else. 5. Practice is the best teacher. It will give you a chance to handle human relation problems. 6. Your failure to act may cause loss of respect and confidence from your workers. The next time they may "by pass" you.
Question - What may cause employee grievances? List on the board.	Employees of all types and at all levels develop grievances. Some of the factors that may cause grievances are: 1. Management 2. Job conditions 3. Government rules 4. General social conditions 5. Home environment
Have the class try to develop a list of grievances employees may have. (List them on the board.)	Some of the most common grievances are: 1. Discipline cases 2. Job evaluation and work assignments 3. Seniority problems, including promotions, transfers, etc.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. Overtime 5. Vacations 6. Holidays 7. Incentive plans
Get the grievances out into the open.	If management is truly interested in helping solve employee grievances, the proper human relations attitude management should have is that of helping employees bring their grievances out into the open. Having these grievances brought out in the open is the only way in which the actual grievance can be understood.
Handout #6-2. Key points .... Discuss each point.	There are certain key points to remember when dealing with grievances. 1. A grievance is a grievance as long as a worker thinks it is. 2. "Keeping an open door" means showing a willingness to hear and consider complaints. 3. Try to put the complaining worker at ease. He may be under emotional strain. 4. Keep the interview a discussion, not an argument. 5. Consider the complainant's viewpoint and try to understand why he feels as he does. 6. Don't jump to conclusions; avoid snap judgments. 7. Be big enough to admit your own mistakes. If you have made a mistake admit it frankly. 8. Regard every grievance as a chance to learn something new about human relations.
Place these two factors on the board and discuss why each is important.	Two basic factors are very important when it comes to settling any type of grievance. 1. Patience 2. Sincerity

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Place on the board and show why it is important to remember these points.	When dealing with grievances it is important to remember: 1. Get all sides of the grievance. 2. Don't go spreading a grievance around. 3. Talk to each person involved. 4. Don't pass the buck.
Handout #6-3. Give this handout to the class and allow them plenty of time to read. Discuss the handout in great detail.	Discipline and Disciplinary Action Organizational climate is reflected in the discipline of employees. Discipline is employee self-control to meet organization standards and objectives. It is the "taut ship," providing the self-control which underlies all genuine team-work. Discipline relates to employee conduct, whereas morale relates to employee feelings. Discipline is developed both by management and by the employee group. Employees themselves exert powerful influence on others in their group to tow the line, to keep up, and to "get with it." If these employee pressures can be guided to support management standards, then the group itself is a strong supportive force for discipline. Management has primary responsibility for developing and maintaining discipline. In doing so, it must first make its standards known and understood. If employees do not know what standards management expects, their conduct is likely to be erratic or misdirected. Employees will better support standards which they have helped create. They will also give more support to standards stated positively instead of negatively, such as "Safety first!" rather than "Don't be careless". They usually want to know the reasons behind a standard so that it will make sense to them. Second, management's enforcement of its standards must meet employee standards.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	This requires management to be consistent, fair, flexible, and impersonal.
Ask the class for their ideas and comments on the illustration.	ILLUSTRATION: Employees A and B disregarded a no-smoking rule on numerous occasions. Then employees C disregarded it and the "roof caved in." He was given a severe reprimand in front of others and three days off. To other employees and to C, this action was wholly inconsistent and unfair. Employees at this point did not know what management's real standard of conduct was, and discipline deteriorated. Originally they conducted themselves on the basis of how management enforced the sign (instead of what the sign said.) When enforcement became confused, they were both confused and resentful of injustice. It is evident in this example that enforcement of standards in a right way is a key to discipline.
Discuss rules.	Disciplinary Rules to Follow Rule 1: Disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself. Rule 2: It is essential for a worker to know when he has committed a violation. Rule 3: Disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction. This policy is also consistent with the basic aim of disciplinary action, which is to encourage future conduct within the rules rather than to punish. Since people respond differently to the same treatment, different disciplinary actions are necessary to achieve what might be called equal rights.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask the class for their comments on the illustration.	ILLUSTRATION: How would you handle this problem? For example, take the case of Joe, a responsible and conscientious employee who, because of a communication slip-up at home and a chain of unfortunate circumstances, fails to notify his foreman of his absence until three days have gone by. Bill, on the other hand, is the devil-may-care type who has openly boasted that the reason for his absence is none of management's business. On the afternoon of the third day, Bill sends a telegram from Las Vegas saying, "Car broke down. Hope to return Monday." Is it likely that exactly equal penalties in these two cases will accomplish the objective of disciplinary action?
Handout #6-4. Again allow the class plenty of time to read, then discuss the material.	Disciplinary Action Because of the importance of enforcing standards, when discipline deteriorates it is necessary for management to take disciplinary action or to discipline employees. Disciplinary action is a penalty invoked for an employee who failed to meet standards. Its twofold objective is to reform the offender and to deter others. It is, therefore, educational and corrective, rather than punitive slapping back at an employee in the wrong. Research discloses that the punitive, blaming approach tends to get lower productivity from employees. The ultimate disciplinary action is discharge. It has been said that every employee discharge is evidence of management failure; this is theoretically correct but not realistic in terms of human relations. Neither managers nor employees are perfect; hence some problems cannot be solved. Sometimes it is better for the employee to go

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	somewhere else. There are limits to how much effort a manager can devote to retain a poor employee. Too much interest or concession may actually encourage him to repeat his behavior, thus weakening him instead of helping him. Furthermore, interests of other employees must always be considered.
Ask the class for their comments on the illustration.	ILLUSTRATION:
	"A manager of a school lunchroom had an autocratic, incompetent supervisor of food service who he should have fired, but decided to retain in order to help her. The next fall no employees returned to this department and no students were on the parttime employment list. During the year he fired her, and the following fall a normal amount of employees and students returned to this department. In other words, by retaining her originally, he lost all other employees."
	One of the toughest problems management faces in taking disciplinary action is how to resolve the fundamental conflict between consistency and flexibility. Consistency is sought because it makes for administrative simplicity. Flexibility is necessary because people and situations are unique. Where this policy prevails, an accurate list of specific offenses and penalties may work better than a general statement of policy. Discipline and loyalty probably can be maintained with detailed rules of this type if the employer hews to them absolutely.
	But something is lost with inflexible discipline of this kind. Unswerving adherence to the rules becomes monotonous and may even be dangerous. It fails to motivate people toward positive esprit de corps and takes the heart out of disciplinary action. By bringing all men down to one level,

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	regardless of their uniqueness, it subjects them to the same kind of impersonal treatment that we give to physical matter. There is no longer anything personal in the disciplinary relationship. Men become the victims of a lifeless system. Should management, then, go to the other extreme--avoid rules and leave it to human judgment to interpret general policy? Most likely neither extreme is the right one. The operating solution will be a compromise between them. The flexible approach seems more in accord with human relations research and concepts which have been developed over the past few decades. It respects human dignity and individual differences. It is the more human policy and the more liberal policy because it allows for interpretation. It says, "The employer is obligated to treat people alike in so far as they are alike, but he is obligated to treat them differently to the extent that they are different and in different situations."
Discuss each one of the discipline principles. Develop these with the class.	<u>Discipline Principles</u> 1. Most research studies reveal that people break rules less often when the supervisor is a good leader. One way to be a good leader is to have a sincere interest in employees. 2. When an employee breaks a rule, make discipline your last resort. Try to find out why a person acts the way he does, then see what you can do to remove that reason. 3. Do not use threats - you may have to back that threat up. You may have no power to enforce that threat.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	4. "Negative vs. Positive Discipline" Negative discipline is when you penalize an individual. Positive discipline is when you can get an individual to do what you want through constructive criticism or discussion.
This is optional. This may serve as a good teaching device if done with some planning ahead of time.	Role Play Discipline You will need two volunteers. One individual serves as a supervisor, the other as an employee. The employee has been arriving late for work each morning for the last week. It has come to the attention of the supervisor and he calls the employee in to his office to discuss the problem. No further instructions are to be given. Let the individual serving as the supervisor try and solve the problem of getting the employee to work on time.
Discuss the role playing activity with the total group after the presentation. Get their comments and reactions. Discuss with the class the development of a disciplinary policy.	Disciplinary Procedure If management wishes to pursue a flexible policy towards discipline, there are certain procedures which should be followed. It is important to remember that the policy must be placed in writing and communicated to all employees.
Cover each of the six points in developing a disciplinary procedure, and ask the class if they can tell why each is important.	1. First, the employer must recognize that this is a long term process--the evolution of a basic change in a work climate may take years. A rule can be changed at a moment's notice, but mutual confidence cannot be expected to appear overnight. 2. Second, the organization needs a long-range program for upgrading the managers who will make disciplinary

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

decisions. If policy interpretation is to be left to their judgment, then they must be fully capable of reaching sound decisions. When a manager or supervisor makes an exception, he must be able to establish a reason for treating the particular employee and/or the particular situation differently.

3. Third, the general level of union-management relations and confidence in management will need to be upgraded.

4. Fourth, disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself as a person. (Too often in the heat of argument a supervisor is goaded into condemning the offending worker rather than his act.) Since it is the offense that management objects to, and not the person committing it, relations should return to normal once the problem has been settled.

5. Fifth, it is essential for a worker to know when he has committed a violation. Time and time again management has learned the hard way that it cannot turn a blind eye to infractions and then suddenly crack down on someone without warning.

6. Finally, disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction. A delay causes anxiety and separates the offense from the disciplinary action, sometimes causing the offender to blame his supervisor for the penalty instead of relating it to his offense.

When the above ideas can be adopted and achieved, an organization will have developed a human disciplinary policy.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Correct Workers Constructively
	We have been discussing preventing grievances and how to handle discipline problems. Let's now talk about how to correct workers constructively.
Prevent grievances by constructive correction.	One personnel director has this motto in his office: "Unless a reproof or criticism is made in such a way as to leave the employee more interested and enthusiastic about his work, rather than resentful and antagonistic, the exercise of authority has been harmful to this organization and the one administering the reproof has indicated his unfitness to manage men."
"Bawling Out" versus constructive reprimand.	The reprimand is one of the most important implements in the tool kit of the executive. It is safe to say more errors are made by executives in its use than in any other single task they are called upon to perform. Many executives apparently define a reprimand as "a good bawling out," to be given in a burst of temper.
	Properly administered, the reprimand is a constructive and powerful device in the training, control, and direction of human efforts. There is only one justifiable reason for reprimanding, and, that is a constructive reason--to help the worker, and, through him to help the business. Its purpose is to awaken a desire on the part of the worker to improve his conduct.
Anticipate a defensive reaction.	Before starting a reprimand, have clear in mind that the first emotional reaction of the person reprimanded is apt to be unfavorable. Being prepared for a negative reaction will better enable you to meet it. Try from the beginning to get the interview off emotional grounds. Place it clearly on the grounds of a rational desire for improvement on the part of the worker.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Analyze critically your own emotions.	Do you reprimand more severely when you are feeling grouchy or tired? If you allow the personal equation to enter a rebuke, you are merely engaging in an undignified controversy in which you have everything to lose and nothing to gain. Make the employee feel always that your criticism is a company affair rather than a personal matter.
Get the other fellow's viewpoint.	Try to understand how the worker feels and what he is thinking, but, don't lose sight of the problem which led to the interview. Don't talk too much yourself. Your object is to get the worker to do as much of the talking as possible. Don't sermonize or take a superior attitude. Show him that although you may not agree with him, you are at least trying to understand his viewpoint.
Be sure of your facts.	Hold your criticism in check long enough to make sure it is constructive and just. When a subordinate makes a mistake through ignorance, the case usually calls for training, not blame. Be sure to have all the pertinent facts in your mind before you undertake to give criticism.
Correct in private.	Correcting a worker in the presence of others will unnecessarily humiliate and embarass him. A public reprimand lowers the worker's morale and thus defeats its own purpose. A talk in private offers you a much better opportunity to get your points across constructively. A private talk gives the worker a fair opportunity to present his own side of the case and to ask questions.
Courtesy won't spoil effect.	A "bawling out" is usually unnecessarily loud and harsh. If you are courteous and calm when you give a reprimand, your courtesy will not necessarily spoil the effect or take the edge off the reprimand. Everyone has a right to receive polite treatment even

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	though he has made an error. Courtesy leaves less room for resentment. A courteous reprimand is usually more telling than an explosive reproof because it really "gets under the worker's skin." If you discover later that you have reprimanded a worker unjustly, admit it quickly and emphatically. You will not weaken your authority. Workers admire an executive who is big enough to admit his error and apologize for it.
Reprimand needs not make supervisor unpopular.	Some executives hesitate to give needed reprimands for fear it will make their workers dislike them. Correct disciplining of your workers does not detract from the respect with which you are regarded. The boss who is an "easy mark" is not highly respected, nor does he get maximum production. Nothing is more unfair to your subordinates than to allow them to persist in a serious fault without attempting to correct it.
Deal with infractions promptly.	When an executive rebukes too sharply and in anger, it may be because he has stored up resentment over repeated infractions until he "boils over." The reprimand is then apt to be more harsh than the offense calls for and the worker feels the injustice of it. The worker thinks bitterly, "If all those things he just said are true, why didn't he speak to me about them before?" The employee who is reproved more severely than the error warrants develops a conviction that the boss is unfair. The corrections of each offense as it occurs will prevent explosions due to pent-up emotions. To be constructive, a criticism must be specific; the worker must be told of

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	definite instances in which he has done things wrong. Criticism in generalities is not constructive because it does not give the worker definite ideas on how he may improve.
	To say, "You are careless in your work," or "You waste too much time," will merely bring a denial from the worker. You can get your thought across much more pointedly by discussing a specific piece of work which has been done carelessly or one job which the worker has spent too much time on. People think in terms of concrete illustrations and specific examples not in terms of generalities.
Compare to a standard not to another worker.	In criticizing a worker's performance compare his work to a standard that you have set up for the department, and not to the performance of a fellow employee.
	No one likes to be compared unfavorably with the person who works next to him. To do so develops the "teacher's pet" reaction. It arouses an antipathy toward the person whose work is held up as an example. It kindles a desire to tear down the high esteem in which the "teacher's pet" is held instead of stimulating a desire to improve. It turns the employee's mind to inventing excuses rather than to constructive self-analysis. People are quite ready to suspect that there is a bias against them and in favor of someone else. Comparison with other workers increases this suspicion.
	People do not object to being compared to a standard, because that is impersonal. In selecting a correct standard to use, choose one that has grown out of the group. Any standard of performance which has been attained by three-quarters of the group may be set up as a mark for all to shoot at.
Try a criticism "sandwich"	A criticism sandwich is an interview in which a criticism is given between two

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	slices of praise. Sometimes an otherwise good worker has one serious fault. You wish to make an impression on the employee's mind concerning this fault without minimizing his good points. Begin the talk about something praiseworthy in the worker's performance. Then give the criticism. End up with another bit of praise.
Do not threaten.	To tell an employee that his job is at stake places him in such a threatening situation that the chances are he will do worse rather than better. Executives who use the threat of discharge in reprimanding workers say, loss of job is the only whip you have over employees, and you have to use it. This is a confession of weakness. The fear motive is certainly not the most successful method for obtaining maximum production.
After correction forget the error.	If you constantly refer to a worker's past error, you will make him feel that it is impossible for him to live down former mistakes. If the worker feels that you are prejudiced or carry a grudge, he will conclude that the only solution for him is to seek another job. As soon as the worker admits that he deserves the blame, you have gained the point of your reprimand. Assure the worker that the incident is closed by saying, "Now that we understand each other, I am going to forget about this and start out with a clean slate." Show the worker that you are sincere by watching for improvement and taking occasion in the next day or two to compliment on something that he has done well.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Discuss the twelve rules of winning people to your way of thinking. Handout #6-5.	<u>How To Change People To Your Way Of Thinking</u> Rule 1: The only way to get the best of an argument is to avoid it. Rule 2: Show respect for the other man's opinions. Never tell a man he is wrong. Rule 3: If you are wrong, admit it quickly and emphatically. Rule 4: Begin in a friendly way. Rule 5: Get the other person saying "yes-yes" immediately. Rule 6: Let the other man do a great deal of the talking. Rule 7: Let the other man feel that the idea is his. Rule 8: Try honestly to see things from the other person's point of view. Rule 9: Be sympathetic with the other person's ideas and desires. Rule 10: Appeal to the nobler motives. Rule 11: Dramatize your ideas. Rule 12: Throw down a challenge. These twelve rules came from Dale Carnegie's book titled, "How To Win Friends and Influence People". Another list has been developed which contains nine ways to change people without giving offense or arousing resentment. The ideas are similar to those of Dale Carnegie's, but they are still important enough to be discussed.
Handout #6-6. Discuss the nine rules with the group.	<u>Nine Ways To Change People Without Giving Offense Or Arousing Resentment</u> Rule 1: Begin with praise and honest appreciation. Rule 2: Call attention to people's mistakes indirectly. Rule 3: Talk about your own mistakes before criticizing the other person.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Rule 4: Ask questions instead of giving direct orders. Rule 5: Let the other man save his face. Rule 6: Praise the slightest improvement and praise every improvement. Be hearty in your approbation and lavish in your praise. Rule 7: Give the other person a fine reputation to live up to. Rule 8: Use encouragement. Make the fault seem easy to correct. Rule 9: Make the other person happy about doing the thing you suggest. By following the above two listings of rules, the supervisor or any individual should have a pretty good idea of the best way to handle any type of grievance or discipline problem which may arise.
Close the session and make an assignment.	Tell the class that the next session will deal with the "Four Step Method to Problem Solving." In this session we will cover how to effectively deal with human relations problems.
Get two or three volunteers, or select them, to present a human relations problem at the next session.	To make our last two sessions realistic I would like two or three of you to volunteer to bring in a human relations problem which is bothering you. We will discuss the problem and see if we as a group can come up with an answer. Remember that in the beginning of this course we said that everything personal which is discussed should not leave this room.
	Thank the group for their comments, and ask if there are any questions over this lesson. Give the time and the location for the next meeting.

WHY HANDLE GRIEVANCES

1. Petty grievances have a tendency to grow.

2. As a supervisor, you should have the first chance of handling situations that upset workers.

3. Because you are at the scene of action, you can handle such grievances more quickly and effectively.

4. You know the workers better than anyone else.

5. Practice is the best teacher. It will give you a chance to handle human relations problems.

6. Your failure to act may cause loss of respect and confidence from your workers. The next time they may "by pass" you.

POINTS TO REMEMBER IN DEALING WITH GRIEVANCES

1. A grievance is a grievance as long as a worker thinks it is.

2. "Keeping an open door" means showing a willingness to hear and consider complaints.

3. Try to put the complaining worker at ease. He may be under an emotional strain.

4. Keep the interview a discussion, not an argument.

5. Consider the complainant's viewpoint and try to understand why he feels as he does.

6. Don't jump to conclusion; avoid snap judgments.

7. Be big enough to admit your own mistakes. If you have made a mistake admit it.

8. Regard every grievance as a chance to learn something new about human relations.

DISCIPLINE AND DISCIPLINARY ACTION

Organizational climate is reflected in the discipline of employees. Discipline is employee self-control to meet organization standards and objectives. It is the "taut ship" providing the self-control which underlies all genuine team-work. Discipline relates to employee conduct, whereas morale relates to employee feelings. Discipline is developed both by management and by the employee group. Employees themselves exert powerful influence on others in their group to tow the line, to keep up, and to "get with it". If these employee pressures can be guided to support management standards, then the group itself is a strong supportive force for discipline.

Management has primary responsibility for developing and maintaining discipline. In doing so, it must first make its standards known and understood. If employees do not know what standards management expects, their conduct is likely to be erratic or disdirected. Employees will better support standards which they have helped create. They will also give more support to standards stated positively instead of negatively, such as "Safety first!" rather than "Don't be careless." They usually want to know the reasons behind a standard so that it will make sense to them.

Second, management's enforcement of its standards must meet employee standards. This requires management to be consistent, fair, flexible, and impersonal.

ILLUSTRATION:

Employees A and B disregarded a no-smoking rule on numerous occasions. Then employee C disregarded it and "the roof caved in". He was given a severe reprimand in front of others and three days off. To other employees and to C, this action was wholly inconsistent and unfair. Employees at this point did not know what management's real standard of conduct was, and discipline deteriorated. Originally they conducted themselves on the basis of how management enforced the sign (instead of what the sign said). When enforcement became confused, they were both confused and resentful of injustice. It is evident in this example that enforcement of standards in a right way is a key to discipline.

DISCIPLINARY RULES TO FOLLOW:

Rule 1: Disciplinary action is likely to be most effective when the employee feels that it is the actual infraction that is being condemned and not himself.

Rule 2: It is essential for a worker to know when he has committed a violation.

Rule 3: Disciplinary action should take place as soon after the offense as possible so that it is more directly connected with the infraction.

This policy is also consistent with the basic aim of disciplinary action, which is to encourage future conduct within the rules rather than to punish. Since people respond differently to the same treatment, different disciplinary actions are necessary to achieve what might be called equal results.

ILLUSTRATION:

How would you handle this problem?

For example, take the case of Joe, a responsible and conscientious employee who, because of a communication slip-up at home and a chain of unfortunate circumstances, fails to notify his foreman of his absence until three days have gone by. Bill, on the other hand, is the devil-may-care type who has openly boasted that the reason for his absence is none of management's business. On the afternoon of the third day, Bill sends a telegram from Las Vegas saying, "Car broke down. Hope to return Monday."

Is it likely that exactly equal penalties in these two cases will accomplish the objective of disciplinary action?

DISCIPLINARY ACTION

Because of the importance of enforcing standards, when discipline deteriorates it is necessary for management to take disciplinary action or to discipline employees. Disciplinary action is a penalty invoked for an employee who failed to meet standards. Its twofold objective is to reform the offender and to deter others. It is, therefore, educational and corrective, rather than punitive slapping-back at an employee in the wrong. Research discloses that the punitive, blaming approach tends to get lower productivity from employees.

The ultimate disciplinary action is discharge. It has been said that every employee discharge is evidence of management failure; this is theoretically correct but not realistic in terms of human relations. Neither managers nor employees are perfect; hence some problems cannot be solved. Sometimes it is better for the employee to go somewhere else. There are limits to how much effort a manager can devote to retain a poor employee. Too much interest or concession may actually encourage him to repeat his behavior, thus weakening him instead of helping him. Furthermore, interests of other employees must always be considered.

ILLUSTRATION:

> A manager of a school lunchroom had an autocratic, incompetent supervisor of food service who he should have fired but decided to retain in order to help her. The next fall no employees returned to this department and no students were on the part-time employment list. During the year he fired her, and the following fall a normal amount of employees and students returned to this department. In other words, by retaining her originally, he lost all other employees.

One of the toughest problems management faces in taking disciplinary action is how to resolve the fundamental conflict between consistency and flexibility. Consistency is sought because it makes for administrative simplicity. Flexibility is necessary because people and situations are unique. Where this policy prevails, an accurate list of specific offenses and penalties may work better than a general statement of policy. Discipline and loyalty probably can be maintained with detailed rules of this type if the employer hews to them absolutely.

But something is lost with inflexible discipline of this kind. Unswerving adherence to the rules becomes monotonous and may even be dangerous. It fails to motivate people toward positive esprit de corps and takes the heart out of disciplinary action. By bringing all men down to one level, regardless of their uniqueness, it subjects them to the same kind of impersonal treatment that we give to physical matter. There is no longer anything personal in the disciplinary relationship. Men become the victims of a lifeless system. Should management, then, go to the other extreme--avoid rules and leave it to human judgment to interpret general policy? Most likely neither extreme is the right one. The operating solution will be a compromise between them.

The flexible approach seems more in accord with human relations research and concepts which have been developed over the past few decades. It respects human dignity and individual differences. It is the more liberal policy because it allows for interpretation. It says, "The employer is obligated to treat people alike insofar as they are alike, but he is obligated to treat them differently to the extent that they are different and in different situations."

TWELVE WAYS OF WINNING PEOPLE TO YOUR WAY OF THINKING

Rule 1: The only way to get the best of an argument is to avoid it.

Rule 2: Show respect for the other man's opinions.

Rule 3: If you are wrong, admit it quickly and emphatically.

Rule 4: Begin in a friendly way.

Rule 5: Get the other person saying "yes, yes" immediately.

Rule 6: Let the other man do a great deal of the talking.

Rule 7: Let the other man feel that the idea is his.

Rule 8: Try honestly to see things from the other person's point of view.

Rule 9: Be sympathetic with the other person's ideas and desires.

Rule 10: Appeal to the nobler motives.

Rule 11: Dramatize your ideas.

Rule 12: Throw down a challenge.

Taken from: Carnegie, Dale. "How To Win Friends and Influence People"

NINE WAYS TO CHANGE PEOPLE
WITHOUT GIVING OFFENSE OR AROUSING RESENTMENT

Rule 1: Begin with praise and honest appreciation.

Rule 2: Call attention to people's mistakes indirectly.

Rule 3: Talk about your own mistakes before criticizing the other person.

Rule 4: Ask questions instead of giving direct orders.

Rule 5: Let the other man save his face.

Rule 6: Praise the slightest improvement and praise every improvement. Be hearty in your approbation and lavish in your praise.

Rule 7: Give the other person a fine reputation to live up to.

Rule 8: Use encouragement. Make the fault seem easy to correct.

Rule 9: Make the other person happy about doing the thing you suggest.

Session Seven

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session.	Welcome the group to the seventh session of the human relations training program. State that this session and the final session will be devoted to handling human relations problems, by using the four step method to problem solving. We discussed in the first four session the "Keys to Good Human Relations," which I would like to review briefly using examples. After reviewing the "Four Keys" we will then discuss the "Four Step Method to Problem Solving."
Review the keys to good human relations with the class.	Keys To Good Human Relations There are certain basic rules or methods of dealing with people practiced by successful supervisors which tend to strengthen these relationships and to prevent grievances from arising. They form the underlying spirit of good supervisor-employee relationships. These rules or methods are called the "Keys to Good Human Relations." Every supervisor who would be successful must recognize the importance of the Keys. I'll give you a few illustrations of these keys. Will you see if you can determine the keys from the illustrations?
Treat people as individuals.	ILLUSTRATION "Bill is a salesman in one of the large departments of a store. He has a past record of dependability and an excellent sales record. He suddenly remains absent from his work frequently, violates store regulations and is discourteous and irritable with customers."

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Since the department in which Bill is employed is a large one, the manager has not paid much attention to the individual salespeople in it thinking of them rather as a group. When he learns of Bill's shortcomings his first thought is to recommend that he be transferred out of the department or discharged. He decides, however, to talk to Bill and finds out that his wife is seriously ill and requires an operation and furthermore that Bill is financially unable to defray hospital costs and doctor bills, and that he is worried over this situation.
Question.	What key to good human relations does this suggest? (Try to draw from the group that people have individual problems that affect their work and personal conduct.)
Write on the board.	TREAT PEOPLE AS INDIVIDUALS
Make best use of each worker's abilities.	ILLUSTRATION "A young man having a good record in high school, a good personality and the ability to get along well with people, is placed in the stockroom of a large department store. He has had some previous successful parttime experience in selling men's furnishings and likes the work. After two years of work in the stockroom he has, through no fault of his own, still not received promotion to the sales floor."
Question.	What key to good human relations does this suggest?
Write on the board.	MAKE BEST USE OF EACH WORKER'S ABILITIES
Provide job satisfaction.	The employee morale in store X is high. The workers feel that they are receiving fair wages considering the standards that pre-

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	vail in other lines of business in the same city.
	The owner of store X is really interested in the people that work for him. He tries to remember and call them by name, he shows his appreciation for good work, and tries to be practically helpful when any of his workers have difficult personal problems.
	Store X exmployees work in an attractive store, they have good merchandise to sell, they cooperate with each other because, through store and social contacts, they have come to understand each other--in short they are receiving many job satisfactions.
Question.	What key to good human relations does this suggest?
Write on the board.	PROVIDE JOB SATISFACTION

Plan and work together.	The buyer of the domestic department of a large store purchased a large quantity of sheets, pillow slips, towels and other "White goods." He expects to conduct a white goods promotion in January. He, therefore, calls a meeting of the salespeople in his department to consider plans for the promotion. He also plans cooperatively with the advertising and display departments and with his floormanager and with the employment office.
Question.	What key to good human relations does this suggest?
Write on the board.	PLAN AND WORK TOGETHER
Handout #7-1.	---
	Problem Solving
	We have been talking about the keys to good human relations.
	These will give you a basis for good human relations.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	But these will not prevent all problems. For our purpose a problem is any human relationship about WHICH THE SUPERVISOR HAS TO TAKE ACTION. The supervisor's job is an important one. Management expects him to get sales, to hold down costs, to keep the department looking shipshape, to turn out quality work, and to maintain good customer relationships. The supervisor gets these results through the efforts of his workers. In even a well-run organization, workers' actions and attitudes often fall short of perfection. Nothing is more true than the old adage, "To err is human."
Discuss how problems may arise in a company. Develop examples to emphasize each point.	<u>How Problems May Arise In Your Company</u> Let us see how problems come to your attention. 1. Workers bring problems to you. 2. Worker makes request for a raise, asks for a transfer, tells you he can't get along with his fellow worker, etc. 3. Problems that you "run into." 4. You tell worker to do something and he refuses; worker constantly comes late for meetings; worker takes too long reliefs, etc. 5. Change in the attitude of workers. 6. Formerly good-natured worker suddenly become antagonistic. 7. Changes brought about by management. 8. Your department will be moved to a new location; women will be hired on the job formerly held only by men; cash registers will be used in place of cashiers. You anticipate workers' resentment of these changes.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	Examples of problems that arise with workers have been mentioned. You have probably thought of many more.
Question.	Notwithstanding the wide variation of the scope of these problems, is there some pattern, some method to follow by which we can arrive at the best possible solution?
Ans. Yes	
	Four-Step Method To Problem Solving
	The way in which we can best handle human relations problems is that of using a systematic approach. This approach as already mentioned is what we call our four-step method for handling human relations problems.
Handout #7-2. Four-step method	The steps are:
Discuss with the group.	1. "Get The Facts" (a) Review past performance. (b) Find out what policies and rules apply. (c) Talk with individuals concerned. (d) Get opinions and feelings. 2. "Weigh And Decide" (a) Fit facts together and consider their bearing on each other. (b) What possible actions are there? (c) Will the policies of the firm allow me to take this action? (d) What will be the effects to the individual, group and production? 3. "Take Action" (a) Are you going to handle this yourself? (b) Do you need help in handling it? (c) Should you refer this to your supervisor? (d) Select proper time and place of action.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL

4. "Check Results"
   (a) How soon will you follow up?
   (b) How often will you need to check?
   (c) Watch for changes in output, attitudes, and relationships.

Tell the story of Betty Evans. Be able to tell the story without reading it.

To emphasize the importance of using the four step method, I am going to tell you the story of Betty Evans.

Story Of Betty Evans

A department manager observed that her workers had formed the habit of bringing their wraps to the selling department and storing them away under the counters rather than using the basement locker room. So the department manager called all of her workers to a meeting the next morning. She told them that it was a store rule that employees' wraps should be kept in their lockers and not in the selling departments. She explained the reasons for this rule and told them that in the future she would not tolerate any violations. She said that if any worker violated the rule she would send that worker to the Personnel Office and request that the employee be transferred out of her department.

The next morning the department manager saw Betty come hurriedly into the department and tuck her coat and hat away below the counter. Betty had been an excellent saleswoman. The department manager knew that the other salespeople had seen this infraction, and felt that she would have to go through with her threat. She went over to Betty immediately and told her to take her hat and coat and report to the employment office, and she phoned the personnel manager that she would like to have Betty transferred out of her department, as she was disobedient.

Discuss case with the group.

The supervisor had a problem, didn't she?

How well do you think she handled it?

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Take a minute or two for discussion.	Just what do you think Betty's supervisor was trying to accomplish? (Get the group to say:) (a) she wanted Betty to conform to store rules. (b) she wanted her to place her wraps in the locker provided for that purpose.
Question.	Would you have taken this action? (Do not let this go into an extensive discussion.) (If the following points do not come out in the discussion, make them yourself.) (a) The supervisor made no attempt to find out why Betty did not place her wraps in the locker on this particular morning. (b) She jumped to the conclusion that Betty was not willing to obey orders.
Complete the story of Betty Evans.	Suppose we have the rest of the story. Well, Betty went to the personnel office. When the personnel manager asked her what rule she had violated, Betty said she didn't know. She said she did not understand why she had been sent out of the department. The personnel manager phoned the department manager and found out about the meeting concerning wraps and Betty's action that morning. When he confronted Betty with this story she said, "Oh, but I wasn't here yesterday. I had the day off because of my work on inventory last Sunday. I hadn't heard anything about the meeting.
Complete the discussion,	Do these additional facts throw more light on the case? The supervisor failed to get the facts straight, and as a result found herself in a predicament. She would either have to back down on the whole thing, admit her

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	error and try to soothe Betty's wounded feelings, or else she would have to go through with an action that would cost her a good salesperson besides appearing unfair to the other salespeople. Let's look at the effect of what the supervisor did from three angles.
Ask each of the questions and discuss.	1. How would Betty feel toward her supervisor? 2. How did the other people in the department feel about the way the supervisor treated Betty? 3. How would this action affect department sales?

Make "chalk-talk" presentation of the Four Step Method of handling problems.	Is there a way to avoid mistakes like this? What should Betty's supervisor have done first? If someone suggests "Talk with Betty" or "Give her a chance to explain," ask, "Do you mean Get the Facts?"
Write on the board.	GET THE FACTS Then what should she do with these facts?
Write on the board.	WEIGH AND DECIDE After deciding, what should she do next?
Write on the board.	TAKE ACTION Then is it a good idea to see what resulted from this action?
Write on the board.	CHECK RESULTS These are the four steps which the supervisor should have used when she first noticed the saleswomen placing their wraps under the counters.

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Snap judgments. Discuss with the class.	In the case of Betty Evans, it is important for the supervisor, or anyone dealing with human relations problems to make sure all the information is known. Too many times snap judgments <u>are</u> just "snap judgments" because they have no foundation. If one follows the "Four Step Method to Problem Solving" and its subpoints, few wrong decisions will be made. It is understandable that it is impossible to sit down and cover each step and subpoint for each problem which arises, but it gives one procedures to follow. Through practice one can go through these steps in a manner of seconds for small problems, but for more complicated problems it allows one time to make sure that he is making the best possible decision. In other words, it makes one think before he makes any decisions or comments which may prove later to be wrong. (Engage brain before starting mouth.)
Select a human relations problem and have the class solve. Handout problem solving worksheet. You will find only the four-steps listed but make sure the class follows the four-step method handout #7-2. Make sure that the subpoints are covered on the worksheet.	<u>Step By Step Procedure</u> We are now going to discuss another problem and each one of you will have a chance to present your ideas on the situation. (Select any of the problems in the back of this manual, or any you might have, and have the class follow the four-step method of problem solving by using the worksheet.) (Make sure that you are prepared to answer questions on, or concerning the problem. You may have to add a little more information on your own. This you can make up. Have an idea of an answer which you would like the class to come up with. Allow plenty of time for the problem.)

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Ask for volunteer to present his or her human relations problem.	After going through one of the selected problems, ask one of the volunteers from last week's session to present his or her human relations problem.
Allow the individual plenty of time to present the problem.	Have (NAME) present their problem.
Get the total class to help solve the problem.	
Offer your help only when needed, but make sure that each of the steps are carefully covered and their subpoints.	Make sure that the class comes up with some type of a solution.
	If the time allows have the other volunteer(s) present a human relations problem, and follow the same procedures as outlined above.
Close the session.	Tell the class that everyone, except today's volunteer(s), will be asked to present a human relations problem next week.
	State that the total session will be devoted to solving human relations problems.
	Ask for any final comments or questions over the material covered.
	Thank the volunteer(s), and the class for their participation.
	State the time and the location for the next meeting.

FOUNDATIONS FOR GOOD HUMAN RELATIONS

I. TREAT PEOPLE AS INDIVIDUALS

Learn worker's background, interests, attitudes, ambitions and problems.
Analyze conditions under which he works.
Adapt method of handling to individual and to circumstances.

II. MAKE BEST USE OF EACH WORKER"S ABILITIES

Understand new employee's and present employee's abilities.
Place worker into job for which he is ready.
Let each worker know what his job is and the "why" of what he is doing.
Look for abilities not being used.

III. PROVIDE JOB SATISFACTION

Create job interest through showing job value to individual and organization.
Tell worker in advance about changes that will affect him--- tell why if possible.
Reduce fatigue.
Let each worker know how he measures up.
Keep your promises.
Give credit and praise when due.

IV. PLAN AND WORK TOGETHER

Develop a leadership philosophy.
Say and act "We" instead of "I".
Develop a feeling of participation and teamwork.
Encourage freedom of suggestion.
Encourage initiative.

FOUR-STEP METHOD FOR HANDLING HUMAN RELATIONS PROBLEMS

STEP 1 - "GET THE FACTS"

Review past performance.
Find out what policies and rules apply.
Talk with individuals concerned.
Get opinions and feelings.

BE SURE TO HAVE WHOLE STORY.

STEP 2 - "WEIGH AND DECIDE"

Fit facts together and consider their bearing on each other.
What possible actions are there?
Will the policies of the firm allow me to take this action?
What will be the effects to the individual, group and production?

DON'T JUMP TO CONCLUSIONS.

SETP 3 - "TAKE ACTION"

Are you going to handle this yourself?
Do you need help in handling it?
Should you refer this to your superior?
Select proper time and place of action.

DON'T PASS THE BUCK.

STEP 4 - "CHECK RESULTS"

How soon will you follow up?
How often will you need to check?
Watch for changes in output, attitudes, and relationships.

DID YOUR ACTION HELP PRODUCTION AND SERVICE?

Session Eight

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
Open the session.	Welcome everyone to the righth and final session. This session will be completely devoted to solving human relations problems by using the "Four-Step Method to Problem Solving."
Make sure that the group is placed in an informal atmosphere so everyone can talk and discuss freely.	
	State that in this session you will only be an observer and you will only make comments when you feel that they are necessary. Ask if anyone has any questions before proceeding.
Handout #8-1. Four-Step Method Worksheet.	
	Ask the first volunteer to present his or her human relations problem.
Make sure that the total group gets involved. Allow plenty of time for each member to present his/her problem, and time to come up with some type of a solution. Space your time to allow each individual approximately the same amount of time.	

TOPIC OUTLINE (Methods)	DISCUSSION MATERIAL
	After all the human relations problems have been discussed, tell the class that for some of the problems we may have come up with some type of a solution. For the other problems we may have just touched the surface on solving those problems. It is therefore easy to see that solving some human relations problems cannot be done overnight. One has to experiment and try different approaches to see which one will work best for him. One of the best ways in handling all problems is to remember that people should be treated as individuals. When this is done, people feel as though they belong and you have their best interests in mind.
Add any additional comments which you wish to make. Close the session.	Thank the group for their participation and comments throughout the course. Explain how much you enjoyed instructing the course and the knowledge you have gained from the group's participation.
Recommendations 1. Develop an evaluation form and have the class members evaluate the course. 2. Handout certificates of completion.	

FOUR-STEP METHOD WORKSHEET

STEP 1: GET THE FACTS

STEP 2: WEIGH AND DECIDE

STEP 3: TAKE ACTION

STEP 4: CHECK RESULTS

SYLVIA'S DILEMMA

Sylvia was employed by a major electronics concern. She had been trained early to operate a complicated piece of equipment and, because of her high potential and personal productivity, had received more and more responsibility and numerous increases in salary.

Mr. Smith, the head of her department for the past years, had encouraged Sylvia to prepare for his job should he be promoted. He had helped her a great deal, but had made no promises.

Sylvia had an intimate friend, Helen, in the same company. One evening Helen told Sylvia she had heard that a Mr. Young was going to take Mr. Smith's place as department head.

The news was disturbing to Sylvia. It was hard to believe that management had made such a decision. She fretted about it for weeks. She could not keep her mind on her work. As a result, mistakes were more frequent and important reports were turned in late.

Then, just as Helen had said, Mr. Smith was promoted and Mr. Young was made department head in an official announcement. Sylvia was deeply hurt and disappointed.

What mistake might Sylvia have made that contributed in a large degree to her ultimate disappointment?

A Danger For Tim

Tim joined a large retail organization at the age of twenty-six. It was a company that had a formal one-year training program for junior executives, and Tim qualified as a trainee. He spent one full year working in every department. He attended educational programs that were a part of the training program offered by the company.

On the completion of the one-year program, Tim was assigned as an assistant manager to one of the large departments. At that time he received an increase in income and was told that from then on his progress was up to him.

Shortly after assuming his new position, Tim married. He worked hard for the next eighteen months without receiving another promotion. When his wife became pregnant, Tim became more and more concerned about a more responsible assignment and an increase in salary. At this point he had invested two and a half years with the company. He was pleased with the personnel policies of the organization and did not question his long-range future. The immediate problem of additional income and opportunity, however, began to build many pressures. He knew that he was on a plateau that would not last much longer, but nevertheless he became impatient.

What, in your opinion, is the greatest danger that faces Tim in building his career?

RAY'S CHANGING ATTITUDE

Ray Dooley was an art major in high school and through two years of college. Upon completion of his formal education, he made many unsuccessful efforts to get into the field of commercial art. He finally accepted a position with a large retail chain organization that would have only limited use for his talent.

Ray began his new career with interest and enthusiasm. He demonstrated that he had talent and management ability. His future looked bright. He was happy.

Some time later, however, the manager noticed a definite change in his attitude. His enthusiasm started to dwindle. He began to have excuses for not getting things done. His relations with people began to deteriorate.

The manager had two heart-to-heart talks with Ray, but a change in his attitude was not forthcoming.

Ray stayed with the organization a few more months, and then his services were terminated. In discussing the matter with the manager, Ray said, "I should have resigned the day I noticed my attitude changing."

Do you agree with Ray? What is the basis for your decision? What should Ray have done when he realized his attitude was showing a negative way?

THE CASE OF MISS KATY

Katy Palmer and Ann Stockton joined the M. K. Company on the same day. They started in the same division with different supervisors. Both had jobs involving customer contacts. They made a practice of having lunch and breaks together, and soon they became close friends.

A few months later, during luncheon, Katy said she was going to look for another job. Ann, on the other hand, said she was happy and would stay with the company. After a long discussion Ann decided that Katy's reasons were as follows:

1. Katy was fed up with all the customer-relations training. She resented having to go overboard in being friendly to customers.

2. Katy was also fed up with all the emphasis on human relations. Her habits and mannerisms were her own business. She didn't like being "counseled" on the "right" and "wrong" was to work with people.

3. Katy felt that she was being pressured to change her personality. Why weren't they happy with her the way she was? If they didn't like her personality, why had they hired her in the first place?

Do you believe Katy was right in feeling this way? Do you think she should have resigned or stayed with it? Why?

A Case For Better Grooming

Jim Croft works in the production department of a small engineering concern and Jane, his wife, works in the main office of an insurance company and has contact with customers.

Jane spends a good share of every evening taking care of her hair, face, and fingernails and washing a few things for the next day. She is very careful in the selection and care of her business wardrobe.

Observing that Jane seems to be taking more time than he feels is necessary doing these things, Jim comments: "It seems to me you place too much emphasis on your personal appearance at work. What's the difference as long as you get the work done and don't offend anyone?"

Jane replies: "It's easy for you to talk. You work with men, and they are never as critical of others as women. I work with a bunch of gals who like nothing better than to rip another person apart. Women are just more critical of women, and I'm not going to give them any more to talk about than necessary. Personal appearance is not so important to men."

Do you agree with Jim or with Jane? Why?

THE EAGER BEAVER

Tom Parker was a fast-moving young man. When he was in college, he was always involved in a wide variety of activities. He appeared to have an overabundance of energy. Tom liked nothing more than to be a part of promotional activities. His enthusiasm was catching.

Upon graduation, Tom received an excellent opportunity with a large company. He was eager to get started. He wanted to prove himself. He decided to give his job everything he had.

Two weeks after Tom had started his career the word had got around that he was a real eager beaver.

What are the dangers in this approach? Would you handle the situation in the same manner Tom did? Why?

JOE FACES REALITY

Joe Smith is a veteran. He completed his high school education and attended business college for one year before he entered the service. When he returned from his four-year enlistment, he joined the Southern Electrical Company. After completing his three months probationary period, he was assigned to the stock-control department. At this time it was suggested by Joe's supervisor that he make an effort to build good relationships with other employees in the department.

Joe worked hard in his new assignment. Some of the fellows teased him a little, but Joe paid little attention to other people. He ate his lunch alone. He didn't enter into any of the harmless horseplay in his department. Joe wasn't any trouble to anyone. He did his job well. He was never late. He was a solid employee.

After a few weeks had passed, the supervisor had a second talk with Joe and suggested that the rest of the fellows in the department were good guys and that Joe might work a little more closely with them. Joe replied by asking whether his work was satisfactory. The supervisor said that it was above average and he thought Joe had a good future with the company.

Some weeks later Joe heard that two of the young men employed about the same time he was had received promotions. He passed it off by saying, "In this outfit it isn't what you know but who you know that counts." Why did Joe feel this way? Was he justified?

THE UNEXPECTED TERMINATION

Larry was a better-than-average student in school. He had a relaxed and easy manner about him. He took things as they came. Nothing seemd to bother him. His instructors considered him well adjusted. He was orderly and methodical.

Because Larry was an only child, his parents were in a position to do a great many things for him. It was not necessary for him to work during his school years. He had his own car and money in his pocket.

Larry intended to finish college, but his father became ill when he was a sophomore and it was necessary for him to quit school and go to work. With the help of a neighbor, Larry found employment with a large manufacturing company in his hometown. It was a fast-moving, progressive organization with a strong "promotion from within" philosophy.

Larry approached his new job with his customary easy tempo. He did what he was told to do. He put in a good eight-hour day every day. No trouble. No complaints.

It naturally came as a shock when, at the end of sixty days, Larry was called in the personnel office and released.

What could have caused the company to release Larry?

ART ACCEPTS THE CHALLENGE

Art is one of several employees in a small department. He has high potential and a high current level of productivity. He is highly motivated and works hard, long, and fast. Because of this, he produces more personally than anyone else in the department. But he happens to be the kind of individual that ignores others. He is aloof. He is not interested in helping others. He rubs others the wrong way in most of the things he does. His superior attitude causes resentment among the others. They become uncomfortable.

Even though Art is producing at the highest level in the department, the total productivity of the department does not go up because of this. Instead, it goes down. He does more damage by his poor human relations than he does good with all of his personal effort. He is an outstanding employee when viewed alone; he is a poor employee when viewed as a member of a group.

One day the group supervisor is promoted to a more responsible position. Management must make a decision as to his replacement, and eventually decides to promote from within the department. Art is quite unhappy when he learns that the position has been awarded to another employee and decided to discuss with the personnel manager the reasons for his being passed over.

In the interview the personnel manager outlines Art's human relations difficulties with his fellow workers. He points out that the position of supervisor requires an ability to work well with the employees under him, and that management feels Art might have too many productivity problems as supervisor of the department. Do you agree with management's decision to pass over Art, even though he was the most productive worker in the department? Give reasons why you agree or disagree.

THE PERPLEXING MRS. B.

Carol, after the breakup of an early marriage, enrolled in a private business college and completed a secretarial program with honors. She quickly found placement with the home office of large insurance company.

As was the custom with this organization, Carol was first assigned to a large secretarial pool where she received many temporary assignments and did a great deal of transcription work from the dictaphone. She was told that if she worked out well in this capacity she would be eligible for a permanent secretarial assignment with an increase in pay.

Mrs. B. was in charge of the pool. She was a long-time career employee of the company. She was highly motivated and demanding. It was common knowledge that she put all new secretaries through the mill before they could qualify for a better assignment. Mrs. B. was proud of her record her girls had achieved, and management gave her a free hand in this respect.

Mrs. B. was a competent, fast-moving, well-organized woman. She expected high standards of grooming in each new employee. Most of the girls were afraid to approach her. It was perplexing experience for Carol. Indeed, it took her only two days to discover that less than 50 percent of the girls hired for the pool lasted more than sixty days.

Carol comes to you for advice. What suggestions would you make?

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* Much of the information for this manual came from the book of Keith Davis.

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